



Phased School Reopening Health and Safety Plan Template

Each school entity must create a Health and Safety Plan which will serve as the local guidelines for all instructional and non- instructional school reopening activities. As with all emergency plans, the Health and Safety Plan developed for each school entity should be tailored to the unique needs of each school and should be created in consultation with local health agencies. Given the dynamic nature of the pandemic, each plan should incorporate enough flexibility to adapt to changing conditions. The templates provided in this toolkit can be used to document a school entity's Health and Safety Plan, with a focus on professional learning and communications, to ensure all stakeholders are fully informed and prepared for a local phased reopening of school facilities. A school entity's Health and Safety Plan must be approved by its governing body and posted on the school entity's publicly available website prior to the reopening of school. School entities should also consider whether the adoption of a new policy or the modification of an existing policy is necessary to effectively implement the Health Safety Plan.

Each school entity should continue to monitor its Health and Safety Plan throughout the year and update as needed. All revisions should be reviewed and approved by the governing body prior to posting on the school entity's public website.

Notice/Disclaimer:

Due to the 2019-2020 outbreak of the novel Coronavirus (SARS-CoV-2), which is known to cause Coronavirus Infectious Disease of 2019 (COVID-19), Clarke is taking extra precautions in an effort to reduce the transmission of COVID-19 at its school(s). These precautions include, but are not limited to, enhanced sanitation/disinfecting procedures, the use of Personal Protective Equipment ("PPE"), student, family, patient and employee screening questionnaires, temperature checks, and other measures in compliance with and based on CDC guidance, the States in which we operate and other local and regulatory agencies. While Clarke has undertaken significant efforts to reduce transmission, no individual or entity can prevent the spread of COVID-19. Accordingly, Clarke expressly states that it cannot guarantee the prevention of transmission of COVID-19 at its facilities and, therefore, makes no warranty, express or implied, to prevent the transmission of COVID-19. Clarke will continue to follow the requirements and recommendations of the CDC, the States in which we operate, and other local and regulatory agencies aimed to reduce the potential transmission of COVID-19 at its facilities.

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This resource draws on a resource created by the Council of Chief State School Officers (CCSSO) that is based on official guidance from multiple sources to include: the Centers for Disease Control and Prevention, the White House, American Academy of Pediatrics, Learning Policy Institute, American Enterprise Institute, Rutgers Graduate School of Education, the World Health Organization, the Office of the Prime Minister of Norway as well as the departments of education/health and/or offices of the governor for Idaho, Montana, New York, Texas and Washington, DC.

Health and Safety Plan: **Clarke Schools for Hearing and Speech Philadelphia**

All decision-makers should be mindful that as long as there are cases of COVID-19 in the community, there are no strategies that can completely eliminate transmission risk within a school population. The goal is to keep transmission as low as possible to safely continue school activities. All school activities must be informed by [Governor Wolf's Process to Reopen Pennsylvania](#). The administration has categorized reopening into three broad phases: red, yellow, or green. These designations signal how counties and/or regions may begin easing some restrictions on school, work, congregate settings, and social interactions:

- The Red Phase: Schools remain closed for in-person instruction and all instruction must be provided via remote learning, whether using digital or non-digital platforms. Provisions for student services such as school meal programs should continue. Large gatherings are prohibited.
- The Yellow Phase and Green Phase: Schools may provide in-person instruction after developing a written Health and Safety Plan, to be approved by the local governing body (e.g. board of directors/trustees) and posted on the school entity's publicly available website.

Based on your county's current designation (i.e., red, yellow, green) and the best interests of your local community, indicate which type of reopening your LEA has selected by checking the appropriate box in row three of the table below. Use the remainder of the template to document your LEA's plan to bring back students and staff, how you will communicate the type of reopening with stakeholders in your community, and the process for continued monitoring of local health data to assess implications for school operations and potential adjustments throughout the school year.

Depending upon the public health conditions in any county within the Commonwealth, there could be additional actions, orders, or guidance provided by the Pennsylvania Department of Education (PDE) and/or the Pennsylvania Department of Health (DOH) designating the county as being in the red, yellow, or green phase. Some counties may not experience a straight path from a red designation, to a yellow, and then a green designation. Instead, cycling back and forth between less restrictive to more restrictive designations may occur as public health indicators improve or worsen. This means that your school entity should account for changing conditions in your local Health and Safety Plan to ensure fluid transition from more to less restrictive conditions in each of the phase requirements as needed.

Type of Reopening

Key Questions

- How do you plan to bring students and staff back to physical school buildings, particularly if you still need social distancing in place?
- How did you engage stakeholders in the type of re-opening your school entity selected?
- How will you communicate your plan to your local community?
- Once you reopen, what will the decision-making process look like to prompt a school closure or other significant modification to operations?

Based on your county's current designation and local community needs, which type of reopening has your school entity selected?

- Total reopen for all students and staff (but some students/families opt for distance learning out of safety/health concern).
- Scaffolded reopening: Some students are engaged in in-person learning, while others are distance learning (i.e., some grade levels in-person, other grade levels remote learning).
- Blended reopening that balances in-person learning and remote learning for all students (i.e., alternating days or weeks).
- Total remote learning for all students. (Plan should reflect future action steps to be implemented and conditions that would prompt the decision as to when schools will re-open for in-person learning).

Anticipated launch date for in-person learning (i.e., start of blended, scaffolded, or total reopening): **September 1, 2020 for staff, September 8, 2020 for students.**

Pandemic Coordinator/Team

Each school entity is required to identify a pandemic coordinator and/or pandemic team with defined roles and responsibilities for health and safety preparedness and response planning during the phased reopening of schools. The pandemic coordinator and team will be responsible for facilitating the local planning process, monitoring implementation of your local Health and Safety Plan, and continued monitoring of local health data to assess implications for school operations and potential adjustments to the Health and Safety Plan throughout the school year. To ensure a comprehensive plan that reflects the considerations and needs of every stakeholder in the local education community, LEAs are encouraged to establish a pandemic team to support the pandemic coordinator. Inclusion of a diverse group of stakeholders is critical to the success of planning and implementation. LEAs are highly encouraged to make extra effort to engage representatives from every stakeholder group (i.e., administrators, teachers, support staff, students, families, community health official or other partners), with a special focus on ensuring that the voices of underrepresented and historically marginalized stakeholder groups are prioritized. In the table below, identify the individual who will serve as the pandemic coordinator and the stakeholder group they represent in the row marked “Pandemic Coordinator”. For each additional pandemic team member, enter the individual’s name, stakeholder group they represent, and the specific role they will play in planning and implementation of your local Health and Safety Plan by entering one of the following under “Pandemic Team Roles and Responsibilities”:

- **Health and Safety Plan Development:** Individual will play a role in drafting the enclosed Health and Safety Plan;
- **Pandemic Crisis Response Team:** Individual will play a role in within-year decision making regarding response efforts in the event of a confirmed positive case or exposure among staff and students; or
- **Both (Plan Development and Response Team):** Individual will play a role in drafting the plan and within-year decision making regarding response efforts in the event of confirmed positive case.

Individual(s)	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities (Options Above)
Judy Sexton, Director	Administration	-Pandemic Coordinator -Health and Safety Plan Development -Overall: Early Intervention, Preschool, Mainstream
Judy Sexton Anne Malarick	Director Staff Office Manager	Pandemic Crisis Response Team

Jeana Novak	Staff Early Intervention Coordinator	
Judy Sexton Anne Malarick Jeana Novak Cheryle Shaffer Carmella Monteleone Dr. Alan Cherney Michael Budner	Administrator Staff Office manager Staff Early Intervention Coordinator Mainstream Coordinator Parent Parent Parent	Plan Development and Response Team
Rachelle Ferrelli Karen Katsanos Cindy Goldberg Marian Hartblay Doug Scott	Chief Communications Officer Chief Human Resource Officer Chief Development Officer School Director/Massachusetts CEO	Clarke COVID 19: Plan Development and Response Team

Key Strategies, Policies, and Procedures

Once your LEA has determined the type of reopening that is best for your local community and established a pandemic coordinator and/or pandemic team, use the action plan templates on the following pages to create a thorough plan for each of the requirements outlined in the Pennsylvania Department of Education’s Preliminary Guidance for Phased Reopening of PreK-12 Schools.

For each domain of the Health and Safety Plan, draft a detailed summary describing the key strategies, policies, and procedures your LEA will employ to satisfy the requirements of the domain. The domain summary will serve as the public-facing description of the efforts your LEA will take to ensure health and safety of every stakeholder in your local education community. Thus, the summary should be focused on the key information that staff, students, and families will require to clearly understand your local plan for the phased reopening of schools. You can use the key questions to guide your domain summary.

For each requirement within each domain, document the following:

- **Action Steps under Yellow Phase:** Identify the discrete action steps required to prepare for and implement the requirement under the guidelines outlined for counties in yellow. List the discrete action steps for each requirement in sequential order.
- **Action Steps under Green Phase:** Identify the specific adjustments the LEA or school will make to the requirement during the time period the county is designated as green. If implementation of the requirement will be the same regardless of county designation, then type “same as Yellow” in this cell.
- **Lead Individual and Position:** List the person(s) responsible for ensuring the action steps are fully planned and the school system is prepared for effective implementation.
- **Materials, Resources, and/or Supports Needed:** List any materials, resources, or support required to implement the requirement.
- **Professional Development (PD) Required:** In order to implement this requirement effectively, will staff, students, families, or other stakeholders require professional development?

In the following tables, an asterisk (*) denotes a mandatory element of the plan. All other requirements are highly encouraged to the extent possible.

*******Key site to use as a guide in each area of focus below:**

July 16, 2020: Pandemic Response Team/Clarke Schools

Will be updated as more guidelines become available from the CDC, state, and local agencies, and as more information becomes available.

Public Health Guidance Regarding COVID-19 for Phased Reopening of Pre-K to 12 Schools

<https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx#communication>

Cleaning, Sanitizing, Disinfecting, and Ventilation

Key Questions

- How will you ensure the building is cleaned and ready to safely welcome staff and students?
- How will you procure adequate disinfection supplies meeting OSHA and [CDC requirements for COVID-19](#)?
- How often will you implement cleaning, sanitation, disinfecting, and ventilation protocols/procedures to maintain staff and student safety?
- What protocols will you put in place to clean and disinfect throughout an individual school day?
- Which stakeholders will be trained on cleaning, sanitizing, disinfecting, and ventilation protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

Summary of Responses to Key Questions:

Clarke Schools for Hearing and Speech

-The following CDC site is used as a guide for protocols that are being put into place at Clarke Schools for Hearing and Speech in Philadelphia to clean and disinfect prior to the start of school and during/throughout an individual school day. The CDC guidelines describe what programs should do on site: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

-In addition to the CDC guidelines , OSHA requirements containing recommendations as well as descriptions of mandatory safety and health standards as identified by the DOH with recommendations are advisory in nature, informational in content, and are intended to assist employers in providing a safe and healthful workplace are being referenced

- Recordings that are available on the PA Key website are being used for staff trainings, recommendations and guidance for cleaning, sanitizing, disinfecting and ventilation: Guidance for School and Child Care Centers.

www.pakeys.org/ece-coronavirus-resources

-Lastly, to ensure safety of the staff and children as they return, the state has provided an EPA-Approved List of registered cleaning products that are safe and effective against the virus with product information on concentration, application method, and contact times:

www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2

To ensure the building is cleaned and ready to safely welcome staff and students in September, the following steps are being taken:

- Professional cleaning company has been contracted by Clarke Schools for a deep cleaning of the entire facility on August 1, 2020 and August 8, 2020.

-Professional cleaning company has been contracted via a lease Clarke has with Lasalle University to provide the daily traditional cleaning of common areas, hallways, classrooms, office areas and therapy rooms.

-In addition to the daily traditional cleaning, a professional cleaning company has been contracted independently by Clarke to provide electrostatic cleaning of all common areas, hallways, classrooms, office areas and therapy rooms on a daily basis.

-Two meetings have taken place with Lasalle University (our landlord) in June and a third will take place in July 2020, to discuss the current ventilation system and the option of opening windows.

Specific focus will be given to the following:

- identification of surfaces to be cleaned
- Identification of surfaces to be disinfected
- use of bleach as a disinfectant
- cautions with use of disinfectants

-Implementation of cleaning, sanitation, disinfecting, and ventilation protocols/procedures to maintain staff and student safety will occur daily by the cleaning company and throughout the day by the school employees as prescribed.

Several stakeholders will be trained on cleaning, sanitizing, disinfection, and ventilation protocols. These individuals include the contracted cleaning company, campus facility employees, the Pandemic Crisis Response Team, and all staff. The trainings for staff will take place prior to the start of school and then will occur as “check-ins,” at weekly meetings. These trainings will include the following topics:

- washing hands upon entry and then washing hands at scheduled times during the day.
- Use of hand sanitizer
- Cleaning of floors, toys, play equipment, furniture, door and cabinet handles, drinking fountains, “mouthed objects,” toileting areas
- Use of bleach as a disinfectant as well as the EPA registered cleaning products
- Reducing clutter and shared toys
- Limiting items from home
- Guidance on visitors

The preparedness to implement as a result of the training will be measured daily via use of specific check lists for the contracted cleaning crew, completion of a checklist by the staff for their individual work areas, submission of the forms to administration at the end of each day.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
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Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</p>	<p>- Professional cleaning company has been contracted by Clarke Schools for a deep cleaning of the entire facility on August 1, 2020 and August 8, 2020.</p> <p>-Professional cleaning company will provide the daily traditional cleaning of common areas, hallways, classrooms, office areas, restrooms, kitchen areas and therapy rooms.</p> <p>-In addition to the daily traditional cleaning, a professional cleaning company will provide electrostatic cleaning of all common areas, hallways, classrooms, office areas, bathrooms, kitchen area and therapy rooms.</p> <p>-the landlord and Clarke have participated in several meetings to discuss the current ventilation system and the option of opening windows.</p> <p>- MERV filters are on order for the rooftop units in the building and will be installed as soon as they arrive.</p> <p>Specific focus will be given to the following:</p> <ul style="list-style-type: none"> •identification of surfaces to be cleaned •Identification of surfaces to be disinfected •use of bleach as a disinfectant •cautions used with disinfectants <p>-Implementation of cleaning, sanitation, disinfecting, and</p>	<p>SAME AS YELLOW</p>	<p>Pandemic Crisis Response Team Judy Sexton Anne Malarick Jeana Novak</p>	<p>https://www.osha.gov/SLTC/covid-19/environmental-services.html</p> <p>https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</p> <p>www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2</p> <p>https://www.psba.org/wp-content/uploads/2020/06/School-Reopening-Task-Force-Report_FINAL-061820.pdf</p> <p>Pages 29-36</p> <p>Page 101 Resources</p> <p>https://www.psba.org/wp-content/uploads/2020/06/School-Reopening-Task-Force-Report_FINAL-061820.pdf</p> <p>Air filters/purifiers/HEPA filters/UV light sanitizers to discuss with landlord</p>	<p>Yes</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>Other cleaning, sanitizing, disinfecting, and ventilation practices</p>	<p>Several stakeholders will be trained on cleaning, sanitizing, disinfecting, and ventilation protocols. Those individuals include the contracted cleaning company, the Pandemic Crisis Response Team, and all staff. The trainings for staff will take place prior to the start of school and then will occur as “check-ins,” at weekly meetings.</p> <p>These trainings will include the following topics:</p> <ul style="list-style-type: none"> •washing hands upon entry and then washing hands scheduled times during the day. •Use of hand sanitizer •Cleaning of floors, toys, play equipment, furniture, door and cabinet handles, drinking fountains, “mouthed objects,” toileting areas •Use of bleach as a disinfectant as well as the EPA registered cleaning products •Reducing clutter and shared toys -Cleaning of toys when children are not in the room •Limiting items from home -Brown bag lunches •Guidance on visitors <p>The preparedness to implement as a result of the training will be documented daily via:</p> <ol style="list-style-type: none"> 1. use of specific check lists for the contracted cleaning crew 2. completion of a checklist by the staff for their 	<p>SAME AS YELLOW</p>	<p>Pandemic Crisis Response Team Judy Sexton Anne Malarick Jeana Novak</p>	<ul style="list-style-type: none"> -electrostatic cleaner -buckets -bleach -hand sanitizer -rubber gloves -funnels -EPA-approved disinfectants -hand soap -disinfecting wipes -paper towels -tarps for cleaning toys -spray bottles to use for toys -isolation gowns -masks -N95 masks for isolation room/area <p>Review Page 32 of https://www.psba.org/wp-content/uploads/2020/06/School-Reopening-Task-Force-Report_FINAL-061820.pdf for recommendation for ventilation/air filtration safety strategies with landlord.</p> <p>Review Page 101 for resources https://www.psba.org/wp-content/uploads/2020/06/School-Reopening-Task-Force-Report_FINAL-061820.pdf</p>	<p>Y</p>

Social Distancing and Other Safety Protocols

Key Questions

- How will classrooms/learning spaces be organized to mitigate spread?
- How will you group students with staff to limit the number of individuals who come into contact with each other throughout the school day?
- What policies and procedures will govern use of other communal spaces within the school building?
- How will you utilize outdoor space to help meet social distancing needs?
- What hygiene routines will be implemented throughout the school day?
- How will you adjust student transportation to meet social distancing requirements?
- What visitor and volunteer policies will you implement to mitigate spread?
- Will any of these social distancing and other safety protocols differ based on age and/or grade ranges?
- Which stakeholders will be trained on social distancing and other safety protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

Summary of Responses to Key Questions:

Clarke Schools for Hearing and Speech instruction for classroom learning spaces follow:

Early Intervention (Birth to Three): Provided in the natural environment through teleservices following DOH, CDC, OCDEL and individual county guidelines.

Preschool Itinerant (3-5): Provided in community following DOH, CDC, PDE, OCDEL, county and compliance with individual early childhood center for screening and safety protocols. Itinerant teacher of the deaf services are one-to-one.

Preschool Clarke onsite (3-5) / five days a week, 9:00-1:30: The state guidelines for student to teacher ratio for deaf or hard of hearing children is 8:2 (8 children to a teacher and a teacher assistant). Therefore, social distancing, maintaining children with consistent cohorts, spacing while children are in line, limiting the number of children on the playground and in common areas such as hallways and motor rooms, limitations to the space/rooms that can be used for therapy sessions, etc. will be manageable and addressed below.

Mainstream Itinerant services K-12: Clarke mainstream itinerant staff will maintain compliance with policies of the public, private and charter schools where services are provided including social distancing and safety protocols.

The policies and procedures following the CDC, PA Keys, and PA DOH guidelines will govern use of other communal spaces within the school building. Use of the communal spaces will be limited due to the change in policy eliminating the co-mingling of classes. This will carry over to the playground and surrounding grassy area. The use of outdoor space is limited to the grassy area surrounding the playground unit which will be locked and off limits. To meet social distancing needs, we will follow a daily schedule, such that one class of 8 children at a time will be permitted into the identified areas of the outdoor grassy space at a scheduled time. The identified grassy areas will be divided by portable fencing.

The hygiene routines implemented throughout the school day will focus on the following topic areas: required face coverings for adults and children covering nose and mouth, frequent handwashing, daily sanitization of toys and materials, removal of items from a classroom that cannot be cleaned, cleaning of all hard surfaces several times during a day, use of individual student bins containing individual school supplies, eliminating sharing, ensuring frequent hand washing protocols for the children that are implemented consistently throughout the day. Initial deep cleaning prior to school opening as well as daily end-of-the-day electrostatic cleaning of all spaces will take place.

Arrival and departure of students will follow established guidelines in Clarke Parent COVID 19 Procedures for School Reopening. All drivers/attendants of buses as well as parents dropping off will remain in the vehicles and must wear masks. Upon arrival, students will remain in their vehicle until greeted by a Clarke staff member. No more than 3 students at a time will be accompanied by a Clarke staff member to the “check in area.”

All drivers/attendants of buses as well as parents picking up at the end of the day will remain in the vehicles and must wear masks. Students will remain in their classrooms until the vehicle for pick-up arrives and then they will be accompanied to the vehicle by a Clarke staff member in groups of no more than three.

During this time, parent/family, caregivers or visitors will not be permitted in the building. Outside workers (Specialists, Therapists, etc.) coming to see children in center will be required to wear masks while working with children and will be subject to wellness and temperature checks before working with children or entering site. Screening form must be completed for ALL outside visitors. There will be a designated location for screening questions to be asked by a designated Clarke employee. All visitor screening forms will be maintained in one location (Business Suite) to have a record of visitor screenings.

Social distancing policies will remain in effect during arrival and departure. Travel guidelines as established are to be followed by all staff and families of returning children. *If you have traveled, or plan to travel, to an area where there are high amounts of COVID-19 cases, it is recommended that you stay at home for 14 days upon return to Pennsylvania. If you travel to the following states, it is recommended that you quarantine for 14 days upon return:*

<https://www.health.pa.gov/topics/disease/coronavirus/Pages/Travelers.aspx>

All Clarke employees will be trained on social distancing and other safety protocols through: scheduled trainings through Zoom platforms for large group gatherings, onsite small group training, handouts, school-based postings throughout the building, distributed guideline handbooks for all staff, and weekly staff meeting review of topic areas. Trainings will be documented and kept on file and tracked via spreadsheets in Excel. Clarke School staff will implement social distancing measures and safety protocols and procedures for all in-person activities and interactions that occur within building or on school grounds before, during and after school hours.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
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Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</p>	<p><i>Classroom and Learning spaces:</i></p> <p>Ongoing discussions will take place to seek options to more easily accommodate social distancing once school begins.</p> <p>- Class size is small due to state requirements in special ed for D/HH students. However, if reduction needs to be addressed, follow up discussion will take place.</p> <p>- Moving chairs 6 feet apart for small group activities</p> <p>- Orientating chairs and worktables to face the same direction</p> <ul style="list-style-type: none"> •-Seating students on only one side of tables •-Identifying alternative classroom space to increase capacity to engage in social distancing <p><i>Grouping of students</i></p> <p>-Avoid co-mingling of children from different classrooms to maintain consistent cohorts of children.</p> <p>-Therapy sessions should not include children from multiple classrooms</p> <p><i>Policies and procedures for communal spaces</i></p> <p>-During outside activities each</p>	<p>SAME AS YELLOW</p>	<p>Judy Sexton, Pandemic Coordinator</p>	<p>- Parent COVID 19 Procedures School Reopening handbook</p> <p>-</p>	<p>Yes</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</p>	<p><i>Snack and Lunch locations</i></p> <p><i>Food/Lunch/Snack time</i></p> <p>– Clarke staff has determined options to maximize capacity to adhere to social distancing protocols and appropriate hygiene practices during lunch and snack time, such as:</p> <ul style="list-style-type: none"> • Children will eat meals and snacks in the classroom at identified tables • Students will bring snacks and lunches to school in brown paper bags. • Train and engage staff to monitor snack and lunch to ensure social distancing and appropriate hygiene practices <p>-Establish a “Hydration Station” in each classroom using the policy that each student brings their own water bottle daily with their name on it. A water filter will be attached to the classroom sink and the teacher or teacher assistant will fill the water bottle, taking precautions not to have the bottle make contact with the filter spout as well as cleaning it between filling bottles.</p>	<p>SAME AS YELLOW</p>	<p>Judy Sexton, Pandemic Coordinator</p>	<p>https://www.education.pa.gov/Schools/safesc_hools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx</p>	<p>Yes</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</p>	<p>Hygiene Routines</p> <ul style="list-style-type: none"> -Frequent hand washing: REQUIRED - Sanitization of toys and materials used during service delivery and administration of assessments: REQUIRED - All hard surfaces, including tables, chairs, cubbies, toy shelves, climbing equipment, and therapy equipment in classrooms, therapy and/or gross motor rooms must be sanitized after meals, after play in centers, after therapy sessions and after individual and small group art projects or other activities. This sanitization should occur several times per day. - Sharing of materials will be avoided as much as possible -Use of individual supply of crayons and other art supplies rather than sharing containers of materials among several children - Use of individual supply of manipulatives as much as possible rather than sharing containers of manipulatives among several children <p><i>Cleaning and sanitizing for students who are Deaf of Hard of Hearing Birth through 21</i></p> <p>Cleaning Hearing Assistive Technology Equipment</p> <ul style="list-style-type: none"> -Limit sharing of student specific Hearing Assistive Technology 	<p>SAME AS YELLOW</p>	<p>Judy Sexton, Pandemic Coordinator</p>	<p>ERCHL report submitted to the Bureau of Special Education July 1, 2020</p> <p>Manufacturer information on sanitizing auditory equipment (please check other manufacturer websites for information specific to child's equipment if not shown here):</p> <p>Phonak: https://tinyurl.com/ycp2eway</p> <p>Oticon: https://tinyurl.com/ycph8nhq</p> <p>Cochlear: https://tinyurl.com/y87oInwd</p> <p>https://www.phonakpro.com/content/dam/phonakpro/gc_us/en/marketing/documents/covid-19/Guideline-Sanitization-Roger-products-classrooms-covid-19.pdf</p>	<p>Yes</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</p>	<p>Posting signs Importance of following established rules for healthy/safe environment while on school property is critical! The message must clearly communicate the expectations and that they will be upheld. Adults will be expected to model the behavior expected of students (i.e. masks, distancing, etc.). -Consistent messaging to staff and parents/guardians in writing via emails will be provided by the Pandemic Response Team. -A plan of messaging will be documented, including flowcharts (for example, cleaning steps). by the Pandemic Response Team. -Pandemic Response Team will document the plan, including flowcharts (e.g., cleaning steps). • Pandemic Response Team will establish methods used to communicate consistent messaging with families and staff members using the most familiar messaging platform, such as Blackboard Connect, Blog posts, and staff email.</p>	<p>SAME AS YELLOW</p>	<p>Judy Sexton, Jeana Novak Anne Malarick Pandemic response Team</p>	<p>www.health.montcopa.org: Coronavirus(COVID-19) https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx</p>	<p>Yes</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Identifying and restricting non-essential visitors and volunteers</p>	<p><i>Visitor and Volunteers</i></p> <ul style="list-style-type: none"> -There will not be volunteers - Screening form must be completed for ALL outside visitors -A location will be designated for screening questions to be asked and for visitor's temperature to be taken. -A Clarke staff member will be designated to complete screening protocol for all visitors. -This includes all itinerant service providers. -All visitor screening forms will be maintained in one location to document a record of visitor screening (Business Suite). - If a parent needs to enter the center for any reason, the screening protocol must be implemented. 	<p>SAME AS YELLOW</p>	<p>Judy Sexton, Pandemic Coordinator</p>	<p>https://www.education.pa.gov/Schools/safesc_hools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx</p>	<p>Y</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports</p>	<p><i>Outdoor or recess activities</i></p> <p>Clarke Schools is a preschool center-based program.</p> <p>Therefore, there are no formal sports activities to address. However, we have daily recess activities as part of our curriculum.</p> <p>The following guidelines apply:</p> <p>Outdoor space</p> <ul style="list-style-type: none"> - Include only one classroom at a time on designated outdoor grassy area -Identify specific toys for playground use only, by one child and then sanitized at the end of the day after dismissal - Lock, block off and eliminate the use of the Playground unit to reduce contact touch points -Limit any motor activity to outdoor spaces (weather permitting) along with classes that involve singing, woodwind instruments, blowing bubbles, etc. -Eliminate the sharing of equipment, toys, etc. -Coordinate processes for disinfecting, sanitizing and cleaning shared equipment, toys, etc. -Eliminate the use of playground equipment -Clarify, through training for staff, the extension of social distancing and hygiene procedures to all motor and group activities to 	<p>SAME AS YELLOW</p>	<p>Judy Sexton, Pandemic Coordinator</p>	<p>https://www.education.pa.gov/Schools/safesc hools/emergencyplanni ng/COVID-19/SchoolReopeningG uidance/ReopeningPre Kto12/PublicHealthGui dance/Pages/default.asp</p>	<p>Y</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>Limiting the sharing of materials among students</p>	<p>EI (birth to three) -all toys, materials, books, etc. to be used for lessons in the natural environment will be items in the home. -no Clarke School items should be brought into the home. -in a situation where an item is brought from Clarke for a special purpose, such as amplification check or troubleshooting a device, the item needs to be placed in a brown bag and cleaned thoroughly/disinfected prior to using it with another child.</p> <p>Itinerant/Mainstream Services: Preschool and School-age, (three to 21) -all toys, materials, books, etc. to be used for lessons in the natural environment or the childcare center will be items in that location. -no Clarke School items should be brought into the home or childcare center. -in a situation where an item is brought from Clarke for a special purpose, such as amplification check or troubleshooting a device, the item needs to be placed in a brown bag and cleaned thoroughly/disinfected prior to using it with another child.</p> <p>Preschool center base -Each child will have a bin earmarked for their use only. -In the bin will be materials. tools</p>	<p>SAME AS YELLOW</p>	<p>Judy Sexton, Pandemic Coordinator</p> <p>Jeana Novak Cheryle Shaffer Pandemic response Team</p>	<p>https://www.education.pa.gov/Schools/safesc hools/emergencyplanni ng/COVID-19/SchoolReopeningGuidance/ReopeningPre Kto12/PublicHealthGuidance/Pages/default.aspx</p>	<p>Y</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>Staggering the use of communal spaces and hallways</p>	<p><i>Hallways and communal spaces</i></p> <p>The square footage of Clarke Schools for Hearing and Speech is 11,180 square feet. Given the small population of staff and students there is minimal need for staggering the use of communal spaces and hallways other than through scheduling of activities, and also through training regarding one-way hall traffic</p> <p>This is the manner in which this will be addressed:</p> <ul style="list-style-type: none"> -Define traffic flow patterns in hallways in a training and through visual identification in each hall -Limit groups of students to specific areas of the building such as during outdoor play and dismissal -Stagger or limit bathroom usage to certain time frames (bathrooms are in each classroom so social distancing will need to be addressed so students will not wait in line for the bathroom). -Train and engage staff to monitor hallways to ensure social distancing is observed, i.e., if a staff member is in the hall, they can monitor the student. However, since this is a preschool, no student travels in the hall unattended. 	<p>SAME AS YELLOW</p>	<p>Judy Sexton, Pandemic Coordinator</p>	<p>https://www.education.pa.gov/Schools/safesc_hools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx</p>	<p>Y</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>Adjusting transportation schedules and practices to create social distance between students</p>	<p>Parents and staff will be provided with an addendum to the handbook identified as: Parent COVID19 Procedures School Reopening. All guidelines for transportation schedules for our preschool students are included in this document.</p> <p>Arrival by Bus -No driver or attendant is allowed into the building. -Driver and attendant are to remain with their vehicle. -A Clarke staff member will get the children from the vehicle.</p> <p>MASKS – Bus /van drivers and attendants dropping children off are required to wear a face covering such as a mask or shield. -If late, the driver or attendant dropping off will call the office and a staff member will come down to get the child. -No one is to enter the building.</p> <p>Pick Up by Bus -Dismissal is at 1:30 daily -Bus driver and attendant wait in their vehicle until the child or children are brought to the vehicle by a Clarke staff member. -No one is entering the building.</p> <p>Arrival by Family Vehicle No family is allowed into the building. Families/guardians are to remain with their vehicle. A Clarke staff member will get</p>	<p>SAME AS YELLOW</p>	<p>Judy Sexton, Pandemic Coordinator</p>	<p>-Parent COVID 19 Procedures School Reopening handbook addendum</p> <p>https://www.education.pa.gov/Schools/safesc hools/emergencyplanni ng/COVID-19/SchoolReopeningG uidance/ReopeningPre Kto12/PublicHealthGui dance/Pages/default.a sp</p>	<p>Y</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</p>	<p>The class size at Clarke Schools for the preschool is 8 children to two adults. This makes social distancing manageable.</p> <p>The square footage mandate for preschool is 35 square feet per child. The square footage per classroom at Clarke ranges in measurement anywhere from 2.5 times more than is required up to 5 times more than is required.</p> <p>There will not be co-mingling of classes during this time.</p>		<p>Judy Sexton, Pandemic Coordinator</p>	<p>https://www.education.pa.gov/Schools/safesc_hools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx</p>	<p>Y</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</p>	<p>CORA Early Years and Clarke Schools for Hearing and Speech are collaborative partners meaning that we co-exist in the same building on the same floor, share common areas for staff and students, with some of the classes located in the same wing. This collaboration applies not only to preschool classrooms, a playground, common area for arrival and dismissal, and a gross motor room but also to the sharing of staff space including the kitchen area, conference room, bathroom facility, storage area and halls.</p> <p>The administrative staff of CORA and Clarke have met twice in June 2020 and have a pending meeting in July to discuss and finalize policies and protocols as we both prepare to return to school.</p> <p>The discussion includes:</p> <ul style="list-style-type: none"> -staggering times for arrival and dismissal -staggering schedules for use of the gross motor room on a weekly schedule. -staggering daily schedules of the outdoor grassy area. -eliminating the use of the playground. -eliminating co-mingling with the Clarke and CORA students -sharing of documents for guidelines -coordinating cleaning schedules as well as cleaning protocols for deep cleanings prior to the start of 	<p>SAME AS YELLOW</p>	<p>Judy Sexton, Pandemic Coordinator</p>	<p>https://www.education.pa.gov/Schools/safesc_hools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx</p>	<p>Y</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>Other social distancing and safety practices</p>	<p><i>For students who are Deaf or Hard of Hearing</i> Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</p> <p>Refer to students' IEPs, including specially designed instruction and related services Consider students who need preferential seating, additional staff support, etc.</p> <p>Social Distancing</p> <ul style="list-style-type: none"> • Allow flexibility and provide staff training • Students who rely on functional hearing will have more difficulty hearing other students and the teacher at this distance <p>When implementing social distancing, teachers should consider proximity and the impact of split visual attention.</p> <p>Supports for Communication Access</p> <ul style="list-style-type: none"> • Communication Plans should be implemented as stated in child's IEP with special consideration and adjustments made depending upon the current environment and child's needs. • Consider captioning to supplement spoken language for students who rely on listening and speechreading.in the mainstream. • Speech-to-text apps may be effective for captioning one-on-one.situations (with optimum conditions. including a low 	<p>SAME AS YELLOW</p>	<p>Judy Sexton, Pandemic Coordinator</p> <p>Cheryle Shaffer Pandemic Response Team</p>	<p>ERCHL report submitted to the Bureau of Special education July 1, 2020</p> <p>General easy-to-read handout about accessibility for students who are deaf and hard of hearing in post-COVID 19 classrooms: https://tinyurl.com/yadda3d2</p> <p>Helen Keller National Center (HKNC) has developed a list of Communication Strategies for People Who Are Deaf-Blind During a Coronavirus Pandemic, which includes information on considerations for programs when planning appropriate accommodations for the communication access needs of individuals who are deaf-blind: https://www.helenkeller.org/hknc/covid-19-communication-guidelines</p>	<p>Y</p>

Monitoring Student and Staff Health

Key Questions

- How will you monitor students, staff, and others who interact with each other to ensure they are healthy and not exhibiting signs of illness?
- Where, to whom, when, and how frequently will the monitoring take place (e.g. parent or child report from home or upon arrival to school)?
- What is the policy for quarantine or isolation if a staff, student, or other member of the school community becomes ill or has been exposed to an individual confirmed positive for COVID-19?
- Which staff will be responsible for making decisions regarding quarantine or isolation requirements of staff or students?
- What conditions will a staff or student confirmed to have COVID-19 need to meet to safely return to school? How will you accommodate staff who are unable to uncomfortable to return?
- How will you determine which students are willing/able to return? How will you accommodate students who are unable or uncomfortable to return?
- When and how will families be notified of confirmed staff or student illness or exposure and resulting changes to the local Health and Safety Plan?
- Which stakeholders will be trained on protocols for monitoring student and staff health? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

Summary of Responses to Key Questions:

Once the Health and Safety Plan is completed, it will be forwarded to the Clarke Schools Board as well as to the COVID 19 work group for review and final approval. Once this is process is complete, a copy of the health and safety plan will be posted on the

school website and submitted to the Pennsylvania Department of Education. Lastly a copy of this health and safety plan will be made available to staff and families via the link to the Clarke Schools site for access.

Overall, a point to focus on for early intervention and preschool populations is immunizations

Efforts to reduce the transmission of COVID-19 have led to many children not receiving routine preventative medical services. It is vital that all children receive recommended vaccinations on time and get caught up if they are behind as a result of the pandemic. Routine vaccination prevents illnesses that lead to unnecessary medical visits, additional outbreaks of vaccine preventable diseases, hospitalizations, and further strain on schools, families and health care systems.

Clarke Schools will work with local pediatricians, parents and public health authorities to promote childhood vaccination messaging before and during the school year. Students, families and staff should be encouraged to get the influenza vaccination and therefore discussion will take place with Human Resources to determine the protocol for this. The flu vaccine is vital to reducing the impact of respiratory illness in communities.

Protocols for the monitoring of the health and safety of staff include:

1. Staying home when sick is one of the most effective ways to minimize the risk of transmission of COVID-19. Both symptom screening and testing are strategies used to identify individuals with COVID-19. The CDC Interim Considerations for K-12 School Administrators for SARS-CoV-2 Testing provides additional information on types of testing and outlines scenarios for when students may need testing. This information may be used in conjunction with the attendance considerations below as a framework to inform attendance policies and practices.
2. Pre-K to 12 schools should communicate to everyone in the education community that staff and children should not come to school and to notify school officials if they become sick with COVID-19 symptoms, test positive for COVID-19, or are exposed to someone with COVID-19 symptoms or to someone with a confirmed or probable case of COVID-19.
3. School staff and families may benefit from using the DOH Symptom Screening Tool.
4. Adopt flexible attendance and sick leave policies for students and staff.
5. Instruct parents to keep children at home if they are ill.

6. Any student or staff with a fever of 100.4 degrees or higher or the symptoms of possible COVID-19 infection should not be in school. (See Symptom Screening Tool.)
7. Provide school staff with necessary equipment to measure temperatures for any student or staff who may become ill during the school day.
8. Work with school administrators to identify an isolation room or area to separate anyone who develops the symptoms of COVID-19 while on school premises. (See Symptom Screening Tool.)
9. Provide ongoing education and communication to staff, parents/guardians and students about signs and symptoms of COVID-19, and the importance of staying home if sick. See the CDC Symptoms Fact Sheet and CDC Prevent Spread of COVID-19 Opens In A New Window.
10. Require students and parents/guardians/caregivers to perform a symptom screening prior to arriving at school or at the bus stop each day. (See Symptom Screening Tool.)

Clarke Schools Individual Department Information

Infant-Toddler IFSP Service: Safety Plan and Protocol:

Once the Need for Face-to-Face EI Service has been identified through Team Meeting Protocol

In conjunction with on-going guidance provided by the Center for Disease Control (CDC), PA Department of Health, Office of Child Development and Early Learning (OCDEL), individual counties and Clarke COVID19 Team, the following measures will be instituted in order to ensure the health and safety of all Early Intervention providers employed by Clarke Schools for Hearing and Speech and the families that they serve.

When a need has been identified for in-person session for the delivery of an early intervention service identified on the IFSP, the following guidance should be followed:

For families who have been receiving services through teleintervention

1. The interventionist should first discuss the need for in-person service with their agency to confirm that the request justifies the need for an in-person visit.

2. The early interventionist, who has identified the need for in-person services, will coordinate a team discussion including family and service coordinators to determine a plan of how to address the need. The following questions need to be considered by the team which includes parents and EI professionals:

Discussion points for children/caregivers receiving tele-intervention:

- What are your current concerns?
- What support is needed that you feel cannot be provided through tele-intervention?
- What strategies have you been provided and what challenges are you having in following them?

For families who have not been receiving services through teleintervention

- What are the current concerns?
- What strategies have you been working on and what challenges have you had in following them?
- Would the family/caregiver consider beginning tele-intervention?
- What devices/technology does the family/caregiver need to consider tele-intervention?

In both situations, discussion and conclusion should be documented on session notes.

<p>SCREENING</p> <p>*Identify risk of transmission of the virus by completing the state-issued screening questions for both the provider and the family members:</p> <ul style="list-style-type: none"> -when scheduling the session -upon arrival at the home – from a distance of 6 feet. <p>*Document that the screening has</p>	<p>HYGIENE</p> <p>*Provider will sanitize their hands prior to and upon entering the home.</p> <p>*Family member will be required to sanitize their hands, as well.</p> <p>*Providers will avoid touching eyes, nose, mouth.</p> <p>*Providers may wear protective gloves.</p> <p>*Provider will avoid touching surfaces in</p>
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<p>occurred and record results on the screening tool and session note.</p> <ul style="list-style-type: none"> *Inform family that earmolds can cause false-positive temperature spikes when taken in the ear. Either rescreen after the earmold has been removed for 10 minutes or use alternate method of temperature testing. *Family will be informed of the precautions that will be in place during the session during the scheduling phone call. *Family will confirm their understanding and intended compliance with the precautions. *If a family refuses to comply with the screening process, teleintervention will be recommended. * If a risk is identified, either at the time of scheduling or on the day of the scheduled session, teleintervention will be recommended. <p>*If teleintervention is declined by the family, provider will contact Service Coordinator to identify alternate provider.</p>	<p>the home.</p> <ul style="list-style-type: none"> *Provider will sanitize immediately upon departure from the home. *Provider will remove and dispose of gloves in covered receptacle. *Providers will minimize personal items brought into the home (purse, backpack, etc.) *Provider will sanitize personal items, including tools used to monitor the function of hearing aids, using audio-wipes and/or disinfectant wipes, prior to and following each home visit.
<p>MASKING</p> <ul style="list-style-type: none"> *Provider will wear a mask (with clear shield when possible) from the time they approach the home until they return to 	<p>DISTANCING</p> <ul style="list-style-type: none"> *Providers will maintain a minimum distance of 6 feet from the caregiver and child during the session, to the greatest

<p>the vehicle at the conclusion of the session.</p> <p>*Caregiver and anyone over the age of 2 will be requested to wear a mask.</p> <p>*Providers will inform parents that, in addition to minimizing the transmission of the virus, a mask will also decrease clarity of speech and decibel level, so that adaptations may be appropriate.</p>	<p>extent possible.</p> <p>*Providers will request that session participants be limited to one adult and child.</p> <p>*Family will be encouraged to choose an outdoor location to conduct the session when possible</p> <p>*When an indoor location is the site of the session, families will be requested to identify a single location within the home that offers an opportunity for physical distancing.</p> <p>*Providers will avoid scheduling multiple families in one day when possible.</p> <p>*Providers will demonstrate and encourage the family's use of the child's remote mic system to eliminate the distance factor.</p>
<p>VEHICLE SANITATION</p> <p>*Provider will use disinfectant wipes to sanitize all touch points upon entry to their vehicle.</p> <p>*Trash will be stored in a covered trash receptacle and properly disposed of on the same day.</p>	<p>DAYCARE</p> <p>*Provider will contact the Director of the childcare center in order to:</p> <ul style="list-style-type: none"> -inform them of the family's request to provide EI service at the center. -to determine the center's policy on allowing EI services to be delivered at this time. <p>*Provider will request specific details regarding policies in place at the childcare center for identifying risks to provider,</p>

	<p>childcare personnel, student and other children in the center.</p> <p>*Provider will request specific details regarding safety measures that are required to be followed according to childcare center’s protocol.</p> <p>*Provider will assess their own comfort level with measures that are in place for the childcare center.</p> <p>*Agency supervisor and provider will collaborate to make final determination of safety vs. risks involved and whether services will be provided in the childcare center.</p> <p>*If the decision is made to proceed with service in childcare center, provider will then contact the Director of the childcare center to confirm the day, time and anticipated length of session. Confirm location within the center.</p> <p>*If the decision is made that it is not safe or beneficial to provide services at the childcare center, then the family will be offered teleintervention sessions.</p>
<p>SESSION FOLLOW-UP</p> <p>*Provider will complete the session note.</p> <p>*Family will be provided with a</p>	

session note. *Service Coordinator will be contacted and advised of the activity completed within the session, and of the subsequent plan for intervention.	
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Mainstream Itinerant:

Screening Form to be completed by families: itinerant services

- Complete prior to home, childcare, school or by-appointment service sessions
- If services cannot be delivered due to the results of the screening:
 - Therapist is to explain the reason to parent and assure parent that in-person services will resume when it is safe
- Therapist is to assure parent that we are following CDC guidelines and safety recommendations to ensure the health and safety of the children we serve

-Clarke Therapist is to contact the child's LEA representative (Service Coordinator) if support is needed to explain the health and safety guidelines that we are following to parents

-SVN (service verification note) information should be entered as "child absent" and the following note should be included "Screening protocol indicated that services could not be delivered due to X (list the specific results of the screening)

-When appropriate, the therapist will follow the mandates of the local school district.

Preschool center base

The following topics are addressed below to ensure monitoring the health and safety of staff and students.

-Health and Safety Plan to be completed, reviewed and shared with staff and families

-Face coverings (covering nose and mouth) or face shields must be worn by all employee and subcontractors:

-Frequent hand washing:

-If water and soap are not available, hand sanitizer should be used until water and soap is available

-Gloves should be worn as needed, but are always not required to be worn

-Daily temperature checks of employees and children: REQUIRED however may be completed at home with daily documentation by the family or staff member on a daily screening form.

-Sanitization of toys and materials used during service delivery and administration of assessments:

-Provision of individual supply of crayons and other supplies rather than sharing containers of materials among several children

-Provision of individual supply of manipulatives rather than sharing containers of manipulatives among several children

-Hand washing protocols that are currently in place for the children must be implemented consistently throughout the day

-Social Distancing

- When children are seated at tables, ensure distance between children
- Avoid co-mingling of children from different classrooms to maintain consistent cohorts of children
- Limit therapy sessions to include children from only one classroom, rather than multiple classes
- Do not include more than one classroom at a time in outdoor designated grassy areas or in the gross motor room
- Implement one-way travel in hallways and limit travel in the hallways to one classroom at a time as much as possible

-Transportation protocols: Protocol are established in conjunction with individual counties and bus companies.

-Visitors protocols: Visitors are limited to professionals servicing children based on IEPs.

-Screening form must be completed for ALL outside visitors, staff and students

-Quarantine Area: A quarantine area has been designated and equipped with PPE.

- IEP meetings and consultations with parents will be facilitated virtually
- Compliance with early childhood/EI center screening and safety protocols
- Social distancing including maintaining consistent cohorts for children

No co-mingling of children in outside areas and in common areas such as hallways and gross motor room

-Limitations to the space/rooms that can be used for therapy sessions

-Cooperation with community early childhood programs to ask what their safety protocols are prior to in person service delivery resuming at the site

-Face coverings for all employee and subcontractors:

-Frequent hand washing:

-Sanitization of toys and materials used during service delivery and administration of assessments:

Responding

After a Positive Case of COVID-19

-DOH or county and municipal health departments (CMHDs) staff will notify the school entity immediately upon learning that a person with a confirmed or probable case of COVID-19 was present at the school or a school event while infectious. DOH or CMHD staff will assist the school with risk assessment, isolation and quarantine recommendations, and other infection control recommendations. Schools should take every measure to maintain the confidentiality of the affected individual.

-It is the responsibility of DOH or CMHD staff to contact a student or staff person with COVID-19, inform close contacts of their possible exposure, and give instructions to those involved, including siblings and other household members, regarding self-quarantine and exclusions. The individual who tested positive will not be identified in communications from DOH or the CMHD to the school community at large but may need to be selectively identified for contact tracing by the DOH or CMHD staff.

-Pre-K to 12 schools are reminded to contact local DOH or CMHD staff before acting in response to a known or suspected communicable disease. Call DOH at 1-877-PA Health (1-877-724-3258); a representative is on-call 24 hours a day. Pre-K to 12 schools located in a jurisdiction with a CMHD should call the CMHD. DOH and CMHDs will provide guidance to schools regarding disease information, appropriate letters and communications, identification of high-risk individuals, appropriate action and treatment, and on-going support and assistance.

-If the person is present on school property when DOH or CMHD staff notify the school of the positive case information, the person should immediately, but discreetly, be taken to the COVID-19 related isolation space for pick up (if student) or asked to return home (if staff).

-Establishment of procedures for safely transporting home sick individuals.

-Contact DOH or the CMHD for further guidance if a parent/guardian/caregiver notifies the school of potential exposure by a student, staff member, or school visitor.

-The entire building does not need to be evacuated.

-Quarantine areas used by the sick person and do not use again before cleaning and disinfecting. Follow CDC Guidance on Cleaning and Disinfecting protocols.

-Creation of a communication system to self-report symptoms and for notifying staff and families of exposures and closures. Schools should, however, take every measure to maintain the confidentiality of the affected individual.

Contract Tracing System

Clarke has established a protocol surveillance, case investigation, contact tracing and isolation of positive cases or quarantine of close contacts in an effort to slow and stop the transmission of COVID-19. More information on contact tracing and case investigation can be found in DOH's Contact Tracing Plan.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
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Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Monitoring students and staff for symptoms and history of exposure</p>	<p>Monitoring students</p> <p>CDC method 1 will be used for Screening:</p> <p>Method #1 Social/Physical Distancing (must stay six feet apart)</p> <ul style="list-style-type: none"> • Child’s temperature is taken at home • Parent/Guardian confirms child does not have any fever, cough, shortness of breath, or trouble breathing • Visual inspection of child for signs of illness, including flushed cheeks, rapid breathing, fatigue, or fussiness <p>Drop off Policy</p> <ul style="list-style-type: none"> • Plan arrival/drop off outside the facility, even curbside • Maintain six feet physical distancing • Do not hug or shake hands at drop off (or pick up) with children • Parent/guardian designates person to drop off a child. <p>Daily Screening Policy form</p> <p>-Clarke will have families complete a “Daily Screening” form prior to placing their child on the bus or bringing the child to school.</p> <p>-Clarke will use this routine daily health check tool for excluding children with signs/symptoms of illness (regardless of whether or not child shows signs or symptoms of COVID-19)</p>	<p>SAME AS YELLOW</p>	<p>Judy Sexton, Pandemic Coordinator</p>	<p>http://pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/028/chapter27/s27.76.html</p> <p>https://nrckids.org/cfoc</p> <p>https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html</p> <p>https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html</p> <p>https://secureservercdn.net/198.71.233.197/69d.231.myftpupload.com/wp-content/uploads/2020/05/CDC-Guidance-Implem.Strategies-for-5.14.2020FINAL.pdf</p> <p>https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx#communication</p>	<p>Y</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p>	<p><i>Before Staff or Children Enter the Facility</i></p> <ul style="list-style-type: none"> • Exclude a child with one or more symptoms: • A fever (≥ 100.4 degrees Fahrenheit) • Cough • Trouble breathing (shortness of breath, rapid breathing or difficulty breathing) • Chills or repeated shaking with chills • New loss of taste or smell <p>Allow children and staff who have been excluded for fever, or respiratory symptoms AND fever to return after waiting 10 days from start of symptoms, 24 hours fever free without medicine and feeling better overall to return.</p> <p>Reporting Requirements</p> <ul style="list-style-type: none"> -Track and report employees and subcontractors who have tested positive -Track and report employees and subcontractors who are in self-quarantine due to travel or possible exposure -Track and ensure that all medical notes are obtained prior to employees and subcontractors returning to work -Provide COVID-19 Incident Report(s) to the COVID 19 Clarke Work Group and LEA 	<p>SAME AS YELLOW</p>	<p>Judy Sexton, Pandemic Coordinator</p>	<p>https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html</p> <p>If there is a positive case of COVID-19 in a child or adult who has been present in the childcare facility:</p> <ul style="list-style-type: none"> • Call Pennsylvania Department of Health at 1-877-724-3258 • Inform OCDEL by contacting the appropriate Regional Office of Certification <p>https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx</p>	<p>Y</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Returning isolated or quarantined staff, students, or visitors to school</p>	<p>Re-admittance to school following illness – seek options to ensure that students/staff can return without infecting others:</p> <ul style="list-style-type: none"> • Coordinate with state and local health department to define appropriate procedures and timelines for readmittance to school following illness • Coordinate with school entity health staff to define procedures and needs 	<p>SAME AS YELLOW</p>	<p>Judy Sexton, Pandemic Coordinator</p>	<p>https://www.ppsba.org/wp-content/uploads/2020/06/School-Reopening-Task-Force-Report_FINAL-061820.pdf</p> <p>https://www.education.pa.gov/Schools/safesc hools/emergencyplanni ng/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx</p>	<p>Y</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols</p>	<p>In the event of the following changes, Clarke staff, families, LEA's and Clarke COVID 19 work group will be notified.</p> <p>Change in status (red, yellow, green) in specific counties and how it impacts plans.</p> <ul style="list-style-type: none"> • Changes to the school calendar. • A second wave or outbreak in school entity and how it will be addressed. <p>Message</p> <ul style="list-style-type: none"> • We are in this together, a unified approach is a must. • Kindness is key. Negative opinions or pressure from any aspect of the school community will not be tolerated in this space any more than it is in any other aspect of the school community. • Different opinions are to be expected, but the school community must be supportive, respectful and unified <p>Strategy pre plan</p> <p>Create a flowchart/decision tree concept that will provide clear, visual representation of the action plan.</p> <p>Overarching Update or Breakout Updates on Specific Areas of Focus:</p> <ul style="list-style-type: none"> - Instructional plan update: what is the school entity's plan (traditional, online, hybrid)? -Health and safety plan update: 	<p>SAME AS YELLOW</p>	<p>Judy Sexton, Pandemic Coordinator</p>	<p>https://www.psba.org/wp-content/uploads/2020/06/School-Reopening-Task-Force-Report_FINAL-061820.pdf</p> <p>Page 6</p> <p>https://www.education.pa.gov/Schools/safesc hools/emergencyplanni ng/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx</p>	<p>Y</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>Other monitoring and screening practices</p>	<p><i>Deaf/HH focus</i> <i>Monitoring students and staff for symptoms and history of exposure</i></p> <p>-Earmolds can cause false-positive temperature spikes when taking temperatures in the ear. Either rescreen after the earmold has been removed for 10 minutes or use an alternative method of testing. -A screening questionnaire regarding travel, recent illness, and family members that work as first responders should be administered once a child is attending school. -When doing hearing assessments, staff need to use disposable ear probes for Otoacoustic Emission (OAE) Testing and Tympanometry.</p> <p>Mental health -Create protocols for supporting students and families with resources for mental health related to COVID 19</p> <p>Technology for access</p> <p>-Use of Face Coverings with Roger System in traditional setting -use of Roger System/FM/DM - Virtual Instruction with Roger system --use of Roger Svstem/FM/DM in</p>	<p>SAME AS YELLOW</p> <p>-.</p>	<p>Judy Sexton, Pandemic Coordinator</p>	<p>https://www.phonak.com/us/en/support/children-and-parents/reference-sheets-for-teachers.html</p> <p>https://windowsreport.com/increase-laptop-volume-beyond-100/</p> <p>https://www.phonakpro.com/content/dam/phonakpro/gc_us/en/marketing/documents/covid-19/Listening-to-Electronic-Devices-with-Hearing-Technologies.pdf</p> <p>https://www.phonakpro.com/com/en/resources/counseling-tools/eAudiology/best-practice-guidelines.html</p> <p>https://www.hearinglikeme.com/questions-about-distance-learning-for-children-with-hearing-loss/</p>	<p>Y</p>

Other Considerations for Students and Staff

Key Questions

- What is the local policy/procedure regarding face coverings for staff? What is the policy/procedure for students?
- What special protocols will you implement to protect students and staff at higher risk for severe illness?
- How will you ensure enough substitute teachers are prepared in the event of staff illness?
- How will the LEA strategically deploy instructional and non-instructional staff to ensure all students have access to quality learning opportunities, as well as supports for social emotional wellness at school and at home?

Summary of Responses to Key Questions:

Masks

American Cochlear Implant Alliance suggests that face shields offer an alternative to face masks in school settings, an option that responds to the Centers for Disease Control (CDC) considerations to slow the spread of COVID-19 while providing better communication access for children and staff for children who use cochlear implants or hearing aids.

-Schools are adopting considerations from the CDC to help protect students, teachers, and other staff, and to slow the spread of COVID-19.

-Two important health and safety recommendations—cloth face coverings and physical distancing of 6 feet or more—present significant auditory learning barriers to all students and school personnel, but especially those with diverse learning needs such as students with hearing loss.

-All students will miss learning opportunities with the degraded speech signal from face masks, the elimination of lipreading and speaker expressions, and social distancing.

-Face shields are an option

Clarke Schools for Hearing and Speech (Clarke) follows the health and safety directives and guidelines provided by the CDC, the state and local public health authorities and the state's Department of Labor

Standards. Face coverings are recommended for all individuals and in some cases mandated for on-site, in person work, consultations, meetings, teaching, public transportation and school busing.

Students who are deaf or hard of hearing with additional disabilities or Other Chronic Conditions

Every student with a disability is entitled to a free appropriate public education including services, or accommodations, or both based on their individualized education program (IEP) or 504 Plan. It may not be feasible, depending on the needs of the individual child or adolescent, to adhere to distancing guidelines. Teams should determine a student's ability to meet distancing guidelines on a case by case basis, which may require creative solutions. If a student with a disability is unable to follow the distancing or other health and safety guidelines, schools should at all times follow applicable federal and state law, and take the following steps:

Collaborate with student's parent/guardian, medical provider, service coordinator for the LEA and school administrators to develop an appropriate educational plan of care for students (i.e., 504 Plan or IEP).

-Determine how to meet student needs safely and consider the following:

Medically fragile and high-risk students and the staff assigned to those classrooms should have a symptom screening done at school daily, in addition to the symptom screening required prior to arriving at school. (See Symptom Screening Tool.)

Consider remote learning options when appropriate.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Use of face coverings (masks or face shields) by all staff</p>	<p>Clear masks/shields</p> <ul style="list-style-type: none"> • When the use of masks is required, clear masks/face shields should be worn by all persons, including students, and building staff to enable the face to be fully seen. -Seeing the lips alone is not enough as the entire face is part of the communication. -Using a clear mask allows the lips to be seen but may not solve all the issues for a student who relies on speechreading. Issues such as muffled speech, glare, or misalignment of the clear portion of the mask may inhibit communication. -Giving attention to preventing some clear masks from fogging up <p>Use of face coverings</p> <ul style="list-style-type: none"> • Speaking a little louder (without shouting) and more slowly might be necessary to be heard better while using masks -Making adaptations when masks are uncomfortable when used by students wearing hearing aids and cochlear implants. Adaptations can ease discomfort and protect the equipment from falling as masks are removed. - Repeating student responses to ensure that all hear. - Using a mask while wearing an FM transmitter may still result in muffled speech for the student. Please work to find the best placement of the mic for the teacher and appropriate volume for the student. 	<p>SAME AS YELLOW</p>	<p>Judy Sexton, Pandemic Coordinator</p>	<p>https://www.acialliance.org/default.aspx</p> <p>https://www.hearingreview.com/hearing-loss/health-wellness/how-to-do-medical-masks-degrade-speech-reception</p> <p>Ordering information for various clear masks (these are just a few of many—search clear face masks online for more):</p> <ul style="list-style-type: none"> • https://www.theclearmask.com • https://safenclear.com/ • https://www.thehearingspot.com/ 	<p>Y</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* Use of face coverings (masks or face shields) by older students (as appropriate)	All students will wear masks		Judy Sexton, Pandemic Coordinator		Y
Unique safety protocols for students with complex needs or other vulnerable individuals	<p>-Clarke Schools will refer to medical providers to determine school entry for individuals with special health concerns, including individuals who are immunocompromised and have a weak immune system or those that live with an immunocompromised family member. This could be addressed in a Section 504 Service Agreement/Plan or an Individualized Education Program (IEP).</p> <p>-families who chose not to have their child enter school will need to reconvene the IEP team for a meeting and have a doctor's note for preschool.</p>	SAME AS YELLOW	Judy Sexton, Pandemic Coordinator	https://www.education.pa.gov/Schools/safesc_hools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx	Y

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>Strategic deployment of staff</p>	<p>Staff will be assigned a classroom or therapy caseload which is typical. There will be no co-mingling of classes or teachers.</p> <p>In the event a substitute is needed, the substitute would be trained prior to the school year. If a substitute is not available, a member of the administrative team would cover the class.</p>	<p>SAME AS YELLOW</p>	<p>Judy Sexton, Pandemic Coordinator</p>	<p>https://www.education.pa.gov/Schools/safesc_hools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx</p>	<p>Y</p>

Health and Safety Plan Professional Development

The success of your plan for a healthy and safe reopening requires all stakeholders to be prepared with the necessary knowledge and skills to implement the plan as intended. For each item that requires professional development, document the following components of your professional learning plan.

- **Topic:** List the content on which the professional development will focus.
- **Audience:** List the stakeholder group(s) who will participate in the professional learning activity.
- **Lead Person and Position:** List the person or organization that will provide the professional learning.
- **Session Format:** List the strategy/format that will be utilized to facilitate participant learning.
- **Materials, Resources, and or Supports Needed:** List any materials, resources, or support required to implement the requirement.
- **Start Date:** Enter the date on which the first professional learning activity for the topic will be offered.
- **Completion Date:** Enter the date on which the last professional learning activity for the topic will be offered.

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
Re Opening 2020: 1/3	Professional Staff and Office personnel	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation		7/14/20 3:00 pm	7/14/20 4:15 pm
Re Opening 2020: 2/3	All Staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			
Re Opening 2020: 3/3	All Staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
Re Opening 2020: 1/3	Teacher assistants	Judy Sexton Anne Malarick Jeana Novak Pandemic Crisis Response Team	Zoom Meeting Live Power Point Presentation		7/2020	7/2020
Mask use: Follow up to Re-opening presentation question	All staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation		7/15/20	7/15/20
Training 1: Food/Lunch and snacks for students	All Staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			
Training 2: Hygiene	All staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			
Training 3: Distancing	All staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			
Training 4: Masks	All staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			
Training 5: Screening	All staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			
Training 6: Classroom set up	All staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
Training 7: Mainstream itinerant	All staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			
Training 8: Early Intervention center-based services	All staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			
Training 9: Early intervention natural environment	All staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			
Training 10: Playground use	All staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			
Training 11: Outdoor lessons	All staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			
Training 12: Illness protocols while in school: staff and students	All staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			
Training 13: Meeting with HR Q/A	All staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			
Training 14: Completion of paperwork	All staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
Training 15: Drop off and dismissal procedures of students	All staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			
Training 16: Daily arrival of staff	All staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			
Training 17: Confirmed cases of COVID 19 protocols for staff or students	All staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			
Training 18: Personal Items from home	All staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			
Training 19: Disinfecting toys and items in the classrooms/therapy rooms, etc.	All staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			
Training 20: Visitors	All staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			
Training 21: Disinfecting general areas	All staff	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation			

Health and Safety Plan Communications

Timely and effective family and caregiver communication about health and safety protocols and schedules will be critical. Schools should be particularly mindful that frequent communications are accessible in non-English languages and to all caregivers (this is particularly important for children residing with grandparents or other kin or foster caregivers). Additionally, LEAs should establish and maintain ongoing communication with local and state authorities to determine current mitigation levels in your community.

Topic	Audience	Lead Person and Position	Mode of Communications	Start Date	Completion Date
Parent meeting Re Opening 2020: 1/3	Parents/preschool students	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation	7/1/20 6:00 pm	7/1/20 8:40 pm
Parent meeting Re Opening 2/3	Parents/preschool students	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation		
Parent meeting Re Opening 3/3	Parents/preschool students	Judy Sexton Pandemic Coordinator, Director	Zoom Meeting Live Power Point Presentation		
Parent COVID 19 Procedures School Reopening Handbook	Parents of all Early Intervention (0-3) and preschool students	Judy Sexton Anne Malarick Jeana Novak Pandemic Crisis Response Team	Zoom Meeting Live Presentation of Handbook Power Point Presentation		

Health and Safety Plan Summary: Clarke Schools for Hearing and Speech

Anticipated Launch Date: September 1, 2020

Use these summary tables to provide your local education community with a detailed overview of your Health and Safety Plan. LEAs are required to post this summary on their website. To complete the summary, copy and paste the domain summaries from the Health and Safety Plan tables above.

Facilities Cleaning, Sanitizing, Disinfecting and Ventilation Hygiene

Requirement(s)	Strategies, Policies and Procedures
<p>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</p>	<p>-The following CDC site is used as a guide for protocols that are being put into place at Clarke Schools for Hearing and Speech in Philadelphia to clean and disinfect prior to the start of school and during/throughout an individual school day.</p> <p>-The CDC guidelines describe what programs should do on site: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</p> <p>-In addition to the CDC guidelines, OSHA requirements containing recommendations as well as descriptions of mandatory safety and health standards as identified by the DOH with recommendations are advisory in nature, informational in content, and are intended to assist employers in providing a safe and healthful workplace are being referenced.</p> <p>- Recordings that are available on the PA Key website are being used for staff trainings, recommendations and guidance for cleaning, sanitizing, disinfecting and ventilation: Guidance for School and Child Care Centers. www.pakeys.org/ece-coronavirus-resources</p> <p>-Lastly, to ensure safety of the staff and children as they return, the state has provided an EPA-Approved List of registered cleaning products that are safe and effective against the virus with product</p>

Requirement(s)	Strategies, Policies and Procedures
	<p>information on concentration, application method, and contact times: www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2</p> <p>Cleaning and disinfecting</p> <ul style="list-style-type: none"> -Clean and disinfect frequently touched surfaces and objects within the school and on school buses at least daily, including door handles, sink handles, and drinking fountains. <i>(Disinfect buses after each run. Thoroughly clean and disinfect buses daily. Bus company)</i> -Clean spaces when used by different groups or cohorts of students. -Clean and disinfect bathrooms frequently throughout the day. -Disinfect shared equipment such as computers, keyboards, art supplies, tools and play/gym equipment frequently, and promote hand washing before and after sharing equipment. -Consider obtaining extra supplies and materials to limit the need for sharing. - Limit the use of shared equipment when possible. -Have students and staff wash hands (or use hand sanitizer) before and after touching shared equipment. -Limit or prohibit the use of communal drinking fountains and provide safe alternatives for providing water, when possible. Clarke is ordering faucet units for each classroom’s “Hydration Station” -Use routine cleaning practices for indoor areas that have not been used for 7 or more days or outdoor equipment. <p>Follow standard protocols to clean surfaces that are not high touch, such as bookcases, cabinets, wall boards, or drapes, as well as floors and carpets.</p> <ul style="list-style-type: none"> -Use disinfectants registered by the EPA as effective against SARS-CoV-2, the virus that causes COVID-19. See List N on the EPA website. Refer to and follow manufacturers’ direction for use. Only products labeled as safe for humans and the environment (e.g., Safer or Designed for the Environment), containing active ingredients

Requirement(s)	Strategies, Policies and Procedures
	<p>such as hydrogen peroxide, ethanol, citric acid, should be selected from this list, because they are less toxic, are not strong respiratory irritants or asthma triggers, and have no known carcinogenic, reproductive, or developmental effects.</p> <p>-Do not have students present when disinfectants are being used or have students participate in disinfecting activities.</p> <p>-Ensure ventilation systems operate properly and increase circulation of outdoor air by opening windows and doors when possible.</p> <p>To ensure the building is cleaned and ready to safely welcome staff and students, in September, the following steps are being taken:</p> <ul style="list-style-type: none"> - Professional cleaning company has been contracted by Clarke Schools for a deep cleaning of the entire facility on August 1, 2020 and August 8, 2020. -Professional cleaning company has been contracted via a lease Clarke has with Lasalle University to provide the daily traditional cleaning of common areas, hallways, classrooms, office areas and therapy rooms. -In addition to the daily traditional cleaning, a professional cleaning company has been contracted independently by Clarke to provide electrostatic cleaning of all common areas, hallways, classrooms, office areas and therapy rooms. -Two meetings have taken place with Lasalle University (our landlord) in June and a third will take place in July 2020, to discuss the current ventilation system and the option of opening windows <p>Specific focus will be given to the following:</p> <ul style="list-style-type: none"> • identification of surfaces to be cleaned • Identification of surfaces to be disinfected • use of bleach as a disinfectant • caution with disinfection use <p>-Implementation of cleaning, sanitation, disinfecting, and ventilation protocols/procedures to maintain staff and student safety will occur on a daily basis by the cleaning company and throughout the day by</p>

Requirement(s)	Strategies, Policies and Procedures
	<p>the school employees as prescribed.</p> <p>Several stakeholders will be trained on cleaning, sanitizing, disinfecting, and ventilation protocols. Those individuals include the contracted cleaning company, the Pandemic Crisis Response Team, and all staff. The trainings for staff will take place prior to the start of school and then will occur as “check-ins,” at weekly meetings. These trainings will include the following topics:</p> <ul style="list-style-type: none"> • washing hands upon entry and then washing hands at scheduled times during the day. • Use of hand sanitizer • Cleaning of floors, toys, play equipment, furniture, door and cabinet handles, drinking fountains, “mouthed objects”, toileting areas • Use of bleach as a disinfectant as well as the EPA registered cleaning products • Reducing clutter and shared toys • Limiting items from home • Guidance on visitors <p>The preparedness to implement as a result of the training will be documented daily via use of specific checklists for the contracted cleaning crew, completion of a checklist by the staff for their individual work areas, submission of the forms to administration at the end of each day.</p> <p>Hand Hygiene</p> <p>-When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with a disposable towel.</p> <p>-Teach and reinforce washing hands and covering coughs and sneezes among students and staff. See CDC Handwashing Resources</p>

Requirement(s)	Strategies, Policies and Procedures
	<p>-Make hand sanitizer available in common areas, hallways, and classrooms, or in all three, where sinks for handwashing are not available. See CDC Hand Sanitizer Use.</p> <p>-Work with local health departments and health care systems to disseminate hygiene and disinfection strategies for infection prevention at home.</p> <p>-Have adequate supplies and carefully monitor inventory to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol, paper towels, tissues, and no-touch trash cans. (See Pennsylvania COVID-19 PPE & Supplies Business-2-Business (B2B) Interchange Directory for assistance sourcing these materials.)</p> <p>Outdoor Play Area Monitoring</p> <p>School Health and Safety Plans</p> <p>All Pre-K to 12 schools should develop Health and Safety Plans prior to returning students to school buildings and resuming in-person instruction. In developing these plans, Pre-K to 12 schools must consider the safety and health of all adult staff, in addition to students, as well as balance the educational imperative to open schools to in-person instruction with the public health imperative to mitigate COVID-19 infection and transmission rates.</p> <p>Given that children and adolescents may experience challenges in effectively adhering to recommendations, it is critical that staff set a good example for students by modeling behaviors around physical distancing, face coverings and hand hygiene. When these precautions are taken, disease transmission is likely to decrease – and students and staff may be better positioned to safely resume in-person instruction.</p> <p>All Pre-K to 12 schools should continually monitor the prevalence and spread of COVID-19 in their communities and be prepared to</p>

Requirement(s)	Strategies, Policies and Procedures
	<p>implement stronger containment or mitigation strategies, such as remote learning, when necessary and in line with public health guidance. Pre-K to 12 schools should develop plans that allow them to quickly respond to the changing environment with minimal disruption to student learning. The most current information and additional guidance on COVID-19 is available on the Pennsylvania Department of Health’s website.</p> <p>A Phased School Reopening Health and Safety Plan Template is available on the PDE website along with PDE Preliminary Guidance for Phased Reopening of Pre-K to 12 Schools.</p> <p>NOTE: Local education agencies (LEAs) must submit a Health and Safety Plan to PDE prior to resuming in-person instruction. All plans must include the Order of the Secretary of the Pennsylvania Department of Health Requiring Universal Face Coverings. LEAs that submitted plans prior to the Order must revise their plans accordingly and resubmit to PDE. The decision to further revise Health and Safety Plans based on the following guidance and submit any other changes to PDE is at the discretion of the LEA.</p> <p>Social/Physical Distancing Measures Social distancing, also called “physical distancing,” means keeping a safe space between yourself and other people who are not from your household. Social Distancing is fundamental to lowering the risk of spread of COVID-19, as the primary mode of transmission is through respiratory droplets by persons in close proximity.</p> <p>All Pre-K to12 schools should implement strategies that limit the number of individuals in classrooms and other learning spaces, and interactions between groups of students. All schools should have protocols for distancing student desks/seating and other social distancing practices that allows at least 6 feet of separation among</p>

Requirement(s)	Strategies, Policies and Procedures
	<p>students and staff throughout the day to the maximum extent feasible.</p> <p>Adult/Staff Interaction Maintain a distance of at least 6 feet from other adults to the maximum extent feasible. Maintain at least 6 feet from students, whenever possible and when not disruptive to the educational process. Hold group meetings such as parent-teacher conferences, staff meetings, and curriculum planning virtually. Implement strategies to increase adult-adult physical distance in time and space, such as staggered drop-offs and pickups, and outside drop-offs and pickups when weather allows. Discourage parents from entering the school building. Use physical barriers, such as plexiglass, in reception areas and employee workspaces where the environment does not accommodate physical distancing. Discourage congregating in shared spaces, such as staff lounge areas.</p> <p>Busing and Transportation Clarke schools does not facilitate busing and transportation. Require students and parents/guardians/caregivers to perform a symptom screening prior to arriving at school or the bus stop each day. (See Symptom Screening Tool.) Bus drivers and passengers must wear face coverings while on the bus, in accordance with the Secretary of Health's Order Requiring Universal Face Coverings issued July 1, 2020. Load the bus by filling seats from back to front to limit students walking past students to find a seat. Do not seat students in the front row of the bus. Assign seats by cohort (same students sit together each day) or encourage students from the same family to sit together, or both. Use tape marks to show students where to sit.</p>

Requirement(s)	Strategies, Policies and Procedures
	<p>Minimize the number of people on the bus at one time within reason and to the greatest extent possible.</p> <p>Do not allow individuals, including parents, guardians and other caregivers, on the bus, unless absolutely necessary (i.e., to assist a student with a disability).</p> <p>Open windows, if weather allows, to improve ventilation.</p> <p>Disinfect buses after each run. Thoroughly clean and disinfect buses daily.</p> <p>Provide sanitizing options on the bus and promote use.</p> <p>Have all students wash their hands or use hand sanitizer before or immediately upon entering the school.</p> <p>Send students directly to their assigned classroom upon entering the building. Do not allow students to congregate in a lobby, hallway, or cafeteria before school starts.</p> <p>Communicate that individuals who are self-quarantining or have been diagnosed with a confirmed or probable case of COVID-19 may not drop off or pick up children from school.</p> <p>Survey parents and families about their plans to utilize school district transportation services to better understand capacity needs.</p> <p>Encourage alternative modes of transportation for students who have other options to minimize the number of students on each bus.</p> <p>Seating</p> <p>When multiple students are in one enclosed space, such as a classroom, seat students at least 6 feet apart and facing the same direction, to the maximum extent feasible.</p> <p>Turn chairs to face in the same direction.</p> <p>Alternative Spaces</p> <p>Separate students within common areas.</p> <p>If possible, hold classes in gyms, auditoriums, other large spaces or outdoors, where physical distancing can be maintained.</p> <p>Hallways</p> <p>Create one-way traffic pattern in hallways.</p> <p>Place physical guides, such as tape, on floors or sidewalks to create</p>

Requirement(s)	Strategies, Policies and Procedures
	<p>one-way routes.</p> <p>Stagger class times to limit numbers of students in hallways at any time.</p> <p>Assign lockers by cohort or eliminate lockers altogether.</p> <p>When feasible, keep students in the classroom and rotate teachers instead.</p> <p>Outdoor Playground Spaces</p> <p>Cohort students and limit the size of groups using the playground at any one time.</p> <p>Reinforce physical distancing during playground play to the extent feasible.</p> <p>Have students and staff wash their hands or use hand-sanitizer before and after being on the playground.</p> <p>Gatherings/Field Trips</p> <p>Limit gatherings, events, and extracurricular activities to those that can maintain physical distancing.</p> <p>Cancel field trips at the start of the school year and rescheduling when there is good viral control.</p> <p>To the greatest extent possible, use virtual group events, gatherings, or meetings, and promote distancing of at least 6 feet between people if events are held. Outdoor events over 250 people are prohibited.</p> <p>Meals/Snacks</p> <p>Snack and lunch will be served in the classroom maintaining social distancing.</p> <p>Require students and staff to wash hands or use hand sanitizer before and after eating.</p> <p>Seat students in staggered arrangements to avoid "across-the-table" seating.</p> <p>Students will eat in their assigned classrooms.</p> <p>Do not allow snacks to be shared for classroom activities or events.</p> <p>Avoid sharing of food and utensils.</p> <p>Utilize outdoor space, when possible.</p>

Requirement(s)	Strategies, Policies and Procedures
	<p>Create an environment that is as safe as possible from exposure to food allergens and consistent with individual 504 plans. See DOH Information on Life Threatening Allergies.</p> <p>Face Coverings and Masks</p> <p>On July 1, 2020, the Secretary of Health issued an Order requiring all individuals to wear a face covering when they leave their homes. The order outlines situations when a face covering must be worn and includes limited exceptions (see Section 3 of the Order). The Secretary issued this Order to continue to protect all in the Commonwealth from the spread of COVID-19, mindful of the need to slow the increase in the number of cases as the Commonwealth reopens and in order to avoid the resurgence that is overwhelming the health care systems and public health systems in other states that have been less successful in reopening than the Commonwealth.</p> <p>This Order applies to any individual aged two and older whenever outside the home, including while in school entities, including public K-12 schools, brick and mortar and cyber charter schools, private and parochial schools, career and technical centers, and intermediate units; educational programming for students in non-educational placements such as residential settings (boarding schools), residential facilities, detention centers, and hospital settings; PA Pre-K Counts, Head Start Programs and Preschool Early Intervention programs; Private Academic Nursery Schools and locally-funded prekindergarten activities.</p> <p>The Order was effective July 1, 2020 and will remain in effect until the Secretary of Health determines the public health risk is sufficiently reduced so that face coverings are no longer necessary as a widely utilized public health tool.</p> <p>"Face covering" means a covering of the nose and mouth that is</p>

Requirement(s)	Strategies, Policies and Procedures
	<p>secured to the head with ties, straps, or loops over the ears or is wrapped around the lower face. A "face covering" can be made of a variety of synthetic or natural fabrics, including cotton, silk, or linen, and, for the purposes of the Order, can include a plastic face shield that covers the nose and mouth. "Face coverings" may be factory-made, sewn by hand, or improvised from household items, including but not limited to, scarves, bandanas, t-shirts, sweatshirts, or towels. While procedural and surgical masks intended for health care providers and first responders, such as N95 respirators, would meet these requirements, these specialized masks should be reserved for appropriate occupational and health care settings.</p> <p>School Staff and Visitors</p> <p>Face coverings, such as masks or face shields, must be worn by all non-students, both staff and visitors (including parents and guardians), while on school property, including during student drop-off and pickup.</p> <p>Individuals must wear a face covering (mask or face shield) unless they have a medical or mental health condition or disability, documented in accordance with the Americans with Disabilities Act, that precludes the wearing of a face covering in school.</p> <p>The use of face coverings must be taught and reinforced among all staff.</p> <p>Face coverings may be removed to eat or drink during breaks and lunch periods; however, at those times, social distancing must be practiced.</p> <p>Staff are not required to wear a face covering in situations where wearing a face covering creates an unsafe condition to operate equipment or execute a task.</p> <p>Transparent face coverings provide the opportunity for more visual cues and should be considered as an alternative for younger students, students who are deaf and hard of hearing, and their teachers.</p>

Requirement(s)	Strategies, Policies and Procedures
	<p>Individuals who are communicating or seeking to communicate with someone who is hearing impaired or who has another disability, where the ability to see the mouth is essential to communication, are not required to wear a mask; however, individuals should consider using another type of face covering such as a plastic face shield and increase physical distancing.</p> <p>An adequate supply of face coverings and other personal protective equipment (PPE) must be maintained at each school building and the inventory should be carefully monitored. (See Pennsylvania COVID-19 PPE & Supplies Business-2-Business (B2B) Interchange Directory for assistance sourcing these materials.)</p> <p>Students</p> <p>All students must wear a face covering (cloth mask or face shield) that covers their nose and mouth inside the school and while outside when physical distancing is not feasible.</p> <p>Children two years and older are required to wear a face covering unless they have a medical or mental health condition or disability, documented in accordance with Section 504 of the Rehabilitation Act or IDEA, that precludes the wearing of a face covering in school. Accommodations for such students should be made in partnership with the student's health care provider, school nurse, and IEP/504 team.</p> <p>Instruction for students and families on how to properly wear a face covering (cover nose and mouth), to maintain hand hygiene when removing the face covering for meals and physical activity, and how to replace and maintain (washing regularly) a cloth face covering must be provided.</p> <p>Schools should provide face covering breaks throughout the day. A distance of at least 6 feet must be maintained during these face covering breaks.</p> <p>Schools may allow students to remove face coverings when students are:</p> <p>Eating or drinking when spaced at least 6 feet apart.</p>

Requirement(s)	Strategies, Policies and Procedures
	<p>Seated at desks or assigned workspaces at least 6 feet apart. Engaged in any activity at least 6 feet apart (e.g., face covering breaks, recess, etc.), or When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task. Transparent face coverings provide the opportunity for more visual cues and should be especially considered as an alternative for younger students, students who are deaf and hard of hearing, and their teachers.</p> <p>Hand Hygiene, Cleaning, and Disinfection COVID-19 may survive on certain surfaces for some time, which means it is possible to be infected after touching a contaminated surface and then touching the mouth, eyes, or nose. Frequent handwashing, along with cleaning, sanitizing, disinfecting, and ventilating learning spaces and any other areas used by students (i.e., restrooms, hallways, and transportation), decreases transmission.</p> <p>Hand Hygiene When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with a disposable towel. Teach and reinforce washing hands and covering coughs and sneezes among students and staff. See CDC Handwashing Resources. Make hand sanitizer available in common areas, hallways or in classrooms, or in all three, where sinks for handwashing are not available. See CDC Hand Sanitizer. Work with local health departments and health care systems to disseminate hygiene and disinfection strategies for infection prevention at home. Have adequate supplies and carefully monitor inventory to support healthy hygiene behaviors, including soap, hand sanitizer with at</p>

Requirement(s)	Strategies, Policies and Procedures
	<p>least 60 percent alcohol, paper towels, tissues, and no-touch trash cans. (See Pennsylvania COVID-19 PPE & Supplies Business-2-Business (B2B) Interchange Directory for assistance sourcing these materials.)</p> <p>Cleaning and Disinfection</p> <p>Clean and disinfect frequently touched surfaces and objects within the school at least daily, including door handles, sink handles, and drinking fountains.</p> <p>Clean spaces when used by different groups or cohorts of students.</p> <p>Clean and disinfect bathrooms frequently throughout the day.</p> <p>Disinfect shared equipment such as computers, keyboards, art supplies, tools and play/gym equipment frequently, and promote hand washing before and after sharing equipment. Consider obtaining extra supplies and materials to limit the need for sharing. Limit the use of shared equipment when possible.</p> <p>Have students and staff wash hands (or use hand sanitizer) before and after touching shared equipment.</p> <p>Clarke Schools does not have communal drinking fountains. Safe alternative for providing water will be provided: a water filter installed to the sink faucets with assigned times for students to refill their student provided water bottle.</p> <p>If possible, eliminate high-touch surfaces (i.e., remove cabinet doors so that students and staff can easily access supplies without touching a door or handle.)</p> <p>Use routine cleaning practices for indoor areas that have not been used for 7 or more days or outdoor equipment.</p> <p>Follow standard protocols to clean surfaces that are not high touch, such as bookcases, cabinets, wall boards, or drapes, as well as floors and carpets.</p> <p>Use disinfectants registered by the EPA as effective against SARS-CoV-2, the virus that causes COVID-19. See List N on the EPA website. Refer to and follow manufacturers' direction for use. Only products labeled as safe for humans and the environment (e.g.,</p>

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	<p> Safer or Designed for the Environment), containing active ingredients such as hydrogen peroxide, ethanol, citric acid, should be selected from this list, because they are less toxic, are not strong respiratory irritants or asthma triggers, and have no known carcinogenic, reproductive, or developmental effects. Do not have students present when disinfectants are being used or have students participate in disinfecting activities. Ensure ventilation systems operate properly and increase circulation of outdoor air by opening windows and doors when possible. In addition to the standards above, Pre-K to 12 schools should refer to the CDC Cleaning and Disinfecting Your Facility for guidance on how to clean specific surfaces. </p> <p> Outdoor Playground Spaces -Playground will be locked and blocked. -Grassy area will be designated by fencing for individual classroom use. -Have students and staff wash their hands or use hand sanitizer, before and after outside activities. -Reinforce physical distancing of at least 6 feet during playground play. -Limit the size of groups using the outdoor grassy area at any one time. -Consider providing access to hand washing/sanitizing stations on the playground. </p> <p> Transportation managed by districts: -Require students and parents/guardians/caregivers to perform a symptom screening prior to arriving at school or the bus stop each day. (See Symptom Screening Tool.) -Require bus drivers and passengers to wear face coverings while on the bus, in accordance with the Secretary of Health's Order Requiring Universal Face Coverings issued July 1, 2020. </p>

Requirement(s)	Strategies, Policies and Procedures
	<ul style="list-style-type: none"> -Promote social distancing at bus stops/drop off and pick up. -Minimize the number of students waiting together. -Do not allow individuals, including parents, guardians and other caregivers, on the bus, unless necessary (i.e., to assist a student with a disability). -Have all students wash their hands or use hand sanitizer before or immediately upon entering the school. -Send students directly to their assigned classroom upon entering the building. -Do not allow students to congregate in a lobby or hallway before school starts. -Communicate that individuals who are self-quarantining or have been diagnosed with a confirmed or probable case of COVID-19 may not drop off or pick up children from school. -Survey parents and families about their plans to utilize school district transportation services to better understand capacity needs.

Social Distancing and Other Safety Protocols

Requirement(s)	Strategies, Policies and Procedures
<ul style="list-style-type: none"> * Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible * Restricting the use of congregate settings: in classrooms, snack and lunch will be provided by the students in a brown bag. 	<p>Adults</p> <ul style="list-style-type: none"> Maintain a distance of at least 6 feet from other adults to the maximum extent feasible. Maintain at least 6 feet from students, whenever possible and when not disruptive to the educational process. Hold group meetings such as parent-teacher conferences, staff meetings, and curriculum planning virtually.

Requirement(s)	Strategies, Policies and Procedures
<p>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</p> <p>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</p> <p>* Handling sporting activities consistent with the CDC Considerations for Youth Sports for recess and physical education classes</p>	<p>Implement strategies to increase adult-adult physical distance in time and space, such as staggered drop-offs and pickups, and outside drop-offs and pickups when weather allows. Parents are not to enter the school building.</p> <p>Use physical barriers, such as plexiglass, in reception areas and employee workspaces where the environment does not accommodate physical distancing.</p> <p>Discourage congregating in shared spaces, such as staff lounge areas.</p>
<p>Limiting the sharing of materials among students</p>	<p>School staff and Visitors</p> <p>-Face coverings, such as masks or face shields, must be worn by all non-students, both staff and visitors (including parents and guardians), while on school property, including during student drop-off and pickup.</p>
<p>Staggering the use of communal spaces and hallways</p>	<p>-Individuals must wear a face covering (mask or face shield) unless they have a medical or mental health condition or disability, documented in accordance with the Americans with Disabilities Act, that precludes the wearing of a face covering in school.</p>
<p>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</p>	<p>-Instruction and reinforcement in the use of face coverings must be provided among all staff.</p>
<p>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</p>	<p>-Face coverings may be removed to eat or drink during breaks and lunch periods; however, at those times, social distancing must be practiced.</p>
<p>Other social distancing and safety practices</p>	<p>-Staff are not required to wear a face covering in situations in which wearing a face covering creates an unsafe condition to operate equipment or execute a task.</p>
	<p>-Transparent face coverings provide the opportunity for more visual cues and should be considered as an alternative for younger students, students who are deaf and hard of hearing, and their teachers. Individuals who are communicating or seeking to communicate with someone who is hearing impaired</p>

Requirement(s)	Strategies, Policies and Procedures
	<p>or who has another disability, where the ability to see the mouth is essential to communication, are not required to wear a mask; however, individuals should consider using another type of face covering such as a plastic face shield and increase physical distancing.</p> <p>-An adequate supply of face coverings and other personal protective equipment (PPE) must be maintained at each school building and carefully inventoried. (See Pennsylvania COVID-19 PPE & Supplies Business-2-Business (B2B) Interchange Directory for assistance sourcing these materials.)</p> <p>All Clarke Pre-K to12 schools should implement strategies that limit the number of individuals in classrooms and other learning spaces, and interactions between groups of students. All schools should have protocols for distancing student desks/seating and other social distancing practices that allows at least 6 feet of separation among students and staff throughout the day to the maximum extent feasible.</p> <p>Clarke Schools for Hearing and Speech instruction for classroom learning spaces follow:</p> <p>Early Intervention (Birth to Three): Provided in the natural environment via onsite or through teleservices following DOH, CDC, OCDEL and individual county guidelines.</p> <p>Preschool Itinerant (3-5): Provided in community following DOH, CDC, PDE, OCDEL, county and compliance with individual early childhood center for screening and safety protocols. Itinerant teacher of the deaf services are one-to-one.</p> <p>Preschool Clarke onsite (3-5) / days a week, 9:00-1:30: The state guidelines for student to teacher ratio for deaf or hard of hearing children is 8:2 (8 children to a teacher and a teacher assistant). Therefore, social distancing, maintaining children with consistent cohorts, spacing while children are in line, limiting the number of children on the playground and in common areas</p>

Requirement(s)	Strategies, Policies and Procedures
	<p>such as hallways and motor rooms, limitations to the space/rooms that can be used for therapy sessions, etc. will be manageable and addressed below.</p> <p>Mainstream Itinerant services K-12: Clarke mainstream itinerant staff will maintain compliance with public, private and charter schools where services are provided including social distancing and safety protocols.</p> <p>The policies and procedures following the CDC, PAKeys, and PA DOH guidelines will govern use of other communal spaces within the school building. Use of the communal spaces will be limited due to no co-mingling of classes which will carry over to the playground use. The use of outdoor space to meet social distancing needs will follow a daily schedule including one class of 8 children at a time in an identified area of the outdoor space will be scheduled and divided by portable fencing.</p> <p>The hygiene routines implemented throughout the school day will include focus on the following topic areas: required face coverings for adults and children covering nose and mouth, frequent handwashing, daily sanitization of toys and materials, removal of items from a classroom that cannot be cleaned, cleaning of all hard services several times during a day, limiting sharing of materials, use of individual student bins containing individual school supplies, eliminating sharing, ensuring frequent hand washing protocols for the children that are implemented consistently throughout the day. Initial deep cleaning prior to school opening as well as daily end-of-the-day electrostatic cleaning of all spaces will take place.</p> <p>Arrival and departure of students will follow established guidelines in Clarke Parent COVID 19 Procedures for School Reopening. All drivers/attendants of buses as well as parents dropping off or picking up at the end of the day will remain in the vehicles and must wear masks. Students will remain in their</p>

Requirement(s)	Strategies, Policies and Procedures
	<p>classrooms until the vehicle for pick up arrives and then will be accompanied to the vehicle. Upon arrival no more than 3 students at a time will be accompanied by an attendant to the “check in area.” How will you adjust student transportation to meet social distancing requirements?</p> <p>During this time parent/family visitors will not be permitted. Outside workers (Specialists, Therapists, etc.) coming to see children in center will be asked to wear masks and gloves while working with children and will be subject to wellness and temperature check before working with children or entering site. Screening form must be completed for ALL outside visitors using a screening form. There will be a designated location for screening questions to be asked by a designated Clarke employee. All visitor screening forms will be maintained in one location to have a record of visitor screenings.</p> <p>All Clarke employees will be trained on social distancing and other safety protocols via scheduled trainings through zoom platforms for large group gatherings, onsite training small group, handouts, school based postings throughout the building, distributed guideline handbooks for all staff, weekly staff meeting review of topic areas, etc. Documentation on forms to be kept on file include reporting requirements for tracking and spreadsheets in Excel to collect data. Clarke School staff will prioritize social distancing measures and develop and enforce protocols and procedures for all in-person activities and interactions that occur within buildings/grounds before, during and after school hours.</p>

Monitoring Student and Staff Health

Requirement(s)	Strategies, Policies and Procedures
* Monitoring students and staff for symptoms and history of	

Requirement(s)	Strategies, Policies and Procedures
<p>exposure</p> <p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p> <p>* Returning isolated or quarantined staff, students, or visitors to school</p> <p>Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols</p>	<p>Once the Health and Safety Plan is completed, it will be forwarded to the Clarke Schools Board as well as to the COVID 19 work group for review and final approval. Once this is process is complete, a copy of the health and safety plan will be posted on the school website and submitted to the Pennsylvania Department of Education. Lastly a copy of this health and safety plan will be made available to staff and families via the link to the Clarke Schools site for access.</p> <p>Protocols include:</p> <p>Early Intervention (birth to three): See above</p> <p>Mainstream Itinerant: Screening Form to be completed by families:</p> <ul style="list-style-type: none"> -Complete prior to home, childcare, or by-appointment service sessions -If services cannot be delivered due to the results of the screening: <ul style="list-style-type: none"> - Therapist is to explain the reason to parent and assure parent that in person services will resume when it is safe -Therapist is to assure parent that we are following CDC guidelines and safety recommendations to ensure the health and safety of the children we serve -Clarke Therapist is to contact the child’s LEA representative, (Service Coordinator), if support is needed to explain the health and safety guidelines that we are following to parents -SVN (service verification note) information should be entered as “child absent” and the following note should be included, “Screening protocol indicated that services could not be delivered due to X (list the specific results of the screening).” <p>Preschool center base The following topics are addressed below to ensure monitoring</p>

Requirement(s)	Strategies, Policies and Procedures
	<p>the health and safety of staff and students.</p> <ul style="list-style-type: none"> -Health and Safety Plan to be completed, reviewed and shared with staff and families -Face coverings (covering nose and mouth) or face shields must be worn by all employee and subcontractors: REQUIRED -Frequent hand washing: REQUIRED -If water and soap are not available, hand sanitizer should be used until water and soap is available -Gloves should continue to be worn as they are now, but are not required to be worn at all times -Daily temperature checks of employees and children: REQUIRED - to be completed at home with a daily signature by the family and employee on the daily screening form -Sanitization of toys and materials used during service delivery and administration of assessments: REQUIRED -Provision of individual supply of crayons and other supplies rather than sharing containers of materials among several children -Provision of individual supply of manipulatives as much as possible rather than sharing containers of manipulatives among several children -Hand washing protocols that are currently in place for the children must be implemented consistently throughout the day -Social Distancing -When children are seated at tables, ensure distance between children -Co-mingling of children will be avoided from different classrooms to maintain consistent cohorts of children -Do not include children from multiple classrooms in therapy sessions -Do not include more than one classroom at a time on playground or in the gross motor room -Implement one-way travel in hallways and limit travel in the

Requirement(s)	Strategies, Policies and Procedures
	<p>hallways to one classroom at a time as much as possible</p> <ul style="list-style-type: none"> -Provide transportation protocols -Provide visitors protocols -Ensure that a screening form is completed for ALL outside visitors, staff and students -Quarantine Area -IEP meetings and consultations with parents should be facilitated virtually -Compliance with early childhood/EI center screening and safety protocols -Social distancing including maintaining children with consistent cohorts -Limiting the numbers of children on the playground and in common areas such as hallways and motor rooms -Limitations to the space/rooms that can be used for therapy sessions -Cooperation with community early childhood programs to determine their safety protocols prior to in person service delivery resuming at the site -Face coverings for all employee and subcontractors: -Frequent hand washing: -Sanitization of toys and materials used during service delivery and administration of assessments:

Other Considerations for Students and Staff

Requirement(s)	Strategies, Policies and Procedures
<p>* Protecting students and staff at higher risk for severe illness</p> <p>* Use of face coverings (masks or face shields) by all staff</p>	<p>State information on Masks:</p> <ul style="list-style-type: none"> -All students must wear a face covering (cloth mask or face shield) that covers their nose and mouth inside the school and while outside when physical distancing is not feasible.

Requirement(s)	Strategies, Policies and Procedures
<p>* Use of face coverings (masks or face shields) by older students (as appropriate)</p> <p>Unique safety protocols for students with complex needs or other vulnerable individuals</p> <p>Strategic deployment of staff</p>	<p>-Children two years and older are required to wear a face covering unless they have a medical or mental health condition or disability, documented in accordance with Section 504 of the Rehabilitation Act or IDEA, that precludes the wearing of a face covering in school. Accommodations for such students should be made in partnership with the student's health care provider, school nurse, and IEP/504 team.</p> <p>-Instruction for students and families how to properly wear a face covering (cover nose and mouth), to maintain hand hygiene when removing the face covering for meals and physical activity, and how to replace and maintain (washing regularly) a cloth face covering must be provided.</p> <p>-Schools should provide face covering breaks throughout the day. Maintain a distance of at least 6 feet during these face covering breaks.</p> <p>- Schools may allow students to remove face coverings when students are:</p> <ul style="list-style-type: none"> • Eating or drinking when spaced at least 6 feet apart • Seated at desks or assigned workspaces at least 6 feet apart • Engaged in any activity at least 6 feet apart (e.g., face covering breaks, recess, etc.); or • When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task. <p>-Transparent face coverings provide the opportunity for more visual cues and should be especially considered as an alternative for younger students, students who are deaf and hard of hearing, and their teachers.</p> <p>Once the Health and Safety Plan is completed, it will be forwarded to the Clarke Schools Board as well as to the COVID 19 Work Group for review and final approval. Once this</p>

Requirement(s)	Strategies, Policies and Procedures
	<p>process is complete, a copy of the health and safety plan will be posted on the school website and submitted to the LEA.</p> <p>Approved Private Schools have been notified that the health and safety plan go to the LEA and not to the Pennsylvania Department of Education. Lastly a copy of this health and safety plan will be made available to staff and families via the link to the Clarke Schools site for access.</p> <p>Early Intervention (birth to three): See above</p> <p>Mainstream Itinerant:</p> <p>Screening Form to be completed by families/caregivers</p> <ul style="list-style-type: none"> -Complete prior to home, childcare, or by-appointment service sessions -If services cannot be delivered due to the results of the screening: <ul style="list-style-type: none"> - Therapist is to explain the reason to parent and assure parent that in person services will resume when it is safe -Therapist is to assure parent that we are following CDC guidelines and safety recommendations to ensure the health and safety of the children we serve -Clarke Therapist is to contact the child’s LEA representative, (Service Coordinator), if support is needed to explain the health and safety guidelines that we are following to parents -SVN (service verification note) information should be entered as “child absent” and the following note should be included “Screening protocol indicated that services could not be delivered due to X (list the specific results of the screening).” <p>Preschool center base</p> <p>The following topics are addressed below to ensure monitoring the health and safety of staff and students.</p> <ul style="list-style-type: none"> -Health and Safety Plan to be completed, reviewed and shared with staff and families -Face coverings (covering nose and mouth) or face shields must

Requirement(s)	Strategies, Policies and Procedures
	<p>be worn by all employee and subcontractors: REQUIRED</p> <ul style="list-style-type: none"> -Frequent hand washing: REQUIRED -If water and soap are not available, hand sanitizer should be used until water and soap is available -Gloves should continue to be worn as they are now, but are not required to be worn at all times -Daily temperature checks of employees and children: REQUIRED however may be completed at home with a daily signature by the family if a daily screening form -Sanitization of toys and materials used during service delivery and administration of assessments: REQUIRED -Provision of individual supply of crayons and other supplies rather than sharing containers of materials among several children -Provision of individual supply of manipulatives as much as possible rather than sharing containers of manipulatives among several children -All hand washing protocols that are currently in place for the children must be implemented consistently throughout the day -Social Distancing <ul style="list-style-type: none"> -When children are seated at tables, ensure distance between children -Avoid co-mingling of children from different classrooms to maintain consistent cohorts of children -Limit therapy sessions to children from one classroom -Do not include more than one classroom at a time on playground or in the gross motor room -Implement one-way travel in hallways and limit travel in the hallways to one classroom at a time as much as possible -Provide transportation protocols -Provide visitors protocols -Complete screening forms for ALL outside visitors, staff and students

Requirement(s)	Strategies, Policies and Procedures
	<ul style="list-style-type: none"> -Quarantine Area -IEP meetings and consultations with parents should be facilitated virtually -Compliance with early childhood/EI center screening and safety protocols -Social distancing including maintaining children with consistent cohorts -Limiting the numbers of children on the playground and in common areas such as hallways and motor rooms -Limitations to the space/rooms that can be used for therapy sessions -Working with community early childhood programs to ask what their safety protocols are prior to in-person service delivery resuming at the site -Face coverings for all employee and subcontractors: -Frequent hand washing: -Sanitization of toys and materials used during service delivery and administration of assessments:

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **Clarke Schools for Hearing and Speech Philadelphia** reviewed and approved the Phased School Reopening Health and Safety Plan on Tuesday, September 1, 2020 for staff and Tuesday, September 8, 2020 for students.

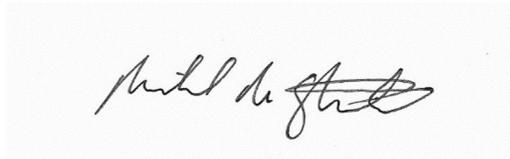
The plan was approved by a vote of:

Yes

No

Affirmed on: Friday, August 7, 2020

By:



(Signature* of Board President)

Megan Cohen

Michael Straubel

(Print Name of Board President)

*Electronic signatures on this document are acceptable using one of the two methods detailed below.

Option A: The use of actual signatures is encouraged whenever possible. This method requires that the document be printed, signed, scanned, and then submitted.

Option B: If printing and scanning are not possible, add an electronic signature using the resident Microsoft Office product signature option, which is free to everyone, no installation or purchase needed.