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July 6, 2020

Florida K-12 Private Schools

RE: Instructional Continuity Plan Template

Dear Non-public Administrators:

In order to ensure educational continuity in Florida's non-public schools and retain high-quality school choices for Florida students and families, the Florida Department of Education's School Choice Office has drafted the following Instructional Continuity Plan Template (ICP).

The purpose of an ICP is to better prepare our schools to continue their educational efforts and focus on eliminating achievement gaps during a time of crisis. This plan contains six sections, with the last being optional: an overview of the plan; information for parents and guardians; an outline of responsibilities for teachers and administrators, school policy and procedures; methods of content delivery; and additional documentation that may be helpful.

As we continue to navigate the impact of COVID-19, we must continue to work together to best serve our students and families.

Dakeyan C. Graham, Ph. D.
2020 Florida Teacher of the Year
Executive Director
Office of Independent Education & Parental Choice
Florida Department of Education

Section I: Overview of the Instructional Continuity Plan

School Name: Clarke Schools for Hearing and Speech, Florida

School Code: 3155

District: Duval County

Address: 9803 Old St. Augustine Rd. Suite 7 Jacksonville, FL 32257

Point of Contact for Distance Learning: Alisa Demico, Director

School Contact Information (Phone/Email): 904-880-9001 ademico@clarkeschools.org

Additional Contact Information:

Department of Education School Choice Hotline:

1-800-447-1636

[COVID-19 Resources](#)

Department of Health (DOH) hotline:

866-779-6121 (24 hours)

DOH email: COVID-19@flhealth.gov

Department of Children and Families Abuse

Hotline:

1-800-962-2873

<https://reportabuse.dcf.state.fl.us>

Center for Disease Control hotline:

800-232-4636 (24 hours)

Please provide a brief overview of your plan, including how you plan to prohibit the educational digression of your students, an explanation of any educational challenges you may have, key points of your ICP, as well as any relevant contact information not listed above.

Clarke Schools for Hearing and Speech is an Auditory Oral Education Private School Program in Jacksonville, Florida. Clarke teaches children who are deaf or hard of heard to listen and speak through use of technology such as cochlear implants or hearing aids. Clarke is accredited through the Association of Independent Schools (AISF). Staff has specialized training in teaching listening and spoken language to children with hearing loss and helping them build the language, academic, and social skills they need to succeed in their neighborhood school. The Clarke Schools for Hearing and Speech 2020-2021 Reopening Plan will continue to be adjusted throughout the coming weeks as additional guidance is gathered from public health entities including the Centers for Disease Control (CDC) and the Florida Department of

Health (FDOH). These agencies are supplying the regulations for hygiene, social distancing, and other public health considerations. School will begin on August 24, 2020. Actions outlined in this plan include three key objectives:

- Reopen the Jacksonville campus in a safe, responsible and healthy manner
- Provide families with flexible options for providing their child's education
- Align and manage resources to meet the changing and evolving needs of reopening during COVID-19 pandemic

Efforts will be implemented in response to the ever-changing situation and conditions of the pandemic, which may require quick response of mitigation procedures. This plan maintains focus on the school's mission to ensure academic instruction and services for students while maintaining a healthy and safe environment. Clarke is committed to providing a quality education, keeping students, parents/guardians, staff members and the community engaged, involved, safe and informed. Updates along with resource and frequently asked questions will be posted to our Clarke webpage and shared with key stakeholders.

Reopen Campus and Statewide Programs in a Safe, Responsible and Healthy Manner

Clarke is committed to supporting learning environments that protect student and staff health and safety. To do this, Clarke will continue partnering with FDOH, FDOE, and the state of Florida and will communicate any changing requirements for reopening our school as soon as information is provided.

The latest guidance from the FDOE is outlined in Executive Order 20-149, which states "all brick and mortar schools are open at least five days per week for all students subject to advice and orders of the FDOH, local departments of health and subsequent executive orders."

A survey of the parents of enrolled students revealed the following results for providing educational services to their children for the 2020-2021 school year.

- 56% of the families want school in Bricks and Mortar learning
- 43% of the families wanted a hybrid Model of in-person and on-line learning
- 13% of families wanted a virtual-only model

Instructional Services

Clarke's educational program serves children who are deaf and hard of hearing ages two (2) to seven (7) by teaching them listening and spoken language. Students attend Clarke on contract with school districts or on the John McKay Scholarship. Students enrolled have either an Individual Education Plans (IEP) or a Personal Education Plan (PEP) to address their unique learning needs which include specialized instruction and intensive Speech and Language Therapy. At the start of the 2020-21 school year families of children, will have three (3) school choice options for attending Clarke.

Full-time In-Person Instruction for Kindergarten and First Grade Only:

- Five days per week
- At this time, this is available for only students in Kindergarten and First Grade who are on the John McKay Scholarship to comply with the FLDOE Executive Order 20-149

- In-Person instruction will follow DOE guidelines listed in this document

Hybrid Instructional Model Available for All Students

- Students will participate in 2 or 3 days a week of in-person learning with all of the social distancing and health and safety protocols in place.
- Students will participate in 2 or 3 days of a combination of live asynchronous and synchronous learning through an on-line platform with their teacher of the deaf and teaching assistant.
- Instructional hours will be met for students by participating in live, real time group academic lessons including reading, math, art, language arts, science, morning meeting, handwriting, speech and language therapy
- Lessons are conducted in small groups with a certified teacher of the deaf who will follow a child's Personal Education Plan (PEP) or Individual Education Plan (IEP)
- Speech and Language therapy is conducted individually 30 minutes daily for all students whether virtually or in person. Virtually, parents are present during sessions to be coached or provide support to a student who is more independent with technology.
- Conditional FLDOE approval and will be re-evaluated every 4 weeks

Home-Based Virtual Instructional Model

- Students will participate in 5 days of live real-time learning through an on-line platform
- Students participate in live group academic lessons including reading, math, art, language arts, science, morning meeting, speech and language therapy
- Conditional FLDOE approval

Section II: Information for Parents, Guardians and Students

Introduction (explanation of situation and key points of ICP):

The Clarke Schools for Hearing and Speech 2020-21 Reopening Plan will continue to be adjusted throughout the coming weeks as additional guidance is gathered from public health entities including the Centers for Disease Control (CDC) and the Florida Department of Health (FDOH). These agencies are supplying the regulations for hygiene, social distancing, and other public health considerations. Actions outlined in this plan include three key objectives:

- Reopen the Jacksonville campus in a safe, responsible and healthy manner
- Provide families with flexible options for providing their child's education
- Align and manage resources to meet the changing and evolving needs of reopening during COVID-19 pandemic

Efforts will be implemented in response to the ever-changing situation and conditions of the pandemic, which may require quick response of mitigation procedures. This plan maintains focus on the school's mission to ensure academic instruction and services for students with hearing loss, while maintaining a healthy and safe environment. Clarke is committed to keeping students, parents/guardians, staff members and the community engaged, involved, safe and informed. Updates along with resource and frequently asked questions will be posted to our Clarke webpage and shared with key stakeholders.

Expectations of Parents/Guardians

Please describe your school's expectations of parents/guardians during distance learning

Clarke Schools for Hearing and Speech is an Auditory Oral School for children who are deaf and hard of hearing whose parents have chosen a Listening and Spoken Language Option for them. Their primary goal is to teach their young child to learn to listen and speak through the use of technology such as cochlear implants and hearing aids. Many Clarke students are under the age of 7 and have delays in listening, speech and language, and academic skills. The school expects a high level of commitment from parents to help close gaps that may exist in their child's learning due to their hearing loss. During the time of the COVID-19 pandemic, parents participated in 98% of the classroom and therapy sessions conducted by teachers and speech language pathologists. The Kindergarten and First Grade classrooms participated in live face-to-face instruction with their teacher. Parents and/or guardians are expected to provide support for students to log on and off the computer platform and be available to trouble shoot the technology when issues arise.

Continuation of Services

Please describe how services will be delivered during distance learning:

Instructional Services

During the 2020-21 school year families of children, will have three (3) options.

Option 1. Full-time In-Person Instruction for Kindergarten and First Grade Only

** Clarke Schools will be open 5 days a week beginning on August 24, 2020. Clarke is using a staggered start for all students. Kindergarten and first grade students will begin with a hybrid (3 days at school and 2 days virtual) model for 4 weeks until December 18, 2020. The campus is open for parents who need their children at school 5 days a week. Arrangements are being made for students to complete virtual learning on campus as requested by families.

- At this time is available for only students in Kindergarten and First Grade who are on the John McKay Scholarship to comply with the FLDOE Executive Order 20-149
- In-Person instruction will follow DOE guidelines listed in this document
- Students attendance will be taken
- A full-time option for all students will be re-evaluated after the first 4 weeks of instruction

Option 2. Hybrid Instructional Model for All Students

In-Person

- Students will participate in 2 or 3 days of in-person learning with social distancing and health and safety protocols in place

Virtual Instruction

- Students will participate in 2 or 3 days of a combination of live asynchronous and synchronous learning through an on-line platform.
- On-line instructional hours are met by having students participate in live group academic lessons including reading, math, art, language arts, science, morning meeting, handwriting, speech, and language therapy. This model was followed for all Clarke students from March 17, 2020 through July 30, 2020.
- Lessons on-line are conducted in small groups with a certified teacher of the deaf who will follow a child's Personal Education Plan or Individual Education Plan and Florida State Standards
- Speech and Language therapy is conducted individually 30 minutes daily for all students whether it is virtually or in person. Parents are present during sessions to be coached or provide support to a student who is more independent with technology.
- Conditional FLDOE approval

Option 3. Home-Based Virtual Instructional Model

- Students will participate in 5 days of live real-time learning through an on-line platform
- Students participate in live group academic lessons including reading, math, art, language arts, science, morning meeting, speech and language therapy
- Conditional FLDOE approval

Access to Devices/Internet

Please describe how parents/guardians have been notified about access to distance learning devices, internet services, etc.

Clarke parents are in close contact with school administrators and teachers. They are notified by email, text and via web page to communicate regarding distance learning devices. All parents have internet access and Wi-Fi services that have supported virtual learning since March 2020. Clarke has loaner computer/iPad equipment available to families to help support access to online classes.

How to Access Online Texts (if applicable):

Parents will be provided with physical textbooks for both on site and distance learning as well as other academic materials needed for online learning. There are packet pick-up events arranged for students in the beginning of the semester and throughout the semester. Teachers plan to ensure that all children have the materials required for their academic lessons.

Textbook/Materials Check Out/In

Please describe the process for checking distance learning materials in/out:

Clarke has small classrooms of 9 students in Kindergarten and First Grade. Parents will be provided with physical textbooks for both on site and distance learning as well as other academic materials needed for on-line learning. There are packet pick-up events arranged for students in the beginning of the semester and throughout the semester. Parents are expected to return the textbooks as instructed by the teacher. Teachers plan to ensure that all children have the materials required for their academic lessons.

Local Meal Programs

Please list any local meal programs your school may participate in/be aware of:

Click or tap here to enter text.

Technical Support Issues

Please list the point of contact for any technical support issues:

Technical support is provided by Clarke Schools for Hearing and Speech's IT department

Deb Lohmeyer: dlohmeier@clarkeschools.org

Section III: Responsibilities

Teachers

Please describe your teacher responsibilities related to the following areas:

Scheduling: The administration provides the operating framework for delivering services. Teachers create their own online schedule with parents, which is approved by the director. The final schedule is provided to the parents who are given access codes to their child's homeroom and each academic block (if it changes). Speech Language Pathologists schedule therapy time with the child's parent 30 minutes daily, which is approved by the director. The schedule is designed to meet instructional hours regulated by the state and to meet the services on a child's IEP or PEP.

Student Evaluation: Student evaluations will be completed in October 2020 and April 2020. If a student is a virtual only, parents will be given the opportunity for a one-on-one evaluation in person with all precautions, or we will modify the evaluation and use assessments via Q-Global.

Instruction: Teachers turn in lesson plans weekly. They provide live instruction to students during all parts of

the school day. They have a teacher assistant to help with planning, preparation, and research. Lesson plans are shared with families weekly, so they have a daily schedule and have materials for in person or virtual services.

Attendance: Attendance is kept as normal and emailed to our office manager who records it and maintains it in our records file. If the student attends one class, they are marked present for the day. Attendance is monitored and if there are any gaps in attendance the teacher and/or director will reach out to the family.

Grading: Grades are maintained by the teacher and recorded. Students take normal quizzes, spelling tests, math tests in real time and grades are documented by the teacher.

Parent/Guardian Communication: Clarke provides opportunities for individual virtual parent meetings regarding concerns or progress.

Administrators:

Please describe your administrator responsibilities related to the following areas:

Staffing (support, etc.): Clarke is fully staffed for the 2020-2021 School Year.

Sick Teachers: Clarke requires teachers to not come into work when they are not feeling well. We have a strong team in each classroom that includes a teacher of the deaf and a teaching assistant (TA). Clarke has 4 classrooms with 8-9 students and 2 teachers per class. Additionally, there is a speech language pathologist assigned to each classroom. There is a substitute list and a schedule for when staff is absent with no substitute available. If a teacher is out, the TA will provide direct instruction and be supported by the Speech Pathologist and/or the substitute. The director will also fill in for the classroom teachers if needed or a substitute is not available. Our substitute teaching staff has specifically been hired by our school to ensure continuity of services to students when teachers are absent.

Emergency Decision Making/Delegation of Authority:

The director of the Jacksonville Clarke Schools for Hearing and Speech Program has emergency decision making authority. Additionally, Clarke has a COVID-19 workgroup, which reviews all re-opening plans and takes care of PPE materials and monitors state and local guidelines alongside the director. Clarke follows Duval County's decisions in emergency situations (e.g., district wide closures) and the FLDOE for statewide decisions or mandates.

Parent/Guardian Contact: Parents have direct access to the director's email. Parents also receive text messages from Clarke regarding special events or emergency situations.

Guidance Counseling/Mental Health: Well checks are performed daily with families as they are in close contact with the Clarke teacher and/or speech therapist daily. Clarke provides parent resources for at risk families or a family who may be struggling.

Non-Instructional Responsibilities:

- Responsible for writing the RFA for the yearly grant submission for the Florida Department of Education
- Complete detailed quarterly and end of the year reports for the Department of Education and the Department of Health
- Actively ensure that quality services are provided to all families and children enrolled in Clarke Florida programs (e.g., Early Intervention, Preschool, Kindergarten, Outpatient therapy and tutoring services)
- Coordinate the Early Intervention Program, Speech Language Pathology program and clinic services
- Work with administration to establish and maintain strong relationships with key stakeholders, including families, staff, referral sources and other professionals including; Miami Debbie School, Sertoma Speech and Hearing Center, Nemours Children's Clinic, Jacksonville University, North Florida ENT Associates, Early Steps, Local School District Personnel and FSDB Outreach Program
- Help to improve, develop and sustain current programs and implement grant
- Work collaboratively with Clarke campuses and organizational leadership in the development and implementation of Clarke's Strategic Plan. Help to determine staffing and materials needed for each school year
- Work with current administration to create and implement annual budget

Section IV: School Policy & Procedures

Please elaborate on your school's policy and procedures on the following subject areas:

Attendance: Attendance is recorded daily. Each month the attendance is submitted to the office manager and then submitted to the contracting school district or kept on record for the McKay Scholarship. Children from birth to 5 are under contract with Clarke through their home school district. The school districts reimburse Clarke directly. While there is no compulsory attendance for children under 5, excessive absences slow a child's progress, cause regression in listening and language development, increase separation anxiety, and disrupt the learning environment for the whole class. Excessive absences may cause the school district to question a child's contract. Attendance during the student enrollment counts in October and February is critical. Children ages 5 and above are generally enrolled through the McKay Scholarship Program. The state of Florida pays for each student based on the last matrix number from the home school district. The level of services Clarke provides is a Level 254 or 255. Families of children with lower matrix numbers may be responsible for some costs. There are compulsory attendance laws for school age children. Absences will be monitored through the McKay school choice program and if there are any gaps in attendance the teacher and/or director will reach out to the family or the child's school district.

Grading: Students receive report cards in October, February, and May. Academic areas are recorded as emerging, mastered or developed for Kindergarten and First Grade students due to the young age of the students. Preschool and Pre-kindergarten students receive report cards that are based on developmental milestones and Florida State Standards.

Student Workload: Students are typically given daily homework assignments, which are checked by the teacher. They have tests and quizzes for academic subjects such as math and spelling.

Student Privacy & Safety:

Health & Safety Protocols

Personal Hygiene

Students will be educated on and maintain personal hygiene etiquette, including increased frequency of hand washing with soap and water, use of hand sanitizers with at least 60 percent alcohol and clear instruction to avoid touching hands to face. The spread of COVID-19 can be reduced when frequent hand washing is used along with other preventive measures including social distancing, use of face coverings and cleaning and disinfecting frequently touched surfaces.

Cleaning and Disinfecting

All children, staff, and volunteers should engage in hand hygiene at the following times:

- Arrival to the facility and after breaks
- Before and after preparing food or drinks
- Before and after eating or handling food, or feeding children

- Before and after administering medication or medical ointment
- After diapering o After using the toilet or helping a child use the bathroom
- After coming in contact with bodily fluid
- After playing outdoors or in sand
- After handling garbage
- Wash hands with soap and water for at least 20 seconds. If hands are not visibly dirty, alcohol-based hand sanitizers with at least 60% alcohol can be used if soap and water are not readily available.
- Supervise children when they use hand sanitizer to prevent ingestion.
- Assist children with handwashing, including infants who cannot wash hands alone.
- After assisting children with handwashing, staff should also wash their hands.
 - Place posters describing handwashing steps near sinks. Developmentally appropriate posters in multiple languages are available from CDC.
 - Hand sanitizer dispensers will be placed at strategic locations across the building, at entrances, exits and high-touch areas for staff and students.

Frequently touched items below will be handled as follows:

- Campus building surfaces (doorknobs, handrails, light switches, countertops and other flat surfaces, including restroom facilities) will be disinfected throughout the day.
- Student playground equipment will be disinfected --- daily.
- Tables and chairs will be disinfected between groups or therapy sessions.
- Shared space items, equipment, instruments, office machines, supplies and technologies in shared spaces will either be limited use or disinfected after each use by staff members.

CLEAN Proactive Maintenance, Cleaning and Sanitization

Toys that cannot be cleaned and sanitized should not be used.

- Toys that children have placed in their mouths or that are otherwise contaminated by body secretion or excretion should be set aside until they are cleaned by hand by a person wearing gloves.
- Clean with water and detergent, rinse, sanitize with an EPA-registered disinfectant, and air-dry or clean in a mechanical dishwasher. Be mindful of items more likely to be placed in a child's mouth, like play food, dishes, and utensils.
- Machine washable cloth toys should be used by one individual at a time or should not be used at all. These toys should be laundered before being used by another child.
- Do not share toys with other groups of infants or toddlers, unless they are washed and sanitized before being moved from one group to the other.
- Set aside toys that need to be cleaned. Place in a dish pan with soapy water or put in a separate container marked for "soiled toys." Keep dish pan and water out of reach from children to prevent risk of drowning. Washing with soapy water is the ideal method for cleaning. Try to have enough toys so that the toys can be rotated through cleanings.
- Children's books, like other paper-based materials such as mail or envelopes, are not considered as a high risk for transmission and do not need additional cleaning or disinfection procedures.
- Increased Daily & weekly sanitization
- Utilization of Victory Electrostatic Sprayer with CDC approved disinfectant
- Disinfection of classrooms and spaces between cohorts of students

- Frequently touched surfaces disinfected regularly by faculty, staff, students and maintenance staff
- Enhanced classroom cleaning, disinfecting and sanitization
- Hand sanitizer stations, installed at strategic positions around campus (e.g., entries)
- Frequent visual and verbal hygiene reminders
- In the event of possible exposure, all suspected spaces will remain unoccupied until proper disinfection procedures can occur in that space

Sick Students On-Campus

- Student will be removed from class and isolated in an isolation room
- Health questionnaire will be completed, and temperature taken to determine if there are multiple symptoms for suspected case
- Office will contact the family for student pick-up
- Report potential and confirmed COVID-19 case to FL DOH

Health Monitoring

Comprehensive school health care and education protocols are in place for COVID-19 monitoring, coordination and follow up. The administrator of Allied Health and Related Services is the primary point of contact for FDOH and serves as the designee responsible for responding to COVID-19 concerns. Students and parents/guardians will undergo education and training by Allied Health and Related Services on temperature screening (see next section) including when they should stay home due to illness and when they should return to school/work. Students/parents/guardians will notify their school administrator if they experience or become sick with COVID-19 symptoms, test positive or have been exposed to someone with suspected or confirmed symptoms. Once the administrator of Allied Health and Related Services is notified, surveillance and contact tracing protocols will be initiated.

Temperature Screening

Non-contact thermometers will be used to conduct temperature screening for visitors and students, using the protocols outlined below.

Students

- All students will be required to undergo temperature checks prior to entering the building
- Teachers will monitor children throughout the day and notify families if a child does not feel well or becomes ill at school.

Campus Visitors

- At this time Campus visitors are not permitted unless it is related to building maintenance or by prior approval of the director. If a visitor is approved, they will be required to undergo temperature checks (parents/guardians of enrolled students are not considered visitors in this context).
- Visitors arriving at the office will have their temperature checked by the office manager or other staff member. If any visitor has a temperature of 100.4 degrees Fahrenheit or greater per CDC guidelines, they will not be granted access.

Families on Campus

For the First 9 weeks:

- Current families will only be allowed on campus to drop-off/pick-up their child. Conferences will be held with their child's teacher via Zoom. IEP meetings will be held with the child's school district via Zoom or another platform. Parents who wish to participate in therapy or classroom observations will be conducted via Zoom
- In-person admissions and evaluation meetings for prospective students/families will be allowed when it is safe to do so. Temperature screening will be taken upon arrival; if any member of the family has a temperature of 100.4 degrees Fahrenheit or greater, the visit will be postponed or rescheduled. Students and family members as well as staff members will wear face coverings.

Food Preparation

- Caregivers should ensure children wash hands prior to eating.
- Caregivers should wash their hands before preparing food and after helping children to eat.
- Facilities should follow all other local regulations and guidance related to safe preparation of food.

Contact Tracing

Clarke carries out contact tracing in collaboration with local and state health authorities. The school administration uses a COVID-19 tracking system that includes contact tracing protocols that are based on guidance from FDOH and the Florida Department of Management Services Testing

Testing

Testing protocols for COVID-19 will be recommended for students only on a case-by-case basis in compliance with CDC and FDOH and privacy laws and, when applicable, with the explicit approval of parents/guardians.

Health and Safety Operations Plan

Levels 1-4

Level 1

Low Level of Concern

Normal School Routines & Procedures

- Regular Daily Schedule
- Large gatherings permitted
- General Security Entry
- Normal Cleaning and Sanitizing of build and materials by staff

Level 2

Moderate Level of Concern

General Proactive Measures

- Normal Daily Schedule
- Moderate Social distancing where appropriate (e.g., hallways, etc)
- Face masks, required during carline, transitions, and at times where social distancing is difficult
- Large gatherings are limited
- Use of playground equipment
- Daily health screenings
- Limited access to parents/visitors/volunteers

Level 3 Clarke's Current Level of Operation

High Level of Concern

Significant Proactive measures

- Modified daily schedules
- Social Distancing
- Face masks for staff required at all times
- No large gatherings
- Playground with disinfecting between use of equipment
- Frequent cleaning and disinfecting a
- Restricted campus access to parents/visitors/volunteers

Level 4

Extreme Level of Concern

Extreme Proactive Measures

- Distance learning
- Campus closed
- Large gatherings prohibited

August 2020 Day-to-Day Operations

Level 3 High Level of Concern

Moderate Level of Concern

General Proactive Measures

Arrival

Temperature Screenings upon arrival to Campus

- Car line will run from 8:45 am -9:00 am
- All students will undergo a temperature check prior to exiting the vehicle
 - 100.4 temp will require student to go home
- Student will enter distant from other child or groups of children
 - Pre-K, Kindergarten and First will enter at the Center of the building
 - Preschool will enter through door 4
 - Toddlers will enter through door 3

- Students will report directly to their classroom
- Students are expected to wear masks and use social distancing upon arrival

Recess

Structured Activities

- Recess will continue to occur daily
- Students will stay with their class
- Classrooms will have their own bag of playgroup equipment that will be disinfected daily

Dismissal

Maintain Social Distancing

- Students are required to wear masks and expect to maintain social distancing while waiting

Privacy and Communication

- Due to the requirements of FERPA and HIPAA, we cannot share information with everyone
- Information will be shared on a case-by-case basis directly to families of students who may have had a close or direct contact with the student/staff member who tested positive
- Clarke will follow all applicable local laws and regulations and comply with the Duval County Health Department

Technology Usage: Students do not use technology at school. Materials are books or consumables.

Section V: Content Delivery

What methods of instruction has your school utilized during school closures?

The Preschool, Pre-Kindergarten, Kindergarten and First Grade students received direct instruction through a live virtual classroom and received all academic subjects in small groups. No recorded sessions were provided for families as the expectation was them to participate in daily school activities.

Please explain:

Parents were provided with a daily schedule and logged on to join the teacher or teacher assistant for: Story time, Reading, Language Arts, Math, Art, Vocabulary, Spelling, Journals, and Handwriting. Materials were provided to parents via packet pick-up or email, which was prepared for families and included: text books, art supplies, worksheets, journals. Packets were mailed to families that lived more than 30 miles from the school program or who did not have transportation. Children all received 30 minutes of auditory, speech and language therapy individually each day.

Methods:

The method of instruction included live small group instruction for all academic subjects. No pre-recorded lessons were used. Teachers also provided one-on-one instruction with students in the Preschool and Pre-Kindergarten age range.

Platforms Used (i.e. Google Suite, local Learning Management System):

Clarke Schools for Hearing and Speech used Zoom to deliver direct instruction to students

Digital Resources

Websites/Resources

- Calendar for Virtual Field Trips
https://docs.google.com/document/d/1qpFAOz_QJt0ZTVTixAyuGRjsKGYI23CjlaO9eLBkThE/preview?fbclid=IwAR3--X9nnGOiHOAk6Et4-vhScdgiERbeCxN0FbLO0y9m7La3dykw89jrbI4
<https://thellofoundation.com/clinic/10-sites-for-telepractice-that-were-loving-right-now/>
- Hearbuilder <https://www.hearbuilder.com/> (30 day free)
- International Children's Digital Library <http://en.childrenslibrary.org/>
- Oxford Owl <https://www.oxfordowl.co.uk/>
- KizClub <http://www.kizclub.com/>
- ABCYA <https://www.abcya.com/>

- Highlights <https://www.highlights.com>
- Scholastic <http://teacher.scholastic.com/education/>
- FlipGrid <https://info.flipgrid.com/>
- Boom cards <https://wow.boomlearning.com/>
- Livebinders <http://www.livebinders.com/welcome/education>
- Twinkl <https://www.twinkl.com/>
- Khan Academy/Disney <https://www.khanacademy.org/humanities/hass-storytelling/imagineering-in-a-box>
- <https://peachiespeechie.com/pages/peachie-speechie-videos>
- LessonPix <https://lessonpix.com>
- <https://www.youtube.com/watch?v=kVB-BxfdP6c&feature=youtu.be>
- www.vooks.com
- www.superduper.com
- www.youtube.com

Section VI Additional

Documentation

Please include any additional documentation that may be relevant or informative (may be included as an attachment)