

# **HEALTH AND SAFETY PLAN**

## **2020-21 SCHOOL YEAR**

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**UPPER DAUPHIN AREA SCHOOL DISTRICT**  
**UPDATED: JULY 10 2020**



## INTRODUCTION

Like every school district in the Commonwealth of Pennsylvania, the Upper Dauphin Area School District must develop and implement a plan for operating during the 2020-21 school year while under the potential restrictions and limitations related to the COVID-19 Pandemic. To be successful, the plan must meet specific criteria:

1. The plan must factor in the safety of staff, students, and visitors.
2. The plan must be fluid as guidance from the federal and state government is evolving.
3. The plan must factor in feedback and suggestions from multiple stakeholder groups specific to the school district including faculty and staff, parents, and students.
4. The plan must consider experiences and lessons learned from the beginning of the COVID-19 Pandemic through the end of the 2019-20 school year.
5. The plan must consider current guidance from a multitude of sources including governmental, scientific, and educational sources.
6. The plan must address the key differences identified for operating in a pandemic environment vs. a 'normal' environment outside of the threat of a pandemic.
7. The plan must answer key questions identified for returning to school and continuing to operate until the threat of the current pandemic is eradicated.
8. The plan must identify criteria for various levels of operations and conditions for moving back and forth from one level to another.

This blueprint is meant to meet the above criteria and is intended to help the Upper Dauphin Area School District (UDASD) traverse the uncharted territory of a worldwide pandemic during the modern era. Meeting the above criteria will help the UDASD stay focused on successful outcomes for students while maintaining a safe environment for everyone involved.

## PRIMARY SOURCES

This blueprint is based on multiple sources that have been released recently to assist school districts with preparing for future educational and operational decisions during the pandemic and post-pandemic era. The following primary sources have been consulted related to this plan.

- American Academy of Pediatrics (2020): COVID-19 Planning Considerations: Guidance for School Re-entry,
- Centers for Disease Control (n.d.): Schools Decision Tool,
- Maryland State Department of Education (2020): Maryland Together: Maryland's Recovery Plan for Education,
- Mid-Atlantic Regional Educational Laboratory (2020): Considerations for reopening Pennsylvania's schools,
- Opportunity Labs (n.d.): Return to School Roadmap,
- Pennsylvania Department of Education (n.d.): Health and Safety Plan Considerations,

- Pennsylvania Department of Education (n.d.): Phased School Reopening Health and Safety Plan Template,
- Pennsylvania Department of Education (n.d.): Preliminary Guidance Phased Reopening of Pre-K to 12 Schools,
- Pennsylvania Department of Health (n.d.): Order of the Secretary of the Pennsylvania Department of Health Requiring Universal Face Coverings, and
- San Diego Office of Education (2020): COVID-19 Planning Assumptions.

Each day new sources are issued. The UDASD has done its best to review these documents and determine common themes with documents already issued. Where differences exist, the UDASD evaluates the information and determines whether or not adjustments need to be made based on the information.

### Analysis of Source Documents

While reading the various primary sources identified in the prior section, it is easy to become overwhelmed with the amount of information and the number of factors that must be considered when dealing with the current pandemic. In essence, every school district functional area must be evaluated based on the current situation. If that were not enough, each functional area must be considered under multiple scenarios based on scientific and educational research and guidance, and fully implemented over a two and a half month period. To reduce these concerns, this blueprint must be divided into manageable parts and must identify decisions that must be made for the UDASD to move forward with educating its students in an in-person environment.

The primary sources all lead to the same conclusions:

- There is no single solution that will solve all of the concerns related to trying to educate students during a pandemic.
- Each school district is different and adjustments will be needed at the local level to meet the needs of the specific district.
- Each functional area of the school district must be considered as part of a return to school scenario.
- Performing an evaluation of all areas will help to ensure that nothing is missed.
- Research in this area is evolving and recommendations are based on what people believe is best even though there is limited evidence related to the specific pandemic scenario.
- The resources needed to carry out this plan are significant from human resources, safety, facility, financial, technological, and professional development standpoints.

With the exception of the actual government orders, the final thing that all of the sources have in common is that they fall short of providing hard and fast requirements or a single model that is believed to be most effective. They all provide very detailed analysis and many options, but they do not provide a single recommended solution. Even the CDC guidelines contain qualifying language that allows flexibility for school districts. Many of the documents promote a return to school, but only with social distancing and personal protective equipment requirements that may prove impractical in a school and transportation setting. While this flexibility may be welcome for making local decisions, it limits the effectiveness

of these documents for decision making and determining the most effective options. The financial aspect is important, but short of larger buildings, additional staff, more busses, and more drivers, the financial resources being thrown at the problem do not answer the questions which are outlined in this document.

### Common Themes

There are some key common themes, which are driving the concerns related to providing education in a pandemic environment. These common themes should be the focus of the school district. If these common themes are addressed, then it is likely that the school district will ultimately be successful in responding to and recovering from the pandemic.

The common themes are as follows:

- Schools must address social distancing: Social distancing and associated personal protective equipment is the most prevalent common theme as it is the requirement that will keep schools from operating as normal in the immediate future.
- Schools must address learning gaps: Addressing learning gaps that may occur due to lost and modified instruction completed during the original COVID-19 closure period.
- Schools must address technology gaps: Addressing the technology gap including those that cannot afford the technology needed for remote learning and those that live in remote areas that do not have internet access.
- Schools must address staffing needs: Protecting staff and having continuity plans in place for the temporary loss of staff due to illness or inability to work due to being within high-risk categories.
- Schools must maintain educational equity: Maintaining equity in education including special populations such as special education students, students with disabilities, and English Learners.

In short, the true question is how does the UDASD provide an effective and equitable educational program at varying levels of social distancing? These social distancing levels range from social distancing in close proximity to social distancing in a mostly closed society such as that experienced during the fourth marking period of the 2019-20 school year.

### Key Questions

Based on these common themes, prior to returning to school for the 2020-21 school year, the Upper Dauphin Area School District must answer the following key questions. Again, these key questions will drive all other functions and determine how the UDASD will respond to the pandemic going forward. These decisions are not simple to make, but must be answered for the UDASD to proceed with finalizing its planning. By answering these questions, school personnel may focus on a single solution instead of five different options. By doing so, the anxiety level of UDASD stakeholders will be reduced as everyone can focus on a defined solution rather than a myriad of choices. The key questions are based on the assumption that the decision has been made to move forward with an education program for the 2020-21 school year beyond continuing the remote education program used at the conclusion of the 2019-20 school year. Table 1 provides for the key questions and the responses provided

by the UDASD based on all available guidance and resources. As of the writing of this plan, not all questions are able to be fully answered. Once the key questions are answered, the Continuity of Operations and Education Plan contained in Appendix A will be modified to align with the answers provided. Keys to implementing the solution are also included to help the administration and staff to move from a conceptual theory to a solution that can be implemented successfully within the UDASD.

<b>TABLE 1 – KEY QUESTIONS</b>		
<b>Key Question</b>	<b>Solution</b>	<b>Implementation Notes</b>
<p>What instructional program will be used to maintain social distancing?</p> <p>A. Total reopen for all students and staff (but some students/families opt for distance learning out of safety/health concern).</p> <p>B. 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).</p> <p>C. Blended reopening that balances in-person learning and remote learning for all students (i.e., alternating days or weeks).</p> <p>D. Total remote learning for all students.</p>	<p>The UDASD has conducted stakeholder surveys and has reviewed countless sources of information regarding the reopening of schools.</p> <p>The UDASD would like to have all students return to its schools on August 24, 2020. Therefore, the UDASD will plan for a full return of all students on August 24<sup>th</sup>.</p>	<ul style="list-style-type: none"> <li>• All students will return to school in the fall as long as the operational level at that time allows that to occur.</li> <li>• Families that wish to opt-out of in-person instruction by attending UDASD using the district’s enhanced remote education program will be allowed to do so.</li> </ul>
<p>What level of social distancing and PPE is necessary when students are in school buildings and using transportation services?</p>	<p>The UDASD will implement the following measures:</p> <ul style="list-style-type: none"> <li>• Physical barriers will be installed in main offices, between cubicles, and in other key areas.</li> <li>• Face coverings for staff members will be required when within three to six feet proximity of students and other staff.</li> <li>• Face coverings for students will be required when within three to six feet proximity of students and other staff.</li> </ul>	<ul style="list-style-type: none"> <li>• The UDASD will only implement social distancing that it believes practical based on the age-level of the student, staffing requirements, and the ability to function effectively.</li> </ul>

TABLE 1 – KEY QUESTIONS		
Key Question	Solution	Implementation Notes
	<ul style="list-style-type: none"> <li>• Face coverings for students will not be required when seated at desks in the classrooms that have been spaced at appropriate distances based on national and state guidance.</li> <li>• Virtual meetings with parents and other stakeholders will be used as much as possible to reduce traffic into the school.</li> <li>• Limitations on persons entering buildings for non-essential purposes will be put in place.</li> <li>• Guidelines for setting up classrooms will be put in place with restrictions on desks being grouped together.</li> <li>• Procedures for use of large spaces such as the cafeteria and auditorium will be developed and implemented as long as social distancing is necessary based on the operational level.</li> <li>• Procedures for hallway movement and locker use will be developed and implemented as long as social distancing is necessary based on the operational level.</li> <li>• It is recommended that teachers limit interaction and that they eat lunch in their classrooms in small pods rather than the faculty room.</li> <li>• The same personal protective equipment requirements required in the school will also apply to school buses.</li> </ul>	

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	<ul style="list-style-type: none"> <li>Parents have the option to transport their child to school and are encouraged to do so.</li> <li>New drop off patterns will be implemented to alleviate congestion with buses.</li> <li>Assigned seats will be enforced on busses and windows will be kept open to the extent possible based on outside weather.</li> <li>Siblings will be seated together or in the same area of the bus.</li> </ul>	
What will be the response if a confirmed case of COVID-19 occurs with someone in the school or someone who has contact with someone who has been in the school?	<ul style="list-style-type: none"> <li>Exposure to someone who has COVID-19 will not in and of itself keep students and staff from coming to school unless exhibiting symptoms.</li> <li>If someone has symptoms of COVID-19, they will be told to stay at home. Parents will be provided with a daily checklist to help make sure that students are not sent to school with symptoms (ex. temp 100.4, cough, chills, flu-like symptoms, gastrointestinal symptoms, sore throat, shortness of breath).</li> <li>If someone develops symptoms during the school day, they will be isolated, evaluated, and sent home if the nursing staff believes they may have COVID-19 or an illness that prevents them from returning to class.</li> <li>Threshold percentages will be set for all staff categories and students, and if</li> </ul>	<ul style="list-style-type: none"> <li>Separate nursing suites will be established for COVID-19 cases and regular nursing duties.</li> <li>Students who show symptoms upon arrival will be provided with a mask and sent to the COVID-19 suite until they are able to be evaluated.</li> <li>Staff who show symptoms will be asked to wear a mask and go home.</li> <li>Once sent home with COVID-19 symptoms, the individual must not show COVID-19 symptoms in order to return to school.</li> <li>All parents and staff formally diagnosed with COVID-19 are asked to contact the appropriate administrator as soon as possible after diagnosis.</li> </ul>

TABLE 1 – KEY QUESTIONS		
Key Question	Solution	Implementation Notes
	<p>those thresholds are met, the school district may change its operational level to Level Three and implement full remote education.</p> <ul style="list-style-type: none"> <li>If the UDASD is informed of a confirmed case of COVID-19 in a student or staff member, we will follow recommendations of the PA Department of Health, its nurses, and its school physician. This may include changing its operation level to Level Three and implement full remote education for a period of time recommended by health agencies.</li> </ul>	
What diagnostic assessments will be used going into the school year to determine learning deficits from the 2019-20 school year?	The school year will begin with educational benchmarking in core subject areas within the first two weeks of school.	<ul style="list-style-type: none"> <li>Elementary School will use EasyCBM for benchmarking.</li> <li>Middle School will use Study Island for benchmarking.</li> <li>High School will use CDTs for benchmarking in Algebra, Biology, and Literature.</li> </ul>
What adjustments need to be made to courses such as Career and Technical Education, physical education, recess, and other hands-on activities to protect students and staff?	<ul style="list-style-type: none"> <li>Activities that encourage unnecessary contact between individuals will be suspended.</li> <li>Faculty will be asked to evaluate their classroom activities and make modifications to reduce shared contact with materials and devices.</li> <li>It is recognized that certain activities must include shared contact and the activity is essential to the learning process. Activities such as this should be</li> </ul>	<ul style="list-style-type: none"> <li>Many hands-on activities in the UDASD CTE programs already require the use of gloves and this will be continued/encouraged.</li> <li>Hands-on CTE programs will take place in an open shop format to encourage social distancing.</li> <li>All shared materials and equipment used during one period will be cleaned prior to the next period.</li> </ul>



TABLE 1 – KEY QUESTIONS		
Key Question	Solution	Implementation Notes
	limited to small subgroups of students within the overall class.	<ul style="list-style-type: none"> <li>Shared materials and equipment will be able to be used in activities in small groups (less than ten people).</li> <li>The hands on portion of First Aid and hands-on CPR classes will be postponed until Level One.</li> </ul>
What support programs need to be implemented, modified, or expanded to assist students with learning, wellness, and social and emotional development?	<ul style="list-style-type: none"> <li>Transitional first grade will be used to assist students who need additional time for learning prior to moving to the full expectations of first grade.</li> <li>The discovery program will be used as the vehicle for social and emotional learning related to the pandemic.</li> <li>The discovery program will be used to teach students about the importance of public health, social distancing, and PPE given the COVID-19 pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>The students identified for transitional first grade will be identified within the Student Information System.</li> <li>The discovery rosters may need adjusted based on the option selected for in-person learning depending on the number of students in the building and the breakdown within individual discovery classes.</li> <li>The discovery curriculum may need to be adjusted to focus on the current environment and expected needs of students during this time.</li> </ul>
What additional professional development is needed to support teachers with the current instructional environment and the possibility of additional remote education?	<ul style="list-style-type: none"> <li>Professional development for remote learning and education was held at Halifax High School over the summer. UDASD staff were invited to this professional development opportunity.</li> <li>The school calendar will be changed to move two in-service trainings from later in the school year to the beginning of the school year (August).</li> <li>Our goal will be to perfect and expand what we have instead of introducing a new platform.</li> </ul>	<ul style="list-style-type: none"> <li>Based on faculty survey results, Google Classroom will continue to be used as the learning platform to reduce the need for teachers to learn a new environment.</li> </ul>

TABLE 1 – KEY QUESTIONS		
Key Question	Solution	Implementation Notes
What changes need to be made to the remote education program to make it more effective than it was during the 2019-20 school year?	<ul style="list-style-type: none"> <li>• Surveys were implemented to obtain feedback from parents, students, and staff.</li> <li>• CARES Act money will be used to solidify technology capabilities including 1:1 at the MS and some of the ES.</li> <li>• CARES Act money will be used to obtain additional hotspots in the event that additional remote learning phases are implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Ordering devices must be completed early to ensure that they are received by the start of the school year.</li> <li>• A committee specific to remote education has been meeting to develop detailed plans and procedures for the program.</li> </ul>

### Stakeholder Surveys

The Upper Dauphin Area School District has completed two surveys related to the reopening of schools. The first survey was a review of the remote education program implemented in spring 2020. This survey was intended to help the UDASD make improvements to its remote education program, in anticipation that the program will be used at some level during the fall 2020. The second survey provided parents with an opportunity to provide input into how schools will reopen in the fall. Over 600 responses were received. A summary of these surveys was provided to the stakeholder committees responsible for developing plans for the new school year. The results from the stakeholder surveys are being used in the committee meetings being held to develop the plans outlined in this document and the detailed implementation procedures that will follow.

## OPERATIONAL LEVELS

Operational levels have been used for years in government and emergency management to define the level of risk and determine the appropriate level of response. The operational level pairs the risk level—in this case the risk being a virus—with an appropriate response—in this case the level of social distancing needed to minimize the spread of the virus and keep people safe. Operational levels are based on a risk assessment conducted related to the threat in question.

Governor Wolf and the PA Department of Health implemented a color-coded system in response to the COVID-19 Pandemic. This color-coded system is somewhat confusing as green still requires some level of social distancing and does not mean ‘business as normal’. The UDASD will not use a color-coded system to avoid confusion between levels and to avoid stakeholders incorrectly aligning the color with the color-coded system used by the Commonwealth of Pennsylvania’s or other existing processes since those systems are evolving.

## UDASD Operational Levels

Before determining the criteria for moving between operational levels, the UDASD will set what those levels are. Table 2 provides the operating levels that the UDASD will use as it enters the 2020-21 school year and any future occurrences of public health emergencies.

**TABLE 2: UDASD OPERATIONAL LEVELS**

<b>CATEGORY</b>	<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
<b>THREAT LEVEL</b>	<b>NEGLIGIBLE</b>	<b>MODERATE</b>	<b>HIGH</b>
<b>EDUCATION STRATEGY</b>	Complete in-person Education	Hybrid of in-person and remote education	Complete remote education
<b>SOCIAL DISTANCING STRATEGY</b>	No social distancing – the nature of the risk is reduced to a level in which social distancing is no longer advised or needed.	Moderate social distancing – the nature of the risk is moderate and people are advised to limit the number of people in buildings and areas at any one time, and provide for practical social distancing in classrooms, hallways, and common areas.	Full social distancing – the nature of the risk is very high and people are advised to limit contact to only essential contact.
<b>CORRESPONDING COMMONWEALTH OF PA COLOR LEVEL</b>	No Color	Green	Yellow

It is important to understand that the corresponding Commonwealth of PA color level is based on the understanding of the levels by UDASD administration. This is for illustration purposes to show that the UDASD levels do not correspond directly because of the way that the Commonwealth of PA color-coded levels are structured. This does not mean that the UDASD will automatically move to one level or another based on the Commonwealth of Pennsylvania's color level. For example, yellow may mean that the UDASD needs to move to Level Three if staffing and space needs prevent the UDASD from implementing the requirements of the order. However, yellow may also be able to be achieved by moving to an alternating schedule (A/B) and adjusting lunch requirements. The UDASD will evaluate based on the student population and situation at that time. The next section will help provide criteria for moving between levels.

## Moving Between Levels

Now that the levels have been established, how does the UDASD make the decision to move between the levels. The Centers for Disease Control have issued guidelines that will be factored into the UDASD movement criteria. However, the UDASD is establishing its own criteria for moving between levels. This helps to ensure that the UDASD understands and is prepared for each level.

It should be noted that the UDASD is a government entity under the control of a local school board, but must follow the laws, regulations, and orders issued by the Commonwealth of Pennsylvania. Therefore, criteria established here will be modified if found to conflict with applicable laws, regulations or orders. Table 3 provides the UDASD criteria for moving between levels.

<b>TABLE 3: MOVING BETWEEN LEVELS</b>		
<b>LEVEL</b>	<b>ENTRY CRITERIA</b>	<b>EXIT CRITERIA</b>
<b>THREE</b>	<ul style="list-style-type: none"> <li>• Applicable laws and orders allow or require entry into the level.</li> <li>• The risk level becomes very high for students and staff to be in district facilities.</li> <li>• Based on an evaluation of all factors, the value-added of being in the school facility is less than the risks, costs, and complexity associated with being in the facility.</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease of risk to a level that falls into one of the other levels.</li> </ul>
<b>TWO</b>	<ul style="list-style-type: none"> <li>• Applicable laws and orders allow or require entry into the level.</li> <li>• The risk level becomes moderate for students and staff to be in district facilities.</li> <li>• Based on an evaluation of all factors, the value-added of being in the school facility is greater than the risks, costs, and complexity associated with being in the facility. <ul style="list-style-type: none"> <li>○ The number of students allowed in the building at one time allows for an effective educational model.</li> <li>○ Once in the building, social distancing can be managed by students and staff in a practical way.</li> <li>○ Face coverings are used within three to six feet to prevent passing the virus when social distancing cannot be maintained.</li> <li>○ The majority of staff and students feel comfortable returning to facilities.</li> <li>○ CDC: Protection plan for high-risk populations is in place.</li> <li>○ CDC: Able to screen students and employees upon arrival for symptoms and history (Note: that the UDASD will rely on parents to evaluate students for symptoms prior to being sent to school).</li> <li>○ CDC: Procedures and regulations in place to promote hand washing and staff wearing cloth masks (to extent feasible).</li> <li>○ CDC: Procedures and regulations in place to intensify cleaning, disinfection, and ventilation throughout the day.</li> <li>○ CDC: Procedures and regulations in place to encourage social distancing (to extent feasible).</li> <li>○ CDC: All employees are trained on health and safety protocols.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Decrease or increase of risk to a level that falls into one of the other levels.</li> </ul>

TABLE 3: MOVING BETWEEN LEVELS		
LEVEL	ENTRY CRITERIA	EXIT CRITERIA
	<ul style="list-style-type: none"> <li>○ CDC: Procedures and regulations in place to check signs and symptoms of students and employees upon daily arrival (Note: that the UDASD will rely on parents to evaluate students for symptoms prior to being sent to school and rely on staff to self-evaluate prior to coming to work).</li> <li>○ CDC: Procedures and regulations in place to encourage anyone who is sick to stay home.</li> <li>○ CDC: Procedures and regulations in place for if students or staff get sick.</li> <li>○ CDC: Provide communication to local authorities, employees and families regarding cases, exposures, and updated policies and procedures.</li> <li>○ CDC: Procedures and regulations in place to monitor student and staff attendance.</li> <li>○ CDC: Procedures and regulations in place to provide flexible leave (Note that the UDASD is currently working with its Solicitor to determine a leave policy related to the COVID-19 Pandemic).</li> <li>○ CDC: Procedures to consult with local health officials if there are cases in the facility or an increase of cases in the area.</li> </ul>	
<b>ONE</b>	<ul style="list-style-type: none"> <li>● Applicable laws and orders allow or require entry into the level.</li> <li>● The risk level becomes nominal for students and staff to be in district facilities.</li> <li>● Removal of all social distancing and personal protective equipment (PPE) requirements and guidelines by federal and state officials.</li> <li>● A medical solution is put into place to mitigate and protect against the impact of the disease going forward.</li> </ul>	<ul style="list-style-type: none"> <li>● Increase of risk to a level that falls into one of the other levels.</li> </ul>

## PANDEMIC COORDINATOR/COMMITTEES

To implement this plan, the UDASD has identified a pandemic coordinator and multiple pandemic-related committees with defined roles and responsibilities for health and safety preparedness and response planning during the phased reopening of schools. The pandemic coordinator and committees will be responsible for facilitating the local planning process, monitoring implementation of the UDASD 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 and operations levels throughout the school year.

The Upper Dauphin Area School District will utilize the Incident Command System to manage the pandemic. The pandemic team will be assigned functions based on the incident action plan detailed in Appendix A. The School Safety and Security Coordinator will serve as the Pandemic Coordinator. The Pandemic Coordinator will be considered the Incident Commander for the UDASD's continued response to COVID-19. Three committees have been developed related to the pandemic. Table 4 provides the membership of each committee.

- **Health and Safety Committee (HSC):** Develop this plan and procedures for maintaining the health and safety of students and staff.
- **Remote Education Committee (REC):** Develop an enhanced remote education program learning from lessons from the prior spring.
- **Confirmed Case Response Committee (CCRC):** Develop procedures for responding to a confirmed case within or related to the school environment.

Table 4: Committee Membership				
Individual(s)	Stakeholder Group Represented	HSC	REC	CCRC
<b>Brent Bell</b>	Pandemic Coordinator	X	X	X
<b>Jared Shade</b>	Administration (Superintendent)	X	X	X
<b>Heather Haupt</b>	Administration (Special Education and Student Services)	X	X	X
<b>May Bateman</b>	Administration (Business Services)	X	X	X
<b>Jessica Megonnell</b>	Administration (Elementary School Principal)	X	X	X
<b>Robert Miller</b>	Administration (High School Principal)	X	X	X
<b>Kathleen Landa</b>	Administration (Middle School Principal)	X	X	X
<b>Abbey Walshaw-Wertz</b>	Administration (Middle School Principal)	X	X	X
<b>David Talhelm</b>	Administration (Buildings and Grounds)	X		
<b>Jane Pianovich</b>	Nursing Staff – High School	X		X
<b>Renee Forney</b>	Nursing Staff – Loyaltown	X		X
<b>Aleshia Hoffman</b>	Food Service	X		

Table 4: Committee Membership				
Individual(s)	Stakeholder Group Represented	HSC	REC	CCRC
Mark Gerlach	Knorr Transportation	X		
Jim Sims	Rohrer Transportation	X		
Lauren Stoner	Child Accounting	X		
Luke Frey	Faculty – Middle School		X	
Jan Hoffner	Faculty – High School		X	
Emily Maldonado	Faculty/Counselor – Middle School		X	
Lisa Calnon	Faculty – Elementary School		X	
Eowyn Durham	Faculty – Elementary School		X	
Sandy Bixler	Faculty – Elementary School		X	
Eli Shutt	Faculty – High School	X	X	
Amy Gehring	Faculty – High School		X	
Danielle Klemick	Faculty – Middle School		X	
Craig Henninger	Faculty – High School		X	
Beth Lehman	Faculty – Elementary School		X	
Tara Lahr	Faculty – Middle School		X	
Adam Downing	Faculty – Middle School		X	
Wendy Simmers	Parent		X	
Kylie Bender	Parent		X	
Justin Adams	Faculty – Middle School	X		

Table 4: Committee Membership				
Individual(s)	Stakeholder Group Represented	HSC	REC	CCRC
<b>Heide Bohn</b>	Faculty – Middle School	X		
<b>Clint Gehring</b>	Faculty – High School	X		
<b>Joann Brim</b>	Faculty – High School	X		
<b>Laura Dreibelbis</b>	Faculty – Elementary School	X		
<b>Wendy Kimmel</b>	Faculty – Elementary School	X		
<b>Todd Smeltz</b>	Faculty – High School	X		

## CONTINUITY MODULE

The Continuity of Operations and Education Module of the UDASD All-Hazards Plan will be used to implement the blueprint outlined in this document. The Continuity of Operations and Education Module is contained in Appendix A of this blueprint. The Continuity of Operations and Education Module is categorized based on the major operational functions of the UDASD including governance, safety, security, and wellness, education, facilities, school operations, and technology. The Continuity of Operations and Education Module will be updated based on the specifics of the given public health emergency prior to implementation. In this case, that will be the COVID-19 Pandemic.

## DETAILED ACTION PLANS

The following are summaries of core functions not addressed in the Key Questions Section of the document. The details for each area are interspersed within the Continuity of Operations and Education Module of the UDASD All-Hazards Plan along with individual procedure documentation that is currently being developed.

### Cleaning, Sanitizing, Disinfecting, and Ventilation

Cleaning, sanitizing, disinfecting, and ventilation are all components of the normal operations of the UDASD and will continue regardless of which level the school is operating under. The focus of custodial personnel may change depending on the level. During Level Two, the focus will be on cleaning/disinfecting/sanitization activities and other duties may need to take a secondary role. This many mean that other staff may need to assist with those functions (such as setting up tables for events, etc.). The focus during the day will be on cleaning common areas such as restrooms, the cafeteria, hallways, cleaning door handles, etc. The focus during the evening will be making sure that all classrooms are properly



cleaned and disinfected. From a sanitizing and disinfecting standpoint, spray guns may be used in large spaces, restrooms and other areas where determined to be needed by the facility staff. Cleaning and disinfecting will continue throughout each day and again in the evenings for the next day. Additional disinfecting machines have been ordered to assist facility personnel in sanitizing and disinfecting in an effective manner. Disinfecting of school busses and vans will also be completed before and after routes.

The UDASD will be procuring supplies over the summer and will continue to procure enough supplies to be used throughout the next school year. If issues occur with the supply-chain, the UDASD will use all appropriate measures to obtain cleaning and disinfecting supplies. All supplies will be verified that they are on CDC lists for effectiveness against COVID-19.

Custodial and facility staff will receive training about functions in this area. The District Buildings and Grounds Supervisor will do spot checks of areas throughout the day and in the am prior to students entering buildings. If issues are found, the personnel responsible for the area will be retrained until the cleaning and disinfecting are deemed to be satisfactory.

Additional details are included in Appendix A.

### Other Functional Areas

Detailed action plans for other areas related to the pandemic are currently being developed. Appendix A provides high-level direction for each area, but the UDASD will continue to develop detailed action plans and procedures as the school year gets closer. The Key Questions Section provides a summary of each area as of July 2020, but this could change as the situation is evolving on a daily basis.

## PROFESSIONAL DEVELOPMENT

The in-service period from August 19<sup>th</sup> and August 20<sup>th</sup> will be used for professional development for all staff and contractors. In addition, two of the in-service days from later in the year will be moved to August to allow additional time for training and classroom planning prior to the return to school. Due to the fact that all staff and contractors will require some level of training and professional development related to COVID-19, the training will be completed in logical groupings by job classification. All training will be scheduled in a way that honors social distancing requirements. The details of the professional development plan will be finalized by the Pandemic Team prior to the end of July.

## COMMUNICATIONS STRATEGY

The Upper Dauphin Area School District will continue to use the 0410-Crisis Communications Module and all associated modules of its All-Hazards Plan to communicate effectively with all stakeholders as the UDASD prepares for the new school year. A 'Return to School' page will be added to the UDASD website and that page will be kept up to date with critical information for families as the 2020-21 school year gets closer and moves forward. A separate fact sheet will be created for each stakeholder group that will include summarized information from this plan. The fact sheets will be posted on the website when complete.

## PLAN TIMEFRAME

The Upper Dauphin Area School District will utilize this plan for the 2020-21 school year which begins in August 2020. It is the intent of the Upper Dauphin Area School District to return students to in-person instruction on August 24, 2020.

## EVOLVING RESPONSE

The Upper Dauphin Area School District recognizes that the COVID-19 Pandemic continues to evolve. As such, the UDASD reserves the right to modify this plan and associated procedures to conform with government orders, changes in laws and regulations, or any other directive that the UDASD is bound to follow. The UDASD may also modify plans if the plan in place does not produce the expected results. This may include converting to an alternating schedule to reduce the number of students in the building or moving to different operational levels that better suit the requirements, orders, and laws at any given time.

## UDASD BOARD OF SCHOOL DIRECTOR AFFIRMATION

The Upper Dauphin Area School District Board of School Directors reviewed and approved the Health and Safety Plan on **July 14, 2020**.

The plan was approved by a vote of:

\_\_\_\_\_ **Yes**

\_\_\_\_\_ **No**

Affirmed on: **July 14, 2020**

By:

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*(Signature\* of Board President)*

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*(Print Name of Board President)*

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# **APPENDIX A: CONTINUITY OF OPERATIONS AND EDUCATION PANDEMIC AND PUBLIC HEALTH INCIDENT**

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## **ALL-HAZARDS PLAN MODULE 0452**

UPPER DAUPHIN AREA SCHOOL DISTRICT  
5668 STATE ROUTE 209  
LYKENS, PA 17048

The following table provides details about functions that will need to be completed in the event of a pandemic or public health crisis. This may be the result of the COVID-19 pandemic or another public health situation with similar needs and desired outcomes.

<b>PANDEMIC AND PUBLIC HEALTH CONTINUITY FUNCTIONS</b>			
<b>CATEGORY</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>
GOVERNANCE	<ul style="list-style-type: none"> <li>• Deactivate the Incident Command System and return to normal governance structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Activate the Incident Command System and maintain while operating under this level.</li> </ul>	<ul style="list-style-type: none"> <li>• Activate the Incident Command System and maintain while operating under this level.</li> </ul>
SCHOOL BOARD STRATEGY	<ul style="list-style-type: none"> <li>• In-person meetings will be held with optional PPE.</li> <li>• Policies updated to reflect needed changes due to pandemic/public health situations.</li> </ul>	<ul style="list-style-type: none"> <li>• In-person meetings will be held with social distancing and PPE requirements being enforced.</li> <li>• The meetings will be held at the UDAMS Cafeteria to allow for proper spacing of members.</li> <li>• Policies updated to reflect needed changes due to pandemic/public health situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Remote Meetings will be held.</li> <li>• Policies updated to reflect needed changes due to pandemic/public health situations.</li> </ul>
SUPERINTENDENT STRATEGY	<ul style="list-style-type: none"> <li>• Develop strategies for becoming more effective with remote education.</li> <li>• Address actions brought as a response to activities in Level Two and Level Three.</li> </ul>	<ul style="list-style-type: none"> <li>• Interface with PDE and solicitor to determine rules and regulations governing current level.</li> <li>• Meet with key stakeholders to understand their expectations (teacher union, parent's groups, etc.).</li> <li>• Fill positions using in-person recruitment, interviews, and hiring.</li> <li>• Develop strategies for becoming more effective with remote education.</li> </ul>	<ul style="list-style-type: none"> <li>• Interface with PDE and solicitor to determine rules and regulations governing current level.</li> <li>• Meet with key stakeholders to understand their expectations (teacher union, parent's groups, etc.).</li> <li>• Continue to fill positions using remote recruitment, interviews, and hiring.</li> <li>• Develop staffing plan for Level Two.</li> </ul>

PANDEMIC AND PUBLIC HEALTH CONTINUITY FUNCTIONS			
CATEGORY	LEVEL ONE	LEVEL TWO	LEVEL THREE
STRATEGY AND PUBLIC INFORMATION STRATEGY	<ul style="list-style-type: none"> <li>• Develop or modify vision and strategy in line with local values government requirements, and community needs.</li> <li>• Communicate current vision to all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop or modify vision and strategy in line with local values government requirements, and community needs.</li> <li>• Communicate current vision to all stakeholders.</li> <li>• Maintain Fact Sheets and Frequently Asked Questions about the impact on students and staff.</li> <li>• Develop and maintain regular communication with all stakeholders using Crisis Communication Module.</li> <li>• Develop or modify defined area of website with information about incident.</li> <li>• Communicate education and other strategies and policies based on the current level to all stakeholders.</li> <li>• Provide updates to staff and students as information changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop or modify vision and strategy in line with local values government requirements, and community needs.</li> <li>• Communicate current vision to all stakeholders.</li> <li>• Maintain Fact Sheets and Frequent Asked Questions about the impact on students and staff.</li> <li>• Develop and maintain regular communication with all stakeholders using Crisis Communications Module.</li> <li>• Develop or modify defined area of website with information about incident.</li> <li>• Communicate education and other strategies and policies based on the current level to all stakeholders.</li> <li>• Provide updates to staff and students as information changes.</li> </ul>

PANDEMIC AND PUBLIC HEALTH CONTINUITY FUNCTIONS			
CATEGORY	LEVEL ONE	LEVEL TWO	LEVEL THREE
BUSINESS SERVICES STRATEGY	<ul style="list-style-type: none"> <li>• Evaluate additional capacity and support needed from external partners.</li> <li>• Maintain central repository for PPE, disinfecting and cleaning supplies.</li> <li>• Maintain inventory and ordering thresholds for PPE, disinfecting and cleaning supplies.</li> <li>• Track expenditures related to pandemic, public health crisis and/or associated grants.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead new budgeting process and establish plan for restricting spending to core and essential items identified as a 'need'.</li> <li>• Evaluate additional capacity and support needed from external partners.</li> <li>• Maintain central repository for PPE, disinfecting and cleaning supplies.</li> <li>• Maintain inventory and ordering thresholds for PPE, disinfecting and cleaning supplies.</li> <li>• Review vendor contracts and determine needed changes or negotiations.</li> <li>• Track expenditures related to pandemic, public health crisis and/or associated grants.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead new budgeting process and establish plan for restricting spending to essential items.</li> <li>• Evaluate additional capacity and support needed from external partners.</li> <li>• Take complete audit of inventory of all PPE, disinfecting and cleaning supplies.</li> <li>• Order complete stockpile of all PPE, disinfecting and cleaning supplies needed for future phases.</li> <li>• Review vendor contracts and determine needed changes or negotiations.</li> <li>• Track expenditures related to pandemic, public health crisis and/or associated grants.</li> </ul>
INCIDENT STRATEGY	<ul style="list-style-type: none"> <li>• Conduct an after-action review of the incident.</li> <li>• Incorporate the results of the after-action review into the District's policies, plans, and documentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Operate under the Incident Command Structure for incident activities.</li> <li>• Operate an Emergency Operations Center (EOC) within the facilities as needed.</li> <li>• Conduct regular reviews to measure the effectiveness of vision and strategy against performance measures.</li> </ul>	<ul style="list-style-type: none"> <li>• Operate under the Incident Command Structure for incident activities.</li> <li>• Operate an Emergency Operations Center (EOC) if able within the facilities.</li> <li>• Operate a remote EOC from home if not able to operate within the facilities.</li> <li>• Conduct regular remote reviews (in-person as able) to measure the effectiveness of vision and strategy against performance measures.</li> </ul>



PANDEMIC AND PUBLIC HEALTH CONTINUITY FUNCTIONS			
CATEGORY	LEVEL ONE	LEVEL TWO	LEVEL THREE
SAFETY, SECURITY, AND WELLNESS	<ul style="list-style-type: none"> <li>• Normal safety and security measures in place for during the school day.</li> <li>• Amend and issue District All-Hazards Plan modules related to pandemics/public health incidents based on lessons learned.</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded safety and security measures in place for during the school day.</li> <li>• Implement pandemic/public health All-Hazards module.</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and security measures in place equivalent to students not being in school.</li> <li>• Implement pandemic/public health All-Hazards module.</li> </ul>
PPE STRATEGY	<ul style="list-style-type: none"> <li>• Nurses continue to wear gloves and KN95 masks, N95 masks or face shields when treating persons with pandemic-related symptoms if risk level warrants.</li> <li>• Gloves must be worn when cleaning if risk level warrants.</li> <li>• Masks may be optionally worn by students and staff if risk level warrants.</li> <li>• No hoods may be worn.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff must wear face coverings that meet PA DOH standards while within three to six feet of other people.</li> <li>• Nurses must wear KN95 masks, N95 masks, or face shields along with gloves while treating patients.</li> <li>• Students must wear face coverings that meet PA DOH standards while within three to six feet of other people.</li> <li>• Students or staff being sent home with pandemic-related symptoms must wear masks while still on site.</li> <li>• Custodians must wear gloves while cleaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff must wear face coverings that meet PA DOH standards while on school premises if other people are present.</li> <li>• Gloves must be worn if passing items between individuals.</li> <li>• Gloves must be worn when cleaning.</li> </ul>
PERSONAL HYGIENE	<ul style="list-style-type: none"> <li>• Normal hand washing and basic hygiene still encouraged.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional hand sanitizer stations will be implemented and students and staff will be encouraged to utilize them frequently.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff members working on the premises during this time will be instructed to frequently wash hands and use hand sanitizer throughout the day.</li> </ul>

PANDEMIC AND PUBLIC HEALTH CONTINUITY FUNCTIONS			
CATEGORY	LEVEL ONE	LEVEL TWO	LEVEL THREE
SOCIAL DISTANCING STRATEGY	<ul style="list-style-type: none"> <li>• Normal classroom and common area spacing may be used.</li> </ul>	<ul style="list-style-type: none"> <li>• Occupancy allows for proper social distancing.</li> <li>• Classroom design must allow for practical social distancing between student desks (three to six feet).</li> <li>• Seats within common areas should be separated as practical (three to six feet).</li> <li>• All practical adjustments must be made to allow for social distancing for passing between classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff must maintain social distancing while on school premises.</li> </ul>
BARRIER STRATEGY	<ul style="list-style-type: none"> <li>• Plastic barriers put in place during other levels will remain in place until concerns about the existing pandemic are resolved.</li> <li>• Barriers must be cleaned periodically by custodial staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Plastic barriers will be installed on office counters, library counters, and other designated places.</li> <li>• Barriers must be cleaned daily by custodial staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Plastic barriers will remain in place if installed during other levels.</li> </ul>
SHARING STRATEGY	<ul style="list-style-type: none"> <li>• Students allowed to share items as normal.</li> </ul>	<ul style="list-style-type: none"> <li>• Limitation on sharing items among students.</li> <li>• Each classroom teacher will be asked to determine activities that include sharing materials and equipment and limit to only those activities that are essential to the education of students where no alternative exists.</li> <li>• Each classroom teacher will be asked to inventory items that are usually shared and develop strategies for alternative solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Items will not be shared between students.</li> </ul>

PANDEMIC AND PUBLIC HEALTH CONTINUITY FUNCTIONS			
CATEGORY	LEVEL ONE	LEVEL TWO	LEVEL THREE
HEALTHCARE STRATEGY	<ul style="list-style-type: none"> <li>• Resume normal health services.</li> <li>• Continue tracking of students with symptoms related to pandemic and public health.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and contractor daily self-assessment of health symptoms.</li> <li>• Screening of students by parents prior to coming to school.</li> <li>• Suspend non-essential health screenings to a later time.</li> <li>• Bring substitute nurses on-board while in this level as needed to support healthcare strategy.</li> <li>• Segregate health rooms with one being dedicated to pandemic-type illness and symptoms and the other being dedicated to other health situations and medication distribution.</li> <li>• Isolation area for those that are showing symptoms until they can be evaluated and depart the premises.</li> <li>• Maintain daily logs and review students and staff sent home for having pandemic illness/symptoms.</li> </ul>	<ul style="list-style-type: none"> <li>• In-building healthcare is suspended.</li> <li>• Persons diagnosed and showing symptoms must be kept off school premises for a time period that meets the requirements of public health orders or the timeframe recommended under current guidelines.</li> </ul>

PANDEMIC AND PUBLIC HEALTH CONTINUITY FUNCTIONS			
CATEGORY	LEVEL ONE	LEVEL TWO	LEVEL THREE
MENTAL AND EMOTIONAL HEALTH STRATEGY	<ul style="list-style-type: none"> <li>• Guidance Counselors and Student Assistance Program operates under normal conditions.</li> <li>• Social Worker works with caseload identified by administration.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust Discovery instruction to address de-stigmatization, understanding responses to crisis, developing resilience in children, and importance of social distancing and PPE.</li> <li>• Provide resources to parents about helping children cope.</li> <li>• Guidance Counselors and Student Assistance Program identifies students at increased risk of issues due to current situation.</li> <li>• Social Worker works with students and families to address issues enhanced by the current situation.</li> <li>• Assess need for increased services due to the educational strategy being used.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust Discovery to have discussions with students about stressors and the current environment.</li> <li>• Provide resources to parents about helping children cope.</li> <li>• Guidance Counselors and Student Assistance Program identified students at increased risk due to remote education.</li> <li>• Social Worker works with students and families to establish contact with students who are not completing remote education or able to be contacted.</li> <li>• Services are provided remotely as needed during the incident period.</li> <li>• Assess need for increased services due to remote education and lack of daily interaction with school personnel.</li> </ul>
STAFF MENTAL AND EMOTIONAL HEALTH STRATEGY	<ul style="list-style-type: none"> <li>• Conduct annual in-service professional development addressing the stress and anxiety associated with the job, and caring for one's self.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for staff members to debrief and obtain support as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for staff members to debrief and obtain support as needed.</li> </ul>
EDUCATION	<ul style="list-style-type: none"> <li>• Continue growth in all content areas.</li> <li>• Continue growth in social and emotional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue growth in all content areas.</li> <li>• Continue growth in social and emotional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempt some growth if possible based on current environment.</li> <li>• Maintain current level in core content areas (no degradation).</li> </ul>

PANDEMIC AND PUBLIC HEALTH CONTINUITY FUNCTIONS			
CATEGORY	LEVEL ONE	LEVEL TWO	LEVEL THREE
ASSESS LEARNING PROCESS AND LOSS FROM INCIDENT	<ul style="list-style-type: none"> <li>• Continue to assess learning deficits due to the remote education strategies and pandemic/public health situation.</li> <li>• Adjust student plans based on current assessments.</li> <li>• Make recommendations for interventions and services to help student reach goals.</li> <li>• Assess and implement structures outside the normal school day to help with learning recovery.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess learning deficits due to the remote education strategies and pandemic/public health situation.</li> <li>• Implement plans for students based on their needs.</li> <li>• Make recommendations for interventions and services to help students reach goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an inventory of all intervention programs and services available to students for use in other levels.</li> <li>• Create a list of academic at-risk students for use in other levels.</li> <li>• Factor in new risks involved with pandemic/public health situation such as family death, illness, or job loss.</li> </ul>
INSTRUCTIONAL STRATEGY	<ul style="list-style-type: none"> <li>• In-person planned instruction will be used.</li> <li>• Combination of in-person and remote enrichment and review will be used.</li> <li>• Combination of in-person and remote support through tutoring, resource and other methods will be used.</li> </ul>	<ul style="list-style-type: none"> <li>• Combination of in-person planned instruction and remote planned instruction.</li> <li>• Combination of in-person and remote enrichment and review will be used.</li> <li>• Combination of in-person and remote support through tutoring, resource and other methods will be used.</li> <li>• Provide options for video instruction for students who cannot be in the regular classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Remote planned instruction will be used.</li> <li>• Remote enrichment and review will be used.</li> <li>• Remote support through tutoring, resource and other methods will be used.</li> <li>• Provide options for video instruction.</li> </ul>

PANDEMIC AND PUBLIC HEALTH CONTINUITY FUNCTIONS			
CATEGORY	LEVEL ONE	LEVEL TWO	LEVEL THREE
GRADING	<ul style="list-style-type: none"> <li>• Normal grading methods will be used.</li> </ul>	<ul style="list-style-type: none"> <li>• Normal grading methods will be used.</li> </ul>	<ul style="list-style-type: none"> <li>• 2019-20: Modified grading methods will be used based on the teacher's perception of the student's effort rather than assessments of comprehension of material.</li> <li>• Post 2019-20: Transition to grades based on assessment of comprehension of material going forward.</li> <li>• Normal grading methods will be used.</li> </ul>
ATTENDANCE	<ul style="list-style-type: none"> <li>• Normal attendance policies and regulations will apply.</li> </ul>	<ul style="list-style-type: none"> <li>• Normal attendance policies and regulations will apply but modified based on actual strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Modified attendance policies and regulations based on desire to track daily engagement vs. attendance for the complete day.</li> </ul>
SPECIAL EDUCATION STRATEGY	<ul style="list-style-type: none"> <li>• Faculty and paraprofessionals are expected to meet the IEP requirements of all students with an IEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty and paraprofessionals are expected to meet the IEP requirements of all students with an IEP.</li> <li>• Provide options for video instruction for students who cannot be in the regular classroom.</li> <li>• Hold virtual IEP meetings using allowable technology.</li> <li>• The IEP team will reconvene to discuss appropriate programming and specially designed instruction for students with IEPs.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty and paraprofessionals are expected to meet the IEP requirements of all students with an IEP.</li> <li>• Provide options for video instruction for students who cannot be in the regular classroom.</li> <li>• Hold virtual IEP meetings using allowable technology.</li> <li>• The IEP team will reconvene to discuss appropriate programming and specially designed instruction for students with IEPs.</li> </ul>

PANDEMIC AND PUBLIC HEALTH CONTINUITY FUNCTIONS			
CATEGORY	LEVEL ONE	LEVEL TWO	LEVEL THREE
504 STRATEGY	<ul style="list-style-type: none"> <li>• Faculty and paraprofessionals are expected to meet the 504 requirements of all students with a 504 Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty and paraprofessionals are expected to meet the 504 requirements of all students with a 504 Plan.</li> <li>• Provide options for video instruction for students who cannot be in the regular classroom</li> <li>• The 504 team will reconvene to discuss appropriate programming and specially designed instruction for students with 504.</li> <li>• Hold virtual 504 meetings using allowable technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty and paraprofessionals are expected to meet the 504 requirements of all students with a 504 Plan.</li> <li>• Provide options for video instruction for students who cannot be in the regular classroom</li> <li>• The 504 team will reconvene to discuss appropriate programming and specially designed instruction for students with 504.</li> <li>• Hold virtual 504 meetings using allowable technology.</li> </ul>
EL STRATEGY	<ul style="list-style-type: none"> <li>• Faculty and paraprofessionals are expected to meet the EL requirements of all students identified as EL.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty and paraprofessionals are expected to meet the EL requirements of all students identified as EL.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty and paraprofessionals are expected to meet the EL requirements of all students identified as EL.</li> </ul>
CURRICULUM STRATEGY	<ul style="list-style-type: none"> <li>• Use in-service opportunities to revise curriculum pacing, lesson plans, etc. based on learning degradation and needs of students resulting from the pandemic/public health situation.</li> <li>• Provide professional development for faculty related to the needs of the pandemic/public health situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Use in-service opportunities to revise curriculum pacing, lesson plans, etc. based on learning degradation and needs of students resulting from the pandemic/public health situation.</li> <li>• Provide professional development for faculty related to the needs of the pandemic/public health situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Use in-service opportunities to revise curriculum pacing, lesson plans, etc. based on learning degradation and needs of students resulting from the pandemic/public health situation.</li> <li>• Provide professional development for faculty related to the needs of the pandemic/public health situation.</li> </ul>

PANDEMIC AND PUBLIC HEALTH CONTINUITY FUNCTIONS			
CATEGORY	LEVEL ONE	LEVEL TWO	LEVEL THREE
REPORTING AND EFFECTIVENESS STRATEGY	<ul style="list-style-type: none"> <li>Assess the effectiveness of interventions against learning goals.</li> <li>Review quarterly.</li> <li>Make recommendations for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Assess the effectiveness of remote education methods.</li> <li>Assess the effectiveness of interventions against learning goals.</li> <li>Review monthly.</li> <li>Make recommendations for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Assess the effectiveness of remote education methods.</li> <li>Assess the effectiveness of interventions against learning goals.</li> <li>Review monthly.</li> <li>Make recommendations for improvement.</li> </ul>
FACILITIES (Cleaning, Sanitizing, Disinfecting, and Ventilation)	<ul style="list-style-type: none"> <li>Open to normal activities.</li> </ul>	<ul style="list-style-type: none"> <li>Open to limited activities.</li> </ul>	<ul style="list-style-type: none"> <li>Open to essential activities.</li> </ul>
FACILITY DISINFECTING AND CLEANING STRATEGY	<ul style="list-style-type: none"> <li>Obtain information about current CDC and OSHA guidelines for disinfecting and cleaning based on the level.</li> <li>Implement appropriate guidelines for school buildings, playgrounds and other core assets.</li> </ul>	<ul style="list-style-type: none"> <li>Obtain information about current CDC and OSHA guidelines for disinfecting and cleaning based on the level.</li> <li>Implement appropriate guidelines for school buildings, playgrounds and other core assets.</li> <li>Health suites must be disinfected daily.</li> <li>Frequently used surfaces must be wiped throughout the day.</li> <li>Must ensure that hand sanitizer is available in designated locations.</li> <li>Prioritize activities against non-cleaning tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Obtain information about current CDC and OSHA guidelines for disinfecting and cleaning based on the level.</li> <li>Implement appropriate guidelines for school buildings, playgrounds and other core assets.</li> </ul>



PANDEMIC AND PUBLIC HEALTH CONTINUITY FUNCTIONS			
CATEGORY	LEVEL ONE	LEVEL TWO	LEVEL THREE
SIGNAGE STRATEGY	<ul style="list-style-type: none"> <li>• Provide signage at entrances to restrict area if people entering are experiencing symptoms and notify of PPE requirements.</li> <li>• Post signs specifying the appropriate PPE for the current level.</li> <li>• Post signs encouraging good hygiene and hand washing.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide signage at entrances to restrict area if people entering are experiencing symptoms and notify of PPE requirements.</li> <li>• Post signs specifying the appropriate PPE for the current level.</li> <li>• Post signs encouraging good hygiene and hand washing.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide signage at entrances to restrict area if people entering are experiencing symptoms and notify of PPE requirements.</li> <li>• Post signs specifying the appropriate PPE for the current level.</li> <li>• Post signs encouraging good hygiene and hand washing.</li> </ul>
VISITOR RESTRICTION	<ul style="list-style-type: none"> <li>• Normal visitor policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Visitors restricted to only as required for meetings, etc.</li> <li>• Online meetings will be encouraged.</li> <li>• Contractors must abide by all PPE and social distancing requirements.</li> <li>• Persons arriving for early dismissal pick-ups will be limited to vestibules (child goes to them).</li> </ul>	<ul style="list-style-type: none"> <li>• No visitors inside the building except as need for essential services.</li> </ul>
USE OF FACILITIES	<ul style="list-style-type: none"> <li>• Normal use of facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited use of facilities enacted.</li> <li>• PPE, social distancing, and other requirements must be followed by the using party.</li> <li>• Facility use that does not have a direct immediate need for students will be suspended during this level.</li> </ul>	<ul style="list-style-type: none"> <li>• No use of facilities by outside entities except as needed for essential purposes.</li> </ul>
SCHOOL OPERATIONS	<ul style="list-style-type: none"> <li>• Normal operations on-site with limited operations performed remotely.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited operations on-site with some operations performed remotely.</li> </ul>	<ul style="list-style-type: none"> <li>• Essential operations on-site with some operations performed remotely.</li> </ul>

PANDEMIC AND PUBLIC HEALTH CONTINUITY FUNCTIONS			
CATEGORY	LEVEL ONE	LEVEL TWO	LEVEL THREE
TRANSPORTATION STRATEGY	<ul style="list-style-type: none"> <li>• Normal transportation runs will be used.</li> <li>• Disinfect handrails before and after each run as needed based on the risk level.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement strategy for personal protective equipment on-board busses.</li> <li>• Assigned seats will be used to help manage student placement.</li> <li>• Disinfecting before and after each run including seats and hand rails.</li> <li>• Windows will be kept open as much as possible based on weather conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Discontinue transportation services to school buildings.</li> </ul>
FOOD SERVICE STRATEGY	<ul style="list-style-type: none"> <li>• Normal food service schedule and process will be used.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure food supply.</li> <li>• Modified food distribution and cafeteria plan will be developed and implemented based on the situation at the time.</li> <li>• Ensure staff availability for food service functions.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure food supply.</li> <li>• Provide pre-packed food pick-up for multiple days.</li> <li>• Ensure staff availability for food service functions.</li> </ul>
LOCKER STRATEGY	<ul style="list-style-type: none"> <li>• Lockers used as normal.</li> </ul>	<ul style="list-style-type: none"> <li>• Lockers can be used with face covering requirement in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Lockers cannot be used.</li> </ul>
EXTRACURRICULAR STRATEGY	See separate Extracurricular Activities Health and Safety Plan		
OFFICE STRATEGY	<ul style="list-style-type: none"> <li>• Normal office operations.</li> </ul>	<ul style="list-style-type: none"> <li>• Stagger schedules as needed.</li> <li>• Monitor daily absences for staff, bus drivers, and students and provide reports to Administration Team.</li> <li>• Construct barriers between secretaries and the public.</li> <li>• Construct barriers between secretaries that are within three to six feet of each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Stagger office staff schedules and issue laptops for remote work.</li> </ul>

PANDEMIC AND PUBLIC HEALTH CONTINUITY FUNCTIONS			
CATEGORY	LEVEL ONE	LEVEL TWO	LEVEL THREE
TECHNOLOGY	<ul style="list-style-type: none"> <li>• Normal technology strategy in place.</li> <li>• Support 1:1 areas.</li> <li>• Utilize existing helpdesk tracking tools for issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology resources to focus on remote education portion of the planned instruction.</li> <li>• Support 1:1 areas.</li> <li>• Utilize existing helpdesk tracking tools for issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology resources for remote education portion of the planned instruction.</li> <li>• Utilize existing helpdesk tracking tools for issues.</li> </ul>
NO INTERNET ACCESS STRATEGY	<ul style="list-style-type: none"> <li>• Ask new registrants about technology need and record in system.</li> </ul>	<ul style="list-style-type: none"> <li>• Use ongoing list of technology needs.</li> <li>• Obtain ready supply of hotspots.</li> <li>• Turn on hotspot service for the needed time period.</li> <li>• Identify students who lack internet access.</li> <li>• Issue hotspots to families/students who need them.</li> <li>• Recover hotspot at end of time period depending on next level.</li> <li>• Ask new registrants about technology need and record in system.</li> <li>• Assess areas where hotspots will not work.</li> </ul>	<ul style="list-style-type: none"> <li>• Use ongoing list of technology needs.</li> <li>• Obtain ready supply of hotspots.</li> <li>• Turn on hotspot service for the needed time period.</li> <li>• Identify students who lack internet access.</li> <li>• Issue hotspots to families/students who need them.</li> <li>• Recover hotspot at end of time period depending on next level.</li> <li>• Ask new registrants about technology need and record in system.</li> <li>• Assess areas where hotspots will not work.</li> </ul>

PANDEMIC AND PUBLIC HEALTH CONTINUITY FUNCTIONS			
CATEGORY	LEVEL ONE	LEVEL TWO	LEVEL THREE
NO DEVICE STRATEGY	<ul style="list-style-type: none"> <li>• Expand 1:1 services.</li> <li>• Ask new registrants about technology need and record in system.</li> </ul>	<ul style="list-style-type: none"> <li>• Expand 1:1 services.</li> <li>• For non-1:1 students: <ul style="list-style-type: none"> <li>• Use ongoing list of technology needs.</li> <li>• Obtain ready supply of devices.</li> <li>• Identify students who lack a device.</li> <li>• Issue devices to students who need them.</li> <li>• Recover devices at end of time period depending on next level.</li> <li>• Ask new registrants about technology need and record in system.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Expand 1:1 services.</li> <li>• For non-1:1 students: <ul style="list-style-type: none"> <li>• Use ongoing list of technology need.</li> <li>• Obtain ready supply of devices.</li> <li>• Identify students who lack a device.</li> <li>• Issue devices to students who need them.</li> <li>• Recover devices at end of time period depending on next level.</li> <li>• Ask new registrants about technology need and record in system.</li> </ul> </li> </ul>
DEVICE MANAGEMENT	<ul style="list-style-type: none"> <li>• Maintain a complete inventory of all devices including iPads and hotspots.</li> <li>• Ensure that all devices are collected as needed.</li> <li>• Ensure that devices are working before being put in service elsewhere or in storage.</li> <li>• Replace any malfunctioning devices as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a complete inventory of all devices including iPads and hotspots.</li> <li>• Replace any malfunctioning devices as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a complete inventory of all devices including iPads and hotspots.</li> <li>• Replace any malfunctioning devices as necessary.</li> </ul>

PANDEMIC AND PUBLIC HEALTH CONTINUITY FUNCTIONS			
CATEGORY	LEVEL ONE	LEVEL TWO	LEVEL THREE
RELUCTANT PARENT STRATEGY	<ul style="list-style-type: none"> <li>Identify reluctant parents and ask social worker to help parent understand benefits of using technology for future remote education.</li> </ul>	<ul style="list-style-type: none"> <li>Decide whether people can opt out of technology if the UDASD is providing it.</li> <li>Identify reluctant parents and ask social worker to help parent understand benefits of using technology for future remote education.</li> </ul>	<ul style="list-style-type: none"> <li>Decide whether people can opt out of technology if the UDASD is providing it.</li> <li>Identify reluctant parents and ask social worker to help parent understand benefits of using technology for future remote education.</li> </ul>
SUPPORT STRATEGY	<ul style="list-style-type: none"> <li>Solicit feedback from parents about technology loan process and issues experienced.</li> </ul>	<ul style="list-style-type: none"> <li>Integrate remote learning and public health support pages into normal website.</li> <li>Compile resources into a single support area and update based on faculty feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Obtain all documents used for supporting technology during the closure period.</li> <li>Create an area of the website for technology and remote learning support.</li> <li>Obtain feedback from faculty about the most prevalent technology issues reported during time period.</li> </ul>