



# ARP ESSER Health and Safety Plan Guidance & Template

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Section 2001(i)(1) of the American Rescue Plan (ARP) Act requires each local education agency (LEA) that receives funding under the ARP Elementary and Secondary School Emergency Relief (ESSER) Fund to develop and make publicly available on the LEA's website a *Safe Return to In-Person Instruction and Continuity of Services Plan*, hereinafter referred to as a *Health and Safety Plan*.

Based on ARP requirements, 90 percent of ARP ESSER funds will be distributed to school districts and charter schools based on their relative share of Title I-A funding in FY 2020-2021. **Given Federally required timelines, LEAs eligible to apply for and receive this portion of the ARP ESSER funding must submit a Health and Safety Plan that meets ARP Act requirements to the Pennsylvania Department of Education (PDE) by Friday, July 30, 2021, regardless of when the LEA submits its ARP ESSER application.**

Each LEA must create a Health and Safety Plan that addresses how it will maintain the health and safety of students, educators, and other staff, and which will serve as local guidelines for all instructional and non-instructional school activities during the period of the LEA's ARP ESSER grant. The Health and Safety Plan should be tailored to the unique needs of each LEA and its schools and must take into account public comment related to the development of, and subsequent revisions to, the Health and Safety Plan.

The ARP Act and U.S. Department of Education rules require Health and Safety plans include the following components:

1. How the LEA will, to the greatest extent practicable, implement prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities in order to continuously and safely open and operate schools for in-person learning;
2. How the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services;
3. How the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC:

- a. Universal and correct wearing of [masks](#);
- b. Modifying facilities to allow for [physical distancing](#) (e.g., use of cohorts/podding);
- c. [Handwashing and respiratory etiquette](#);
- d. [Cleaning](#) and maintaining healthy facilities, including improving [ventilation](#);
- e. [Contact tracing](#) in combination with [isolation](#) and [quarantine](#), in collaboration with State and local health departments;
- f. [Diagnostic](#) and screening testing;
- g. Efforts to provide COVID-19 [vaccinations to school communities](#);
- h. Appropriate accommodations for children with disabilities with respect to health and safety policies; and
- i. Coordination with state and local health officials.

The LEA's Health and Safety Plan must be approved by its governing body and posted on the LEA's publicly available website by July 30, 2021.\* The ARP Act requires LEAs to post their Health and Safety Plans online in a language that parents/caregivers can understand, or, if it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

Each LEA will upload in the eGrants system its updated Health and Safety Plan and webpage URL where the plan is located on the LEA's publicly available website.

The ARP Act requires LEAs to review their Health and Safety Plans at least every six months during the period of the LEA's ARP ESSER grant. LEAs also must review and update their plans whenever there are significant changes to the CDC recommendations for K-12 schools. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

LEAs may use the template to revise their current Health and Safety Plans to meet ARP requirements and ensure all stakeholders are fully informed of the LEA's plan to safely resume instructional and non-instructional school activities, including in-person learning, for the current school year. An LEA may use a different plan template or format provided it includes all the elements required by the ARP Act, as listed above.

\* The July 30 deadline applies only to school districts and charter schools that received federal Title I-A funds in FY 2020-2021 and intend to apply for and receive ARP ESSER funding.

## **Additional Resources**

LEAs are advised to review the following resources when developing their Health and Safety Plans:

- [CDC K-12 School Operational Strategy](#)
- [PDE Resources for School Communities During COVID-19](#)
- [PDE Roadmap for Education Leaders](#)
- [PDE Accelerated Learning Through an Integrated System of Support](#)
- [PA Department of Health - COVID-19 in Pennsylvania](#)

# Health and Safety Plan Summary: Upper Dauphin Area School District

Initial Effective Date: July 13, 2021

Date of Last Review: July 13, 2021

Date of Last Revision: N/A

1. How will the LEA, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities in order to continuously and safely open and operate schools for in-person learning?

The UDASD did operate in-person learning during the 2020-21 school year with significant success. The UDASD will monitor CDC guidance throughout the summer. Final recommendations will be made about social distancing and face coverings during early August 2021. Most classrooms will be staged at 3 feet separation for student desks. In addition, the UDASD will begin monitoring case levels and community spread in late July through the early part of school to help make decisions about needed health and safety precautions. This was done during 2020-21 and provided information that helped with decision making about school operational levels.

2. How will the LEA ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services?

## SECTION 2: RECOVERY ACTION PLAN

### CORE FOCUS AREA: LEARNING GAPS

#### 2-A: NEEDS ANALYSIS – ADDRESSING LEARNING GAPS

It has been expected that many students countrywide will have learning gaps resulting from the various disruptions and issues with providing education during the pandemic. According to Dorn, Hancock, Sarakatsannis, and Viruleg (2020), "The results are startling. Students on average could lose five to nine months of learning by the end of June 2021." Upper Dauphin Area students were expected to follow the national trend and show learning degradation due to the COVID Pandemic. Early indicators show that this has occurred to some extent.

From the elementary school perspective, the following shows the regression of students in Fountas & Pinnell reading assessments:

- 1st - 2nd Grade = 22% of students regressed from Winter 2020 (January) to Fall 2020 (August)
- 2nd - 3rd Grade = 21% of students regressed from Winter 2020 to Fall 2020
- 3rd - 4th Grade = 40% of students regressed from Winter 2020 to Fall 2020

Note that there is often a summer slide, but these percentages are much higher and the levels would have been overall higher if the children were here from March - June. This would mean that even if they regressed the same number of levels they still would have started the year higher.

From the middle school perspective due to the absence of standardized testing results, data was compared using quarter two eligibility data. The comparisons were between quarter two 2019-20 and quarter two 2020-21. The results show a significant increase in the number of students who are ineligible and those with zeroes in one or more classes. This indicates a potential decline in learning and could result in higher than normal retentions. Table 1 shows the differences in eligibility data.

<b>Table 1: Middle School Eligibility</b>			
<b>Category</b>	<b>2019-20 (Quarter 2)</b>	<b>2020-21 (Quarter 2)</b>	<b>Difference</b>
Failing Two Classes	6	19	+13
Failing Three or More Classes	5	41	+36
Total Ineligible	11	60	+49
Zeroes in One or More Classes	6	25	+19

Table 2 shows the difference between eligibility lists between 2019-20 and 2020-21 as of the end of the second marking period for the high school. The data shows significant issues with substantial increases in students failing three or more classes and those who have zeros—as of the end of the marking period—in one or more classes. Like the middle school, not only are there more students failing more classes, but they are failing more severely than in previous years.

<b>Table 2: High School Eligibility</b>			
<b>Category</b>	<b>2019-20 (January 10)</b>	<b>2020-21 (January 14)</b>	<b>Difference</b>
Failing Two Classes	30	9	-21
Failing Three or More Classes	28	95	+67
Total Ineligible	58	104	+46
Zeroes in One or More Classes	1	21	+20

To address this learning regression, the following programs are being recommended for the 2021-22 school year. The financial impact of these programs is included in the Financial Impact section at the conclusion of the document. It should be noted that these numbers have occurred even though the UDASD returned to in-person learning in August. Some school districts nationwide have still not returned to in-person learning. The UDASD did have several remote periods and additional remote days due to weather, but in general, the UDASD has brought many students back into the classroom earlier than other schools and still experienced significant learning issues. It is unclear how much the learning gap would have grown if the UDASD had not returned so

quickly, but this should be kept in mind as preparations for the possibility of future pandemics are developed.

## **2-B: SOLUTIONS – ADDRESSING LEARNING GAPS**

### **Solution 2-B-1: Continue Data Collection and Evaluation**

Coming into the 2020-21 school year, each building principal was tasked with implementing a measure to determine learning deficits. The elementary school chose EasyCBM, the middle school selected CDT's, and the high school selected CDTs for keystone tested subjects. The desire was to use benchmarks along with data derived from the 2020-21 school year to elicit how much students regressed during the initial pandemic period. Now that those baselines are in place, it is important to continue to periodically use these tools to determine whether additional learning degradation occurred during the 2020-21 school year or whether the learning gaps begin to decline. Going into the 2021-22 school year, these measurements can be used to help provide targeted interventions to students such as the tutoring program outlined elsewhere in this section.

Some also recommend using formative assessments for determining learning degradation. Wright (2020) describes formative assessments as assessments for learning.

Formatively assessing students throughout the year will allow educators to bridge the learning gaps as students continue to move forward, focused simultaneously on remediation and acceleration. Having a full year of in-person instruction informed by the use of formative data will allow students to “catch up,” to gain confidence and to get the targeted assistance they need through intervention and extended learning. This will put the system on track for collecting new baseline summative data from state testing in 2021-2022.

Another way to look at it is:

When implemented effectively, formative assessment provides ongoing feedback to students about where they are relative to their goals, it equips them with resources and suggestions for further exploration, and it encourages questions that propel the learning process. Formative assessment matters because it has been shown to help students learn. Not only does it help with cognitive processes, but it also fully engages students with their learning (McRel.org, 2014, n.p.).

Based on this analysis, it is recommended that both types of assessments be used and that perhaps formative assessments be used more extensively than in the past.

### **Solution 2-B-2: Offer In-Person Summer School**

The learning gaps created by the pandemic are evident and it is necessary to provide an opportunity for students to recover from the lost learning and lost academic credits of the prior

year. Therefore, the administrative team is working on a detailed plan for summer school. This plan will provide for in-person summer school using faculty as instructors and paraprofessionals for instructional support.

According to Catapult Learning (2021):

Based on research published by the Rand Corporation in 2011, it has been shown that students can benefit in several ways from summer learning programs by:

- Mastering material that they did not learn during the previous school year,
- Reversing summer learning loss, and
- Achieving learning gains.

In other words, summer school this year is intended to not just master material from the current year, but also help with preventing learning loss going into the 2021-22 school year.

The plan for the UDASD is still being finalized, but several key components are summarized here.

- Summer school will focus on essential content.
- Summer school will take place in-person.
- Regular attendance will be required.
- Transportation will be provided by the district.
- Staff may include in-person proctors and graders who will work at home.

As the plan is finalized, adjustments may be made to the above key components, but this is the plan as of this time.

### **Solution 2-B-3: Expanded Tutoring Offerings**

The UDASD will examine the potential for both in-person and expanded after-school tutoring for the 2021-22 school year. “A proven catalyst for accelerated learning is one-on-one support for students. That requires bringing more talent into the system to provide “high dosage” tutoring and coaching” (Dorn, et al., 2020). Kraft and Fulken (2020) also point to the impact of tutoring:

Our premise is that all students could benefit from individual instruction by a tutor. Tutoring is among the most effective education interventions ever to be subjected to rigorous evaluation (Dietrichson et al., 2017; Fryer, 2017; Nickow et al., 2020). The average effect of tutoring programs on student achievement is larger than the effects found in approximately 85% of studies evaluating education interventions and equivalent to moving a student at the 35th percentile of the achievement distribution to the 50<sup>th</sup> (n.p.).

It is recommended that two offerings of tutoring should be made available. In-session tutoring where students will receive additional tutoring during the school day and expanded after-school tutoring where students can receive tutoring five days a week instead of the limited offerings now offered. Tutors would receive orientation and training to help them provide the greatest level of support to students.

The two main issues with this model is the increased cost and finding capable tutors for both programs. The costs associated with the model will be provided in the Financial Impact section of this plan. As far as finding tutors, looking to recent graduates attending local colleges, finding retired individuals after vaccines have been administered, and even setting up zoom sessions with college students from outside the area may all be options. Tutors do not have to be teachers. “People who don’t feel comfortable in front of a room full of children may excel at working with students on-on-one or in small groups” (Zalaznik, 2021). In the middle school, for example, tutors may be able to assist students during their resource period. The key to the program is to keep the groupings small and provide consistent support to the student.

For after school programs, all UDA schools currently have some level of tutoring support already in place. These programs would be expanded as far as availability to more students and the number of days each week they would be offered. The tutors in this case could be a hybrid of the staff mentioned above as well as existing school staff. Tutoring positions will be offered to existing staff prior to opening the positions to the public.

#### **Solution 2-B-4: Return to Best Instructional Practices**

Currently, teachers are restricted in the way that they interact with their students. As more teachers and eventually students become vaccinated, teachers will be able to return to teaching practices that have proven to be most successful for helping students who are struggling. One-to-one attention and individual interaction have been disrupted by the COVID-19 pandemic. These practices will return as the UDASD enters its recovery phase.

#### **Solution 2-B-5: Leverage Other Solutions**

The other solutions provided in this document are also expected to impact learning loss in a positive way. For example, many of the social, emotional, behavioral, and mental health supports identified in other sections of this document are intended to have a positive impact on learning. By addressing the needs of students in these areas, they will be able to focus more on their academics. The fact that a solution is not directly listed in this section does not mean that it will not have a direct impact on recovery from learning loss.

#### **Solution 2-B-6: Provide Compensatory Services**

During the state mandated school closure, the UDASD made a good faith effort to provide Special Education services and support with as much fidelity as outlined in the Continuity of Education Plan allowed. The UDASD resumed in-person instruction on August 24, 2020. Students were able to attend in-person five days a week. Families were able to choose the instruction their child received, in-person versus the Enhanced Remote Education. Supports and services outlined in the student’s Individualized Education Plan (IEP) continued regardless of which option the family chose.

The UDASD provided Covid-19 Compulsory Services (CCS) to address the lack of progress and/or regression of students receiving special education services as a result of the Covid-19 pandemic and mandatory school closures. CCS refers to services determined by the IEP team

to remedy a student's skill and/or behavior loss and/or lack of progress as a result of the mandated school closure. CCS was considered following the student receiving services addressed in their IEP following a period of recoupment time during the 2020-2021 school year.

The process to determine if a student was eligible to receive CCS is as follows:

- Baseline data was collected on each student's IEP goals during the first or second week of school and again the third or fourth week of school.
- Data continued to be collected for the first and second marking period.
- The baseline data and data collected during the first half of the year was compared to the progress reports completed during the third and fourth marking periods of the 2019-2020 school year. The IEP team used this data to determine if there was a regression in skills or negative behavioral patterns with a lack of progress with an extended period of recoupment.

Students that were deemed eligible for CCS were allotted ten hours of instructional time after the school day. When the ten hours were completed, the team reevaluated the progress or lack of progress the student made and determined if additional CCS were necessary.

#### **Solution 2-B-7: Additional Kindergarten Teacher**

The number of students projected to be in kindergarten for 2021-22 along with the known learning deficits of retained students and anticipated academic level of many incoming students requires an additional teacher for this level. The UDASD recognizes that one way to address these issues is smaller class sizes that allow teachers to focus on helping students learn at this critical stage. Consequently, the additional teacher is being added to allow for the students to receive maximum attention from a learning perspective.

#### **Solution 2-B-8: Math Interventionist- To be determined**

Identified by staff members as a need at the middle school level, the math interventionist position will provide math remediation and interventions at primarily the middle school. However, providing additional support at the middle school level will translate to better math performance at the high school level as well. PA Future ready data suggest; math is an area that many students are underperforming. Having an individual focused on providing additional small group interventions will help lay the foundation for improved learning. Although the focus of the position will be as a math interventionist, the position may also teach sections of virtual math courses at the secondary level. Consequently, the position will need to have a secondary mathematics certification.

#### **Solution 2-B-9: IXL Subscription**

IXL is a diagnostic tool that assesses students' weaknesses and provides them with practice that strengthen the weak areas. This is especially essential to identify and address the learning gaps due to the pandemic. Our target audiences will be math intervention students, all 8th grade students in preparation for the science PSSA, and all 10<sup>th</sup> grade students in preparation for the literature Keystone exam.

## **4-A: NEEDS ANALYSIS – SOCIAL, EMOTIONAL, BEHAVIORAL, AND MENTAL HEALTH**

According to the American Psychological Association (2020), “The pandemic itself has caused much worry, stress, and grief. These stressors can cause mental health challenges for anyone and can cause acute symptoms to appear for people who may experience preexisting mental health challenges” (n.p.). In essence, the COVID-19 Pandemic has been a major traumatic event for many people. Some have lost loved ones. Others have lost jobs. Still others have seen their families split during a time when emotional support was limited. Schools must not just create a supportive environment for students, but understand that the pandemic has had a lasting—and for some traumatic—impact that will affect them for years to come. According to Wright (2021), schools must address the emotional side of the pandemic.

They (students) will need to know they are safe and secure and that they have learned so many things during this time that will help them to be successful moving forward. Social and emotional learning, trauma-informed instruction, and the creation of healing-centered environments need to be at the top of every school’s priority list.

The UDASD recognizes this and is proposing solutions that will provide both immediate and ongoing support for students and staff.

The UDASD has been operating without a school psychologist for the past year and a half. The impact of the inability to hire a school psychologist is three-fold. First, students are impacted by not having the day-to-day support of a psychologist on-site. Second, the Director of Special Education and Student Services is impacted by having to manage the caseload which would normally be completed by the psychologist. Finally, the district is impacted by paying more for incremental contracted services while receiving less value than they would with a full-time staff member.

## **4-B: SOLUTIONS – SOCIAL, EMOTIONAL, BEHAVIORAL, AND MENTAL HEALTH**

### **Solution 4-B-1: Increased Screening and Observation**

How does the school know that a student needs additional emotional and mental health supports? The American Psychological Association (2020) suggests that schools perform universal or increase screenings:

Given the many mental health challenges that students may experience during and after the pandemic, it is important for educators to (a) assist in identifying at-risk students through systematic screening; (b) advocate for universal screening of the school population during and following online learning phases; and (c) increase awareness of the importance of mental health screening with their teacher colleagues as well as school administrators and parents (n.p.).

The UDASD must look to its student support professionals to determine the proper level of screening and this may include social and emotional screening and/or mental health screening of some students. The Student Services Working Group will determine the detailed implementation plan for this solution. This may include basic questionnaires that are then evaluated by staff to determine any signs of emotional issues. In addition, teachers must be encouraged to report observations of individual students that may be signals of issues the student is experiencing. Changes in behavior, changes in social groupings, and visible signs of stress may all be precursors to more severe emotional and mental health challenges. This reporting will continue through the existing Student Assistance Program (SAP) processes for each building. Staff members should be encouraged to report all concerns regarding students' mental health to the counselor or SAP team. Not every SAP referral will result in a mental health assessment. Some students may need academic interventions while other students may benefit from having an adult or student mentor. All possible solutions will be explored for each student, and the best solution based on the situation will be implemented.

#### **Solution 4-B-2: Increase Providers**

As the number of students with social, behavioral, emotional, and mental health issues increases, so then should the number of persons able to provide the needed supports. "Prior to the COVID-19 pandemic, approximately 15 to 20% of students could be expected to be identified as needing support through screening (Dowdy et al., 2015); this percentage will almost certainly be higher given the potential emotional fallout of the pandemic" (American Psychological Association, 2020). Addressing this additional need may be met by increasing the number of providers. True North, which currently provides school-based counseling services for students in our district has already increased the number of counselors assigned from one to two. Other service providers are also expanding services. The SAP Teams will continue to work with local providers to try to make sure that all students can receive services if they want them. This is a major challenge in the northern Dauphin County area, but something that the UDASD will continue to advocate for.

#### **Solution 4-B-3: Continue and Modify Social Worker Role**

The social worker is currently paid for through a Pennsylvania Commission on Crime and Delinquency (PCCD) school safety grant and is shared with the Millersburg Area School District. At a minimum, it is recommended that funds be set aside to continue a social worker throughout the term of the ESSER II grant after the funding from the PCCD grant expires. The procedures that the social worker follows will be modified as part of any agreement with the current or future vendors to ensure those procedures do not become an impediment to the intent of having a social worker in the first place. The social worker must not require a formal intake and must be able to go to the home. The social worker will work with families to help them obtain services and provide assistance to families in key areas such as guiding parents to follow through with necessary paperwork for other services and providers. According to the School Social Work Association of America (n.d.), the following are examples of how social workers can work with parents and families:

- Working with parents to facilitate their support in their children's school adjustment.

- Alleviating family stress to enable the child to function more effectively in school & community.
- Assisting parents to access programs available to students with special needs.
- Assisting parents in accessing and utilizing school and community resources.

A complete list of expectations for the social worker will be developed prior to the summer with the hopes of having the social worker work through the summer to help families prepare for next year. It should be noted that the district may choose to contract or hire this position as a guidance counselor or other position who performs social work and counseling responsibilities.

#### **Solution 4-B-4: Expand Mentoring Offerings**

There are currently two mentor programs offered within the district. One is the Check and Connect program which provides mentoring for students with attendance issues. The other program is offered by the YMCA. According to the YMCA website, “The Harrisburg Area YMCA offers youth mentoring groups for children. Our mentoring groups help them engage in positive relationships and develop new life skills” (n.d.). It is expected that both of these programs will continue in the post-pandemic era. The Check and Connect Program increased to two mentors within the UDASD and that is expected to continue.

There are benefits to mentoring programs. An expansion of mentoring available to students could help students and lessen the impact on the mental health system. While some students do need full mental health services, some could benefit from the outcomes associated with individual mentoring programs. According to the National Mentoring Resource Center (n.d.):

Regardless of the structure, staffing, and goals of the program, mentoring programs in schools have shown to be a cost-efficient way of increasing the positive relationships students have in their lives, while also having the potential to boost factors that can lead to educational success, such as connectedness to the school environment and peers, improved relationships with teachers and staff, improved feelings of academic competence, and greater access and use of other supports, such as tutoring, credit tracking, counseling, and postsecondary planning (n.p.).

Expansion of one-on-one mentoring available to students could yield multiple benefits for students in all of the district’s schools. The UDASD currently has its Discovery Program in place and any school-based mentoring program would work collaboratively with Discovery Teachers to provide the greatest level of support to students. These two programs can complement each other.

The concept of ‘peer helpers’ has been used at Upper Dauphin Area in the past. It is believed that peer mentors may be used again as a resource for students across the district. Having high school students work with middle school students, middle school students working with elementary school students, and even high school students working with elementary school students can have positive impacts and provide positive role models for students. The Student Services Working Group will establish details of this program as part of the overall mentoring solution.

It is recommended that the first part of the 2021-22 be used to develop a program strategy that would begin in the second half of the 2021-22 school year. The expanded mentoring program would provide an additional tool for Student Assistance Program (SAP) teams looking for interventions for specific students and could assist students with restoration and decision making, social and emotional development, goal setting and roadmap development, academic and learning, career and future readiness, or a combination of the pathways.

#### **Solution 4-B-5: Implement Therapy/Companion/Service Dogs**

The concept of therapy animals in schools has been tested across the nation—with positive results.

According to one study published by the National Institutes of Health (NIH), having a dog present in the classroom promotes a positive mood and provides significant anti-stress effects on the body. In fact, the simple act of petting a dog has the effect of lowering blood pressure and heart rate (Mulvahill, 2019, n.p.).

It is documented that having a therapy dog in the classroom can have benefits to social and emotional learning, academic learning, and student behavior. Other options such as companion dogs may also be able to provide additional benefits for special needs populations such as students with autism. Benefits may include engagement, calmness, sensory games, reassurance, confidence, cognitive and emotional health, vocal skills, development of overall skills, and companionship (Preston, 2020, n.p.).

It is recommended that the UDASD consider at least one trained dog that can service each building. This could be an existing pet that receives training or a dog purchased specifically for this purpose. It is recommended that a pilot with a therapy/companion/service dog be conducted at the UDA Elementary School. There are a lot of considerations for dogs in the school environment, but it is believed by those who have researched the topic that the benefits will make the initial investment worth it for many students and even staff. The funding related to this will be included in the Financial Impact section of this plan. Procedures will have to be created and details will need to be established prior to the dog entering the building. The purpose is not to disrupt the educational process, but provide value-added benefit to the educational process. Consequently, the procedures will be established and refined in year one. As the pilot is monitored, decisions will be made about whether or not to proceed with a therapy/companion/service dog that can service the UDA Middle School and UDA High School in the 2022-23 school year. Implementation at the secondary level will be further researched.

#### **Solution 4-B-6: Hire a School Psychologist**

The UDASD will explore all available options and employ outside-the-box thinking to recruit, hire, and retain a school psychologist. It should be noted that the Director of Special Education and Student Services has been working hard on this dilemma. However, the entire administrative team will continue to brainstorm ways to fill this key position to meet the social, emotional, behavioral, and mental health needs of students.

### **Solution 4-B-7: Implement a Trauma Informed Approach Plan and Professional Development**

According to McInerney and McKlindon (n.d.), “Childhood trauma can have a direct, immediate, and potentially overwhelming impact on the ability of a child to learn. Yet, this issue has largely been ignored by our education system” (p. 1). As schools begin the recovery process from the COVID-19 Pandemic, school leaders must recognize that the pandemic may have not only expanded the impact of such existing trauma, but also added new trauma for many families and students. Consequently, the administrative team believes that it is important to establish a trauma informed approach plan and provide professional development to teachers about how to implement the plan. “Evidence-supported, trauma-informed models have been developed in other fields and can be implemented in schools” (McInerney and McKlindon, n.d., p. 1). These trauma informed models will not only provide additional support for students’ emotional well-being, but also have a positive outcome on academics as well.

### **Solution 4-B-8: Refine Discovery Program**

The UDASD Discovery Program is a powerful tool with components implemented at all three buildings. The Discovery Program is intended to provide social and emotional learning for students at all levels. However, when the Discovery Program was developed and implemented, the UDASD was in a very different era. Now, social and emotional learning must incorporate the fears associated with the impacts of the COVID and address the uncertainties of what public education will look like going forward. Relationships have transitioned from handshakes and face to face conversation to elbow bumps and family gatherings through Zoom. To be effective, the Discovery Program must meet the needs of this new environment for students. It is recommended that the Discovery Program curriculum be reviewed and refined to position the program to be effective for all students moving forward. These revisions then need to be implemented going forward during the course of this recovery period.

### **Solution 4-B-9: Address Staff Needs**

A lot has been said about the emotional wellbeing of students during the pandemic. Staff have also been through a nationwide emergency that has created stressors at school and in the home. The very threat of living in a pandemic is a constant stressor that will remain until vaccinations become more prevalent. According to Zalaznik (2021), “Stress drives many more teachers to quit than does insufficient pay—and the trend has grown during COVID, a new survey has found.”

To counter the impact on staff, the UDASD will investigate providing staff-centered professional development and even having an employee assistance program. According to Lichtman (2020):

At a recent virtual workshop a school leader shared the profound observation that, “Our faculty feel like they are being bullied, and COVID-19 is the bully that takes control of our lives; that is what bullies do. What our people want most is to get that control back.” Nothing could be more true (n.p.).

Having an employee assistance program could provide support to staff members who continue to struggle post-pandemic for a variety of reasons. In addition, professional development on self-care will be included in the opening in-service for the 2021-22 school year.

#### **Solution 4-B-10: Add Elementary Emotional Support Teacher**

A special education meeting between the schools within the local consortium identified the need for an additional emotional support teacher. Students who are struggling with emotional and behavioral issues can have their learning disrupted. Prior to the pandemic, there were many students struggling with emotional and behavioral issues, and the impact of the pandemic on children and families is expected to increase that need. The additional emotional support teacher will be able to help bridge the gap between the learning provided in the normal classroom and the specific instructional methods that work best for children with emotional and behavioral problems. The emotional support teacher will provide additional supports to these students and help prepare them for future grade levels. The goal is to help the student gain tools that can be used as they progress through school. This teacher may be providing services to students within the consortium and may be asked to work with 5<sup>th</sup> and 6<sup>th</sup> grade students as well as needed. This position will be funded through the associated savings of not having to place these students outside the district along with the potential for funding from consortia members that place students in the program.

#### **Solution 9-B-10: Continue Food Service Strategy**

The food service strategy will continue under normal conditions. Students in the virtual program will be offered weekly food pick-ups, but they will need to be ordered ahead of time.

3. Use the table below to explain how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC.

ARP ESSER Requirement	Strategies, Policies, and Procedures
<p>a. Universal and correct wearing of <a href="#">masks</a>;</p>	<p>The PA Department of Health lifted the universal face covering order on June 28, 2021. The UDASD will begin the 2021-2022 school year with masks being voluntary for all students and staff. UDASD will monitor the CDC guidelines for masking protocols. CDC requires face coverings, regardless of vaccination status, when on public transportation - this includes on school buses operated by public and private school systems. However, a driver does not need to wear a face covering if they are the only person on the bus.</p> <p style="text-align: center;"><b><i>Face Coverings and Personal Protective Equipment</i></b></p> <p>In the post-pandemic period, face coverings will become optional. Students and staff will still be allowed to wear face coverings. However, they will not be required. A supply of personal protective equipment will be stockpiled for potential future incidents. The supply of PPE will be evaluated at the end of the 2020-21 school year and stockpiles will be refreshed as necessary. A line item was included in the Financial Section for purchase of PPE should additional face coverings be needed for the start of the 2021-22 school year.</p>
<p>b. Modifying facilities to allow for <a href="#">physical distancing</a> (e.g., use of cohorts/podding);</p>	<p>Part of the response to the pandemic was to provide physical distancing within classrooms and common spaces. This led to many classrooms being reconfigured to meet the requirement for six feet of social distancing and reduced the number of desks in classrooms, providing teachers</p>

**ARP ESSER Requirement**

**Strategies, Policies, and Procedures**

with a separate area, and eliminating water fountains in classrooms. Moreover, the common areas were also modified. For example, cafeteria tables were separated by six feet and in some cases, classroom desks were used to supplement tables. In the middle school and high school, the lobbies were structured to provide overflow for the cafeterias. The high school library was converted to a socially distanced classroom and senior lounge for lunches. The changes to the physical facilities took several weeks to complete.

In order for the schools to restore to previous capabilities and capacities, classrooms and common spaces will need to be restored to meet the needs of the new school year. In some cases, this configuration will be dependent on the school composition that will be determined elsewhere in this document. The maximum number of students will need to be reestablished for each room based on the needed capacity and the current level of separation needed (if any). This may be a process over time depending on vaccinations and current guidelines from the Center for Disease Control and the Pennsylvania Department of Health. However, prior to the start of the 2021-22 school year, it will need to be determined how each classroom will be configured to start the new school year.

The same questions about social distancing and capacities will affect the configuration of the cafeterias going into the 2021-22 school year. How many students will be in each lunch? Will schools return to two lunches or maintain the three lunches implemented under COVID? These questions will need to be answered and then the cafeterias will need to be configured accordingly. It is not fully possible to make these decisions until the future enrollment of the district is better understood. This should occur over the summer.

ARP ESSER Requirement	Strategies, Policies, and Procedures
	<p>At the high school, the library/media center was converted into a larger classroom and was also implemented as an extension of the cafeteria for older students. How will the high school library/media center be used going forward? Will it be converted back, be maintained as a classroom, or some combination of the two? Again, these questions will need to be answered prior to the beginning of the school year once the composition of the school moving forward is better understood.</p> <p>Due to the pandemic and all of the uncertainties related to the number of students and staff that would be affected, a "COVID Suite" was established at each campus. This area was a classroom converted with tables, dividers, etc. for nurses to treat COVID related cases. The intent was to provide separation and limit cross-contamination. It will need to be decided whether or not these rooms will be needed for COVID related treatment going into 2021-22, or whether they can be returned to classrooms and be reconfigured as such. At least one of the portable beds used will be transferred to the athletic trainer to use going forward at outdoor and away events if it is not being used in the COVID Suite.</p> <p>There were physical barriers constructed in various locations across the district including the main offices. These barriers are intended to provide protection and separation from visitors who may be in those areas. With flu and other illnesses still prevalent as airborne diseases, it is recommended that these barriers be maintained to help provide protection to support staff even during a post-pandemic period.</p>
<p>c. <a href="#">Handwashing and respiratory etiquette</a>;</p>	<p>Signage related to the pandemic will be removed from the doors and hallways. Signage will be replaced with general signage encouraging proper personal hygiene going forward as this is something the UDASD wishes to continue to reinforce with students and staff.</p>

ARP ESSER Requirement	Strategies, Policies, and Procedures
<p>d. <a href="#">Cleaning</a> and maintaining healthy facilities, including improving <a href="#">ventilation</a>;</p>	<p>Part of the response to the COVID Pandemic was the purchase of devices for disinfecting areas of the school including large common areas (cafeterias, auditoriums, etc.). It is important to recognize that even in a post-pandemic environment, the threat of airborne diseases such as influenza still exist. It is also unclear how long the benefits of vaccinations will last. It is important to continue to maintain a schedule of disinfecting and the new equipment will continue to be used. That said, sanitizing equipment and areas between each use, as has been the practice for certain situations, will be curtailed. A schedule of cleaning and disinfecting will be developed for each building. This schedule will make use of the tools available since the start of the pandemic as well as traditional cleaning methods. Additional disinfecting floor scrubbers will be added to the toolbox for cleaning personnel. These scrubbers will not just clean the floor, but disinfect floors as well. Finally, if challenges exist with maintaining cleaning, sanitizing, and disinfecting schedules with the current model, the UDASD will investigate all solutions, including obtaining purchased services to meet the cleaning needs of the district.</p>
<p>e. <a href="#">Contact tracing</a> in combination with <a href="#">isolation</a> and <a href="#">quarantine</a>, in collaboration with the State and local health departments;</p>	<p>Based on guidance from the CDC and PA Department of Health, the UDASD will take steps to contact trace known cases of COVID similar to what was done during the 2020-21 school year. If a COVID-19 case is reported, the school district will work with families to determine known contacts and those contacts will be quarantined per current guidelines. The UDASD will also take into account the vaccination status of individuals identified as close contacts and those who have been vaccinated will not be required to quarantine.</p>

ARP ESSER Requirement	Strategies, Policies, and Procedures
f. <a href="#">Diagnostic</a> and screening testing;	The UDASD is looking at options for obtaining rapid tests for use within schools. This is important to assist the nursing staff with determining the need to implement isolation and quarantines.
g. Efforts to provide <a href="#">vaccinations to school communities</a> ;	The UDASD worked with the Capital Area Intermediate Area to provide vaccinations to staff who chose to obtain them. The UDASD is also examining the feasibility of and opportunities to host vaccinations for students who wish to receive them.
h. Appropriate accommodations for students with disabilities with respect to health and safety policies; and	See Solution 2-B-2 & 2-B-6 on pages 6, 7, 8, and 9.
i. Coordination with state and local health officials.	The UDASD will monitor current orders of the Pennsylvania Department of Health and implement any changes needed based on those orders. If a situation arises that the UDASD did not have to handle during the 2020-21 school year, the Pennsylvania Department of Health will be contacted for consultation.

## Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **(Upper Dauphin Area School District)** reviewed and approved the Health and Safety Plan on **(July 13, 2021)**.

The plan was approved by a vote of:

**8 Yes**

**0 No**

Affirmed on: **(July 13, 2021)**

By:

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*(Signature\* of Board President)*

Price Buffington

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*(Print Name of Board President)*

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

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

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