



ARP ESSER Health and Safety Plan Guidance & Template

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: ALLENTOWN SCHOOL DISTRICT

Initial Effective Date: July 2020

Date of Last Review: July 2020

Date of Last Revision: July 28, 2021

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?

In order to continuously and safely open/operate schools for in-person learning, the Allentown School District (ASD) will adhere to layered measures within all schools and buildings. All district staff, students, volunteers, and visitors will be required to adhere to the layered measures. District Health Ambassadors will continue to ensure all persons follow the ASD health and safety protocols.

District Layered Measures

- Universal and correct wearing of [masks](#);
 - Universal masking will remain in place for all staff and students throughout ASD for quarter 1. Quarterly masking decisions will be made based on the recommendations from the CDC, the PA Department of Health and local COVID-19 data.
 - Masks will also be worn by students during transport on buses operated by the transportation contractor (First Student).
 - All volunteers and visitors will be required to wear masks. This means masks will be required for volunteers who visit classrooms, assemblies and parts of ASD buildings.
 - Masks will be worn outdoors during recess and during physical education classes.
 - Mask breaks will be less than 10 minutes in length and students will be at least 6 feet apart.
- Modifying facilities to allow for [physical distancing](#) (e.g., use of cohorts/podding);
 - All classrooms, cafeterias, etc. will be modified to allow for 3 feet of distancing between students during the instructional day. Directional arrows and space markers will be positioned at 3 feet

intervals when applicable throughout all ASD buildings. See 3 feet seating diagram.

- [Handwashing and respiratory etiquette;](#)
 - Handwashing and the use of hand sanitizer (FDA approved) will be used within all buildings, classroom, etc. where applicable. When handwashing is not a viable option, hand sanitizer will be used. All classroom (1000) throughout the district are equipped with gallon sized hand sanitizer for use by all.
 - Respiratory Etiquette guidance from the CDC will be used throughout all instructional spaces, cafeterias, etc. to support ASD mitigation and prevention efforts.
 - In addition, staff will be encouraged to practice regular handwashing and respiratory etiquette:
 - Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff. If handwashing is not possible, hand sanitizer containing at least 60% alcohol should be used.
 - Encourage students and staff to cover coughs and sneezes with a tissue when not wearing a mask and immediately wash their hands after blowing their nose, coughing, or sneezing.
 - Some students with disabilities may need assistance with handwashing and respiratory etiquette behaviors.
 - Adequate supplies: Support healthy hygiene behaviors by providing adequate supplies, including soap, a way to dry hands, tissues, face masks (as feasible), and no-touch/foot-pedal trash cans. If soap and water are not readily available, schools can provide alcohol-based hand sanitizer that contains at least 60% alcohol (for staff and older children who can safely use hand sanitizer).
- [Cleaning and maintaining healthy facilities, including improving ventilation;](#)

In accordance with the most recent CDC guidance, cleaning and sanitizing will occur daily and will include wiping and fine mist spraying with a disinfectant product from the EPA List N. Recommended contact times for the disinfecting products will be followed. Primary cleaning and disinfection will be directed toward common contact surfaces and reduced from four. In addition to daily cleaning and disinfecting, if there has been a

sick person or someone who has tested positive for COVID-19 within the last 24 hours, the affected space(s) shall be cleaned & disinfected.

- All potential touch surfaces including floors, tables, counters, desktops, doorknobs, switch plates, railings, kitchen and cafeteria furnishings, and bathroom fixtures will be aggressively cleaned and disinfected. Disinfection procedures will be done with a disinfectant/cleaner, 3M™ Quat Disinfectant Cleaner Concentrate (5H) – EPA registration # 6836-78-10350. Any other disinfection agents needed for school procedures will meet the criteria.
- All potential touch surfaces including floors, tables, counters, desktops, doorknobs, switch plates, railings, kitchen and cafeteria furnishings, and bathroom fixtures will be aggressively cleaned and disinfected. Disinfection procedures will be done with a disinfectant/cleaner, 3M™ Quat Disinfectant Cleaner Concentrate (5H) – EPA registration # 6836-78-10350. Any other disinfection agents needed for school procedures will meet the criteria defined in the U.S. EPA's "Emerging Pathogen Policy specific to COVID-19" – "List N".
- All HVAC systems will be operational on a continuous flow basis to provide dilution and air exchange (exhaust fans in gang bathrooms or individual classroom bathrooms will be on as well to increase air exchange). Fresh air introduction will be maximized for dilution as well and will be monitored to prevent humidity issues inside the buildings.
- The district has approximately 250 roof top HVAC units and their cleaning and filter maintenance is contracted to McClure Co. ®, the cooling chillers are controlled by Johnson Controls ® and maintained, cleaned, and sanitized by Proasys ®. All individual room unit ventilators are maintained by District maintenance personnel.
- All HVAC maintenance and filter change intervals follow ASHRAE (The American Society of Heating, Refrigerating and Air-Conditioning Engineers) recommended guidelines modified by local

climate requirements (for example some filter replacement may be needed more frequently than ASHRAE recommends).

- Training for custodial and maintenance staff will be provided on August 30, 2021 and will include Bloodborne Pathogen Awareness training with a COVID-19 segment. At that time additional training will be provided on Asbestos Awareness and Right to Know/GHS. Testing will be performed to determine attendee understanding of the presented material.
- Contact tracing in combination with isolation and quarantine, in collaboration with State and local health departments
 - The Allentown School District will continue to monitor, investigate and carry out contact tracing, isolation and quarantine procedures for COVID - 19 positive cases as recommended by the CDC and PA DOH until otherwise deemed unnecessary.
- Diagnostic and screening testing
 1. Diagnostic Testing Resources
 - **Level 1:** Potential testing site will operate out of the healthcare suite at Hays Elementary and be accessible for any ASD student K-12 at no cost to the student/family. Additionally, the Sheridan Health Clinic will offer diagnostic testing at no cost to **Sheridan elementary students only**.
 - **Level 2:** A list of diagnostic testing sites throughout the Allentown city limits will be developed and maintained in nurse's offices in each building to be shared with students and parents in need. Additionally, sites that offer testing to uninsured and underinsured will be included as well.
 2. COVID-19 Screening Process and Protocols
 - All staff and students will be encouraged to conduct a self-screen protocol via ASD self-screen document or use of the ASD Health and Wellness application.
 - Staff and students will be required to stay home if they are sick and speak to their healthcare provider if they are experiencing **one or more symptom of COVID 19 from Group A; two or more symptoms from Group B or have been potentially exposed (this will be defined by local health care providers**

and included in the COVID 19 FAQ document). Testing or confirmation of vaccination status will be required prior to returning to school. ***See COVID-19 Symptom Screening Tool linked below in table.*

- **Efforts to provide COVID-19 [vaccinations to school communities](#);**
 - The Allentown School District will continue to partner with The Allentown Health Bureau and our local health partners to provide COVID - 19 vaccinations to staff and students ages 12 and older within the district in addition to providing student vaccination clinics for routine vaccinations
- **Appropriate accommodations for children with disabilities with respect to health and safety policies;**
 - ASD will continue to implement an individualized approach for students with disabilities consistent with the student's IEP or Section 504 Plan. Adaptation and alternatives to prevention strategies will be considered while maintaining efforts to protect students and staff.
 - Families and Community partners can refer to the COVID 19 tab on the ASD website to read more about appropriate accommodations for students with disabilities.
- **Coordination with state and local health officials.**
 - Weekly, biweekly, and monthly meetings are held between members of the ASD Pandemic Team and Allentown Health Bureau, LVHN, St. Luke's Healthcare representatives. ASD representatives also participate with the Emergency Preparedness Council through the Carbon Lehigh Intermediate Unit.

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?*

- **Academic Needs**

In person learning will be the primary instructional model for all ASD K-12 students. The five-day in-person model will be implemented as follows and adheres to PDE guidance:

- Focus on Effective Instruction
 - Differentiated instruction is key to enhancing students' ability to learn. Teachers must have the content knowledge and knowledge of students (students' needs, interests, cultures, and experiential backgrounds) that enable them to plan instruction. Differentiation is one critical active response to meet the various needs of the students in the classroom.
 - Communicate with Stakeholders
 - Ensure all staff, professional students, families, and the community are informed and ready to safely engage in the education process.
 - Weekly emails & newsletters, regular phone calls, updates to our website, Let's Talk and comprehensive communication roadmap attached.
 - Provide High Quality Professional Learning
 - Identify and support the training needs of staff, students, families and the community, prioritizing time for teacher collaborative analysis and instructional planning.
 - Professional learning Communities (PLCs) will be scheduled
 - Utilization of the ASD Online Professional Development Learning Management System for anytime, anywhere on demand learning opportunities
 - Strategic professional learning will be a consistent part of Act 80 days and faculty meetings
 - Paid professional learning opportunities outside of the regular day will be used to drive key initiatives
- Accelerated Learning Thorough an Integrated System of Support
 - Focus on High-Quality Academics
 - Ensure all students have access to instructional materials and resources.
 - Maintain device counts to ensure students have access to technology and wi-fi hotspots. Specific technology support is addressed in later sections of the document.
 - Maintain Zoom accounts to allow quarantined students to remain engaged with classroom instruction
 - Open elementary school libraries to students and families after-school to encourage reading and literacy development in the home to address learning loss and the lack of access

to books during COVID-19 closures of schools and Allentown Public Library

- Elementary students have access to content and materials for English Language Arts (ELA), math, science and integrated social studies content in the ELA program*.
- * Social studies programming is TBD for elementary and subject to Board approval
- Elementary data analysis shows a need to address foundational reading skills at the elementary level.
 - Phonemic awareness materials will support daily lessons and interventions to support student development
 - LETRS training for K-3 teachers and administrators
- Analyze and interpret data to ensure every student has supports necessary to successfully engage with and master grade-level content.
- **Foster Supportive Learning Environments**
 - Place equitable, trauma-informed principles at the core of planning to create a safe and inclusive space for learning, form positive and supportive relationships, and support students and staff mentally and socially recover.
 - SEL Initiatives
 - Continued expansion, practice and training of Restorative Practices
 - Creating supportive school environments and the establishment of strong teacher-student relationships are effective steps to accelerate recovery from learning loss.
- **Establish Healthy System Conditions**
 - Engage families to fully understand their needs
 - Parent workshops to support at-home learning efforts
 - Respond with staffing, technology, scheduling and continuous improvement processes that create the conditions for acceleration of learning.
 - After-school programming will be provided to address learning loss and accelerate learning recovery through an extended learning day model.
 - Expansion of critical instructional support positions, including reading specialists and intervention specialists (Work in progress *Pending Board approval).

- Creation of new, strategic support positions to support elementary teacher professional development and adoption and implementation of new curricular resources to address learning loss and accelerated learning: Literacy facilitator and Elementary Supervisor of Instruction positions (Work in progress *Pending Board approval).
 - After-school professional development sessions for teachers
- **Design a System of Scaffolded Supports**
 - Provide a continuum of evidence-based academic, behavioral, social, and emotional supports aligned with student needs
 - BrightBytes system will inform school teams as they align, document and analyze student supports for effectiveness as part of building out a district-wide Multi-tiered System of Supports (MTSS) framework.
- **Learning Loss Remediation**
 - Critical needs subgroups will be targeted through remediation based on learning loss gaps identified in core instructional areas of English Language Arts, Math, Science and Social Studies. Secondary core areas related to the four core areas listed will be targeted as well. Specific K-12 learning loss areas include but will not be limited to:
 - Informational text
 - Literature
 - Algebraic Concepts
 - Geometry
 - Measurement, Data, and Probability
 - Numbers and Operations
- **Students with Disabilities**
 - For students attending in-person instruction, special education staff members would provide live direct and explicit instruction.
 - Related service providers would use a variety of tools and modalities to engage students and provide for continuity of service. The related service providers would continue to structure therapy sessions using student's individual goals and objectives outlined in their IEPs. To further support students, the related service providers would continue to gather and disseminate relevant materials and resources including instructional applications to support students in their home setting if needed. All activities would be developed within the context of each student's individual goals and objectives as outlined in their IEP.

- This applies to all related services including speech, occupational and physical therapy, counseling, behavior consultation, as well as, teacher of the deaf/hard of hearing services. To document services, staff would track therapy sessions via individual logs. Progress pertaining toward student attainment of individual goals and objectives would continue to be provided via trimester progress reports made available to parents digitally or via the USPS.

- **Information Technology Support**

All students will be provisioned a device that is to be used in classrooms in support of the required instructional model and in fulfillment of standards-based core curricular needs. Additionally, support is implemented in the following ways:

- PPE is provided and used by Computer and Network Technicians to ensure that devices are sanitized; sanitization resourced at each school and managed by each school's respective Technician; All Technicians are required to have masks and gloves on hand in order to support students and staff members in accordance with stipulated CDC standards
- Each classroom is sourced with a high speed (20gigs of increased throughput) wireless access point (WIFI)
- Each building has an assigned Computer Technician who is responsible for ensuring connectivity to all necessary curricular, assessment and SEL platforms being used by all schools
- All student devices (Chromebooks) are centrally managed by the Google Console. This fosters appropriate school/google classroom group assignments created by teachers
- Help Desk support is provided via direct contact with each school's respective computer technician, use of the ServiceNow ticketing platform, and the telephone line extensions provided for assistance in both English and Spanish
- Computer Technicians are assigned to receive requests for assistance using the district's Let's Talk community communications tool
- Educational Technology software is web based, accessible and supported via the district's website

- Educational Technology software is centrally accessible via the Single Sign-On functionality of the Clever platform
- Student email is centrally managed by Active Directory and allows for ease of requests such as password resets
- **Student Health, Social and Emotional Support**

ASD will use a tiered approach to promote student's feelings of safety and support. Our goal is to develop a safe and supportive environment with a focus on relationships. This will be a critical component in the upcoming school year.

 - The integration of Social Emotional Learning, Mindfulness and Restorative Practices will promote and support student's positive mental health.
 - Social Emotional Learning (Tier 1/ Universal)
 - All ASD students will be engaged in social emotional learning that is delivered on a weekly basis through lessons and activities provided in the monthly SEL Guide. The guide is level specific and focused on a theme that includes lessons, activities and resources aligned to the 5 social emotional competencies that address social emotional learning, Restorative Practices circle prompts and mindfulness. In addition, supplemental videos, read alouds links and school specific initiatives are included. Lessons, activities and circles will be delivered on a weekly basis during the following times:
 - **K-5** Morning Meeting, Specials/Interventions/Enrichment, Content Areas
 - **6-8** Morning Meeting, Related Arts
 - **9-12** Advisory, Integrated within core curriculum content areas
 - Restorative Practices (Tier 1 - 2 / Universal - Moderate)
 - Teachers will use restorative practices to focus on relationships with students using daily check-ins and circles.
 - ASD staff will be provided professional development on Introduction to Restorative Practices, Circles and Trauma and Adversity training.

- All schools will begin to engage in onsite coaching with IIRP to support staff in helping students develop a sense of belonging and have voice and agency to self-regulate their behaviors, while developing social and emotional skills.
 - Mindfulness (Tier 1/ Universal)
 - The Pratyush Sinha Foundation will offer 3-4 Mindfulness sessions in all elementary and middle school classrooms.
 - Peace/Calming Corners (Tier 2 - 3/ Moderate - High)
 - Peace/Calming Corners that were introduced through summer learning and include self-regulation items will be continued in classrooms and encouraged district wide. The ability to self-regulate will help students process emotion, calm themselves when needed and maintain attention.
 - Student Assistance Program, SAP (Tier 2 - 3/ Moderate - High)
 - SAP teams will meet regularly to process student referrals, mobilize resources and remove barriers to student learning by aligning and providing necessary support.
 - Mental Health Supports (Tier 2 - 3/ Moderate - High)
 - Students will have access to individual and group mental and behavioral health support including school counselors, school psychologists, behavior interventionists, school based mental health providers and third-party provider coordination.
 - School Based Mental Health Providers: LVHN, KidsPeace, Pyramid
- **Staff Social and Emotional Support**
 - EAP (Employee Assistance Program)
 - Behavioral Health Support through staff benefit package
 - Trainings through Safe Schools
 - **Meal Service**
 - The District will continue to operate its school breakfast and lunch program, serving all students who attend school for in person instruction. In addition, those students who attend school virtually will have the option to pick up meals at their home school.

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.

The table below reflects ASD guidance documents developed and updated for key stakeholder groups related to COVID 19 prevention and mitigation strategies, policies, and procedures. All documents are fluid and will continue to be revised based guidance from the CDC, PDE, CLIU21, and local health care partners.

**Double click to view embedded documents.
Documents will open as Word or PDF in a new window.**

**CTRL + Click to follow hyperlinks to external web pages.
Web page will open as a new window in your default browser.**

ARP ESSER Requirement	Strategies, Policies, and Procedures
a. Universal and correct wearing of masks;	<p>COVID Return to School Training (covers multiple requirements, including a & c)</p> <ul style="list-style-type: none">• Elementary Schools• Middle Schools• High Schools <p>*Student & Family COVID-19 Information Handbook addendum – Includes:</p> <ul style="list-style-type: none">- Travel Guidance- Key Terms & Symptoms- Mask Wearing Guidance- Social Distancing and Hand Hygiene- Cleaning and Disinfecting- COVID FAQ's <p>*CDC Signage for buildings:</p>

ARP ESSER Requirement	Strategies, Policies, and Procedures
	<ul style="list-style-type: none"> • Cloth Face Covering Required – Building Entrances https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering-building-entrance.pdf • Prevent Getting Sick – Mask Guide (Do's & Don'ts) https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/COVID-19-Prevent-Getting-Sick-Mask-Guide-Dos-Donts.pdf
b. Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding);	<p>*Socially Distant Classroom Set Up Guides – Includes:</p> <ul style="list-style-type: none"> – Before / After Classroom Looks - ASD Sample Classroom (834 & 500 square feet) - CDC Guidance – How Do I Set Up My Classroom? A Guide for Teachers
c. Handwashing and respiratory etiquette;	<p>*Item C is also covered in Return to School Training & Handbook Addendum linked above</p> <p>* CDC Signage for buildings</p> <ul style="list-style-type: none"> - Handwashing is your Superpower - Wash Your Hands (5 Steps) - Stop Germs – Wash Your Hands
d. Cleaning and maintaining healthy facilities, including improving ventilation;	<p>*CDC guidance for Cleaning, Disinfecting, and Ventilation</p> <p>Facilities Documentation:</p> <ul style="list-style-type: none"> - Memo: Ventilation & Indoor Air Quality - Climate Flowchart - Blood Borne Pathogens / COVID-19

ARP ESSER Requirement	Strategies, Policies, and Procedures
	<ul style="list-style-type: none"> - Head Custodian – Enhanced Cleaning Responsibilities and Schedule - Night Shift Custodian - Enhanced Cleaning Responsibilities and Schedule
<div data-bbox="347 520 402 583"></div> <div data-bbox="272 583 483 636">memo - Ventilation & Indoor Air Quality</div> <div data-bbox="558 508 613 571"></div> <div data-bbox="516 583 657 636">Climate Flowchart.pdf</div> <div data-bbox="769 520 824 583"></div> <div data-bbox="695 583 906 636">Blood Borne Pathogens COVID 19</div> <div data-bbox="987 520 1042 583"></div> <div data-bbox="922 583 1128 636">Head Custodian Schedule - Re-Open</div> <div data-bbox="1208 520 1263 583"></div> <div data-bbox="1136 583 1344 636">Night shift Custodial Schedules</div>	
<p>e. <u>Contact tracing</u> in combination with <u>isolation</u> and <u>quarantine</u>, in collaboration with the State and local health departments;</p>	<p>* COVID-19 Dashboard</p> <p>* Dashboard Explainer & Closure Guidance</p> <p>*Student Services / Human Resources Documentation:</p> <ul style="list-style-type: none"> - Process for handling positive COVID Cases – Staff - Process for handling positive COVID Cases – Students - COVID-19 Scenarios - Close Contact Worksheet - COVID Notification and Closure Memo
	<div data-bbox="558 1537 613 1600"></div> <div data-bbox="462 1621 711 1686">Process for Handling a COVID -19 Positive</div> <div data-bbox="802 1537 857 1600"></div> <div data-bbox="750 1621 961 1686">Procedures for Handling a Positive C</div> <div data-bbox="1019 1570 1075 1633"></div> <div data-bbox="954 1633 1149 1686">COVID-19 Scenarios (1).docx</div> <div data-bbox="656 1738 711 1801"></div> <div data-bbox="587 1801 792 1854">COVID Close Contact Worksheet.docx</div> <div data-bbox="899 1738 954 1801"></div> <div data-bbox="824 1801 1036 1854">COVID Notification_Closure</div>

ARP ESSER Requirement	Strategies, Policies, and Procedures
f. Diagnostic and screening testing;	<p>*List of testing sites in Allentown (will be posted in each health room)</p> <p>*COVID-19 Symptom Screening Tool (List of Group A & Group B Symptoms)</p> <p>*ASD COVID Wellness Screening App (online version)</p> <p>*ASD COVID Wellness App Information (information & links to download app to personal device)</p> <p>*How To: Use the ASD COVID Wellness Mobile App (Video)</p>
g. Efforts to provide vaccinations to school communities ;	<p>*Vaccination Clinic Information (updated as clinics are scheduled)</p>
h. Appropriate accommodations for students with disabilities with respect to health and safety policies; and	<p>*Special Education FAQ</p>
i. Coordination with state and local health officials.	In development

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for the **Allentown School District** reviewed and approved the Health and Safety Plan on July 22, 2021.

The plan was approved by a vote of:

_____ **Yes**

_____ **No**

Affirmed on: **July 22, 2021**

By:

(Signature of Board President)*

(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.