

# WORKGROUP ON PANDEMIC SPENDING

March 29, 2022

# MSEA PANDEMIC RESOURCES



[marylandeducators.org/safe-and-healthy-schools/](https://marylandeducators.org/safe-and-healthy-schools/)

## PROFESSIONAL RESOURCES

- Virtual instruction tools, best practices for teaching with technology, self-care toolkit.

## ADVOCACY RESOURCES

- Health and safety checklist, letters to superintendents, Facebook Live updates, legal information on leave and accommodations.

## HEALTH-RELATED RESOURCES

- Links on vaccinations, guidance from Maryland Department of Health, CDC, and other health FAQs.

# HEALTH AND SAFETY CHECKLIST



**Baltimore Teachers Union**  
Working for the betterment of teachers, paraprofessionals,  
and school related personnel in Baltimore, Maryland.



## HEALTH AND SAFETY CHECKLIST FOR BUILDINGS AND WORKSPACES

The purpose of this checklist is to ensure that health and safety requirements are being followed in school district buildings. This checklist could be utilized by a building level health and safety team and/or building representatives. Any items that are not being followed and/or for which there is not a procedure or protocol in place should be brought to the attention of the building health and safety team and the local association. Any issues unresolved at the building level should be brought to the county level health and safety team.

YOUR NAME \_\_\_\_\_ YOUR ROLE \_\_\_\_\_  
BUILDING \_\_\_\_\_ DATE \_\_\_\_\_

| HEALTHY ENVIRONMENT  | YES | NO | DON'T KNOW | NOTES |
|--|-----|----|------------|-------|
| A building level health and safety team that includes association representation from each bargaining unit, teachers, support staff, and administration has been established. (UD, SD, MD) |     |    |            |       |
| A workplace hazard assessment has been conducted for the building/workplace and specific jobs/positions in the building. (OS, CDC)   |     |    |            |       |

| HEALTHY ENVIRONMENT - BUILDINGS                         | YES | NO | DON'T KNOW | NOTES |
|---|-----|----|------------|-------|
| The following items are provided in the building: (CDC) |     |    |            |       |
| • Soap (in all restrooms and in all rooms with sinks)   |     |    |            |       |
| • Hand sanitizer (throughout the building)              |     |    |            |       |
| • No-touch soap dispensers *                            |     |    |            |       |
| • No-touch hand sanitizers *                            |     |    |            |       |
| • Paper towels  |     |    |            |       |

## • Checklist Categories

- Creation of a health and safety team
- Healthy buildings and classrooms
  - Quality and accessible PPE
  - Space for physical distancing
  - Effective ventilation systems
- Mitigation strategies
- Screening protocols
- Presence of symptoms
- Response to positive COVID case(s)
- Health and safety on school buses



## ADVOCACY RELATED TO IN-PERSON INSTRUCTION

Health and safety

Collaboration, communication,  
transparency

Prioritize social and  
emotional needs

Supports to emphasize  
academic enhancements

Utilize and maximize funds from the  
Blueprint and ARP

Community schools, increased tutors,  
higher salaries

# AMERICAN RESCUE PLAN



# \$3 BILLION

TO SUPPORT SCHOOL YEAR SPENDING



# ARP + BLUEPRINT RESPONSE



- **Summer learning/enrichment**
  - Extended day
  - Comprehensive afterschool programs
  - Extended school year programs
- **Students' academic, social, and emotional needs**

- **FUNDS COULD BE USED FOR:**
  - Hiring new staff
  - Salaries, bonuses, and benefits for existing or new staff
  - Tutoring and learning recovery programs
  - Unique student needs, including activities under ESSA and IDEA
  - Mental health services and supports
  - Educational technology
  - PPE and response to public health protocols
  - Indoor air quality and facility improvements

# SUCCESSSES DURING THE PANDEMIC



## FRONTLINE WORKERS

- School personnel were frontline workers delivering meals and supplies for students and families.

## EDUCATIONAL TECHNOLOGY

- Districts acted quickly to provide devices and develop creative solutions for expanding broadband and hotspots.

## ONLINE INSTRUCTION

- While not as effective as in-person, the delivery of online instruction helped mitigate pandemic impacts on learning.

# CHALLENGES DURING THE PANDEMIC



## **NO CLARITY ON COVID LEAVE**

- No standard for how leave should be applied to COVID-related quarantining and required time out of school.

## **SHORTCOMINGS WITH MITIGATION RESPONSE**

- Low-quality PPE and failure to abide by physical distancing standards. More must still be done on improved air quality.

## **LACK OF COLLABORATION AND TRANSPARENCY**

- Districts did not work closely with educators to develop learning plans or proposals for how best to spend ARP funds.



# MSEA'S ONGOING ADVOCACY



## ADDRESS INEQUITIES TO MEET ACADEMIC AND EMOTIONAL NEEDS

- Invest in people to address the staffing shortage, especially mental health personnel, teachers, and ESPs.

## COMMUNICATION

- There must be clearer communication at the local level between the school district and parents and educators.

## HEALTH PROTOCOLS

- Prioritize health and safety so school buildings are safe for learning and working.

# CONNECT AND PARTNER WITH US



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