School Reopening Plan

Haldane Central School District

July 2020

Haldane Central School District
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Introduction

Letter from Dr. Benante

Dear Community Member,

The COVID-19 pandemic continues to present school districts with the unprecedented challenge of maintaining continuity of instruction and supports for students across several contexts. In anticipation of the continued impact of COVID-19 on our schools, the school district enlisted the support of forty members of the community to form Haldane's "School Reopening Task Force." These task force members have been contributing their thoughts and perspectives on three planning scenarios for the upcoming year:

Scenario 1: In-Person Learning Model - All students attend school every day.

Scenario 2: Hybrid Learning Model - A cross section of students attend school each day, and rotate with an alternating group.

Scenario 3: Remote Learning Model - All students remain at home for remote learning.

Our planning document was heavily influenced by the guidance set forth by the New York State Department of Health and the New York State Department of Education. Please note that our planning also continues to be influenced by both the parent and staff feedback that was provided at the conclusion of last school year.

A more detailed plan for the opening of schools in September will be released during the week of August 3, 2020.

I would like to thank you for your continued patience and flexibility through this time. We all yearn for the return of all students and staff to campus to enjoy all that makes Haldane such a unique public school. Yet our team understands and appreciates the need to continue to prioritize public health for the safety of our students, our staff, and the broader Haldane community.

Sincerely,
Philip Benante, Ed. D.
Superintendent of Schools

Haldane Central School District Reopening Task Force Members

Leadership Group

Phil Benante, Ed. D.,
Superintendent of Schools
Jen Daly, Board of Education President
Andrea McCue, High School Teacher
Tony Stronconi, Facilities and Operations
Giannina Capella, Parent/PTA President
Judy Farrell, Parent

Academic Subcommittee

Julia Sniffen, High School Principal
MaryAnn Seelke, Ed. D.,
Middle School Principal
Christine Jamin, Elementary School Principal
Judy Barbera, Curriculum Consultant
Ashley Cretara, Elementary School Teacher
Sarah Grom, Middle School Teacher
Heidi Gesson, Middle School Teacher
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Jackie McGrath, High School Teacher
Leah Horn, Technology
Dan McGroarty, Elementary School Teacher
Lara Shihab-Eldin, Parent
Shannon Keegan, Parent
Matt Moody, Parent
Sandy McKelvey, Parent

Social/Emotional Subcommittee

Tara Rounds, Director of Pupil Personnel
Kathryn O'Hara, RN, School Nurse
Jennie Shelters, LPN, School Nurse
Renee Curry, School Social Worker
Lisa Kahan, Guidance Counselor 6-9
Ashley Linda, High School Teacher
Kelly Kilpert, Elementary School Teacher
Danielle Pack McCarthy, Parent

Facilities Subcommittee

Tim Walsh, Director of Facilities
Chris Salumn,
Director of Athletics and Physical Education
and Dean of Students
Nancy Martinez-Cirelli, High School Teacher
Joe Virgadamo, High School Teacher
Christine Comerford,
Elementary School Teacher
Nancy Norton, Food Service Director
Liz Campbell-Kelly, Parent
Laura O'Connell, Parent

Athletics Subcommittee

Chris Salumn,
Director of Athletics and Physical Education
and Dean of Students
Megan Crowe, Athletic Trainer
MaryRose Forcello,
Parent/Blue Devil Booster Club President
Kathy Tomann, Parent
Ryan McConville,
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Communication

The District recognizes the need to continually provide updates to the community, faculty, and staff related to continuity of instruction for the 2020-2021 school year. Prior to the opening of school and throughout the school year, the District will utilize the school website, school-sponsored social media, weekly email blasts from the administrative team, and webinars to communicate progress, updates, and changes, and answer questions.

Parents/guardians should refer school-specific questions to their child(ren)'s building principal.

Health and Safety

Haldane Central School District COVID-19 Coordinator

The District has designated Phil Benante, Ed. D., Superintendent of Schools, as the COVID-19 safety coordinator to ensure continuous compliance with all aspects of the school reopening plans.

Health Checks and Screenings

The Haldane Central School District will require parents/guardians to submit a daily, online assurance of their family's health status related to their child(ren)'s temperature (must be below 100 degrees Fahrenheit), symptoms of illness, exposure to a confirmed case of COVID-19, and travel to high-risk states. Faculty and staff will be required to do the same.

School nurses and support staff will check the temperatures of students whose families do not submit the daily assurance. Additionally, school nurses will conduct random temperature checks of students, faculty, and staff to ensure the reliability of self reporting.

Signs and Symptoms of Illness

Faculty and staff will observe individuals for evidence of the the following symptoms:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Any individual experiencing and/or reporting these symptoms, will be sent directly to the nurses' offices. Department of Health and Centers for Disease Control (CDC) guidelines will be followed, along with consultation with the school physician, to care for sick individuals in school and prevent the spread of illness.

Student Isolation

The Haldane Central School District established an isolation section of the health office for students experiencing symptoms associated with COVID-19. Disposable gowns and masks will be provided to school nurses caring for these individuals.

Hand and Respiratory Hygiene

Hand washing and other safety precautions will be explained and demonstrated to students. Hand washing and prevention signs will be displayed in bathrooms, health offices, classrooms, offices, and common areas as reminders to help stop the spread of COVID-19.

The District has an ample supply of hand sanitizer, New York State Clean, as provided by New York State. This hand sanitizer will be distributed throughout the District buildings for use by students (under the supervision of an adult), faculty, and staff. Prior to the start of

the school year, parents will be given notification of the potential use of hand sanitizer and will have the ability to 'opt-out' of use for their child(ren).

Appropriate Times for Use
The following is a partial list of appropriate times to use hand sanitizer:

1. Immediately after entering the classroom
2. After sneezing/coughing
3. After blowing the nose/touching inside the nostrils or mouth
4. After touching a person who is ill
5. Before and after using computer keyboards and mice
6. Before and after eating
7. Before and after touching wounds or cuts

Procedure for Use
Students will be instructed as follows:

1. The teacher or student will pump a dime-sized amount into the palm (one pump).
2. The student will rub hands together in a normal washing motion, covering all surfaces of the hands, especially the fingertips/nails, until they are completely dry.
3. The teacher will remind students to keep their hands away from the face (eyes, nose, and mouth)

NOTE: Alcohol-based hand sanitizer is not effective for eliminating food allergen residue. Handwashing with soap and warm water is required for the removal of food allergens.

Face Coverings and Supplies

The District has an ample supply of Personal Protective Equipment (PPE) on hand, including gloves and masks. An additional order of 5,000 surgical masks and 4,500 cloth face coverings will be received in the coming weeks, and the District will continue to accumulate inventory of these items. Faculty, staff, and students will be required to wear PPE at all times, to the extent practical, if medically capable of doing so. It is understood that faculty, staff, and students may need a "mask break" throughout the day and will be required to maintain at least 6 feet of physical distance when taking such break from wearing a face covering. PPE will be provided if an individual cannot provide their own. Clear face masks/clear barriers will be provided where needed.

Cleaning and Disinfecting Procedures

Standard Cleaning

The District's day cleaning staff will be responsible for managing cleanliness and disinfection during daily operations, while the evening staff will be responsible for a more thorough daily cleaning and disinfection, in accordance with the 'School Year Cleaning' checklist (see Appendix). All protocols will be in accordance with the checklist, and the enhanced CDC guidelines.

High Touch Areas

The District cleaning protocols now include enhanced procedures in accordance with the New York State Department of Health document, 'High Touch Areas - Cleaning for Infection Control' (see Appendix). School nurses and cleaning staff will also ensure that all surfaces in the nurses' offices are cleaned and disinfected between student use.

Products/Inventory

The District utilizes Buckeye Eco One Step Disinfectant-Deodorizer-Cleaner (E22) and the Buckeye Eco Neutral Disinfectant (E23) as part of the cleaning and disinfecting practice. These products are listed on the EPA's Registered Antimicrobial Products for Use Against Novel Coronavirus SARS-CoV-2, the Cause of COVID-19 and the staff is trained on the proper usage per the manufacturer's instructions. The District has a sufficient supply of these products to maintain operations.

Karcher Misting System

The District recently purchased a Karcher Misting System to enhance the ability to disinfect school buildings. This hospital-grade misting system is specifically designed for use with EPA-approved products to disinfect hard-to-reach corners and crevices found in many facilities. These new systems will help the District reduce the risks of Health Care Acquired Infections by killing viruses, bacteria, and mold faster, safer, and quieter. Misting provides higher efficacy by improving coverage more efficiently than traditional cleaning methods.

Social Distancing

Classrooms and common spaces will be measured and marked in order to provide six feet of social distancing and determine final classroom occupancy. Twelve feet of distance will be established for areas such as Physical Education and Chorus/Music.

Plexiglass/Protective Barriers
The District is installing protective barriers, i.e. plexiglass barriers, in areas where recommended by CDC guidelines, and in places where social distancing cannot be maintained, such as foyer entry desks.

Signage
Signage will be displayed throughout the campus to reinforce social distancing guidelines, particularly in areas of congregation. Handwashing and appropriate hygiene will be reinforced with signage in bathrooms and locker rooms. Floor markings will also direct social distancing and traffic patterns.

Traffic Patterns
The Haldane building floor plans do not readily allow for circular traffic patterns; however, the District will establish hallway transitioning guidelines that best support social distancing. Schools schedule modifications will also minimize transition times and hallway traffic.

Please refer to the Appendix for more detailed Health and Safety Protocols.

Facilities

Ventilation

HVAC Systems
In accordance with [The New York State Education Department Guidelines](#) (p. 53), the District will continually review the operation of the building HVAC systems to 1) ensure proper operation, 2) install MERV-13 rated air filters, and 3) adjust the BMS (Building Management System) for proper air flow.

Emergency Drills

The District will continue to hold mandatory safety drills with modifications that ensure proper health and safety precautions.

- The District will conduct fire drills and lockdown drills in a manner that ensures 6 feet of social distancing in outdoor areas and/or require individuals to wear masks. This may involve staggered fire drills for each building.
- Students will be instructed that, in the event of an actual emergency, social distancing will not be a priority and will not be expected. Immediate safety needs will be prioritized.
- The District will ensure that all student cohorts participate in drills when engaging in in-person instruction.

Visitors to School

Outside guests, visitors, contractors, and vendors will be limited to the extent practical. Prior to or upon arrival, guests will be asked to complete a health screening and will not be permitted into the building if they have a temperature over 100 degrees or have any risk factors determined by the health screening.

All visitors will be required to wear a mask when social distancing cannot be maintained.

Nutrition

Lunch Procedures and Access to School Meals

The District is dedicated to providing safe, healthy meals in accordance with the Child Nutrition Program requirements. The District will comply with all health and safety guidelines regarding increased sanitation of school kitchens and cafeterias, and enhanced cleaning and disinfecting of high-touch surfaces including tables, chairs, food carts used for transporting meals within the school, and point-of-service touch pads. All kitchen and cafeteria staff will receive the necessary personal protective equipment.

In order to reduce touch points and minimize student transition, lunch periods will take place in classrooms and/or outdoors areas. Faculty and staff will instruct students on lunchtime hygiene, including distancing, hand washing/sanitizing, and not sharing food or drinks.

The District will continue to provide breakfast and lunch to families in need.

Transportation

Bus Disinfection

Bus drivers will disinfect vehicles/buses between morning and afternoon runs. A thorough disinfection will take place each evening at the conclusion of all bus runs.

Social Distancing on the Bus

The District will develop transportation routes to ensure that buses are loaded equally in an effort to distance passengers. Transportation will be provided for all District students who qualify for services, including students who are homeless, in foster care, have disabilities, and attend non-public schools and charter schools. The District will continue to provide transportation to students as indicated by an Individual Education Plan (IEP), whether Haldane Central School District is in session or not.

Face Coverings

Students will be required to wear appropriate face coverings while on the bus, if medically capable of doing so.

Social Emotional Well-being

The District recognizes that all students, faculty, and staff will need the opportunity to reconnect socially and transition to the appropriate learning models for the new school year. The District will provide a multi-tiered system of social emotional supports for all, followed by a more targeted approach for individuals or groups of individuals with greater or evolving needs.

Through an advisory council, the District will review and update district-wide and building-level comprehensive developmental school counseling program plans under the direction of certified school counselor(s). Resources and referrals to address mental health, behavioral, and emotional concerns will be made available on the District website, and through the Pupil Personnel Department, school guidance counselors, and social workers.

The District will also provide faculty and staff with professional development and resources for talking with students about the COVID-19 health emergency, as well as supports for themselves and their students.

Support for Those With Additional Needs

As needed, the District and clinical staff will provide more extensive support in the form of classroom discussions, increased counseling sessions, and attendance issue resolution with families.

Short-term group counseling supports and/or individual counseling may be implemented for students who would benefit from more social connections and discussion beyond the classroom. Counselors are prepared to offer teletherapy, including video conferencing and/or phone calls, with referrals to outside/private therapy, if warranted.

Support for Those Experiencing Loss or Trauma

Families are encouraged to contact a school clinician or school administrator if they have experienced the loss of a loved one, loss of housing, or loss of financial stability, and require more specific support. The District will maintain and share resources for local food banks,

counselors, and community support networks.

Teaching and Learning

The Haldane Central School District is dedicated to maintaining high-quality continuity of learning for all students for the 2020-2021 school year. This plan details three learning models that may be employed over the course of the year, in response to local and New York State guidelines and the evolving COVID-19 pandemic.

These models are defined below:

- **In-Person Learning Model** - the teacher and the students meet physically in a set place for a set time with social distancing and health and safety measures in place.
- **Hybrid Learning Model** - some of the students attend in-person classes on campus while the others engage in classes and coursework online from home. Students will alternate between on-campus and at-home environments according to a set rotation of cohorts.
- **Remote Learning Model** - the students and the teacher are separated by distance and, therefore, cannot meet in a traditional physical classroom setting. All classes and coursework are facilitated online.

K-12 Assertions

Equitable Instruction of Students

The Haldane Central School District is committed to the equitable instruction of students through the COVID-19 pandemic. The school district's planning efforts have considered the disproportionate impact that prolonged interruption of schooling has on the District's most vulnerable students, in particular early learners, students with special needs, and English Language Learners (ELLs).

Curriculum

The most essential concepts and skills for each grade level or course will be prioritized within units of study that are adaptable for in-person and remote learning. Units will focus on authentic learning and may integrate content from multiple disciplines.

Instruction
Learning will be facilitated in a variety of ways to account for individual learning differences. When students are learning remotely, a combination of synchronous and asynchronous formats will be used. Recommended routines and anticipated schedules for each model are detailed below.

Assessment
In all models, teachers will monitor student progress and provide timely, descriptive, and formative feedback. When possible, rubrics will be used to define expectations and evaluate student achievement on authentic summative assessments. Secondary teachers will enter grades into PowerSchool on a weekly basis. The Northwest Evaluation Association (NWEA) standardized Measures of Academic Progress will be administered when feasible.

To the extent possible, Haldane students who are enrolled in college-level courses will follow the guidelines from the hosting university.

Instructional Resources
Students will access a balance of digital and non-digital resources that promote rigorous student engagement in all models. When students are learning remotely, the District will ensure that all students have access to WiFi and technology devices. Only developmentally appropriate software that complies with regulations related to protecting students' Personally Identifiable Information (PII) will be used. Google Classroom will be used consistently to streamline and coordinate expectations in anticipation of shifts between in-person and remote learning models.

Student Behavior Expectations
The Haldane Central School District Code of Conduct will remain in effect for all learning models.

Connections and Communication
An important component of Haldane's culture is personal connection. When students are learning remotely, teachers will maintain connections through online synchronous sessions, written feedback, emails, or phone calls. Students and families should communicate directly with the appropriate faculty member and access the principals as

needed. Additionally, teachers will communicate their availability and the process they will use to connect with students on their Google Classroom page. Principals will provide regular updates via letters and webinars.

Special Education

Students with disabilities will receive services specified on their Individual Education Plan (IEP), regardless of the current learning model. Special educators and related service providers will work with students and families to discuss the best means for delivering services in accordance with current guidelines.

Clinical Services

Guidance Counselors, Social Workers, Psychologists, Behaviorists, and Nurses will continue to provide resources and services. They will maintain regular contact with students and families as appropriate.

In-Person Learning Model

When the District or individual schools within the District are operating under an In-Person Learning Model, all students will attend school in-person with their teacher(s) in a set place for a set time with social distancing and health and safety measures in place.

Cohorting

Student schedules will reflect the need to minimize physical transitioning throughout the building. Students will eat lunch in their classrooms to further maintain cohorts. Middle School students will remain in cohorts to the extent possible, with teachers transitioning rather than students. High School students will participate in longer instructional blocks to facilitate deeper learning and minimize hallway time.

Outdoor Space

Outdoor "classroom" areas will be designated throughout campus and teachers will be encouraged to take advantage of these spaces when appropriate. Physical Education, Music, and Chorus will take place outdoors when weather allows. Recess will take place on the blacktop and other open space, and students will be encouraged to engage in easily distanced activities.

Maintaining Course Requirements

Students in all grade levels will be expected to fulfill course requirements in accordance with District and State guidelines.

Shared Materials

The District will emphasize the importance of eliminating or reducing to the extent possible all shared physical resources, including textbooks, manipulatives, writing utensils, art materials, and PE equipment. Where shared materials or exchange of materials are necessary (e.g., library books or elementary student work) these items will be sanitized or quarantined between use. Secondary students may receive paper copies of work; however, all work must be submitted electronically.

Attendance

Students and families will be expected to follow all existing attendance guidelines.

In-Person Learning Model: Elementary School Schedule

Students will follow their regular classroom schedule with the following adjustments:

- Recess periods will be spread across the school day to allow social distancing on the playground and blacktop areas
- Special Area teachers will travel to the classroom or an outdoor space to minimize cohort interaction
- Dismissal will be staggered to minimize congregation of students

In-Person Learning Model: Middle School Schedule

Classes will run on a two-day cycle (blue and white).

	Day A	Day B	Day C	Day D	Straight 9
7:33-8:14	Period 1	Period 1	Period 1	Period 1	7:33 – 8:14 - Period -1
8:19-9:14	Period 2	Period 5	Period 4	Period 3	8:18 – 8:59 - Period - 2
9:19-10:14	Period 3	Period 2	Period 5	Period 4	9:03 – 9:44 – Period - 3
10:19-11:14	Period 4	Period 3	Period 2	Period 5	9:48 – 10:29 – Period - 4
NA	NA				10:33 – 11:14 – Period - 5
11:18-11:59	Lunch/Extra Help				11:18 – 11:59 - Lunch
12:03-12:44	Period 7				12:03 – 12:44 – Period - 7
12:48-1:29	Period 8				12:48 – 1:29 – Period - 8
1:33-2:14	Period 9				1:33 – 2:14 – Period – 9

In-Person Learning Model: High School Schedule

Schedule	Day 1 - White	Day 2 - White	Day 3 - Blue	Day 4 - Blue
7:33 - 9:00	Period 1	Period 3	Period 1	Period 3
9:05 - 10:30	Period 2/ Homeroom	Period 4	Period 2/ Homeroom	Period 4
10:35 - 11:15	Lunch	Lunch	Lunch	Lunch
11:20 - 12:45	Period 6	Period 8	Period 6	Period 8
12:50 - 2:15	Period 7	Period 9	Period 7	Period 9
2:15 - 2:55	Prep	Prep	Prep	Prep

Schedule	Day 1 - Blue	Day 2 - Blue	Day 3 - White	Day 4 - White
7:33 - 9:00	Period 1	Period 3	Period 1	Period 3
9:05 - 10:30	Period 2/ Homeroom	Period 4	Period 2/ Homeroom	Period 4
10:35 - 11:15	Lunch	Lunch	Lunch	Lunch
11:20 - 12:45	Period 6	Period 8	Period 6	Period 8
12:50 - 2:15	Period 7	Period 9	Period 7	Period 9
2:15 - 2:55	Prep	Prep	Prep	Prep

Hybrid Learning Model

Cohorting

When the District or individual schools within the District are operating under a Hybrid Learning Model, approximately fifty percent of students will attend in-person classes on campus while the other fifty percent engage in classes and coursework online from home. Students will alternate between on-campus and at-home environments according to a set rotation of cohorts. Cohorts are likely to be determined alphabetically by school or grade, with consideration for having siblings attend on the same days.

Virtual Participation

Classrooms will be equipped with the technology for screencasting or direct streaming of instruction, allowing at-home students to participate in the instructional portions of each class. The cohort of students that are attending classes from home will virtually follow the same schedule as the cohort that is on-campus.

Indoor and Outdoor Space

The on-campus cohort will follow the same indoor and outdoor space usage guidelines detailed in the In-Person Learning Model.

Maintaining Course Requirements

Students in all grade levels will be expected to fulfill course requirements in accordance with District and State guidelines.

Attendance

Students and families will be expected to follow all existing attendance guidelines.

Hybrid Model: Elementary School Students

In the Hybrid Learning Model, elementary students will attend in cohorts of Monday/Tuesday or Thursday/Friday, with alternating cohort attendance on Wednesdays. Special area classes will occur in person on a repeating cycle over the course of five on-campus days.

Hybrid Model: Schedule for Middle School Students

	Day 1 - Blue Cohort 1 (A-L)	Day 2 - Blue Cohort 1 (A-L)	Day 3 - White Cohort 2 (M-Z)	Day 4 - White Cohort 2 (M-Z)
7:33-8:14	Period 1	Period 1	Period 1	Period 1
8:19-9:14	Period 2	Period 5	Period 4	Period 3
9:19-10:14	Period 3	Period 2	Period 5	Period 4
10:19-11:14	Period 4	Period 3	Period 2	Period 5
NA	NA			
11:18-11:59	Lunch/Extra Help			
12:03-12:44	Period 7			
12:48-1:29	Period 8			
1:33-2:14	Period 9			

	Day 1 - White Cohort 1 (A-L)	Day 2 - White Cohort 1 (A-L)	Day 3 - Blue Cohort 2 (M-Z)	Day 4 - Blue Cohort 2 (M-Z)
7:33-8:14	Period 1	Period 1	Period 1	Period 1
8:19-9:14	Period 2	Period 5	Period 4	Period 3
9:19-10:14	Period 3	Period 2	Period 5	Period 4
10:19-11:14	Period 4	Period 3	Period 2	Period 5
NA	NA			
11:18-11:59	Lunch/Extra Help			
12:03-12:44	Period 7			
12:48-1:29	Period 8			
1:33-2:14	Period 9			

Hybrid Model: Schedule for High School Students

Schedule	Day 1 - White Cohort 1 (A-L)	Day 2 - White Cohort 1 (A-L)	Day 3 - Blue Cohort 2 (M-Z)	Day 4 - Blue Cohort 2 (M-Z)
7:33 - 9:00	Period 1	Period 3	Period 1	Period 3
9:05 - 10:30	Period 2/ Homeroom	Period 4	Period 2/ Homeroom	Period 4
10:35 - 11:15	Lunch	Lunch	Lunch	Lunch
11:20 - 12:45	Period 6	Period 8	Period 6	Period 8
12:50 - 2:15	Period 7	Period 9	Period 7	Period 9
2:15 - 2:55	Prep	Prep	Prep	Prep

Schedule	Day 1 - Blue Cohort 1 (A-L)	Day 2 - Blue Cohort 1 (A-L)	Day 3 - White Cohort 2 (M-Z)	Day 4 - White Cohort 2 (M-Z)
7:33 - 9:00	Period 1	Period 3	Period 1	Period 3
9:05 - 10:30	Period 2/ Homeroom	Period 4	Period 2/ Homeroom	Period 4
10:35 - 11:15	Lunch	Lunch	Lunch	Lunch
11:20 - 12:45	Period 6	Period 8	Period 6	Period 8
12:50 - 2:15	Period 7	Period 9	Period 7	Period 9
2:15 - 2:55	Prep	Prep	Prep	Prep

Remote Learning Model

When the District or individual schools within the District are operating under a Remote Learning Model, the students and the teacher are separated by distance and, therefore, cannot meet in a traditional physical classroom setting. All classes and coursework are facilitated online.

K-12 Overview

Distance learning will involve a balance of synchronous (live) and asynchronous experiences. The frequency and duration of synchronous sessions depends on the learners capacity to maintain focus in a virtual environment and is further defined in the school specific information.

The purpose of synchronous sessions may include opportunities for:

- Whole class instruction including mini-lessons or community building activities
- Small group differentiated learning including the use of breakout rooms and virtual student collaboration and study-group sessions
- Clarifying expectations and showcasing student work
- Assessment practices that require spontaneous teacher-student interaction
- Delivery of academic and social emotional support services

Synchronous sessions will be recorded for students who are absent and to allow students to review the recording for clarification.

The purpose of asynchronous experiences is to support synchronous sessions and may include opportunities for:

- Building prior knowledge and conducting research
- Reinforcing learning and practicing skills
- Deepening understanding of concepts and expanding skills
- Assessment practices that do not require spontaneous teacher-student interaction
- Developing projects and performances that demonstrate student achievement

The recommended routines and specific schedules within the following school sections are intended to provide clarity and consistency. The guidelines were developed with consideration for student readiness and developmental differences.

Remote Learning Model: Recommended Routines for Elementary School Students

- Students begin their day by checking Google Classroom for details on synchronous sessions, asynchronous learning, and due dates.
- All elementary students will participate in a 20-30 minute synchronous class meeting at least twice a week. These full class synchronous sessions will be scheduled at a consistent time for each grade level and will be recorded for those unable to attend the designated time. Additional whole class and small group synchronous sessions are defined below for specific grade levels.
- Asynchronous instruction will be delivered through recorded teacher instruction, teacher-directed use of educational platforms, and teacher-designed activities.

Grades K-3

- Since our youngest learners are not able to navigate whole group synchronous sessions independently, synchronous small group instruction will occur at a higher frequency. Students will engage in a minimum of 4 synchronous small group instruction sessions a week. The focus of these sessions may include: differentiated initial instruction, application of skills that were introduced asynchronously or remediation as needed. Collaboration between students and opportunities for extension will be encouraged.

Grades 4 & 5

- 4th and 5th graders will participate in more synchronous instruction for the purpose of introducing new material.
- Fourth grade teachers will provide whole class synchronous instruction 3 times a week for 40 minutes and 2 to 3 additional small group synchronous sessions.
- In the 5th grade, whole class synchronous lessons will occur 4 times a week (Reading, Writing, Math, and Science or Social Studies on a rotating basis) for 40

minutes. Small group synchronous sessions will occur twice a week with a rotation of their teachers.

Special Areas

- Elementary “specials” will be held daily for each grade level at a consistent time. For example, a class may participate in a different special area at 10:30am each day on a rotational basis. Student work and demonstrations will be facilitated during this session. Some sessions will be asynchronous project completion.

Remote Learning Model: Schedule for Elementary School

These schedules are for illustrative purposes.

Grades K-3

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45	Synchronous Virtual Arrival and Morning Announcements Check Into Google Classroom for Asynchronous Work				
9:00	Synchronous Whole Class Meeting	Asynchronous Practice and Projects			
9:30					
10:00		Synchronous Small Group Session		Synchronous Small Group Session	
10:30					
11:00	Whole Group Synchronous PE	Asynchronous Library Read Aloud	Whole Group Synchronous Music	Independent PE Activity	Whole Group Synchronous Art
11:30					
12:00					
12:30	Synchronous Small Group Session		Synchronous Small Group Session		
1:00	Asynchronous Practice and Projects				Synchronous Whole Class Meeting
1:30					
2:00	Independent Reading				
2:30					

Grade 4

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45	Virtual Arrival and Morning Announcements Check Into Google Classroom for Asynchronous Work				
9:00					
9:30	Synchronous Whole Class Meeting	Asynchronous Practice and Projects			
10:00		Synchronous Whole Class Science or Social Studies	Synchronous Whole Class ELA	Synchronous Whole Class Math	
10:30					
11:00					
11:30	Synchronous Whole Class Art	Synchronous Whole Class Music	Independent PE Activity	Asynchronous Library Read Aloud	Synchronous Whole Class PE
12:00					
12:30	Independent Reading				
1:00					
1:30	Synchronous Small Group Session	Asynchronous Practice and Projects			
2:00			Synchronous Small Group Session		Synchronous Whole Class Meeting
2:30					

Grade 5

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45	Virtual Arrival and Morning Announcements Check Into Google Classroom for Asynchronous Work				
9:00	Synchronous Whole Class Meeting				Synchronous Whole Class Meeting
9:30	Synchronous Whole Class Reading	Synchronous Whole Class Math	Synchronous Whole Class Writing	Synchronous Whole Class Science or Social Studies	
10:00					
10:30					
11:00	Asynchronous Library Read Aloud	Synchronous Whole Class Art	Independent PE Activity	Synchronous Whole Class PE	Synchronous Whole Class Music
11:30					
12:00					
12:30	Synchronous Small Group ELA or Math	Asynchronous Practice and Projects			
1:00					
1:30	Asynchronous Projects		Synchronous Small Group Science or Social Studies	Asynchronous Projects	
2:00					
2:30	Independent Reading				

Remote Learning Model: Recommended Routines for Middle School Students

- Students will begin the school day with homeroom/morning announcements and will be encouraged to check Google Classroom to plan for the day.
- Students will attend the synchronous schedule of classes detailed below and attendance will be taken.
- Elective classes will be suspended.

Remote Learning Model: Middle School Schedule

The team approach is at the core of the middle school model. Synchronous interactions, including office hours, will be delivered on a schedule that approximates the usual academic block, but is structured to account for the unique distance learning environment.

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:30-9:15	Period 2 & Homeroom	Period 5 & Homeroom	Period 4 & Homeroom	Period 3 & Homeroom	AIS/Resource 6
9:30-10:15	Period 3	Period 2	Period 5	Period 4	AIS/Resource 7
10:30-11:15	Period 4	Period 3	Period 2	Period 5	AIS/Resource 8
11:15-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-12:45	PE/Health 7 & 8 Art/Music 6	Art/Music 7 & 8 Reading 6	PE/Health 7 & 8 Art/Music 6	Art/Music 7 & 8 Reading 6	Independent & Small Group Projects
1:00-1:30	Language 8 Home & Careers 7 PE 6	Language 8 DCI 7 Library 6	Language 8 Home & Careers 7 PE 6	Language 8 DCI 7 Library 6	Independent & Small Group Projects
1:45 -2:15	Language 7 Home and Careers 8	Language 7 DCI 8	Language 7 Home & Careers 8	Language 7 DCI 8	Independent & Small Group Projects

Remote Learning Model: Recommended Routines for High School Students

- Students will meet with each teacher in a synchronous whole class or small group session at least twice a week. These sessions will be recorded.
- Lessons or updates will be posted based on the frequency of a course meeting when a student is on campus. Some classes meet every other day.
- A shared calendar will be created for high school staff that includes major student projects and assessments for the purpose of coordinating academic expectations.
- Attendance will be taken and participation in remote learning activities will be documented by teachers in PowerSchool.
- Communication and follow-up with teachers will take place via phone calls, emails, or synchronous sessions. Parents/guardians should first reach out to the teacher with any questions or concerns. After reaching out to the teacher, parents/guardians may contact the guidance counselor or building principal.

Remote Learning Model: High School Schedule

The facilitation of new learning will be accomplished in both synchronous and asynchronous formats. Synchronous sessions, including office hours, will follow the schedule below in order to prevent conflicts and to provide a later, flexible start of the day.

Time	Virtual Period
7:35 - 8:15	Prep
8:15 - 8:50	Extra help, CST, Faculty/Department Meetings
8:55 - 9:02	Announcements
9:05 - 9:40	Period 1
9:45 - 10:20	Period 2/Homeroom
10:25 - 11:00	Period 3
11:05 - 11:40	Period 4
11:45 - 12:20	Lunch
12:25 - 1:00	Period 6
1:05 - 1:40	Period 7
1:45 - 2:20	Period 8
2:25 - 3:00	Period 9

This schedule is designed to eliminate conflicts; however, it does not imply that students will have synchronous experiences in every course every day. Courses across academic areas will meet synchronously, at a minimum, on the following weekly rotation:

- Math and Science will meet synchronously minimally on Monday and Wednesday with major assignments due on those days.
- English and Social Studies will meet synchronously minimally on Tuesday and Thursday with major assignments due on those days.
- World Language and Specials will meet synchronously minimally on Wednesday and Friday with major assignments due on those days.

Technology and Connectivity

Access to Computing Devices and Broadband

The District will continue to support families with access to WiFi and technology devices. Prior to the start of school, the District will survey all families to assess connectivity access and reliability and device needs. In anticipation of the Hybrid and Remote Learning Models, the District is prepared to offer 1:1 Chromebooks to all students.

During the school year, students and families who experience issues with devices or connectivity at home should contact their child's principal or Leah Horn at lhorn@haldaneschool.org

Special Education

The District is committed to providing a Free and Appropriate Public Education to our students with disabilities in all learning models. Schedules will allow for students in Special Class or Integrated Co-Teach models to attend school in-person as frequently as possible, while following social distancing guidelines.

The District will continue to provide accommodations, modifications, and assistive technology based on Individual Education Plans (IEP) and 504 plans to ensure that all students can access instruction across all learning models. Adjustments may be made to instruction (including frequency and duration of services) if the District must transition between models. Special Education teachers will collaborate with general education teachers and work with students to provide accessible instruction and appropriate modifications for students with disabilities. Modifications will be made based on individual needs, per each child's IEP.

When necessary for social distancing, related services that are offered in a group setting, such as Speech Therapy, Occupational Therapy, Physical Therapy, and Counseling, may be modified by: providing smaller groups or individual services for social distancing; changing the location of services to maintain social distancing; providing services virtually; or providing clear face shields or plexiglass barriers for providers when therapy necessitates that the student must see the providers face/mouth (for example in speech and language therapy sessions addressing articulation needs).

Special Education teachers and related service providers will work on individual IEP goals in all models and student progress will be monitored toward goals. Progress will be communicated to parents quarterly for secondary students and each trimester for elementary school students.

Special Education services will be documented as follows:

In a Hybrid or Remote Learning Model, the frequency and duration of Integrated Co-Teach Classes, Special Classes, and Resource Room will be documented in a schedule for

parents and will be posted on the District website. Related services will be delivered either face-to-face or remotely if we are in a Hybrid or Remote Learning Model. In addition, related services will be continuously documented for frequency of services. Every effort will be made to prioritize in-person services for students with disabilities, as long as health and safety precautions can be maintained.

The District Committee on Special Education (CSE) and Committee on Preschool Special Education (CPSE) will communicate and collaborate with Out-of-District and preschool programs to provide services and supports to all students. The Hybrid Learning Models for Out-Of-District programs will be designed based on their ability to follow health and safety precautions within their facilities.

Engagement in CSE and parent/guardian meetings for specific student needs will occur on an individualized basis, utilizing video conferencing as necessary. Translation and communication in the parent/guardian's preferred language will be provided.

The District will convene the CSE/CPSE committees, regardless of the learning model, to determine the Least Restrictive Environment for each child’s needs. Parents will be notified and involved in all CSE/CPSE meetings whether in person or via video conferencing.

Bilingual Education and World Languages

The District recognizes the importance of completing the ELL (English Language Learners) identification process for all new students enrolled during the 2019-2020 COVID-19 school closure and during the summer of 2020. The District will provide required instructional Units of Study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction. Parents/guardians of all ELLs will receive regular communication in their preferred language.

Staffing and Human Resources

Faculty and Staff Training

All District faculty and staff will be trained in the proper practices and procedures related to the COVID-19 Pandemic, including proper use of PPE, social distancing, observing signs and symptoms of illness, and cleaning protocols.

Appendix

Health and Safety Protocols for Staff and Students

Protocol for staff to observe signs of illness in students and other staff:

Teachers and Staff must observe students and other staff members for evidence of the following symptoms:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Observations of these symptoms may include:

- Flushed cheeks;
- Rapid or difficulty breathing (without recent physical activity);
- Fatigue, and/or irritability; and
- Frequent use of the bathroom.

If any individual is experiencing and/or reporting these symptoms, they must be sent directly to the quarantine area of the health office wearing a mask and assisted by a staff member wearing a mask.

Protocol for actions to be taken if there is a confirmed case of COVID-19 in the school:

In the event that there is a suspected or confirmed case of COVID-19 in the school, the District will immediately notify the Department of Health and Medical Director for further guidance.

The Director of Facilities will be notified to immediately close off any spaces that have been used by a sick person until cleaned and disinfected following CDC guidelines.

The parent of the student or the staff member will be advised that the child/staff member must stay home and not return to school until they meet the guidelines to return.

Return to school will be coordinated with guidance from the school physician and the local Department of Health.

Protocol for actions to be taken for the return to school following illness or diagnosed confirmed case of COVID-19 or following quarantine due to contact with someone confirmed to have COVID-19:

If a person is diagnosed with COVID-19 by a healthcare provider the District will consult with the Department of Health and the school physician when determining reentry to school after an individual has recovered from a confirmed case of COVID-19. The school nurse or school administrator, in collaboration with the school physician, will be in contact with the individual to help determine a return to school.

A person diagnosed with COVID-19 should stay at home in isolation until:

- They provide documentation of evaluation by a healthcare provider (healthcare provider note clearing a person to return to school),
- Negative COVID-19 testing, and symptom resolution, or
- If COVID-19 positive, release from isolation as required by DOH and NYSED following CDC guidelines.

Symptom Resolution, following a positive COVID-19 test includes the following guidelines:

- It has been at least ten days since the individual has complete resolution of symptoms;
- It has been at least twenty four hours since the individual has had a fever (without using fever reducing medicine); and
- It has been at least ten days since the individual's symptoms improved, including cough and shortness of breath.
- If an individual has been tested, they can be around others when they have no fever, respiratory symptoms have improved, and they receive two negative test results in a row, at least 24 hours apart.

If a person has been exposed to or in contact with an individual who has a positive COVID-19 test, they should stay home from school, in isolation for 14 days. The District will work with the local Department of Health for further guidance.

Protocol for providing accommodations for staff and students who are at high risk for COVID-19:

- The Haldane Central School District will provide accommodations for staff and students who are in high risk categories or have compromised immune systems on an individual basis and according to the specific medical needs identified by a healthcare provider. Accommodations for those individuals living with a person who is identified as being in a high risk category will also be made on an individual basis.

- Accommodations will be made in accordance with the Americans with Disabilities Act and all Federal and State guidelines.

- The District will consult with the school physician to assist in determining appropriate accommodations on an individualized basis.

Protocol for students or staff with a temperature, signs of illness, or positive response on health questionnaire:

If a student or staff member develops a fever, signs/symptoms of COVID-19, or has a positive response on the Health Questionnaire:

- If an individual has not yet arrived at school, the individual will be asked to stay home and follow CDC guidelines on returning following illness.
- If in school, the school nurse will be notified and the student/staff member will be sent to the nurses' office.
- The nurse will escort the child/staff member to the designated isolation section of the Health Office.
- Individuals will be required to remain in the isolation area, wearing a mask, until they can be picked up/sent home.
- A parent will be called and asked to transport the child home.
- In the case of a staff member becoming ill, the staff member will be sent home immediately.

Protocol for daily health and temperature screenings:

Upon reopening school, students and staff will complete a daily health screening to determine if:

- They have tested positive for COVID-19 in the past 14 days
- They have been in contact with an individual who has tested positive for COVID-19 in the past 14 days
- They have experienced any symptoms associated with COVID-19 in the past 14 days
- They have traveled out-of-state, to any restricted area requiring quarantine in the past 14 days. Restricted states can be found using the following link: NYS COVID-19 Travel Advisory List

Protocol for guests and visitors to the school:

- Outside guests, visitors, contractors, and vendors will be limited to the extent practicable.
- Prior to or upon arrival, guests will be asked to complete a paper or electronic health screening and will not be permitted into the building if they have a temperature over 100 degrees or have any risk factors determined by the health screening.
- All visitors will be required to wear a mask.

Protocol for parents or guardians to observe signs and symptoms in children:

Parents/guardians must keep their child home if the child is experiencing any of the following symptoms:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Parents/guardians are asked to keep their child home until they see a physician and symptoms have subsided as follows:

- It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

Protocol to follow correct hand and respiratory hygiene:

Hand washing:

All staff and students are expected to wash their hands frequently throughout the day, including:

- Before eating food or preparing food
- Before and after treating a cut or wound
- After using the toilet
- After assisting a child in the restroom
- After blowing your nose, coughing, or sneezing
- When they are visibly dirty

Steps to thorough hand washing should be followed:

1. Wet your hands with clean, running water (warm or cold) and apply soap.
2. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. Scrub your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.
4. Rinse your hands well under clean, running water.
5. Dry your hands using a clean towel or air dry them.
6. Turn off the faucet using a hand towel.

Staff and students are advised to use hand sanitizer when they are unable to wash their hands, but should not use hand sanitizer when hands are visibly dirty.

Respiratory Hygiene:

- Staff and students should wear a mask or cloth face covering whenever social distancing is not possible.
- Cough or sneeze into a tissue, then throw the tissue away and wash hands.
- If a tissue is not available, cough or sneeze into the inside of your elbow and wash hands.

Training will be provided and signage will be posted as reminders.

Protocol to ensure all individuals keep social distance of six feet apart whenever possible:

- All classrooms and other school facilities will be measured to ensure the ability to stay 6 feet apart from others whenever possible.
- Desks will be placed 6 feet apart in classrooms.
- Desk areas that require closer proximity with others will be provided with a barrier.

Protocol requiring all employees, adult visitors, and students to wear a mask when social distancing is not possible:

- Staff and students will be provided with masks if they do not have their own.
- Faculty, staff, and students will be required to wear PPE at all times, to the extent practical, if medically capable of doing so.
- Students who are unable to wear a mask due to medical restrictions will not be required to wear one, subject to consultation with a physician.
- Staff, students, and visitors should have a mask with them at all times in the event that they are unable to socially distance.

Protocol requiring that students be given scheduled mask breaks:

- It is understood that faculty, staff, and students may need a "mask break" throughout the day and will be required to maintain at least 6 feet of physical distance when taking such break from wearing a face covering.
- The scheduling of “mask breaks” may vary depending on age level of students and individual needs.

Protocol requiring school safety drills with modifications ensuring social distancing:

- The District will continue to hold mandatory safety drills with modifications that ensure proper health and safety precautions are in place.
- The District will ensure that all student cohorts participate in drills when engaging in in-person instruction.
- The district will be sure that fire drills are conducted in a manner that ensures 6 feet of social distancing in outdoor areas and that individuals will wear masks. This may involve staggered fire drill times for the different buildings.
- Lock-down drills will continue to be conducted, although, when social distancing is not possible, students may be instructed on where they would go in the classroom in the event of an actual lockdown.
- Students will be instructed that, in the event of an actual emergency, social distancing will not be a priority and will not be expected. Immediate safety needs will be prioritized.

Protocol for ventilation:

The District's mechanical system is made up of both natural ventilation (windows) and mechanical ventilation (air handling units, unit ventilators). While school is in session, the District will manage the ventilation systems in the following manner:

Procedure

Natural ventilation:

- Faculty and staff will be directed to open windows to the greatest extent possible during the school day to provide greatest possible outside air flow.

Mechanical ventilation:

- Systems will be scheduled to run 2-hours prior to students entering buildings and 2-hours upon dismissal
- Weather permitting, systems will have outside air dampers opened 100%, or the greatest extent possible, and limit the recirculation of air within the space.

- As the recirculation of air becomes necessary due to weather conditions, the District will install MERV-13 filters on mechanical systems, and have these filters changed on a normal preventative maintenance schedule.

Maintenance:

- This District will conduct weekly checks and service of Air Handling Units and Exhaust Fans and daily checks of Building Management System (BMS) system operation.

Protocol for cleaning and disinfecting school facilities:

The District employs a custodial staff that operates on two-shifts; during the day while students are in session and during the evening when students and staff depart. While the majority of cleaning and disinfecting occurs during the evening shift, the District will ensure that cleaning and disinfecting takes place throughout the day in accordance with CDC Guidelines.

Procedure

Supplies:

The District utilizes multiple vendors in order to obtain required supplies. The District utilizes the following:

- Buckeye Ecosystem E-23 Neutral Disinfectant (Spray)
- Buckeye Ecosystem E-23 Neutral Disinfectant (Wipes)
- Buckeye Ecosystem E-22 Disinfectant Deodorizer Cleaner (Spray)
- Vital Oxide (Karcher Misting Machine)
- NYS Supplied Hand Sanitizer
- Dial Touchless Hand Sanitizer Dispensers

Procedure:

The custodial staff will conduct cleaning and disinfecting as per the below guidelines:

Classroom & Offices

To be completed once during the evening shift:

- Cleaning & Disinfecting

  Garbage removed

White Boards/Black Boards
Sweep/Vacuum
Spot Mop
Desktop Tops
Chairs
Windows/window hardware
Light switches
Door Knobs/push bars
Telephones
Computers/keyboards

- Routine Maintenance/Supply check
  Hand Sanitizer
  Soap Dispensers
  Toilet Paper/Paper Towels

Hallways/Stairwells

To be completed 2x during the day-shift:

Water Fountains/water dispensers
Handrails
Door Knobs/push bars
Pushbuttons (elevators/vending machines)
All other high touch areas

To be completed 1x during the evening shift:

Remove Garbage
Sweep Floor
Spot Mop Floors
Clean trophy case glass
Stairwells cleaned
Water Fountains/water dispensers
Handrails
Door Knobs/push bars
Pushbuttons (elevators/vending machines)
All other high touch areas

Bathrooms

To be completed 2x during the day-shift:

- Faucets
- Sinks
- Toilets/Urinals (including latches)

To be completed 1x during the evening shift:

- Faucets
- Sinks
- Toilets/Urinals (including latches)
- Floors swept & mopped with disinfectant
- Garbage Removed

Kitchen/Cafeteria

To be completed during the day shift:

- Clean and disinfect tables after each use & during night shift
- Sweep floor upon change-out
- Mop and disinfect floor every night

Heath Office:

School health office cleaning must occur after each use and must include the following:

- Cots
- Bathrooms
- Any utilized Health office equipment, in accordance with manufacturer's instruction

Karcher Misting Machine

The District has two Karcher misting machines, which will be utilized to perform 'deep cleaning/disinfecting' of select areas, including hard to reach areas, such as lockers/locks, keyboards and computers, and select teaching materials. These machines will be utilized daily, with the intent of reaching all spaces weekly.

Personal Protective Equipment (PPE):

All custodial personnel/cleaners will be provided, through the District, an adequate supply of PPE, including gloves, facemasks, face shields and any other PPE as per the MSDS of any utilized products.

Training:
All custocial personnel/cleaners will undergo training prior to the commencement of the school year, as well as throughout the school year, to include proper cleaning procedures, including dwell times as per manufacturer recommendations, responsibilities, and proper PPE usage.

Protocol for transportation:

The District will continue to provide transportation to all District students who qualify for services, including students who are homeless in foster care, have disabilities and attend non-public schools and charter schools. The District will develop the transportation routes to ensure the buses are loaded equally in an effort to ensure adequate distinction between students. The District will continue to provide transportation to students as indicated by an IEP, whether Haldane Central School District is in session or not.

Procedure
Driver Responsibilities:

- The Driver will ensure that he/she is wearing appropriate face coverings and gloves, which will be provided by the District; any Driver that is required to touch a student for any reason will utilize District-provided gloves.
- The Driver will ensure that the bus is loaded from a 'back to front' system and unloaded from a 'front to back' system.
- The Driver will ensure that the roof hatch is open, weather permitting.
- The Driver will disinfect their vehicle/bus between AM and PM runs; a thorough disinfection will take place in the evening at the conclusion of all bus runs.
- The Driver WILL NOT utilize or carry any hand sanitizer, including personal hand sanitizer. Hand sanitizer will be provided for all drivers to utilize prior to and after District runs.
- The Driver will be provided masks for students who arrive without a mask; transportation will be provided regardless of whether a student utilizes a mask or not.

Student Responsibilities

- Students shall wear appropriate face coverings, provided by the District or from home, if medically capable of doing so.
- Students shall sit in designated spaces, as directed by the Driver.
- Students shall listen to the Driver when loading and unloading the bus.
- Students from the same household shall sit together.

Training:

All District Drivers shall undergo training prior to the commencement of the school year and at intervals throughout the school year, which shall cover the following topics:

- Signs and symptoms of COVID
- Proper use of PPE
- Proper methods of social distancing on a bus
- Procedures for loading and unloading a bus.

Haldane Central School District School Year Cleaning Checklist

Week of:

SCHOOL YEAR CLEANING CHECKLIST						
CLEANING TASK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	REMARKS
Daily						
General dusting						
Desktops cleaned						
White Boards cleaned						
Black Boards cleaned						
Door windows cleaned						
Garbage removed						
Sweep floors						
Vacuum						
Spot mop hallways & classrooms						
Bathrooms & dividers cleaned						
Bathroom paper checked and filled						
Bathroom soap checked and filled						
Trophy Case glass cleaned						
Hallway Divider glass cleaned up to 7ft.						
Staircases cleaned						
Clean vending machines						
Wipe stairwell railings						
Water fountains cleaned daily						
Weekly						
Steam radiators dusted weekly						
Full mop of hallways weekly or as req'd						
As required						
Graffiti removal as req'd						
Spot clean carpet as req'd						
Cafeteria						
Spot Mop - DAILY						
Machine Clean - WEEKLY						
Wipe windows/window sills - DAILY						
Cafeteria/Kitchen garbage cans clean as needed						
Kitchen						
Full Mop - DAILY						
Inspect under equip - DAILY						
Gymnasiums						
Spot Mop - DAILY						
Machine Clean - WEEKLY						
Sweep - DAILY						
Add'l Tasks Assigned:						

Haldane Central School District Cleaning for Infection Control

(Developed in conjunction with the New York State Department of Health)

High Touch Surfaces:

- Door Knobs
- Light Switches
- Door Push Bars
- Handrails
- Shared Desks/Table Tops/Tops of Seat Backs
- Faucet Handles
- Toilet Stall Door Locks
- Certain Hand Driers and Towel Dispensers (that are not hands-free operation)
- Drinking Fountain Push Bars
- Bathroom Doors and Fixtures
- Cleaning Equipment Handles

Other High Touch Surfaces:

_____
_____
_____
_____
_____
_____
_____
_____

Addressing certain 'High-Touch' surfaces daily is an important priority, especially during 'cold and flu' season. Address any questions with your supervisor. The O+M Office is available for further clarification as needed.