

Cincinnati Central School
Opening Plan
August 2023



2023-2024 School Opening Plans

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Superintendent's Written Directive

All people who enter school property, which also includes school vehicles, attend school sponsored events, or attend virtual instruction are directed and required to follow the Cincinnati Central School District's Reopening Plan and written protocols. The Plan and written protocols can be found at cc.cnyric.org. This includes, but is not limited to, any requirements to wear face masks, wash hands, maintain social distancing, permit temperature checks, and answer screening questionnaires. Failure to follow the Plan or protocols, as well as failure to follow the directive of an appropriate school official relating to following the Plan or protocols, may result in a person being refused entrance, or an administrator directing the person to leave the school property or event. It may also result in further consequences as follows:

- for all people, the District may contact law enforcement for trespass where the person refuses to leave school property as directed, as well as for any other violations committed;
- for students, discipline pursuant to the District's Code of Conduct for insubordination, endangering the health, safety, or welfare of others, as well as other applicable violations of the Code of Conduct;
- for parents and other visitors, ban on attending school events as well as consequences pursuant to the Visitor's Code of Conduct;
- for school personnel formal discipline, up to and including termination.

September 1, 2023

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Dear parents, care-givers, community members, and students,

Our team has worked diligently to provide the best guidance we can in regard to preparing our facilities for student and staff use. **IT IS INTENDED THAT WE WILL OPERATE IN A 'TYPICAL' SETTING FOR THE ENTIRE 2023 - 2024 SCHOOL YEAR. WE MAINTAIN A PLAN FOR DIFFERENT OPERATING CONDITIONS TO SATISFY THE NEW YORK STATE EDUCATION DEPARTMENT.**

We may have to move to full distance learning if advised from the Health Department or the Education Department. These facts make me especially anxious because I feel responsible for each person that walks through our doors in the morning, but mostly it makes me sad that our students and staff didn't sign up for these conditions at Cincinnati.

Although I have to acknowledge and plan for those 'uncontrollables', I am also choosing to redirect my thinking to those things that I can control. I can control my attitude and my willingness to engage in practices that will protect me and those with which I will be near. I am not a doctor, but I will follow the science as it is being presented by the experts. I have control over my effort to help others. We have emphasized the importance of building relationships and a positive culture as a part of our core as a school; current circumstances give us the opportunity to serve others in a more meaningful way. I accept that challenge.

This guide is a draft. We have the ability to make edits and adjustments prior to the start of school and we have a management right to move to remote learning as conditions warrant. We will continue to monitor our practices and procedures in school and make any necessary changes as we deem necessary.

After the Governor's Office, the New York State Education Department (NYSED), and the New York State Department of Health (NYSDOH) makes a determination regarding school operations throughout the state, we will update our opening plan.

As we receive further information, I will message that out using our Parent Square system.

Thank you and be well.

Todd M. Freeman

Superintendent of Schools

DISTRICT INFORMATION

Contact Information:

Administration

Superintendent - Todd Freeman
Email - tfreeman@cc.cnyric.org
Phone: 607-863-4069 or 863-3200 Ext. 7 then 1

Middle School/High School Principal - David Phetteplace
Email - dphetteplace@cc.cnyric.org
Phone: 607-863-3200, Ext. 5

Elementary Principal/Curriculum Coordinator - Kimberly Symons
Email - ksymons@cc.cnyric.org
Phone: 607-863-3200, Ext. 4

Director of Pupil and Personnel Services - Bridgitte Cook
Email - bcook@cc.cnyric.org
Phone: 607-863-3200, Ext. 6

Director of Facilities II - Michael Stafford
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Phone: 607-863-3200, Ext. 7 then 6

Business Administrator - Matthew Priest
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Phone: 607-863-3200, Ext. 7 then 2

Head Bus Driver - Deb Lilley
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Phone: 607-863-3866

Cook Manager - Wendy Swift
Email: wswift@cc.cnyric.org
Phone: 607-863-3200, Ext. 7 then 5

Director of Athletics - Melissia Custer

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Email: mcuster@cc.cnyric.org

Phone: 607-863-3200, Ext. 7 then 4

IT Director - Daniel Tomlinson

Email: dtomlinson1@cc.cnyric.org

Phone: 607-863-3200

Counseling/Guidance

Grades UPK to 4 - Ashley Bush, Social Worker

Email: abush@cc.cnyric.org

Phone: 607-863-3200, Ext. 4

Grades 5 to 8 - Jane Manning

Email: jmanning@cc.cnyric.org

Phone: 607-863-3200, Ext. 3

Grades 9 to 12 - McKenzie Pietrowski

Email: mpietrowski@cc.cnyric.org

Phone: 607-863-3200, Ext. 3

School Nurse - Megan Potter, RN

Email: mpotter@cc.cnyric.org

Phone: 607-863-3200, Ext. 2

The Cincinnati Central School District website can be accessed at the following link:

- www.cc.cnyric.org

REOPENING PLAN

Our Reopening Plans includes the elements outlined in the [guidance released by NYS Department of Health \(DOH\)](#).

- The Cincinnati Reopening Plan is posted on our website in a location that is easily located by students, parents, teachers, administrators, and other community stakeholders. It is posted on individual school websites and centrally on our main district-wide page.
- The Cincinnati Re-Opening Plan includes all assurances completed by the Superintendent, Todd Freeman, and all of the elements outlined in the New York State Department of Education guidance document.

► **Communication/Family & Community Engagement Reopening Plan**

“Recovering, Rebuilding, Renewing”

1. Plans for reopening should identify the groups of people involved and engaged throughout the planning process.

- Students and Parents
- Staff
- Community Members
- Board of Education Members
- Administrators
- Directors and Confidential Employees
- School Nurse

2. The school and/or district developed a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.

To ensure regular and informational communications with the public, *Cincinnati Administrators* will implement the following methods of communication:

Communication Method	Responsible Party
Local TV, radio, and newspapers	Administration
District website - dedicated page for reopening	Administration
Twitter and School Facebook page	Administration
Prominent signage in buildings to promote health & safety guidelines that follow NYSDOH and CDC guidance: <ul style="list-style-type: none"> ● Printed signs ● Digital signage ● Videos on Website ● Vinyl decals on floors, as needed 	Director of Facilities
Board of Education Meetings	BOE President and Superintendent

Parents/Guardians and Students

All public communications methods outlined above may be utilized by *Cincinnati Administrators*, in addition to:

Communication Method	Responsible Party
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Parent Square	Superintendent
Emails to parents/guardians	Administration/ Teachers
Letters sent home from Administration	Superintendent, Principals, Director of Pupil & Personnel

All District Staff

All communications methods outlined above may be utilized by *Cincinnati Staff*, in addition to:

Communication Method	Responsible Party	Frequency
Cincy all email list	Administrators/Support Staff	Weekly or as needed
Newsletters, print and digital	Communications/Administrators	Monthly
Parent Square	Building Principals/ Communications	As needed
Direct supervisor communications - phone calls and texts	CCSD Supervising Staff	As needed
Letters home	CCSD Administration Members	As needed
Staff meetings	CCSD Administration Members	As needed

3. The school and/or district will ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.

EX: Training and timelines for training is provided in the following ways:

- [Hand washing video for staff:](#)
- [Hand washing video for students:](#)
- [Respiratory hygiene video for students:](#)
- [General inclusive video: staff](#)
- [Symptoms of Coronavirus](#)

4. The school and/or district will encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE when/if necessary, specifically acceptable face coverings.

- [CDC: K-12 Schools and Child Care Programs FAQs](#)
- [DOH: Interim Guidance for In-Person Instruction at PreK to 12 Schools](#)

5. Additionally, the District will provide copies of this document in the language(s) spoken at home among families and throughout the school community as necessary. Written plans are also accessible to those with visual and/or hearing impairments.

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*For copies of this document in other languages or to accommodate a visual or hearing impairment, please contact Andrea Dawson at adawson@cc.cnyric.org or 607-863-4069.

6. Additional Considerations for Effective Communications and Family Engagement
Staff at CCSD provides regular updates about safety, scheduling, and all other information families should be aware of on the Cincinnati website . Families can also provide feedback at any time by contacting their child's school secretary.

- Grades UPK - 4 - Mrs. Tomlinson - 607-863-3200 (ext. 4) or dtomlinson@cc.cnyric.org
- Grades 5 - 12 - Mrs. Delarm - 607-863-3200 (ext. 5) or adelarm@cc.cnyric.org

Cincinnati Central also has a COVID-19 hotline which you can access by calling 607-863-3200 (ext. # 2) and asking to speak to our Nurse, Megan Potter, about COVID-19.

Up to the minute information about COVID-19 can be found on our COVID-19 website here. www.cc.cnyric.org

All other concerns can be directed to our school safety officer Todd Freeman.

- The safety coordinator can answer questions regarding COVID-19 from:
 - Students
 - Faculty
 - Staff
 - Parents/Legal guardians

► Health & Safety

1. Each school and/or district reopening plan must engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) in developing their reopening plan and identify those that participated in the reopening plans.

The following Stakeholders participated in developing this plan:

- Superintendent
- School Nurse
- School Physician
- Physicians Assistant
- Cortland Department of Health
- Administrators
- Teachers
- Directors
- Students
- CDC Guidance
- New York State Department of Health Guidance

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We will continue to monitor local health considerations including the number of cases of COVID-19 in Cortland County as included in the daily briefings well as regional numbers of cases in Central New York State.

2. Ongoing communication with staff and families including website updates, letters home, and emails to staff to include:

- Training provided to students, families, staff to include:
 - Hand hygiene
 - Respiratory hygiene
 - Social distancing and use of face coverings
- Signage within building to include:
 - Hand hygiene
 - Respiratory hygiene
 - Social distancing, face coverings, and directional signs for hallway traffic
- Videos for training to include:
 - Hand hygiene
 - Respiratory hygiene

3. Each school and/or district reopening plan has a written protocol developed in collaboration with the district or school's director of school health services to instruct staff to **observe for signs of illness** in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel.

- Training for staff to include:
 - Signs and symptoms (s/s) of illness: symptoms may appear 2-14 days after exposure to the virus
 - 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
 - If staff members or students present with any s/s of illness, the symptomatic person must report to school nurse immediately.

Cincinnatus Central requires that ill students and staff be assessed by the school nurse and all ill students and staff will be sent home for follow up with a healthcare provider.

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- Any identified ill staff or students will be assessed by the School Nurse. Treatment will be based on assessment findings.

Written instruction to parents regarding the signs and symptoms of illness which require them to stay home.

- Signs and symptoms of illness:
 - Fever (100.0 or higher) 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
- Symptoms may appear 2-14 days after exposure to the virus.

Each school and/or district reopening plan has written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.

Cincinnati Central School will ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face cover wearing, and respiratory hygiene.

Cincinnati Central School will encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE when/if necessary, specifically acceptable face coverings, when a social distance cannot be maintained

- Each classroom will have CDC Wash Your Hands signage by every water outlet
- Elementary signage
- Secondary Signage
- Student and staff bathrooms will have CDC Wash Your Hands signage
- Remind staff and students that it is important that students and staff cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately
- A supply of tissues and no touch/floor pedal trash cans will be available in each room when feasible. If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands. Always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material..

Additionally, communications will be provided in the language(s) spoken at home among families and throughout the school community.

Hand Hygiene Plan

Cincinnati Central built in hand washing times for students and staff. We have also increased hand hygiene to include:

- Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method;
- Use of alcohol-based hand sanitizers (60% alcohol or greater)
- We provide hand sanitizer throughout common areas (e.g. entrances, cafeteria), near high touch surfaces, and use touch free dispensers when able;
- We have signage near hand sanitizer indicating visibly soiled hands should be washed with soap and water; and
- Any staff or students unable to use hand sanitizer are permitted to wash their hands with soap and water.

Cincinnati Central provides the following:

- Facilities and supplies for hand washing including soap and water;
- Paper towels and touch free paper towel dispensers where feasible, air dryers have been removed and disabled from all buildings;
- No-touch trash cans;
- Time in the schedule to allow for frequent hand washing; and
- Promotion of proper hand washing before meals, after recess or physical education, before and after removing PPE, and other times, as appropriate.

All students and staff should wash hands, as follows:

- After using shared objects or surfaces (e.g. electronic devices, musical instruments, writing utensils, tools, toys, desks or table tops);
- Before and after snacks and lunch;
- After using the bathroom;
- After helping a student with toileting;
- After sneezing, wiping or blowing nose, or coughing into hands;
- Upon coming in from outdoors; and
- Anytime hands are visibly soiled.

Respiratory Hygiene Plan

- All students and staff should cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately. Cincinnati Central provides tissues in each classroom and common areas.
- No touch/floor pedal trash receptacles are available in each room and common area.
- If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands.
- Students and staff should always perform hand hygiene after sneezing,

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coughing and handling dirty tissues or other soiled material.

Restricted Areas

We are limiting visitors in the following ways:

- Parents and vendors will have to have an appointment in order to gain access to our school.
- A Visitor's Log is maintained at our single point of entry and visitors must be escorted into the building as a part of our typical routine.

Our district opening plan has a written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.

EX: CCSD staff provides accommodations to students in the school community that are medically vulnerable or high-risk groups.

- We provide the following options:
 - We will coordinate with:
 - school health services personnel
 - special education personnel
 - pupil personnel services and
 - administration
- If you are choosing to not send your child to school, you will need to register for home schooling programming.. Please contact your child's principal if this is your intent.

Cincinnati Central follows [OSHA COVID-19 guidance for its employees](#) along with the [guidance put forth by the CDC](#) in partnership with our local health department.

Cincinnati Central is ensuring we have adequate supplies of PPE for staff and students when requested by working through cooperative purchases through our BOCES and collaborating with our local health department.

Cincinnati Central provides acceptable face covering to employees (and students if they forget their own) and we have an adequate supply in case of need for replacement per Executive Order 202.16.

Cincinnati Central does allow employees to wear their own acceptable face covering. For employees with healthcare provider documentation stating they are not medically able to tolerate face covering, we cannot be required to do so.

Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school,

Face coverings should not be placed on:

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- Children younger than 2 years old;
- Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction;
- Anyone who has trouble breathing or is unconscious; or
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.

Cincinnati Central provides instructions to all students, parents/guardians and staff, contractors and vendors on:

- The proper way to wear face coverings;
- Washing hands before putting on and after removing their face covering;
- Proper way to discard disposable face coverings;
- The importance of routine cleaning of reusable face coverings; and
- Face coverings are for individual use only and should not be shared.

Please note: Students and staff may use alternate PPE (i.e., face coverings that are transparent at or around the mouth) for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g., speech therapy).

These alternate coverings may also be used for certain students (e.g., hearing impaired) who benefit from being able to see more of the face of the staff member.

We will provide face shields as requested by staff during these activities.

Each school and/or district reopening plan has plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks,

Cincinnati Central is ensuring we have adequate supplies of PPE when requested by working through cooperative purchases through our BOCES and collaborating with our local health department. Furthermore, masks will be available on all school owned transportation, at all entrances accessed by staff and students.

15. Each school and/or district reopening plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.

Cincinnati Central requires students and staff with symptoms of illness must be sent to the health office. Our nurse, Megan Potter, is available to assess individuals.

If a school nurse is not available, Cincinnati Central staff will have to isolate and dismiss any student or staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with a health care provider.

Cincinnati Central follows Education Law § 906, which provides whenever a student in the public schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of

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others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance. The director of school health services shall immediately notify a local public health agency of any disease reportable under the public health law⁷. The director of school health services, or other health professionals acting upon direction or referral of such director, may take such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health of the students and staff.

Effective February 1, 2020, the 2019-Novel Coronavirus was added to the Public Health Law as a significant threat to the public health, and the NYS Commissioner of Health designated 2019-Novel Coronavirus as a communicable disease under 10 NYCRR Section 2.1 direction or referral of such director, may make such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health of the students and staff.

Cincinnati Central requires school staff immediately report any illness of students or staff to the school nurse or other designated school staff. Such reports are made in compliance with FERPA, and Education Law 2-d.

Cincinnati Central will take the following steps:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Cincinnati Central refers to the DOH's "Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure" for information on "close and proximate" contacts
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.

Staff must call for emergency transport (911) following district policies for any student showing any of these emergency warning signs of MIS-C or other concerning signs:

- trouble breathing
- pain or pressure in the chest that does not go away
- new confusion
- inability to wake or stay awake
- bluish lips or face
- severe abdominal pain

Return to School after Illness

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school

and should stay at home.

COVID-19 Testing

Cincinnatus Central complies with CDC guidance and we do not conduct COVID-19 testing or require testing or antibody testing of students or staff members. The decision of whether a test needs to be conducted should be determined by a healthcare provider or the local department of health.

If you need a COVID-19 test please contact:

- Cortland County Health Department (www.cortland-co.org)
- Guthrie Medical Center Screening 607-756-3740
- Upstate Medical Center Triage Line 315-464-3979
- Cayuga's Call Center 607319-5708

Each school and/or district opening plan has written protocol that complies with DOH and CDC guidance for the return to school of students and staff following a positive screen for COVID-19 symptoms, illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.

Cincinnatus Central collaborates with our local health department to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level. Lisa Perfetti, of the Cortland Health Department will work with our school nurse and Superintendent to determine if a child or staff member can return to school based on quarantine or isolation status as well as guidance from the New York State Department of Health.

Cincinnatus Central administrators will consider closing school if absentee rates impact the ability of the school to operate safely. Cincinnatus Central may choose to modify operations prior to closing to help mitigate a rise in cases. Cincinnatus Central will consult our medical director, Dr. Douglas Rahner and/or the local department of health when making such decisions.

Each school and/or district reopening plan has written protocol to clean and disinfect schools following CDC guidance.

Cincinnatus Central School will follow the CDC Reopening Guidance for Cleaning and Disinfection with specific guidance for schools along with the Cleaning and Disinfection Decision Tool to aid in determining what level of cleaning and/or disinfection is necessary. School wide cleaning will include classrooms, restrooms, cafeterias, libraries, playgrounds, and buses. The guidance provides a general framework for cleaning and disinfection practices.

- [Reopening Guidance for Cleaning and Disinfection](#)
- [Cleaning and Disinfection Decision Tool](#)
- [NYSDOH Interim Cleaning and Disinfection Guidance for Primary and Secondary Schools](#)

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At a minimum, Cincinnati Central cleaning includes classrooms, restrooms, cafeteria, library, playground, hallways, buses, or any area where students or staff utilize.

To help with cleaning and disinfection Cincinnati Central staff will perform the following:

- Keep accurate attendance records of students and staff members;
- Ensuring student schedules are up to date;
- Perform normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure;
- Provide disinfection using US Environmental Protection Agency (EPA)-approved disinfectants against COVID-19.
- Provide frequent disinfection of surfaces and objects touched by multiple people;
- We will keep all disinfectants out of the reach of children;
 - Classrooms
 - Custodians clean and disinfect rooms daily
 - Health Office
 - Clean and disinfect health cots regularly (after each student use)
 - Cover treatment tables and use pillow protectors
 - Discard or launder coverings after each use
 - Lunchrooms
 - Clean and disinfect lunch tables after every change of classes (at least once daily)
 - Athletic Rooms
 - Disinfect shared environmental surfaces such as strength-training equipment daily
 - Disinfect mats and other high-use equipment after every class
 - Other Frequently Touched Surfaces clean and disinfect after every class

*Cleaning plans include considerations regarding the safety of custodial staff and other people who are carrying out the cleaning or disinfection. PPE is supplied by the District for all cleaning staff if staff choose to use.

Students should not be present when disinfectants are in use and should not participate in cleaning and/or disinfection activities.

Windows will be opened to increase airflow as recommended in DOH guidelines.

Cincinnati Central School students will not share wind musical instruments. They will be issued individual instruments, if requiring a school-owned instrument. They will rent or buy their own, if the family chooses, and will not share it with any other student.

School Health Office Cleaning

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School health office cleaning must occur after each use of:

- Cots;
- Bathroom; and
- Health office equipment (e.g. blood pressure cuffs, otoscopes, stethoscopes, etc.) should be cleaned following manufacturer's directions.

Disposable items should be used as much as possible including:

- Disposable pillow protectors; or
- Disposable thermometers, or disposable thermometer sheaths or probes, and disposable otoscope specula.

Cincinnatus Central School will conduct the required safety drills in accordance with Education Law § 807. Cincinnatus Central School will conduct 8 evacuation and 4 lockdown drills in the 23-24 school year. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps will be taken to minimize the risk of spreading infection while conducting drills.

Each school and/or district reopening plan must designate a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.

Todd Freeman - tfreeman@cc.cnyric.org - 607-863-4069

► Facilities

1. Each school and/or district reopening plan which include changes or additions to facilities must comply with the requirements of the 2023 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code and submit all changes to OFP.

Cincinnatus Central School will conform to the requirements of the 2023 New York State Fire Prevention and Building Code and the State Energy Conservation Code and submit any changes to the Office of Facilities Planning.

2. Each school and/or district reopening plan must ensure compliance with the 2021 Building Condition Survey and Visual Inspection, where applicable.

Cincinnatus Central School will comply with the scheduled 2023 Visual Inspection and the 2021 Building Condition Survey.

3. Each school and/or district reopening plan must provide provisions to conduct the Lead-In-Water Testing as required by NYS DOH regulation 67-4.

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As required by NYSDOH regulation 67-4, Cincinnati Central School will complete the Lead-In-Water Testing, conforming to regulation set by NYSDOH, by December 31, 2020.

4. Each school and/or district reopening plan must ensure all existing and new Alcohol-based Hand-Rub Dispensers which are installed in any locations are in accordance with FCNYS 2020 Section 5705.5.

Cincinnati Central School will ensure that any alcohol based hand sanitizer will conform according to FCNYS 2020 Section 5705.5.

5. Each school and/or district reopening plan must ensure that all new building construction and temporary quarter projects will be submitted to OFP for a full code review.

Cincinnati does not currently have any new building construction planned.

6. Each school and/or district reopening plan which includes new facilities for leasing must provide a plan to consult with OFP for a preliminary evaluation.

Cincinnati Central School does not have plans to lease any additional spaces.

7. Each school and/or district reopening plan which includes the temporary or permanent use of Tents must provide plans adhering to the BCNYS.

Cincinnati Central School does not have plans to use any temporary or permanent tents for additional space.

8. Each school and/or district reopening plan must provide written plans on how to maintain adequate, code required ventilation (natural or mechanical) as designed.

Cincinnati Central School will maintain adequate, code required, ventilation by:

- Increasing the fresh air ventilation rate to the extent possible to aid in maintaining a healthy indoor air quality
- Installing a higher efficiency air filter where applicable
- HVAC filters are changed twice (2) annually or as required.
- Recommend to staff to use window ventilation when safe and possible

Child Nutrition

1. Each school and/or district reopening plan must provide all students enrolled in the SFA with access to school meals each school day.

All students will have access to reimbursable meals that are compliant with the School Breakfast Program and the National School Lunch Program.

- These meals will be prepared and served in accordance with all local health department

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and CDC guidelines

- Students will be discouraged from sharing any utensils or food items.
- Measures will be taken to safeguard students with food allergies.
- Students will be encouraged to wash hands before and after meal service.
- When meals are served in common areas, cleaning gaps will be built into schedules to allow for the disinfection of said area.
- All meals served will comply with state and federal nutrition guidelines.
- Food service information will be distributed to families using the school website, monthly newsletters, menus and social media sites.

2. The District will apply all applicable health and safety guidelines from the NYS DOH and Cortland County Health Department.

3. Each school and/or district reopening plan includes measures to protect students with food allergies if providing meals in spaces outside the cafeteria.

- Food service staff will discontinue the use of peanut butter or peanut products for meals delivered to classrooms
- Parents will be asked to exclude peanut butter from meals brought into the classroom from home
- Food service staff delivering meals will have coded classroom rosters that display any known food allergens of each student
- School nurse will provide teachers with a listing of student allergies
- Alternate food items will be substituted per doctors notes and allergy indication, i.e. Lactaid replaced for milk, gluten free bread used for sandwiches

4. Each school and/or district reopening plan must include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.

- Students will be asked to wash/sanitize hands prior to eating
- Food service staff will adhere to cleaning and disinfecting guidelines set forth by the BOH and CDC
- Each student desk will be lined with paper barrier prior to meals being delivered to the classroom
- Trash receptacles will be emptied after breakfast and lunch
- Food service staff delivering meals will be required to wear gloves, plastic aprons and face masks

5. Cafeteria staff and maintenance staff will follow protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area in the cafeteria or outside.

6. Each school and/or district reopening plan must ensure compliance with Child Nutrition Program requirements (if the school is its own SFA – for charter schools that are part of a district's SFA, the plan must ensure communication with the district regarding food serve requirements).

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All meals will be compliant with the SBP and NSLP program requirements.

7. Each school and/or district reopening plan must include protocols that describe communication with families through multiple means in the languages spoken by families.

Food service information will be distributed to families using the District website, monthly newsletter, menus, and social media sites.

► Transportation

Each school and/or district reopening plan requires students to be trained and provided periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

Each school and/or district reopening plan requires that if the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Program have placed them out of district whose schools are meeting in conducting in- person session education when/if the district is not.

- Students attending BOCES programs and Charter Schools will receive daily transportation and they are obligated to follow district protocol including:
- Parents will be encouraged to drop off and pick up their children.

► Social Emotional Well-Being

Each school and district ensures that district-wide and building-level comprehensive developmental school counseling program plans, developed under the direction of certified school counselor(s), are reviewed and updated to meet current needs.

Our comprehensive counseling plan guides the work of our school counselors in supporting students and families during times of transition, facilitating communication about resources and expectations, and guidance to individuals as they plan their path to success. Students will meet with school counselors annually to discuss their progress in the current school year and make plans for the future, in light of the student's long term goals. This provides students with an opportunity to build a relationship with the school counselor and obtain support for goal setting and action plans. These conversations will include discussion of the impact of changes to Regents examinations, graduation requirements, and course completion that have taken place or may arise during the school year.

Our district comprehensive developmental counseling plan was updated to feature additional student supports, both universally and for students who demonstrate a higher level of need. The plan outlines the process for referrals to mental health resources, both in district and in the community.

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The plan also provides for additional Social and Emotional Learning opportunities through the Positivity Project and peer mentoring programs.

2. Each school and/or district establishes an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, or school's board, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists, to inform the comprehensive developmental school counseling program plan.

Our district utilizes a Student Support Team consisting of school counselors, school social workers, building principals, and the director of pupil personnel services to identify the needs of individual students and groups of students informing the district comprehensive developmental school counseling plan. The school psychologist, teachers, service providers, families, and students are consulted for input to guide revisions to the plan on an annual basis. The Student Support Team meets monthly, with two of those meetings dedicated to reviewing and revising the comprehensive developmental school counseling plan .

3. Each school and/or district reopening plan addresses how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.

Tier 1: Practices for all students:

- Positivity Project - Students at all grade levels will engage with character education mini-lessons on defining character traits within a framework that promotes building positive relationships.
- Universal Screening - The district will implement the use of a universal screening tool to measure social, emotional, and behavioral functioning. The data gathered, with parental consent, will be used to identify needs to be addressed as part of the whole school counseling plan and character education, as well as, to identify students who may need Tier 2 supports that may be less visible. In addition, this tool will be used to monitor the progress and growth of students participating in Tier 2 social and emotional learning support.
- Annual Review of Progress and Career Plan - Students in grades 6-12 will meet with school counselors annually to discuss their progress in the current school year and make plans for the future, in light of the student's long term goals. This provides students with an opportunity to build a relationship with the school counselor and obtain support for goal setting and action plans.
- Provide information about community resources - Students will receive an age-appropriate introduction to health and human services available in their community and how to access them. This information will be developed by school counselors and social workers. Referrals to these services are made by our school social workers and

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counselors in collaboration with families, typically for students in crisis or those in need of a higher level of professional care identified by our multi-tiered system of Social and Emotional Learning support.

- Multiple daily opportunities for Social and Emotional Learning practice - Students will have the opportunity to engage with social and emotional learning activities in an age-appropriate way. Hybrid models will maintain a schedule of class lessons on the same schedule that is maintained during the typical school year to assist students and families with consistency and routine. In addition, Students will have online access to course materials and assignments at all times consistent with internet connectivity.
- Regularly scheduled times for peer socialization - including times for less structure, as well as, relationship building activities coordinated by student leaders with faculty advisement.
- Staff Training - Staff will be offered opportunities to receive training in Social and Emotional Learning, student mentoring, and Therapeutic Crisis Intervention.

Tier 2 and 3:

- Social and Emotional health specialists: Students have access to two school social workers, two school counselors, and mental health services through the Family Health Network. Students can be referred to the RTI committee for Tier 2 and social emotional learning needs by their teachers. Teachers can also refer a student directly to their building principal, as a member of the student support team. All students have access to a school counselor, with whom they can discuss their needs and resources available to meet them. Families may also contact members of our student support team or classroom teachers with concerns about their child and obtain information about resources that are available. Each specialist in the district is able to provide in school services with varying frequency and direction. They are also a source of information about referrals to additional professional supports for students in collaboration with families.
- Peer mentoring program - Students in need of additional support, or interested in helping peers may be considered for the peer mentoring program. This layer of support provides students with a trained peer mentor to build positive connections to the Cincinnati school community and facilitate student friendships.
- Referrals to outside agencies - Families, students, and teachers can approach our school social workers or Student Support Team (SST) for assistance with referral to outside agencies who provide the necessary support. Our school social workers will assist families with resources within the district and collaborate with them to ensure access to mental health services for needs that require professional support that is not available or appropriate to be met within the district. Family Counseling Services provides professional counseling services to students, upon referral and in collaboration

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with families, during school hours and meets with them confidentially in the school building.

4. Each school and/or district reopening plan addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.

- Impact of Trauma workshop: The district will provide a workshop on the impact of trauma and trauma informed practices. The impact of trauma workshop discusses how trauma changes the thinking patterns and brain chemistry of those affected by it. The training also provides information about the prevalence of adverse childhood experiences and how their impact can manifest in children and adults throughout their lives.
- Support professionals: School social workers will present information and strategies for facilitating conversations and building capacity for social emotional learning through professional learning communities.
- Employee Assistance Program (EAP): EAP is a service to local school districts through OCM BOCES to provide school employees with support and connections to health and human services when needed. The EAP offers short term counseling through teletherapy to employees and their family members. The EAP also provides a variety of wellness workshops to small groups on topics of interest including: caregiving, time management, healthy eating, and stress management.
- Utilize Professional Learning Communities, Department teams, and grade level teams to build in time for social and emotional support amongst adults. Working with our school social worker and counselors, monthly meetings will establish systems for colleague check-ins and team building.

School Schedules

1. Each school and/or district reopening plan describes the school schedule planned for implementation at the beginning of the 2023-24 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.

Due to circumstances outside of our control, we may have to modify how we deliver that instruction at various times throughout the school year. Therefore, we are working on the following 'Conditions' for delivering instruction:

Condition Green - This is the model we are all the most familiar with. This would mean that students and staff operate as our typical school day without social distancing, wearing masks, or have any concerns at all about transmitting a virus among us. Also, we will run our normal bus routes and we will have multiple students in each seat.

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The following conditions will only need to be considered if there is a change in COVID transmissions nationally impacting our ability to attend school.

Condition Yellow - In this model, all students will attend school every day but will honor social distancing guidelines and all staff and students will wear a mask when required. We are limited to 22 students per bus or more if students are from the same household and are able to share seats. Any student that attends BOCES will attend everyday including CTE programs, Alternative Education, or any Special Education Programs.

Condition Orange - In this model, all students in grades UPK through Grade 6 will be attending school each day. Classrooms have been established so that there are less students in these classrooms and we limit their movement throughout the building. In grades 7 - 12, we will follow an A-B Format in which half of each grade level will attend school each day. For students that are in remote learning that day, they will follow their schedule on their chromebook that will be provided. Therefore, they will have access to the teacher in a “live” format, even from home. However, any student that attends BOCES will attend everyday including CTE programs, Alternative Education, or any Special Education Programs.

Condition Red - In this model, all students will be in remote learning and we will deliver instructional materials through Google Classroom or by hand. We will also deliver food to each student residence.

► Attendance & Chronic Absenteeism

1. Each school and/or district reopening plan must describe a mechanism to collect and report daily teacher student engagement or attendance while in a remote or hybrid schedule.

Teachers in grades Kindergarten through grade 6 will take attendance in the morning when children arrive. Teachers in grades seven through twelve as well as special area teachers will take attendance on Schoology, our student management system, each class period. Students in a virtual setting (if applicable) will follow their class schedule and their attendance will be recorded.

► Technology & Connectivity

1. Each school and/or district reopening plan must include information on how the school/district will have knowledge of the level of access to devices and high-speed internet all students and teachers have in their places of residence.

The district surveyed students to determine which personal devices they had available to them at home including the reliability of their internet access. Furthermore, each building secretary will be the primary point of contact if a student is not able to connect reliably. We also have plans to utilize larger learning spaces such as the cafeteria and our small gym for students to use as

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necessary. We have also obtained permission to use a church on an adjoining property which is 1600 square feet. We will be able to use that space, provide internet access, and supervise students that will utilize that space.

{Attendance of any school-age student of compulsory age, who resides in the district or is placed by a parent/guardian in another public school district, a charter school, or is placed by a district administrator or the CSE of the school district in educational programs outside the district (such as, another school district, BOCES, approved private in-State or out-of-State school, and State supported school) must be reported in SIRS. To date, the reporting of daily attendance of Prekindergarten students is not required; Attendance must be reported by any reporting entity that is required to take attendance; Resident students of compulsory age who were not in attendance in a public school, including charter schools, nonpublic school, or approved home schooling program in the current school year must be reported until they exceed compulsory school age, they no longer reside in the district, or the district has documentation that the student has entered another educational program leading to a high school diploma; Students who drop out while still of compulsory school age must be kept on the school attendance register until they exceed compulsory school age or move out of the district.}

2. Each school and/or district reopening plan must include information on how the school or district, to the extent practicable, will address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.

The district surveyed students to determine which personal devices they had available to them at home including the reliability of their internet access. Furthermore, each building secretary will be the primary point of contact if a student is not able to connect reliably. In some cases, we may prioritize students that don't have reliable access to the internet. We also have plans to utilize larger learning spaces such as the cafeteria and our small gym for students to use as necessary. We have also obtained permission to use a church on an adjoining property which is 1600 square feet. We will be able to use that space, provide internet access, and supervise students that will utilize that space.

3. Each school and/or district reopening plan must include information on how the school or district will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

The district surveyed students to determine which personal devices they had available to them at home including the reliability of their internet access. Furthermore, each building secretary will be the primary point of contact if a student is not able to connect reliably. In some cases, we may prioritize students that don't have reliable access to the internet. We also have plans to utilize larger learning spaces such as the cafeteria and our small gym for students to use as necessary. We have also obtained permission to use a church on an adjoining property which is 1600 square feet. We will be able to use that space, provide internet access, and supervise students that will utilize that space.

► Teaching & Learning

Please Note: We will begin the school year with no restrictions due to COVID-19. All school operations will “typical” in all learning spaces and larger spaces such as cafeteria and gyms.

1. Each school and/or district reopening plan includes a continuity of learning plan for the 2023-2024 school year. Such a plan must prepare for in-person, remote, and hybrid models of instruction.

Cincinnati Elementary School Grades UPK - 4 Reopening Plan

Classroom Teachers:

UPK - Bobbie Wilbur, Sheryl Lamphier

K - Jen Haskins, Traci Poli

1 - Brienna Sautter, Brittany Palmer

2 - Robyn Eaton, Lisa Schuyler

3 - Kristi Miller, Jordan Constantino

4 - Tammy Pierce, Kim Brown

Yellow and Orange Models will follow the same protocols for grades UPK - 6

Attendance:

- All students attend school daily while following social distancing guidelines such as; wearing masks, practicing hand hygiene, following specific directionality in hallways, participating in limited transitions, classroom windows and doorways will remain open
 - Teachers and staff will provide ongoing instruction and ample time to practice physical distancing guidelines, handwashing, respiratory etiquette, and mask use
- Daily attendance will be recorded following pre-COVID practice.

Instructional/Assessment Practices:

- Classroom teachers will use Google Classroom to provide equitable access to content for all students, in school or at home (upload all lessons to Google Classroom, livestream or record lessons as appropriate)
- Classroom teachers establish Essential Learning Standards, create assessments and utilize data from assessments to inform instruction

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- Classroom teachers will administer pre/post unit assessments and benchmarks
- Classroom teachers and Interventionists will provide tiered interventions
- TA's and Aides will support teachers to ensure students' learning

Special Education Services

- Students with disabilities who have accommodations and services will receive those services in accordance with their Individualized Education Plans and 504 Accommodation Plans.

Resource room

- Students requiring services per their IEP will be given those services as usual.
- Special Education teachers will push into co-taught classrooms as typical practice, and will be utilized in the instruction of all students as appropriate.

Testing accommodations

- Provided for students with IEPs and/or 504 Plans per usual practice and mandates

Students with no or limited internet access at home

- Will be provided with paper copies of materials.
- Students will be encouraged to get to a place that has good internet access
 - School parking lot to access public WiFi
 - Presbyterian Church on Deer Path Drive to access public WiFi
 - Via phone.
 - NYS guidelines state that students need “substantive daily interactions” with their teachers.
 - Cincinnati Library

Social Emotional / Mental Health

- Teachers will provide and integrate explicit instruction to support the SEL Benchmarks & Mental Health wellbeing
 - Will take place through Positivity Project, per normal student-teacher interactions, and our counseling services
 - Counseling services are available through our normal processes with the Middle School Counselor and/or Social Workers as applicable and are available by scheduled appointment or by “drop in”

Specials/Recess

- Recess will be held either outside or in classrooms
 - Outside recess will be located in the athletic fields on school grounds

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Dining/Drinking

- Eat breakfast in either their classroom or outside in the designated areas, meals will be delivered to classrooms
- Use personal water bottles and water filling stations

Cincinnati Middle School Grades 5 and 6 Reopening Plans

Condition Yellow

- All students UPK - 12 report to school daily with safety measures in place such as mask wearing, hand hygiene, limited travel in hallways following directionals, classroom windows and doors open for air flow (when possible)
- Students will **not** be assigned lockers in September (temporary)
- Students will keep belongings in their cohort classrooms
- Masks will be required to be worn while in the hallways, common areas such as the restrooms, and any time that social distancing guidelines can not be maintained. Students may remove their masks once in their seats in their classroom, if social distancing can be maintained including in classrooms if working in close proximity to others for whatever reason.
- Students will follow directional flow of travel while in the hallways

Condition Orange

- All UPK-6 students in school daily following safety procedures in Condition Yellow
- Grades 7-12 on an A/B cohort schedule of in-person and remote learning
- On days of remote learning, students will be required to attend classes/lessons remotely from home **following their daily schedule**, engaging daily with their teachers and classmates.

Plans for Conditions Yellow and Orange

Attendance

- Taken daily and during each class period as per normal school operations before the pandemic shutdown began.

Google Classroom

- All teachers will have all lessons set up on Google Classroom for those students who may be learning remotely
- To ease the transition to total remote learning should the need arise to completely close schools in the future.
- If limited or no internet access, students will be given a thumb drive with materials on it to access and work from a computer or other device

Instructional practices

- Typical with the addition of live-streaming for students who are learning remotely.

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- Students should have the typical mini-lessons, lectures, group work, independent work, projects, homework, assessments, and so on
- Consider standards-based grading focusing on proficiency and mastery of standards and feedback over traditional number grades
- Incorporate the use of Google Classroom and other tools in the Google Suite in daily instruction
- Students should not share materials and supplies if at all possible
- Consider the social-emotional needs of the students

Resource room

- Students requiring services per their IEP will be given those services as usual.
- Special Education teachers will push into co-taught classrooms as typical practice, and will be utilized in the instruction of all students as appropriate.

Testing accommodations

- Provided for students with IEPs and/or 504 Plans per usual practice and mandates

Students with no or limited internet access at home

- Provided with a thumb drive with materials to use on a computer or other device
- Students will be encouraged to get to a place that has good internet access
 - School parking lot to access public WiFi
 - Presbyterian Church on Deer Path Drive to access public WiFi
 - Via phone.
 - NYS guidelines state that students need “substantive daily interactions” with their teachers.

Learning Standards

- Students will be expected to demonstrate proficiency and mastery of the specific content NYS Learning Standards
- Teachers will work diligently in their PLC teams to identify priority standards, develop units and lessons to address those standards, assess those standards, and provide interventions and reteaching as necessary.

Cohorts

- 5th grade - Corsi, Gardner, Kurtz
- 6th grade - Knickerbocker, Kurtz, Lanning

Breakfast

- Students will be served breakfast and eat in their assigned cohort homeroom.

Lunch

- Students will eat in the cohort homerooms or outside on the grass in the front lawn supervised by assigned aides, assistants, and/or teachers

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- Breakfast and lunch will be available to all students, and will also be available to students who are learning remotely

Specials

- Limit need to disinfect and clean rooms/equipment between cohorts
- PE will be conducted outside, or in the gymnasiums during inclement weather.
 - Students will **not** be allowed to change clothes for PE class
 - Activities will have to be ones that allow for social distancing to be maintained (examples may include personal fitness programs or activities, individual skill activities, “backyard” games that do not involve a large team component, etc)
- Band and Chorus
 - Rehearsals conducted outside on the grass fields, in the auditorium, or in the cafeteria if available
 - Per NYSED guidance, music teachers should ensure that a distance of six feet in all directions is maintained between individuals when singing in chorus or music class and playing a wind instrument to avoid the spread of “aerosolized droplets” that could spread COVID
 - Using the outdoors, auditorium, or cafeteria will give us enough space to spread out the required distance. Students should not share instruments or music.

Tiered intervention

- Student groupings will be set up within cohort classrooms in “centers” or “stations”
- If the movement to other classrooms for MTSS is the last period of the day, students will exit the building at the end of the period.

Extra-curricular clubs and activities

- Will operate as scheduled.

Miscellaneous

- Water bottles are permissible and preferred over using communal water fountains. Allow students to refill water bottles at sinks and water bottle filling stations
- Handwashing and/or hand sanitizing is paramount throughout the day. - after using the restroom, before eating, after sneezing or coughing, after blowing noses, whenever they are soiled
- Restrooms can not be occupied by more people than there are stalls
- Masks need to be worn by all - staff, students - when in hallways, restrooms, common areas, and any time 3 feet social distancing can not be maintained. This is a requirement per NYS Law and Executive Orders from the Governor
- In addition to the secretary and principal, there should be no more than one other person in the office except for during extenuating circumstances

Cincinnati Middle School Grades 7 and 8 Reopening Plan

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Condition Yellow

- All students UPK - 12 report to school daily with safety measures such as mask wearing in place, hand hygiene, limited travel in hallways following directionals, classroom windows and doors open for air flow
- Masks will be required to be worn while in the hallways, common areas such as the restrooms, and any time that social distancing guidelines can not be maintained, including in classrooms if working in close proximity to others for whatever reason. Students may remove their masks once in their seats in their classroom, if social distancing can be maintained.
- Students will follow directional flow of travel while in the hallways

Condition Orange

- All UPK-6 students in school daily following safety procedures in Condition Yellow
- Grades 7-8 on an A/B cohort schedule of in-person and remote learning
- On days of remote learning, students will be required to attend classes/lessons remotely from home, engaging daily with their teachers and classmates.
- Students will be divided into two groups, an A and B group, alphabetically splitting the grades equally in half or as near in half as possible and keeping families intact
 - Students will attend school on alternating days (A days and B days).
 - Students receiving services per an IEP or full-day BOCES programming (Special Education, CAS, and 7 Valleys), and ½ day BOCES CTE programming will be given priority to attend school daily, if at all possible based on BOCES' programming
 - When in school, instruction will take place in person with teachers and other students in the classrooms.
 - On the opposite day, students will be at home learning remotely by following their daily in-school schedule and joining in classes via Zoom or Google Meets if internet access allows.
 - Students without internet access at home will have materials provided to them on a thumb drive that can be used on a computer or other device
 - Students without internet access at home can work from a parent/guardian's car in the school parking lot or at the Presbyterian Church on Deer Path Drive accessing the public WiFi at those locations
 - Teachers and students are required to maintain "substantive daily interactions" per NYSED guidelines

Plans for Conditions Yellow and Orange

Attendance

- Taken daily and during each class period as per normal school operations before the pandemic shutdown began.

Google Classroom

- All teachers will have all lessons set up on Google Classroom
- For those students who may be learning remotely

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- To ease the transition to total remote learning should the need arise to completely close schools in the future.
- If limited or no internet access, students will be given a thumb drive with materials on it to access and work from a computer or other device

Instructional practices

- Typical with the addition of live-streaming for students who are learning remotely
- Students should have the typical mini-lessons, lectures, group work, independent work, projects, homework, assessments, and so on
- Consider standards-based grading measuring proficiency and mastery of standards with feedback more than traditional number grades
- Incorporate the use of Google Classroom and other tools in the Google Suite in daily instruction
- Students should not share materials and supplies if at all possible
- Consider the social-emotional needs of the students.

Resource room

- Students requiring services per their IEP will be given those services as usual.
- Special Education teachers will push into co-taught classrooms as typical practice, and will be utilized in the instruction of all students as appropriate.

Testing accommodations

- Provided for students with IEPs and/or 504 Plans per usual practice and mandates

Students with no or limited internet access at home

- Provided with a thumb drive with materials to use on a computer or other device
- Students will be encouraged to get to a place that has good internet access
 - School parking lot to access public WiFi
 - Presbyterian Church on Deer Path Drive to access public WiFi
 - Via phone.
 - NYS guidelines state that students need “substantive daily interactions” with their teachers.
 - Cincinnati Library

Learning Standards

- Students will be expected to demonstrate proficiency and mastery of the specific content NYS Learning Standards
- Teachers will work diligently in their PLC teams to identify priority standards, develop units and lessons to address those standards, assess those standards, and provide interventions and reteaching as necessary.

AIS determinations

- Will be made based on AimsWeb Assessments Universal Screening
- Daily formative assessments should inform short-term needs for individual students.

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Social-Emotional Learning (SEL)

- Will take place through Positivity Project, our normal student-teacher interactions, and our counseling services
 - Counseling services are available through our normal processes with the Middle School Counselor and/or Social Workers as applicable and are available by scheduled appointment or by “drop in”

Breakfast

- Students will be served breakfast if they choose to receive it
- Students will get their meal from the cafeteria upon arrival at school and take it to their homeroom

Lunch

- Students will eat in the homerooms or outside on the grass in the front lawn weather permitting supervised by assigned aides, assistants, and/or teachers as applicable
 - Breakfast and lunch will be available to all students, and will also be available to students who are learning remotely

Tiered intervention

- Student groupings will be set up within content classrooms in “centers” or “stations”.
- Consideration can also be made for moving groups to other classrooms on a case-by-case basis determined by need to an AIS teacher’s room or a special education teacher’s room.

Extra-curricular clubs and activities

- Will operate as planned pending local transmission and current guidance from NYSDOH and NYSED, as well as the Cortland Health Department.

Miscellaneous

- Water bottles are permissible and preferred over using communal water fountains. Allow students to refill water bottles at sinks and water bottle filling stations
- Handwashing and/or hand sanitizing is paramount throughout the day. - after using the restroom, before eating, after sneezing or coughing, after blowing noses, whenever they are soiled
- Restrooms should not be occupied by more people than there are stalls
- Masks need to be worn by all - staff, students - when in hallways, restrooms, common areas, and any time 3 feet social distancing can not be maintained. This is a requirement per NYS Law and Executive Orders from the Governor
- In addition to the secretary and principal, there should be no more than one other person in the office except for during extenuating circumstances

Cincinnati High School Grades 9 - 12 Reopening Plan

Condition Yellow

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- All students UPK - 12 report to school daily with safety measures such as mask wearing in place, hand hygiene, limited travel in hallways following directionals, classroom windows and doors open for air flow
- Masks will be required to be worn while in the hallways, common areas such as the restrooms, and any time that social distancing guidelines can not be maintained, including in classrooms if working in close proximity to others for whatever reason.. Students may remove their masks once in their seats in their classroom, if social distancing can be maintained.
- Students will follow directional flow of travel while in the hallways

Condition Orange

- All UPK-6 students in school daily following safety procedures in Condition Yellow
- Grades 9 - 12 on an A/B cohort schedule of in-person and remote learning
- On days of remote learning, students will be required to attend classes/lessons remotely from home, engaging daily with their teachers and classmates.
- Students will be divided into two groups, an A and B group, alphabetically splitting the grades equally in half or as near in half as possible and keeping families intact
 - Students will attend school on alternating days (A days and B days).
 - Students receiving services per an IEP or full-day BOCES programming (Special Education, CAS, and 7 Valleys), and ½ day BOCES CTE programming will be given priority to attend school daily, if at all possible based on BOCES' programming
 - When in school, instruction will take place in person with teachers and other students in the classrooms.
 - On the opposite day, students will be at home learning remotely by following their daily in-school schedule and joining in classes via Zoom or Google Meets if internet access allows.
 - Students without internet access at home will have materials provided to them on a thumb drive that can be used on a computer or other device to complete assignments
 - Students without internet access at home can work from a parent/guardian's car in the school parking lot or at the Presbyterian Church on Deer Path Drive accessing the public WiFi at those locations
 - Teachers and students are required to maintain "substantive daily interactions" per NYSED guidelines

Plans for Conditions Yellow and Orange

Attendance

- Taken daily and during each class period as per normal school operations before the pandemic shutdown began.

Google Classroom

- All teachers will have all lessons set up on Google Classroom
- For those students who may be learning remotely

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- To ease the transition to total remote learning should the need arise to completely close schools in the future.
- If limited or no internet access, students will be given a thumb drive with materials on it to access and work from a computer or other device

Instructional practices

- Typical with the addition of live-streaming for students who are learning remotely
- Students should have the typical mini-lessons, lectures, group work, independent work, projects, homework, assessments, and so on
- Consider standards-based grading measuring proficiency and mastery of standards with feedback more than traditional number grades
- Incorporate the use of Google Classroom and other tools in the Google Suite in daily instruction
- Consider social-emotional needs of the students

Resource room

- Students requiring services per their IEP will be given those services as usual.
- Special Education teachers will push into co-taught classrooms as typical practice, and will be utilized in the instruction of all students as appropriate.

Testing accommodations

- Provided for students with IEPs and/or 504 Plans per usual practice and mandates

Students with no or limited internet access at home

- Students will be encouraged to get to a place that has good internet access
 - School parking lot to access public WiFi
 - Presbyterian Church on Deer Path Drive to access public WiFi
 - Via phone.
 - NYS guidelines state that students need “substantive daily interactions” with their teachers.
 - Cincinnati Library
- Students can also download their materials to their chromebook when at school.

Learning Standards

- Students will be expected to demonstrate proficiency and mastery of the specific content NYS Learning Standards
- Teachers will work diligently in their PLC teams to identify priority standards, develop units and lessons to address those standards, assess those standards, and provide interventions and reteaching as necessary.

AIS determinations

- Will be made based on AimsWeb Universal Screening Assessments
- Daily formative assessments should inform short-term needs for individual students.

Social-Emotional Learning (SEL)

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- Will take place through Positivity Project, per normal student-teacher interactions, and our counseling services
 - Counseling services are available through our normal processes with the Middle School Counselor and/or Social Workers as applicable and are available by scheduled appointment or by “drop in”

Breakfast

- Students will be served breakfast if they choose to receive it
- Students will get their meal from the cafeteria upon arrival at school and take it to their homeroom

Lunch

- Students will eat in the homerooms or outside on the grass in the front lawn weather permitting supervised by assigned aides, assistants, and/or teachers as applicable
 - Breakfast and lunch will be available to all students, and will also be available to students who are learning remotely

Tiered intervention

- Student groupings will be set up within content classrooms in “centers” or “stations”.
- Consideration can also be made for moving groups to other classrooms on a case-by-case basis determined by need to an AIS teacher’s room or a special education teacher’s room.

Extra-curricular clubs and activities

- Will run as scheduled

Miscellaneous

- Water bottles are permissible and preferred over using communal water fountains. Allow students to refill water bottles at sinks and water bottle filling stations
- Handwashing and/or hand sanitizing is paramount throughout the day. - after using the restroom, before eating, after sneezing or coughing, after blowing noses, whenever they are soiled
- Restrooms should not be occupied by more people than there are stalls
- Masks need to be worn by all - staff, students - when in hallways, restrooms, common areas, and any time 3 feet social distancing can not be maintained.
- In addition to the secretary and principal, there should be no more than one other person in the office except for during extenuating circumstances

2. Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school’s charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.

3. Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in-person, remotely or through a hybrid model of instruction.

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4. Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities must be aligned with State standards (or, for charter schools, the standards set forth in the school's charter) and include routine scheduled times for students to/interact and seek feedback and support/from their teachers.

5. Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

***As districts develop instructional models under the three delivery methods (in-person, remote and hybrid), attention must be paid to how students are assessed and further, how student progress will be communicated to parents and caregivers.

Daily Bell Schedule

Buses Unload:	8:00
Breakfast:	8:00 - 8:15
Homeroom:	8:08 - 8:15
Period 1:	8:18 - 9:02
Period 2:	9:05 - 9:49
Period 3:	9:52 - 10:36
Period 4:	10:39 - 11:23
Period 5 Class:	11:26 - 12:10
Period 5 Lunch:	11:26 - 11:56
Period 6 Class:	11:59 - 12:43
Period 6 Lunch:	12:13 - 12:43
Period 7:	12:46 - 1:30
Period 8:	1:33 - 2:17
Period 9:	2:20 - 3:04

► Special Education - Required Notices

1. Each school and/or district reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, addresses the provision of free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those

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providing special education and services.

Students with disabilities who receive special education services will receive those services in the same format in which instruction is provided to general education students, with appropriate social distancing and protections in place. Classroom capacity plans have taken into account the presence of consultant teachers, teaching assistants, and teacher aides in order to include them in measures to maintain social distancing.

Under a plan to provide general education services to secondary level (grades 7-12) students in a hybrid format, featuring in person instruction every other day, students with disabilities will be prioritized for in person attendance to the extent practicable. Students with disabilities will be prioritized on a case-by-case basis by the type of services required by their individualized education plans, the restrictiveness of the environment in which that service is provided, and individual medical needs of the student. Students with disabilities who need a special class setting that is provided by a collaborating agency (Onondaga-Cortland-Madison BOCES, Broome-Tioga BOCES, George Junior Republic Union Free School District, etc.) will be prioritized for daily in person attendance by our district to the extent that those settings are available to provide services.

Under a plan to provide general education services in a remote learning model, including a hybrid model that reduces capacity to the point that all students with disabilities cannot be prioritized for in person attendance, services will be provided remotely and on the same schedule as they would be provided in person to the extent practicable.

- Students receiving related services will participate in teletherapy sessions with district and contracted providers, over video conferencing or telephonically if video conferencing is not able to be carried out.
- Students receiving direct and indirect consultant teacher services will be provided with modifications and accommodations to learning activities through co-planning with general education teachers, with additional availability to receive support from the direct consultant teacher during video conferencing sessions and extra help periods.
- Students receiving in district special class and resource room services will receive those services through the same format as general education students receive their instruction to the extent that it is appropriate for individual student needs.

2. Each school and/or district reopening plan addresses how it will document the programs and services offered and provided to students with disabilities as well as communications with parents.

Special education services will be provided in a manner consistent with the services listed on each student's Individualized Education Plan. If services are provided in any manner other than that listed by the student's Individualized Education Plan, due to restrictions on facility and human resource capacity, the change in conditions will be discussed with the student's parent and documented in the communication log of the district's special education software program, Frontline. The completion of an IEP amendment will be considered on a case-by-case basis and dependent upon the nature of the change in condition, anticipated duration of the change, and recommendations of the NYSED.

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At the beginning of the 2023-2024 school year each identified student with a disability will be assigned a case manager. The case manager will contact each student's parent on their caseload and provide information about the services listed on the Individualized Education Plan and how each of them will be carried out under the reopening guidelines the district is currently adhering to. This communication will take place by phone. If parents are unable to be reached by phone, written communication will be provided to introduce each family to the case manager and review student services. Case managers will ask each parent about their preferred mode of communication, preferred language, and any accommodations needed to access information from the case manager. The case manager will document this information in the communication log on the district special education management software (Frontline).

In the event of a change in general education services, and subsequently special education services, to a plan with reduced facility and human resource capacity, case managers will contact parent(s) of each student on their caseload affected by the change in order to explain the new conditions for providing services. If the parent is unable to be reached by phone, written communication will be provided to outline changes to the conditions of services. If parents have expressed a preference to receive a special mode of communication, communication will be provided in the manner to the extent allowable by NYSED Part 200 Regulations. Related services providers will also contact parents over the phone to explain any change in the conditions or format of services provided.

3. Each school and/or district reopening plan addresses meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.

Special education services will be provided in a manner consistent with the services listed on each student's Individualized Education Plan. If services are provided in any manner other than that listed by the student's Individualized Education Plan, due to restrictions on facility and human resource capacity, the change in conditions will be discussed with the student's parent and documented in the communication log of the district's special education software program, Frontline. The completion of an IEP amendment will be considered on a case-by-case basis and dependent upon the nature of the change in condition, anticipated duration of the change, and recommendations of the NYSED.

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In the event of a change in general education services, and subsequently special education services, to a plan with reduced facility and human resource capacity, case managers will contact parent(s) of

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each student on their caseload affected by the change in order to explain the new conditions for providing services. If the parent is unable to be reached by phone, written communication will be provided to outline changes to the conditions of services. If parents have expressed a preference to receive a special mode of communication, communication will be provided in the manner to the extent allowable by NYSED Part 200 Regulations. Related services providers will also contact parents over the phone to explain any change in the conditions or format of services provided.

4. Each school and/or district reopening plan addresses collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs/(IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

To ensure an understanding of the provision of services for students participating in programs outside of the Cincinnatus CSD, the director of pupil personnel services will serve as a liaison to those programs to communicate student services, any changes in the conditions of those services as a result of required reduce facility or human resource capacity, and ensure communication is provided directly to parents from case managers and service providers assigned to the student through those programs.

The CPSE will work with service providers from all counties to provide services consistent with those listed on each student's individualized education plan to the extent practicable. The CSPE will work in accordance with Departments of Health of Cortland, Chenango, and Broome counties to ensure safe practices in accordance with current county guidance. The CPSE will ensure that service providers present families with timely and accessible communication regarding any changes to conditions in which services can take place, based on county guidance.

Students with disabilities who receive services under an Individualized Education Plan will continue to receive the same progress reports, which are provided at the same time as general education progress reports. These reports provided information and data on student progress toward annual goals, as listed on the student's individualized education plan. Special education teachers and service providers are expected to continue to measure progress on annual goals as required and outlined by the IEP to the extent practicable and under the guideline provided by NYSED. Parents will continue to receive these reports whether services are provided per person, remotely, or via a hybrid model.

5. Each school and/or district reopening plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

Students with disabilities will continue to receive accommodations, modifications, supplementary aids and services, and technology (including assistive technology) as described on their Individualized Education Plans and/or Section 504 accommodation plans. Provisions have been made to support related service providers with personal protective equipment and environmental

modification necessary for implementing in person services to the greatest extent practicable. Student IEPs and 504 plans are written by their respective committees based on the present levels of performance of each student and their individual needs to access and benefit from their education. In addition to prioritizing students with disabilities for in person attendance, the CPSE, CSE, and 504 teams will collaborate with general education teachers, administrators, and specialists to adapt and implement accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the needs of each individual student, if circumstances necessitate a hybrid or remote learning model. In the event that a student is demonstrating new needs or barriers to accessing and benefitting from their education, the district and families can request a program review for the committee to collaborate and examine how to meet those needs, utilizing best practices to the extent practicable.

► Bilingual Education & World Languages - Required Notices

1. Each qualifying school and/or district reopening plan which reopens using in-person or hybrid instruction must complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures.
2. Each school and/or district reopening plan must provide required instructional Units of Study (or, for charter schools, the applicable program outlined in the school's charter) to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction. [Units of Study and Staff Requirements: ENL \(K-8\)](#) [Units of Study and Staffing Requirements: ENL \(9-12\)](#) [Additional Units of Study and Staff Requirements for TBE](#) Former ELLs at the Commanding level of proficiency within two years of exiting ELL status are to continue receiving Former ELL services in the form of Integrated ENL or other Former ELL services approved by the Commissioner under Part 154-2.3(h) during in-person or hybrid learning.
3. Each school and/or district reopening plan must ensure the maintenance of regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education during the reopening process, and provide all communications for parents/guardians of ELLs in their preferred language and mode of communication (e.g. text, robocalls, Whats App, emails...). [Parent Engagement Resources from OBE WL](#)

Currently, our District does not have any students that speak a language other than English.

► Certification, Incidental Teaching, & Substitute Teaching - Required Notices

1. Each school and/or district reopening plan must ensure that all teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or Education Law.

Our recruitment and hiring process ensures that all staff hired are certified as necessary.

