

CANISTEO- GREENWOOD
CENTRAL SCHOOL

84 Greenwood St., Canisteo, NY 14823

PROJECT SAVE

District-Wide School Safety Plan

2023-2024

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Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expedient and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies in order to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The Canisteo-Greenwood Central School District supports the SAVE Legislation and intends to facilitate the planning process. The School Superintendent encourages and advocates on-going district-wide cooperation and support of Project SAVE.

Section I: General Considerations and Planning Guidelines

A. Purpose

The Canisteo-Greenwood Central School District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Canisteo-Greenwood Central School District Board of Education, the Superintendent of Canisteo-Greenwood Central School District appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

B. Identification of School Teams

The Canisteo-Greenwood Central School District has created a District-wide School Safety Team **consisting of various stakeholder representatives.**

<i>Team Member</i>	<i>Representing</i>
Thomas Crook	School Board/Administration
Peter Reynolds	Administration
	Teacher
Paul Cone	Business Administrator
Heidi Beecher	Transportation
Kyle Amidon	Law Enforcement
Nick Dailey	School Psychologist
Don Lewis	Head Maintenance

C. Concept of Operations

- The District-wide School Safety Plan shall be directly linked to the Canisteo-Greenwood High School and Canisteo-Greenwood Elementary/Middle School Emergency Response Plan. Protocols reflected in the District-wide School Safety Plan guide the development and implementation of individual building Emergency Response Plans.
- In the event of an emergency or violent incident, the initial response will be to notify the Canisteo-Greenwood Superintendent and activate the building level Emergency Response Team. Where appropriate, local emergency officials will also be notified.
- The Superintendent or his/her designee will act as Threat Assessment Coordinator and activate the School Emergency Response Team. Where appropriate, local emergency officials will also be notified.
- In recognition of the necessity of cooperation and partnerships between schools, local emergency responders, and community partners efforts will be made to employ an integrated systems approach to threat assessment. County and State resources may supplement efforts through existing protocols.

D. Plan Review and Public Comment

- This plan shall be reviewed and maintained by the Canisteo-Greenwood Central School District-wide Safety Team and reviewed on an annual basis on or before July 1 of each year.
- Pursuant to Commissioner's Regulation 155, 17 (e)(3), this plan will be made available for public comment 30 days prior to its adoption. The School Board may adopt the District-wide and Building-level plans only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.
- While linked to the District-wide School Safety Plan, the Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of the District-wide Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

Section II: Risk Reduction/Prevention and Intervention

Training, Drills and Exercises

Three levels of multi-hazard school training will be covered in this plan:

- ☐ Responder training for members of the Incident Response and Post-Incident Response teams conducted by response agencies and/or BOCES
- ☐ General staff awareness training conducted by response agencies and/or BOCES
- ☐ General student awareness training of emergency response procedures conducted by building staff

Each year the District-wide School Safety Team and/or Building Level teams will consider appropriate training for each of the groups listed above. In addition, the following drills will become a regular practice:

- ☐ Two lockdown drills for each building will be conducted prior to December 1st of each year.
- ☐ An evacuation drill will be conducted annually prior to the end of the school year.
- ☐ Bi-annual table-top exercises with all staff to discuss emergency procedures.
- ☐ Emergency release day drills will be held annually during the fall semester.
- ☐ Additional drills will be conducted if needed as a result of post-drill evaluations.

Implementation of School Security

Security Devices

- ☐ Surveillance cameras placed on all buses.
- ☐ Surveillance cameras placed throughout the interior/exterior of all school buildings.
- ☐ An access control system is installed at each of our school buildings allowing for all entrances to be locked during regular school hours.
- ☐ Photo ID cards are issued to faculty/staff and a visitor badge process is used to supplement guest sign in/sign out procedures.
- ☐ Each building will designate one entrance as the primary entrance to the school building.

Early Detection of Potentially Violent Behaviors

The district recognizes that communication is a vital key in the prevention and intervention of violence in schools. As such, the district continues to develop and investigate various strategies regarding violence prevention and intervention. To that end the district intends to maintain programs in the following areas:

- ☐ Weekly meetings of counselors/administrative staff to discuss needs/identification of at-risk students.
- ☐ All faculty/staff are required to attend violence prevention/intervention instructional

modules as they are updated.

- ❑ Website, newsletters, and pamphlets are employed as a vehicle to present articles to our school community addressing bullying, conflict resolution and other violence prevention related topics.
- ❑ Middle School and High School Intervention Coordinators serve as liaisons with families of all of our students working alongside our Guidance Counselors.

Hazard Identification

The sites listed in the chart below were identified by a prior planning time in consultation with participating school personnel and outside agency representatives:

<i>Location of Potential Sites</i>	<i>External or Internal Hazard</i>
Railroad runs through Canisteo Village	External
Routes 36 & 248	External
Interstate 86 runs through neighboring Hornellsville	External
Waterways – Canisteo River, Purdy Creek, Bennett’s Creek, Arkport Dam, Almond Dam	External
Village Garage	External
Town of Canisteo/Town of Greenwood Garages	External
School Bus Garage	External
Science Classrooms	Internal
Technology Education Classrooms	Internal
Art Classrooms and Storerooms	Internal
Custodial Storage Rooms	Internal
Boiler Rooms	Internal

Section III. Response

Notification and Activation (Internal and External Communication)

Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident:

- ❑ The person in charge (Incident Commander) will decide if the level of the incident classifies it as a “violent incident” (consistent with the definition of such an incident in the district’s Code of Conduct). If appropriate, 911 will be called.
- ❑ In a crisis situation involving a violent incident, school staff should call 911 and notify the Incident Commander.

A system for informing all educational agencies within a school district of a disaster:

- ☐ There are no other educational agencies within the Canisteo-Greenwood School District boundaries.

Procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal:

The following avenues are available to facilitate Parent/Guardian contact:

- ☐ Direct telephone contact
- ☐ Alerts posted on district's website
- ☐ School Connects automatic calling, email, and texting system (Thrillshare)

Situational Responses

Multi-Hazard Responses

Responses to Acts of Violence: Implied or Direct Threats

This issue is addressed in the District Code of Conduct. However, district personnel are encouraged to use their best professional judgment and to engage in the Threat Assessment Process when considering an appropriate response.

Acts of Violence

This issue is addressed in the District Code of Conduct. However, certain acts of violence rise to the level of an emergency. District personnel are encouraged to use their best professional judgment in evaluating these circumstances when considering an appropriate response.

Response Protocols

The Canisteo-Greenwood Central School District has made every attempt to employ the latest "Best Practices" in our district and building level plans. The definitions, procedures, and response protocols for lockout, lockdown, sheltering, and evacuation are all contained in building level plans. This information is confidential, and we will not make this information public. Our responses will be amended based on any new best practice guidelines.

Bomb Threats, Hostage Taking, Intrusions, Kidnappings

Procedures and guidelines are included in the building level school safety plans. We use NYS police guidelines for response to bomb threats.

Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident:

- The Incident Commander will decide if the level of the incident classifies it as a “violent incident” (consistent with the definition of such an incident as defined in the district’s Code of Conduct). If appropriate, the Incident Commander will call 911
- In a crisis involving a violent incident, school staff should call 911 and notify the Incident Commander.

Procedures for Obtaining Advice and Assistance from Local Government Officials

(Included village, town, and county officials responsible for implementation of Article 2-B of the Executive Law)

- The Incident Commander will decide if the level of the incident warrants obtaining emergency assistance using Threat Assessment Guidelines. If appropriate, the Incident Commander or designee will call 911
- In a crisis, school staff should call 911 and notify the Incident Commander

District Resources Available for Use in an Emergency

The identification of district resources which may be available for use during an emergency, including the identification of personnel and other resources are found in Building level plans:

Agency
Steuben County Emergency Management
Steuben County Sheriff
NYS Police
Canisteo Village Police
Town of Canisteo FD
Town of Greenwood FD
Town of Canisteo Highway Department
Town of Greenwood Highway Department
Town of Hartsville Highway Department
Town of Howard Highway Department
Town of Hornellsville Highway Department
Town of West Union Highway Department
Village of Canisteo Garage

Note: All contact numbers for the representatives above will be kept on a business card and carried by all District Administrative personnel.

Identification of the staff members assigned to aid during emergencies:

<i>Function</i>
Superintendent
Head Maintenance
High School Principal
Elementary School Principal
School Business Administrator
Director of Pupil Personnel
Director of Transportation

Protective Action Options

School Cancellation

The Superintendent of Schools or designee is responsible for announcing school closure and for notifying appropriate media and faculty/staff. Phone trees, web page, School Connects, and direct phone contact to media will be used to announce school closures.

Early Dismissal

- 1) Preliminary Procedure – Annual request is made of parents/guardians of PK-12 students to notify the school district where their child should go in the event of an Early Dismissal when they are not home during school hours. Bus Drivers maintain a list for their information in the event of an emergency.
- 2) Dismissal of Bus Students – Upon notification by Superintendent of Schools, buildings will follow internal procedures for parent/guardian notification and bus dismissal.
- 3) Dismissal of Walking Students – Upon notification by Superintendent of Schools, buildings will follow internal procedures for parent/guardian notification and walker dismissal.

Evacuation (before, during, and after school hours, including security during evacuation and evacuation routes)

Procedures and Guidelines are included in the Building Level School Safety Plans for the Canisteo-Greenwood Central School.

Sheltering Sites (internal and external)

Procedures and Guidelines are included in the Building-Level School Safety Plans for the Canisteo-Greenwood Central School.

Section IV: Recovery

District Support for Buildings

All of the districts' manpower and resources will be available to one of our sites that has endured an emergency. Mental Health counseling, building security and restoration will be items of primary focus. Response and recovery will be a district goal. In addition, all Building level plans will include Reunification procedures for reconnecting parents/guardians and students after an event.

Besides building securing and restoration, these strategies will also include damage assessment relocation and continuation of the educational process. A post-incident response critique, the notes from the incident command team and lessons learned will be assessed. Plans to mitigate the likelihood of occurrence of impact, if the incident does occur again, will be reviewed. If possible, effort will be made to improve district facilities resulting in them being more resistant to suffering similar or worse damage.

Disaster Mental Health Services

The district understands how an emergency can have a major effect on the well being of student, staff and community at large. The district will coordinate resources with Steuben County Mental Health Services and the Post-Incident Crisis Response Team.

APPENDICES

Appendix 1: Listing of School Buildings covered by the District Wide Safety Plan

<i>Building</i>	<i>Physical Address</i>
Canisteo-Greenwood Elementary School	120 Greenwood St. Canisteo, NY 14823
Canisteo-Greenwood High School	84 Greenwood St Canisteo, NY 14823

Appendix II: New York State Police Threat Assessment Model, (2007)

Eleven Questions to Guide Data Collection in a Threat Assessment Inquiry

DOE and United States Secret Service Threat Assessment Guide

<i>Star areas of concern</i>	<i>Eleven Key Areas</i>
1.	What are the student's motive(s) and goals?
	<ul style="list-style-type: none"> What motivated the student to make the statement or take the actions that caused him/her to come to attention?
	<ul style="list-style-type: none"> Does the situation or circumstance that led to these statements or actions still exist?
	<ul style="list-style-type: none"> Does the student have a major grievance or grudge? Against whom?
	<ul style="list-style-type: none"> What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternatives?
2.	Has the student shown inappropriate interest in any of the following?
	<ul style="list-style-type: none"> School attacks or attackers; weapons (including recent acquisition of any relevant weapon); incidents of mass violence (terrorism, workplace violence, mass murders). Ask about Columbine, Santana, etc.

3.	Have there been any communications suggesting ideas or intent to attack?
	<ul style="list-style-type: none"> What if anything has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or Web Site concerning his/her ideas and/or intentions?
	<ul style="list-style-type: none"> Have friends been alerted or "warned away"?
4.	Has the student engaged in attack-related behaviors? These behaviors might include:
	<ul style="list-style-type: none"> Developing an attack idea or plan
	<ul style="list-style-type: none"> Making efforts to acquire or practice with weapons
	<ul style="list-style-type: none"> Casing or checking out, possible sites and areas for an attack
	<ul style="list-style-type: none"> Rehearsing attacks or ambushes
5.	Is the student's conversation and "story" consistent with his or her actions?
	<ul style="list-style-type: none"> Does information from collateral interviews and from the student's own behavior confirm or dispute what the student says is going on?

6.	Does the student have the capacity to carry out an act of targeted violence?
	<ul style="list-style-type: none"> • How organized is the student's thinking and behavior?
	<ul style="list-style-type: none"> • Does the student have the means; e.g., access to a weapon, to carry out an attack?
7.	Is the student experiencing hopelessness, desperation and/or despair?
	<ul style="list-style-type: none"> • Is there information to suggest that the student is experiencing desperation and/or despair?
	<ul style="list-style-type: none"> • Has the student experienced a recent failure, loss and/or loss of status?
	<ul style="list-style-type: none"> • Is the student known to be having difficulty coping with a stressful event?
	<ul style="list-style-type: none"> • Is the student now, or has the student ever been, suicidal or "accident-prone"?
	<ul style="list-style-type: none"> • Has the student engaged in behavior that suggests that he or she has considered ending their life?

8.	Does the student have a trusting relationship with at least one responsible adult?
	<ul style="list-style-type: none"> Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? (Students with trusting relationships with adults may be directed away from violence and despair and toward hope.)
	<ul style="list-style-type: none"> Is the student emotionally connected to—or disconnected from—other students?
	<ul style="list-style-type: none"> Has the student previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?
9.	Are other people concerned about the student's potential for violence?
	<ul style="list-style-type: none"> Are those who know the student concerned that he or she might take action based on violent ideas or plans?
	<ul style="list-style-type: none"> Are those who know the student concerned about a specific target?
	<ul style="list-style-type: none"> Have those who know the student witnessed recent changes or escalations in mood and behavior?

10.	What circumstances might affect the likelihood of an attack?
	<ul style="list-style-type: none"> What factors in the student's life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?
	<ul style="list-style-type: none"> What is the response of other persons who know about the student's ideas or plan to mount an attack? (Do those who know about the student's ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc.?)
11.	Does the student see violence as an acceptable—or desirable—or the only—way to solve problems?
	<ul style="list-style-type: none"> Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
	<ul style="list-style-type: none"> Has the student been "dared" by others to engage in an act of violence?

New York State Police Threat Assessment Model, (2007)

Threat reported to principal

Assemble school threat assessment team

- Conduct threat assessment – assign a central point of contact
- Include School Resource Officer (SRO) if one exists, otherwise consult law enforcement
- Immediately ask “How much time do we have?”
- Decide how to handle a “student of concern” pending the outcome of the threat assessment (should allegations be unfounded)
- Revisit/revise threat assessment plan if necessary

Evaluate threat

- Utilize an “integrated systems approach” relying on information from all who have interaction with the student
 - Consider facts that drew your attention to the student, situation, and target - obtain first-hand, specific accounts of the threat by interviewing recipients, witnesses, and student who made the threat - document/photograph/record all
 - Establish/maintain contact with the student
 - Obtain/consider information about the student – identifiers, background information, current life situation and circumstances
- Consider the circumstances in which the threat was made, student’s intentions, motives, and target selection

Decide whether threat is clearly *transient* or *substantive*

- Is there information to suggest that this student is on the path to an attack?
- Has any pre-attack behavior been identified?
- Is the student engaging in behavior that indicates furthering a plan or building capacity for a violent attack?
- Consider whether the student *poses* a threat, or simply *made* a threat
- Has the student broken a law? → Contact law enforcement

Threat is clearly transient

Respond to transient threat

- School discipline, parent notification, and counseling

Threat is substantive or threat meaning is unclear

Decide whether substantive threat is plausible or imminent

Plausible

Respond to plausible threat

- Take immediate precautions to protect potential victims
- If threat involves a possible crime contact law enforcement
- Notify potential victim, and victim’s parents/guardians (if victim is a student)
- Notify “student of concern’s” parents/guardians
- Connect student to services and support systems
- Discipline student as appropriate

Imminent

Respond to imminent threat

- Immediately contact law enforcement
- Take immediate precautions to protect potential victims
- Execute appropriate emergency response (lockdown, lockout, shelter-in-place) if necessary
- Notify “student of concern’s” parents/guardians
- Initiate mental health evaluation procedures
- Discipline student as appropriate
- Be cognizant of items of an evidentiary nature that may be needed in a possible criminal prosecution

Appendix III: Threat Assessment Guiding Questions

The analysis of the information gathered during the Threat Assessment Inquiry should answer the following two questions:

- Is the behavior of the student consistent with the movement on a path towards an attack?
 - Does the student's current situation or setting incline him or her toward or away from targeted violence?
- 1. What are the student's motives and goals?**
 - What motivated the student to make the statements or take the actions that caused him/her to come to attention?
 - Does the situation or circumstance that led to these statements or actions still exist?
 - Does the student have a major grievance or grudge? Against whom?
 - What efforts have been made to resolve the problem and what has been the result?
 - Does the student feel that any part of the problem is resolved or see any alternatives?
 - 2. Have there been any communications suggesting ideas or intent to attack?**
 - What, if anything, has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal or Web site concerning his or her ideas or intentions?
 - Have friends been alerted or "warned away"?
 - 3. Has the student shown inappropriate interest in school attacks, attackers, weapons or incidents of mass violence?**
 - 4. Has the student engaged in attack-related behaviors such as developing a plan, attempting to acquire weapons, researching potential sites for attack or rehearsing attacks?**
 - 5. Does the student have the capacity to carry out an act of targeted violence?**
 - How organized is the student's thinking and behavior?
 - Does the student have the means to access a weapon and/or carry out an attack?
 - 6. Is the student experiencing hopelessness or desperation?**
 - Is there information to suggest that the student is experiencing desperation and/or despair?
 - Has the student experienced a recent failure, loss or loss of status?
-
- Is the student known to have difficulty coping with a stressful event?
 - Is the student now, or has the student ever been, suicidal or accident prone?

- Has the student engaged in behavior that suggests that he or she has considered suicide?

7. Does the student have a trusting relationship with at least one responsible adult?

- Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? With whom?
- Is the student emotionally connected to other students?
- Has the student previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?

8. Does the student see violence as an acceptable, desirable or only way to solve problems?

- Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
- Has the student been dared by others to engage in an act of violence?

9. Is the student's conversation and story consistent with his or her actions?

For example, does information from collateral interviews and from the student's own behavior confirm or dispute what the student says is occurring?

10. Are other people concerned about the student's potential for violence?

- Are those who know the student concerned that he or she might take action based on violent ideas or plans?
- Are those who know the student concerned about a specific target?
- Have those who know the student witnessed recent changes or escalations in mood and behavior?

11. What circumstances might affect the likelihood of an attack?

- What factors in the student's life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?
- What is the response of other persons who know about the student's ideas or plan to mount an attack?
- Do those who know about the student's ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc.?

□

Concluding a Threat Assessment Inquiry

The threat assessment team should determine the response to a situation based on the analysis of the information gathered and the answers to the questions above.

If the threat assessment team concludes there is enough reliable information and the weight of the information leads to the conclusion that the student of concern does not pose a threat, the threat assessment team may close the inquiry. An inquiry can be re-opened at a later date if new information arises.

If the threat assessment team concludes that there is insufficient information to be reasonably certain that the student of concern does not pose a threat or the student of concern appears to be on a path to attack, the team should recommend the matter be referred to the appropriate law enforcement agency for a threat assessment investigation.

Appendix IV: Telephone Procedures—Bomb Threat Checklist

Instructions: Remain calm and be courteous with the caller. Do not interrupt the caller. Pretend you can't hear the caller and try to keep the caller talking. Fill out the form below with as much information as possible.

1. Where is the bomb going to explode?	5. What will cause the bomb to explode?
2. When is the bomb going to explode?	6. Did you place the bomb? If so, why?
3. What does the bomb look like?	7. What is your address?
4. What kind of bomb is it?	8. What is your name?
Exact wording of the threat:	
<div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 2px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 2px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 2px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>	

Time of Call:	Date:	Phone Number Call Received From:
Accent: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Local <input type="checkbox"/> Middle East <input type="checkbox"/> Hispanic <input type="checkbox"/> African </div> <div> <input type="checkbox"/> Slavic <input type="checkbox"/> Southern <input type="checkbox"/> Northern <input type="checkbox"/> Midwestern <input type="checkbox"/> Other: _____ </div> </div>	Manner: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Calm <input type="checkbox"/> Rational <input type="checkbox"/> Coherent <input type="checkbox"/> Deliberate <input type="checkbox"/> Righteous </div> <div> <input type="checkbox"/> Angry <input type="checkbox"/> Irrational <input type="checkbox"/> Incoherent <input type="checkbox"/> Emotional <input type="checkbox"/> Laughing <input type="checkbox"/> Other: _____ </div> </div>	Background: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Machines <input type="checkbox"/> Music <input type="checkbox"/> Office <input type="checkbox"/> None <input type="checkbox"/> Traffic </div> <div> <input type="checkbox"/> Trains <input type="checkbox"/> Animals <input type="checkbox"/> Voices <input type="checkbox"/> Airplanes <input type="checkbox"/> Other: _____ </div> </div>
Voice: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Loud <input type="checkbox"/> High Pitch <input type="checkbox"/> Raspy <input type="checkbox"/> Intoxicated </div> <div> <input type="checkbox"/> Soft <input type="checkbox"/> Deep <input type="checkbox"/> Pleasant <input type="checkbox"/> Other: _____ </div> </div>	Speech: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Fast <input type="checkbox"/> Distinct <input type="checkbox"/> Distorted <input type="checkbox"/> Slurred </div> <div> <input type="checkbox"/> Slow <input type="checkbox"/> Stutter <input type="checkbox"/> Nasal <input type="checkbox"/> Other: _____ </div> </div>	Language: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Foul <input type="checkbox"/> Other: _____ </div> <div> <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Other: _____ </div> </div>
Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Adult <input type="checkbox"/> Juvenile Age: ()	Call Origin: <input type="checkbox"/> Local <input type="checkbox"/> Non-Local
Your Name:		Your Phone Number:
Your Position:		Date of Report:

Appendix V: District Communications Guidelines

Question about:	1 st contact	2 nd contact	3 rd contact	4 th contact
Academics	Teacher	Guidance counselor	Building Principal	Superintendent
Athletics	Coach	AD	Building Principal	Superintendent
Behavior	Teacher	Dean of Students	Principal	Superintendent
Bus Behavior	Transportation Director	Building Principal	Superintendent	
BOE Policy	District Clerk	Superintendent	BOE	
Budget	Director of HR	Superintendent		
Building Use	District Clerk	Superintendent		
Cafeteria	Food Service Manager	Director of HR	Superintendent	
Classroom Procedures	Teacher	Building Principal	Superintendent	
Co-Curricular Activities	Advisor	Building Principal	Superintendent	
Health Office	Building Nurse	Building Principal	Superintendent	
Scheduling	Guidance Counselor	Building Principal	Superintendent	
Special Education	Teacher	Director of Pupil Personnel	Superintendent	
Transportation	Transportation Director	Superintendent		

Appendix VI: Bus Route List

Appendix VII: District Code of Conduct

CODE OF CONDUCT - PLAIN LANGUAGE SUMMARY

****Discipline Code may be changed due to NYS SAFE Schools Legislation**

Full version of the code of conduct is available for review on the CGCSD website or in the office(s) of your respective building during normal business hours.

Student Dress Code

A student's dress, grooming and appearance, including hair style and color, jewelry, make-up and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process;
2. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and back) and see through garments are not appropriate/allowed
3. Ensure that underwear is completely covered with outer clothing;
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed;
5. Not include wearing of head coverings except for a medical or religious purpose;
6. Not include items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability;
7. Not promote or encourage other illegal or violent activities.

Students who violate the dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Failure to do so may result in disciplinary action.

Prohibited Student Conduct

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of the school facilities and equipment.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

- A. Engage in conduct that is disorderly.
- B. Engage in conduct that is insubordinate.
- C. Engage in conduct that is disruptive.
- D. Engage in conduct that is violent.
- E. Engage in any conduct that endangers the safety, morals, health or welfare of others.

F. Engage in misconduct while on the school bus.

G. Engage in any form of academic misconduct.

Examples of each of these can be found in the full version in the code of conduct.

DASA / Bullying

The goal of the Dignity for All Students Act is to create a safe and supportive school climate where students can lean and focus, rather than fear being discriminated against and/or verbally and/or physically harassed.

All students have the right to attend school in a safe, welcoming, considerate, and caring environment.

No student shall be subjected to harassment, discrimination, bullying or fear for personal safety by employees or students on school property (including athletic fields, playgrounds, and parking lots), in school buildings, on a school bus/vehicle or at school-sponsored events based on his/her race (actual or perceived), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation or gender.

Types of harassment behaviors include:

Physical: Hitting, punching, tripping, kicking, pushing, scratching, damaging/stealing property

Verbal: Name calling, teasing, taunting, making offensive/discriminating remarks, verbally threatening/intimidating

Social/Emotional/Relational: Excluding or threatening to exclude, spreading rumors, gossiping, ostracizing, alienating, using threatening looks or gestures, or extortion

Cyberbullying: Use of internet, cell phone or other technology to harass and intimidate

Bullying is a type of harassment: an intentional act of aggression based on an imbalance of power that is meant to harm a victim either physically or psychologically and usually occurs repeatedly and over time, however can sometimes be a single event.

Cyberbullying is harassment and bullying through any form of electronic communication that substantially interferes with a student's educational performance or mental, emotional or physical well-being or causes a student to fear for his or her physical safety. Cyberbullying that occurs off school property and creates, or would foreseeably create a risk of substantial disruption within the school environment or where conduct, threats, intimidation or abuse might reach school property will be investigated and reported to authorities.

Students will receive instruction in civility, citizenship and character education by expanding the concepts of tolerance, respect for others and dignity.

Reporting Violation

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, the building principal or his or her designees, or by submitting our Confidential Bullying, Harassment, Discrimination form online on our website at www.cgcsd.org under shortcuts.

Disciplinary Penalties

In determining the appropriate disciplinary action, school personnel will consider the following:

1. The student's age
2. The nature of the offense and the circumstances which led to the offense
3. The student's prior disciplinary record
4. The effectiveness of other forms of discipline
5. Information from parents, teachers, or others as appropriate
6. Other extenuating circumstances

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

Students found to have violated the district's Code of Conduct may be subject to the following penalties, either alone or in combination:

Oral Warning
Written Warning
Written notification to parent
Detention
Suspension from transportation

Suspension from athletic participation
Suspension from social or extracurricular activities
Suspension of other privileges
In School suspension
Removal from classroom

Short term suspension from school
Long term suspension from school
Permanent suspension from school

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose penalty must inform the student of the alleged misconduct and must investigate to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with imposition of the penalty.

Minimum Periods of Suspension

1. Students who bring a weapon to school will be subject to suspension from school for at least one calendar year unless otherwise determined by the superintendent.
2. Students who commit violent acts other than bringing a weapon to school shall be subject to suspension from school for at least five days unless otherwise determined by the superintendent.
3. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interfere with the teacher's authority over the classroom will be suspended from school for at least five days. For the purpose of the code of conduct, "repeatedly substantially disruptive" means engaging in conduct that results in the student being removed from the classroom pursuant to Education law 3214(3)(1) and this code on multiple occasions during a semester, or three or more occasions during a trimester.

Referrals

1. Administration/designees shall handle all referrals of students to counseling.
2. Person In Need of Supervision (PINS) Petition may be filed on any student under the age of 18 who demonstrates s/he requires supervision by:
 - a. Being habitually truant and not attending school as required
 - b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school
 - c. Knowingly and unlawfully possessing marijuana in violation of the Penal Law.
3. Juvenile delinquents and juvenile offenders
4. The superintendent is required to refer the following students to the county attorney for a juvenile delinquency proceeding before Family Court:
 - a. Any student under the age of 16 who brought a weapon to school
 - b. Any student 14 or 15 years old who qualifies for juvenile offender status
5. The superintendent is required to refer students age 16 or older to the appropriate law enforcement authorities.

Searches

School lockers, desks, and other such equipment are not the private property of students but the property of the school district, and as such may be subject to search at any time by school officials. Under special circumstances, school officials may search students, particularly if there is reasonable suspicion that a student possesses illegal matter (for example, a dangerous weapon or illegal drugs). Students must be aware that such items are forbidden both on school property and at school related activities.

Visitors to the School

The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to all visitors to the schools:

1. Anyone who is not a regular staff member or student will be considered a visitor.
2. All visitors must sign the visitor's book at the office. Anyone visiting any student must first secure permission from the building principal. All visitors must be issued and must wear a visitor's identification badge. Visitors must sign out and return the badge upon leaving the premises.
3. Visitors attending school functions that are open to the public are not required to sign in.
4. Teachers are not expected to take class time to discuss individual matters with visitors.

5. Any unauthorized person on school property will be reported to the principal. Unauthorized persons will be asked to leave. The police will be contacted if necessary.
6. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

Public Conduct on School Property
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All persons on Canisteo-Greenwood Central School property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose for which they are on school property.

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so;
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property;
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program;
5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, or disability;
6. Enter any portion of the school premises without authorization to remain in any building or facility;
7. Obstruct the free movement of any person in any place to which this code applies;
8. Violate the traffic laws, parking regulations or other restrictions on vehicles;
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, tobacco and e-cigarettes or be under the influence of either on school property or at a school function;
10. Possess or use weapons in or on school property or at a school function;
11. Loiter on or about school property
12. Gamble on school property or at school function;
13. Use profane or lewd language;
14. Refuse to comply with any reasonable order of identifiable school district officials performing their duties;
15. Willfully incite others to commit any of the acts prohibited by this code;
16. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function;
17. Bring any animal onto the property except as part of the educational process and with approval of an administrator.

Penalties

Persons who violate this code shall be subject to the following penalties:

1. Visitors will have their authorization to remain on school grounds or at the school function revoked and they will be directed to leave the premises. If they refuse to leave, law enforcement will be contacted.
2. Students will be subject to disciplinary action as the facts may warrant.

TRANSPORTATION CODE OF CONDUCT

I. PHILOSOPHY OF TRANSPORTATION

The purpose of the transportation system of the Canisteo-Greenwood Central School District is to provide safe, reliable transportation of school-age children to and from school on a regular, consistent basis. Riding buses is a privilege and not a right. Students may be denied the privilege of riding the bus for just cause. Students and parents should understand that the responsibility for seeing that students are at school rest with the parents, regardless of whether or not the student may ride the bus. (See New York State Education Law - Transportation 30:16)

The transportation policies and practices of the Canisteo-Greenwood Central School District shall be consistent with and governed by the rules and regulations set forth by the Canisteo-Greenwood Code of Conduct.

Transportation of students for special events, athletics, field trips or other curricular activities may be subject to review on a case-by-case basis by the school administrator.

Expectations for Students

Be Safe

Board the bus one at a time
in front of the bus

Respect the danger zone around the bus
peaceful manner

Remain seated until dismissed by the bus driver
as quickly as possible

Wait for the driver's signal to walk

Resolve conflicts in a

Clear loading/unloading areas

Be Respectful

Use appropriate and positive language
others

Speak in conversational tones
bus driver

Respect division property (e.g. bus seats, doors, windows)
bus supervisors

Respect the property of

Follow the instructions of the

Follow the instructions of the

Be Responsible

Be on time for the bus
your lap

Remain seated in assigned seats

Keep books and or bags on

Keep aisles clear

Eat or drink before or after boarding the bus
open a window

Ask the driver's permission to

Be Positive

Help the bus driver do a good job

Help other students

Model safe, responsible and respectful behavior

When a student violates a rule, he/she will be dealt with directly by the bus driver and reported to the administrator of his/her school. The administrator will determine whether the violation is Level 1-3 and take the appropriate action based on that determination. Consideration may be given to age, disability status and developmentally appropriate behavior.

The school principal/designee will have authority to suspend the riding privileges of students and/or take other reasonable disciplinary actions for students who exhibit improper behavior on the bus. School administrators will determine the disciplinary action based on severity and frequency of referrals.

Below you will find a list of violations that are categorized as minor (Level 1), serious (Level 2) or severe (Level 3). Please note that some infractions are included in more than one list. If so, the administrator will determine which category to use in order to apply the consequence for the infraction. In addition, should a violation not be listed in any category the administration shall determine the category to use when applying the consequence. The listed behaviors are examples of behaviors that may be disruptive or compromise safety on the bus and are not intended to be exhaustive. Suspension of bus riding privileges includes all buses to and from school as determined by the school administrator. In addition, any violation may be shifted from one category to another if the situation warrants as determined by the school administrator.

Level 1

Failure to follow directions
aisle

Verbal confrontation student to student

Legs in

Pushing and/or shoving

Inappropriate language

Littering on bus

Mischief (horseplay, etc.)

Excessive noise

Disrespect to peers

Showing affection

Lying down in the seat

Spitting

Not remaining seated

Consequences will range from a conference up to and including denial of bus riding privilege and/or consequences as outlined in the Student Code of Conduct as determined by the Building Principal or school administrator.

Level 2

Body parts outside the bus

Fighting

Intentionally riding the wrong bus
the bus or outside the bus

Throwing objects on

Insubordination/Disrespectful to authority
actions toward motorists

Inappropriate

Getting off at the wrong stop
reflective device

Use of laser pointer or

Jumping over seats
clothes on the bus

Changing

Abusive language, profanity or obscene gestures	Use of electronic
flash	
Shooting projectiles	Opening emergency
door/window	
Bullying	Use of pepper
spray	
Harassment	Vandalism/writing on bus
surfaces	
Spraying aerosol	Possession of tobacco
products	
Possession of matches/lighter	Verbally threatening
or posturing a student	
Stealing	Interruption of the
normal operation of the bus	

Consequences will range from 3 days suspension of bus riding privilege up to and including suspension of bus riding privilege for the remainder of the school year and/or consequences as outlined in the Student Code of Conduct as determined by the building principal or school administrator.

Level 3

Assault	Severe safety
violations	
Possession of a weapon	Possession of drugs
and/or drug paraphernalia	
Possession and/or discharging of firecrackers or other explosive devices	Distribution of
alcohol or drugs paraphernalia	
Sexual misconduct	Lighting matches/lighter
Possession and/or consumption/use of alcohol/tobacco products	Lighting flammable
sprays, liquids, etc.	

Consequences will range from 10 days suspension of bus riding privilege up to and including suspension of bus riding privilege for the remainder of the school year and/or consequences as outlined in the Student Code of Conduct as determined by the building principal or school administrator.

VIDEO CAMERAS ON SCHOOL BUSES

The Board of Education recognizes its responsibility to ensure the safety and welfare of staff and students on school transportation vehicles. Video cameras may be used to monitor student behavior on school vehicles transporting students to and from school or extracurricular activities. Questions about the school transportation program should be directed to the transportation supervisor at (607) 698-4225 ext. 1301.

SMOKING / TOBACCO USE

School Grounds

Tobacco use shall not be permitted and no person shall use tobacco on school grounds or within 100 feet of the entrances, exits, or outdoor areas of any public or private elementary or secondary schools. However, this shall not apply to smoking in a residence, or within the real property boundary lines of such residential real property. For purposes of this policy, "school grounds" means any building, structure, and surrounding outdoor grounds, including entrances or exits, contained within the District's preschool, nursery school, elementary or secondary school's legally defined property boundaries as registered in the County Clerk's Office; as well as all District vehicles, including vehicles used to transport children or school personnel.

For purposes of this policy, tobacco is defined to include any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove cigarette, spit/spitless tobacco and any other smoking or tobacco product, (smokeless, dip, chew, snus and/or snuff) in any form.

It is the policy of the School District that the use of e-cigarettes and any other products containing nicotine, except for current FDA-approved smoking cessation products, are also prohibited.

Off-School Grounds

Tobacco use is prohibited by students at any school-sponsored event or activity off school grounds.

Posting/Notification of Policy

In compliance with the New York State Clean Indoor Air Act, the District will prominently post its Smoking/Tobacco Use policy and signs prohibiting **all** forms of tobacco products in District buildings and other appropriate locations; and will supply a copy upon request to any current or prospective employee. The District will also designate a school official to tell individuals who smoke in a non-smoking area that they are in violation of the New York State Public Health Law, Education Law, the federal Pro-Children Act of 1994 and District policy.

The District shall also ensure that this policy is communicated to staff, students, parents or guardians, volunteers, and visitors as deemed appropriate in order to orient all persons to the District's "No Smoking" Policy and environment.

Prohibition of Tobacco Promotional Items/Tobacco Advertising

Tobacco promotional items (e.g., brand names, logos and other identifiers) are prohibited:

- a) On school grounds;
- b) In school vehicles;
- c) At school-sponsored events, including those that take place off school premises and in another state;
- d) In school publications;
- e) On clothing, shoes, accessories, gear, and school supplies in accordance with the District *Code of Conduct* and applicable collective bargaining agreements.

This prohibition of tobacco promotional items shall be implemented in accordance with the *Code of Conduct* and applicable collective bargaining agreements.

In addition, tobacco advertising is also prohibited in all school-sponsored publications and at all school-sponsored events.

The District will request, whenever possible, tobacco free editions of periodical publications for school libraries and classroom use.

School bathrooms and locker rooms are equipped with smoking and vaping sensors. Students found to be repeatedly present when these sensors are triggered will be viewed as

disrupting the educational process and subject to discipline.