CANISTEO- GREENWOOD CENTRAL SCHOOL

84 Greenwood St., Canisteo, NY 14823

PROJECT SAVE

District-Wide School Safety Plan

2026-2027

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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

e) **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.**

Team Member	***Representing***
Thomas Crook	**School Board/Administration**
Vince Vitale **Brooke Bertch**	**High School Administrator** **Elementary Administrator**
Christopher Romanchock	**Teacher**
Paul Cone	**Business Administrator**
Heidi Beecher	**Transportation**
Melanie Rounds **Jamie Harwwood**	**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 I(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 because 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 issues 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 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:

Location of Potential Sites	*External or Internal Hazard*
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 people 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 of the best new 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

(Include 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:

Function
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 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 with 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 the occurrence of impact, if the incident does occur again, will be reviewed. If possible, efforts 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 students, 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

Building	*Physical Address*
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

Star areas of concern	*Eleven Key Areas*
1.	**What are the student's motive(s) and goals?**
	• What motivated the student to make the statement 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 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?**
	• 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.

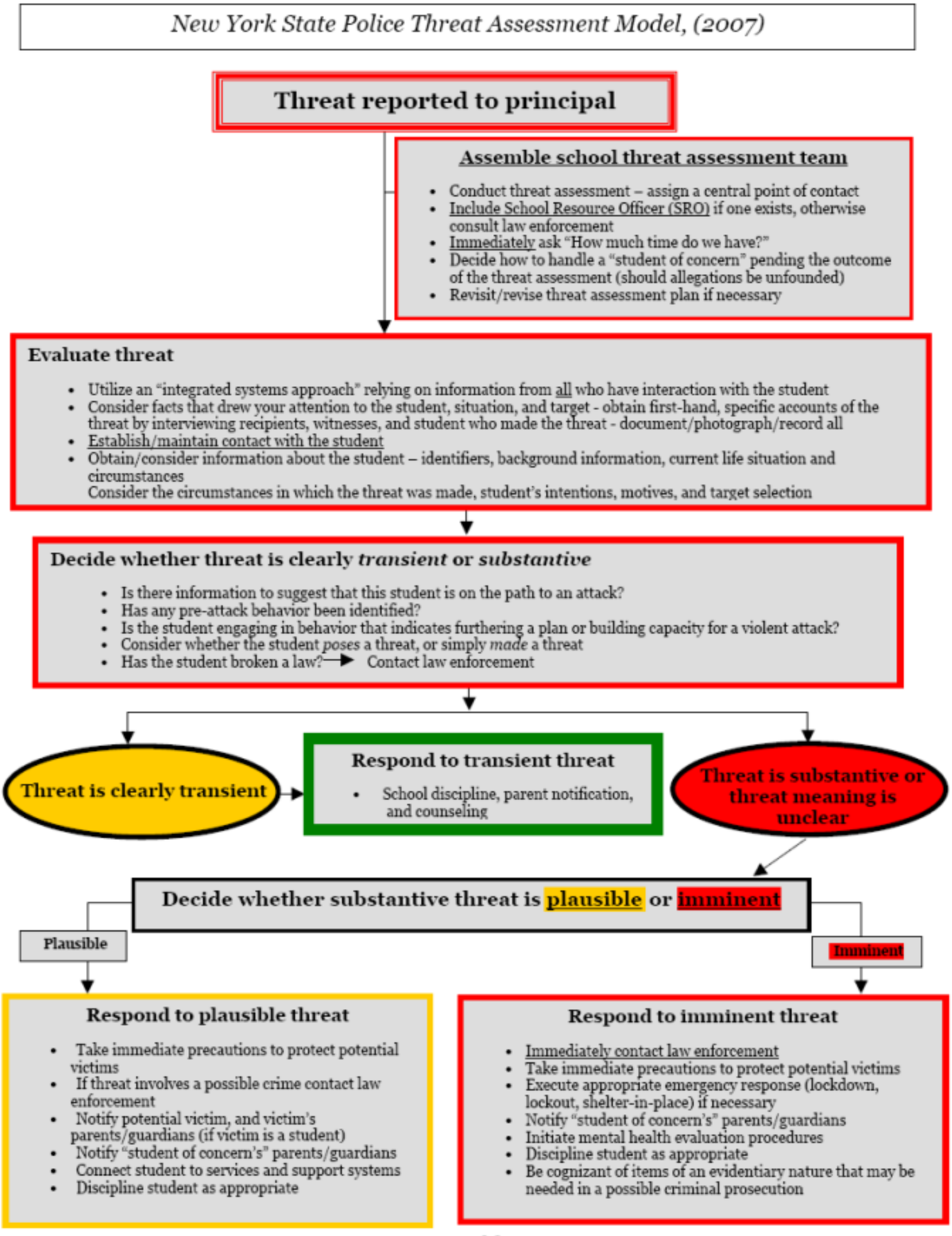
3.	**Have there been any communications suggesting ideas or intent to attack?**
	• What if anything has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or Web Site concerning his/her ideas and/or intentions?
	• Have friends been alerted or "warned away"?
4.	**Has the student engaged in attack-related behaviors? These behaviors might include:**
	• Developing an attack idea or plan
	• Making efforts to acquire or practice with weapons
	• Casing or checking out, possible sites and areas for an attack
	• Rehearsing attacks or ambushes
5.	**Is the student's conversation and "story" consistent with his or her actions?**
	• 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?**
	• How organized is the student's thinking and behavior?
	• 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?**
	• Is there information to suggest that the student is experiencing desperation and/or despair?
	• Has the student experienced a recent failure, loss and/or loss of status?
	• Is the student known to be having 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 ending their life?

8.	**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? (Students with trusting relationships with adults may be directed away from violence and despair and toward hope.)
	• Is the student emotionally connected to–or disconnected from–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?
9.	**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?

10.	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.?)
11.	**Does the student see violence as an acceptable–or desirable–or the 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?

New York State Police Threat Assessment Model, (2007)



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?
e) When is the bomb going to explode?	f) 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: _____ _____ _____ _____	

Time of Call:	Date:	Phone Number Call Received From:
Accent: ☐ Local ☐ Middle East ☐ Hispanic ☐ African ☐ Slavic ☐ Southern ☐ Northern ☐ Midwestern ☐ Other: _____	Manner: ☐ Calm ☐ Rational ☐ Coherent ☐ Deliberate ☐ Righteous ☐ Angry ☐ Irrational ☐ Incoherent ☐ Emotional ☐ Laughing ☐ Other: _____	Background: ☐ Machines ☐ Music ☐ Office ☐ None ☐ Traffic ☐ Trains ☐ Animals ☐ Voices ☐ Airplanes ☐ Other: _____
Voice: ☐ Loud ☐ High Pitch ☐ Raspy ☐ Intoxicated ☐ Soft ☐ Deep ☐ Pleasant ☐ Other: _____	Speech: ☐ Fast ☐ Distinct ☐ Distorted ☐ Slurred ☐ Slow ☐ Stutter ☐ Nasal ☐ Other: _____	Language: ☐ Fair ☐ Poor ☐ Foul ☐ Other: _____ ☐ Excellent ☐ Good ☐ Other: _____
Gender: ☐ Male ☐ Female	☐ Adult ☐ Juvenile Age: ( )	Call Origin: ☐ Local ☐ Non-Local

Your Name:	Your Phone Number:
Your Position:	Date of Report:

Appendix V: District Communications Guidelines

Question about:	1st contact	2nd contact	3rd contact	4th contact
Academics	Teacher	Guidance counselor	Building Principal	Superintendent
Athletics	Coach	AD	Building Principal	Superintendent
Behavior	Teacher	Dean of Students	Principal	Superintendent
Bus Behavior	Bus Driver	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	Bus Driver	Transportation Director	Superintendent	

Appendix VI: Bus Route List

Bus Number	Route	Description
Bus # 56	Rt. 1	Wheelchair/Greenwood/Cty Rte 60
Bus #53	Rt. 2	Slate Creek/248/417
Bus 63	Rt. 3	County Rte 14/Nicholson Rd/ B Vista
Bus 59	Rt. 4	Rte 36/Red Spring
Bus 46	Rt. 5	Purdy Creek/Cty Rte 61
Bus 61	Rte 6	Edgeview Estates/ Hammer Creek/Cunningham
Bus 48	Rte 7	Special Education
Bus 55	Rte 8	South Hornell/ Cty Rte 64/
Bus 58	Rte 9	Adrian/Bush Hill/ Bell Haven
Bus 62	Rte 10	248/Cty Rte 62/417
Bus 52	Rte 12	Burt Hill/Cty Rte 27
Bus 60	Rte 13	Rexville
Bus 37/57	Rte 15	Bath Middle/ PM VEW
Bus 45	Rte 16	Rochester
Bus 49	Rte 17	CCC Stem/CPP Middle
Bus?	Rte18	Hornell/Canaseraga
Bus?	Rte 19	Am VEW

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	Suspension from athletic participation	Short term suspension from school
Written Warning	Suspension from social or extracurricular activities	Long term suspension from school
Written notification to parent	Suspension of other privileges	Permanent suspension from school
Detention	In School suspension	
Suspension from transportation	Removal from classroom	

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
    g) 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
    h) 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

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 based on 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 statue, 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

Wait for the driver's signal to walk in front of the bus

Respect the danger zone around the bus

Resolve conflicts in a peaceful manner

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

Clear loading/unloading areas

Be Respectful

Use appropriate and positive language

Respect the property of others

Speak in conversational tones

Follow the instructions of the bus driver

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

Follow the instructions of the bus supervisors

Be Responsible

Be on time for the bus

Keep books and or bags on your lap

Remain seated in assigned seats

Keep aisles clear

Eat or drink before or after boarding the bus Ask the driver's permission to open a window

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 Verbal confrontation student to student Legs in aisle
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 Throwing objects on the bus or outside the bus
Insubordination/Disrespectful to authority Inappropriate actions toward motorists
Getting off at the wrong stop Use of laser pointer or reflective device
Jumping over seats Changing clothes on the bus

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 products
Possession of tobacco
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 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:

j) 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.

Appendix **IX**

Appendix IX – Remote Learning Plan

In- Person	Hybrid	Remote or Virtual Classrooms
* In this model – CG students will report to school daily. * Staff and Students will wear masks (when unable to appropriately social distance) * Scheduling and classroom set-up will consider the need for social distancing and disinfecting staff/student work and personal spaces.	* In this model – CG students will receive instruction in both a remote/virtual setting and in the classrooms. *All in-person regulations, cleaning schedules, social distancing apply when students are in the school buildings.	* In this model – CG students will receive remote/virtual instruction. *The Elementary school building (Pk-6) will use Seesaw and Zoom for educational platforms for learning. *The High School building (7-12) will use Microsoft Teams and Zoom for educational platforms for learning.

In the event of a global pandemic (similar to that of Covid 19), the following will be implemented:
Regardless of learning environment, the Canisteo-Greenwood CSD is committed to ensuring that students have an equitable experience and access to high quality instruction:

- Canisteo-Greenwood CSD will utilize the strategies and best practices in the classroom and using technology associated with blended learning to design learning activities for all students.
- Learning experiences are designed to meet the needs and environment of the learner where they are.
- Students, regardless of learning environment, will engage in high quality learning experiences aligned to Canisteo-Greenwood curriculum and NYS Next Generation Standards.
- Students who begin the year in face-to-face learning at school may move into remote learning for a period of time if needed for school closure due to student/staff illness or county or state regulations.
- Both the remote and face-to-face experience will utilize Seesaw and Zoom in the ES building and Microsoft Teams and Zoom in the HS building, provide similar expectations around coursework and follow the same grading guidelines.

IN-PERSON LEARNING

Students and teachers will attend class in-person, five days a week, with additional safety measures in alignment with state and federal guidelines and recommendations.

- In this setting, teachers will provide face-to-face instruction, learning resources and support utilizing the designated educational platforms for each building. (CGES – Seesaw and Zoom and CGHS Microsoft Teams and Zoom)
- Teachers will plan instruction that is quickly and easily transferable from face-to-face to remote in the event of a temporary school closure due to illness spread.
- District-directed and building-designed safety procedures will be implemented.
- Gr. 7-12 students will be assigned schedules based on their course selections made last spring.

CGCSD REMOTE LEARNING @ HOME

CGCSD REMOTE LEARNING @ HOME is a remote learning opportunity that will allow students to engage in high quality learning experiences, utilize instructional resources and meaningfully connect with their teachers and other students. All activities will be designed to meet the needs of the student in the online environment through differentiated experiences that are consistent with those of their grade-level peers attending face-to-face.

- Teachers will teach remote students from their classrooms or other assigned CGCSD facilities.
- In this setting, teachers will also provide instruction, learning resources and support using Seesaw, Microsoft Teams, or Zoom.
- Parents will support students as a "learning coach" and ensure they have access to a device, a place to work and are engaged in virtual learning activities.
- We will ensure open lines of communication between teachers, students, and parents as we work together to ensure each student is academically and socially-emotionally future ready.
- Teachers will utilize the same curriculum as students who attend face-to-face instruction and will design strategies for learning in a remote environment.
- Grading will be consistent with the guidelines and practices used in all face-to-face instruction.

Remote Synchronous Learning is defined as two-way, real-time, live, instruction between teachers and students, through the computer or other electronic devices. Students enrolled in **CGCSD REMOTE LEARNING @ HOME** will be assigned a virtual class schedule and must be available for live, synchronous instruction.
CGCSD student expectations for *synchronous* learning:
Students attend class on time, according to their class schedule.
Students will follow CGCSD dress code.
Students are ready to engage and learn.
Students should have a designated, distraction-free workspace to engage in learning.
Students will show their face on the screen to engage with the teacher virtually.
Students will participate in the class activities, discussions, and assignments.
Remote Asynchronous Learning is a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices. In this setting, teachers will provide instruction, learning resources and support using Seesaw, Microsoft Teams, and Zoom.

CGCSD student expectations for *asynchronous* learning:
Students will complete asynchronous activities assigned each day.
Students show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of student learning, e.g., video, picture or activities submitted as lessons and/or completing assignments.
Students and parents will communicate with the teacher when needing additional assistance, tutoring, etc.

Schedule for CGCSD REMOTE LEARNING @ HOME
While in a remote learning environment, time management is critical to success. Students and teachers must remain in communication regarding daily schedules and assignments. As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If students struggle with time management, the parent or student should contact the teacher for more help.

Attendance for CGCSD REMOTE LEARNING @ HOME
Students will report to scheduled sessions with their teachers and attendance will be taken. Parents and students will receive absence notifications via the school's notification system.

Instructional Roles & Learning Tools for ALL Learning Environments

Although students may be learning in different environments, CGCSD is committed to providing consistency in high quality instruction and learning tools for all students.

INSTRUCTIONAL ROLES FOR ALL ENVIRONMENTS

Preparation for Learning	
Student	• Be prepared for learning each day and have work and assignments completed and ready. • Complete coursework by deadline set by teachers. • For face-to-face learning: Take all materials home each day to be prepared for possible abrupt school closure.
Parent	• Access parent resources to learn how students will navigate Seesaw, Microsoft Teams, and/or Zoom. • For face-to-face learning: Encourage your child to have their things in their backpack/device and ready for school the night before.

	• For CGCSD REMOTE LEARNING @ HOME: Create a designated place in your home for your student to use as their remote classroom.
Teacher	• Meet weekly with collaborative team to plan instruction for all students. • Utilize the district curriculum documents and follow the scope and sequence provided by the academic services department. • Upload "Week at a Glance" for parents and students in Seesaw or Microsoft Teams. • Upload weekly instructional materials into Seesaw or Microsoft Teams. • Be prepared to teach daily lessons. • Take all materials and devices home each day to prepare for school closure.

Learning & Teaching Expectations	
Student	• Attend classes according to school schedule (either face-to-face or remotely) and give your best efforts in your school assignments. • Participate in face-to-face learning activities or live synchronous virtual sessions as instructed by teachers. • Be organized in your work and in getting projects completed. • Ask questions and communicate with your teacher. • Be aware of what you should be learning each day. • Become familiar with the structure of your educational learning platform and how your teacher organizes information.

	• Turn in assignments on time. • Accept and understand that on-line work will be required and will be graded. Failure to complete work or complete it correctly may result in not advancing to the next level.
Parent	• Access Parent Portal (grades 7-12) to view student grades. • Check in with student(s) to monitor completion of homework and assignments. • Discuss your child's favorite part of their day and what they learned in school. • Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year in your role as a learning coach. • Provide your child with assistance on their day-to-day activities except for designated independent work. • Consider creating a designated learning/study space for your child at home to learn comfortably. • Maintain communication with your child's teacher by phone, email and/or online meetings to create a learning partnership. • Monitor and ask for evidence that your child is on track with assignments and coursework. • Accept and understand that on-line work will be required and will be graded. Failure to complete work or complete it correctly may result in not advancing to the next level.

Teacher	• Teach students how to access learning materials through designated educational platforms. • Provide face-to-face or live synchronous instruction and facilitate learning throughout the day. • Manage online and offline resources to provide consistency and routines for students. • Provide clear learning goals for students. • Follow the expectations established across the district for either Seesaw or Microsoft Teams. • Check student assignments promptly and give feedback in verbal or written form weekly to provide next steps or necessary academic intervention/ extension. • Post grades in a timely manner according to district grading guidelines.

Support and Intervention	
Student	• Attend intervention/tutorial sessions as established by your teacher or school.
Parent	• Your child will attend intervention/tutorial sessions as needed. • Assist in supporting your child's needs by establishing and managing the daily schedule communicated by the teacher. • Help your child own their learning. Provide support and encouragement and expect your children to do their part.
Teacher	• Provide intervention or tutorial sessions as needed. • Follow student IEPs (Individualized Education Plan) /

	504 accommodations in all learning environments. • Use data to pinpoint students' specific needs for enrichment and intervention. • Monitor student progress with fidelity according to recommendations. • Provide and communicate office hours or conference period for student/parent support. • Attend and participate in professional learning.

LEARNING TOOLS FOR BOTH ENVIRONMENTS

	Information
Device	All students will be offered a device (K-2 iPads, and 3-12 touchscreen laptops) to use in either learning environment.
Instructional Platform	• All teachers, grades PK-6 will use Seesaw and Zoom, 7-12 will use Microsoft teams and Zoom, as their primary learning management system and communication tool. Assignment submissions: For both environments, student assignments will be submitted (as much as possible) through online platforms to eliminate unnecessary contact and shared materials.

	Information
Online Resources	• All teachers in PK-12 will be enhancing instruction using online resources to engage students in high quality learning experiences. • Students will have access to online resources. • No resources, platforms or apps requiring student fees or an associated cost to the family will be required at

	any time.
Communication	• Communicating with teachers: o All teachers will establish and communicate office hours or conference times when they are available to meet with parents and answer student questions. o Contact information will be provided at the beginning of each semester and posted in buildings designated educational learning platforms. • Use of student email: o Students in grades 2-12 will be provided a district managed email account and Microsoft 365 account o These accounts should be utilized for all communication directly between teachers and students.
Technology	Canisteo-Greenwood CSD recognizes the need to ensure all students have reliable access to adequate technology resources on and off campus to fully participate in academic programming. CGCSD is preparing for CGCSD REMOTE LEARNING @ HOME and school closures due to a medical pandemic: • Learning devices will be provided as needed for those that fill out the Acceptable Use Policy form. • Wi-Fi hotspots will be strategically placed in the district to assist families that may not have internet access at home. Coverage is limited to the number of devices and the cell reception of that area. • Students and families are expected to follow guidelines for care of devices and use to ensure these public resources are effectively maintained. • Relevant notifications, instructions, procedures, policies and

	processes are available on the CGCSD website and Facebook page.

Return to School Protocols

Following are the return to onsite work protocols for CGCSD buildings. Since this is an ever-changing situation, the district may need to change protocols at any time to address specific needs and circumstances to protect the health and safety of students, employees, and the community. Please note, health guidance cannot anticipate every unique situation. As a result, CGCSD will continue to consult available guidance through governmental agencies and other information deemed relevant to monitor the situation. The district will comply with applicable federal and state employment and disability laws, workplace safety standards and accessibility standards to address individual needs.

It is important to remember the virus that causes the illness to be spread by infected persons who have few or no symptoms. Even if an infected person shows no symptoms or is only mildly ill, the people they spread it to may become seriously or fatally ill, especially for people 65 years of age or older with pre-existing health conditions placing them at higher risk. Because of the hidden nature of this threat, CGCSD expects all employees, students, and families to rigorously follow these practices.

Preparation for the Opening of School
CGCSD will ensure all staff, resources and supplies are prepared for opening school, including but not limited to assigning sufficient staff to carry out re-opening, ensuring proper training and stocking inventory of necessary supplies, such as personal protective equipment (PPE).

The Centers for Disease Control and Prevention (CDC) provides guidance, recommendations, and resources to assist with plans and protocols for health and safety. Before schools re-open, CGCSD will implement health and safety plans that include:

- Ensuring adequate supply inventory (e.g., PPE, cleaning supplies, hand sanitizer, etc.).
- Cleaning with products approved by governing authorities and per guidelines from the Environmental Protection Agency.
- Ensuring compliance with CDC, Health and Human Services, the NYSED and Department of Health and other jurisdictional policies.
- Providing communication of procedures and expectations upon entering facilities and throughout buildings.

Protocols for Screening and Isolation

General
All students and staff will be screened for symptoms daily and individuals with symptoms will be separated and sent home.

Screening Protocols

- Staff must complete a self-screening process before entering a CGCSD building, and the district may require further employee screening at any time based on current state and federal guidelines. Staff are expected to complete a daily survey on the website, any time they are accessing a District facility/building.
- A parent or guardian must screen their children for symptoms each day before sending them to school. Parents will need to take their child's temperature daily. Additional screening may be conducted during the school day.
- Parents must ensure they do not send a child to school on campus if the child has symptoms (as listed in this document) or is lab-confirmed and instead should opt to receive remote instruction until the below conditions for re-entry are met.
- Teachers will monitor students and refer them to the nurse if symptoms are present.

Self-Assessment Questions:
Have you had any of the following symptoms since your last screening, or in the last 24 hours that are NEW OR UNUSUAL for you?

1. Loss sense of taste or smell?
2. Chills or fever of 100F or higher?
3. Sore throat (not due to allergies)?
4. Feeling like coming down with an illness (fatigue or muscle ache)?
5. Unusual headache or eye pain?
6. NEW cough or CHANGE in your cough?
7. NEW or worsening shortness of breath (difficulty to breath)?
8. Abdominal pain, nausea, vomiting, diarrhea, or loss of appetite (skipping a meal)?
9. Contact with a confirmed case of COVID 19 or have been tested in the last 14 days?
10. Have you travelled to any state that is on the New York State travel ban?

Protocols for Personal Protective Equipment (PPE)

Schools are required to comply with the governor's executive order regarding the wearing of masks (IF MANDATED). Students and staff are expected to wear face coverings during school hours. This requirement is subject to change.

- Masks include non-medical grade disposable face masks, cloth face coverings (**over the nose and mouth**), or full-face shields to protect eyes, nose, and mouth.
- Students and staff are strongly encouraged to bring their own mask. The district will provide a mask to any individual that does not have a mask before entering the building or boarding a bus.
- Staff and students will appropriately wear face coverings at times when social distancing cannot be maintained.
- Staff and students will appropriately wear face coverings while moving throughout the building.
- Students will keep face coverings on until all students in the classroom are seated. The teacher will instruct students when to take their face coverings off.

- It may be impractical for students to wear masks or face shields while participating in some athletic or other extracurricular activities.
- Students will not be required to wear face coverings while eating but will be distanced 6 feet apart.
- Individual needs regarding face covering will be addressed on a case-by-case basis.
- Additional protective equipment will be provided to school nurses for use in the office.
- Families will be responsible for daily cleaning of their child's personal mask.

Protocols for Campus Visitors

Campus staff should consider utilizing virtual meeting options to limit campus visitors. All visitors who enter the building must wear a face covering and those who go beyond the reception area will follow specific guidelines for visitors.

Visitor Screening/PPE Requirements

In the event of another pandemic, and in accordance with New York State guidelines, the following procedures have been enacted to help ensure your safety and the safety of our employees.

- Visitors/Parents to Canisteo-Greenwood School facilities are by appointment only.
- Parents/Guardians are encouraged to not make unnecessary trips to school (forgotten backpack, dropping off food, etc.)
- Elementary parents/guardians will no longer be able to enter the building to walk their child to their classroom or to the "Hug and Go Zone." The "Hug and Go Zone" will be relocated outside.
- Visitors must agree to participate in a non-invasive screening process prior to gaining access to any building.
- Screening consists of the following questions related to the visitor's health:
    - Within the last 14 days have you:
        - Had a fever?
        - Experienced shortness of breath/difficulty breathing?
        - Experienced symptoms of respiratory illness (dry cough, sneezing)?
        - Tested positive for Coronavirus, or Coronavirus Antibodies?
        - Been in close personal contact with anyone on the New York State list of quarantined states?
- Masks are required to enter the building and on school property when social distancing cannot be maintained.
- All visitors will have their temperature taken if they enter the building beyond the check-in area.
- Hand sanitizer will be made available.
- Shared and common surfaces in visitation areas will be sanitized frequently.
- A visitor's log will be kept with the visitor's name, contact information, and purpose of visit for contact tracing purposes.

- If visitors have COVID-19 symptoms, or are lab confirmed with COVID-19, they must remain off campus until they meet the criteria for re-entry.
- Visitors will stand behind the shield guard installed at reception desks.
- Any individual permitted to proceed beyond the reception area must follow all safety and district protocols.

Protocols for Disinfecting and Hand Sanitizing

Frequent disinfection and hand sanitization will ensure the health and wellness of students and staff.

Hand Washing/Sanitizing Expectations

- Hand sanitizer will be available at the main entrance, in classrooms, in the cafeteria and in communal areas throughout the campus.
- Paper towels will be provided near all doors to use for all high-touch areas.
- Staff and students will be expected to regularly wash or sanitize their hands.
- Requirement for hand washing and/or use of CGCSD-provided hand sanitizer:

Elementary & Secondary

- Provide hand sanitizer upon entry to classroom and periodic teacher reminders during instructional day.
- Habitual and thorough hand washing after recess, before eating and following restroom breaks.

Disinfecting Expectations

- Staff will have access to disinfectant solutions to sanitize high-touch and working surfaces and shared objects frequently.
- Staff will limit the use of shared supplies when possible.

Protocols for Campus Cleaning and Disinfecting

Frequent cleaning and disinfection will support a healthy learning and work environment for students and staff.

Daily Campus Cleaning

- Each classroom and restroom will be cleaned and disinfected.
- All high-touch areas will be disinfected throughout the day.
- Custodians will be expected to wear PPE (masks and gloves) during work hours.
- Cafeterias will be disinfected between lunch periods.
- Staff and students will have access to disinfecting items to sanitize working surfaces, shared objects, and high-touch areas after use and during breaks in instruction.

Restrooms

- Staff should supervise and limit the number of students that enter the bathroom at one time to comply with health agency recommendations and social distancing.

- The scheduling of whole class restroom breaks is recommended to eliminate co-mingling of students across various classes and to ensure teacher monitoring of social distancing guidelines.
- Increased disinfection will occur throughout the school day. Staff and students must wash their hands with soap and water prior to exiting the bathroom. Proper handwashing techniques will be taught to all students and will be consistently reinforced.

Protocols for Common Areas and Meetings

Communal areas include spaces that are used for meetings and collaboration. This includes computer labs, flexible spaces, conference rooms and other meeting rooms.

- All students and staff must use hand sanitizer when entering and visiting communal areas.
- Classes/grade levels will sign up to reserve communal areas.
- Campuses will develop schedules and follow protocols for communal areas, including how to sanitize the space between use(s). When needed, students will bring personal supplies from the classroom.
- There will be procedures for students to sanitize their spaces before and after usage.
- The number of students in a communal area will be based upon social distancing practices.
- Visual reminders will be displayed for social distancing throughout communal areas. Informational graphics and markers will be posted to help with 6 ft. social distancing.
- The use of virtual meetings/videoconferencing is preferred when possible
- If meetings must be held in person, all social distancing protocols will be implemented:
    - Facial coverings
    - Six-feet social distancing when possible
    - Limiting the sharing of materials/supplies

Campus Health & Safety Protocols

Training

On the first day a student attends school on campus, school systems must provide instruction to students on appropriate hygiene practices and other mitigation practices adopted in the local school system. To include the practice of covering coughs and sneezes with a tissue, and if not available, to cover cough or sneeze with their elbows. Used tissues should be thrown in the trash, hands should be washed immediately with soap and water for at least 20 seconds, or hand sanitizer should be used.

Safety Training for Protocols & Procedures	
Student	• Students will participate in training specific to newly adopted health and safety protocols. • All students will be trained in information about screening,

	identification of symptoms, prevention of spread, and sanitation of work areas. • If a student is experiencing symptoms, they need to immediately notify a teacher.
Parent	• Parents are asked to talk to their students about symptoms and prevention strategies.
Teacher/Staff	• Teachers attend training and develop classroom procedures consistent with NYSED, DOH, District and CDC guidance. • All staff will be trained in screening, identification of symptoms, prevention of spread, and sanitation of work areas. • All staff will monitor students that exhibit symptoms and will be required to notify the nurse if a student is showing any symptoms.

School Arrival & Dismissal

Arrival: When possible, separate entrances will be utilized for car riders, bus riders, walkers, and daycares. All staff will be utilized for duty to maintain a line of sight in hallways and distancing hallway cohorts. Students will go straight to the designated areas set by each campus. Parents will not be allowed to walk students to classrooms.

Dismissal: Campus will designate staggered dismissal groups. Staggering the groups of walkers, car riders, bus riders or grade level will help manage student movement in the building and decrease the risk of potential crowding outside at dismissal time. Sanitizer stations will be placed at each exit, and students will be encouraged to sanitize hands before exit. Sibling connections at Elementary campuses will be made outside the building. Separate exits will be utilized for car riders, bus riders, walkers, and daycares. Parents picking up students during the day will call ahead so that students can be sent or accompanied to parent vehicles upon arrival.

BUS TRANSPORTATION

As schools reopen, students using school bus transportation services will follow revised protocols. Starting when students arrive at their designated bus stop and board the school bus, the new safety and sanitizing protocols must be followed.

Transportation Protocol: Parent Information

The Canisteo-Greenwood Transportation Department offers the following guidance to parents and caregivers regarding school bus transportation for daily bus routes and field trips. Bus routes will run at regular capacity. Although the district is implementing the safety protocols and disinfecting efforts described below, families are encouraged to drop students off, carpool or walk with their student to school to reduce possible exposure on buses.

General Education/Special Needs Loading and Unloading Procedures

Bus Stop Expectations

- Students should practice social distancing, whenever possible (if there is adequate space and it is safe to do so) while waiting for and approaching the school bus.
- Students should NOT share food, drinks, or personal devices.
- Students will be asked to provide proof that the parent/guardian conducted a screening before entering the school bus.

Morning Boarding Bus Procedures

- Students should practice social distancing as they approach and board the bus.
- Seating: Students will be seated starting from the back seats, then toward the front.
    - Considerations for siblings & younger students mixed with older students
- Bus in motion rules: Standard CGCSD bus rules apply.
- Students should NOT share food, drinks, or personal devices.

Unloading at School

- Unloading will start from the front to the back.
- Students should practice social distancing and follow campus guidelines.

Afternoon Boarding Bus Procedures

- Students should practice social distancing as they approach and board the bus.
- Seating: Students will be seated starting from the back seats then toward the front.
    - Considerations for siblings & younger students mixed with older students
- Bus in motion rules: Standard CGCSD bus rules apply.
- Students should NOT share food, drinks, or personal devices.
- Students will be dismissed by bus numbers by staggered times.

Unloading at Bus Stop

- Unloading will start from the front to the back.
- Students should practice Social Distancing and avoid gathering in groups of 10 or

more.

- Students should NOT share food, drinks, or personal devices.

Disinfecting Protocol

Between each AM & PM Campus drop-off

- School bus drivers, bus assistants and staff will be wiping down seats and high-touch items with disinfecting spray.
- Bus seating areas will be disinfected after each bus route, particularly high-touch surfaces such as bus seats, steering wheels, knobs, and stairway handrail.
- When possible, bus windows will be open to allow outside air to circulate in the bus.

Weekly Deep Disinfecting Process

- Deep cleaning: Spraying of bus interiors will occur twice weekly.

Bus Arrival & Dismissal	
Student	**Arrival** • Students will load and unload the bus at staggered times at the direction of the bus driver. • As students depart from the bus, they should immediately walk into the building and designated area for morning arrival. • Students will not congregate with other students after exiting the bus. • Students should maintain appropriate social distance guidelines as they enter the building and report to designated waiting areas. • Any student that was not pre-screened at home must enter the building to be temperature checked. **Dismissal** • Students will wait in a designated "pre-loading" area for each bus to arrive. • Students will load onto the bus at staggered times at the direction of the bus driver. • Students will maintain current social distance guidelines as they load

	and are seated for the bus ride home.
Parent	• When possible, parents should help with student supervision at the bus stop. • Parents/Guardians are asked to pre-screen their child(ren) prior to the bus arriving. If their child(ren) are not symptomatic or have a fever, they are asked to sign the "bus pass" for each child(ren) to be given to the bus aide or bus driver. A temperature check is required as part of the screening process. If a family does not have a functioning thermometer, please contact the school.
Teacher/Staff	• Assigned staff will supervise student arrival and dismissal, ensure that students are wearing masks and direct students to waiting areas. • Staff will ensure social distancing during arrival and dismissal. • During dismissal, teachers will supervise designated pre-loading areas for students waiting for the bus to arrive.

Walkers	
Student	• It is recommended that walkers keep social distance and use a face covering while walking to and from school. • As much as students will be asked to avoid large groups or gatherings with other students on the campus before or after school. • Students will be asked to immediately leave campus and begin walking home at the end of the school day. • All students will enter through a single point of entry to have their temperature taken.

Parent	• Parents are encouraged to talk with their child about the health benefits of social distancing. • Parents should follow campus guidance on how to pick up their child. • Parents are asked to not congregate in large groups with other parents as they wait for their child to be dismissed from campus.
Teacher/Staff	• The assigned staff supervises student arrival and dismissal, ensures that students are wearing masks, directs students to waiting areas and encourages that students maintain desired social distance between students. • Teachers will assist in monitoring students to discourage large groups from congregating.

General Building Arrival	
Student	• Wash hands or use hand sanitizer upon arrival. • Campuses must plan for entry, exit, and transition procedures that reduce large group gatherings (of students and/or adults) in proximity. • Students will be assigned to report to a specific area and will be expected to adhere to schedules for morning arrival. • Students and staff must wear masks when entering the building and waiting in the waiting area. • Students are expected to stay seated until they are dismissed by a staff member. • Students can utilize the bathroom, but the number of students that enter will be limited to 2 students at a time. Students must

	observe social distancing while in the bathroom. • Students must wash their hands after leaving.
Parent	• Parents are encouraged to talk with their child about the health benefits of wearing a mask at school. • Parents are expected to provide their own PPE for their child and will be responsible for cleaning masks daily. Parents are encouraged to talk with their child about the health benefits of social distancing at school, of washing their hands, and/or using hand sanitizer. • Students and staff will be provided with a disposable face covering if they fail to bring their own.
Teacher/Staff	• Campus staff must complete the self-screening questions through Microsoft Forms or another screening platform. • Staff members will be assigned to supervise students who report to multiple areas for morning arrival (gym, cafeteria, library, large spaces). • Staff must have masks on when entering the building and ensure that students are wearing masks in the hallways and classrooms. • Staff will dismiss student cohorts using staggered student release into halls from these areas.

Cafeteria - Breakfast and Lunch

Based on building capacity and student enrollment, campus administration will determine areas that may be utilized for lunch. These areas could include classrooms, the library, or other large areas within the school building.

Teachers will monitor the cafeteria and hallways to promote social distancing practices. Depending on the number of students in the school, students may have meals in the cafeteria and

classrooms. Cafeteria capacity will be based on current guidelines. Physical distance will be provided around each seat. Posted signage and staff will reinforce social distancing and traffic patterns in the cafeteria. Hand sanitizing stations will be available at entrances and exits of the cafeteria.

***** Insert from GST BOCES Food Service *** - 7/17/2020**

Emergency Student Feeding Procedure

Purpose: This procedure is to establish guidelines for student behavior and modifications to serving methods while providing food service during the stages of students returning to school from a public health emergency.

Scope: This procedure applies to all GST Food Management Programs.

Definitions & Acronyms:

Associated Documents & Forms: Various agency/government response plans

Responsibilities:

- Foodservice Central Office:
  - Share this procedure and subsequent revisions with food service managers.
- District Cook-Managers must:
  - Organize staff
  - Coordinate with partners/administrators
  - Order supplies
  - Other operations
- School District (Administration)
  - Provide directions to foodservice on the lunch times, who and how many in each lunch period.
  - Provide funding in the event school meal programs do not permit it.
  - Facilitate/coordinate any needed staff to facilitate the process. Custodians, lunch monitors and/or teacher aides shifting duties to help in the overall feeding process.
  - Allow time for modified lunch services to operate.

Implementation Timeline
Varies depending on stage.

Procedure
Adjust operations accordingly based on guidance from your district and the central foodservice office. Operations will be based on what level you are guided to work with in. Level 1-4 are listed below.

Supplies needed may vary some depending on what Step you are operating in. Also, additional supplies may be ordered to accommodate alternative services, needs, and requests that come up based on direction from the district and the Foodservice Central Office.

NYSED Approval – Requests and waivers may be necessary to allow for school feeding style service, grab and go service, and various locations. A review of the NYSED Child Nutrition guidelines will be necessary.

A list of employees willing/able to work is identified. Have a list of the tasks/duties they will need to do during their time at work. Have them go through the training offered by state Ed and any additional training deemed necessary. A sheet of training websites and videos will be provided.

Level 1 – Students are not attending school:

- Refer to the Emergency Student Feeding Procedure. Feed students based on the feeding procedures/systems available.
- If staggered attendance or high-risk students are not attending full days. It may be necessary to provide meals in this manner while also providing one of the levels below, if NYSED permits.

Level 2 – Classroom dining:

- **Students will dine in the classroom by picking up plated and limited touch items**.
- Efforts will be taken in the cafeteria serving line to significantly limit access to surfaces.
- Pre-ordering would be strongly encouraged to limit the time needed for each group to go through the lunch line. Orders would need to be submitted by 9am that morning or the prior day preferably? Some of the ordering systems that could be utilized are the electronic lunch count program or handwritten preorder slips.
- No Cash exchange at register. I highly encourage the use of the online school payment system. Cash or check payment shall be sent down to the cafeteria by the teacher.

District to provide in level 2

- Masks to be worn by staff
- Wipe down & sanitize frequently touched surfaces before and after each group goes through. Some Examples: entrances and exits (doorways), tables, etc.
- Tape marks on the floor will be used throughout the lunch line from the entrance to the exit.
- Communication posters will be hung in the hallway that boarders, in the entrances & exits of the lunch line, with in the lunch line and out in the cafeteria. These posters will encourage students/staff to stay home when sick, etiquette on coughing and sneezing, good hand hygiene and reminding students/staff to maintain a safe distance from one another.
- Hand sanitizing stations will be in place at the entrances and exits of each lunch line and out in the cafeterias.

- Garbage bags placed over drinking fountains in the cafeteria and taped off with out of order sign taped on top.
- Shields will be installed at the registers and serving areas to protect staff and students where social distancing cannot occur.
- Garbage cans will be strategically placed throughout the hallways outside classrooms. All food/trash will be disposed of when done eating in the classroom. Each classroom should have a spray bottle of sanitizing cleaner provided to them each day with 2 clean cloth rags (for B-Fast & Lunch). Garbage cans will be emptied by custodians when full.

Cafeteria team to enact in level 2

- Eliminate utensils for self-selection by portioning all fruit and vegetables available for self-selection. (these methods will reduce multiple touch points down to single access, consistent with public access at food stores and pick up restaurants)
    - Cupped fruit in 4oz container with lid vs. bulk with scoop or cupped up without lid.
    - Saddle bags used for vegetables, apples, etc. vs. bulk with tongs.
    - Salad greens in 8oz container with line vs. bulk with tongs.
    - Pizza offered on 9-inch paper plate vs. using a turner (enables students just to select their own.
    - Hot vegetable bars eliminated and provided on the tray by the cafeteria server at the hot entrée station.
- Limited food will be put out for each group. (Example, one classroom comes down with 15 orders – about 15 orders of fruit will be put out.
- Limited ala carte snacks will be put out to encourage students to only touch what they take.
- Tap water will be provided to students upon request by cafeteria staff. Post a sign that water is available upon student request in the serving area. Have a pitcher of water or a water station set up behind the serving line where it is easy access for the server & cashier to get to. Have cups w/lids & straws near the water station.
- Eliminate touching of pin pad by using CEP (Community Eligibility Program) mode at the registers for the districts who are CEP. For the paid districts, students will verbally tell the cashier their names.
- Use disposable trays, or bags, disposable silverware.
- Switch to all condiment PC's. Cashiers & servers will place on each student's tray to limit the number of hands touching the condiments.
- Wipe down & sanitize frequently touched surfaces before and after each group goes through. Some Examples: lunch lines, workstations, cash registers, etc.
- All staff out in the service area should wash hands/sanitize, change gloves for the next group to go through.

Level 3 – Self Selection returns along with some cafeteria seating:
District to provide in level 3

- Follow the same outline procedure in step 2 with the following exceptions listed below.

- Some groups may eat in the cafeteria in the specified areas/tables, to follow social distancing guidelines. Other groups may still eat in the classroom.

Cafeteria team to enact in level 3

- Self-selection and shared surface touching can be returned by limiting intervals.
  - Limited number of food sides and serve yourself entrees will be displayed on the line.
  - Self-serve utensils will be replaced after each serving period with a freshly washed set of utensils.
    - Example: bulk garden/salad bars may return. Students can serve themselves, serving utensils will be swapped out after each group goes through, washed, and replaced.
  - Pin-pads may be used for student ID numbers; however, they will be either covered with plastic wrap and changed after each serving period or wiped with sanitizer after each serving period.

Level 4 – Group dining can return with continued student behavior changes:
District to provide in level 4

- Communication posters remain in the hallway that boarders, in the entrances & exits of the lunch line, with in the lunch line and out in the cafeteria. These posters will encourage students/staff to stay home when sick, etiquette on coughing and sneezing, good hand hygiene and reminding students/staff to maintain a safe distance from one another.
- Hand sanitizing stations will be in place at the entrances and exits of each lunch line and out in the cafeterias.
- Most students will eat in the cafeteria, with accommodation made for high-risk individuals.

Cafeteria team to enact in level 4

- Self-selection and shared surface touching remain as stated in level 3.
- Use reusable trays for students eating in the cafeteria.
- Cash/check may be provided at the cash register; however, no change will be given.
- Normal food service sanitizing practices are put back in place after each group goes through.

Seating & Directions	
Student	• Students will be expected to follow building guidelines for cafeteria procedures. • Students will be seated according to a seating plan for students consistent with social distancing guidelines. • All students must wash their

	hands or use hand sanitizer before entering the cafeteria. • Students are encouraged to read and adhere to the expectations and posted directional prompts/signs to ensure proper social distancing. • At schools with open lunch, students must wash their hands or use hand sanitizer upon return to school.
Parent	• At this time mealtime visitors will not be permitted in the school cafeterias. • Parents are encouraged to speak to their children about safety protocols and social distancing. • Parents are asked to read and be familiar with all school communication regarding health and safety protocols. • Parents should talk to their students about symptoms and prevention strategies.
Teacher/Staff	• Signs will be posted on the walls and floor to ensure appropriate social distancing in cafeteria lines. • A seating plan for students will be followed for social distancing. • Assigned staff supervises students in cafeteria lines, directs students to open seats, and ensures that students maintain desired social distance. • Staff will ensure to maintain a student consistent cohort for "in person" lunches.

Standard Classroom Procedures

Classroom protocols and procedures will include expectations regarding not sharing school supplies, social distancing, no or limited group work and hand washing or sanitizing, etc. Teachers will ensure high-touch areas in the classroom are wiped in between classes. Each classroom will be outfitted with the following:

- Visual reminders of distancing requirements will be in all classrooms marking off areas for common spaces and distancing best practices.
- Refillable alcohol-based hand sanitizer stations.
- Access to disinfectant to sanitize working surfaces.
- Whenever possible, students and staff will maintain consistent groupings of people to minimize the spread of the virus.
- In-class drinking fountains will be turned off.
- Technology should be utilized when students are involved in collaborative work.
- Group or pair work can be implemented while maintaining physical distancing.
- In classroom spaces that allow it, consider placing student desks a minimum of six feet apart when possible.
- In classrooms where students are regularly within six feet of one another, schools should plan for more frequent hand washing and/or hand sanitizing and should consider whether increased airflow from the outdoors is possible.
- The use of outdoor space for learning will be considered when possible. Classroom groups working outside will maintain at least 12-ft of social distancing from other classroom groups.

Classroom Training	
Student	• Students should wash their hands or use hand sanitizer upon entering each classroom. • Students will participate in training specific to newly adopted health and safety protocols.
Parent	• Parents are asked to read all school communication regarding health and safety protocols. • Parents should talk to their students about COVID-19 symptoms and prevention strategies. • Parents are asked to check their child for temperature and COVID-19 symptoms prior to sending them to school each day. If a child is displaying symptoms, please do not send the child to school. Notify the school nurse or office.
Teacher/Staff	• Teachers/staff should be stationed outside their door to provide adequate supervision of their classroom and hallway. • Teachers will receive training to

	deliver classroom lessons on health protocols.

Classroom Setup	
Student	• Students will adhere to class and school-wide protocols consistent with DOH, NYSED, and CDC guidelines. • Students will avoid sharing school supplies and will sanitize shared items after each use. • Students will sit at one table when it is possible. • During instruction, students will be able to take their masks off if socially distancing can be maintained. • Students that want to use hand sanitizer should use it at the beginning of class. If a sink is available in the classroom students should wash their hands at the beginning of class. • Students may bring a personal classroom snack if not shared.
Teacher/Staff	• Multiple locations of hand sanitizer, tissues, and trash cans will be available in several locations throughout classrooms and communal areas to limit student and staff movement. • Teachers will post signs with clear class protocols that are consistent with DOH, NYSED, and CDC guidelines and school wide. • Teachers will limit student movement within the classroom such as turning in assignments, materials being passed out, etc. • Teachers will create assigned seating arrangements to ensure social distancing. Consistent with NYSED and DOH guidance, all student desks should face the same direction. • Teachers will create systems to

	limit the sharing of items such as school supplies so that more than one student is using an item. • Teachers should clean supplies after each use by students.

Recess/Playground

Administrators provide training for staff on guidelines and procedures associated with outdoor play and student activities. Administrators will develop a schedule for students to access the playground equipment. Teachers will monitor students to ensure safety guidelines are followed. Campuses will consider limiting the number of students per recess group. Staggered schedules and consistent cohorts will be utilized. (Allow small groups of students to play together? Develop structured games that consider social distance protocols?)

Guidelines for Outdoor Play
• Students will wear masks during outdoor activities. Students must maintain social distancing while lining up to return to class and sanitize or wash hands before re-entering. • All students and staff will be required to wash their hands or use alcohol-based hand sanitizer before entering the playground and upon exiting the playground. • While in the classroom, brain breaks and "mask breaks" will be implemented as needed, at the discretion of the campus/teacher.

Elementary Specialized Classrooms/Areas

Elementary Specials	
Music	• Appropriate social distancing measures will be followed. • Music equipment will be sanitized and wiped down after each use. • No large group choral or band classes can take place, unless in a socially distant location or in a situation where students are able to wear masks when social distancing is not able to be achieved. • Based on NYSED, social distancing for Music (Band and Chorus) is 12 feet
PE	• Whenever possible, physical education classes will be held outside to allow for maximum

	physical distance between students. • Any activities bringing students into close physical contact, or requiring multiple students to touch or handle the same equipment will be avoided • PE equipment will be disinfected and wiped down after each use. Students should disinfect equipment after each use. • Visual markers will be on the gym floor and bleachers as reminders of social distancing rules. The NYSED recommendation is 12 feet. • Procedures will be implemented in the locker rooms to limit social distancing. • Students should always avoid touching their face, but especially while playing games. • Sanitizing areas and access to handwashing will be provided. • If enrolled in a PE class, students should bring tennis shoes to participate in class activities.
Art	• Students will use their own art supplies and avoid sharing equipment, utensils and supplies as much as possible. • Students should complete cleaning protocols and sanitize their areas in between use. • Art equipment will be sanitized and wiped down after each use.
Library	• Visual reminders will be added, and furniture rearranged to help students maintain social distancing while in the library. • Students and staff will wash/sanitize their hands upon entering and after visiting the library. • High-touch surfaces (e.g.,

	tabletops, chairs, door handles, etc.) will be disinfected regularly. • Occupancy will be limited.

Secondary Specialized Classrooms & Extra-curricular Activities

All extracurricular practices and contests will be conducted following safety protocol provided by guidance from NYSED, DOH, and CDC guidelines. This will include screening, group sizes, sharing & sanitizing of equipment, locker room usage, etc.

Students opting for the CGCSD Remote learning environment will be permitted to participate in on-campus extracurricular activities unless decisions from NYSED, DOH, and CDC guidelines are communicated that restrict participation. The parents will be responsible for transporting their students to/from practice sessions, rehearsals, and on-campus contests. Parents and students choosing the CGCSD Remote learning option will need to communicate with the appropriate campus staff (music director, athletic coach, cheer coach, drill team instructor, etc.) of their intention to participate. Extracurricular activities will only be offered on campus in a face-to-face environment.

All students will communicate with Athletic Trainers, Coaches, Directors, or Instructors to notify them of any exposure or positive tests.

Secondary Specialized Classrooms and Extracurricular Programming	
Physical Education	• Whenever possible, physical education classes will be held outside to allow for maximum physical distance between students. • Any activities bringing students into close physical contact will be avoided. • Visual markers will be on the gym floor and bleachers as reminders of social distancing rules. NYSED requirement is 12 feet. • Procedures will be implemented in the locker rooms to limit social distancing. • Equipment will be disinfected after each use. • Activities requiring multiple students to touch or handle the same equipment will be avoided. • Sanitizing areas and access to handwashing will be provided.

Athletics	• Coaches will provide an orientation of protocols and expectations for students at the beginning of their respective season(s). • Specific entrances and exits of athletic facilities will be utilized by students for appropriate separation and distancing. Signage will serve as a visual cue and reminder for students. • Student-athletes will be assigned to groups to maintain proper distancing and capacity in locker rooms to dress before and after practice sessions. • Athletic equipment and uniforms will be issued to athletes. These items will be taken home each day and not left in their athletic locker. Practice uniforms will be laundered at home. • Equipment used during practices will be sanitized frequently during practice sessions. • Athletic areas will be frequently disinfected during the week. • Athletes will not be allowed to socially congregate before, during, or after practices/workouts. • Parents and students will be expected to provide timely notification of any health concerns to their coach and athletic trainer (if applicable). Communication, quarantine, and proper disinfecting will occur in the event of a confirmed diagnosis. • Water breaks will occur in small groups while using disposable cups.
Fine Arts	• Large group practice sessions and rehearsals will adhere to social distancing guidelines provided by an authorized entity. • Concerts/performances may be

	adjusted based on health and safety guidelines provided by an authorized entity. • All fine arts performances will be streamed online when possible.

On- and Off-Campus Student Activities

On/Off Campus Activities, Field Trips & School Wide Events	
On-Campus Activities	• After school club information is pending. • Meet the teacher, open house, parent conferences, etc. will be held virtually. • Parents will be allowed to attend class parties and performances virtually.
Field Trips	• Off-campus field trips will be scheduled as appropriate to meet curricular needs while maintaining proper social distancing practices. • Virtual field trips will be considered as often as possible.
Off-Campus Activities	• Campuses will limit students from leaving campus after school prior to travel or the start of extra-curricular or co-curricular activities when possible. • Student participation in academic contests will only be attended if specific guidance is provided by an authorized entity. • Special Education will be followed to ensure these learning environments are available to our students per IEP (Individualized Education Plan) recommendations.
School Wide Events	• Any school-wide events approved to be held on campus must adhere to social distancing requirements outlined by NYSED, DOH, and CDC guidelines. • School wide events will be live streamed and/or occur virtually

	when possible. • To limit larger gatherings, campus club meetings should be held virtually when possible. If meeting in person is required, groups should utilize larger meeting spaces or multiple meeting opportunities will be provided.

Hallways

Classroom Transitions and Hallways	
Elementary	• Students are encouraged to observe and follow school hall traffic flow directions while maintaining social distancing guidelines. • Where possible, one-way traffic throughout campus corridors will be established. • In two-way halls students are expected to stay to the far right of the hall when walking. • For grade levels that implement departmentalization of subject areas, teachers will move to students for transitions in instruction and students will remain in their homeroom class. • Students and staff must wear face-covers in the halls and avoid gathering in large groups during passing periods.
Secondary	• Students are expected to observe and follow school hall traffic flow directions while maintaining social distancing guidelines. • Students and staff must wear face-covers in the halls and avoid gathering in large groups during passing periods. • Staggered releases from each class will be organized to limit the

	number of students in the hallway during transitions. • In two-way halls students are expected to stay to the far right of the hall when walking. • Visual markers will be developed to help students maintain physical distances and adhere to established campus traffic flow in hallways. • Traffic patterns will be established throughout the campus that separate individuals to the greatest extent possible. • Students should immediately report to their next class and not congregate in the hallway.

Emergencies and Drills

CGCSD will continue to follow the Standard Response Protocol (SRP) and its emergency actions of Lockout, Lockdown, Evacuate and Shelter.

Emergency Evacuation Protocols
• An administrator will provide instructions via intercom prior to drill, notifying staff and students that a drill is commencing, and that one designated group will delay exiting their classroom for a specific period to allow social distancing by reducing pedestrian load in hallways and exit points. **Note:** this process can be implemented for other drills or campus activities where reducing hallway load is needed.