

**ADDISON CENTRAL SCHOOL DISTRICT
DISTRICT-WIDE SAFETY PLAN
2024-2025**

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**ADDISON CENTRAL SCHOOL
DISTRICT-WIDE SAFETY PLAN**

INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious 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 and 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 each school building. Districts are at risk of a wide variety of acts of violence, natural disasters and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education legislation. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The New York State Board of Regents approved amendments to the Regulations of the Commissioner of Education as emergency measures in July 2024 regarding school safety plans, including drills and training for staff. The School Building Emergency Response Plan and the district-wide Safety Plan, together, are intended to provide the means for each school district and all the buildings in the district to respond to acts of violence and other disasters through prevention, intervention, emergency response, and management.

The Addison Central School District supports the SAVE Legislation and intends to engage in a planning process. The Superintendent of Schools encourages and advocates ongoing district-wide cooperation and support of Project SAVE.

Section I: General Considerations and Planning Guidelines:

A. Purpose

The Addison Central School district-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Addison Central School District Board of Education, the Superintendent of the Addison Central School District appointed a district-wide School Safety Team and charged it with the development and maintenance of the districtwide School Safety Plan. This membership will be approved by the Board of Education.

B. Identification of School Teams

The Addison Central District will appoint a district-wide School Safety Team consisting of, but not limited to, representatives of the school board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel. The members of the team and their positions or affiliations are as follows:

Name	Building	Position
Jim Peiffer	Tuscarora - District Office	Superintendent
Christine Gill	High School	High School Principal
TBD	Tuscarora - District Office	Executive Director of Curriculum and Instruction
Rich Everly	Tuscarora - District Office	Executive Director of Finance and Operations
Kress Foster	Annex	Director of Facilities
Emily Wright	Valley	Supervisor of Valley
Rachelle Simmons	Tuscarora	Elementary Principal
Mary Clark	High School	School Counselor
Kris Benton	Middle School	Middle School Principal
Kari Delaney	Valley	Teacher
Alex Jackson		Addison Fire Chief
TBD	District-Wide	Student Resource Office
Chris Goll	Addison Bus Garage	Transportation
TBD	Regional Law Enforcement	State Trooper and/or Steuben County Sheriff's Department
Deborah Flint	Community Member	Board Member/Community Member

C. Concept of Operations

School safety is a top priority and commitment of the Addison Central School District. To address school district safety, policies and procedures have been developed at the district level and have been implemented at the building levels as a collaborative priority for all stakeholders. Ongoing Board of Education policy review in accordance with NYS laws has occurred. Policy #8130 (School Safety Plans and Teams) addresses the District Wide Safety Plan and Team, Building Level Emergency Response Plans and Teams. Both plans are in accordance with Education Law §2801-a and Commissioners regulation 155.17 tailored to the specific needs of the Addison Central School District and community.

Collaborative efforts are made between local law enforcement, fire personnel and surrounding outside agencies to coordinate community resources. To ensure coordination between the district-wide School Safety Plan and the individual Building-Level Emergency Response Plans, each building administrator on the district-wide committee serves as the building chairperson for his/her respective building. Building response teams, depending on the nature of the situation, will notify appropriate community emergency services and the superintendent's office.

When needed and notified, appropriate police, fire and emergency medical services will be dispatched to the sites for assistance and management of the situation when and where appropriate.

D. Plan Review and Public Comment

This plan shall be reviewed and maintained by the district-wide School Safety Team and reviewed on an annual basis on or before July 1 of each year.

Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan will be made available for public comment 30 days prior to its adoption. The School Board will adopt the district-wide plan only after one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan shall be formally adopted by the Board of Education.

Building-Level Emergency Response Plans are confidential and not made public 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 School Safety Plan and any amendments will be made available to the public and the New York State Education Department within 30 days of adoption via the District website. Building Level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

E. Prevention/Intervention Strategies

Due to our commitment to training staff during building meetings, electronic means, general meetings on staff development days and conference opportunities, staff members have increased situational awareness of potential risks. Should a staff member observe behavior that might put others at risk, a system for reporting such is outlined for timely response by the building and the district. In addition, there is an anonymous tip line which is available on the district website at www.addisoncsd.org as well as a district safety brochure that references the tip line.

Preventive Student Programs and Supports include:

1. Addison CSD School Safety Information Brochure (Appendix 1)
2. FEMA Incident Command Structure (ICS) training for School Administrators
3. Therapeutic Crisis Intervention (TCI) for staff
4. Annual trainings for all staff (review of Emergency Response Protocols)
5. Character Education programs and special events
6. Bullying Prevention Program (Second Step program)
7. Social skills groups and counseling for students
8. Individual counseling for students
9. Peer Mediation/Conflict Resolution
10. Collaborative efforts with local educational resources surrounding drug abuse and conflict management resolution. (i.e. Steuben Council on Addictions, Addiction Awareness of Steuben County, Steuben Prevention Coalition)
11. Extended School Day Programming (i.e. Enrichment programming, specific to healthy decision making and safety and Youth Center collaborative programming)
12. Collaboration with community service providers (i.e. Steuben County Mental Health services, Family Service Society - outside counselors/psychologists)
13. Trauma, Illness and Grief Training (TIG)

Each school building strives to create an atmosphere where students feel comfortable in talking with administration and teachers in their buildings regarding the welfare of the student body. This provides building staff with a level of awareness from the student's point of view that is extremely valuable in staying vigilant should a potential problem begin to develop.

F. Early Detection of Potentially Violent Behavior

Through the efforts of the building health offices, school counselors, social workers, deans and principals, materials have been made available to staff that illustrate characteristics of students who are potentially at risk. In accordance with the emergency regulatory measures passed by the Board of Regents in July 2016, all staff must participate in mental health awareness training.

As a result of this information protocols have been developed and disseminated that describes a format to be followed so that a prompt response is made once a student

begins to exhibit behavior that would warrant a referral and response at the building level.

Building administrators, deans, counselors and social workers are available daily for consultation with staff, students, parents and community members. Building parent-teacher organizations provide opportunities for the free exchange of ideas and concerns. Class meetings also offer opportunities for dialogue regarding school climate and behavior. PTO and PTA organizations and student government organizations (secondary) discuss related matters at meetings.

Pre-K students (PK3 and PK4) have the same teachers who have planning time on a daily basis.

Elementary students (grades K-5) have the same teachers who have planning time on a daily basis. Students have the same administrator and same school counselor throughout elementary school.

Middle School students (grades 6, 7 & 8) are assigned to grade level teams that have the same core of four teachers and planning time on a daily basis. Students have the same administrator and same school counselor throughout middle school.

High School students (grades 9, 10, 11, & 12) are assigned to one building with one dedicated principal, multiple support staff, and two dedicated school counselors for Grades 9-12. Students will have one dedicated counselor throughout their time in High School.

The Elementary School is staffed with an Assistant Principal. The Middle/High School buildings are staffed with a Dean of Students to serve in the role of prevention, intervention, and response to any potentially concerning behaviors.

These configurations enhance the comfort level of students and parents in reporting situations of concern to an appropriate and responsible adult.

G. Hazard Identification

1. In addition to all instructional buildings within the district, other specific potential sites where difficulties could arise:
 - a. District Office & Business Office
(7 Cleveland Drive, Suite 101)
 - b. Sports complex – Tennis courts, basketball court, 1 main soccer field, 2 additional soccer fields and 4 baseball/softball fields
(7 Cleveland Drive - behind the school)
 - c. Buildings & Grounds Office (7787 State Route 417)
 - d. Bus Garage (14 Cleveland Drive)
 - e. Jennie Mose Family Resource Center (14 South Street)

- f. District Playgrounds (adjacent to elementary schools)
 - g. Addison Youth Center
2. Potential disaster sites within (or near) the Town
- a. The Tuscarora and Middle High School campuses, located approximately six miles off I-99, are at potential high risk of exposure to toxic fumes based on the possibility of an accident involving a truck carrying toxic materials. There is also significant risk posed by a derailment on the Norfolk & Southern railroad tracks which pass within a quarter mile of one the campuses.
 - b. Located within six miles of the Addison Middle High School and Tuscarora is one major industry which potentially presents the possibility of releasing toxic fumes or vapors. There are also retail outlets of agricultural supplies which possibly house hazardous materials. Another potential risk is posed by a local propane company, which is located approximately 3 miles from the Middle/High School Campus.
 - c. Nuclear disaster, while considered a low probability risk at any of the three campuses, is also addressed in this plan.
 - d. Flooding may be a potential risk due to the locations of the Tuscarora and Middle/High School buildings that are in close proximity to the Canisteo River.
 - e. A pandemic may be a potential risk. The District will follow guidance from the New York State Education Department, the CDC and the Steuben County Department of Health to react in an appropriate manner.
3. Types of disasters
- a. Fire, explosion, heavy equipment failure, water line breaks or toxic substance release are possibilities that may occur on the Addison CSD campuses, as could a mass illness such as food poisoning. Therefore, these types of disasters are included in the Building-Level Safety (BLS) Plans.

Section 2: GENERAL EMERGENCY RESPONSE PLANNING

A. Training, Drills, and Exercises

Opportunities for initial training for staff have included instructional programs presented at faculty meetings and on conference days for secondary, elementary and support staff members. Building safety committees have applied this information to both building and program needs unique to each age level of both students and building configurations. All buildings conduct safety training and reviews yearly with faculty and staff. Each building will be required to keep a log of training offered and drills conducted.

Each building is required to conduct separate drills and exercises each year with the students and staff, with the cooperation and participation of the Addison Police and fire officials when debriefing is part of the process. (Appendix 2 - Standard Response Protocols: Shelter in place, lockdown, lock out, hold in place and evacuation).

Per the amendment of section 155.17 of the Commissioner's Regulations relating to school safety plan requirements dated July 31, 2024 requires that drills be: (1) conducted in a trauma-informed, developmentally and age-appropriate manner; (2) not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency; (3) occur after annual training in emergency procedures has been provided to students and staff; (4) be completed on different days of the week and during different times of the school day; and (5) at the time that drills are conducted, students and staff shall be informed it is a drill.

Definitions:

Trauma means an emotional response to a deeply distressing or disturbing experience such as violence, natural disaster, abuse, neglect, or loss.

Trauma-informed means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults. Trauma-informed drills means avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

The purpose of the drills is to practice staff and student actions during an emergency. When drills are conducted, students and staff must be informed it is a drill.

Schools and districts will follow requirements if they opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials. Exercises that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency may not be conducted on a regular school day and when school activities such as athletics are occurring on school grounds. In addition, such exercises cannot include students without written consent from parents or persons in parental relation

The District will ensure that:

1. drills and training be conducted in a trauma-informed, developmentally and age-appropriate manner;
2. drills and training do not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency; and
3. students and staff be informed when a school is conducting a drill.

The District will also develop procedures regarding notification of parents or persons in parental relation regarding drills.

The District is staffed with a School Resource Officer (SRO). The SRO serves as an on-going resource for planning and preparing for emergency response.

Various support staff are trained through meetings, conferences, staff workshops and opportunities on Superintendent's Conference days. The hiring process requires fingerprinting, full back round check, and reference checks.

The District may utilize the following procedures to respond to an emergency:

1. Emergency Closing/School Cancellation

- a. The Superintendent or his/her designee has the authority to close school. An internal coordinated communication plan has been established to notify local media stations designated by the Board of Education.
- b. When school is closed, all related activities, including athletic events and student activities will be suspended for that day and evening.
- c. The following media stations will be notified:
 - i. WETM
 - ii. WENY
 - iii. WLKY
 - iv. WELM
 - v. WEHH
 - vi. WOKN
 - vii. Bigfoot Radio
- d. The district uses a mass communication tool (School Messenger) to send a phone call to all families listed in the Student Management System, as well as all district staff.
- e. Notice of emergency closing/school cancellations will be posted on the District's social media platforms.
- f. Note: The District has specific detailed plans, which will not be publicly shared in this document.

2. Early Dismissal

- a. The District participates in an annual early release drill each October.
- b. The early release drill will be announced ahead of time so parents can plan for early arrival of children.

- c. Unscheduled early release dismissals will be conducted by potentially evacuating to another district building with proper notification or the student's emergency dismissal location.
- d. Note: The District has specific detailed plans, which will not be publicly shared in this document.

3. Evacuation

- a. Definition: evacuation mean to move students for their protection from a school building to a predetermined location in response to an emergency
- b. In the event of an imminent emergency that requires evacuation of the buildings, the building principal or his/her designee may activate these procedures. In the event of an imminent emergency, standard fire evacuation procedures may be used.
- c. If circumstances allow, students will prepare for an evacuation, including retrieving coats, lunches, books, etc.
- d. The building principal or designee will coordinate the details with the district office and the transportation department.
- e. Note: The District has specific detailed plans, which will not be publicly shared in this document.

4. Shelter in Place

- a. Definition: shelter in place means keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated.
- b. Shelter in Place is utilized when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building/room than outside.
- c. Should weather threaten transportation, the Emergency and School Closing communication methods will be used to alert families to the delay of district transportation. Individual district staff will provide care to include food and water while retaining staff to handle the supervision of students held in the building until transportation home is possible.
- d. Note: The District has specific detailed plans, which will not be publicly shared in this document.

5. Hold in Place

- a. Definition: hold in place means the restriction of movement of students and staff within the building while dealing with short term emergencies.
- b. An internal incident or administrative matter such as a maintenance issue or medical emergency that requires staff and student movement to be limited, a Hold in Place may be initiated.
- c. Note: the District has specific detailed plans, which will not be publicly shared in this document.

6. Lockdown

- a. Definition: lockdown means to immediately clear the hallways, lock and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. Lockdown will only end upon physical release from the room or secured area by law enforcement. Lockdown is initiated during incidents that pose an immediate threat of violence in or around the school.
- b. While the principal or his/her designee generally initiates the aforementioned procedures, anyone can initiate a lockdown. In the event of imminent emergency that requires specific lockdown procedures, a lockdown can be initiated by anyone in the building at any time. An individual yells or communicates through the PA or phones system, "Lock Down, Lock Down, Lock Down" and anyone able to do so will call the main office so an announcement can be made.
- c. Note: the District has specific detailed plans, which will not be publicly shared in this document.

7. Secure Lockout

- a. Definition: secure lockout means students and staff remain inside locked and secured school buildings during incidents that pose an imminent concern outside the school.
- b. A lockout is the response to an actual or perceived threat from outside the school building.
- c. Note: the District has specific detailed plans, which will not be publicly shared in this document.

B. Implementing School Security

The District is staffed with a full time School Resource Officer (SRO), who has the authority to collaborate with the Director of Facilities and building principals to establish safety practices, and a collaborative relationship between the school and outside community.

The Director of Facilities has the authority to:

1. Assess and monitor the safety and security of buildings and grounds.
2. Assign staff as it relates to securing and monitoring all buildings and grounds.

Building administrators have the authority to determine the following:

1. Entrance and hall monitoring practices based upon building configurations, locked doors and age level of students
2. Visitor and substitute - sign in and identification badge use
3. Planning and timing of school drug searches using police dogs
4. Recommendations to the district-wide safety committee, the administrative team and the superintendent of schools

Each building has prepared building schedules, class lists by periods, staff rosters, and their daily school day locations, parent home and work phone numbers, plus lists of telephone numbers of district and building officials needed to implement the safety plan.

Section 3: RESPONDING TO THREATS AND ACTS OF VIOLENCE

In the event of a violent incident, potential incident, or intruder on school grounds (direct or implied threats), the building office staff or administrator will contact the Addison Police at 911 or 607-359-3619. The superintendent's office will immediately be notified if another level of help is needed or if the seriousness of the situation (scope or intensity) would warrant it.

A. Communication

The district makes use of the following methods of communication for all school facilities within the district:

1. Regular telephone system/cell phone system with numbers as follows:

Person	Position	School Phone
Jim Peiffer	Superintendent	607-359-2244
TBD	Executive Director of Curriculum and Instruction	607-359-2090
Rich Everly	Executive Director of Finance and Operations	607-359-2245
Christine Gill	High School Principal	607-359-1135
Kris Benton	Middle School Principal	607-359-1114
Rachelle Simmons	Elementary Principal	607-359-2261
Emily Wright	PreK/Valley Principal	607-359-1105
Kress Foster	Director of Facilities	607-359-3306
Leo Eldridge	Supervisor of Transportation	607-359-2415
Corey Driskell	Athletic Director	607-359-1102
TBD	SRO	607-359-1104
Pam Drumm	Food Service Manager	607-359-1124
Julie Mitchell	Assistant Food Service Manager	607-359-1124

2. District-wide radio system
3. Telephone (VOIP) speaker system
4. Building intercom (High School, Middle School, Tuscarora Elementary and Valley)
5. Email Distribution Lists

In the event that specific parents need to be called, phone numbers of all students and parents are kept both at the building and district level offices. In the event of a general notification, use of both radio, TV broadcasts, school website, district Facebook page,

and the auto-dialer system may be employed upon order of the superintendent (through his immediate office or the Executive Director of Curriculum & Instruction's office).

B. Situational Response

Plans have been developed through the district committees that deal with the following situations:

1. Intruder, violence, hostage
2. Biological, hazardous material
3. School bus accident
4. Bomb threat
5. Natural weather related - early dismissal, school cancellation
6. Fire

* Part of Building Plan

The district staff, including teachers, school-related personnel and school administrators, have been trained through professional development related to school safety (i.e. incident command, de-escalation techniques, standard response protocols). Follow up trainings may be held at both the district and building level when staff and presenters are mutually available.

In all cases above, the building principal or designee is immediately informed of the situation via staff members who may notify the superintendent of implied or direct threats. This may also involve immediate contact of Addison Police or the monitoring of the situation before police are initially called.

C. Response Protocols:

In cases of intruders (hostages), biological hazard, or bomb threats, a specific response protocol is outlined for the building level, which integrates district response team involvement. The incident command structure may be implemented to potentially include District employees, fire officials, and local law enforcement depending upon the potential threat. Below are examples of agencies that may be in charge based on the individual situation. Reference the Incident Command Structure - Appendix 3.

Depending upon the nature of the situation, the following people (agencies) are in charge as follows:

1. Intruder, violence or hostage threat: Appropriate law enforcement agencies (Addison Police Department, Steuben County Sheriff, or NYS Police)
2. Biological, hazardous material or radiological threat: highest ranking fire official - Addison Fire Department and other NYS or County health related agencies.

3. Bomb threat: Appropriate law enforcement agencies (Addison Police Department, Steuben County Sheriff, or NYS Police), Building principal or ranking district office administrator.

Procedures to safeguard staff include the use of appropriate standard response protocols at the building level (Reference Appendix 2).

Crime scene management will be utilized to protect the potential crime scene by preserving evidence as outlined in the building level plans.

Procedures to inform parents include use of radio, TV broadcasts, school website, district Facebook page, and the auto-dialer. Scripts for internal and external communications are located in the appendices of the building level plans.

The District Office, when appropriate and where space allows, may allow parents to convene at a local site to receive timely information updates.

Responses to arriving parents will be based on the best information known at that time and may be made available approximately every half hour. Most information will come from local command posts set up by the appropriate agencies in charge at the site of the occurrence. (Incident Command Structure)

Local Government Response

As a result of multiple meetings with local, county and state police, disaster and fire officials, group plans have been made in advance for appropriate responses of those agencies. Debriefings will occur with police and EMS personnel after drills. Calls for assistance would be coordinated through the Addison Chief of Police, Steuben County Sheriff, NYS State Police Barracks and/or town supervisor's office if requested by the Superintendent or designee.

D. Resource Coordination

1. Vehicles & Transportation

Use of the district's bus fleet and drivers, maintenance staff and trucks, as well as large group areas inside of the schools in the district may provide opportunities for transportation, evacuation procedures and evacuation sites, as well as control of traffic around district facilities affected by the problem. For a limited time period, food and water may be available to support all individuals housed in one of our buildings.

Coordinating District Resources and Manpower:

Through the district-level Response Team, offices of the Superintendent, Executive Director of Curriculum & Instruction, Executive Director of Finance & Operations, School Building Principals, and Director of Facilities, Transportation Supervisor, and the Cafeteria Managers, appropriate decisions are made to supplement procedures established with local police, fire officials and emergency response agencies.

E. Other Resources:

1. Tuscarora Elementary, and the Middle High School campus are designated as local Red Cross Evacuation Centers.

SECTION 4: POST-INCIDENT COORDINATION & COMMUNICATION

A. District Support for Buildings. Through the efforts of the building level principals, a post crisis team plan has been developed to supplement the building level post incident efforts.

B. Disaster Mental Health Services. The district wide post incident team will include counselors and social workers from our district’s department of pupil services, and additional counselors from other district schools. Referrals for both individual and small group counseling beyond the school efforts will be made to the appropriate community agencies when additional or long-term recovery is needed as stated in the building level safety plans.

SECTION 5: BUILDINGS COVERED BY THE DISTRICT SAFETY PLAN

BUILDING	ADDRESS	ADMINISTRATOR/PRINCIPAL	TELEPHONE
Tuscarora Elementary School	7 Cleveland Drive Addison, NY 14801	Rachelle Simmons	607-359-2261
Addison Middle School	1 Colwell Street Addison, NY 14801	Kris Benton	607-359-1114
Addison High School	1 Colwell Street, Addison, NY 14801	Chris Gill	607-359-2241
Valley Early Childhood School	6786 County Route 119 Cameron Mills, NY 14820	Emily Wright	607-359-1105
District Office, Business Office, Curriculum & Instruction Office	7 Cleveland Drive, Suite 101 Addison, NY 14801	Jim Peiffer Rich Everly TBD	607-359-2244 607-359-2245 607-359-2090
Bus Garage	14 Cleveland Drive Addison, NY 14801	Leo Eldridge	607-359-2415
Buildings & Grounds	7787 State Route 417	Kress Foster	607-359-3306

	Addison, NY 14801		
Jennie Mose Family Resource Center	14 South Street Addison, NY 14801	Heather Balch	607-359-3839

Appendix 1

District Contact Information

Superintendent of Schools

Mr. Peiffer 607-359-2244

Executive Director of Curriculum and Instruction

TBD 607-359-2090

Executive Director of Finance and Operations

Mr. Everly 607-359-2245

Supervisor of Special Education & Valley Early Childhood School

Mrs. Wright 607-359-1111

Addison High School Principal

Ms. Gill 607-359-2241

Addison Middle School Principal

Mrs. Benton 607-359-1136

Tuscarora Elementary School Principal

Ms. Simmons 607-359-2261

Tuscarora Elementary School Assistant Principal

TBD 607-359-2261

Addison Middle / High School

1 Colwell Street
Addison, NY 14801
Phone: 607-359-2241
Fax: 607-359-3443

Tuscarora Elementary School

7 Cleveland Drive
Addison, NY 14801
Phone: 607-359-2261
Fax: 607-359-4507

Valley Early Childhood Pre K

6786 Route 119
Cameron Mills, NY 14820
Phone: 607-695-2636
Fax: 607-359-2067

Promoting a Culture of Safety

We are committed to promoting a safe and healthy environment for all students. This includes promotion of positive interactions at all times.

As noted in the Code of Conduct, students are not permitted to make harassing or threatening statements or engage in actions that threaten the health and safety of others at any time. Students and parents should be aware that comments, even made in jest, will be investigated thoroughly and treated seriously. If you have concerns or have heard of threats made, we ask that you contact the school resource officer or law enforcement at 911

immediately.

Anonymous Tip line

Please visit our website at
www.addisoncsd.org

To report an anonymous tip, click on the symbol (example below) located at the bottom of the website home page.



School Safety Information

Addison Central School
District



Appendix 1 (continued)

Emergency Procedures	Reunification	Emergency Communications
<p>The following are internal examples of protocols used by the Addison School District in a variety of emergency situations. Specific details for each protocol are shared with all staff and students. Procedures are posted in each classroom and are reviewed during drills.</p> <p><u>LOCKOUT</u></p> <p>Used to secure school buildings and grounds during incidents that pose an imminent concern outside of school.</p> <p><u>LOCKDOWN</u></p> <p>Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.</p> <p><u>EVACUATE</u></p> <p>Used to evacuate students and staff from the building.</p> <p><u>SHELTER-IN-PLACE</u></p> <p>Used to shelter students and staff inside the building.</p> <p><u>HOLD-IN-PLACE</u></p> <p>Used to limit movement of students and staff while dealing with short term emergencies.</p>	<p>Under most emergency situations parents and guardians are not allowed to enter the school facility until law enforcement agencies declare it safe to do so.</p> <p>Please also note that contacting the school during times of emergency are discouraged. In the event of reunification, you will need to bring personal identification to assist the school in the reunification process.</p> <p>Parents and guardians may designate other adults as having authority to pick up their children in an emergency situation but this must be done in advance. Parents and guardians will have the opportunity to edit emergency designations on a yearly basis. If emergency plans or contact information should change throughout the school year, directly contact the appropriate program level office (contact information is noted on the back of this brochure).</p> <p>Reunification communication will primarily be done using the communication channels noted on the next page. Reunification sites will be announced at the time of communication.</p>	<p>Please use the following sources of information below in the event of an emergency. These forms of communication allow school personnel and emergency service providers to focus on the personal safety and well-being of students and staff, while keeping you informed. Reliability of communications is subject to availability of electricity, internet and cellular service. Localized or wide-scale power outages and / or phone/ internet outages may affect district communications.</p> <p>AUTO DIALER</p> <p>Auto Dialer allows administrators to alert parents of emergencies through a rapid dialing system. It calls the primary contact number and sends an email.</p> <p>ADDISON WEBSITE</p> <p>The district website provides regularly updated information about emergencies and general communications affecting the District as a whole, as well as individual buildings. www.addisoncsd.org</p> <p>LOCAL RADIO AND TV STATIONS</p> <p>Local stations will provide updates on emergency situations. Tune in to FM radio stations WINK 106.1 Magic 97.7, or watch WETM, WENY, or Spectrum TV channels.</p>

Appendix 2

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKOUT! Get inside. Lock outside doors.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors
Lock outside doors
Increase situational awareness
Business as usual
Take attendance



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance



EVACUATE! To the announced location.

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

TEACHER

Lead evacuation to location
Take attendance
Notify if missing, extra or injured students



SHELTER! Hazard and safety strategy.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

TEACHER

Lead safety strategy
Take attendance



HOLD! In your classroom. Clear the halls.

STUDENTS

Remain in the classroom until the "All Clear" is announced

TEACHER

Close and lock classroom door
Business as usual
Take attendance



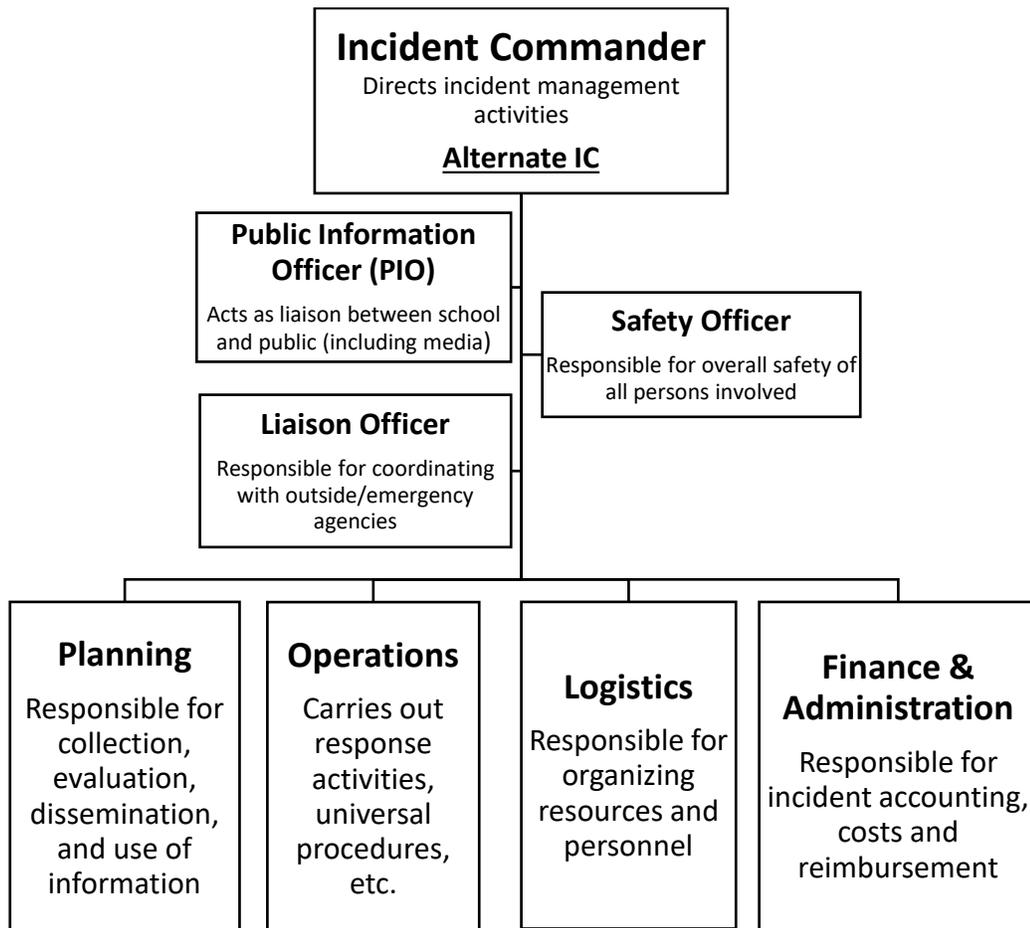
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Appendix 3

School Incident Command System

To provide for effective direction, control and coordination of an incident, the School Emergency Response Protocol (ERP) may be activated through the implementation of the Incident Command System (ICS).

Staff are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The School ICS is organized as follows:



Addison CSD Emergency Remote Instruction Plan

Required Components

1. Availability of Computing Devices for Students to Participate in Synchronous Instruction
2. Ability of Students to Access Internet Connectivity
3. Expectations for Staff re: Synchronous Instruction & Supplementary Asynchronous Instruction
4. Provision of Instruction to Students for Whom Remote Instruction is Not Appropriate
5. Provision of Special Education & Related Services
6. Estimated Number of Instructional Hours to be Claimed for State Aid

Availability of Computing Devices for Students to Participate in Synchronous Instruction

Addison CSD is a 1:1 district in grade K-12 and all students are provided with a digital device. Students in grades 6-12 take these devices home daily. In the event of pending emergency closure, students in grades K-5 will take devices home prior to the closure. If the latter is not possible and the closure is expected to last an extended number of days, device pick-up and/or delivery options will be implemented. These opportunities will be communicated via the district website, social media account and digital messaging system.

If a student's device needs service or replacement, a request can be submitted via contacting the student's teacher, principal or district IT personnel using the email address ACSDIT-AD@addisoncsd.org or contact the main office of a student's school by calling (607) 359-2244 and selecting the appropriate option.

Students at the PK level who are not provided computing devices can participate in synchronous instruction via personal devices.

This plan is consistent with data collected via the Student Digital Resources survey.

Ability of Students to Access Internet Connectivity

Needs of students for internet access have been determined through the results of the Student Digital Resources survey, as well as communication between teachers and families. Internet hotspots will be provided to families without internet access who reside in locations in which the devices will provide such access. The district will also allow for wi-fi access in school parking lots, if safe and appropriate to do so.

Expectations for Staff re: Synchronous Instruction & Supplementary Asynchronous Instruction

The district provides all teachers and teaching assistants with laptops. Teacher aides will be provided with devices in the event of an emergency closure. Additionally, the district will provide internet hotspots to any instructional staff who do not have internet access and live in a location in which such devices will provide internet service.

The district has provided and continues to offer and support professional learning opportunities regarding the use of digital instructional tools including, but not limited to:

- Schoology
- Teams
- Nearpod

Instruction for ELL/MI students will continue to be provided in a personalized manner and as required by Part 154 through digital means.

Program Level	Portion of Day - Synchronous	Portion of Day Asynchronous
PK	100	100
K-5	55-65%	35-45%
6-8	100%	0
9-12	100%	0

See Appendixes A-D for Emergency Remote Instruction Schedule information.

Provision of Instruction to Students for Whom Remote Instruction is Not Appropriate

Hard copies of activities and resources will be provided to students for whom remote digital instruction is not possible or appropriate. Direct student-teacher contact will be made by telephone to support instruction.

Provision of Special Education & Related/Support Services

All special education and related/support services will be provided remotely in accordance with students' IEP/504 plans. As teachers and providers will be following normal schedules using remote technologies and/or telephone, services will be provided per normal schedules. Compensatory services will be provided as needed upon return to in-person instruction.

Estimated Number of Instructional Hours to be Claimed for State Aid

Program Level	Estimated Hours to Claimed
---------------	----------------------------

PK	N/A
K-5	5.67
6-8	5.7
9-12	6.0

Program Level Emergency Remote Schedules

Valley Early Childhood School Emergency Remote Instruction Schedule

8:00 – 9:00 Whole staff meeting via Microsoft Teams-Principal hosts

- Staff members work in Breakout rooms to create Nearpod lessons for the day’s learning.
- Teachers prep stories and associated activities
- Staff identifies plan for the leading of Knights Know It!

9:00-9:20 Whole school synchronous session via Microsoft Teams-Principal hosts-same link as above

- Knights Know It
- Valley song, pledge, honor code, routines
- Whole group gross motor activities
- Students are split into breakout rooms with classroom teams
- Teachers conduct read-alouds and corresponding activities

9:20-9:45 – Nearpod lessons are posted and available to students via Schoology and email for asynchronous availability.

9:45 to 10 :30- Classroom Microsoft Teams sessions open

- Teachers have individual Teams Meeting links to send to families
- Second Step lesson
- Snow day activities
- Read another Book

10:30-10:45- Library with Miss Tammy via Microsoft Teams-Same as first link

10:45-11:00- ASL with Siggy via Microsoft Teams- Same as first link

11:00 – 12:00 Staff Check-In via Microsoft Teams

12:00-1:00 Lunch

1:00-2:00 -Whole Staff PD Session Online via Microsoft Teams

2:00-2:30 Break

2:30- Final check-in session via Microsoft Teams- Same as first link

- Goodbye song

Tuscarora School Emergency Remote Instruction Sample Schedules

		Synchronous (Direct Instruction, Classwork)	Synchronous (Direct Instruction, Classwork)	Synchronous/Asynchronous (Direct Instruction/Classwork/Small Group Instruction/Intervention Groups)			Synchronous/Asynchronous (Direct Instruction/Classwork/Small Group Instruction/Intervention Groups)		Synchronous (Direct Instruction, Classwork)	
G R A D E 4	A	Gentile	SS A/B (8:15-8:55)	PE/SPECIALS (9:00 - 9:40)	ELA A (9:45-11:15)	LUNCH (11:20-11:50)	Recess (11:50-12:10)	ELA B (12:15-1:50)	Pack Up/Agenda (1:50-1:55)	Band (1:55 - 2:30) Chorus (1:55 - 2:30) Structured Study Hall /Art/Library (1:55 - 2:30)
	B	Rekczis	Science A/B (8:15-8:55)		Math B (9:45-11:15)			Math A (12:15-1:50)	Pack Up/Agenda (1:50-1:55)	
	C	Dowling	SS A/B (8:15-8:55)		ELA A (9:45-11:15)			ELA B (12:15-1:50)	Pack Up/Agenda (1:50-1:55)	
	D	Shipman	Science A/B (8:15-8:55)		Math B (9:45-11:15)			Math A (12:15-1:50)	Pack Up/Agenda (1:50-1:55)	
		Synchronous/Asynchronous (Direct Instruction/Classwork/Small Group Instruction/Intervention Groups)	Synchronous (Direct Instruction, Classwork)	Synchronous/Asynchronous (Direct Instruction/Classwork/Small Group Instruction/Intervention Groups)			Synchronous (Direct Instruction, Classwork)		Synchronous (Direct Instruction, Classwork)	
G R A D E 2	A	Wheatcraft	ELA *Including All Literacy Block Expectations (8:00-9:40)	PE (9:45-10:15)	Math *Lesson, Skills, Small Groups, Centers (10:20-11:45)	LUNCH (11:50-12:20)	SPECIALS (12:40-1:10) (Common Planning Time)	Recess (1:10 - 1:40)	Social Studies/Science (1:45 - 2:25)	
	B	Klawitter	ELA *Including All Literacy Block Expectations (8:00-9:40)	PE (9:45-10:15)	Math *Lesson, Skills, Small Groups, Centers (10:20-11:45)	LUNCH (11:50-12:20)		Recess (1:10 - 1:40)	Social Studies/Science (1:45 - 2:25)	
			Synchronous/Asynchronous (Direct Instruction/Classwork/Small Group Instruction/Intervention Groups)	Synchronous (Direct Instruction, Classwork)	Synchronous (Direct Instruction, Classwork)	Synchronous/Asynchronous (Direct Instruction/Classwork/Small Group Instruction/Intervention Groups)				Synchronous (Direct Instruction, Classwork)
	C	Hamilton	ELA *Including All Literacy Block Expectations (8:00-9:40)	Math Skills (9:45-10:15)	PE (10:20-10:50)	Math *Lesson, Small Groups, Centers (10:55-11:45)		LUNCH (11:50-12:20)	Recess (1:10 - 1:40)	Social Studies/Science (1:45 - 2:25)
	D	J. Flint	ELA *Including All Literacy Block Expectations (8:00-9:40)	Math Skills (9:45-10:15)	PE (10:20-10:50)	Math *Lesson, Small Groups, Centers (10:55-11:45)		LUNCH (11:50-12:20)	Recess (1:10 - 1:40)	Social Studies/Science (1:45 - 2:25)

Addison Middle School Emergency Remote Instruction Schedule

Period	Times Grades 6 & 8	Times Grades 7
Period 1	8:00-8:38	8:03-8:41
Period 2	8:51-9:23	8:54-9:26
Period 3	9:36-10:08	9:39-10:11
Period 4	10:21-10:53	10:24-10:56
Period 5 A	11:06-11:26	11:09-11:19
Period 5 B	11:28-11:38	11:31-11:51
Period 6 A	11:51-12:11	11:54-12:14
Period 6 B	12:13-12:23	12:16-12:26
Period 7 A	12:36-12:56	12:39-12:59
Period 7 B	12:58-1:08	1:01-1:11
Period 8	1:21-1:53	1:24-1:56
Period 9	2:06-2:38	2:09-2:40

Addison High School Emergency Remote Instruction Schedule

Period	Times Grades 9-12
Period 1	8:00-8:38
Period 2	8:51-9:23
Period 3	9:36-10:08
Period 4	10:21-10:53
Period 5 A	11:06-11:26
Period 5 B	11:28-11:38
Period 6 A	11:51-12:11
Period 6 B	12:13-12:23
Period 7 A	12:36-12:56
Period 7 B	12:58-1:08
Period 8	1:21-1:53
Period 9	2:06-2:38