



Lake Placid Central School District
50 Cummings Road
Lake Placid, NY 12946
(518) 523-2475

DISTRICT-WIDE SCHOOL SAFETY PLAN

Adopted: 10-3-23

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INTRODUCTION:

Experience tells us that disasters often severely restrict or overwhelm our communications, transportation, electrical and lifeline systems. The impact on schools and the larger community requires mobilization and coordination of resources to lessen human suffering and property loss.

An efficient and effective school response to the threat of an emergency can only be accomplished with adequate advanced planning and preparedness for emergency activities and resources. Successful and coordinated planning requires a systematic approach.

This Safety Plan can, with appropriate training and preparation, provide the district administration and each building principal with immediate action steps in the event of a disaster. Resources, information, and telephone numbers are instantly available. Contingency plans for various disasters are listed along with preplanning and recovery activities.

This plan must be reviewed yearly with the District Safety Team, not only to reinforce the information, but also to update the plan as new information is developed. Further, building principals should review the plan yearly with all staff to make everyone familiar with the emergency routines that will be followed if a disaster occurs.

The Lake Placid Central School District-Wide Safety 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 are 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 Lake Placid Central School District supports the SAVE Legislation, and intends to facilitate the planning process. The Superintendent of Schools and the Board of Education encourage and advocate for on-going district-wide cooperation and support of Project SAVE.

Questions concerning this manual and its use within the Lake Placid Central School District should be directed to the Superintendent of Schools.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

The Lake Placid Central School District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Lake Placid Central School District Board of Education, the Superintendent of Schools 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

As per Commissioner's Regulation, Section 155.17 (c)(13), the Lake Placid Central School District-Wide Safety Team is comprised of representatives of the Board of Education, teachers, administrators, parents, school safety personnel, and other school personnel.

C. Concept of Operations

1. The District-Wide School Safety Plan shall be directly linked to the individual Building-Level Emergency Response Plans for each school building. This District-Wide School Safety Plan will guide the development and implementation of Building Level Emergency Response Plans.
2. This Plan has been developed using the New York State Education Guidance Document. It Has been reviewed and revised by members of the Lake Placid District-Wide Safety Team prior to public comment.
3. In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the **School Emergency Response Team**.
4. Upon activation of the **School Emergency Response Team**, the Superintendent of Schools or his/her designee will be notified and, when appropriate, local emergency officials will also be notified.
5. County and State resources through existing protocols may supplement emergency response actions, including post-incident responses.

D. Plan Review and Public Comment

1. Pursuant to Commissioner's Regulation 155.17 (e) (3), this plan was made available for public comment at a public hearing held at the Wilmington Community Center, Springfield Road, Wilmington, NY 12997, on October 3, **2023** and provided for participation of school personnel, parents, students, and any other interested parties. The Board subsequently adopted the District-Wide and Building-Level Plans on October 3, **2023**. The most recent revision of the District-Wide Safety Plan as reflected in this document was adopted by the Board of Education on **October 3, 2023**.
2. Full copies of the District-Wide School Safety Plan were submitted to the New York State Education Department online. Emergency Response Plans were sent to local and State Police on October __, **2023**.
3. 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 after its adoption by the Board of Education. A copy of the plan will be available at the Office of the Superintendent of Schools.
4. While linked to the District-Wide School Safety Plan, 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.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

The Lake Placid Central School campuses utilize identification badges, reference checks and fingerprinting according to SAFE requirements for all staff. Each instructional building will maintain its respective security policies and procedures, as appropriate, and may be found in the confidential Building-Level Plan.

A. Prevention/Intervention Strategies

Program Initiatives

1. The District has in place the following prevention strategies:
 - Assemblies to discuss pertinent issues (*limited during pandemic)
 - Interventions by teachers, counselors, psychologists, teaching assistants, and administrators.
 - Group discussions led by psychologists, counselors and teachers
 - Advisory groups
 - Character Education programs like Positive Behavioral Interventions and Supports (PBIS) and Lake Placid Connections for Change (LPCC)
 - Programs developed by Connecting Youth to Communities (CYC)
 - A Dignity for All Students Act (DASA) policy
2. Information will be available to parents/guardians on how to identify potentially violent behaviors.
3. If a teacher or administrator feels help for a student is warranted, it will be discussed with appropriate school personnel to determine the next step.
4. An interpersonal violence prevention education package will be taught as appropriate.
5. The Lake Placid Central School District recognizes that communication is a vital key in the prevention and intervention of violence in schools; the District will continue to explore programs based on program needs.
6. The District's referral process is utilized for the reporting of potentially violent incidents according to the building chain of command and following the District's Code of Conduct. Additionally, counselors are available in every school for students to share information where the source can be confidential.

Training, Drills, and Exercises

The District will conduct annual training for both staff and students in multi-hazard safety issues, including Right-To-Know and Blood Borne Pathogens. Training will be coordinated by the LPCSD Administration, consisting of classroom activities, general assemblies, tabletop exercises, fire drills, go-home drills, and safety programs. The Response Team meets periodically to review safety measures and procedures.

LPCSD will coordinate drills and other school safety exercises annually for both staff and students. Training will include an explanation of the non-confidential roles and responsibilities of students and staff during the activation of emergency procedures outlined in the School Safety Plan and other applicable procedures. When appropriate the district will utilize local, county and state emergency responders and preparedness officials. LPCSD will revise existing plans in response to post-incident critiques by medical personnel and other trained safety experts.

Staff training will be offered annually. Additional training will be scheduled when procedures change or circumstances indicate the need to review procedures.

Training and screening of new employees may utilize programs such as the New York State Police Safe Schools Program. As of February 2, 2001 all newly certified teachers will have completed two hours of training in school violence prevention and intervention. Additionally, as of July 1, 2013 all applicants for certification are required to complete six hours of training in the Dignity for All Students Act in accordance with Article 2 Sections 10-18 of the New York State Education Law.

Implementation of School Security

The District will consider and implement, where prudent, the following recommended school actions. Building-specific plans will include more detailed actions, in which the following security measures are in place at all times.

1. All outside doors will remain locked during the day. Visitors may access the schools through the main entrances. Office staff screen visitors prior to admitting entrance.
2. Every door will be accessible as an exit.
3. All inside classroom doors will be unlocked from the inside during instructional time but locked from the outside.
4. A sign at the main entrance will direct all visitors to “report to the office”.
5. All visitors will be required to sign in, and if they will need access to other areas of the building they will either be escorted by an employee of the school or issued a “Visitor” ID tag.
6. Office and classroom doors will have windows that will have an unobstructed view from the hallway.
7. Cameras and monitors will be strategically placed.
8. The District’s teachers and teaching assistants will monitor all areas of each campus for safety and security purposes.
9. Close communication and supportive relationships between parents/guardians and schools are essential to increasing student achievement and enhancing school climate. The Lake Placid Central School District supports effective and appropriate visitations to schools and classrooms by parents/guardians, community members, and other appropriate individuals, subject to the following guidelines:
 - a. Parents/guardians may request a visit to the child’s classroom(s) through the building principal, at which time the purpose of the visit will be established. The date and the

- time of the visit will be mutually agreed upon directly between the parent/guardian and the teacher. The building principal will be notified, in advance, of the arrangements that have been agreed upon for the visit.*
- b. Teachers may request that a parent/guardian visit the classroom by directly contacting the parent/guardian and establishing a mutually agreed upon time and date. The building principal will be notified of the visit in advance. *
 - c. Visitations by individuals other than parents/guardians shall be arranged directly between the building principal and the individual making the request. The purpose of the visit will be made clear at that time in order to facilitate appropriate arrangements.*
 - d. Visitation will occur in a way that avoids or minimizes disruption to the normal learning process and the ordinary classroom routine. The building principal may be present when appropriate. Visitors agree to maintain confidentiality regarding information that they acquire during the course of the visit as explained to the visitor by the building principal. *
 - e. Individuals visiting the schools are required to ring the intercom and then to go directly to the office, advise the principal or his/her designee of their presence and purpose for being in the building, receive permission to be on school grounds, and sign the visitor's book. Proper identification must be shown to school staff upon arrival. Visitors are to report to the office prior to their departure, sign out and return their visitor's pass. * (pandemic.)
 - f. Before a child may be taken from the building by a non-school person, the visitor must be recognized by the building principal or his/her designee as one having the legal right to take the child. The visitor will wait in the office for the child to come from the classroom at which time he/she will be signed out in the appropriate book. No visitor is to go to the classroom unaccompanied by the appropriate school official for the purpose of getting a child.*

*Visitation will be restricted during the pandemic.

Vital Educational Agency Information

Each Building-Level Emergency Response Plan will include the following information:

- School population
- Number of staff
- Transportation needs
- Business and home telephone numbers of key officials of each campus.

The Building-Level School Safety Teams will insure that this information is updated routinely and accurate.

B. Early Detection of Potentially Violent Behaviors

1. Paying attention to early warning signs can help prevent or minimize violence to self and others. Certain emotional and behavioral signs, when viewed in context, can signal a troubled student. Teachers are trained to recognize the signs that can be used to signal a student who may need help. The more signs a student exhibits the more likely it is that he or she may need intervention. Early warning signs include:
 - Depressed mood or chronic crying
 - Decline in school performance

- Verbal expressions about one's own death
 - Giving away important personal possessions
 - Use of alcohol or drugs
 - Sudden lifting of severe depression
 - Recent withdrawal from therapy or psychological counseling
 - Purchase of knives, guns, or ropes
 - Verbal or written communications which appear to be saying "good-bye"
 - Feelings of guilt
 - Violent, aggressive behavior
 - Exaggerated mood swings
 - Running away
 - Talking about revenge or getting even with parents
 - Confusion and despair resulting from sudden death or suicide of a peer
 - Any sudden obvious changes in behavior
 - Eating disorders - changes in eating habits
 - Sleeping disorders - insomnia or excessive sleeping
 - Low energy level, constant fatigue
 - Decreased productivity or effectiveness
 - Pessimism about the future or brooding about the past
 - Loss of interest in formerly pleasurable activity
 - Inability to show pleasure
 - Reactions that seem inappropriate to the situation
 - Statements of inadequacy or low self-esteem
 - Social withdrawal - pulls away from friends
 - Irritability or excessive anger (which may be directed towards parents, caretakers, or siblings), rebelliousness, and belligerence
 - Neglect of personal appearance
 - Physical complaints
 - Preoccupation with illness, death, or catastrophic events
 - Decreased attention, concentration, or ability to think clearly
2. Information will be available to parents/guardians on how to identify potentially violent behaviors.
 3. If a teacher or administrator feels help for a student is warranted, it will be discussed with appropriate school personnel to determine the next step.
 4. An interpersonal violence prevention education package will be taught as appropriate.
 5. The Superintendent of Schools will set specific times for the building principal(s), in conjunction with the Lake Placid Central School District Professional Development Plan, to organize activities of particular concern.

C. Hazard Identification

The District has established procedures in the Building-Level Emergency Response Plans for the identification of potential sites and the internal and/or external hazards that may be present in them. These procedures are developed in coordination with the local Emergency Management Office, Fire Department, and law enforcement agencies, and the use of a Risk Probability Checklist. See Appendix 2.

SECTION III: RESPONSE

The District uses the Incident Command System model for emergency actions. For district-wide emergencies, the Incident Commander will be Superintendent of Schools.

In building-level emergencies, the administrator in charge or his/her designee will act as the Incident Commander. As time permits these decisions should be made after consulting with the Superintendent of Schools. The Incident Commander is authorized to activate such resources and personnel as are appropriate for the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building Level Emergency Response Plan. Building-Level Incident Command staff are identified in the Building Level Emergency Response Plan.

Information regarding the Lake Placid Central School Incident Command Center post, staging area, transportation, and guidance on family reunification plans and procedures are identified in the Building Level Emergency Response Plans.

A. Notification and Activation (Internal and External Communications)

The Incident Commander will contact law enforcement officials as described in the Building-Level Emergency Response Plans. Decisions about which agencies to contact will be based upon the “*closest response agency*” concept to ensure that the response to the incident is as rapid as possible.

The District will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification, and will delegate its delivery.

The District will contact appropriate parents, guardians, or persons in parental relation to the students/staff via media release, telephone contact, or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the Building-Level Emergency Response Plans.

For purposes of good management, a COMMAND POST is essential to a disaster event. Any situation greater than a minor event requires a COMMAND POST. This post must have:

1. IN/OUT communications, such as:

Telephone	Intercom
Fax/Email	Local Media
Emergency Alert System (EAS)	Website of Burlington NWS
NOAA Weather Radio	Others As Appropriate
Cellular Phones	District Radio System (Portables)

2. Protection for operating personnel.

3. A location and IDENTIFICATION known to disaster personnel and local resource personnel.

4. Accessibility during the entire term of the event.
5. Sufficient room to accommodate all the people necessary for decision-making and the attendant materials.
6. A location near enough to the event to be useful.

Command Posts: *(location to be chosen based on the circumstances of the incident)*

- District office
- Elementary or High School office
- Firehouse
- Lake Placid Village Library
- A large vehicle such as a school bus or a van
- A nearby residence
- School Bus

The functions of a Command Post are:

1. Provide a central location for decision-making and direction for personnel.
2. Provide a known central location to which incoming personnel report.
3. Provide updated information to personnel and disaster authorities.
4. Provide communications to inside and outside personnel.
5. Provide a staging point in the event of confusion and disorder.

An alternative Command Post is necessary in the event that the main building is involved in the disaster. Alternative locations should be established in the pre-plan. A local residence is often suitable if it is large enough and the owners are cooperative in setting up the contingency. It may be necessary to commandeer (take over) a building as Command Post in the event of a serious natural disaster.

Communications at the Command Post are essential. Holding a telephone line open with the Superintendent's office is suggested so that incoming calls from the media and parents do not close off the link. Keeping the link open is done by making a call and keeping the line on stand-by or HOLD.

B. Situational Responses

Multi-Hazard Response

The District has identified in the Building-Level Emergency Response Plans the following general response actions to emergency situations. These actions include school cancellation, early dismissal, evacuation, lockdown, lockout, and sheltering. The Building-Level Emergency Response Plans include identification of specific procedures for each action depending upon the emergency.

Emergencies include, but are not limited to:

Threats of Violence	Medical
Civil Disturbance	Environmental
Fire and Explosion	Hazardous Material
Systems Failure	Natural/Weather Related
School Bus Accident/Breakdown	Weapons found on property/student
Hostage/Kidnapping	Intruder
Others as deemed necessary	Pandemic

Responses to Acts of Violence: Implied or Direct Threats/Acts of Violence

The District has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community, as well as the range of disciplinary action to be used when responding to threats or acts of violence. Responses are listed in Appendix 5 of this document. (*see also district Code of Conduct*). The normal procedures to respond to implied or direct threats of violence will be:

- Use of staff trained in de-escalation or other strategies to diffuse the situation
- Inform Building Principal of implied or direct threat
- Determine appropriate action to respond to level of threat with Building Principal/Designee
- Contact appropriate law enforcement agency, if necessary
- Monitor situation, adjust response as appropriate; include the possible use of the Emergency Response Team
- If the situation warrants, isolate the immediate area and evacuate, if appropriate
- If necessary, initiate lockdown procedure, early dismissal, or sheltering.
- Inform District Superintendent/Designee

The Lake Placid Central School District will distribute informative materials on the early detection of potentially violent behaviors to teachers, administrators, school personnel, students, person in parental relationship to students, and others deemed appropriate to receive such information at the commencement of the school year.

- The material will be sent, along with the District Code of Conduct, to parents and guardians prior to the beginning of the school year.
- The materials will be distributed to students by mail before school starts.
- Teachers, administrators, and other school personnel will receive the materials at staff meetings.

Information distributed will include documents from NYS Police and the Centers for Disease Control (CDC), such as:

- **Risk Factors Associated with Violence and Shaping Children**
- **Protective Factors Associated with Violence Prevention**
- **Identifying Warning Signs of Potential Violence**

The district's Guidance Department maintains a library of additional resource materials on the early detection of potentially violent behaviors. At the elementary school, these materials are

located in the Parent Resource Library. These materials are available to all teachers, administrators, school personnel, students, and persons in parental relationship to students.

Response Protocols

The District recognizes that appropriate response to emergencies, such as bomb threats, intrusions, hostage takings and kidnappings, varies greatly depending on the situation. The Building Level Emergency Response Plans detail the appropriate response to such emergencies utilizing the following protocols:

- Identification of decision makers
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

Procedures for Obtaining Emergency Assistance from Local Government

During emergencies local government agencies and emergency services can be contacted through the County Directors of Emergency Management. The Incident Commander will authorize the request for assistance and/or advice from these agencies.

Lake Placid Police Department	518-523-3306
NYS Police (Troop B Headquarters)	518-897-2000
Lake Placid Volunteer Fire Department	518-523-2535
Ambulance (the fire department handles the ambulance calls)	518-523-2535
Essex County Emergency Services	518-873-3900
Franklin County Emergency Services	518-483-2580
Department of Environmental Conservation	518-897-1300

The district resources, which may be available during an emergency, include the following:

- | | |
|---|---|
| * Red Cross | * NYS Department of Health (518-891-1800) |
| * Fire Department | * Village/Town Official |
| * Private Industry | * State Emergency Management Office
(SEMO: 518-457-2200) |
| * Private Individuals | * Essex County Mental Health |
| * North Star Mental Health | * CHEMTREC (800-424-9300) |
| * NYS Department of Environmental
Conservation | * Religious Organizations |
| * NYS Department of Transportation | * School Counselors and Psychologists |
| * Others as deemed necessary | |

Specific resources are identified in the Building Level Emergency Response Plans.

District Resources Available for Use in an Emergency

The District has committed the full inventory of its resources to be available for use during an emergency. The Incident Command Team will utilize these resources in line with the Building

Level Emergency Response Plans as deemed appropriate. Specific personnel and resources are identified in the Building Level Emergency Response Plans.

Additional District resources available for use in an emergency include the following:

Equipment	Location
Defibrillator	Each Instructional Building
Smoke Ejectors	Fire Department via 911
Emergency Lighting	Each Building
Portable Fire Extinguishers	Each Building/Each Bus
Spill Cleanup/Absorbent Materials	Custodial Department
First Aid Supplies	Each Building/Nurses Offices

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

The District uses the Incident Command system model for emergency actions; see Appendix 6. For district-wide emergencies the Incident Commander will be the District Superintendent, or his/her designee. In building-level emergencies, the administrator in charge or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident.

The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building Level Emergency Response Plans. Building-Level Incident Command staff is identified in the Building Level Emergency Response Plans.

Protective Action Options

The Superintendent, building principals, and superintendent of buildings and grounds are responsible for monitoring the conditions of any school facility, which may affect the welfare of students and staff. The superintendent, building principal and/or superintendent of buildings and grounds must be familiar with the necessary procedures and will have the ability to recognize impending or actual emergencies. In the event that the safety of students and staff can no longer be ensured within the building, then appropriate evacuation procedures will begin.

Should it become necessary to evacuate the Lake Placid Central District Schools for any reason, one of the three plans should be used. Each Plan is designed to meet a specific set of circumstances and time frame and is to be coordinated with the Incident Command.

Early Dismissal/School Cancellation

This plan presumes no immediate crisis and sufficient time to secure bus drivers, prepare students and staff for dismissal and to close the district in a most orderly manner. It is voice-activated from the superintendent's office to each administrator who in turn provides specific instructions over the intercom to students and staff regarding the closing down of school.

Most likely use – Early dismissal due to deteriorating weather conditions.

Early Dismissal/Evacuation/Sheltering

This plan presumes there is some form of crisis developing, but there is time for students and staff to minimally prepare themselves for adverse weather and/or climate conditions prior to leaving building. It also presumes there is insufficient time for normal dismissal procedure to take place. Hence, students and personnel will need to evacuate to an intermediate shelter prior to being taken home. It is voice-activated through each administrative unit via instructions over the intercom.

Most likely use – Bomb threat, chemical spill, etc.

Evacuation/Sheltering

This plan presumes there is an immediate crisis and there is no time to do anything but clear the facility as rapidly as possible. The sounding of the fire alarm activates the plan. The building is to be cleared immediately according to the normal fire drill procedure.

The District's Emergency Response team will be supported after the emergency or disaster by the mental health professionals, pupil personnel, school psychologist and counselors, and the school nurse.

Policies and procedures to contact parents, guardians or persons in parental relations to the students in the event of a violent incident or an early dismissal

The District will contact parents and guardians via media release, telephone contact or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the confidential Building Level Emergency Response Plans.

SECTION IV: RECOVERY

A. District Support for Buildings

After a critical incident has occurred, the Lake Placid Central School District is committed to a thorough and comprehensive recovery for students, staff, and families. The Post-Incident/Crisis Response Team will institute the Crisis Response Plan as outlined in the Building-Level Plan. To achieve this goal, the Post Incident Response Team should consider the following steps:

- Step 1: Consult with administrators and others to:
 - Determine advisability of team involvement
 - Determine nature of team involvement
 - If team is needed, acquire release from currently assigned responsibility
 - Inform Superintendent of nature of the incident
- Step 2: Acquire facts and circumstances as to the nature of the trauma/loss
- Step 3: Determine those groups and/or individuals most affected by the trauma (target population.)

- Step 4: Assist building administrators in the following areas:
- Arrange staff meeting
 - Formulate staff meeting agenda
 - Disseminate information to staff, parents, students, media, etc. (e.g., letters, etc.)
 - Determine logistical needs (e.g., work space, crisis center, counseling rooms, class schedules, parent reunion/student release, etc.)
- Step 5: Assign team members and other staff to individual tasks.
- Step 6: Provide Crisis Team Services
- Conduct faculty meeting with all building staff
 - Provide educational information to teachers to be used in class
 - Conduct classroom meetings with team member and teacher in seriously affected classes
 - Assess needs and arrange for follow-up meetings with individuals and small groups
 - End of day staff meeting to update staff and administrators and plan for next day
 - Crisis Team “debriefing” at the end of day
 - Provide substitutes and aides as back-up staff for teachers
 - Offer a separate room for parent contact, if necessary
 - Instruct crisis workers to aid office staff to deal with parents’ telephone calls and questions
- Remind staff about “Teachable Moments”
- Death and grief education
 - Personal safety
 - Sorting rumor from fact
 - Anatomy of the injury (e.g., what type, extent, what it means)
- Step 7: Assist in creating a committee that can coordinate and plan for memorial contributions, expressions of sympathy, scholarship funds, etc. This committee should be composed of staff, students, and parents.
- Step 8: Follow-up with plans for ending Crisis Team involvement
- Staff meeting
 - Alert staff to important aspects of responses to grief and loss
 - Respond to individual staff questions and needs
 - Provide feedback to teachers regarding individual student needs
 - Suggest helpful literature
 - Refer students and others to appropriate building personnel or other helping resources in the community
 - Arrange for meeting with Crisis Response Team to determine effectiveness of the Crisis Response Plan in addressing the needs in this particular incident.

B. Disaster Mental Health Services

The Lake Placid Central School District will work closely with local mental health services to:

- Provide services to children and families that are appropriate for the type of emergency/disaster.
- Assess condition and immediate needs of children and family including food, shelter, clothing, medical treatment.
- Refer children and other family members to agencies and organizations that provide needed services.
- Follow-up on referrals.
- Decrease the internal and external stressors that affect children and families.
- Provide opportunities for children and families to verbalize their feelings and provide emotional support to aid recovery.
- Guide families through the emergency/disaster and provide tools and techniques for the family to help themselves to recover.

APPENDICES

APPENDIX 1:

Listing of all school buildings covered by the District-Wide School Safety Plan with addresses of buildings, and contact names and telephone numbers for building staff.

Building Name	Address	Contact Name	Work Phone Number
Administrative Service Center	50 Cummings Rd Lake Placid, NY 12946	Tim Seymour, Superintendent David Mayberry, Superintendent of Buildings and Grounds	518-523-2475 518-523-2474
Lake Placid Elementary School	318 Old Military Road Lake Placid, NY 12946	Sonja Franklin Principal DeAnna Brown, Counselor	518-523-3640 518-523-3640 518-523-3640
Lake Placid Middle/High School	34 School Street Lake Placid, NY 12946	Theresa Lindsay, MHS. Principal Constance Hammaker, Counselor Lynn Gosling, Counselor	518-523-2474 518-523-2474 518-523-2474
Lake Placid Transportation Department	5648 Cascade Road Lake Placid, NY 12946	Niki Coursen, Transportation Supervisor Pat Patterson, Mechanic	518-523-4277 518-523-4277

APPENDIX 2:

Building Risk Determination

Building	Address	Internal Hazard	External Hazard
Lake Placid Elementary School	318 Old Military Road Lake Placid, NY 12946	See Below	See Below
Lake Placid Middle & High School	34 School Street Lake Placid, NY 12946		
LPCSD Transportation Department	5648 Cascade Road Lake Placid, NY 12946		
Administrative Services Center	50 Cummings Road Lake Placid, NY		

Internal Hazards

Civil Disturbance

- Bomb Threat
- Hostage
- Dangerous Person/Intruder
- Kidnapped Person
- Civil Unrest
- Implied or Direct Threats
- Student Threats
- Suspicious Package
- Weapons

Fire and Explosion

- Fire/Explosion

Systems Failure

- Energy Supply Loss
- Gas Leak
- Structural Failure

Medical Emergency

- Allergic Reaction/Bleeding/ Blow to the Head
- Broken Bones/Burns/Choking/Diabetic Shock
- Seizures
- Bites
- Blood/Body Fluid Exposure (infection control)
- Shock
- Drowning
- Head Lice
- Infectious Disease
- Food Poisoning
- Heart Attack
- Toxic Exposure
- Respiratory Arrest
- Death/Suicide

External Hazards

Weather Related

- Flood
- Winter Storm/Ice/Wind/Hurricane
- Extreme Cold
- Severe Weather/Tornado

Environmental Problems

- Flood
- Hazardous/Toxic Material Spills
- Storm/Snow/Ice/Wind/Hurricane
- Extreme Heat
- Flood

Other External Hazards

- Airplane Crash
- Earthquake
- School Bus Accident
- Pandemic
- Cyber Attack

APPENDIX 2 CONT'D:**RISK PROBABILITY CHECKLIST**

	YES	NO	COMMENT
1. Has your region ever been short of water due to drought conditions? Natural Hazard: Drought and Extreme Heat		X	
2. Have you ever felt an earthquake tremor while in your community? Natural Hazard: Earthquake	X		
3. Do you live in or adjacent to a major forest region? Natural Hazard: Forest Fire	X		
4. Have forest fires ever occurred within 25-mile radius of your district? Natural Hazard: Forest Fire	X		
5. Do you live in a state having great or moderate risk from landslides occurring? Natural Hazard: Landslide	X		
6. Is your district located in a valley downstream from a man-made dam? Natural Hazard: Mudflow		X	
7. Has your community ever experienced a winter storm ? Natural Hazard: Winter Storms and Blizzards	X		
8. Are severe winter storms a frequent occurrence? Natural Hazard: Winter Storms and Blizzards.	X		
9. Is your community in an area visited by thirty or more thunderstorms per year? Natural Hazard: Severe Thunderstorms	X		
10. Do you live in a state with a coastline on the Atlantic Ocean or Gulf of Mexico? Natural Hazard: Hurricane		X	
11. Has your state ever been crossed by the path of a hurricane ? Natural Hazard: Hurricane	X		
12. Is your district on or near a river or stream floodplain? Natural Hazard: Flood and Flash Floods		X	
13. Have floods or flash floods ever affected your home or community? Natural Hazard: Floods and Flash Floods	X		
14. Do tornadoes present a major or moderate risk to your region? Natural Hazard: Tornado		X	
15. Do you live in a western state that has been or might be affected by ashfall from a volcanic eruption ? Natural Hazard: Volcanic Hazard		X	
16. Are there any factories, warehouses, or disposal areas near your community, which produce or use toxic chemicals or other hazardous materials ? Technological Hazard: Hazardous Materials	X		
17. Is your district within a few miles of a main highway, waterway or railroad line? Technological Hazard: Transportation Accident		X	
18. Have major transportation accidents ever disrupted traffic patterns in your community? Technological Hazard: Transportation Accident	X		
19. Is your district within a fifty-mile radius of a nuclear power facility ? Technological Hazard: Radiological Incident		X	
20. Are there any radioactive waste dump sites in your state? Technological Hazard: Radiological Incident	X		
21. Are there any man-made dams built along the river nearest your district? Technological Hazard: Dam Disaster	X		

APPENDIX 3:

Regulation references

- 155.17 Education Law – School Safety Plans
- Executive Law 2B

APPENDIX 4:

Agencies with which the Building Level Emergency Response Plans (BLERP) are filed:

Building-Level Emergency Response Plans are filed with local and state law enforcement agencies. Identification of local and state law enforcement agencies where building-level plans are filed.

- Main office of each campus
- Superintendent's Office
- Transportation Department

APPENDIX 5:

Policies and procedures for responding to implied, or direct threats of violence or acts of violence by students, teachers, other school personnel, and visitors to the school:

- Corporal Punishment
- Alcohol and Other Substances
- Child Abuse and Maltreatment
- Drug Free Workplace
- Firearms in School
- Policy for Maintenance of Public Order on School Property
- School Conduct and Discipline Policy (superceded by Code of Conduct)
- Sexual Harassment
- Student Management Policy
- Title IX/504/Civil Rights

APPENDIX 6:

Incident Command System

**Incident Commander and Logistics
Superintendent or Designee**

Responsible for providing all resources (personnel, equipment, facilities, and services) required for incident resolution and carrying out decision of the Incident Commander.

**Deputy Incident Commander
Building Adm. or Designee**

Assist the Incident Commander and Logistics Coordinator. In the event that the Incident Commander and Logistics Coordinator are not available or able to assume his/her duties, the Deputy Incident Commander will take command.

**Public Information Officer
Superintendent or Designee**

Compiles and releases information to the news media.

**Safety Officer
Building Adm. or Designee**

Monitors the District Response in an attempt to prevent injuries from occurring to both those involved in the incident and those trying to resolve it.

**Liaison
Superintendent or Designee**

Represents the District by working with responding agencies (law enforcement, fire EMS, utilities, etc.) and other school districts that may be involved in the incident.

**Incident Log
Secretary to Superintendent**

Keeps a written log of all incident events and updates appropriate command post personnel on significant resolution.

**Operations
Building Adm. or Designee**

Responsible for directing the implementation of action plans and strategies for incident resolution

**Planning /Intelligence
Emergency Management Team
Building-Wide Safety Team**

Responsible for collecting, evaluating, and disseminating the information needed to measure the size, scope, and seriousness of an incident and to plan a response.

**Administration/Finance
Business Manager**

Responsible for all cost and financial matters related to the incident.

Appendix 7

Additional Considerations for the District Plan

Although responses to emergencies may depend upon the particular situation and may vary according to the experience and judgment of administrators, crisis team members, and involved agency personnel (police, fire, ambulance, etc.), teams should consider the following points when responding to a difficult situation, emergency, or crisis:

1- Locking down is to be used only when a violent incident is in progress. If school officials believe that a situation will benefit from limiting student movement even when no violent incident is in progress then schools may consider a shelter-in-place, hold-in-place, or lockout.

2- When making a determination about the presence of a threat, school officials may wish to consider implementing a hold-in-place even if no violent incident presently exists. A hold-in-place is most appropriate for conducting locker searches or awaiting a K-9 unit search for weapons, drugs, or other contraband.

3- When addressing situations involving weapons or other threats to student and staff safety, school officials should contact the local police first and consult with other agencies in consultation with the local police.

4- School officials should consider calling on the Crisis Team during or immediately following any threatening or dangerous situations for the purposes of recommending next steps and distributing information with appropriate accuracy and speed.

5- Information on Risk & Protective Factors (see below) will be provided to families at the start of every school year.

6-Recent additions to our district wide safety initiatives include online reporting service, and Anonymous Alerts, which allows any student, staff member, family member, or community member to report their concern anonymously.

7-Safety improvements to school building infrastructure have been included in a recent capital building project. These improvements include additional cameras, new security entrances, impact resistant glass on all 1st floor outside windows, and where appropriate new protective glass on interior doors and windows.

Appendix 8

Risk and Protective Factors – From the Centers for Disease Control & Prevention

1- Risk Factors for the Perpetration of Youth Violence: Research on youth violence has increased our understanding of factors that make some populations more vulnerable to victimization and perpetration. Risk factors increase the likelihood that a young person will become violent. However, risk factors are not direct causes of youth violence; instead, risk factors contribute to the likelihood of youth violence occurring^{1,2} Research associates the following risk factors with perpetration of youth violence:²⁻⁵

Individual Risk Factors

- History of violent victimization
- Attention deficits, hyperactivity or learning disorders
- History of early aggressive behavior
- Involvement with drugs, alcohol or tobacco
- Low IQ
- Poor behavioral control
- Deficits in social cognitive or information-processing abilities
- High emotional distress
- History of treatment for emotional problems
- Antisocial beliefs and attitudes
- Exposure to violence and conflict in the family

Family Risk Factors

- Authoritarian childrearing attitudes
- Harsh, lax or inconsistent disciplinary practices
- Low parental involvement
- Low emotional attachment to parents or caregivers
- Low parental education and income
- Parental substance abuse or criminality
- Poor family functioning
- Poor monitoring and supervision of children

Peer and Social Risk Factors

- Association with delinquent peers
- Involvement in gangs
- Social rejection by peers
- Lack of involvement in conventional activities
- Poor academic performance
- Low commitment to school and school failure

Community Risk Factors

- Diminished economic opportunities
- High concentrations of poor residents
- High level of transiency
- High level of family disruption
- Low levels of community participation
- Socially disorganized neighborhoods

2- Protective Factors for the Perpetration of Youth Violence: Protective factors buffer young people from the risks of becoming violent. These factors exist at various levels. To date, protective factors have not been studied as extensively or rigorously as risk factors. However, identifying and understanding protective factors are equally as important as researching risk factors. Studies suggest the following protective factors: ^{2, 4-6}

Individual Protective Factors

- Intolerant attitude toward deviance
- High IQ
- High grade point average (as an indicator of high academic achievement)
- High educational aspirations
- Positive social orientation
- Popularity acknowledged by peers
- Highly developed social skills/competencies
- Highly developed skills for realistic planning
- Religiosity

Family Protective Factors

- Connectedness to family or adults outside the family
- Ability to discuss problems with parents
- Perceived parental expectations about school performance are high
- Frequent shared activities with parents
- Consistent presence of parent during at least one of the following: when awakening, when arriving home from school, at evening mealtime or going to bed
- Involvement in social activities
- Parental / family use of constructive strategies for coping with problems (provision of models of constructive coping)

Peer and Social Protective Factors

- Possession of affective relationships with those at school that are strong, close, and prosocially oriented
- Commitment to school (an investment in school and in doing well at school)
- Close relationships with non-deviant peers
- Membership in peer groups that do not condone antisocial behavior
- Involvement in prosocial activities
- Exposure to school climates that characterized by:
 - Intensive supervision
 - Clear behavior rules
 - Consistent negative reinforcement of aggression
 - Engagement of parents and teachers

3- Additional Resources

- [A Comprehensive Technical Package for the Prevention of Youth Violence and Associated Risk Behaviors\[PDF 4.09MB\]](#)
- [Preventing Youth Violence: Opportunities for Action\[PDF 2.86MB\]](#)
- [Connecting the Dots: An Overview of the Links Among Multiple Forms of Violence\[PDF 2.51MB\]](#)

4- References

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3. Lipsey MW, Derzon JH. Predictors of violent and serious delinquency in adolescence and early adulthood: a synthesis of longitudinal research. In: Loeber R, Farrington DP, editors. Serious and violent juvenile offenders: risk factors and successful interventions. Thousand Oaks (CA): Sage Publications; 1998. p. 86-105.
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6. Lösel, F, & Farrington, D P. Direct protective and buffering protective factors in the development of youth violence. *American Journal of Preventive Medicine* 2012; 43(2), S8-S23.

Appendix 9:

Lake Placid Central School District Emergency Remote Instruction Plan

- 1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.**

- a. How will the district ensure that all students have access to a computing device?**

All students in grades 6-12 have a district chrome book assigned to them to take home for use during the school year. Students in grades 3-5 have district chrome books assigned to them in school that can be sent home with students for emergency remote instruction. Students in grades K-2 have district iPads assigned to them in school that can be sent home with students for emergency remote instruction.

- b. How will the district disseminate computing devices to students?**

In the event of emergency remote instruction, schools will send each students' device home with them. The technology department will coordinate with schools to provide pickups at the schools or at a centralized location as needed and coordinate with the Transportation Department to deliver devices to homes as needed.

- c. How will the district communicate with families about the dissemination of computing devices?**

The above information will be broadcast via Parent Square, as well as the district website.

- d. How will devices be serviced and/or replaced?**

In the event of emergency remote instruction, the district will maintain a call-in help line as well as drop-in "Tech Spot" help center at both the Lake Placid ES and Lake Placid MHS. The IT department will coordinate with the Transportation Department to deliver device repair/replacement units as needed.

- e. If not using computing devices, how will students participate in instruction?**

Students will receive paper copies of work and notes to support their asynchronous learning experiences. Depending on the type of emergency closure the district may schedule periodic in person check-ins with the students.

- f. Is your plan consistent with the information provided by families in**

the Student Digital Resources data collection?

Yes, our plan is consistent with this information.

2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.

a. How will the district determine the need for access to the internet in students' places of residence?

The district maintains a list of families who reported as not having sufficient internet access at home to support emergency remote instruction on our digital equity survey. Schools will contact these families and arrange pick up or delivery of a Wi-Fi hotspot to support emergency remote instruction.

b. How will the district ensure that all students have access to the internet?

We will ensure all students have access to the internet to support emergency remote instruction by providing open wi-fi in all school parking lots, identifying individual family needs, and providing hotspots as detailed above.

c. How will the district work with community organizations and local public spaces to ensure students have access to Wi-Fi access points?

The Lake Placid Public Library and several local shops, supermarkets, restaurants, and coffee shops provide free Wi-Fi. If needed, we will work with these entities to promote the availability of mobile hotspots from the district.

d. This plan consistent with the information provided by families in the Student Digital Resources data collection?

Yes, our plan is consistent with this information.

3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction.

a. How will the district ensure that school staff has the necessary tools, including device and Wi-Fi, to deliver emergency remote instruction from their places of residence?

School staff are encouraged to put a work order in to obtain any technology tools or wifi hotspots as needed to deliver emergency remote instruction.

b. What portion of the school day will be spent on synchronous instruction?

This will vary by grade level, day of week, and subject area customized to the instructional program as appropriate and learning level of students.

c. What portion of the school day will be spent on asynchronous instruction?

This will vary by grade level, day of week, and subject area customized to the instructional program as appropriate and learning level of students.

d. How will instruction be personalized to support students' individualized needs, including supporting ELL/ML students?

The district will provide ELLs and MLs with a structured learning environment that emphasizes language production under the direction of the Director of Pupil Personnel Services.

e. What training is provided to teachers in order to help adapt their instruction to the district expectations?

District technology integration specialists will maintain virtual hours each day to support teachers with questions and training they may need.

4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.

a. How will the district determine which students for whom remote instruction via digital technology is not appropriate?

The Administrative Team will meet weekly to determine student needs and the appropriateness of remote instruction being used via digital technology. Principals will also work with the district leadership team and utilize family surveys to identify students who may need alternative instructional delivery methods.

b. How will the district provide instruction for those students for whom remote instruction by digital technology is not appropriate?

Students will receive paper copies of work and notes to support their asynchronous learning experiences. Depending on the type of emergency closure the district may schedule periodic in person check-ins with the students.

- c. How will the district provide synchronous instruction for those students who do not have adequate internet access?**

The district will provide internet hotspot devices to families who do not have adequate internet access.

- 5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.**

- a. How will the district ensure that special education and related services will be provided remotely?**

We will ensure that, in the case of full school closure or quarantine, the remote instruction model will provide a consistent daily schedule of synchronous and asynchronous instruction that supports the unique needs and abilities of students with disabilities.

- b. How has the district coordinated with special education teachers, support staff, and service providers in the district to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment?**

We have worked with our staff to equip them with digital instructional tools and training to provide the same quality of service that students would receive in an in-person environment.

- 6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.**

- a. How many hours of instruction will the district plan to claim for each day of an emergency closure?**

The district will be claiming the following hours in accordance with Education Law 175.5:

- 900 instructional hours for students in full-day kindergarten and grades one through 6
- 990 instructional hours for students in grades seven through twelve

The district will claim for State Aid for each day spent conducting emergency remote instruction.