

LANSING CSD



2023-2024
DISTRICT SAFETY PLAN

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INTRODUCTION AND POLICY

Emergencies and violent incidents in schools are critical issues that must be addressed in an expeditious and effective manner. The Board of Education recognizes its responsibility to adopt and keep current a comprehensive district wide school safety plan and building-level emergency response plan(s) which address violence prevention, crisis intervention, emergency response and management.

Taken together, the district-wide and building level plans provide a comprehensive approach to addressing school safety and violence prevention, and provide the structure where all individuals can fully understand their roles and responsibilities for promoting the safety of the entire school community. The plans will be designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the district's coordination with local and county resources. The plans will also address risk reduction/prevention, response and recovery with respect to a variety of types of emergencies and violent incidents in district schools, and will address school closures and continuity of operations in the context of epidemics/pandemics, in either the plans themselves or in addenda to the plans.

In accordance with state law and regulation, the district will have the following safety teams and plans to deal with violence prevention, crisis intervention and emergency response and management:

District-Wide School Safety Team and Plan

The Board will annually appoint a district-wide school safety team that includes, but is not be limited to, a representative from the following constituencies: The Board of Education, teachers, administrators, and parent organizations, school safety personnel and other school personnel (including bus drivers and monitors). This team is responsible for the development and annual review of the comprehensive district-wide school safety plan. The plan will cover all district school buildings and will address violence prevention (taking into consideration a range of programs and approaches that are designed to create a positive school climate and culture), crisis intervention, emergency response and management including communication protocols, at the district level. It will include all those elements required by law and regulation.

The Superintendent of Schools or designee will be the district's chief emergency officer, and will coordinate communication between school staff and law enforcement and first responders. The chief emergency officer will ensure that all staff understand the district-wide school safety plan and receive training on the building-level emergency response plan, violence prevention and mental health, and will also ensure that district-wide and building-level plans are completed, reviewed annually, and updated as needed by the designated dates. The chief emergency officer will ensure that the district-wide plan is coordinated with the building-level plans, and will ensure that required evacuation and lock-down drills are conducted. The District will use NYS S.H.E.L.L. language as an internal warning to be used in all district buildings to alert all building occupants of an emergency. The PA will alert all teachers and staff to go to the designated NY State emergency response condition. Once this alert is received by staff, all will follow instructions as established in the S.H.E.L.L Emergency Response Plan (See Appendix).

Building-Level Emergency Response Plan and Team

Each Building Principal is responsible for annually appointing a building-level emergency response team that includes representation from teachers, administrators, parent organizations, school safety personnel, other school personnel (including bus drivers and monitors), law enforcement officials, fire officials and other emergency response agencies. The emergency response team is responsible for the development and review of a building-level emergency response plan for each district building. The plan(s) will address response to emergency situations, such as those requiring evacuation, sheltering and lock-down at the building level and will include all components required by law and regulation. These confidential plans will include evacuation routes, shelter sites, medical needs, transportation and emergency notification of parents and guardians.

Building-level emergency response plans must designate the following teams:

an **emergency response team** for incidents that includes appropriate school personnel, law enforcement officials, fire officials, and representatives from local, regional and/or state emergency response agencies to assist the school community in responding to a violent incident or emergency; and

a **post-incident response team** that includes appropriate school personnel, medical personnel, mental health counselors and other related personnel to assist the community in coping with the aftermath of a serious violent incident or emergency.

To maintain security and in accordance with law, the building-level emergency response plan(s) are confidential and not subject to disclosure under the Freedom of Information Law or any other law.

Threat Assessment Teams

According to the FBI and the Secret Service, perpetrators of school violence do not conform to a particular profile, although they usually have engaged in behavior that caused concern prior to the violent incident, and have told someone about their ideas/plans. Threat assessment is a more viable approach to identifying potential dangers than trying to profile possible perpetrators.

According to the FBI, threat assessment teams serve five primary purposes:

1. Information gathering: What does the team know about the threatener and the targets?
2. Interviewing: What can team personnel learn from anyone personally or professionally connected to the potential perpetrator and targets?
3. Evaluation: What does all of this information mean in terms of threats of violence to people and the organization?
4. Decision making: What should the team do now and in the immediate future? Who will take the lead role in managing the subject's behaviors or actions (e.g., human resources, law enforcement, security, mental health clinicians)?
5. Follow-up: If the emotional temperature has cooled around this situation, how will the team continue to monitor the people and behaviors involved so that it does not re-escalate?

The Building Principal, in consultation with the Superintendent, will annually designate a threat assessment team to provide ongoing support and information in order to identify, and assess individuals who may be potential threats to safety, with the intent of minimizing acts of violence in the school community. The threat assessment team will be composed of, but not limited to, the following personnel from both within the school and the larger community, as appropriate: building administrators, legal counsel, the medical director and/or school nurse, school counselors, local mental health and social service providers, law enforcement, school resource officers, security personnel, and facilities and maintenance personnel. The team will meet regularly. The team will be mindful of the need for discretion and observance of confidentiality requirements.

Students will be encouraged to bring their concerns to any district employee. If a district employee becomes aware of a threat to the school community, they must inform the Building Principal, who will convene the threat assessment team. The Building Principal may request the participation of the following additional individuals who may have specific knowledge of the potential perpetrator: supervisors, teachers, students and parents/ guardians. The Building Principal is responsible for keeping the Superintendent informed about the activities of the threat assessment team. Threat assessment team members will receive appropriate training.

Annual Review and Reporting

All plans will be annually reviewed and updated, if necessary, by the appropriate team by July 15. In conducting the review, the teams will consider any changes in organization, local conditions and other factors including an evaluation of the results of the annual test of the emergency response procedures which may necessitate updating of plans. If the plan requires no changes, then it will remain in effect. If the district-wide plan requires change, then the updated plan will be submitted to the Board of Education in time to allow 30-days of public comment and to hold a public hearing which provides for the participation of school personnel, students and other interested parties prior to Board adoption. All plans must be adopted by the Board of Education by October 1.

The Superintendent of Schools is responsible for submitting the district-level school safety plan and any amendments to the plan to the Commissioner within 30 days after its adoption, no later than October 1 of each year. The district-wide plan will be posted on the district's website. Each Building Principal is responsible for submitting the building-level emergency response plan for the building, and any amendments to the plan, to the appropriate local law enforcement agency and the state police within 30 days after its adoption, but no later than October 1 of each year.

The District-Wide Safety Team will work to improve the safety plan on a consistent basis in order to identify potential issues not already identified and prepare plans that may assist in addressing them. The District-Wide Safety Plan will be shared with appropriate agencies as identified by the District-Wide Safety Team for their use in responding to and assisting with incidents affecting the Lansing Central School District campus, staff and students.

School District Chief Emergency Officer

The Superintendent of Schools is the Chief Emergency Officer and through designated personnel will provide:

Coordination of communication between school staff/law enforcement/first responders.
Assistance in the selection of security related technology and procedures for its use.
Coordination of safety, security, and emergency training for school staff.
Assistance in required evacuation and lock-down drills completion as required by law.
Assurance that all school district staff understands the District-Wide School Safety Plan.
Assurance that the District-Wide School Safety Plan and Building-Level Emergency Response Plans are completed, reviewed annually and updated as needed.

New York State Commissioner's Regulation 155.17(e)(2) requires that building-level emergency plans delineate the school's chain of command during an emergency response in a manner consistent with the Incident Command System (ICS) (See Appendix).

District-Wide School Safety Team

The District-Wide School Safety Team will always include the representation noted below at a minimum. The major function of the District-Wide School Safety Team is to create the District-Wide School Safety Plan and update as necessary.

Additional Responsibilities of the District-Wide School Safety Team

Specific members of the District-wide safety team will act as the District Threat Assessment Team with the responsibility to assess the vulnerability of the school district to violence and recommend to the Superintendent and School Board preventive actions that they feel are necessary. The Team will meet on a regular basis and minutes of each meeting will be kept. An agenda will be established prior to each meeting. The Team will maintain responsibility for auditing the District-Wide School Safety Plan to determine its success in violence prevention. Some of the team's primary responsibilities will include:

- Recommending training programs for students and staff in violence prevention and mental health.
- Dissemination of information regarding early detection of potentially violent behavior.
- Developing response plans to acts of violence and address threats made by students against themselves, including suicide. Will also address methods for contacting parents/guardians when students make threats of violence against themselves.
- Communicating the Plan to students and staff.
- Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (VADIR; OSHA 200 Logs; Incident Logs; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances, etc.).
- Making recommendations necessary for change.
- Arranging for annual security analysis including the inspection of all buildings to evaluate the potential for violence. Possible evaluators include County and Local Police Departments, consultants or District-Wide School Safety Team Sub-Committee or Building-Level Emergency Response Team.
- Recommending improved security measures based on school building inspection results.

- Conducting annual school building surveys of students and staff to identify the potential for violent incidents.
- Reviewing survey results and recommending actions that are necessary

Building-Level Emergency Response Team

The Building-Level Emergency Response Team is appointed by the School Building Principal. The major focus of this team is to create, monitor, and update the Building-Level Emergency Response Plan. This team, at a minimum will include the following representation:

Teacher
 Administrator
 Parent Organization
 School Safety Personnel
 Community Members
 Law Enforcement Officials
 Fire, Rescue and EMS Agencies
 Others (Mental health providers etc.)

The Building-Level Emergency Response Team is responsible for selecting the following:

Emergency Response Team which has the following representation:

School Personnel
 Law Enforcement Officials
 Fire Officials
 Emergency Response Agencies

Post-Incident Response Team (Individuals who can assist in the medical and psychological aftermath of a violent incident or emergency) **which has the following representation:**

Appropriate School Personnel
 Medical Personnel
 Mental Health Counselors
 Others (Psychologists, Social Workers, etc.)

Training, Drills and Exercises

The best way to train students and staff on emergency response procedures is through annual drills and exercises in each school building. After each drill/exercise or real event, teachers in each classroom will review the purpose of the drill with students. Based on the determination of the District-Wide School Safety Team and the Building-Level Emergency Response Team, at a minimum, the following methods may be used:

- Early Go-home drill
- Live drill including shelter-in-place, hold-in-place, evacuation, lockout, and lockdown.
- Live drill for specific responses (fire, intruder, bomb threat etc.)
- Situational Drills
- Table top exercises

- Emergency Response Team exercises
- Building pre-clearance searches

The school district recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the district will invite local agencies to participate in and to help evaluate all exercises. These agencies may include but not be limited to the Police and Fire Departments, Rescue and Ambulance Services, Local Office of Emergency Management and the local BOCES Health & Safety Office. The school district, at least once every school year, shall conduct one test of its emergency response procedures under each of its Building-level Emergency Response Plans including sheltering, lockdown, or early dismissal. Please refer to NYS Required Drills in Appendix.

Implementation of School Security

School safety personnel will help carry out the District-Wide School Safety Plan and may include anyone in the school community. These individuals have received appropriate annual training as required under the Regulation. Such training has been conducted in cooperation with the Police Department.

Appropriate school building security measures and procedures have been determined by the District-Wide School Safety Team and Building-Level Emergency Response Team after review of school building procedures and practices, emergency response plan, code of conduct, security surveys/audits, and building-level climate surveys. Based on these findings we have implemented the following security measures:

- Secure main entrance offices
- Single entrance access
- Visitor badge/ sign-in/ sign-out procedures
- Secure student end of day student pick-up
- Increased cameras on campus and buses
- Increased lighting

We will employ any other methods deemed necessary and constantly review our current practices.

Vital Educational Agency Information

Each Building-Level Emergency Response Plan will contain vital information such as school population, number of employees, transportation needs and telephone numbers of key educational officials.

Early Detection of Potentially Violent Behavior

The District-Wide School Safety Team will make recommendations for appropriate annual training for students and staff in violence prevention and mental health (on-line training may be utilized). Training will include early warning signs of potentially violent behavior and early intervention/prevention strategies. Training will be conducted by in-house staff, local agencies or others as deemed appropriate. Training for students and staff will be conducted annually and include:

- An explanation of what constitutes school violence and a description of the school Code of Conduct. Written information on early detection of potentially violent behavior and a summary of the Code of Conduct.
- Information on how to report incidents of violence including threats and verbal abuse.
- How to recognize and respond to school security hazards.
- Review of measures implemented to prevent school violence such as use of security equipment and safety procedures and how to de-escalate hostile situations.
- How to summon assistance in the event of an emergency.
- Special procedures for bomb threats, hostage-taking, intrusions and kidnapping.
- Post-incident procedures including medical follow-up and the availability of counseling.

Other methods for informing parents/ guardians and students may include:

- School social worker outreach.
- School counselor involvement.
- Second Step programs.
- Mailings to parents on violence prevention and early recognition, electronically.
- Conflict resolution programs.
- Assemblies
- Extracurricular club presentations.

Positive School Climate Initiatives:

- Academic continuum of services to support all students
- Enriching Core Curricula
- SEL Courses
- Peer mediation programs, e.g. Student Leaders
- Morning Message
- Community Day
- Anti-Bias Club/ Students Helping Students
- DASA Curriculum & Coordinators
- PBIS Anti-bullying Task Force
- Character Education Program
- Link Crew
- Multiculturalism Club
- Ideas Club

Staff & Community Training/Information Programs

- Non-violent conflict
- LCSD Safety Presentations
- Mental Health 101 Training
- Legal– DASA training/ Sexual Harassment
- Online Safety- Presentations
- Community Conversations
- Narcan-Nurses Program

Responses to Violence: (Incident reporting, Investigation, Follow-Up, Evaluation, and Disciplinary Measures and Mental Health Supports)

Policies for dealing with violent acts whether implied or direct are governed by the Lansing School Code of Conduct and Dignity for All Students Act (DASA). School policies and procedures will be activated and include law enforcement agencies when deemed necessary by administration. Additional services of counseling and follow up actions may be available for the offending student and victims of the violence. When dealing with an act of violence those causing the act fall under the School Code of Conduct.

All incidents of violence, whether or not physical injury has occurred (verbal abuse, threats of violence, etc.), will be reported annually to the New York State Education Department. With the realization that employees and students may otherwise be reluctant to come forward, we will maintain confidentiality. Individuals will be assured that there will be no reprisal for reporting their concerns.

Incidents will be reported as follows:

The School Building Principal/Administrator or Designee will be responsible for receiving and responding to all incident reports including anonymous reports. Information on the reporting process for students and staff will be provided as part of the violence prevention training program. Each incident will be reported to and evaluated by the District-Wide School Safety Team (District Threat Assessment Team) for the purpose of compiling data and evaluating the Violence Prevention Programs.

Relationships have been established with the Police Department and other emergency response agencies at the district and building level. Representatives from these agencies participate on District and Building-Level School Safety Teams.

Reporting:

Once an incident has been reported, and depending on its severity, the School Building Principal/Administrator or Designee will assume responsibility as the Incident Commander.

- If deemed necessary, contact local law enforcement (Law enforcement officials will be notified by the Building Principal or the Superintendent's Office when deemed appropriate.)
- Secure the area where the disturbance has occurred.
- Ensure the physical safety/medical management of students/staff remaining in the area as soon as possible.
- Ensure that while responding to the incident, the remainder of the building remains appropriately supervised.
- Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain. If necessary, evacuate or shelter as per the Building-Level Emergency Response Plans.
- Provide incident debriefing to students/staff as needed. Notify parents.

Investigation:

After the incident has occurred the Building Threat Assessment Team will conduct a detailed investigation. It is the purpose of the Team to focus on facts that may prevent recurrence, not find fault. The Team conducting the investigation will:

- Collect facts on how the incident occurred.
- Record the information.
- Identify contributing causes.
- Recommend corrective action.
- Encourage appropriate follow-up.
- Consider changes in controls, policy and procedures.

Follow-up:

The school district recognizes the importance of responding quickly and appropriately to the medical and psychological needs of students/staff following exposure to a violent incident. All individuals affected by a violent act in the school district will be provided with appropriate medical and psychological treatment and follow-up. Provisions for medical confidentiality and protection from discrimination will be included to prevent the victims of violent incidents from suffering further loss.

Evaluation:

The District-Wide School Safety Team is responsible for ensuring that an initial school building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations will review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals will be utilized from local law enforcement and private consultants as necessary.

Disciplinary Measures:

The school district Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary.

Code of Conduct:

The school district has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting from violations of the Code. The Code, which will be communicated to all students/staff and guardians/ parents, will serve as a major component of our violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, guardians/ parents, staff and community members.

Students who demonstrate behavioral difficulties and social problems may require a range of intervention involving school Student Support Teams (SST), Multi-tiered System of Supports Teams (MTSS), social workers, counselors, multiple agencies, community-based service

providers and increasing family support. Effective intervention uses multiple, focused approaches over time and can reduce the potential for more serious problems and violence.

The district offers alternative education programs to students who may have given up, another chance at education and success. Programs such as Lighthouse and Possibilities offer effective instructional strategies such as high expectations, counseling and family work, use of varied learning styles, expanded academic options, and school-to-work opportunities.

Responses to Acts of Violence (Implied or Direct Threats)

Definition: A threat of violence is an expression of intention to do harm. This intention may be expressed through direct communication (verbal, written, electronic) or may be indirect and implied by other behaviors or communications. It may be transient, that is able to be explained and resolved or it may be substantive, that is a threat that expresses a continued desire to do harm. Under the oversight of the Director of Special Education with coordination of our school psychologists, the Comprehensive School Threat Assessment Guidelines from the University of Virginia will be employed. Having acknowledged that the recognition and early intervention into potentially violent situations is critical, it shall be the policy of the Lansing Central School District to deal with all threatening situations and circumstances in a serious and deliberate manner. In addition to reporting and investigating direct threats, all staff are also responsible for relaying to their respective school administration information about any person's behaviors or communications that imply or suggest that a dangerous or threatening situation is possible. While it is critically important to respond to all students who actually make threats it is also important that we identify and address those persons who may pose a threat as evidenced by their behaviors that indicate intent, planning, or preparation for an attack.

The Building Principal or designee may then initiate a threat assessment inquiry to attempt to determine *the level and viability of the threat*. This determination may be accomplished with the input and assistance of members of the Building Threat Assessment team including other building or District level administrators, the respective instructional and counseling team, security personnel and others as deemed appropriate. If appropriate, Law Enforcement and Community Mental Health officials may also become involved as part of the Threat Assessment Team. Each building's Emergency Planning Summary lists several ad hoc members of their respective School Safety Teams. Among these members are individuals who comprise the Building's Threat Assessment Team. These members may be consulted at any time during a threat assessment inquiry. The following is a partial list of personnel and organizations who also may be consulted as deemed appropriate:

- Law Enforcement
- Community Counseling / Mental Health Providers
- District Disciplinary Authority

Depending on the nature of the threat, this inquiry would also involve interviewing potential witnesses, persons with knowledge as well as the actual parties involved, including parents/guardians.

Some factors to consider when evaluating the level and viability of threat include, but are not limited to:

- Specificity of threat to a person or persons.
- Reference to a specific means or weapon.
- Realistic aspect to threat.
- Specific reason or justification.
- History of student(s) involved.
- Known access to weapons or means.
- Propensity for violence.

NOTE: The appropriate Law Enforcement Agency shall be contacted immediately if upon initial assessment the direct or implied threat of violence appears to be of a serious and/or very serious and imminent nature. The Police may be contacted at any time for their advice and assistance regarding any level of threat. The following procedures may be implemented by the District:

Response actions in individual buildings will include:

- Implementation of the Incident Command System.
- Use of staff trained in de-escalation techniques.
- Inform the building Principal.
- Determine level of threat with the Superintendent.
- Contact law enforcement agencies, if necessary.
- Monitor the situation, adjust response as appropriate, utilize Building Emergency Response Team if necessary.

Responses to Acts of Violence (Actual)

The following procedures will be followed when responding to actual acts of violence:

- Implementation of the Incident Command System (See Appendix)
- If deemed necessary, contact local law enforcement.
- If necessary, isolate the immediate area through a Shelter-in-Place and/ or lockout.
- Inform building Principal/Superintendent.
- If necessary, initiate a lockdown procedure and contact the appropriate law enforcement agency.
- Monitor the situation, adjust response as appropriate, if necessary, initiate early dismissal, sheltering or evacuation procedures.

Response Protocols

Response protocols to specific emergencies will vary but usually will include the following:

- Implementation of Incident Command System
- 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

Dealing with Sudden Death and Suicide Procedures

The district school psychologists have developed a plan for dealing with the sudden death of a student and suicide. This plan lists procedures for administrators and staff for notifying staff and students, grief counseling for students, sensitivity and help for parents coping with loss and

public notification. The plan contains much helpful information for staff and administrators to deal effectively and sensitively with this issue (See Appendix).

Multi-Tiered Support Systems Teams/ Student Support Teams

In the Elementary School there is an MTSS team and at the MS/HS there are SST. Both MTSS and SST are composed of administrators, teachers, social workers, counselors, nurses and therapists. The teams help teachers and guardians/ parents of students experiencing difficulty – both academically and socially. The MTSS/ SST helps identify problems and assess steps toward solutions. These solutions may involve in-school counseling, behavior plans, alternative education or outside counseling. Guardians/ parents, the student’s teacher and, where appropriate, the student, participate in these meetings.

Mental Health Providers

As a service to our school population, LCSD employs multiple mental health providers to support students. This provides unique services to students, their families and school staff by facilitating the resolution of situations where behavioral and social barriers interfere with a student’s ability to attain his or her potential.

Through MTSS/ SST, social workers, school counselors and school psychologists assist the student in identifying root causes of their problems/ difficulties, accepting responsibility for their actions, developing decision-making skills, overcoming crisis, enhancing self-concept, resolving conflict without violence, identifying and utilizing resources within the school, home and community, increasing motivation, respecting cultural and physical differences, and improving their attendance.

A partial list of PK-12 programs include supporting student health and wellness:

- The Bobcat Team
- Elementary School Cornell Buddy Program
- Multicultural Club
- Amnesty International
- Ideas Club
- Student Government
- Bus Buddies
- Afterschool Youth Program
- Health and Wellness; NCBI – MS, HS
- Peer Leadership
- Second Step
- PBIS
- PBIS Kids Club
- Link Crew
- Excel Academics
- Athletics
- Music/ Theatre/ Arts

At all levels school spirit weeks and assemblies are often a powerful way to involve students and staff in a feeling of togetherness and school pride.

Emergency Response Protocols: Notification and Activation (Internal and External Communication)

Quick and accurate contact with appropriate law enforcement officials is essential in the event of an emergency. These relationships have been established by participation of local response officials on Building-Level Emergency Response Teams. These individuals and appropriate means of contact are documented in the Building-Level Emergency Response Plan.

Internal communication is also of prime importance and will be specifically defined in the Building-Level Emergency Response Plan. Depending on the nature of the emergency, some of the communication methods will include telephone, fax/e-mail, district radio system, NOAA weather radio, intercom, local media, emergency alert system, cellular phones, and others as deemed necessary. Appropriate notifications and methods will be determined by the District-Wide School Safety Team. The Superintendent of Schools recognizes his/her responsibility to notify all educational agencies within the school district of a disaster and has established a notification list.

In general, parent/guardian notification will be conducted by means of the phone tree of emergency contacts established in each school building or other mass notification system such as school messenger. However, in some cases it may be necessary to use other means such as local media. Prior arrangements have been established with the appropriate media.

The school district recognizes that many different types of emergency situations may arise resulting in emergency specific responses. A detailed listing of emergency responses are included in each Building-Level Emergency Response Plan, specifically addressing Criminal Offenses, Fire and Explosion, Medical Emergencies, Natural Hazards, System Failure and Technological Hazards.

Natural Disasters

Analysis of common weather patterns that the highest likelihood of a natural disaster would be from a sudden winter storm. Severe thunderstorms with high winds have also been known to cause significant damage in our area. While there is low historical risk of a tornado, shifts in weather patterns could increase the probability of one occurring in this area. There is a little perceived likelihood of damage from earthquake, hurricanes and flooding to the schools although such events in the surrounding community could impact the schools as a 'safe harbor' for the community.

Man-Made Disasters

Each of the buildings within the Lansing Central School District has identified building-specific manmade disasters. Possible man made disasters could include, but not limited to, plane crashes, toxic releases from highway accidents and chemical/hazardous material spills.

School Disasters

Acts of violence, fire, explosion, water line breaks, or toxic substance release could occur at any of the district's buildings. Therefore, procedures for handling these types of

emergencies are included in the plan.

State or National Disasters

In the event the governor declares a state disaster emergency involving communicable disease procedures for handling these types of emergencies are included in the plan.

Each Building-Level Emergency Response Team will be responsible for reviewing and updating these responses and communicating them to students and staff. The following emergency situations are of prime importance:

Bomb Threats:

All school district administrators have familiarized themselves with the Bomb Threat Standards outlined in the Building-Level Emergency Response Plan so that appropriate decisions may be made depending on the exact nature of the situation. Issues such as searches, pre-clearance, weather conditions, evacuation, sheltering, notification, returning to the building and false bomb threat prevention are addressed in the Building Plan. The *FBI Bomb Threat Call Checklist* will be available at phone reception areas (See Appendix).

Hostage Taking: The Building-Level Emergency Response Plan for *Missing/Abducted/Kidnapped Student* procedures will be followed in the event of a hostage situation.

In general, the following response actions will be taken:

- The first person aware of the situation will immediately notify the principal's office and call 911.
- The school principal or designee will issue the appropriate alert if necessary and isolate the area.
- The school principal or designee will notify the School Superintendent. No response to the media will be given at this time.
- The school principal or designee will turn over authority to the police upon their arrival and assist as requested.

Intrusions: The Building-Level Emergency Response Plan hazard specific procedures will be followed in the event of an intrusion.

In general, the following response action will be taken:

- The first person becoming aware of an intruder or suspicious person will immediately report this information to the principal's office.
- The principal or designee will approach the intruder to determine the nature of their presence and ask them for identification.
- The principal or designee will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The principal or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.

- If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. Notify building security if available and Dial 911 or other appropriate emergency notification.
- If the situation escalates, plain language will be utilized to notify all building occupants to lockdown according to predefined procedures.
- The School Superintendent's office will be notified so appropriate resources can be made available to the school district.
- The building principal should be prepared to relinquish authority and assist the first emergency responder from the police or emergency services.

Kidnapping: The Building-Level Emergency Response Plan procedures will be followed in the event of a kidnapping.

In general, the following response action will be taken:

- During school hours, when a student has already been documented as present, the first person aware of a kidnapping or missing student will immediately notify the principal's office who will obtain student information and photo I.D. School building staff and security personnel will search the building and also utilize the public announcement system.
- Parent/guardian will be notified. If student is not found, police will be notified.
- The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- Parents/ guardians will be notified immediately if the student is located.
- During school hours, when a student has not arrived at school, parent or guardian will be contacted. Parents/ guardians should be asked to contact the school if the student is located.
- If a student is not legally absent he/she could be lost, a runaway or truant (determine if any friends are also missing).
- The student's means of transportation to school should be reviewed. If student is not located, the police should be notified. Student information and photo I.D. will be obtained.
- The School Superintendent will be notified.
- The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- Parents/ guardians will be notified immediately if the student is located.
- After school hours, when a student has not arrived at home, the school may be notified by a concerned parent/guardian.
- Gather any information available on the student and their departure from school.
- Advise parent/guardian to contact friends.
- Advise parent/guardian to contact police if student is not located. School principal or designee should be available for police investigation.
- Ask parent/guardian to re-contact school if student is located

Hazard Identification

As part of each Building-Level Emergency Response Plan, each Building-Level Emergency Response Team will determine sites of potential emergencies that may impact the individual

school building. Such sites may include but not be limited to all school buildings, playground areas, properties adjacent to schools, off-site athletic fields, buses and off-site field trips. Defined areas of current concern include: Cargill (Local Salt Mine), Commercial Vehicle Traffic, Potential Traffic Congestion

Emergency Assistance and Advice from Local Government

Depending on the nature of the emergency, the school district may need to obtain assistance from local government agencies. During an emergency the Incident Commander will contact 911 to obtain emergency services. Other agencies that may be contacted to obtain assistance may include the Red Cross, Fire Department, Law Enforcement Agencies, Tompkins County Sheriff Department, Tompkins County Department of Mental Health, TST BOCES District Superintendent, Private Industry Groups, Religious Organizations, among others. For specific assistance beyond the scope of the school district's resources, the Tompkins County Office of Emergency Management will coordinate with State and Federal agencies and assist in all post-incident responses. These contacts are clearly delineated in the Building-Level Emergency Response Plans.

District Resources Use and Coordination

Building-Level Emergency Response Plans will address the identification, availability, and use of resources. This will include procedures for coordination of these resources including manpower and Chain-Of-Command. In the case of an emergency when an event is being held at one of the buildings, the responsible staff person shall immediately notify the custodian on site who will contact the Superintendent of Schools, the building principal or the Director of Facilities and Transportation Supervisor to determine the need to initiate the Emergency Response process.

Protective Action Options

Building-Level Emergency Response Plans, which are confidential, address the following response actions as determined by the nature of the emergency. Specific response actions are explained in detail in each building plan (See Appendix):

- School Cancellation (Conditions warrant making a decision not to open schools)
- Early Dismissal (Conditions warrant returning students to their homes)
- Evacuation (Conditions in the building are unsafe warranting relocation)
- Sheltering (Conditions warrant movement to a safe place in the building)
- Shelter-In-Place (weather related)
- Shelter-In-Place (Generic/Non-specific Bomb Threat)
- Shelter-In-Place (Specific Bomb Threat)
- Hold-In-Place (Conditions warrant isolation of a specific area of the building – usually short-term)
- Lockdown (The most serious situation for a school – a threat is in the building)
- Lockout (A threat exists outside the school building or in the vicinity)

Location of Potential Sites

Location of each building (3 schools, the Transportation/Maintenance Center, and Sobus Field) in the Lansing Central School District is on a single campus setting.

Building Address

Elementary School, RC Buckley Elementary School: 284 Ridge Road, Lansing, NY 14882

Lansing Middle School: Ludlowville Rd., Lansing, NY 14882

Lansing High School: 300 Ridge Rd, Lansing NY, 14882

Transportation: Ridge Rd., Lansing, NY 14882

Buildings and Ground Maintenance: Ridge Road, Lansing, NY 14882

Sobus Field: Brickyard Rd., Lansing, NY, 14882

National Terrorism Advisory System (NTAS)

NTAS advisories – whether they be Alerts or Bulletins – encourage individuals to follow the guidance provided by state and local officials and to report suspicious activity. Where possible and applicable, NTAS advisories will include steps that individuals and communities can take to protect themselves from the threat as well as help detect or prevent an attack before it happens. Individuals should review the information contained in the Alert or Bulletin, and based upon the circumstances, take the recommended precautionary or preparedness measures for themselves and their families. The Department of Homeland Security distributes the advisories to the impacted agencies.

Bulletin: Describes current developments or general trends regarding threats of terrorism.

Elevated Threat Alert: Warns of a credible terrorism threat against the United States.

Imminent Threat Alert: Warns of a credible, specific, and impending terrorism threat against the United States.

Individuals should report suspicious activity to local law enforcement authorities. Often, local law enforcement and public safety officials will be best positioned to provide specific details on what indicators to look for and how to report suspicious activity. The *If You See Something, Say Something*TM campaign across the United States encourages the public and leaders of communities to be vigilant for indicators of potential terrorist activity, and to follow the guidance provided by the advisory and/or state and local officials for information about threats in specific places or for identifying specific types of suspicious activity.

Recovery – School District Support for Buildings

The Emergency Response Teams and the Post-Incident Response Teams will be supported in their efforts by all available in-district resources and personnel as required by the nature of the emergency. County and State resources and personnel will be obtained as dictated by the nature of the emergency.

A School District Support Team will be available when necessary to assist all school buildings in their response effort. This Team will be composed of:

Superintendent of Schools or Designee

School Business Official

Director of Facilities
Transportation Coordinator
Food Service Director
Head Nurse
Others as deemed necessary

Disaster Mental Health Services

The Building-Level Emergency Response Team will designate the Post-Incident Response Team in each school building to respond in crisis situations and help provide disaster mental health services as outlined in our Building-Level Emergency Response Plan. Depending on the scope of the situation, the Tompkins County Office of Emergency Management and Department of Mental Health may be contacted to help coordinate a County or State-Wide effort.

Forms and Recordkeeping

The success of our Violence Prevention Program will be greatly enhanced by our ability to document and accurately report on various elements of the program along with training staff on our Plan. This will allow us to monitor its success and update the program as necessary.

Continuity of Operations Plan

This Continuity of Operations Plan (plan) has been developed to meet the requirements of subsection (2)(m) of Education Law §2801-a which requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. This plan is built upon the components of the District-Wide School Safety and the Building-Level Emergency Response Plan(s). The Plan includes elements of the COVID-19 Reopening Plan and will be updated regularly to reflect current guidance and best practices. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this plan and implementation at the building level through the Building-Level Emergency Response Team. The district will work closely with the Tompkins County Department of Health (local health department) to determine the need for activation of this plan. The district will report suspected and confirmed cases of communicable diseases (e.g., influenza, coronavirus, etc.) on the monthly Communicable Disease Report, (DMS-485.7/93; HE-112.4/81) and submit it to the local health department. Depending on the severity of the disease, the district may be required to report information more frequently and in additional formats (i.e., daily for COVID-19).

The local health department will monitor county-wide communicable disease cases and inform school districts as to appropriate actions. When this plan is activated, the District-Wide School Safety Team may invite additional people to the meetings to aid in the planning efforts:

Assistant Superintendent for Business
Administrator of Curriculum and Instruction
Administrator of Special Education
Communications Specialist
Director of Facilities
District Medical Director
Food Service Director

School nurse(s)
Technology Director
Transportation Supervisor

Communication with parents, students, staff, and the school community is important throughout a pandemic/epidemic outbreak. Communication methods will include postings to the district website, general mailings, email, social media, school communication apps, and the public media. The district Communications Specialist has been designated to coordinate this effort. Communications will work closely with the Coordinator of Data and Information to ensure proper function of all communication systems.

Essential Positions/Titles

The district has developed this plan to prepare for any future **government-ordered shutdowns** that may occur, similar to the coronavirus shutdown in the spring of 2020. Attachment 1 includes a list of essential positions that would be required to be on-site or in district to continue to function as opposed to those positions that could work remotely. The list includes:

- Title – a list of positions/titles considered essential (i.e., could not work remotely) in the event of a state-ordered reduction of in-person workforce.
- Description – brief description of job function.

Continuity of operations could be severely impacted by a loss of staff. The list below describes the procedures for maintaining essential functions and services by planning for backup personnel.

Overall District Operations: Have decision-making authority for the district. Make district policies and procedures to reflect crisis response including monitoring absenteeism and ensuring appropriate delegation of authority. Collaborating with bargaining units to develop the plan for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc.

Assigned this role and back-up positions

Superintendent
Assistant Superintendent for Business

Business Office: Maintain overall function and facilities operation. Review essential functions and responsibilities of back-up personnel.

- Payroll
- Accounts Payable/Receivable-General Funds
- Accounts Payable/Receivable-Construction Funds

Assigned this role and back-up positions

Assistant Superintendent for Business
Payroll Clerk
District Clerk

Food Service: All aspects of food service providing meals for students.

Assigned this role and back-up positions

Food Service Director
Sr. Account Clerk

Facilities: All aspects of facility maintenance.

- Keep the Business Office informed of staffing issues and of the point at which buildings can no longer be maintained.
- Provided building administrators with procedures for maintaining essential building functions (e.g., HVAC system operation, alarms, security, etc.) along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems.
- Meet with staff and monitor their ability to maintain essential function

Assigned this role and back-up positions

Director of Facilities
Head Custodian

Transportation: All aspects of student transportation as needed, as well as materials, supply, and food transportation.

Assigned this role and back-up positions

Director of Transportation (or similar title)
Head Bus Driver

Continuity of Instruction: Will be implemented in the event of significant absences or school closure.

Alternate learning strategies will include:

- Hard copy, self-directed lessons
- Use of mobile media storage devices for lessons
- Use of electronic devices such as ChromeBooks
- Use of video conferencing
- Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings

Assigned this role and back-up positions

Superintendent
Director of Curriculum and Instruction
Director of Informational and Instructional Technology
Supervisor of Technology
Data Coordinator

Working /Learning Remotely

The District will assess devices and technology needs of all non-essential employees and contractors in order to enable telecommuting. Options for assessing district needs include stakeholder meetings or surveys to ascertain:

- Who will need devices and/or peripherals at home,
- What programs will need to be added to these devices, and
- The availability of viable existing at-home Internet service.

- The information from these surveys will be used to determine what items need to be purchased, which programs need to be installed on devices and if appropriate Internet bandwidth can be provided to those in need.

The District Technology Director, with the support of the technology team and associated staff, will be responsible for supporting remote work. Any requests for assistance with remote work needs would be remediated via the LCSD Staff Resources website and Tech Request System.

Staggered Shifts

Depending on the exact nature of closure and Continuation of Operations is due to communicable disease and its impact, the district is prepared to use the strategies below to reduce traffic congestion and maintain social distancing:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by state or local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building and/or between buildings.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work-days or workweeks.
- Implement a four-day workweek.
- Limit or eliminate visitors to the building.

The district may need to include additional strategies based on updated federal, state, and local guidance.

Response Protocols for Preventing Spread of Communicable Disease

The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the local health department and other experts.

The Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the plan's activation and review responsibilities and communication procedures.

Communications will work closely with the IT department to re-test all communication systems to ensure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.

An alert will be sent to the school community upon activation of this plan. The communication will be based on the latest information from federal, state and local health authorities. If the decision is made to close a school building, the district will notify the NYS Education Department and District Superintendent.

The district will assign a communicable disease safety coordinator, Superintendent and Assistant Superintendent for Business whose responsibilities include continuous compliance with all aspects of the district's reopening plan and any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.

The coordinators shall be the main contact upon the identification of positive communicable disease cases and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the public health emergency and plans implemented by the school.

The school district has determined employee policies for available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine. These policies are consistent with existing federal, state, or local law, including regarding sick leave or health information privacy.

Communicable Disease Exposures

The district must be prepared for communicable disease outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. The Centers for Disease Control and Prevention (CDC) and New York State Department of Health (NYSDOH) have provided recommendations for strategies to follow after an exposure:

- Close off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Open outside doors and windows to increase air circulation in the area.
- Clean and disinfect all areas used by the person suspected or confirmed to have a communicable disease, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have a communicable disease can return to the area and resume school activities immediately after cleaning and disinfection.

Personal Protective Equipment (PPE) and Face Coverings

Depending on the exact nature of closure, the district will procure a six-month supply of face coverings and PPE required for essential work tasks. Disposable PPE will be provided in quantities of at least two pieces per workday.

- N-95: Nurses/Nurses' Aides, Cleaners/Custodians (based on disinfectants used)
- Face Shields: Nurses/Nurses' Aides, Special Education
- Gowns: Nurses/Nurses' Aides, Special Education
- Gloves: Nurses/Nurses' Aides, Special Education, Cleaners/Custodians, Maintenance/Mechanics

Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to ensure they are physically able to do so.

PPE and face coverings will be stored in a manner which will prevent degradation. These supplies will be monitored to ensure integrity and track usage rates. District communication on how to access PPE will be provided.

Hand Hygiene

Faculty, staff, and students will be trained on proper hand hygiene. Information will be provided to parents and/or legal guardians on ways to reinforce hand hygiene at home. The district will provide stations around the school buildings:

- For hand washing: soap, running water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Accommodations for students who cannot use hand sanitizer will be made.

Cleaning/Disinfecting

The district will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and NYSDOH, including “Guidance for Cleaning and Disinfection – Public Spaces, Workplaces, Businesses, Schools and Homes” and other guidance, as applicable. Attachment 2 describes cleaning and disinfection protocols and procedures for the district. Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include desks and cafeteria tables, which will be cleaned and disinfected between each individual’s use. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed. The district will ensure regular cleaning and disinfection of restrooms. Restrooms will be cleaned and disinfected more often depending on frequency of use.

Contact Tracing Supports

The district will follow all mandated contact tracing requirements while maintaining strict confidentiality and privacy.

Returning after Illness

The district has established protocols and procedures, in consultation with the local health department(s), about the requirements for determining when individuals, particularly students, who screened positive for communicable disease symptoms can return to the in-person learning environment at school. This protocol includes:

- Documentation from a health care provider following evaluation, if necessary
- Symptom resolution
- Mandates by NYSDOH or NYS or NYSED

Recovery

Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. The district will work toward a smooth transition from the existing learning methods to the normal process. Use the described communication methods to keep the school community aware of the transition process and work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate. In addition, the district will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.

Each Building-Level Post-Incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention. The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to debrief and

determine lessons learned with input from all essential functions. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be updated accordingly. Curriculum activities that may address the crisis will be developed and implemented.

Communication: Guardian/Parent Contact

Timely and accurate notification to guardians and the community at large can ensure the responsible dissemination of accurate information relative to any unplanned or unusual activity taking place in our schools. With the widespread use of cell phones and other electronic communication devices, it is likely that information about such an event will reach the community very quickly and will often be incomplete or inaccurate. For incidents involving individual or several students, the guardians of all students involved will be notified as soon as possible by the building administrator regarding the details of the incident. Whenever the safety of the general student population has been jeopardized or is in future jeopardy all guardians/parents will be notified of the circumstances of the incident as soon as possible. This notification may be made utilizing SchoolTool or School Messenger mass communication system, through a building level contact email list or phone tree, or by a letter written by the affected building's principal and reviewed by the district administration. The letter will be electronically or hardcopy mailed or sent home as soon as possible following the incident or threat. The Superintendent of Schools will serve as the primary emergency public information officer during most emergencies