

SCHROON LAKE CENTRAL SCHOOL

DISTRICT-WIDE SCHOOL SAFETY PLAN

2025-2026 School Year

Reviewed/Revised: July 21, 2025

Presented & Approved by Board of Education: July 24, 2025

Open to Public Comment through August 28, 2025

Adopted by Board of Education: August 28, 2025

The Schroon Lake Central School District consists of one instructional facility:

Schroon Lake Central School

1125 U.S. Route 9

Schroon Lake, New York 12870

Phone: (518) 532-7164

Kemm Pemrick: Superintendent/Principal

Board Appointed Safety Team Members:

Kemm Pemrick, Superintendent-Principal & Chief emergency Officer

Jared Whitley, Board President, Parent

Beth Root, Teacher

Michele Crandall, Director of Pupil Personnel & SPecial Education

Dan Grey, Head Custodian, Parent

Mattalyn Reale, School Counselor

Brandon Johnson, Technology Department

Lee Silvernail, Teacher/Athletic Director, Parent

Shaela Schmidt, Nurse

Anita Masiello, Teacher

Monique O'Connor, Teacher

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<p>Schroon Lake Central School District DISTRICT-WIDE SCHOOL SAFETY PLAN PROJECT SAVE (Safe Schools Against Violence in Education) Commissioner's Regulation 155.17</p>

Introduction

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

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

Section I: General Considerations and Planning Guidelines

A. Purpose

The Schroon Lake Central School District district-wide school safety plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Schroon Lake Central School District Board of Education, the Superintendent of the Schroon Lake Central School District appointed a district-wide school safety team and charged it with the development and maintenance of the district-wide school safety plan.

B. Identification of Chief Emergency Officer

The Schroon Lake Central School District designates the School Superintendent as the district's Chief Emergency Officer, whose duties shall include, but not be limited to:

- ☐ Coordination of the communication between school staff, law enforcement, and other first responders;
- ☐ Lead the efforts of the district-wide school safety team in the completion and yearly update by **September 1st**, of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plan;
- ☐ Ensure staff understanding of the district-wide school safety plan;
- ☐ Ensure the completion and yearly update by **September 1st**, of building-level emergency response plans for each school building;
- ☐ Assist in the selection of security related technology and development of policies for the use of such technology;

- ☐ Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan yearly by **September 15th**;
- ☐ Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807.

C. Identification of School Teams

- ☐ The Schroon Lake Central School District has created a district-wide school safety team appointed by the Board of Education consisting of, but not limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel. The members of the team by title are as follows:
 - ☐ Kemm Pemrick, Superintendent
 - ☐ Jared Whitley, Board President, Parent
 - ☐ Beth Root, Teacher
 - ☐ Michele Crandall, Director of Pupil Personnel & Special Education
 - ☐ Dan Grey, Head Custodian, Parent
 - ☐ Mattalyn Reale, School Counselor
 - ☐ Brandon Johnson, Technology Department
 - ☐ Lee Silvernail, Teacher/Athletic Director, Parent
 - ☐ Shaela Schmidt, Nurse
 - ☐ Anita Masiello, Teacher
 - ☐ Monique O'Connor, Teacher

D. Concept of Operations

- ☐ The district-wide school safety plan is directly linked to the individual building-level emergency response plan for the school. Protocols reflected in the district-wide school safety plan guide the development and implementation of individual building-level emergency response plan.
- ☐ In the event of an emergency or violent incident, the initial response to all emergencies at an individual school is by the building-level emergency response team (BLERT).
- ☐ Upon the activation of the building-level emergency response team (BLERT), the Superintendent of Schools or their designee is notified and, where appropriate, local emergency officials are notified.
- ☐ Efforts may be supplemented by County and State resources through existing protocols.

E. Plan review and public comment

- ☐ This plan shall be reviewed and maintained by the Schroon Lake Central School District district wide school safety team and reviewed on an annual basis on or before **September 1st** of each year. A copy of the plan is available in the Superintendent's office.
- ☐ Pursuant to Commissioner's Regulation 155.17(e)(3), this plan is available for public comment in **October for a 30-day period** prior to adoption. The district-wide and building-level plan will be adopted by the School Board after the public hearing that

provided for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

- ② While linked to the district-wide school safety plan, the building-level emergency response plan **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. The building-level emergency response plan shall be kept confidential and shall not be disclosed except to authorized department or school staff and law enforcement officers.

- ② Full copies of the district-wide school safety plan and any amendments are submitted to the New York State Education Department within 30 days of adoption by posting this public plan on the district's website. The building-level emergency response plan is supplied to law enforcement agencies in Essex County and the NYS State Police within 30 days of adoption.

Section II: General Emergency Response Planning

The district-wide school safety plan provides the framework for the building-level emergency response plan. The purpose of a uniform plan is to ensure district-wide continuity for emergency responses. These general emergency responses are used to assist school employees, students, parents and emergency responders in learning one system that can be used in the Schroon Lake Central School District.

A. Identification of sites of potential emergency, including:

- ② A list of areas has been identified as having the potential to impact safety within the district. This list has been created for reference and awareness. The list is not all-inclusive for every emergency. However, these areas have been identified as having the most probable impact on district facilities or district boundaries should they have or create an emergency. A list of potential community-based hazards or emergency situations has been noted in the building-level emergency response plan.
- ② A list of potential internal and external hazards or emergency situations has been noted in the building-level emergency response plan.

B. The district has developed multi-hazard response procedures. These procedures are located in the building-level emergency response plan. They may be in response to such things as severe weather, bomb threat, missing student, weapons on campus, fire emergency, infectious disease, energy loss, structural failure, chemical spill, bus accident, and medical emergency. Plans for taking the following actions in response to an emergency where appropriate include, but are not limited to:

- 1. Shelter in Place: Used to shelter students/staff inside the school**
- 2. Hold in Place: Used to restrict movement within the building**
- 3. Evacuation: Used to evacuate students/staff from the school**

4. Emergency Lock-Down and Secure Response

5. Emergency Lock-Out Response

- ☐ Before, during and after school hours, including security during evacuation and evacuation routes
- ☐ Early Dismissal Emergencies include, but are not limited to:

Air Pollution	Epidemic	Medical Emergency
Anthrax/Biological	Explosion	Natural Gas Leak
Aviation Crash	Fire Alarm Activation	Radiological
Bldg. Structural Failure	Flood	Roof Leak/ Failure
Bomb Threat	Heating System Failure	School Bus Accident
Civil Disturbance	Hostage Situation	Severe Weather Emergency
Crimes Against People	Intruder Situation	Threats of Violence
Earthquake	Loss of Building	Water Emergency
Elec. System Failure	Loss of Buses	
Energy Supply Loss	Mass Casualty	

C. The district has identified various district resources that may be available for use during an emergency, including the identification of personnel, equipment and shelters.

D. District resource coordination: Using the building level plan. The district has identified the school officials authorized to make decisions during an emergency. Through the building level plan, the procedures to coordinate the use of school district resources and manpower during emergencies are clearly defined. The building plan also identifies the staff members and their backups assigned to provide assistance during emergencies.

E. The district has policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. All staff will undergo **annual training by September 15** on the building-level emergency response plan which includes components on violence prevention and mental health. New employees hired after the start of the school year receive this training within 30 days of hire or as part of the district’s existing new hire training program, whichever is sooner. The district certifies that this training is completed during the October NYSED BEDS data collection. The following procedures, which have been established to provide this training on an annual basis, include but are not limited to: early dismissal/go home drill, shelter-in place, hold-in-place, evacuation/fire drills, lockout, and lockdown.

F. The district conducts drills to test components of the emergency response plan. The district will comply with trauma informed drill practices. A debriefing concludes each test to determine if changes to the plan are necessary.

Education Law §§ 807(1-a), 807 (b): Fire and Emergency Drills

The July 2016 amendments expanded fire drill requirements to also include emergency drills to prepare students to be able to respond appropriately in the event of a sudden emergency. The statute now requires **twelve drills** be conducted each school year, **four of which must be lockdown drills**, the remaining eight are required to be evacuation drills. There is still a requirement that six evacuation and two lockdown drills must be completed by December 31 of each school year. One early release drill must also be conducted with a release time no earlier than 15 minutes before regular dismissal time.

The statute now explicitly requires schools to conduct lockdown drills, which are essential, because they prepare students and staff to respond to the highest level of threat with the most urgent action and the least margin for error. Other protective actions such as lockout or shelter in place are emergency actions that are usually preceded by some degree of warning time and do not require the immediate response necessary for a lock-down. While the school should be well versed in their lock-out and shelter in place protocols, lockdown is the only type of protective action that is specifically required by the statute.

G. Parent notification of planned drills will be provided via email or school wide alert system or other electronic or physical means.

Section III: Responding to Threats and Acts of Violence

- A. **Responding to threats of violence.** This is reviewed by the district-wide school safety team to ensure content and consistency throughout the district. These policies and procedures are for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which includes suicide. The following types of procedures are addressed in the plan:
- ☐ Informing the Superintendent or designee of implied or direct threats.
 - ☐ Determining the level of threat with the Superintendent and building-level emergency response team members.
 - ☐ Contacting appropriate law enforcement agency, if necessary.
 - ☐ Monitoring the situation, adjusting the district's responses as appropriate to include possible implementation of the building-level emergency response team.
 - ☐ Communication with parent/guardian. When a student implies or specifically threatens imminent self-inflicted violence including suicide, the school's Superintendent or designee directly contacts the respective parents/guardians.
- B. **Responding to acts of violence.** The building-level emergency response plan and/or the district code of conduct provides guidance on the district's policies and procedures for responding to direct acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence. The following types of procedures are addressed in the plans:
- ☐ Inform the Superintendent/designee
 - ☐ Determine the level of threat with the Superintendent/designee and the building-level emergency response team.
 - ☐ Monitor the situation; adjust the level of response as appropriate; if necessary, initiate lockdown, evacuation, sheltering and/or early dismissal procedures as needed, if needed.

- ☐ Contact appropriate law enforcement agency. NOTE: The Schroon Lake Central School District’s “Code of Conduct” describes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school.
 - ☐ Record the name(s) of person(s) who reported seeing a weapon and provide information to Law Enforcement.
 - ☐ The Superintendent will assess the situation to determine follow-up steps.
- C. **The following protocols for appropriate responses to emergencies** are provided as examples of responses to dangerous situations:
- ☐ Identification of decision-makers.
 - ☐ Plans to safeguard students and staff.
 - ☐ Procedures to provide transportation, if necessary.
 - ☐ Procedures to notify parents.
 - ☐ Procedures to notify media.
- D. **The district has established policies and procedures to contact parents**, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. In the Schroon Lake Central School District, the following communication methods are used:
- ☐ Individual contact with parents/guardians
 - ☐ Written, video, audio or other electronic methods
 - ☐ Emergency Notification Alert System such as Parent Square
- E. **Responding to cardiac arrest:** All staff know where Automatic External Defibrillators (AEDs) are located and how to call for help. AED cases contain supplies for first responders including gloves, CPR barrier device, and scissors. Staff outside or off school property should always carry communication devices and emergency contact information for assistance.
- a. Warning signs or signs of a Sudden Cardiac Arrest (SCA) or similar life-threatening emergency: • Racing heart, palpitations, or irregular heartbeat • Dizziness, lightheadedness, or extreme fatigue with exercise • Chest pain or discomfort with exercise • Excessive shortness of breath during exercise • Excessive unexpected fatigue during or after exercise • History of recurrent fainting or unusual seizures • Sudden collapse or “passes out” • Not responsive • Abnormal breathing • No pulse
 - b. Steps to take in school building, on school grounds, or at athletic events
 - i. Ensure scene safety: Survey the area to protect victim, yourself, and anyone else nearby (e.g., remove victim from water or unstable surface to a stable level surface, cease athletic play, move bystanders from area etc.)
 - ii. Shout for help. If alone, call for Emergency Medical Services (EMS) via 911 or in accordance with district policy and obtain Automatic External Defibrillator (AED)
 - a. Follow 911 emergency dispatcher’s instructions.
 - b. *Call for any Certified Cardiopulmonary Resuscitation (CPR)/Automatic External Defibrillator (AED) certified school personnel and notify administration or designee.
 - iii. CPR by CPR/AED certified school personnel
 - a. Check for breathing- if none or person gasping begin CPR immediately.

- iv. Defibrillation by CPR/AED certified school personnel a. Use an AED to restore the heart to its normal rhythm.
- v. EMS assumes lead upon arrival. • If a student is the person needing care, school administration or designee should accompany the student to the hospital until the parent/guardian arrives. • Be prepared to download the school's AED data onto flash drive to provide to EMS to give to the emergency department's physician.
- vi. School administration or designee notifies • parent/guardian or staff member's emergency contact in accordance with district policy.
- vii. Document • In accordance with district policy, document event including observations, all steps taken and by whom, who was notified, and information reported to EMS.
- viii. Hold a post event debriefing.

- ❖ *Emergency contact numbers for obtaining help:
 - Number to call for help in school building: 3495
 - Number to call for help on school grounds: 3495
 - Number to call to notify if SCA occurs at offsite location: 911 and Superintendent (518) 532-7164
 - Secondary contact number if primary not available: 911
 - CPR/AED Certified School Personnel Staff Name: Lee Silvernail, Title: Athletic Director, Telephone Number: ext. 3305, Location: gymnasium, Availability:
 - Before School After School School Day Athletic Events School Events

Other

- Automated External Defibrillator (AED) Locations: nurse's office, gymnasium, main hallway, gymnasium lobby (All AEDs should be clearly labeled and stored in appropriate storage containers, cabinets, or go bags/cases.) Number of AEDs needed inside the building and at each athletic practice and event: 4 and 1

Section IV: Communication with Others

A. The Schroon Lake Central School District has substantial ties to the community of Schroon Lake and Essex County. If there were an emergency within our facility, we would call 911 for emergency assistance. If involvement is needed from other local government agencies, the Superintendent or designee would act as the contact person. Additional procedures for communications can be found in the Building-level Emergency Response Plan including local emergency contacts and phone numbers. These contacts provide guidance for obtaining assistance during emergencies from emergency services organizations and local government.

Section V: Prevention and Intervention Strategies

A. The district has developed policies and procedures related to school building security, including a secure entrance wherein visitors are observed and buzzed in, and must sign in and obtain a badge.

B. Schroon Lake Central School District has implemented procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to: the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information. The district has and continues to participate in notifications such as:

- ☐ New York State Police - Safe Schools Program concerned with bullying and violence prevention (when available)
- ☐ New York State Police - DARE Program (when available)
- ☐ DASA Policy (Incorporated in the Code of Conduct)

C. The district has created and supported strategies for improving communication among students and between students and staff and reporting of potentially violent incidents as noted above.

This may include:

- Announcements from the Nurse
- Counseling Groups
- Athletic Programs
- Student Government

D. The Schroon Lake Central School District has a description of duties, hiring and screening processes, and requirements for the training of school safety personnel. In accordance with Project SAVE all new full and part-time employees are finger-printed and undergo background checks.

Section VI: Recovery

Recovery addresses the help needed for all involved to heal and to restore the school community to “normal” operations. The District Plan supports the school building plan by deploying district resources that support the school’s building-level emergency response team.

A. District Support for the Schroon Lake Central School District: The Building-level Emergency Response Plan provides resources for supporting the building level emergency response team. This provides team members the opportunity to rotate personnel, to fill in if assigned personnel are unavailable and to debrief in a supportive environment.

The district realizes that some emergencies may overwhelm an individual school’s ability to manage an extreme crisis. If/when the school is faced with an emergency such as threats of violence or actual violent incidents; the district-wide school safety team assists as follows:

- ☐ Acting as a sounding board regarding the implied or direct threats and/or violent acts.
- ☐ Assisting in determining the level of threat and appropriate response.
- ☐ Monitoring the situation and adjusting the district’s response as appropriate.

- ☐ Assisting in coordinating building and grounds security in conjunction with local and State Police.
- ☐ Assisting with offering a backup post-incident response team (i.e., another school district's team and/or an outside group) as needed, if needed.
- ☐ Offering debriefing sessions as needed working in conjunction with local, Essex County and/or State emergency responders.

B. **Disaster Mental Health Services** If/when a building-level emergency response team is faced with an emergency that may overwhelm the school's ability to manage an extreme crisis, the district-wide school safety team assists as follows:

- ☐ Offering district support and looking for continued feedback from those directly impacted during the incident, with projected plans to assist if needed during heightened stressful times such as a re-occurrence of a similar event and anniversaries of the original event.
- ☐ Assisting with parent/guardian, student, and faculty/staff debriefing and/or post incident crisis intervention. The debriefing is also used in part to evaluate the district's plan for possible revisions. If needed, assisting in contacting additional outside mental health resources such as the National Organization for Victim Assistance (1-800-trynova; www.try-nova.org).
- ☐ Assisting the schools with written statements going out to faculty/staff, parents/guardians, press releases and media requests through the Superintendent. The district supports the recovery phase and reevaluates current multi-hazard and violence prevention practices and school safety activities.