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# LIBERTY CENTRAL SCHOOL DISTRICT

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District-Wide Safety Plan  
2024-2025



# Liberty Central School District

115 Buckley Street | Liberty, NY 12754  
845-292-5400



Requirement	Required Action	Date	Check when Completed
The District-Wide School Safety Team was <b>appointed by the Board of Education</b> . <sup>1</sup>	<b>Appointed by the Board of Education on:</b>	July 8, 2024	•
The District Chief Emergency Officer is: <sup>2</sup> [NAME], [TITLE], [TELEPHONE NUMBER], [EMAIL]	<b>District Chief Emergency Officer Appointed on:</b>	July 8, 2024	•
The District-Wide School Safety Team conducted <b>annual review and updates</b> to the District-Wide School Safety Plan: <sup>3</sup>	<b>Annual Review and Updates completed on:</b>	March 28, 2024	•
The District-Wide School Safety Plan was <b>made available for public comment</b> at least thirty days prior to its adoption by the Board of Education: <sup>4</sup>  It is recommended that a <b>DRAFT</b> version of the plan be <b>posted on the district website for the 30-day comment period</b> (watermark is suggested)	<b>Public Comment Period <u>Start Date</u>:</b> <b>Public Comment Period <u>End Date</u>:</b>	June 18, 2024 July 18, 2024	•
At least one <b>public hearing</b> that provided for the participation of school personnel, parents, students, and any other interested parties, was held prior to adoption of the plan. <sup>5</sup>	<b>Date of Public Hearing/Adoption (by September 1st):</b>	June 11, 2024	•

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<sup>1</sup> District-wide school safety team means a district-wide team appointed by the board of education, the chancellor in the case of New York City, or other governing board.

<sup>2</sup> 155.17(c)(1)(xix) the designation of the superintendent, or superintendent's designee, as the district chief emergency officer

<sup>3</sup> 155.17(a) Each district-wide school safety plan and building-level emergency response plan shall be reviewed by the appropriate school safety team on at least an annual basis, and updated as needed.

<sup>4</sup> 155.17(c)(3) Each board of education, chancellor or other governing body shall make each district-wide safety plan available for public comment at least 30 days prior to its adoption.

<sup>5</sup> 155.17(c)(3) Such district-wide plans may be adopted by the school board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties.



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District-wide plan must be <b>submitted to the commissioner</b> within 30 days after its adoption, and no later than October 1st. <sup>6</sup>	<b>District plan submitted in the NYSED business portal</b> (no later than October 1st):	September 25, 2024	•
The date the <b>Board Adopted District-Wide School Safety Plan was posted on District Website:</b> <sup>7</sup> Within 30 days from adoption and no later than October 1st.	<b>Date Posted</b> (no later than October 1st):  <a href="https://www.libertyk12.org/district-wide-safety-plan/">https://www.libertyk12.org/district-wide-safety-plan/</a>	August 23, 2024	•
Date <b>training</b> was provided to staff on <b>Building-level Emergency Response Plans, school violence prevention and mental health by September 15th:</b> <sup>8</sup>	<b>Date of Training:</b>	September 3, 2024 and September 4, 2024	•

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<sup>6</sup> CR155.17(3)(i) Each district shall submit its district-wide safety plan and all amendments to such plan to the commissioner, in a manner prescribed by the commissioner, within 30 days after its adoption. Commencing with the 2019- 2020 school year, such district-wide plans must be submitted no later than October 1, 2019, and each subsequent October 1st thereafter.

<sup>7</sup> District-wide School Safety Plan Self-Assessment and Planning Tool, Within 30 days from adoption, and no later than October 1, each district must post their District-Wide Safety Plan on their district website. The URL must be submitted to the Education Department to comply with the requirement that the plan be submitted to the Commissioner within 30 days from adoption.

<sup>8</sup> 155.17(c)(1)(xiii) policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner;



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## District-wide Safety Plan

Emergencies and violent incidents in schools are critical issues that must be addressed in an expeditious and effective manner. The Board of Education of the Liberty Central School District recognizes its responsibility to adopt and amend a comprehensive district-wide school safety plan and building-level emergency response plans regarding crisis intervention, emergency response and management.

Taken together, the district and building plans shall 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 shall 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 shall also address risk reduction/prevention, response and recovery with respect to a variety of emergencies and violent incidents in district schools.

In accordance with New York State Education Law, Chapter 16, Title II, Article 55, Section 2801-a, the Liberty Central School District shall have the following school safety teams and plans to deal with crisis intervention, emergency response and management.

## District-wide Safety Team

The Board will appoint a Chief Emergency Officer (CEO) and a district-wide school safety team that includes, but is not limited to district administrators; building administrators; faculty members; district staff members representing building secretaries, district transportation, district buildings and grounds and school nurses; parent organizations; school safety personnel; individual parents or guardians of students in the district; and students. This team shall be responsible for the



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development and review of a comprehensive district-wide school safety plan. The plan shall address crisis intervention, emergency response, recovery and management at the district and building-level.

The District Safety Plan and all of our Building-level Emergency Response Plans, when combined, constitute the Liberty Central School District District-wide Comprehensive School Safety Plan. A District-wide Comprehensive School Safety Plan (excluding protected information) shall be available for public inspection and public comment, in the district offices for at least 30 days prior to adoption.

## **Building Level Safety Teams**

### **Building-level Emergency Response Plan**

### **Building-level School Safety Team**

### **Building-level Emergency Response Team**

### **Building-level Post Incident Recovery Team**

Each Building Principal shall be responsible for appointing a Building-level School Safety Team. The Safety team shall include representation from teachers, administrators, parent organizations, individual parents or guardians, school safety personnel, other school personnel, local law enforcement officials, local fire department officials, local ambulance and other emergency response agencies. Each building-level school safety team shall be responsible for the development and review of their building-level emergency response plan. The plan shall address preparedness, prevention, emergency response, and recovery at the building level and shall include all procedures required by law and regulation.

Within each building, the building-level school safety team shall designate:

a) Building-level Emergency Response Team that includes appropriate school personnel, local law enforcement officials and representatives from local, regional and/or state emergency response agencies to assist the school community in responding to a serious violent incident or emergency; and

b) Building-level Post Incident Recovery Team that includes appropriate school personnel, medical personnel, mental health counselors and other related



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personnel to assist the school community in coping with the aftermath of a serious violent incident or emergency.

The Building Principal shall be responsible for conducting at least one test every school year of all of the emergency response procedures outlined under their Building-level Emergency Response Plan including procedures for sheltering and early dismissal/evacuation.

### **Team Appointments**

The members of all district and building-level teams shall be appointed on an annual basis. In appointing team members, the Board of Education and the Building Principals will make an effort to include other persons beyond those groups identified in law and policy who can contribute to ensuring continuity among the plans.

### **Annual Review and Report**

Each building-level plan shall be reviewed by the appropriate school safety team by September 1st every year and updated or amended as needed. The District-wide School Safety Team shall review the District-wide plan and the building-level plans by May 1st every year, and update or amend it as needed. The Board of Education shall adopt, by July 1st of each succeeding year the District-wide Comprehensive School Safety Plan.

The Superintendent shall have a review conducted each year, of each building-level emergency response plan. The review shall include monitoring that each building is in compliance with the New York State Education Law, Chapter 16, Title II, Section 2801-a - School Safety Plans and Department of Education Commissioner's Regulations § 155.17 - School Safety Plans. The yearly review shall be submitted to the Board of Education along with any amendments, additions or changes that may be recommended.

### **Building-Level Safety Plans**

Each school building shall prepare a building level school safety plan on an annual basis. This plan shall address crisis intervention, emergency response and emergency



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management at the building level. Each plan shall be developed by a building level school safety team to be appointed by the building principal and to include representatives of teachers, parents, local emergency service providers and such others as the principal deems appropriate. Such plans shall include policies and procedures to be followed in the event that evacuation of the building is necessary due to a serious violent incident.

### **Serious Violent Incident**

A serious violent incident is an incident of violent criminal conduct that is or appears to be life threatening and warrants the evaluation of students and staff because of an imminent threat to their safety of health, including but not limited to, the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical, or biological weapon, knife or other dangerous instrument capable of causing death or serious injury; riot; hostage-taking or kidnapping.

### **School Building Response Teams**

Each school building shall have an emergency response team appointed by the building principal, subject to the review and approval of the superintendent. Each team shall be composed of school personnel, law enforcement officials and representatives of emergency services providers for that school building and such others as the principal may deem necessary and appropriate.

### **Provision of Building Information to Emergency Service Providers**

It is imperative that emergency service providers and those others responding to a school crisis have immediate access to floor plans, blue prints and other maps and information about school premises. Accordingly, the Superintendent will ensure all updated copies are forwarded to Emergency Service Providers and others responding to school crises.

In addition, copies will be maintained by the appropriate staff.

### **Internal & External Communications**

Appropriate methods will be used accordingly to facilitate internal and external communications in the event of an emergency. The district's Emergency notification system will be used for parental notification.



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In addition, a summary of responsibilities in the event of a crisis or emergency shall be made available to faculty, staff and substitutes.

Pertinent information about emergency or crisis management plans shall also be regularly reviewed at faculty meetings.

## Chain of Command

Each building-level plan shall contain information concerning the chain of command to be observed in an emergency. This chain of command shall be consistent with the National Incident Management System/ Incident Command System.

### ICS POSITIONS

The number of ICS positions filled will be dependent upon the scope of the incident.

- **Incident Commander** – Responsible for the direction of the building response in a building-level emergency (Building Administrator/designee).
- **Public Information Officer** – Compiles and releases information to the news media.
- **Safety Officer** – Monitors the response to prevent injuries from occurring to both those involved in the incident and those trying to resolve it.
- **Liaison** – Represents the District by working with responding agencies (law enforcement, fire department, EMS, utilities, etc.) and other school districts that may be involved in the incident.
- **Incident Log** – Keeps a written log of all incident events and updates appropriate command post personnel on significant developments.
- **Operations** – responsible for directing the implementation of action plans and strategies for incident resolution.
- **Logistics** – Responsible for providing all resources (personnel, equipment, facilities and services) required for incident resolution.





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- **Planning/Intelligence** – 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** – Responsible for all cost and financial matters related to the incident.

## Philosophy & Goals

It is the practice of the Liberty Central School District to provide for a safe and secure learning and teaching environment for its students and staff. This practice shall be implemented through the following means:

- Development of a detailed multi-hazard school safety plan for the District, a District Wide Safety Plan and each building in the District, a building level safety plan.
- Establishment and implementation of policies and practices for responding to threats of violence concerning school district property, facilities and premises.
- Establishment and implementation of policies and practices for responding to acts of violence by students, teachers, administrators, staff or visitors.
- Development and delivery of prevention and intervention strategies for students manifesting at-risk behaviors.
- Development and adoption of policies and procedures for contacting law enforcement officials and parents in the event of a violent incident.
- Establishment and implementation of policies and procedures for school building security and training of students and staff in school security.
- Development and adoption of protocols for responding to bomb threats, hostage situations, intrusions and kidnappings.
- Development and implementation of strategies to improve communication regarding the reporting of violent incidents.



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- Providing character education and/or programs in grades K-12.

## Guidelines for Development of the District-wide & Building Safety Plans

### Sites Included:

The following sites are to be covered by the District-wide safety plan and each site shall have a building safety plan:

Liberty Elementary School, Liberty Middle School, and Liberty High School

### Procedures:

In the event of a cancellation of school, early dismissal; evacuation of school or sheltering of students, the procedures set forth in the Building Level Safety Plans shall be followed. (The emergency notification system will be used.)

### School Personnel:

Personnel shall be hired in accordance with Board of Education Policies as well as State Laws.

The school safety procedures and training as developed each year by the District Emergency Management/Crisis Team and Building and Grounds Supervisor, will be followed. The District-Wide Safety Plan is available from the Superintendent to staff and local law enforcement or fire departments as needed.

Drills conducted during the school day with students present shall be conducted in a trauma-informed<sup>9</sup>, developmentally, and age-appropriate manner and shall not include

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<sup>9</sup> 155.17(b)(20-22) Trauma means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss. Trauma-informed means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults. Trauma-informed drills means avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.



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props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency.<sup>10</sup>

At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill.<sup>11</sup>

### **Violence Prevention:**

The following is a list of some of the practices currently in place within the district to prevent violence:

1. Character Development Programs have been implemented consisting of learning activities that promote the common good in actions. In those programs, students and teachers take responsibility for behaviors, work cooperatively toward common goals, and reach decisions democratically and respectfully. Adults model moral reasoning and thoughtful decision-making for students assist them in resisting high-risk behaviors and in recognizing beliefs and practices that are inconsistent with respect to safety.
2. Safety patrol at the elementary school.
3. A "Walk Through" with local Law Enforcement Agencies is conducted annually involving the Liberty Police Department and members of the school safety committee at each building.
4. Opportunities for students to meet with counselors and other staff members.
5. Annual review and adoption of codes of conduct for students, employees and visitors to school premises. These codes of conduct are mandated to include enforceable rules; clear consequences; due process, and explicitly defined roles, rights and responsibilities of the parties. (The Codes of Conduct for each school-Elementary, Middle, and High School are available at the schools).

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<sup>10</sup> 155.17(4)(xiv)(1) Drills conducted during the school day with students present shall be conducted in a trauma-informed, developmentally, and age-appropriate manner and shall not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency.

<sup>11</sup> 155.17(4)(xvi)(1) ...At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill.



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6. Participation by all students and staff in multi-hazard school safety training on an annual basis by taking part in fire drills, bomb threat drills, lock-down drills and emergency bus and building evacuation drills throughout the school year.
7. Annual adoption and review of a school dress code to prohibit appearance, clothing and accessories that disrupt the educational process.
8. The use of an anonymous alerts system to provide students the chance to be informed.
9. The district currently has an in-school suspension program for grades K-12 in each of three buildings. Counseling to help address the underlying causes of student defiance and misbehavior is a supplemental consequence to infractions.
10. Active surveillance and security systems in hallways, on playgrounds, and in parking lots.
11. All staff and visitors will wear their issued identification badges and will swipe in and out of the school building when entering and leaving.
12. Maintenance of a sign-in system and a single point of access to school buildings.
13. Multicultural, social and emotional educational programs and mental health awareness curricula to foster a climate of respect for others. These programs focus on celebrating and tolerating differences and promoting processes that utilize differences as a way to foster mutual understanding and respect. These programs recognize that many instances of school violence stem from bullying and name-calling based on racial and other forms of prejudice.
14. Classroom teaching practices and learning activities that conduct classrooms with agreed upon rules, reinforce pro-social behaviors, foster dispute resolution with care and respect rather than coercion and intimidation, and include cooperative learning techniques and rich and varied learning activities.
15. Student counseling programs developed and implemented in cooperation with state, county and local governments. These programs involve school/community teams of counselors in which problems that impede learning or have harmful consequences are identified and addressed through the development of individualized intervention plans, referral and aftercare support. Adult facilitated peer support groups may also be utilized to provide students with opportunities to discuss their problems and feelings in a safe group setting, and to create alternatives to high-risk behaviors through behavior contracts, formation of



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student community service organizations and programs like SADD (Students against Destructive Decisions).

Other policies and procedures to facilitate violence prevention, which could be considered for implementation, are:

1. Annually assessing the utility of extended school day programs as a means of addressing the needs of district students at risk for violent behavior.
2. Staff development is a critical element in the prevention of violence in our schools. Teachers will be offered training opportunities in the knowledge and skill required to address school violence and victimization, most notably bullying. Additionally, staff will be trained in sexual, racial and other forms of harassment, cultural diversity, school security and disciplinary policies, classroom management, crowd control and intervention strategies.
3. Implementation of conflict resolution programs in schools. These programs could include development of curricula to structure learning activities that encourage students to work cooperatively to make fair decisions, solve problems, and manage anger and fear without threatening or injuring others. Skills such as active listening, speaking in “I” terms, and negotiating a mutually beneficial plan are introduced and reinforced through modeling, rewards and expectations and are promoted as tools for resolving conflict. Alternative education to serve students with a history of disruptive or violent behavior or chronic drug abuse. Such programming can serve students transitioning from mental health or juvenile justice facilities, those experiencing extreme family dysfunction, or who are caring for their own children and unable to attend regular school settings. These programs may also offer social skills training, home visits to facilitate social service provision, on-site child care, parenting classes, job-training or community service projects, substance abuse counseling, self-esteem building and anger management training. The ultimate goal is to assist students in academic achievement as well as in learning alternative behaviors to violence, self-destruction, sexual precocity, and substance abuse.
4. School/community support and coordination of family/home support programs that offer support to caregivers and families of students. These may include development of child care/parenting skills, prenatal care and nutrition, counseling and peer support, stress management, home and family budgeting, coordination of on-site social services, adult vocational and job skills training, early childhood education, peer-to-peer assistance programs, and community service



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opportunities. These services may be offered at school-site family resource centers.

5. Due to the establishment of the Dignity for All Students Act (The Dignity Act) on July 1, 2013, the district and each building will designate a dignity act coordinator to ensure all schools are protecting all students from harassment, bullying and discrimination.

### Early Warning Signs

It is not always possible to predict behavior that will lead to violence. In some situations and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward self or others. School personnel and students as well as parents are often in a good position to observe these early warning signs.

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate--and potentially harmful--to use the early warning signs as a checklist against which to match individual children. Rather, the warning signs are offered only as an aid in identifying and referring children who may need help. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

It is the policy of the Liberty Central School District that staff and students use the early warning signs only for identification and referral purposes. Trained professionals should make diagnoses in consultation with the child's parents or guardian.

The following early warning signs are cited by the United States Department of Education in its publication entitled **Early Warning, Timely Response: A Guide to Safe Schools** and are presented in brief with the following qualifications: they are not equally significant and they are not presented in order of seriousness. A more detailed explanation of them is available from the Superintendent, Principals, or Counselors. They include:

- Social withdrawal
- Excessive feelings of isolation and being alone
- Excessive feelings of rejection
- Being a victim of violence



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- Feelings of being picked on and persecuted
- Low school interest and poor academic performance
- Expression of violence in writings and drawings
- Uncontrolled anger
- Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors
- History of discipline problems
- Past history of violent and aggressive behavior
- Intolerance for differences and prejudicial attitudes
- Drug use and alcohol use
- Affiliation with gangs
- Inappropriate access to, possession and use of firearms
- Serious threats of violence

### Identifying and Responding to Imminent Warning Signs

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. Usually, imminent warning signs are evident to more than one staff member - as well as to the child's family. Imminent warning signs may include:

- Serious physical fighting with peers or family members.
- Severe destruction of property.
- Severe rage for seemingly minor reasons.



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- Detailed threats of lethal violence.
- Possession and/or use of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.

When warning signs indicate that danger is imminent, safety must always be the first and foremost consideration. Action must be taken immediately. Immediate intervention by school authorities and possibly law enforcement officers is needed when a child:

- has presented a detailed plan (time, place, and method) to harm or kill others- particularly if the child has a history of aggression or has attempted to carry out threats in the past;
- is carrying a weapon, particularly a firearm.

In situations where students present other threatening behaviors, parents should be informed of the concerns immediately. The school shall seek assistance from appropriate agencies, such as child and family services and community mental health. These responses should reflect school board policies and be consistent with the district-wide safety plan.

### Reporting Early Warning Signs

In the event that students and staff observe a student manifesting early warning signs, the following procedures should be followed:

- Contact the school principal to report the information about the student manifesting such signs.
  - Principals shall maintain a record of each such report. In cases that do not pose imminent danger, the principal or counselor should contact a school psychologist or other qualified professional, who takes responsibility for addressing the concern immediately.
  - The child's family should be contacted. The family should be consulted before implementing any interventions with the child. In cases where school-based contextual factors are determined to be causing or exacerbating the child's troubling behavior, the school should act quickly to modify them.





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It is important to avoid inappropriately labeling or stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate, and potentially harmful, to use the early warning signs as a checklist against which to match individual children.

## **Threat Assessment**

A threat is an expression of intent to do harm or act out violently against someone or something. A threat can be written, spoken, or symbolic – as in motioning with one's hands as though shooting or strangling another person. A threat is an explicit or implied demonstration or declaration of intent to inflict harm, punishment, injury, loss or death on an individual; an express or implied indication that violence, injury, loss or pain will be inflicted on another. There are principally four types of threats:

- Direct,
- Indirect,
- Veiled, and
- Conditional.

Threats are made for a variety of reasons: as a warning signal, a reaction to fear of punishment, anxiety, demand for attention or as retribution for a perceived or actual slight or affront. Threats may be intended to taunt, intimidate, assert power, punish, manipulate, coerce, frighten, terrorize, to compel desired behavior, to strike back for an injury, injustice or slight; to be disruptive, to challenge authority or to protect oneself.

Individuals who make threats normally manifest other behaviors or emotions that are indicative of a problem. These can include: signs of depression, prolonged brooding, evidence of frustration or disappointment; fantasies of destruction or revenge in conversations, writings, drawings or other actions; expressions of intense love, fear, rage, revenge, excitement or pronounced desire for recognition. Use of alcohol or drugs can be an aggravating factor, as can a romantic breakup, failing grades or conflicts with parents or friends.

The following factors must be considered in assessing a threat:

- The specific, plausible details of the threat.



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- The identity of the victim(s).
- The reasons for making the threat.
- The means (weapon) and method for carrying it out.
- The date, time and place for carrying it out.
- Any concrete information about plans or preparations already in place.
- Are the details logical and plausible or unrealistic?
- The emotional content of the threat (emotionally charged or not).
- Any evidence of precipitating stressors that brought on the threat.

Specific details can be a manifestation of a high level of planning, thought, and should heighten concern. Lack of detail may indicate that the threat has not actually taken steps to carry it out.

## Levels of Risk

Low Level of Threat: A threat that poses a minimal risk to the victim and public safety:

- Threat is vague and indirect.
- Information in the threat is not consistent, is implausible or is vague.
- The threat lacks realism.
- Content of the threat suggests the person is unlikely to carry it out.

Medium Level of Threat: A threat that could be carried out, although it may not appear entirely realistic:

- Threat is more direct and more concrete.
- Content of threat suggests the person has given thought to means and methods.
- There is a general indication of possible place and time (though plan is not detailed).
- There is no strong indication of preparatory steps.



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- There may be a specific statement seeking to convey the seriousness of the threat.

High Level of Threat: A threat that appears to pose an imminent and serious danger to the safety of others:

- Threat is direct, specific and plausible.
- Content of the threat suggests that concrete, specific steps have been taken to implement it.

### **Procedures to be Followed in Response to a Threat and/or Threat of Violence**

The following procedures will be followed in case of receipt of a threat:

- A. Any student, who receives a threat, hears, or observes one being made, shall immediately notify a member of the staff, faculty or administration.
- B. Any member of the staff or faculty who is informed of, or hears or observes a threat on another, or who receives a threat, shall immediately notify the building administrator.
- C. Any building administrator who is informed of a threat, or hears or observes a threat on another, or who receives a threat, will conduct an immediate and thorough investigation of the matter. This will include conferences with those alleging that a threat was made and the individual(s) who allegedly made such a threat. Appropriate efforts will be made to separate and/or monitor the students involved in the threat while the investigation is ongoing.
- D. If after such investigation, it appears reasonably certain that the allegation is true; the building administrator will immediately consult with the school guidance counselor, psychologist, social worker and/or child study team. These consultations may lead the building administrator to contact county agencies, including those concerned with mental health, social services and child



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protection. If necessary, arrangements will be made for an emergency mental health evaluation.

- E. The building administrator will, before the start of the next school day, call the parents or guardians of all students involved in the incident. He or she will also maintain records of the incident.
- F. Unless otherwise required by law, school district policy or as a reasonable and prudent response to an imminent threat to health and safety, the building administrator will consult with the Superintendent as to whether law enforcement officials should be contacted.
- G. The behavior of a student found to have made a threat will be addressed in accordance with the school code of conduct. If the student behavior is not proscribed by the code of conduct, the building administrator or superintendent will take reasonable measures to provide an appropriate school response to the behavior consistent with federal, state and local due process requirements.
- H. The results of all findings and actions taken shall be communicated in a timely manner to the parents of all students involved.

### **Providing Medical Assistance**

If a person is in need of medical assistance, the school nurse shall be contacted. In addition specific district employees hold CPR, EMT or First Aid certification. The Building Level Safety Plan states procedures to be followed for medical emergencies, accidents, and bus accidents.

### **The Role of Local Governments:**

#### **Local Law Enforcement:**

Local law enforcement agencies shall be contacted at the discretion of the Superintendent of Schools or building principals according to the steps specified in the District-wide Safety Plan. In addition, there is a School Resource Officer assigned to the district.

### **Availability and Coordination of District Resources:**



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The following procedures and resources as described in the District-Wide Safety Plan shall be used to coordinate the use of district resources during an emergency.

### **Procedure for Contacting Those in Parental Relation**

The School Messenger service will be utilized by school personnel for contacting those in parental relation in case of an emergency, including a violent incident or early dismissal are included in the District-Wide Safety Plan.

### **Annual Emergency Drills:**

At least once per school year, the district shall conduct drills and other exercises to test and evaluate the effectiveness of the district emergency response plan. These drills shall be coordinated with and include the participation of county and local emergency response providers. The results of such drills and exercises shall be assessed by the superintendent of schools and reported to the board of education.

### **Public Information and Media Relations:**

The following individuals shall be designated to deal with the news media in the event of a school emergency:

- Superintendent, the Board President or the Communication and Media Specialist

Members of the media shall not be allowed on school grounds except by invitation of the Superintendent or the Superintendent's designee.

### **Evacuation of Buildings and Grounds:**

Each school building in the district shall develop safe evacuation policies and procedures to be utilized in the event of a "serious violent incident" or other emergency. All security systems will be tested on a regular basis.

### **Intergovernmental Coordination:**



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Building plans shall be coordinated with the local police, state police, sheriff departments, fire departments, etc. to ensure school access to federal, state and local mental health resources in the event of a violent incident at a school building.

### **Commission of a Crime:**

In the event of the commission of a crime on school property, the following procedures shall be implemented to preserve evidence:

- Once authorities have been contacted and the situation turned over to them, they assume all responsibility.
- Procedures to preserve evidence:
  - All evidence should be left in place and not touched by anyone unless there is a chance of the evidence being destroyed
  - Prior to law enforcement authorities arriving, assign a staff or faculty member to ensure any potential evidence is not touched, disturbed or damaged.
  - Wait for law enforcement to properly secure it.
  - If there is a chance of the evidence being destroyed prior to law enforcement's arrival due to weather or other circumstances, the evidence should be secured by a person wearing gloves. That person should maintain custody until the item is turned over to authorities.

### **Post-incident Response Team**

Each school building shall have a post-incident response team appointed by the building principal, subject to the approval of the superintendent. Each team shall be composed of appropriate school and medical personnel, mental health counselors and such others as the principal may deem necessary and appropriate. The team may include but not be limited to the personnel stated in the District-wide Safety Plan.

### **District-wide Safety Plan**



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## Purpose

The Liberty Central School District, District-wide Comprehensive Emergency Response Plan was developed under the guidelines found in the S.A.V.E. Legislation. The specific sections of this law are found in the New York State Education Law, Chapter 16, Title II; Article 55, titled: Regulation by Boards of Education of Conduct on School District Property; sections 2802; 2801-a; and 2814. In addition, our District-wide and our Building-level Emergency Response Plans **follow the New York State Commissioner of Education's Regulations for School Safety Plans, regulation 155.17.**

## Team Identification

### District-wide School Safety Team

The Board of Education appointed a district-wide safety team that included the required representatives. The District-wide Safety Team met several times to review and make changes in the District-wide plan for presentation to the Board of Education for their review and approval. **(MEMBERS OF THE SAFETY TEAM – APPENDIX 1)**

## Concept of Operations

1. The District-wide School Safety Plan will be directly linked to the individual Building-level Emergency Response Plans. Protocols developed in the District-wide School Safety Plan will guide the development and implementation of the Building-level Emergency Response Plans.
2. In the event of an emergency or violent incident, the initial response at an individual school will be by the Building-level Emergency Response Team for that school.
3. Once the Superintendent or Designee is notified, the District-wide Emergency Response Team may be mobilized to respond, depending on the size and type of emergency or incident in the individual school. If district resources other than those available in the affected building are to be used, the District-wide Emergency Response Team will be activated. Local emergency officials will be notified, if appropriate and if not already done so by the Building-level Emergency Response Team.



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4. District-wide Safety Team. **(SEE MEMBERS OF THE TEAM – APPENDIX A)**
5. District-wide Emergency Response Team. **(APPENDIX B)**

### Plan Review and Public Comment

1. The District-wide School Safety Plan shall be monitored and maintained by the District-wide Safety Team and will be reviewed annually on or before September 1st of each year.
2. The Basic District-wide School Safety Plan, which excludes protected and confidential information, will be made available at the Central Administrative Office for public inspection and comment thirty days prior to adoption. The School Board may adopt the District-wide School Safety Plan only after at least one public hearing, which provides for the participation by school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education at a public meeting.
3. The Building-level Emergency Response Plans shall be confidential and not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law in accordance with New York State Education Law, Chapter 16; Article II, Section 2801-a.
4. The District-wide School Safety Plan, which excludes protected and confidential information, shall be made available on the District Website and upon request.
5. Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department on or before September 1st of each year or within 30 days of adoption.
6. Full copies of the District-wide School Safety Plan, with the individual Building-level Emergency Response Plans will be given to all emergency services that will respond to a particular district building. In addition, a full copy of the District-wide School Safety Plan will be given to the New York State Police Zone Headquarters in Liberty and the Liberty Police Department.
7. Full copies of the combined District-wide School Safety Plan, will be maintained at the Central Office for the District.





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## Identification of Potentially Dangerous/Hazardous Sites

1. Each school will identify and locate areas of potential emergencies in and around their building. The Director of Facilities and Operations and building custodians will locate and map these sites. These sites are to include electrical, gas, heating, ventilation, water supply and sewage systems locations and shut-off valves. Representatives of Sullivan County BOCES and local fire department personnel have assisted, and will continue to participate in these efforts.
2. These sites of potential emergencies will be listed in each Building-level Emergency Response Plan supplied to police, fire, emergency management services, and district personnel.
3. Potentially dangerous sites will be checked regularly and inspected by building safety personnel on a regular schedule, at least annually. They include but are not limited to:
  - a. System Sites:

Electrical panels/shut-offs	Gas lines/shut-off
Gas appliances	Heating plant
Sewage system	Structural failure
Ventilation/air conditioning	Water supply/shut-off
  - b. Environment Problem Sites:

Chemical storage	Cleaning supplies
Paper supply storage	Industrial arts room
Science rooms and labs	
  - c. Site Considerations:
    - Isolated areas near the school
    - Nearby streams, ponds, rivers (flooding)
    - Steep areas near school
    - Unprotected exterior gas/electric, air conditioning supplies or equipment
    - Dangerous and outdated playground equipment.

## District Response to Emergency Situations



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1. The District procedure for cancellation:
  - a. The Superintendent makes the determination after consultation with the Director of Facilities, District Administrators, and/or the County Emergency Management Office.
  - b. The Superintendent or Designee contacts local radio and television stations, using the code system in place.
  - c. The Superintendent or Designee may initiate the School messenger system.
  - d. The Superintendent or Designee also initiates the telephone chain by calling the designated Assistant Superintendent and Principals. The designated Assistant Superintendent is authorized to follow this procedure if the Superintendent is unavailable.
2. The District procedure for early dismissal:
  - a. The Superintendent or Designee decides on an early dismissal.
  - b. The Director of Transportation is notified to supply buses.
  - c. Central Office and building administrators are informed.
  - d. Staff and students are informed of closing.
  - e. Parents are notified of early dismissal through media contacts (radio stations, television, and website.) A message will also be sent to all parents/guardians who have signed up for their school's School Messenger.
  - f. Parents of elementary and middle school students will provide the school with alternative locations to bring their children in the case of an early dismissal if they are generally not home.

## Obtaining Information from Outside the School

The State of New York has developed a web-based system designed to enhance the state's ability to alert the public in emergency situations and respond after disasters. The system is known as NY-ALERT, which utilizes a single web-based portal (webpage) that integrates numerous gateways for the dissemination of emergency alerts to the public, including schools. NY-ALERT will provide National Weather Service bulletins about severe weather, advisories on road closures, recommended emergency protective actions for fast-breaking incidents and other emergency response information from federal, state and local authorities. This feature will utilize e-mail, facsimile transmissions, cell bursting, short messages service (SMS), web-posting, text message and dial-out voice messaging to rapidly transmit messages.

For information on NY-ALERT, visit <http://www.nyalert.gov/>.



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## 3. Procedures for Evacuations:

Procedures for evacuations will be developed by the Building-level Safety Team in conjunction with the District's Director of Transportation and are found in the Building-level Emergency Response Plans. The evacuation procedures are specific to each school. They include but are not limited to:

- a. Evacuation before, during, and after school
- b. Evacuation routes (internal and external)
- c. Sheltering sites (internal and external)
- d. Procedures for addressing medical needs
- e. Transportation and pedestrian evacuation plans
- f. Notification and communication procedures (Superintendent and parents)

## 4. Procedures for Sheltering On-site:

Procedures for Sheltering On-site are found in the Building-level Emergency Response Plans. The procedures are specific to each school and situation. Shelter-in-place procedures and weather safety zones are designated in each building.

## 5. Procedures for Sheltering Off-site:

Each building has identified off-site sheltering facilities to be used in the event of emergencies when transportation is not available. These are included in each of the Building-level Emergency Response Plans.

## 6. Emergencies include but are not limited to:

Biological / Chemical Contamination	Incident Floods
Intrusions	Bomb Threat
Kidnapping	Explosion
Fire	Civil Disturbance
Hazardous Materials	High Winds / Storms
Hostage Taking	School Bus Accidents
Suicide	Suspicious Packages

## 7. Other emergencies may be caused by national or regional events, including acts of terrorism. District schools will consider and follow the recommendations of local, state and federal officials.



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## Mandatory Reporting

The Superintendent shall notify the Commissioner of Education, as soon as possible whenever the emergency plan or building-level school safety plan is activated and results in the closing of a school building in the district, and shall provide such information as the commissioner may require. Such information need not be provided for routine weather emergency days. **{\*New York State Department of Education, Commissioner's Regulations, 155.17 school safety plans, paragraph (h), {Reporting}}**

## District Resources, Which May Be Available for Use During an Emergency

1. The list of school personnel who would be available in emergency situations will be developed by each Building Safety Team, with a copy of all building lists maintained at the Central Administrative Office. The list may include, but is not limited to, the names of all the staff members, with the school/office and home telephone numbers and the following:
  - a. Medical
    - School Physician
    - School Nurses
    - Emergency Medical Technicians – trained
    - First Aid trained staff
    - CPR/AED trained staff
  - b. Security
    - Principals and Assistant Principals
    - Director Facilities and Operations
    - Head Custodians
    - School Resource Officer
    - Trained Monitors
  - c. Emergency Response
    - Principals and Assistant Principals
    - Members of fire companies
    - School Nurses
    - School Resource Officers
    - Staff with EMT training



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- d. Post-Critical Incident Response Personnel
    - Principals and Assistant Principals
    - Staff Psychologists
    - Guidance Counselors
    - Social Workers
  - e. Department of Buildings and Grounds
    - Director of Facilities and Operations
    - Custodians
    - Head Custodians
    - Maintenance
    - Grounds
  - f. Department of Transportation
    - Director of Transportation, Rolling V
2. Emergency Equipment
- Each Building-level Emergency Response Plan will include a list with the location of emergency equipment available in each school:
- a. Medical supplies
  - b. Medical equipment
  - c. List of Fire Extinguishers
  - d. District trucks/vehicles
  - e. Barricades for traffic control
3. Emergency Communication Equipment
- Each Building-level Emergency Response Plan will include a list, including the location in the building, of all communication devices available:
- a. Weather Notifications
  - b. Bullhorns
  - c. FAX machines
  - d. Portable Radios (Walkie Talkies)
  - e. Cellular telephones
  - f. Networked computers



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These resources will be found in the individual Building-level Emergency Response Plans and on file at the Central Administration Office.

### **Description of Procedures to Authorize**

1. Officials authorized to make decisions and their succession:  
Superintendent  
Assistant Superintendent  
Director of Student Services
2. In the event that no member listed above is available, succession will devolve to:  
Business Official  
Director of Building and Grounds
3. District personnel assigned to provide assistance:  
Medical and psychological services personnel as listed in the individual Building-level Emergency Response Plans.

### **Procedure for Annual Multi-hazard School Safety Training for Staff and Students**

1. Each Building-level School Safety Team will conduct training each school year on their Building-level Emergency Response Plan. This training will be included in the various meetings, drills and training sessions conducted by the building principal.
2. All required staff training provided by Sullivan County BOCES will be completed annually (i.e.: Blood-borne Pathogen; Hazardous Materials; Right-to-know).
3. Any required student safety training will be completed by or under the supervision of appropriate District staff.

### **Procedure to Conduct Drills and Other Exercises to Test Components of the Emergency Response Plans**

1. The Building Principal shall be responsible for conducting at least one test every school year of all of the emergency response procedures outlined under their



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Building-level Emergency Response Plan. The types of drills to be conducted include, but are not limited to:

- a. Actual Drills:
    - Fire
    - Emergency dismissal/evacuation
    - Hold in Place
    - Shelter-in-place (weather related)
    - Bus emergency evacuation
    - Lockdown
    - Lockout
    - Medical/AED emergency
  - b. Building-level Emergency Response Team Table-Top Drills:
    - Intruder in the building
    - Weapon in the building
    - Serious violent incident
    - Gas leak
    - Shelter - off-site
    - Power failure
    - Bomb threat
  - c. Communication System Checks
2. Appropriate staff training will be provided to ensure effectiveness.
  3. All administrators and Building-level Emergency Response Team members shall complete the “ICS for Schools” training.  
(See: <http://training.fema.gov/EMIWeb/is/is100sc.asp>)
  4. Schools will keep a record of all building drills, exercises and training. Copies of all training records will be sent to the District Office by May 1st annually.

### **Public Health Emergency Involving a Communicable Disease**

According to 2801-a of New York Education Law, District Safety Plans are to include protocols for responding to a declared public health emergency involving a communicable



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disease that are “substantially consistent” with the provisions of section 27-c of the Labor Law. According to 27-c of the Labor Law, the Liberty Central School District (the “District”) has created a procedure for a Public Health Emergency Involving a Communicable Disease which addresses the following:

1. A list and description of positions/titles of staff who would be considered essential in the event of a state-ordered reduction of workforce and a justification of such consideration for each position and title included;
2. A description of protocols the District will follow to enable non-essential employees to telecommute and for employees and students to receive communications from the District.
3. A description of how the District will, to the extent possible, stagger work shifts of essential employees to reduce overcrowding.
4. A description of the protocol the District will implement to procure personal protective equipment (PPE) for at least a 6-month time period; including a plan for storage of such equipment.
5. A description of the protocol the District will implement in the event of a known case of communicable disease that is the subject of the public health emergency, exhibited symptoms of such disease or tests positive for such disease to prevent the spread or contraction of such disease in the District.
6. A description of the protocol the District will implement to document precise hours and work locations, including off-site visits for essential employees to aid in contact tracing.
7. A description of how the District will work with its locality to identify sites for emergency housing for essential employees should such be required.

## **1. Essential Workers During A State-Ordered Reduction of Workforce (Employees who may need to be present at the District)**

In the event of a government ordered shutdown similar to what was experienced in the spring 2020 due to COVID-19, the District has to have a plan in place for potential shutdowns in the future. Outlined below are those positions who may be required to work on-site.

Title	Description	Justification	Work Shift
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<b>Superintendent of Schools</b>	<b>Oversees all administrative departments and District staff.</b>	<b>Serve as the Chief Emergency Officer and Incident Commander during a state-ordered Reduction of Workforce, which requires direct access to District property and on-site resources.</b>	<b>Will vary; coordinated with other departments to avoid close contact and overcrowding.</b>
<b>Assistant Superintendent of Schools</b>	<b>Supports the District is Superintendent in overseeing all District departments and staff and maintains ICS role during a State-ordered reduction of workforce.</b>	<b>Requires direct access to District property and on-site resources in order to perform duties and responsibilities during a State-ordered reduction of workforce.</b>	<b>Will vary; coordinated with other departments to avoid close contact and overcrowding.</b>
<b>School Business Official</b>	<b>Oversee the procurement, distribution, and access to needed PPE. Maintain and monitor the District's financial status during a state-ordered workforce reduction. Coordinate needed transportation resources for food distribution.</b>	<b>Requires direct access to District property and on-site resources in order to perform duties and responsibilities during a State-ordered reduction of workforce.</b>	<b>Will vary; coordinated with other departments to avoid close contact and overcrowding.</b>
<b>Director of Facilities</b>	<b>Oversee the maintenance of District property, which may include the disinfection of District buildings, and support with procurement and distribution of PPE.</b>	<b>Requires direct access to District property and on-site resources in order to perform duties and responsibilities during a State-ordered reduction of workforce.</b>	<b>Will vary; coordinated with other departments to avoid close contact and overcrowding.</b>
<b>Director of Information and Technology</b>	<b>Oversee the maintenance of District on-site technology and related resources and support the distribution of</b>	<b>Requires direct access to District property and on-site resources in order to perform duties and</b>	<b>Will vary; coordinated with other departments to avoid close</b>



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	<b>technology and the service, repair and replacement thereof.</b>	<b>responsibilities during a State-ordered reduction of workforce.</b>	<b>contact and overcrowding.</b>
<b>IT Technician</b>	<b>Support the maintenance of District on-site technology and related resources and the distribution of technology and the service, repair and replacement thereof.</b>	<b>Requires direct access to District property and on-site resources in order to perform duties and responsibilities during a State-ordered reduction of workforce.</b>	<b>Will vary when required on-site; coordinated with other departments to avoid close contact and overcrowding.</b>
<b>Director of Food Services</b>	<b>Oversee the distribution of food.</b>	<b>Requires direct access to District property and on-site resources in order to perform duties and responsibilities during a State-ordered reduction of workforce.</b>	<b>Will vary; coordinated with other departments to avoid close contact and overcrowding.</b>
<b>Student Services Administration</b>	<b>Oversee and support the administration of legally mandated educational services pursuant to IDEA, Section 504, and CR Part 154.</b>	<b>Requires direct access to District property and on-site resources in order to perform duties and responsibilities during a State-ordered reduction of workforce.</b>	<b>Will vary; coordinated with other departments to avoid close contact and overcrowding.</b>
<b>Building Principal</b>	<b>Oversee building operations, including supervising on-site staff and serving as Incident Command of their respective buildings.</b>	<b>Requires direct access to District property and on-site resources in order to perform duties and responsibilities during a State-ordered reduction of workforce.</b>	<b>Will vary; coordinated with other departments to avoid close contact and overcrowding.</b>
<b>Assistant Principals/ Athletic Director</b>	<b>Support the Building Principal in overseeing and administering building operations and supervising on-site staff.</b>	<b>Requires direct access to District property and on-site resources in order to perform duties and responsibilities during a</b>	<b>Will vary; coordinated with other departments to avoid close</b>



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		State-ordered reduction of workforce.	contact and overcrowding.
<b>Custodial Staff/Grounds</b>	<b>Maintaining District buildings and grounds, including the cleaning and disinfection of same.</b>	<b>Requires direct access to District property and on-site resources in order to perform duties and responsibilities during a State-ordered reduction of workforce.</b>	<b>Will vary; coordinated with other departments to avoid close contact and overcrowding.</b>
<b>Clerical</b>	<b>Support administrative functions of District offices, buildings, and needs of Administrators in administering District and building operations, which may include but not be limited to sorting mail and receiving deliveries.</b>	<b>Requires direct access to District property and on-site resources in order to perform duties and responsibilities during a State-ordered reduction of workforce.</b>	<b>Will vary when required; coordinated with other departments to avoid close contact and overcrowding.</b>
<b>Cafeteria staff</b>	<b>Support the preparation of required food preparation and distribution.</b>	<b>Requires direct access to District property and on-site resources in order to perform duties and responsibilities during a State-ordered reduction of workforce.</b>	<b>Will vary when required; coordinated with other departments to avoid close contact and overcrowding.</b>
<b>Nurses</b>	<b>Provide medical services to on-site students.</b>	<b>Requires direct access to District property and on-site resources in order to perform duties and responsibilities during a State-ordered reduction of workforce.</b>	<b>Will vary when required; coordinated with other departments to avoid close contact and overcrowding.</b>
<b>Teachers</b>	<b>Provide on-site instructional services.</b>	<b>Requires direct access to District property and on-site resources in order to perform duties and responsibilities during a</b>	<b>Will vary when required.</b>



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		State-ordered reduction of workforce.	
Teaching Assistants/ Aides/Lunch Monitors	Support staff with on-site instructional services student supervisor and administration of building clerical needs.	Requires direct access to District property and on-site resources in order to perform duties and responsibilities during a State-ordered reduction of workforce.	Will vary when required.

## 2. Communication, Telecommuting and Remote Instruction

### A. *Communication*

Communication plays an essential role throughout the District's response to a public health emergency due to communicable disease. To ensure the District's community, including staff members, contractors, students and their families, receive communication the District will take the following steps:

1. Create and maintain a page on its website that will provide all school updates, plans, surveys, tutorial videos, and updates from the New York State Department of Education, Center for Disease Control and Prevention, and the Department of Public Health Services.
2. Use its social media outlets to provide communication for our school community.
3. Use its School Messenger System to notify and update the school community.
4. Distribute memos and other pertinent notices via email and/or the United States Postal Service.
5. Post signage throughout the school buildings that explain the health and safety protocols.
6. Hold virtual synchronous or asynchronous forums (one for community, one for staff members, and one for students) to provide updates and notifications.
7. Provide an email address for parents/guardians to ask questions.
8. Administer "follow-up" surveys.

**\*\*\*All District communications will be available through multiple means in the languages spoken by families\*\*\***

### B. *Protocols Allowing Non-Essential Employees to Telecommute*



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To ensure that our employees have access to communication and other needed resources to continue our students' educational process, the District will take the following steps for employees in job titles for which essential functions may be performed remotely:

1. Like students, all instructional staff will receive a device (Chromebook or iPad)
2. When applicable, staff who do not have access to high-speed internet will be provided with Wi-Fi hotspots.
3. When applicable, office phones will be forwarded to employee home or cell phones.

### **3. Work Schedule to Reduce Overcrowding**

As outlined above, to minimize overcrowding during a declared public health emergency involving a communicable disease, the District will vary the schedules of essential employees to avoid overcrowding in worksite that may include:

- Limiting building occupancy;
- Forming employee work shift cohorts to limit potential contacts;
- Limit employee travel within a building;
- Stagger work day start and end times;
- Alternate work days or work weeks; or
- Scheduling employees on-site only when required and limiting the number of individuals present in the worksite at such time.

The District will utilize these basic strategies, and expand upon them, as it may deem necessary.

### **4. Personal Protective Equipment**

#### ***A. Procuring and Storage***

The District will take the following steps to procure, store, and monitor Personal Protective Equipment or (PPE) when a public health emergency involving a communicable disease is declared:

1. The School Business Official and the Director of Facilities will compile the needed amounts of PPE to provide at least 2 two pieces of PPE for each essential employee, staff member, or contractor during any given work shift over at least six months.



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2. The School Business Official and the Director of Facilities will account for all PPE deliveries.
3. The School Business Official and the Director of Facilities will store the PPE at the District Office and at secured locations throughout the school buildings.
4. The School Business Official and the Director of Facilities will document the amount of PPE that is stored and distributed to the schools.
5. Building teams will distribute the PPE and will provide updated remaining amounts to the School Business Official and the Director of Facilities.
6. If supplies need to be replenished, the building teams will request additional PPE from the School Business Official and the Director of Facilities.
7. The District will endeavor to procure the following amount of PPE:
  - Students - 2 cloth masks per child
  - Students - 1200 masks for every 12 weeks
  - Teachers and other staff - 2 cloth masks per staff member
  - Teachers and other staff - 1000 masks for every 12 weeks
  - School Nurses, Healthcare Providers, and Custodial Staff - 10 forms of PPE per week (i.e., disposable masks, N95 masks, gowns, and gloves)
1. Review PPE stock on a yearly basis, using older procured items first. Disposing unusable PPE (10 year life span)
1. The School Business Official and Director of Facilities will reorder PPE when supply is diminished by 50%.

PPE will be stored in a secure location in each District building and additional PPE will be located in the Business Office. Only authorized employees may access PPE storage and the removal of any PPE is to be noted in the District's PPE log.

### ***B. Implementing Personal Protective Equipment***

PPE guidelines will be enforced in alignment with NYS DOH, CDC, and NYSED guidelines.

PPE is essential when protecting students and staff from the exposure to a communicable disease. It is essential that all individuals wear masks, especially when they are unable to be socially distant. All students and staff will receive a cloth mask from the District. The PPE that will be available is as follows:

- Cloth masks for all students and staff
- Disposable gloves
- Disposable surgical masks



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- N95 masks, gowns, and gloves for staff members who interact with potential positive cases
- Provide proper training for use of PPE
- Face shields for staff members who:
  - i. interact with potential positive cases;
  - ii. take student temperatures upon entry or during the school day;
  - iii. work with students who cannot tolerate a mask; or
  - iv. work with students for whom social distancing is not possible.

### Proper use of face shield below:

- For optimal protection with a face shield, the face shield must be used with a mask.
- In addition, the face shield must extend below the chin anteriorly and to the ear laterally.
- There should be no exposed gap between the forehead and the shield's headpiece.
- The face shield is only to be worn one person per shield.
- Be cleaned between uses.
- The wearer should wash their hands after removing the shield and before putting it on.

### Cloth Mask/Face Coverings:

The District will provide cloth masks/face coverings for all students and staff members. If a student or staff member brings their own face coverings, it must properly cover their nose and mouth to avoid the spread of droplets. Please know that cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment. Again, all individuals must wear a face covering if they are unable to be socially distant, and please know that the students and staff are to wear masks even if they are properly socially distanced. Masks are to be worn during the following situations:

- Whenever they are not socially distanced and when they are socially distanced.
- In classrooms, unless the teacher authorizes a mask break.
- In hallways
- In restrooms
- In other congregate settings, including buses



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If someone forgets a face mask, the District will supply a replacement mask.

**Important note:** *The District will engage in the interactive accommodation process with the parents of students, and with employees, who are not medically able to tolerate face coverings.*

### Student Face Covering:

All students are to wear a face covering during the situations mentioned above. However, students can take off their face coverings while at their desks during teacher directed mask breaks (only if desks are properly socially distanced). In addition, after being given the directive by staff, students can remove their masks while they eat their breakfast and lunch (only if students are properly socially distanced during lunch).

The District is aware that face coverings may be challenging students (especially younger students) to wear in an all-day setting such as school. Therefore, our schedules will provide scheduled mask breaks. In addition, face coverings should not be placed on:

- Children younger than 2 years old.
- Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction of educational services and instruction.
- Anyone who has trouble breathing or is unconscious
- Anyone who incapacitated or otherwise unable to remove the cloth face covering without assistance.

### Important instructions regarding face coverings:

- The District will enforce and instruct all students, staff, parents/guardians, contractors, and vendors in the proper way to wear face coverings.
- The District requires that all should wash their hands before putting on and after removing their face coverings.
- All disposable face coverings must be properly disposed of.
- All reusable face coverings should be routinely cleaned (it is recommended that a mask should be cleaned daily).
- Please know students and staff may use alternate PPE for instruction, interventions that require visualization of the movement of lips and/or mouths. Moreover, these face coverings may be used for certain students and staff members (i.e. hearing impaired).





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**\*\*Note: Documentation from a healthcare provider is needed if a student is unable to wear a mask. \*\***

## Behavioral Expectations for wearing cloth face coverings:

- It is required that all students wear their masks during the situations mentioned above and while on the bus (excluding students who supplied the District with documentation that states they cannot due to medical and/or health reasons).
- If a student refuses to wear their mask and socially distance, they will be verbally directed to comply with the expectations (excluding students who supplied the District with documentation that states they cannot due to medical and/or health reasons).
- If a student does not comply with the teacher or staff member's directives, the main office will be notified and an escort will be provided for the student.
- The teacher and/or staff member will contact the parent/guardian.
- After contacting the parent/guardian, a referral will be written.
- Upon the submission of a referral, administration will address the student in compliance with the District's Code of Conduct.

## **5. Response**

If a student or staff member: (1) exhibits symptoms of the communicable disease which is the subject of the public health emergency; or (2) have a known case of such communicable disease they are to notify the Superintendent, Principal, and/or District liaison to the Department of Health, prior to coming to the District.

If a student or staff member exhibits the symptoms of the communicable disease while in school, they will be sent to the health office. After being evaluated by the nurse and the symptoms could be related to the communicable disease and pose a public health threat, not a chronic health condition, the student or staff member will be isolated and dismissed from the school grounds. The following procedural steps are:

- Nurse will check the staff member and student while wearing appropriate PPE
- If the symptoms could be related to the communicable disease or pose a public health threat, the staff member or student will be immediately, isolated, dismissed, and contact tracing procedures will begin.



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- Prior to dismissal, the parent/guardian will be notified immediately and will be requested to pick up their child and they are to contact, visit their healthcare provider, and contact the local Department of Public Health Services.

When notifying the nurse, administrator or other pertinent staff members of a student or staff member exhibiting the previously mentioned symptoms, all staff members are to comply with FERPA, HIPAA, and Education Law 2-d.

When a student is waiting to be picked up, they are to be isolated within each school's designated isolation room from other students and staff members. If the student or staff member cannot be isolated, the individuals exhibiting the symptoms are to be separated from others by at least 6 feet.

The following steps are also to be taken after the person (staff member or student) leaves the school:

- Close off areas used by a sick person and not use the area until after cleaning and disinfecting has occurred.
- Open outside windows and doors to increase circulation in the area
- Wait at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible.
- Notify building maintenance to initiate disinfection.
- Clean and disinfect all areas used by the person suspected or confirmed to have the communicable disease, such as offices, classrooms, bathrooms, lockers, and common areas.

### Return to the District after Illness

The District will follow all NYS Department of Health, CDC and NYSED guidance for allowing students or staff members to return to school after exhibiting symptoms of the communicable disease. The individual can return to school or work after being seen by a healthcare provider (physician, nurse practitioner, or physician assistant) and being cleared to do so.

The current NYS Department of Health, CDC, and NYSED guidance will be followed for reentry.

### **6. Contact Tracing (Documenting Precise Hours and Work Locations)**



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Contact tracing is a key public health function. Contact tracing will allow schools to put in place isolation or other measures to limit the spread of the virus. The District will assist the State's Department of Health and local public health departments in its contract tracing efforts, which may include, but not limited to:

- Keeping accurate attendance records of students and essential employees, such as:
  - Maintaining schedules of when students and essential employees are to enter buildings in accordance with bell schedules and time needed for daily disinfection.
  - Maintaining self-check screeners, and a visitor's log, for those entering school buildings through single point entryways.
- Having essential employees log off-site visits taken during the workday as part of their District duties and responsibilities.

When there is a confirmed case, the school administration and school nurse will be notified. Upon receiving the notification, the school nurse will add the pertinent information into a school contact-tracing document. Confidentiality will be maintained as required by federal and state regulations. Moreover, according to NYSED, staff will not try to determine who is to be excluded from school based on direct and indirect contact without guidance and direction from the Sullivan County Public Health Services. The County will take the lead on all contact tracing. The District will cooperate and share information with the County to permit contact tracing. Contact tracing form Appendix C

## **7. Emergency Housing for Essential Workers**

Emergency housing for essential workers is not considered to be generally required for school employees, as it may be for other employees of employers subject to New York Labor Law 27-c. In the event it becomes necessary, the District will work with its locality to identify sites for emergency housing for essential employees to further contain the spread of the communicable disease, to the extent applicable to the needs of the District.

## **8. Emergency Closing Remote Learning Plan**

### **Purpose of this Remote Learning Guide**



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The purpose of this guide is to implement the Remote Learning practices in alignment with the LCSD District Safety Plan

## **Communication**

If the district will have to close due to inclement weather or due to an emergency situation, the district will consider the use of a remote learning day. If the district uses a remote learning day it will be communicated with the school community.

## **Devices and Internet Access**

When there are 3 emergency closing days left, the district will communicate with all staff, students, and families if remote learning will be utilized when the district uses all of its emergency closing days. At this time, each building will take the necessary steps to ensure that all students and staff have access to a device and internet access. If a student or staff member needs a device or hotspot, they will notify their building administration.

As some grade bands do not bring home their devices, the respective building will communicate when a device will be coming home with the grade bands that do not regularly bring the devices home. Please know all devices that do not regularly come home must be brought back to school when in-person instruction resumes.

## **Student Attendance**

If the district uses a remote learning day the expectation is that all students will attend school. The following is a reminder of our attendance policy.

### **Comprehensive Student Attendance Policy**

excerpt from BOE Policy §5000, #5100 - adopted December 13, 2022

The Board of Education recognizes that regular school attendance is a major component of academic success. Through implementation of this policy, the Board expects to minimize the number of unexcused absences, tardiness, and early departures (referred to in this policy as “ATEDs”), encourage full attendance by all students, maintain an adequate attendance



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recordkeeping system, identify patterns of student ATEDs and develop effective intervention strategies to improve school attendance.

## **Notice**

To be successful in this endeavor, it is imperative that all members of the school community are aware of this policy, its purpose, procedures and the consequences of non-compliance. To ensure that students, parents, teachers and administrators are notified of and understand this policy, the following procedures shall be implemented.

- A plain language summary of this attendance policy will be included in student handbooks and will be reviewed with students at the start of the school year.
- Parents will receive a plain language summary of this policy electronically at the start of the school year. Parents will be asked to acknowledge/digitally sign indicating that they have read and understand the policy.
- When a student is habitually (1 x weekly) absent, tardy, or leaves early from class or school without excuse, the student's school counselor, nurse, teacher or case manager will notify the student's parent(s) by phone and/or mail, electronically/digitally of the specific ATED, remind them of the attendance policy, and review ATED intervention procedures with them.
- School newsletters and publications will include periodic reminders of the components of this policy.
- The district will provide a copy of the attendance policy and any amendments thereto to faculty and staff. New staff will receive a copy upon their employment.
- All faculty and staff will meet at the beginning of each school year to review the attendance policy to clarify individual roles in its implementation.
- Copies of this policy will also be made available to any community member, upon request.
- The district will share this policy with local Child Protective Services (CPS) to ensure a common understanding of excused and unexcused ATED's and to work toward identifying and addressing cases of educational neglect.

## **Excused and Unexcused Absences**

Excused ATEDs are defined as absences, tardiness, and early departures from class or school due to personal illness, illness or death in the family, impassable roads or weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations, or such other reasons as may be approved by the building principal (including, but not limited to, absences due to circumstances related to homelessness).



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All other ATEDs are considered unexcused absences.

All ATEDs must be accounted for. It is the parent's responsibility to notify the school office within 24 hours of the ATED and to provide a written excuse upon the student's return to school. For homeless students, the homeless liaison will assist the student in providing or obtaining documentation if needed. Parent/guardian signatures for homeless unaccompanied youth are addressed in policy 5151 and regulation 5151-R.

## **General Procedures/Data Collection**

- Attendance will be taken during each class period (grades 5-12)
- At the conclusion of each class period or school day, all attendance information shall be compiled and provided to the data person responsible for attendance.
- The nature of an ATED shall be coded on a student's record.
- Student ATED data shall be available to and should be reviewed by the designated school personnel in an expeditious manner. Each building will have a support person or support team review students' attendance on a monthly basis.
- Where additional information is received that requires corrections to be made to a student's attendance records, such correction will be made immediately. Notice of such a change will be sent to appropriate school personnel (Data person via School Tools) subject to applicable confidentiality rules.
- Attendance data will be analyzed periodically (at least monthly) to identify patterns or trends in student absences. If patterns emerge, district resources will be targeted to understand and eliminate barriers to attendance.
- Where consistent with other school practices, teachers and staff shall request a pass from students in the hallways who are absent from a class period without excuse and refer the students to the Building Principal.
- Continuous monitoring will be conducted to identify students who are absent, tardy, or leave class or school early. A student will be considered chronically absent if they miss ten percent or more of the school year. Satisfactory attendance is missing five percent or less of school over the course of the year. If a pattern of ATED's for an individual student is identified a designated staff person(s) will follow-up in accordance with this policy.

## **Online/Distance/Remote Learning**



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Students learning remotely will need to show daily school participation, which is to be recorded by teachers and reported under the provisions of this policy. Such participation will vary depending on the type of remote learning taking place. This can include: documented participation in online or virtual classes, completion of assignments, documentation of daily school activities and learning, or correspondence via online platform, email, and telephone. Teachers are also expected to pay particular attention to the educational progress of students learning remotely, and initiate appropriate interventions with the student and their family if a student does not show adequate engagement or growth.

## **Attendance Incentives**

The district will design and implement systems to acknowledge a student's efforts to maintain or improve school attendance. For example:

- At the building and classroom levels, Building Administrators and teachers are encouraged to schedule special events (quizzes, game days, debates, etc.) for days of chronically high absenteeism, like Mondays and Fridays.
- At the classroom levels, teachers are encouraged to assign special responsibilities (distribute and collect materials, lead groups, assist the teacher, etc.) to students who may need extra motivation to come to school.

## **Consequences of Excessive ATEDs**

A designated staff member(s) (the student's school counselor, nurse, teacher(s) or case manager) will contact the student's parents and the student's school counselor in the event that a student's record reveals excessive ATED's, excused and/or unexcused. Such staff member(s) shall remind parents of the attendance policy, explain the ramifications of excessive ATEDs, stress the importance of class attendance and discuss appropriate intervention strategies to correct the situation.

If attendance does not improve, those penalties may include, for example, detention or denial of the privilege of participating in or attending extracurricular events. However, absences related to homelessness shall not result in negative consequences where the district determines that it would be in the best interests of the student in retaining the student in school.

In addition, the designated staff member will contact local Child Protective Services (CPS) if they suspect that the child is being educationally neglected. The designated staff member will provide CPS with the information necessary to initiate a report. If other staff members suspect education



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neglect, they must follow the procedures outlined in Board policy and regulation 5460, Child Abuse in a Domestic Setting.

## **Attendance/Grade Policy**

The Board of Education recognizes an important relationship between class attendance and student performance. Consequently, each marking period a student's final grade may be based on classroom participation as well as student performance on homework, tests, papers, projects, etc.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused ATEDs will affect a student's class participation grade for the marking period.

Students with properly excused ATEDs may make up the work for each ATED, and those ATEDs will not count toward the minimum attendance.

To ensure that parents and students are aware of the implications of this minimum attendance requirement, the teacher or other designated staff member(s) will advise the student and contact the parent(s) by telephone/ by mail/electronically at appropriate intervals prior to the student reaching nine or 18 unexcused ATEDs.

In implementing the policy set forth above, students who are unable to attend school or a class on a given day due to their participation in a school-sponsored activity (i.e., music lessons, field trips), may arrange with their teachers to make up any missed work. This also applies to any student who is absent, tardy or leaves early from school or a class due to illness or any other excused reason.

All students with an excused ATED are expected upon their return to consult with their teachers regarding missed work.

Students who are absent will be given the opportunity to make up a test or other missed work and/or turn in a late assignment for inclusion in their final grade. Make-up opportunities must be completed by a date specified by the student's teacher for the class in question. (If the child has been in an alternate setting such as a hospital, etc only 25% of the work will be required to be made up over an extended period).

## **Staff Attendance**

All teachers and staff will be expected to report to their post for every scheduled work day. If there a staff member has to report an absence the following procedures will be follows:





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- ❖ Teachers will input their absence for sick, conference and personal days into Wincap as soon as they know that they will be out. **Sick day entries must be made before 6:30 AM of the day the teacher is calling in sick.** The entry must include whether it is AM or PM and the note field will need to be filled out regarding any additional information that a teacher may want the sub coordinator to know. Teachers will no longer need to call the sub coordinator or email them when they will be out.
- ❖ Should an emergency occur during school hours that requires a substitute, please notify an administrator and he/she will arrange for a substitute.

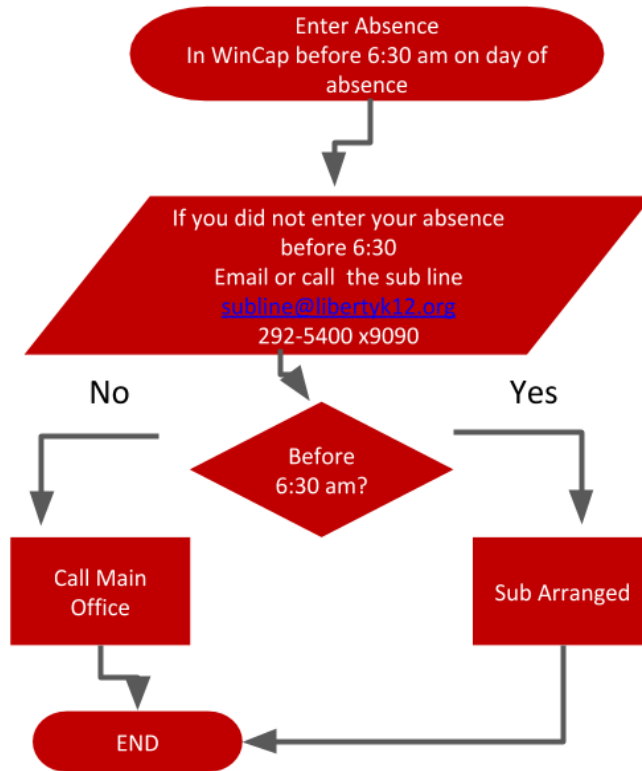


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## STAFF ABSENCE PROCEDURE





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## School Schedules

### Liberty Elementary School

Full Day Remote Instruction					
PK	K	1	2	3	4
7:45-8:00 Homeroom Attendance	7:45-8:00 Homeroom Attendance	7:45-8:00 Homeroom Attendance	7:45-8:00 Homeroom Attendance	7:45-8:00 Homeroom Attendance	7:45-8:00 Homeroom Attendance
8:00-10:45 Instructional Time	8:00-9:50 Instructional Time (Small Group Reading 8:40- 9:10)	8:00-10:00 Instructional Time (Small Group Reading 9:10- 9:55)	8:00-9:15 Instructional Time	8:00-10:30 Instructional Time (Small Group Math 9:10- 9:40)	8:00-11:10 Instructional Time (Small Group Math 10:40- 11:10)
			9:15-9:55 Specials		
10:45-11:15 Specials	9:50-11:10 Recess Break and Lunch	10:00-10:40 Specials	9:55-11:50 Instructional Time (Small Group Reading 10:35- 11:20 and Small Group Math 11:20- 11:50)	10:30-11:50 Recess and Lunch Break	11:10-12:30 Recess and Lunch Break
11:15-12:05 Lunch and Quiet Break	11:10-12:10 Instructional Time (Small Group Math 11:50- 12:10)	10:40-12:30 Instructional Time			
12:05-1:10 Instructional Time	12:15-12:55 Specials	12:30-1:50 Lunch and Recess Break	11:50-1:10 Recess and Lunch Break	11:50-1:00 Instructional Time	12:30-1:45 Instructional Time (Small Group Reading 12:55- 1:45)
1:10-1:50 Recess Break	12:55-2:30 Instructional Time	1:50-2:30 Instructional Time with Small Group Math	1:10-2:30 Instructional Time	1:00-1:40 Specials	1:45-2:25 Specials
1:50-2:30 Instructional Time					



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2hr Delay Remote Instruction					
PK	K	1	2	3	4
9:45-10:00 Homeroom Attendance	9:45-10:00 Homeroom Attendance	9:45-10:00 Homeroom Attendance	9:45-10:00 Homeroom Attendance	9:45-10:00 Homeroom Attendance	9:45-10:00 Homeroom Attendance
10:00-10:40 Instructional Time	10:00-10:35 Instructional Time	10:00-11:40 Instructional Time (Small Group Reading 10:30- 11:10)	10:00-11:05 Instructional Time (Small Group Math 10:20- 10:50)	10:00-11:15 Instructional Time	10:00-11:55 Instructional Time (Small Group Math 11:25- 11:55)
	10:35-11:10 Lunch Break			11:15-11:50 Lunch Break	
10:40-11:45 Recess and Lunch Break	11:10-12:45 Instructional Time (Small Group Reading 11:15- 11:45)	11:40-12:10 Specials	11:05-11:35 Specials	11:50-1:20 Instructional Time (Small Group Math 12:25-12:55)	11:55-12:30 Lunch Break
11:45-2:30 Instructional Time	12:45-1:15 Specials	12:10-1:15 Instructional Time	11:50-12:35 Instructional Time with Small Group Reading		12:30-1:55 Instructional Time (Small Group Reading 1:10- 1:50)
	1:15-2:30 Instructional Time (Small Group Math 1:30-1:50)	1:15-1:50 Lunch Break	12:35-1:10 Lunch Break	1:20-1:50 Specials	
		1:50-2:30 Instructional Time with Small Group Math	1:10-2:30 Instructional Time	1:50-2:30 Instructional Time with Small Group Reading	1:55-2:25 Specials



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### Liberty Middle School

#### LMS Schedules

PD	REGULAR		PD	TWO-HOUR DELAY	
HR	7:55 AM	8:05 AM	HR	9:55 AM	10:05 AM
FLEX	8:05 AM	8:30 AM	FLEX	10:05 AM	10:30 AM
1	8:33 AM	9:13 AM	1	10:33 AM	11:00 AM
2	9:16 AM	9:56 AM	2	11:03 AM	11:30 AM
3	9:59 AM	10:39 AM	3	11:33 AM	12:00 PM
4	10:42 AM	11:22 AM	4	12:03 PM	12:30 PM
5	11:25 AM	12:05 PM	5	12:33 PM	1:00 PM
6	12:08 PM	12:48 PM	6	1:03 PM	1:30 PM
7	12:51 PM	1:31 PM	7	1:33 PM	2:00 PM
8	1:34 PM	2:14 PM	8	2:03 PM	2:30 PM
9	2:17 PM	2:57 PM	9	2:33 PM	2:57 PM

The departments/grade levels are using Google Classroom as their main learning management system for grades 5- 8. Assignments consist of materials that focus on New York State Learning Standards which provide our students with the knowledge and skills needed to achieve their respective grade level standards-based expectations.

### Liberty High School



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PD	LHS		PD	LHS	
	REGULAR			TWO-HOUR DELAY	
Entrance	7:55 AM	8:04 AM	Entrance	9:55 AM	10:04 AM
Warning	8:04 AM	8:05 AM	Warning	10:04 AM	10:05 AM
HR	8:05 AM	8:15 AM	HR	10:05 AM	10:12 AM
1	8:15 AM	8:57 AM	1	10:12 AM	10:41 AM
2	9:00 AM	9:42 AM	2	10:44 AM	11:13 AM
3	9:45 AM	10:27 AM	3	11:16 AM	11:45 AM
4	10:30 AM	11:12 AM	4	11:48 AM	12:17 PM
5	11:15 AM	11:57 AM	5	12:20 PM	12:49 PM
6	12:00 PM	12:42 PM	6	12:52 PM	1:21 PM
7	12:45 PM	1:27 PM	7	1:24 PM	1:53 PM
8	1:30 PM	2:12 PM	8	1:56 PM	2:25 PM
9	2:15 PM	2:57 PM	9	2:28 PM	2:57 PM
Clear	3:05 PM	3:05 PM	Clear	3:05 PM	3:05 PM

## Teaching and Learning

The primary technology platform used for grades Prek-2 is Seesaw and for grades 3-12 is Google Classroom.

## Important Information: Synchronous vs Asynchronous Learning: What's The Difference?

***Synchronous learning:*** is when classes ***occur on set schedules and time frames***. Students and instructors are online at the same time in synchronous classes since lectures, discussions, activities and presentations take place at specific hours. All students must be online at that exact time in order to participate in the class.



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**Asynchronous classes:** *allows students to complete **their assigned work on their own time**. Students are given a timeframe – it's usually a one-week window – during which they need to connect to their class at least once or twice. The good news is that in asynchronous courses, you could hit the books no matter what hour of day (or night).*

### **Student Expectations for Remote Learning**

- Students cannot enter a class's remote session until the set time and you must exit once the period is over or when the teacher ends the session.
- Students should not attend a remote session in a private location (i.e. bedroom)
- Sessions may not be recorded.
- Class sessions are for students, not family/friends
- Students are to stay on mute until the teacher directs them to unmute.
- Students are to be prepared as if they are physically present.
- Students are to stay engaged, be an active listener, and contribute.
- Students are to be respectful in all chats and other types of digital correspondence
- Chat should be used for school-based language/conversation only.
- Students are to be respectful during class. This means, listen to the teacher and your classmates.
- Students are to use the virtual class sessions to learn new materials, revisit assignments, and ask for help.
- If a student witnesses a classmate not meeting an expectation, they are to notify their teacher immediately.
- Students are to follow the code of conduct as if they are in school.
- Students are expected to show their video and be visible (using the blur option) for every class unless otherwise indicated by their teacher".
- If you are having difficulties email your teacher or school counselor.

### **If a Student Does Not Meet Remote Expectations, a teacher can utilize the following behavioral interventions:**

- Verbal warning
- Mute a student's account
- Notify the student's parent or guardian
- If needed, a teacher has the right to ask the student to leave the virtual session if a student or students are not meeting our expectations after receiving multiple warnings.



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- If previous interventions are not effective, the teacher will write a referral and administration will follow-up with the student and their parent(s)/guardian(s)

### **Teacher/Staff Procedures for Virtual Learning**

- Teachers/Staff will be instructing students virtually via Google Meet when providing synchronous instruction and/or asynchronous instruction support.
- Teachers/Staff will make sure all students are on their classroom rosters, including study halls, WINN periods, AIS periods, etc.
- Teachers/Staff will begin the meeting at the regular start time of the class and end the session at the regular end time of the class.
- Teachers will use the lesson structures as they would regularly use (additional resources below). If students are working independently, teachers/staff will stay on the Google Meet until the class is over.
- Teachers/staff will take attendance via Schooltool based on who attends the Google Meet.
- For study halls, teachers will stay on the Google Meet in case a student needs assistance with work they are completing.

### **Consistent Expectations for a Remote Learning Day**

- **School Schedule-** All departments/grades will use traditional assignments and the Learning Management Systems (Google Classroom/Seesaw). The work will include materials that focus on the New York State Learning Standards that will prepare our students for the New York State Examinations and/or their respective courses' standards-based expectations.
- **Academic Expectations-** Students will be held accountable through our traditional grading practices including grade averages generally consisting of assessments and activities that will calculate learning, effort, and attendance. It is expected that all students actively and fully participate in the coursework and complete assignments with academic integrity.
- **Attendance-** Attendance will be taken during homeroom and/or during each period as required by the New York State Education Department. Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused absences will affect a student's class participation grade for the marking period.

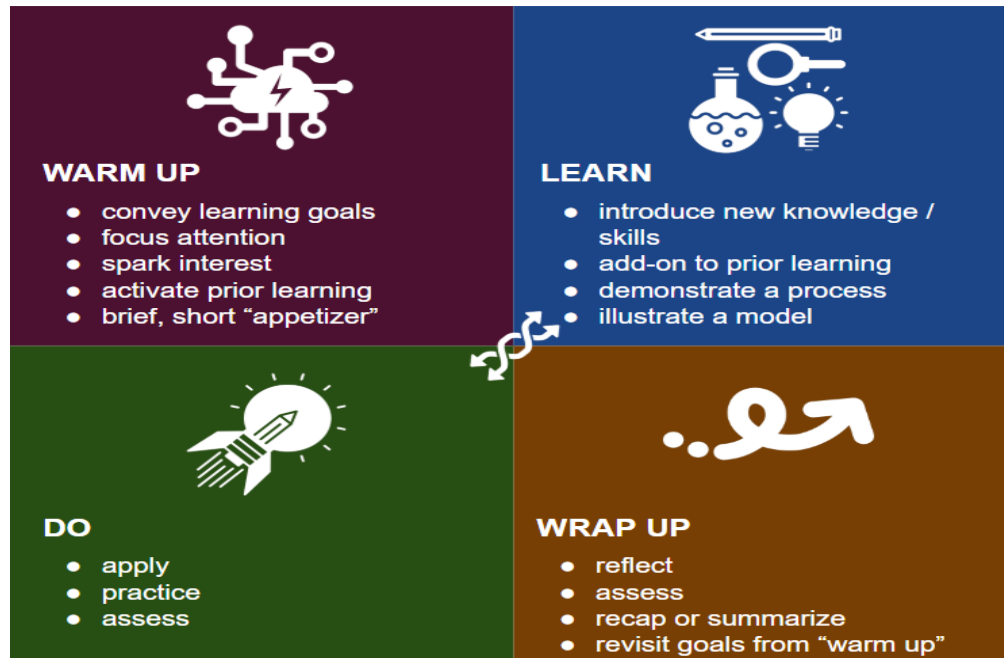
### **Supportive Learning Structure for Remote Instruction**





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*Courtesy of Dr. Diane Cunningham and Mr. Randy Hall*

## Special Education

The Student Services Department, special education teachers, and the related service providers will ensure that students who have IEPs are receiving instruction in support of their IEP goals, and have access to and are being instructed on grade level content, when appropriate. Communication with parents/guardians will be ongoing documenting the programs and services offered for SWD in their preferred language or mode of communication.

### Special Education and Related Services Supports for Virtual Learning

Our special education teachers will provide services during the virtual classes and within the students' Learning Management Systems. Also, our special education teachers will adapt all digital and hard copy instructional assignments (when applicable) to provide accommodations and modifications. Finally, our related service providers (school counselors, social workers,



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school psychologists, OT/PT, and speech therapists/pathologists) will provide services for their students during virtual teletherapy sessions.

Specifically, the Liberty Central School District is providing equitable access for students with disabilities to participate in the continuity of learning provided to all students by completing the following:

- General Education and Special Education teachers collaborate through our Learning Management Systems, virtual lessons, and during the creation of hard copy assignments to provide equitable instruction that is aligned with our students' IEP goals, accommodations, and modifications for our integrated co-taught classes.
- Self-contained classroom Special Education teachers will differentiate their educational materials (digital and hard copy) in alignment with our students' IEP goals, accommodations, and modifications.
- Related service providers are aligning their teletherapy, telephonic sessions, and asynchronous sessions to their students' specific IEP goals, modifications, and accommodations.

Our Special Education teachers and Related Service Providers are progress monitoring our students' IEP goals and as previously mentioned, are providing educational accommodations and modifications. Examples of the provided accommodations and modifications are as follows:

- ❖ Assignments and assessments read (via Google Meet virtual sessions).
- ❖ Recorded directions.
- ❖ Extended time for assignments and assessments.
- ❖ Students were taught and are using a text to speech application with our Chromebooks and iPads.
- ❖ Students were taught how to share their virtual session (Google Meet) screen so the teacher can support them in real time.
- ❖ Enlarged text.
- ❖ Modified curriculum.
- ❖ 1:1 specialized instruction using Google Meet virtual sessions and phone calls.

## Multi-Language Learners

All ENL teachers will provide the mandatory minutes (according to CR Part 154) during remote learning when using Google Meet and the Learning Management Systems. Also, our English as a



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New Language (ENL) teachers will adapt all digital and in person hard copy instructional assignments to provide language acquisition and English Language proficiency based support.

Specifically, the Liberty Central School District will provide equitable access for our Multi-Language Learners to participate in the continuity of learning provided to all students by completing the following:

- ENL teachers collaborate with their co-teachers through our Learning Management Systems to provide equitable instruction, accommodations, and modifications that are aligned with our students' language acquisition and English Language proficiency needs according to Part CR 154.
- ENL teachers will provide accommodations, modifications, and assignments for our students who participate during remote "Stand-Alone classes" to support their language acquisition and English Language proficiency needs according to Part CR 154.

Our ENL teachers are providing the following instructional strategies and/or tools to support our MLL students' development of English language proficiency:

- ❖ Translated digital and hard copy assignments and assessments
- ❖ Google translate to support with translation
- ❖ Scaffolded assignments to support with comprehension
- ❖ Extended time for assignments and assessments
- ❖ 1:1 specialized instruction using Google Meet virtual sessions and phone calls

### **Substitute teachers**

If a teacher needs a substitute or is absent:

- ☐ The teacher will add a Google Attendance Form in the Learning Management System
- ☐ **The teacher will provide the instructional component (presentation, video, etc.) and the assignment(s) on the Learning Management System.**
- ☐ The teaching staff will retrieve the virtual student attendance data by having the virtual students submit their first and last name time-stamped



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information via a teacher-created Google Form. The students are to submit their attendance at the start of the scheduled class period. If a student is having technical issues, they are to notify their teacher or their school counselor. After submitting their attendance, the students will review the presentation/instructional information and will complete the assignments that are posted on the Learning Management System.

**Video to check timestamp for student attendance:** [Link](#)

**\*\*Make sure to remind the students to enter their first and last name into your class attendance Google Form\*\***

## **Training**

To ensure that the district takes the steps to prepare our school community, the district will provide the following training opportunities for our stakeholders:

### **Staff**

Each year, staff will receive a refresher training on the importance of being prepared for a Remote Learning Day. They will be reminded to have their learning management system prepared and they will be prepared to create Google Meets for their classes.

### **Students**

Each year, students will be reminded of Remote Expectations and how to log on.

## **Helpful Resources**

[E Coaching Website](#)

[Google Classroom](#)

[Seesaw](#)

[Virtual Classroom Resources](#)



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## **Liberty High School Safety Plan**

Confidentially Filed

## **Liberty Middle School Safety Plan**

Confidentially Filed

## **Liberty Elementary School Safety Plan**

Confidentially Filed



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## Appendix A-District Safety Team

Name	Title
TBD	Athletic Director
Gary Bowers	SC BOCES Health and Safety
Marianne Serratore	Assistant Superintendent
Brittney Cunningham	ES Assistant Principal
Steven Dagata	Liberty PD Chief
Tania DeFrank	Superintendent's Secretary
Deb DeGraw	Director of Student Services
AmyLynne Black	Assistant Director of Student Services
Albert Demarmels?	Interim Director of Facilities
TBD	ES Custodian
Tom Farney	Sullivan Public Safety Commissioner
Kevin Ferguson	LFA Union President
Timothy Hulse	HS Custodian
Kristen Joyce	ES Teacher
TBD	LAMA Union President
Melissa Funcheon	MS Nurse
Carrie LaJoie	LSEA Union President
Adam Lake	School Resource Officer
Stephen Matuszak	HS Assistant Principal
Laurene McKenna	Assistant Superintendent for Business
Megan Molusky	HS Nurse
Melissa Murphy	MS Teacher
Breann Jones	School Resource Officer
David Slater	HS Teacher
Patrick Sullivan	Superintendent
Catherine Maynone	NYSIR Rep
Katlyn Rusin	MS Assistant Principal
Teresa Couitt	Data Specialist
Bernadette Fountain	Community Member
TBD	Community Member
Rachael Davis	ES Nurse
Matt Dewitt Maureen Stabak Erin Abplanalp Eugene Thalmann	BOE Members
TBD	Bus Company Representative
TBD	Student Member



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## Appendix B-Emergency Response Team

<b>Name</b>	<b>Title</b>
Dr. Patrick Sullivan	Superintendent
Marianne Serratore	Assistant Superintendent
Laurene McKenna	Business/Transportation
Adam Lake	School Resource Officer
Breann Jones	School Resource Officer
James Simon	School Resource Officer
Derek Adams	HS Principal
Heather Cheh	MS Principal
Robert England	ES Principal
TBD	Director of Counseling
Amy Lynne Black	Asst. Director of Student Services
Megan Molusky	Head Nurse
Albert Demarmels	Interim Director of Facilities
Tania DeFrank	Secretary to Supt/alt PIO
Danielle Cazzolla	PIO

