



**LIBERTY**  
**CENTRAL SCHOOL DISTRICT**  
**DISTRICT-WIDE SAFETY & EMERGENCY**  
**MANAGEMENT PLAN**

UPDATED APRIL 2025

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## STATE REQUIREMENTS

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: July 7, 2025</b>	July 7, 2025	<input type="checkbox"/>
The District Chief Emergency Officer is <sup>2</sup> : Dr. Patrick Sullivan, Superintendent of Schools, (845)292 - 6990, psullivan@libertyk12.org	<b>District Chief Emergency Officer Appointed on: July 7, 2025</b>	July 7, 2025	<input type="checkbox"/>
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>	May 22, 2025	<input checked="" type="checkbox"/>
The District-Wide School Safety Plan was <b>made available for public comment at least thirty days prior to its adoption</b> 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 Start Date:</b> <b>Public Comment Period End Date:</b>	July 8, 2025  August 8, 2025	<input type="checkbox"/>
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>	August 19, 2025	<input type="checkbox"/>

<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.

District-wide plan must be <b>submitted to the commissioner</b> within 30 days after its adoption, and <b>no later than October 1st</b> . <sup>6</sup>	District plan submitted in the NYSED business portal <b>(no later than October 1st):</b>	August 20, 2025	<input type="checkbox"/>
The date the <b>Board Adopted District-Wide School Safety Plan was posted on District Website</b> : <sup>7</sup> <b>Within 30 days from adoption and no later than October 1st</b> .	<b>Date Posted</b> <b>(no later than October 1st):</b>  <b><a href="https://www.libertyk12.org/district-wide-safety-plan">https://www.libertyk12.org/district-wide-safety-plan</a> of District-wide School Safety Plan on District Website</b>  <b>URL was verified/checked to be sure the link is working</b>	August 20, 2025	<input type="checkbox"/>
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 2, 2025	<input type="checkbox"/>

<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;

## SECTION I      GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

### PURPOSE

Emergencies in schools are defined as undesirable events that occur and have the potential to cause injury or illness to members of our school community or disrupt the orderly educational process. They range from acts of bullying or harassment to catastrophic natural or man-made events. Emergency management is the discipline of dealing with and avoiding risks. It is a discipline that involves preparing for an emergency situation or disaster before it occurs as well as supporting and rebuilding from the emergency after natural or human-made disasters have occurred.

Emergency management in our schools is the continuous process by which our staff, students, administrators, parents, school groups, emergency responders and our community manages hazards in an effort to avoid or mitigate the impact of disasters resulting from hazards. Preventive measures and good planning will reduce the likelihood that emergencies will occur and allow us to address those that do in an expeditious and effective manner.

Districts are required to develop district-wide school safety and emergency management plans designed to prevent and effectively manage such events to minimize the effects of serious incidents and emergencies. These plans also facilitate the coordination of the District with local and county plans and resources when incidents and emergencies occur.

The district-wide plan is responsive to the needs of all schools in the District and is consistent with the more detailed building-level emergency plans. Districts are vulnerable to a wide variety of acts of violence; and natural and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (S.A.V.E.) law. Project S.A.V.E. is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

The Liberty Central School District supports the S.A.V.E. legislation. As such, the Superintendent of Schools, Board of Education, and the entire District staff encourages and advocates on-going district-wide cooperation in support of Project S.A.V.E.

#### SUPERINTENDENT'S DIRECTIVE

The Superintendent, or Designee (see [State Requirements](#)), will serve as the District's Chief Emergency Officer (CEO)<sup>9</sup> whose duties shall include, but not be limited to:

1. Coordination of the communication between school staff, law enforcement, and other first responders;<sup>10</sup>
2. Leading the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;<sup>11</sup>
3. Ensuring staff understanding of the district-wide school safety plan;<sup>12</sup>
4. Ensuring the completion and yearly update of building-level emergency response plans for each school building.<sup>13</sup> The CEO will require each building principal to maintain a Building-level Emergency Response Plan in compliance with Commissioner of Education Regulation 155.17(2). Each plan should be updated annually with the assistance of the Building-level Emergency Response Planning Team. The plan shall provide for lockdown, lockout, shelter-in-place/shelter, evacuation (evacuate), early dismissal, fire and other emergency planning and notification (when necessary) to students and staff, annual drills and exercises, and coordination with local and county emergency preparedness administrators. These plans shall be submitted to the District's Safety Team for annual approval and incorporation into the overall District-wide Safety and Emergency Management Plan.
5. Assisting in the selection of security related technology and development of procedures for the use of such technology;<sup>14</sup>
6. Coordination of appropriate safety, security, and emergency training for district and school staff, including required training in the district-wide school safety plan and building-level emergency response plan;<sup>15</sup>

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<sup>9</sup> 155.17(1)(c)(xix) the designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to:

<sup>10</sup> 155.17(c)(1)(xix)(a) coordination of the communication between school staff, law enforcement, and other first responders;

<sup>11</sup> 155.17(c)(1)(xix)(b) lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans

<sup>12</sup> 155.17(c)(1)(xix)(c) ensure staff understanding of the district-wide school safety plan

<sup>13</sup> 155.17(c)(1)(xix)(d) ensure the completion and yearly update of building-level emergency response plans for each school building

<sup>14</sup> 155.17(c)(1)(xix)(e) assist in the selection of security related technology and development of procedures for the use of such technology

<sup>15</sup> 155.17(c)(1)(xix)(f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the district-wide school safety plan and building-level emergency response [plan] plan(s);

7. Ensuring the conduct of required evacuation and lockdown drills in a trauma-informed, developmentally, and age-appropriate manner that does not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency in all district buildings as required by Education Law section 807;<sup>16</sup>
8. Ensuring the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.<sup>17</sup>
9. Ensures protocols for responding to a declared state disaster emergency involving a communicable disease are substantially consistent with the provisions of Section 27-C of the Labor Law.

#### IDENTIFICATION OF SCHOOL TEAMS

The District-wide Safety and Emergency Management Plan was developed pursuant to Commissioner's Regulation 155.17(b)(13) and NYS Education Law 2801-a<sup>18</sup>. At the direction of the Board of Education and under the direction of the Superintendent, a District-wide Safety Team will be utilized for emergency management within the District<sup>19</sup>. The Safety Team shall include, but is not limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel including bus drivers and monitors. The District-wide Safety Team meets bimonthly from September through June at the Liberty High School. The meetings are held after school. Information is shared via the school website and Parent Square.

At the discretion of the board of education, a student may be allowed to participate on the safety team<sup>20</sup>. If the Board appoints or selects a student to participate on the safety team, in accordance with Regulation 155.17(b)(14) and EL 2801-A(4), no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.

The duties of the team shall include the development, review, and update of the District-wide Safety and Emergency Management Plan in compliance with Commissioner of Education Regulation 155.17. The District Safety Team should meet regularly throughout the year to conduct the following business:

1. Assess and review the District-wide Safety and Emergency Management Plan annually.

<sup>16</sup>155.17(c)(1)(xix)(g) ensure the conduct of required evacuation and lock-down drills in a trauma informed, developmentally, and age-appropriate manner that does not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency in all district buildings as required by section 807 of the Education Law

<sup>17</sup> 155.17(c)(1)(xix)(h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner

<sup>18</sup> 2801-a Each district-wide school safety team shall be appointed by the board of education, or the chancellor in the case of the city school district of the city of New York, and shall include but not be limited to representatives of the school board, teacher, administrator, and parent organizations, school safety personnel, and other school personnel including bus drivers and monitors.

<sup>19</sup> 155.17(b)(14) 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. The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, parent organizations, school safety personnel, and other school personnel including bus drivers and monitors.

<sup>20</sup> 155.17(b)(14)/2801-A(4) At the discretion of the board of education, or the chancellor in the case of the city of New York, a student may be allowed to participate on the safety team, provided however, that no portion of a confidential building-level emergency response plan shall be share with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.



2. Make any necessary recommendations regarding emergency operations, planning, procedures, and/or protocols.
3. Conduct training sessions as necessary.
4. Meet with, oversee, and help guide the Building-level Emergency Response Planning Teams at each school as necessary.
5. Meet as needed with the District's Emergency Management Consultant to review protocols and procedures as well as receive training and instruction.
6. Meet with local government and emergency service organization officials to develop procedures for obtaining guidance and for emergency situations that exceed the expertise and/or resources of the District. These procedures may then be incorporated into the District's Emergency Management Plan.
7. Conduct all other business as deemed necessary.

#### DISTRICT SAFETY TEAM<sup>21</sup>

*Members listed here may be removed from the "additional emergency numbers" table*

REQUIRED MEMBERS	NAME	TITLE	OFFICE PHONE	ALTERNATE NUMBER (optional)
School Board	Matt Dewitt			
	Maureen Stabak			
	Erin Abplanalp			
	Eugene Thalmann			
Teacher	Melissa Murphy	MS Teacher		
	Kristen Joyce	ES Teacher		
	TBD	HS Teacher		

<sup>21</sup> 155.17(b)(14) 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. The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, parent organizations, school safety personnel, and other school personnel including bus drivers and monitors. At the discretion of the board of education, or the chancellor in the case of the City of New York, a student may be allowed to participate on the safety team, provided however, that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.

Administrator	Patrick Sullivan	Superintendent		
	Marianne Serratore	Assistant Superintendent		
	Laurene McKenna	Assistant Superintendent for Business		
	Lacy Jones	HS Assistant Principal		
	Katelyn Rusin	MS Assistant Principal		
	Brittney Cunningham	ES Assistant Principal		
	Deb DeGraw	Director of Student Services		
	AmyLynne Black	Assistant Director of Student Services		
	Randy Kleingardner	Director of Facilities		
	Patrick Killian	Director of Technology		
	TBD	Athletic Director		
School Safety Personnel	Adam Lake	School Resource Officer		
	Breann Jones	School Resource Officer		
	Robert Morse	School Resource Officer		
Bus Driver	Marion Davenport	Rolling V Representative		
Bus Monitor				

*Student (optional)	Cody Winters			
<b>Other School Personnel (below)</b>				
	Gary Bowers	SC BOCES Health and Safety		
	Steven Dagata	Liberty PD Chief		
	Tania DeFrank	Superintendent's Secretary		
	Travis Atkins	ES Custodian		
	Scott Schulte	Sullivan Public Safety Commissioner		
	Kevin Ferguson	LFA Union President		
	Timothy Hulse	HS Custodian		
	Bernadette Hofsommer	LAMA Union President		
	Rachael Davis	Head Nurse		
	Carrie LaJoie	LSEA Union President		
	Adam Lake	School Resource Officer		
	Catherine Maynone	NYSIR Rep		
	Teresa Couitt	Data Specialist		
	John Skinner	Community Member		

#### CONCEPTS OF OPERATION

1. The District-wide School Safety and Emergency Management Plan will be directly linked to individual Building-level Emergency Response Plans for each school. Protocols developed in the District-wide

School Safety and Emergency Management Plan will guide the development and implementation of Building-level Emergency Response Plans.

2. All District building plans have been standardized to the extent possible so that leadership decisions are consistent and leaders may be interchangeable as necessary. The training and expectations set at the district level are applicable to all building team members.
3. In the event of an emergency or violent incident, the initial response at an individual school will be by the Building-level Emergency Response Planning Team.
4. Once the Superintendent and/or their designee are notified, the District Emergency Response Team may be mobilized to respond, and when appropriate, local emergency officials will be notified. All will follow the emergency management protocols and practices outlined in the National Incident Management System (NIMS) and will practice Incident Command System (ICS) techniques to better manage these events.

#### PLAN REVIEW & PUBLIC COMMENT

1. The District-wide Safety and Emergency Management Plan shall be monitored and maintained by the District Safety Team. The District Safety Team shall review the plan annually before making it available for a 30-day comment period, a public hearing, and, finally, adoption by the Board of Education before September 1st of each year.<sup>22</sup>
2. On June 23, 2022, Governor Hochul signed Alyssa's Law, Chapter 227 of the Laws of 2022 (Chapter 227) which became effective immediately. Chapter 227 amends Education Law § 2801-a to require that district-wide school safety teams of public schools, boards of cooperative educational services, and county vocational education extension boards consider the usefulness of silent panic alarm systems when reviewing and amending district-wide safety plans. The District has installed these panic systems at each school building.<sup>23</sup>
3. Building-level Emergency Response Plans shall be confidential and not subject to disclosure under Article 6 of the Public Officers Law or any other provision of law in accordance with Education Law Section 2801-a.

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<sup>22</sup> 155.17(a) Every board of education of a school district, every board of cooperative educational services and county vocational education and extension board and the chancellor of the City School District of the City of New York shall adopt by July 1, 2001, and shall update by July 1st for the 2002-2003 through the 2015-2016 school years and by September 1st for the 2016-2017 school year and each subsequent September 1st thereafter.

<sup>23</sup> 2081-a(2)(f) District-wide school safety teams shall consider, as part of its reviews of the comprehensive district-wide safety plan, the installation of a panic alarm system. For purposes of this paragraph, "panic alarm system" shall mean a silent security system signal generated by the manual activation of a device intended to signal a life-threatening or emergency situation requiring a response from local law enforcement or, in the case of a school building located in a municipality in which there is no municipal police department, a location designated by the superintendent of state police and may include one or more of the following: wired panic button or buttons, wireless panic button or buttons or a mobile or computer application; The New York State Register, December 2022, <https://dos.ny.gov/system/files/documents/2022/12/122822.pdf> (page 12)

4. Full copies of the District-wide Safety and Emergency Management Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption and no later than October 1st each year.
5. The Board of Education must formally adopt the District-wide Plan pursuant to Commissioner's Regulation, Section 155.17(c)(3).<sup>24</sup> This plan will be made available for public comment at least 30 days prior to its adoption.
6. Building-level Emergency Response Plans will be supplied to the appropriate local law enforcement agency and the State Police by October 1 st of each year or within 30 days of adoption.<sup>25</sup>

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<sup>24</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. 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. Each district shall file a copy of its district-wide safety plan with the commissioner and all amendments to such plan shall be filed with the commissioner no later than 30 days after their adoption.

<sup>25</sup> 155.17 (c)(3)(ii) Each board of education, chancellor or other governing body or officer shall ensure that each building-level emergency response plan and any amendments thereto, is submitted to the appropriate local law enforcement agency and the State Police within 30 days of its adoption, but no later than October 15th for the 2016-2017, 2017-2018, 2018-2019 and 2019-2020 school years and for the 2020-2021 school year and thereafter, such building-level emergency response plans must be submitted no later than October 1, 2020, and each subsequent October 1st thereafter. Building-level emergency response plans shall be confidential and shall not be subject to disclosure under article six of the Public Officers Law or any other provision of law

## SECTION II RISK REDUCTION/PREVENTION AND INTERVENTION

### PREVENTION AND INTERVENTION STRATEGIES<sup>26</sup>

The District utilizes a variety of intervention strategies to reduce risk and prevent critical incidents.

1. The District Safety Team engages in table top exercises to discuss their roles during an emergency and their responses to a sample emergency situation.<sup>27</sup>
2. Any utilized school safety officers and other security personnel are trained annually with the assistance of one or more of the following collaborative relationships:
  - Emergency Responders
  - Regional BOCES
  - District Consultants
3. Training for school staff working in an incident control capacity may include:
  - Individual and group de-escalation techniques
  - Non-violent conflict resolution skills and
  - Peer mediation
4. The District may provide de-escalation techniques and nonviolent conflict resolution training to other staff annually. Each building has some staff trained in nonviolent conflict resolution.
5. Training may be available during staff development sessions, on conference days and via on-demand web-based training modules.
6. Procedures relating to building security including utilization of staff and security equipment are as follows:<sup>28</sup>

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<sup>26</sup>155.17(c)(1)(iii) appropriate prevention and intervention strategies, such as:(a) collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;(b) nonviolent conflict resolution training programs;(c) peer mediation programs and youth courts; and(d) extended day and other school safety programs

<sup>27</sup>155.15(4)(1)(xiv)(2) Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation.

<sup>28</sup>155.17(c)(1)(xi)(a) policies and procedures relating to school building security, including, where appropriate: (a) the use of school safety or security officers and/or school resource officers. Beginning with the 2019-20 school year, and every school year thereafter, every school shall define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of

- All authorized staff members are expected to carry their classroom/office keys/swipe cards at all times.
- All staff members are expected to wear District-issued photo identification badges.
- After the designated start time of the school day, each school will be appropriately secured.
- All visitors must report to each building's designated single point of entry and sign in before proceeding further into the building.
- All contractors assigned to work in any building must first be authorized by the Facilities Department to receive an identification badge, which must be visible at all times when workers are on school property. All deliverables and delivery personnel must first be authorized by the Facilities Department, prior to delivery. An exception for regular food service deliveries may be made after the vendor has been authorized for the school year.
- Extended day and other school safety programs - The district school buildings and facilities provide a valuable resource to our students and community after the conclusion of the school day. The following are strategies utilized during after-school hours:
  - To the degree possible, access to areas of the school building is limited to only those needed for activities.
  - Some buildings may use a modified point of entry.

7. The district has established a comprehensive **After School Annex** to safely manage after-school events, including athletic activities and programs, ensuring a secure and welcoming environment for all attendees. These guidelines outline protocols for visitor management, crowd control, emergency preparedness, and coordination with law enforcement as needed. This detailed annex can be found in each confidential building-level safety plan.

8. In compliance with recent legislation that established a plan to address extreme heat conditions, the district has developed a **Maximum Temperature in Schools Annex**. These plans include monitoring room temperatures, implementing heat mitigation strategies, and relocating students and staff when practicable. In the event of a heat emergency, the district will activate the protocols outlined in the Building-level Emergency Response Plans. The district will also address medical needs, transportation, and the emergency notification of parents and guardians as outlined in the Building-level Emergency Response Plans.

The District continually investigates other security measures and conducts staff development training to ensure schools are as safe as possible. Security measures include:

- a. Security personnel
- b. Surveillance cameras
- c. Door-lock (buzzer) entry systems
- d. Portable Radios
- e. Alarm Systems
- f. Keypad or swipe entry systems

g. Single or limited points of entry

#### IMPROVING COMMUNICATION WITH STUDENTS

Each of the schools within the district provides a wealth of school safety-related initiatives aimed at improving communication among students, between students and staff, and between administration and parents or persons in parental relation.<sup>29</sup> These programs may include the establishment of youth-run programs, creating a forum or designating a mentor for students, peer mediation, bullying prevention, conflict resolution, social skills development, managing emotions and components of character education. Students are involved in a wide variety of safety activities through both their classes as well as through work with school counselors, social workers, and school psychologists. Each school building holds meetings with the students to discuss the safety protocols for the buildings. By October 1st of each school year, the superintendent and chief school administrator have provided written information to all students and staff about emergency procedures.<sup>30</sup>

Each building has established a mechanism, Anonymous Alerts< for the anonymous reporting of school violence and harassment and has communicated this to students and parents.<sup>31</sup>

The school district's Code of Conduct is accessible to parents and students and reviewed with all students in the beginning of the school year. During the review with students, bullying, discrimination, harassment and violations of the Code of Conduct, along with consequences are discussed.

All staff members are trained in recognizing and effectively dealing with these behaviors, as outlined in the Code of Conduct.

In addition, each school has a wide range of programs and supports that impact school safety. These may include offering a variety of clubs, classroom lessons, small group lessons and/or individual counseling sessions, school-wide meetings, morning meetings in classrooms, assemblies, mindfulness rooms, yoga and movement breaks, and a variety of wellness opportunities.

#### REPORTING THREATS OR ACTS OF VIOLENCE

Students, staff, parents and others are informed annually about the importance of reporting threats or acts of violence and the procedures of reporting.

The District has developed a system for reporting threats and actual acts of violence. The procedure for reporting is as follows:

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<sup>29</sup>155.17(c)(1)(xvi) strategies for improving communication among students, between students and staff and between administration and parents or persons in parental relation regarding reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence;

<sup>30</sup> 155.17(g) Instruction. Each public school superintendent and each chief school administrator of an educational agency other than a public school shall take action to provide written information, by October 1st of each school year, to all students and staff about emergency procedures.

<sup>31</sup> 155.17(c)(1)(xvi) strategies for improving communication among students, between students and staff and between administration and parents or persons in parental relation regarding reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence an establishing anonymous reporting mechanisms for school violence;



- Students are instructed to report threats and acts of violence to staff members.
- Each school has designated a reporting process, which can be done anonymously.
- Staff members are required to report all student referrals to the administration for investigation.
- Staff training programs meet S.A.V.E. requirements. Instruction on issues of school safety is provided to all employees each year.

## TRAINING, DRILLS AND EXERCISES

### Drills and Exercises:<sup>32</sup>

#### General Guidelines for Drills

**Trauma-Informed Approach:** All drills conducted during the school day with students present will be conducted in a trauma-informed, developmentally, and age-appropriate manner. Props, actors, simulations, or tactics mimicking a school shooting, incident of violence, or other emergencies are strictly prohibited.<sup>33</sup> (Effective 7/31/24) The New York State Fire Code requires that the fire alarm be used in an evacuation (evacuate) drill, and it is not considered a prop.

**Annual Training:** Drills will be conducted only after annual training in emergency procedures has been provided to students and staff.

**Varied Scheduling:** Drills will be scheduled on different dates, days of the week, and during different times of the school day.<sup>34</sup>

**Exclusions for Unplanned Events:** Unplanned evacuations or false alarms do not count as a required drill. Evacuations made necessary by the unplanned activation of the fire alarm system or by any other emergency shall not be substituted for a required evacuation drill.<sup>35</sup>

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<sup>32</sup>155.17(c)(1)(xiv) procedures for review and the conduct of drills, tabletop exercises, and information about emergency procedures and drills, including information about procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students. At their discretion, schools and districts may participate in full-scale exercises in coordination with local and county emergency responders and preparedness officials.

<sup>33</sup>155.17(c)(1)(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>34</sup>155.17 (c)(2)(vii)(c) be completed on different dates, days of the week, and during different times of the school day; and

<sup>35</sup> 401.7 [New York State Fire code](#) (pg 59)

**Student/Staff Notification:** At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill. Provided, however, that students and staff shall not be informed in advance of evacuation (evacuate) drills. (Effective 7/31/24)<sup>36</sup>

**Parental Notification:** Parents or persons in parental relation will be given advance notice of each drill being conducted within one week prior to the drill.<sup>37</sup> (Effective 7/31/24) Procedures for notifying parents or persons in parental relation will include:

### **1. Automated Phone Calls and Text Messages via Parent Square**

- Timing: **Within one week** before the drill.
- Use the school's automated messaging system to send a notification.
- Include the following information:
  - General time frame of the drill
    - a. (e.g., Sometime the week of [month/date], [school name] will have a [drill type] drill
  - Type of drill (e.g., fire drill, lockdown drill)
  - Purpose of the drill
  - Importance of the drill for student safety

### **2. Post-Drill Follow-Up**

- Timing: Immediately after the drill.
- Notification sent via Parent Square
- Reassure parents that the drill was conducted safely and effectively.

## **Required Drills**

**Evacuation(Evacuate) Drills:** Eight (8) evacuation (evacuate) drills will be conducted each year, with six (6) completed between September 1 and December 31. Four (4) of these drills must involve the use of fire escapes on buildings where fire escapes are provided or other secondary means of egress such as different corridors, hallways, stairways, and exit doors.<sup>3839</sup> Students will be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly. This instruction may be waived if a drill is held during the regular school lunch period or assembly<sup>40</sup>

**Lockdown Drills:** Four (4) lockdown drills will be conducted annually, with two (2) completed between September 1 and December 31.

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<sup>36</sup>155.17(c)(1)(xiv)(2) At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill. Provided, however, that students and staff shall not be informed in advance of evacuation drills.

<sup>37</sup>155.17(c)(2)(vii)(d) parents or persons in parental relations shall be given advance notice of each drill being conducted within one week preceding any such drill.

<sup>38</sup> 155.17(h)(i) Four drills shall be through the use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress, such as through different corridors, hallways, stairways, and exit doors. Drills shall be conducted at different times of the school day

<sup>39</sup>EL §807.1 four of the required drills must be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress

<sup>40</sup>155.17(h)(ii) Pupils shall be instructed in the procedure to be followed if an emergency occurs during a lunch period or assembly, provided however, that such additional instruction may be waived where a drill is held during the regular school lunch period or assembly.

**Emergency Dismissal Drill:** One (1) emergency dismissal drill will be conducted to test early dismissal procedures, occurring no more than 15 minutes before the normal dismissal time. Parents will be notified of these drills at least one week prior. Transportation Officials and District staff may also take place in conducting an evaluation of this drill. This drill also allows the District to test the usefulness of the communications and transportation system during emergencies.<sup>41</sup>

#### Additional Evacuation(Evacuate) Drill Requirements

**Summer School:** At least two (2) additional drills are required in buildings used for summer school, with one (1) drill held during the first week.

**After-School Programs, Events, and Performances:** For after-school programs, events or performances conducted within a school building that include persons who do not regularly attend classes in the building, the principal or other person in charge of the building must require the teacher or person in charge of the after-school program, event or performance notify attendees of the procedures to be followed in an emergency.<sup>42</sup>

#### Optional Drills

**Shelter-in-Place/Shelter and/or Secure Lockout Drills:** While not required, each school in the District may conduct Shelter-in-Place/Shelter and/or Lockout drills in addition to those drills required by New York State regulation. The appropriate Police Department may, upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding the effectiveness of these drills.

**Full Scale Exercises:** The district may opt to conduct functional exercises with emergency response agencies to involve staff, students and parents in realistic drills. Exercises that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency may not be conducted on a regular school day and when school activities such as athletics are occurring on school grounds. Such exercises may not include students without written consent from parents or persons in parental relation.<sup>43</sup>

The district does not plan to conduct functional exercises with emergency response agencies that involve staff, students, and parents in drills using props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency. If this policy were to change in the future, any such exercises would not be conducted on a regular school day or when school activities such as

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<sup>41</sup> 155.17(h)(3) Such drills shall test the usefulness of the communications and transportation system during emergencies.

<sup>42</sup> 807.1-a for after-school programs, events or performances conducted within a school building and include persons who do not regularly attend classes in the building, the principal or other person in charge of the building must require the teacher or person in charge of the after-school program, event or performance notify attendees of the procedures to be followed in an emergency.

<sup>43</sup> 155.17(c)(1)(xiv)(4) Schools and districts that opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency shall not conduct such exercises on a regular school day or when school activities such as athletics are occurring on school grounds. Such exercises may not include students without written consent from parents or persons in parental relation.

athletics are occurring on school grounds. Additionally, no students would participate in these exercises without written consent from parents or persons in parental relation.

## Training and Review Processes

**Training for Students:** Prior to the first annual drill, staff shall review emergency response procedures and drill requirements with students during class time, providing an opportunity for students to ask questions about any unclear procedures.

**Building-level Emergency Response Planning Team and District Administration Team Training:** Each Building-level Emergency Response Planning Team and representatives of the District administration engage in tabletop exercises facilitated by the district's emergency management consultant. Emergency response agencies are encouraged to participate in these exercises.<sup>44</sup>

**Drill Review and Protocol Updates:** In addition to post-drill debriefings conducted by each building-level emergency response planning team, each building will complete a drill evaluation form that will be submitted to the district-wide safety team for periodic review, which includes observations from the drill as well as any additional feedback obtained from building personnel. Changes to procedures are made as needed. The district-wide safety team should evaluate communications and transportation systems during emergencies.<sup>45</sup>

**Local Emergency Responder Involvement:** The appropriate Fire and Police Departments may, upon mutual agreement with the District, participate in some or all evacuation(evacuate) and lockdown drills, offering feedback on the effectiveness of building evacuation during a fire and the overall effectiveness of lockdown procedures.

## Special Provisions

**Building Occupants with Special Needs:** Prior to the commencement of each school year, the Building-Level Emergency Response Planning Team shall conduct an inventory of any special needs students. Appropriate accommodations for the school year will be incorporated into each Building-Level Emergency Response Plan.

## Communication

**Staff Information:** Information about drills will be included in the teacher's manual or handbook as mandated by Education Law §807.2.

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<sup>44</sup>155.17(c)(1)(xiv)(3) Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation.

<sup>45</sup> 155.17(h)(2) Emergency Dismissal drills shall test the usefulness of the communications and transportation system during emergencies

A summary of drill procedures are detailed in each of the Building-Level Emergency Response Plans.

#### STAFF DEVELOPMENT TRAINING:

All general staff will receive training on District-wide procedures as well as specific procedures contained within their respective building-level emergency response plan. This training shall occur prior to September 15<sup>th</sup> of each school year or within 30 days of joining the district. This training will be conducted at a staff development day in August, online or a combination of both.<sup>46</sup>

The District will provide advanced training for each Building-level Emergency Response Planning Team and District-wide Safety Team annually. Effective July 1, 2025, the training will include a description of the roles and responsibilities of the Building-level Emergency Response Planning Team, the building-level Incident Command System including the roles and responsibilities of designated staff, and the building level-emergency response plan procedures for implementing the following required emergency response terms: shelter, hold, evacuate, secure lockout, and lockdown. The required training shall also include the procedures for conducting drills, including whether classrooms will be released from lockdown by law enforcement or school or district administrators during drills, and the district and building policies, procedures, and programs related to safety including those which include components on violence prevention and mental health.<sup>47</sup>

Additional training includes but is not limited to:

- De-escalation training
- Warning signals for violence and mental health concerns
- Non-violent conflict resolution
- Student School Emergency Response Procedures Training: SROS provide a Run, Hide, Fight presentation age different age appropriate levels to the students.

#### PROACTIVE BUILDING SECURITY MEASURES

1. The District buildings use limited points of entry. All doors are locked. Signs are in place directing visitors to sign-in at the reception desk at each school. Main doors are controlled by remote “buzzer” entry during normal school hours.
2. All schools have greeters or office staff members just inside the entrance to each school in the District. These individuals ensure visitor sign-in procedures and help supervise

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<sup>46</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;

<sup>47</sup> 155.17(2)(xiii) <https://www.regents.nysed.gov/sites/regents/files/424p12d2.pdf>

building traffic flow. The building principals are responsible for supervision of the greeters and other staff.

3. Staff members are required to wear visible identification badges.
4. Visitors are required to have id verified through School Gate Guardian, sign in and wear visitor identification.
5. Visitor access is limited to specific areas of the school building.

#### VITAL EDUCATIONAL INFORMATION<sup>48</sup>

Information on each building's student and staff, transportation needs, and the telephone numbers of key officials are outlined in each Building-level Emergency Response Plan. The purpose of including such information in the Building-level plan is to ensure coordination or coverage in the event of a serious incident.

#### EARLY DETECTION OF POTENTIALLY DANGEROUS BEHAVIOR<sup>49</sup>

This section contains the District policy and procedure for disseminating information regarding early detection of potentially dangerous behavior.

1. A "plain language" summary of the District's Code of Conduct is provided to all students in the District at the start of every school year to ensure that all students understand acceptable behavior in the school setting. The Code of Conduct delineates, among other behavior, lack of tolerance for harassment, discrimination, bullying and violence.
2. A "plain language" summary of the District's Code of Conduct is mailed or emailed to all parents/guardians of students in the District at the start of each school year, and is disseminated at the time of registration thereafter.
3. All new employees will be provided with a copy of the Code of Conduct at the time of hire. All teachers and other staff members will be provided with a copy of the Code of Conduct annually.
4. Efforts are made on the building level in each of the District's schools to identify, prevent, and resolve potentially dangerous behavior at the earliest possible stage. Teams meet regularly in each building in order to work with classroom staff in identifying

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<sup>48</sup>155.17(2)(ix) Except in a school district in a city having a population of more than one million inhabitants, the chief executive officer of each educational agency located within a public school district shall provide to the superintendent of schools information about school population, number of staff, transportation needs and the business and home telephone numbers of key officials of such educational agencies.

<sup>49</sup> 155.17(c)(1)(xii) policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community, and environmental factors to teachers, administrators, school personnel including bus drivers and monitors, parents [and] or other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information;

and preventing potentially dangerous behavior. School counselors, school psychologists, school social workers, nurses, outside agencies (when appropriate), administrators, teachers, bus drivers and monitors, parents/guardians and students may be involved in this process.

- 5. District students at all grade levels participate in instruction guided by evidence-based violence prevention/intervention programs. Elements of these programs support students in identifying potentially violent or problematic situations with peers and in developing strategies to address these such as reporting to an adult.
- 6. Secondary health curricula incorporate information regarding emotional health, the impact of drugs and alcohol on an individual's behavior, and on responsible decision-making.
- 7. Each of the District's school psychologists/social workers may facilitate counseling groups for identified students around issues related to poor social skills development, managing emotions, and good decision-making.
- 8. Certified and noncertified staff members working with students who have been identified by the Committee on Special Education as being at-risk for engaging in violent behaviors receive annual training in crisis prevention and intervention.
- 9. The District may work in collaboration with building-level and District-wide PTAs to offer parents/guardians information regarding early-warning signs of potentially dangerous and/or violent behavior, as well as a forum to discuss specific parental concerns.

Police Agencies

The District buildings fall within the jurisdiction of the following police departments:

<u>Agency</u>	<u>Phone Number</u>
Liberty Police Department	(845) 292-4422
Sullivan County Sheriff Department	(845) 794-7100
New York State Police Troop F (Liberty)	(845) 292-6600

HAZARD IDENTIFICATION

Identification of Potentially Dangerous or Hazardous Sites:

Each school will identify and locate areas of potential emergencies in and around its building. The Director of Facilities and building custodians will locate these sites.

1. These sites are to include electrical, gas, heating, ventilation, water supply and sewage systems locations and shut-off valves. Local fire department personnel have 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 indicated below that are contained within school property and under the jurisdiction of the school district, will be checked regularly and inspected by building safety personnel on a regular schedule, at least annually. They include but are not limited to:
  - Electrical panels/shut-offs
  - Gas lines/shut-off
  - Gas appliances
  - Heating plant
  - Sewage system
  - Structural failure
  - HVAC
  - Water supply/shut-off
  - Chemical storage and cleaning supplies
  - Paper supply storage
  - Industrial arts room
  - Science rooms and labs
  - Isolated areas near the school
  - Nearby aqueduct, streams, ponds, rivers (flooding)
  - Steep areas near school
  - Unprotected exterior gas/electric, air conditioning supplies or equipment
  - Playground equipment

#### SCHOOL SAFETY PERSONNEL ALLOCATIONS, HIRING, DUTIES, AND TRAINING<sup>50</sup>

##### PRIVATE SECURITY AND SCHOOL RESOURCE OFFICERS

This plan includes contracts or memoranda of understanding that define the relationship between the district, personnel, students, visitors, law enforcement, and public or private security personnel. These contracts or memoranda are consistent with the Code of Conduct, and define the roles, responsibilities, and involvement in the schools of law enforcement or security personnel. The role of school discipline is delegated to school administration.

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<sup>50</sup> 155.17(c)(1)(xvii) a description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity;



## SECURITY ALLOCATIONS

- A. At the elementary and middle school level, there is a single point of entry for visitors at each building and visitors to the school must be buzzed into the building, sign in and receive an identification badge issued by a safety greeter. Staff in the building all wear district-produced identification badges which must be worn at all times. Staff is trained to report to the main office any person they observe who is not wearing a badge.
- B. At the high school level, there is a single point of entry for visitors, which is staffed during normal school hours by one of several staff members or safety personnel assigned to the High School. Visitors to the school must be buzzed into the building, sign in and receive an identification badge issued by a safety greeter. Staff in the building all wear district-produced identification badges, which must be worn at all times. In addition, safety personnel are assigned to areas throughout the building.

### Hiring

The interviewing and hiring of safety personnel follows the district's practices for hiring of new staff. All new staff employed by the District must be fingerprinted in order to be employed.

### Duties and Training

#### **Greeters**

- contracted personnel at each elementary and middle school
- all greeters are former military or law enforcement
- buildings are staffed during regular school hours
- primarily responsible for enforcement of the visitor protocols
- perform perimeter patrols
- detection of hazards
- deter and report unlawful activity
- provide escorts for parents and students when needed
- members of building-level emergency response planning teams

#### **Secondary School Monitors**

- staffed at select elementary, both middle schools and high school
- actively monitor the building and support the staff with student safety and traffic
- provide student supervision
- check that school procedures are being adhered to
- guide the arrival and dismissal processes

#### **School Security Monitors**

- former military or law enforcement

- staffed during regular school hours at the high school as well as for special events in the evening and on weekends
- enforce our visitor policy as well as actively monitor the building and support the staff with student safety and traffic

**Required training includes:**

- School violence prevention and intervention training
- Site-specific training including review of all manuals (e.g., school district policies, Code of Conduct, District-wide School Safety Plan, School Handbook, etc).
- Right-to-know training
- Blood borne pathogen training

## SECTION III      RESPONSE

### NOTIFICATION AND ACTIVATION - INTERNAL AND EXTERNAL COMMUNICATIONS

#### Internal

After receiving the information from the Incident Commander at the scene, an email will be sent from the Superintendent's office to all administrators and administrative offices alerting them to the nature and status of any incident in the district. The mass communication system may be used to provide information as deemed appropriate by the Incident Commander. Portable radios will also be used when possible.

#### External

Anyone with knowledge of an emergency event is encouraged to immediately call 911.

The District's mass communication system will be used to provide information to parents/guardians and emergency contacts. The District website may also be used to provide updated information throughout an incident as deemed appropriate by the Incident Commander. Schools may also use their websites, groups, and hotlines for announcements or updates as directed by the Incident Commander.

When an emergency requires notification of parents and students, the Superintendent or his designee will provide updated information to parents and students through the emergency notification system. Additional information may also be found on the District's website: <https://www.libertyk12.org/>

During an emergency, all contact with the media will be handled either by the Superintendent or their designee. The media and public will be informed and updated as soon as practicable on all developments in statements released by the Superintendent or their designee. Students, staff and parents should refer all questions and requests for information to the Superintendent in order to

assure the release of factual and current information. The Superintendent may refer such requests to the Public Information Officer for response.

By definition, emergency events are unforeseen and unpredictable. The safety of students and staff is the primary focus of all activities surrounding an emergency event. Every effort will be made to contact parents and the general public once the situation has stabilized.

## SITUATIONAL RESPONSES

### MULTI-HAZARD RESPONSE

In the event of an emergency, a Command Center will be set up at a safe location in collaboration with emergency responders. Each building has specific plans for dealing with a wide range of hazards. Specific response procedures are sensitive in nature and therefore are contained within each confidential building-level emergency response plan.

In each emergency, the building's administrator will contact the District office for assistance. The District office will provide support as appropriate and deemed necessary by the Incident Commander on the scene (i.e. sending additional mental health resources). The Superintendent or their designee will be the sole contact person for releasing information to the media and for communicating the status of the emergency with other District schools, out-of-district schools, private schools, and outside agencies.<sup>51</sup>

## RESPONSE PROTOCOLS

Written information on emergency response procedures is disseminated to parents, age-appropriate students and staff via email by October 1st annually. This non-sensitive information may also be found on the district website.<sup>52</sup>

### SCHOOL CANCELLATION

- The Superintendent or their designee will monitor any situation that may warrant a school cancellation and will make the determination to do so.
- The Public Information Officer will activate use of the District's mass communication system.
- The Public Information Officer will contact local media, post the information on the website and social media sites utilized by the District.

### EARLY DISMISSAL

- The Superintendent or their designee will monitor any situation that may warrant an early dismissal and will make the determination to do so.
- The Operations Chief will designate people to arrange transportation for students.
- The Public Information Officer will activate use of the District's mass communication system.

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<sup>51</sup> 155.17(c)(1)(xviii) in the case of a school district, except in a school district in a city having more than one million inhabitants, a system for informing all educational agencies within such school district of a disaster;

<sup>52</sup> 155.17(g) Each public school superintendent and each chief school administrator of an educational agency other than a public school shall take action to provide written information, by October 1st of each school year, to all students and staff about emergency procedures.

- The Public Information Officer will contact local media, post the information on the website and social media sites utilized by the District.
- The Liaison Officer will notify each of the building principals.

#### EVACUATION (EVACUATE)

- The Superintendent or their designee will determine the level of the threat.
- The Operations Chief will contact the transportation supervisor to arrange transportation. They will also arrange for student-parent reunification.
- The Safety Officer will clear all evacuation routes and sites prior to evacuation
- Principal(s) will evacuate all staff and students to prearranged evacuation sites as outlined in building plans. They will report to the superintendent or their designee any missing staff or students.

#### SHELTER-IN-PLACE/SHELTER SITES (INTERNAL AND EXTERNAL)

- The Superintendent or their designee will determine the level of the threat and communicate with building principal(s) who are affected by the emergency.
- Principal(s) will move all staff and students to pre-arranged Shelter-in-Place/Shelter sites as outlined in building plans. They will report any missing staff or students.
- The Logistics Chief will make appropriate arrangements for human needs in the event of a long-term situation.

#### PROTOCOLS FOR RESPONDING TO BOMB THREATS, HOSTAGE-TAKINGS, INTRUDERS, ABDUCTION, AND OTHER EMERGENCY SITUATIONS<sup>53</sup>

The District has procedures and provides training for emergencies. Specific response steps are confidential and contained within each Building-level Emergency Response Plan. Emergencies include but are not limited to the following situations.

- Abduction/Kidnapping
- Armed Intruders / Active Shooters
- Bomb Threats
- Cyber Security Annex
- Early or Alternate Emergency Dismissal
- Earthquake
- Missing Child/Elopement
- Explosions
- Fires

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<sup>53</sup> 155.17(c)(1)(xv) the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings;

- Hazardous Material Incident
- Homeland Security Threats
- Hostage Situations
- Infectious Disease
- Severe Weather
- Student-Made Threats
- Swatting
- Suicidal Students
- Suspicious Package Protocol
- Suspicious Persons

#### RESPONSES TO IMPLIED OR DIRECT THREATS OF VIOLENCE<sup>54</sup>

1. Students are required to inform school staff about any direct or indirect threat of violence or actual act of violence to themselves, others or school property.
2. Staff members are required to immediately inform the Principal or their designee of any direct or implied threat of violence or actual act of violence by students, teachers, or other school personnel including bus drivers and monitors as well as visitors to the school, including threats by students against themselves, which shall include suicide. The Principal or their designee decides whether to utilize the building's trained clinician(s) in an effort to de-escalate or defuse the situation.
3. The district disseminates educational material, including but not limited to emails and formal brochure, encouraging parents and visitors to tell school staff about any direct or implied threat of violence or actual acts of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves.
4. After considering the specificity/generality of the threat or severity of the violent act, the Principal or their designee will determine whether to immediately contact the Superintendent of Schools or the Assistant Superintendent to advise them of the threat, obtain assistance to determine the severity of the threat or report the violent act. The Principal will have the discretion to report minor incidents to the Superintendent verbally and/or in memorandum form after the situation has been resolved.
5. Each building has the availability of a Threat Assessment Team. This is a multi-disciplinary team that uses a nationally recognized evidence-based model to evaluate threats and implement the

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<sup>54</sup> 155.17(c)(1)(i) policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel including bus drivers and monitors, and visitors to the school, including threats by students against themselves, which for this subdivision shall include suicide;

necessary mitigation steps to help prevent a threat from escalation to an act of violence.

6. The building administrator will investigate reported threats of violence and will make the determination of disciplinary measures consistent with the District's Code of Conduct.

## RESPONSES TO ACTS OF VIOLENCE<sup>55</sup>

1. The Principal or their designee will determine whether to contact law enforcement personnel. **Threats or actions placing students, staff and others in imminent danger require an immediate LOCKDOWN protocol followed by a call to the police and the District Superintendent (if safe to do so).** Violent offenses defined in the S.A.V.E. regulations will also require the involvement of the police.
2. The Principal, and/or their designee then determine the appropriateness of directing the Building-level Emergency Response Team to be activated.
3. The Building-level Emergency Response Planning Team consisting of trained staff and school personnel may assist with an Evacuation (Evacuate), Secure Lockout, Shelter-in-place/Shelter, Hold-in-place/Hold, or Early Dismissal and will follow the appropriate protocol (see appendices for further information). The Incident Command System (ICS) under the National Incident Management System (NIMS) should be followed as closely as possible to ensure good coordination between the building-level teams, District leadership, and responding agencies.
4. If the threat of violence or danger is imminent, a Lockdown may be utilized. A Lockdown is time sensitive and therefore may be requested by any school staff member based on the incident and timely need for the Lockdown. During the Lockdown, all school staff, students, and visitors (including all Building-level Emergency Response Planning Team members) are required to Lockdown in the nearest lockable space and await further instruction, or in some situations, evacuate the campus.
5. Procedures for contacting parents, guardians and persons in parental relation to students in the event of a violent incident or early dismissal or emergency closure are detailed in each building-level emergency plan. The use of the District's mass communication system is typically utilized.
6. Aggressively dangerous and violent students, teachers, other school personnel, bus drivers and monitors, or visitors shall be managed as outlined by the procedures detailed in the district Code of Conduct.
7. The building administrator will investigate reported threats of violence and will make the determination of disciplinary measures consistent with the District's Code of Conduct.
8. School administrators must keep records of serious threats and acts of violence and report them annually to the state.
9. Prompt contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established by participation of local response officials on Building-Level Emergency Response Planning Teams. These individuals and appropriate means of contact are documented in each Building-Level Emergency Response Plan.<sup>56</sup>

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<sup>55</sup> 155.17(c)(1)(iii) policies and procedures for responding to acts of violence by students, teachers, other school personnel including bus drivers and monitors and visitors to the school, including consideration of zero-tolerance policies for school violence;

<sup>56</sup> 155.17(c)(1)(iv) policies and procedures for contacting the appropriate law enforcement officials in the event of a violent incident;

10. The district has a zero-tolerance policy for acts of school violence.

#### PROTOCOLS FOR A STATE DISASTER EMERGENCY INVOLVING A COMMUNICABLE DISEASE

*The following procedures provide a general overview of the District's response to a State Disaster Emergency and may require modification during an actual event based on a number of factors. The District will follow current guidance from the County Department of Health, State Department of Health and the State Education Department related to masking, distancing, quarantines, and other health-related requirements.*

##### BACKGROUND

In September 2020, Governor Cuomo signed legislation that requires all New York State public employers to adopt a plan for operations in the event of a declared state disaster emergency involving a communicable disease. The new legislation will constitute New York State Labor Law [Section 27-c](#), and serve as a response to the effects of the sudden onset of the COVID-19 pandemic in the Spring of 2020. In addition to 27-C, the following section was added to [2801-a of the Education Law](#) that required additions to the District Plan.

*Education Law - 2801-a (m) - protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions of section twenty-seven-c of the labor law.*

##### PROTOCOLS

1. In the event of a state-ordered reduction of the District's in-person workforce, the following is a list of **essential** employees.

Essential Position	Description	
<b>Information Technology</b>	Director Technicians	This group is needed to maintain the internet capability including remote learning and working from home.
<b>Custodial and Maintenance</b>	Director Asst. Director Senior Custodians Custodians Maintenance Mechanics Grounds	This group is needed to maintain the cleanliness and continued functioning of the building & grounds.
<b>Administration</b>	Superintendent & Asst. Superintendents	Required to ensure continuity of the response efforts.



<b>Building Administration &amp; Clerical Support</b>	Building Administrators & Clerical Support *	Required to ensure continuity of the response efforts.
<b>Faculty and Staff</b>	Teacher/Related Service Provider	Should it become necessary to meet a student's needs under IDEA and/or Section 504 regulation (FAPE), teachers/related service providers may be deemed essential on an as-needed basis.
<b>Security</b>	Security Coordinator & Security Assistants	To ensure the safety/security of the campuses.
<b>Transportation</b>	Director of Transportation, Support Staff & Transportation Contractor	To transport food to students who receive home meals and/or to transport students in the event they are attending in person instruction
<b>Food Service</b>	Food Service Director & Food Service Workers	To prepare and distribute meals to students.
<b>Health Services</b>	Director of Health Services and staff as deemed necessary	To assist with testing requirements, reporting and contract tracing.
<b>Business Operations</b>	Accounting, Payroll, Accounts Payroll, Purchasing	Where necessary to ensure the continued operation of the District.

2. In the event of a state-ordered reduction of the District's in-person workforce the District will provide the opportunity for all **non-essential** employees the capability to telecommute including, but not limited to, facilitating or requesting the procurement, distribution, downloading, and installation of any needed devices or technology, including software, data, office laptops or phones, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace. Liberty Central School District staff will be guided on this as per the **Building Level Emergency Plans**, specifically the **Continuity of Operations and Continuity of Instruction** sections.
3. To the extent possible the District will stagger work shifts of essential employees in order to reduce overcrowding on public transportation systems and at worksites. Staff and students

typically walk or drive via personal vehicle to campus. In an effort to reduce overcrowding on public transportation:

- Class schedules, if scheduled to be on site, will be staggered to a morning and afternoon cohort
  - Staff will arrive on campus prior to students at staggered times/work shift or/and staggered assigned days of work
  - If no students are in school staff will continue to have their work shift or assigned days of work staggered.
  - Most employees will be permitted to work remotely.
  - Visitors will not be permitted on campus.
4. A quantity of personal protective equipment (PPE), sufficient to provide to all essential employees, will be procured, stored, and managed as follows:
- Facilities will maintain inventory of PPE as recommended by the NYS Education Department guidelines, and continually restock same as needed.
  - Storage of personal protective equipment will be on campus and comply with the manufacturer's storage recommendations for each item.
  - The equipment will be stored and readily available to any person in need of it.
5. In the event an employee is exposed to a known case of a communicable disease that is the subject of a state disaster emergency involving a communicable disease, exhibits symptoms of such disease, or tests positive for such disease, and in order to prevent the spread or contraction of such disease in the workplace the District has a set protocol to be followed for the exposure as well as the disinfecting of the affected work area(s). The District's **Building Level Emergency Plan** contains an **Infectious Disease Annex**, which details:
- The disinfecting of any area known or suspected to be infected with the communicable disease as well as any common area surface and shared equipment such employee may have touched
  - Available leave options, for the affected employee(s), in the event of an employee's need to receive testing, treatment, isolation, or quarantine
- Note: Such protocol does not involve any action that would violate any existing federal, state, or local law, including sick leave or health information privacy.*
6. All essential employees will have their hours and work locations documented, including off-site visits, by:
- All entrances will be locked with guard staff posted.
  - All employees will use their access cards for entrance which documents their arrival on the premises.

- Payroll, attendance, and time cards will further document an employee's presence on campus.
- No other visitors will be allowed on site.

Such protocol shall be designed only to aid in the tracking of the disease and to identify the population of exposed employees in order to facilitate the provision of any benefits which may be available to certain employees on that basis.

7. If emergency housing is needed to further contain the spread of the communicable disease, the Liberty Central School District will lodge an essential employee at a local hotel bearing the full cost of the stay.

If there is a declared state disaster emergency involving a communicable disease that involves the Liberty Central School District, all staff, essential and non-essential, will be contacted, and they will be guided by the aforementioned protocols.

8. **OTHER:** Any other requirements determined by the Department of Health such as contact tracing, testing, physical distancing, hygiene, disinfecting, drill modifications, or mask-wearing.

#### IDENTIFICATION OF DISTRICT RESOURCES WHICH MAY BE AVAILABLE FOR USE DURING AN EMERGENCY<sup>57</sup>

District resources are available in each building and stored in a central location. Each building will designate a Command Post. The list, which is not meant to be inclusive, requires the following items:

- Copy of District-Wide School Safety Plan
- Building-level Emergency Plan
- Quick reference Emergency Management Procedures
- List of emergency telephone numbers
- Building floor plans
- Telephones
- Radio communications
- Weather radio
- Flashlights
- Photocopier
- Computer
- Student rosters
- List of individuals with special needs and specific evacuation plans
- Telephone numbers for parents/guardians Information about emergency needs (e.g. students/staff that require medications, vehicular transportation issues, etc.)
- School and staff census information

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<sup>57</sup> 155.17(c)(1)(vii) except in a school district in a city having a population of more than one million inhabitants, the identification of district resources which may be available for use during an emergency;

The District will, as appropriate, utilize all available manpower during an emergency. Within each building, schools may use the Staff All Call response protocol, that quickly summons all available staff members to a staging area for assignments. Coordination of available employees is typically performed by the Principal or their designee. Specific job duties will be assigned based on the type of emergency and in compliance with the appropriate district and building emergency response procedure. Additional district resources may be requested by any building administrator or designee as needed. The Superintendent or their designee will call in all available maintenance and custodial staff to provide support during an emergency as needed. Assistance from outside government agencies may also be requested. A specific list of available resources may be found in Appendix 4 of this plan.

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 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)**

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<sup>58</sup> 155.17(c)(1)(viii) except in a school district in a city having a population of more than one million inhabitants, a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies;

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.

<b>Title</b>	<b>Description</b>	<b>Justification</b>	<b>Work Shift</b>
<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 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; coordinated with other departments to avoid close 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 State-ordered reduction of workforce.</b>	<b>Will vary; coordinated with other departments to avoid close contact and overcrowding.</b>
<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</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>

	sorting mail and receiving deliveries.		
Cafeteria staff	Support the preparation of required food preparation and distribution.	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; coordinated with other departments to avoid close contact and overcrowding.
Nurses	Provide medical services to on-site students.	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; coordinated with other departments to avoid close contact and overcrowding.
Teachers	Provide on-site instructional services.	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.
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***

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.
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
- 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

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).

**\*\*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.
- 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)**

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 Liberty School 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.

### **PARTICIPATING IN UNIFIED COMMAND UNDER ICS PRINCIPLES**

#### **ASSIGNMENT OF RESPONSIBILITIES**

A chain of command consistent with the National Interagency Incident Management System (NIMS)/Incident Command System (ICS) will be used in response to an emergency. Members of the School, Emergency Response Team, will be part of this system. In the event of an emergency, the response team will adopt NIMS/ICS principles based on the size, scope, and character of the emergency.

1. All administrators and Building-level Emergency Response Planning Teams members shall complete the incident command training level one.
2. All District Emergency Response Team members shall complete incident command training level one and level two.

#### **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.
- **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.

## EMERGENCY REMOTE INSTRUCTION

### OVERVIEW

The District may offer remote instruction days to students in the event-of-an-emergency condition, including, but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.

When making decisions about remote instruction, the District will consult with students, parents, teachers, administrators, community members, and other stakeholders as appropriate. When implementing remote instruction, the District will ensure that it is complying with applicable teaching and learning requirements.

### DEFINITIONS

- "Asynchronous instruction" means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.
- "Non-digital and/or audio-based instruction" means instruction accessed synchronously and/or asynchronously through paper-based materials where the student to teacher interaction occurs via telephone or other audio platforms.
- "Remote instruction" means instruction provided by an appropriately certified teacher who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.
  - Remote instruction will encompass synchronous instruction provided through digital video- based technology and may also include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology.
  - Remote instruction may encompass non-digital and audio-based asynchronous and/or

synchronous instruction where this instruction is more appropriate for a student's educational needs.

- D. "Synchronous instruction" means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real time.

#### FORMATS AND METHODS OF REMOTE INSTRUCTION

Remote instruction may be delivered through a variety of formats and methods. Determinations about how to best deliver remote instruction will take into account a variety of factors including, but not limited to, the number of students involved, the subject matter, the students' grade levels, and technological resources of both the District and students. Consideration will also be given to whether accommodations need to be made for students with disabilities or English language learners. Each school's Building-level Emergency Response Plan will contain this confidential information in the Continuity of Instruction Plan (COIP) section.<sup>59</sup>

#### INSTRUCTIONAL OPTIONS

The District may engage students in synchronous and asynchronous learning on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction.<sup>60</sup> When remote instruction by digital technology is unavailable, appropriate special accommodations for students will be made to aid their learning.<sup>61</sup> Students will be provided learning packets to utilize if remote instruction is unavailable.

#### COMPUTER AND CONNECTIVITY ACCESS FOR STUDENTS

The District will ensure that students have the necessary equipment at home to participate in remote instruction.<sup>62</sup> No later than June 30th of each school year, the Superintendent will report to the Commissioner of Education the results of the survey on student access to computing devices and access to Internet connectivity on a form and format prescribed by the Commissioner.<sup>63</sup> The information received from the survey will aid in the development/updates to the detailed Continuity of Instruction Plan in each school's Building-level Emergency Response Plan.

#### MINIMUM INSTRUCTIONAL HOURS

Remote instruction provided on days when the District would have otherwise closed due to an emergency condition may be counted toward the annual hourly requirement for the purpose of state aid. The Superintendent will certify to the New York State Education Department, on a form prescribed by the Commissioner, that an emergency condition existed on a previously scheduled school day and that the District was in session and provided remote instruction on that day and indicate how many

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<sup>59</sup> 155.17(c)(1)(xxi)(d) A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.

<sup>60</sup> 155.17(c)(1)(xxi)(b) Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction.

<sup>61</sup> 155.17(c)(1)(xxi)(c) A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.

<sup>62</sup> 155.17(xxii)(a) ensure computing devices will be made available to students

<sup>63</sup> 155.17(f)(2) Beginning in the 2022-2023 school year, each chief executive officer shall report to the Commissioner, no later than June 30 of each school year, on a form and format prescribed by the Commissioner, the results of the survey on student access to computing devices and access to internet connectivity

instructional hours were provided on that day and certify that remote instruction was provided in accordance with the District's emergency remote instruction plan.

#### REMOTE INSTRUCTION SUPPORT

As necessary, the District will provide instruction on using remote instruction technology and IT support for students, teachers, and families. The District will also work to ensure that teachers and administrators are provided with professional development opportunities related to designing an effective remote instruction experience.

#### COMPLIANCE WITH DISTRICT POLICIES, PROCEDURES, AND THE CODE OF CONDUCT

Teachers and students are required to comply with any and all applicable District policies, procedures, and other related documents as they normally would for in-person instruction. Examples include, but are not limited to, the District's policies and procedures on non-discrimination and anti-harassment, acceptable use, and copyright. Students will also be required to abide by the rules contained within the Code of Conduct at all times while engaged in remote instruction. Violations of the Code of Conduct and/or engaging in prohibited conduct may result in disciplinary action as warranted.

#### PRIVACY AND SECURITY OF STUDENT AND TEACHER DATA

The District will take measures to protect the personally identifiable information of students and teachers from unauthorized disclosure or access when using remote instruction technologies in compliance with law, regulation, and District policy. Examples of these measures include, but are not limited to, minimizing the amount of data shared to only that which is necessary, de-identifying data, and using encryption or an equivalent technical control that renders personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons when transmitted electronically.

### 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.*

**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.
- 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)

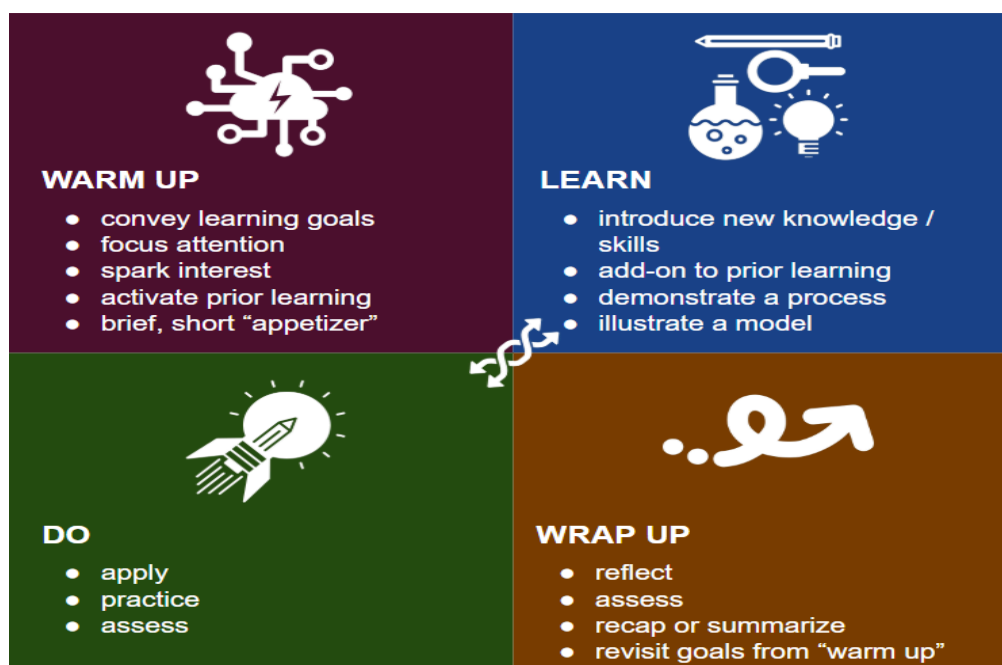
**Teacher/Staff Procedures for Virtual Learning**

- 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



*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, 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 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 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](#)

### Obtaining assistance during emergencies from emergency service organizations and local government agencies<sup>64</sup>

1. The district continues to work closely with local police, fire, EMS, and governmental agencies to obtain assistance during emergencies. Representatives helped in the development of this plan, have assisted in emergency drills, and provided technical assistance. Providers have given approval to the district to rely on local personnel, resources, and facilities in emergency situations.
2. The district maintains an updated list of local, county, and state agencies and personnel to contact to obtain assistance. The superintendent or their designee will initiate the contact when needed.

### Obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law<sup>65</sup>

1. The district maintains an updated list of local and county emergency organizations, agencies, and government officials responsible for implementation of Article 2-B of the Executive Law. The superintendent and their designee will initiate the contact when needed.
2. The key officials in local government that can help to develop plans and assist in emergency situations as listed in emergency situations are listed in Appendix 4. Key government agencies are listed below:

1. Liberty Police Department
2. Liberty Fire Department
3. New York State Police
4. Sullivan County OEM
5. Sullivan County Sheriff Department
6. EMS
7. Red Cross

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<sup>64</sup> 155.17(c)(1)(v) except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;

<sup>65</sup> 155.17(c)(1)(vii) except in a school district in a city having a population of more than one million inhabitants, the procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law;

## Contacting Parents, Guardians or Persons in Parental Relation to the Students of the District in the Event of a Violent Incident or an Early Dismissal<sup>66</sup>

In the event of violent incidents or crises, or an early dismissal of students, every effort will be made to notify parents. As soon as practical, the Superintendent or their designee shall activate the emergency notification system that will provide relevant information. Parental notification procedures for a student involved in disciplinary situations shall be consistent with the Code of Conduct and New York State law, and shall be presented clearly and concisely to staff and students each year.

When a student is involved in any violent situation, or an implied or direct threat of violence by such student against themselves, including suicide, parent or guardian shall be contacted as soon as practicable.<sup>67</sup> Administration shall utilize school mental health resources when necessary.

It is the responsibility of all parents and guardians to ensure that emergency contact information for students is always up-to-date and complete.

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<sup>66</sup> 155.17(c)(1)(ix) policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal or emergency school closure;

<sup>67</sup> 155.17(c)(1)(x) policies and procedures for contacting parents, guardians or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves, which for the purposes of this subdivision shall include suicide;

## SECTION V RECOVERY

### CONTINUITY OF OPERATIONS

This district maintains continuity of operations at both the district and building level to ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of instruction. Specific continuity plans are contained within each Building-level Emergency Response Plan.

### CONTINUITY OF INSTRUCTION

The District offers a suite of online instructional tools that can be used to support remote instruction and communication. General instructional tools for communicating with students include online services including:

- Google Drive with shared folders
- GSuite (Docs, Sheets, Slides, Forms, Classroom, Sites)
- Gmail
- Schoolwires
- Seesaw
- SchoolTool
- Parent Square

Detailed grade-specific remote instructional procedures are contained within each building-level emergency plan.

*Note: The local public Library online resources are available remotely and can be accessed by students who have a library card.*

### DISTRICT SUPPORT FOR BUILDINGS

When the Chief Emergency Officer is notified that an emergency exists, he/she will respond accordingly.

Members of the District Safety Team will assist as needed either at their respective Building Command Posts or by responding where directed by the Incident Commander(s). The District Safety Team will assign such other personnel as deemed necessary to meet the needs of the situation.

The District Safety Team members will remain at their assigned posts until the Incident Commander(s) has determined that the emergency is over, or it is unsafe, or no longer necessary to remain, or need to relocate.

Should the incident involve a single building, at the discretion of the District Safety Team leader in consultation with that building's administrators and Building-level Emergency Response Planning Team,



other school buildings may be called to support the Building-level Emergency Response Planning Team in that building.

Should the incident involve multiple buildings, at the discretion of the District Safety Team leader, in consultation with building administrators, additional mental health support from the County Crisis Team and local area hospitals may be solicited to support the Emergency Response Teams in the affected building(s).

In any case, a “debriefing”, or post-incident analysis, will be facilitated by the District Safety Team. This process will include a review of the actual incident, the Team’s response to the incident, and post-traumatic incident debriefing.

District clinicians (or, mental health professionals from outside agencies if they have been involved) will provide ongoing as-needed support to the Team members, and will monitor post-traumatic stress symptoms in team members. As appropriate, team members may be provided with a referral to EAP and/or with information regarding private mental health providers in the area.

Principal(s) are expected to consult with the District Public Information Officer in composing letters to parents following any emergency. The District’s Public Information Officer will assist in sending mass communication messages to affected groups. The District’s Liaison Officer will communicate with outside agencies, such as the County Health Department, to provide necessary services following any emergency.

#### DISASTER MENTAL HEALTH SERVICES

The District Liaison Officer will communicate with outside agencies, such as the County Health Department, to provide necessary mental health services following any emergency. District mental health providers may be temporarily reassigned to assist in the recovery process.

## APPENDIX 1 - LISTING OF SCHOOL BUILDINGS

### District Office

115 Buckley Street  
Liberty, NY 12754  
Phone: (845) 292-5400

### Liberty High School

125 Buckley Street  
Liberty, NY 12754  
Phone: 845-292-5400 ext. 2000

### Liberty Middle School

145 Buckley Street  
Liberty, NY 12754  
Phone: 845-292-5400 ext. 2300

### Liberty Elementary School

201 North Main St.  
Liberty, NY 12754  
Phone: 845-292-5400, ext. 2030

## APPENDIX 2 – BUILDING-LEVEL EMERGENCY RESPONSE PLANS

Due to the sensitive safety and security information contained in each Building-level Emergency Response Plan, these plans are confidential and not available for public dissemination. Copies of plans are maintained at each school building and the District office.

### APPENDIX 3 – MEMORANDA OF UNDERSTANDING

Any applicable Memoranda of Understanding relevant to implementation of the District-wide and Building-level Emergency Response Plans are on file in the district office.

**Purpose of MOU:** The purpose of this Agreement is to formalize and clarify the roles and responsibilities of the District and Security Consultant in Student Discipline.

**Services Provided by Agency/Vendor:** School Resource Officer(s), Security Guard Staffing, Safety Consultant etc.

This agreement should be reviewed annually prior to the start of the school year. Unless and until amended or terminated in accordance with the terms of this Agreement, this Agreement shall remain in full force and effect until termination or expiration (if not renewed) of the service agreement between the parties.

**INTERMUNICIPAL AGREEMENT BETWEEN  
LIBERTY CENTRAL SCHOOL DISTRICT  
AND  
THE VILLAGE OF LIBERTY  
FOR  
THE SCHOOL RESOURCE OFFICER PROGRAM**

THIS AGREEMENT, made and entered into this 11th day of June, 2024 by and between the Liberty Central School District (hereinafter referred to as "LCSD" or the "District"), and the Village of Liberty for services to be rendered by the Police Department of the Village of Liberty (hereinafter referred to as "LPD"). LCSD and LPD may be referred to herein individually as a "Party" and collectively as the "Parties."

WHEREAS, LPD is a law enforcement agency authorized to provide police services to the LCSD schools located within the Village of Liberty and entering into this Agreement will assist in providing additional law enforcement services to these schools and will assist LCSD with meeting its principal goals; and

WHEREAS, LCSD and LPD by and through the Village Board of the Village of Liberty desire to provide for a partnership between LCSD and LPD, to provide School Resource Officers on LCSD campuses;

NOW, THEREFORE, in consideration of the mutual representations and covenants set forth herein, the Parties hereby agree as follows;

**SECTION 1. Purpose**

The purpose of this Agreement is to increase the security and school building safety of the Liberty Elementary and Liberty Middle School and High School (while such schools are located in the Village of Liberty) through funding necessary to permit assignment by LPD of three full-time, experienced LPD officers on a full-time basis to LCSD during the regular school year.

This Agreement was developed with input from stakeholders such as parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels, and courts that are familiar with school discipline.

This Agreement is required to be incorporated and published as part of the LCSD's school district safety plan.

**SECTION 2. Duties of the SRO**

LPD will assign three uniformed officers to the schools of the LCSD campuses in the Village of Liberty, each of whom are hereinafter referred to as the School Resource Officer or SRO, to promote safety and serve as a positive resource in the campuses of the LCSD and surrounding neighborhoods within the Village of Liberty. Three SROs are to be provided under this Agreement at any given time. Each SRO may be assigned to work at one or more of the District's three school buildings — High School, Middle School and Elementary School.

The School Resource Officers are specially trained members of the LPD assigned to the LCSD. This partnership between the District and the LPD aims to promote more positive interaction with police officers to help maintain a safe school environment conducive to learning and connect the schools to a larger community.

The SRO serves three primary functions — an educator, a law enforcer and a counselor. The duties and responsibilities of the SRO include, but are not limited to, the following:

1. Educator

As an educator, the SRO visits classrooms and teaches students concepts of safety, traffic laws, general law, and crime prevention techniques. The SRO teaches DARE to the fifth grade, or other law enforcement based learning curriculum approved by the Superintendent to the appropriate grade level, provides support to administration in monitoring allegations of bullying, and works closely with individual teachers to create special programs tailored to specific units of study. These presentations help increase student awareness and understanding of laws and personal safety. As a uniformed police officer, the SRO provides a positive image of law enforcement in an effort to help young people make constructive choices in their lives. No SRO shall be required to perform duties of any licensed professional for which such SRO does not meet the legal qualifications.

2. Law Enforcer

The SRO's primary duty is to work in support of a safe school environment and to take reasonable actions to assist in the maintenance of an atmosphere where students, teachers and staff are safe enough to learn. When requested by school administrators or when the SRO reasonably believes that a crime has been committed, the SRO investigates criminal activity occurring on school campuses.

The SRO conducts investigations with school administrators only in accordance with New York State Law, District policy, and the policy of the LPD. The SRO *only* takes action when the SRO determines that a violation of the law has occurred or is alleged by the Building Principal, Superintendent, or other person mutually agreeable between the Chief of Police of the LPD and/or SRO, and the Superintendent, to have occurred.

If an immediate threat of harm arises, the SRO will immediately intervene to ensure the safety of all individuals involved. The SRO will take appropriate actions-based training and school procedures/policies to deescalate situations.

School officials are responsible for investigating and enforcing violations of the code of conduct. SROs should not investigate or enforce suspected violations of the code of conduct.



School officials will begin and conduct all searches, interrogations, and questioning of students when an incident is non-criminal. If school officials investigate an incident and suspect that the infraction of the code of conduct is or can be deemed criminal activity, they will contact the SRO. If the SRO determines that the violation is criminal, the SRO will take any necessary legal steps, in collaboration with school officials.

When the SRO becomes involved in an investigation into suspected criminal activity, the search and questioning must be treated as an interrogation, parents/guardians must be notified before the SRO interacts with the students, and parents/guardians are to be present when applicable. Provided, however, that nothing herein is intended to prevent the SRO from interviewing a student, without parental notification or consent (1) the SRO is investigating a suspected case of child abuse or maltreatment, and (2) Child Protective Services (CPS) or the SRO has either probable cause or good reason to believe that child abuse or maltreatment occurred, as outlined in the New York State Office of Children and Family Services Child Protective Services Manual. If the incident is not criminal, the SRO can serve in a counseling role to educate the students involved.

If the SRO participates in an investigation into an incident and/or confiscates evidence related to an incident, the SRO will be made available to testify and cooperate in any student conduct proceedings related to the incident.

### 3. Counselor

The School Resource Officer acts as a counselor. Police officers can offer advice, mediation and direction to students, parents, and faculty in various matters. Many students come forward to discuss issues with the SRO. In fact, students are encouraged to seek individual attention from the SRO. The SRO coordinates his or her activities with the Building Principal or Superintendent. The SRO is, within the standard work week, available for conferences with students, parents, and staff regarding law related issues, truancy or other problems. Nothing herein shall require the SRO to be a certified or licensed Counselor nor authorize the performance of any duty such SRO is not licensed to perform.

The SRO will support the District by patrolling the District's schools on a regular basis, being visible, building positive relationships with staff, students, and community members, and monitoring for potential soft targets. The SRO will consult all safety teams, administration, teachers, and staff throughout all safety drills (i.e., Fire Drills, Shelter in Place, Lockout, Lockdown, and Off-Site Evacuation). The SRO will provide and/or participate in training, including, but not limited to: (1) greeter training, (2) run hide fight training, (3) active shooter training, and (4) table top training.

### 4. Other Duties

The SRO may also be required to perform other duties as mutually agreed upon by the LCSD, the SRO, and the Chief of Police or SRO's Immediate supervisor provided that the duty is legitimately and reasonably related to the SRO program as described in this Agreement and is consistent with Federal and State Law, local ordinances, and LPD and LCSD policies, procedures, rules and regulations.



### SECTION 3. Supervision of the SRO

Each SRO shall remain the employee of LPD and shall not be an employee of LCSD. Each SRO shall remain responsive to the supervisor and the chain of command of LPD. LPD shall remain solely responsible for the SRO's hiring, training, discipline or dismissal. Any allegation of improper conduct shall be referred to the SRO's immediate supervisor, or the Chief of Police.

### SECTION 4. Scheduling of the SRO

LPD agrees to assign three SROs on a full-time basis to LCSD during the regular school year (which does not include the summer school term). The Summer School Term is hereby outlined in Section 17. After both Parties have agreed on the three SRO's assigned by LPD to LCSD, LCSD will be responsible for the placement of the SRO's in the district's three buildings and at events requested and agreed upon by the Superintendent of Schools and LPD. Full-time basis shall mean an assignment of eight hours per day less any scheduled vacation time, sick time, training time, court time, or any other police related activity. The SRO will not take vacation while school is in session unless approved by LPD. On scheduled workdays when school is not in session, the SRO will work as assigned by LPD. In the event that the SRO is not working on a day when school is in session due to vacation, sick, other paid time off, training, court, or any other police related activity, LPD agrees to supply another police officer to temporarily substitute for the SRO after consultation with LCSD.

### SECTION 5. Overtime hours

In addition to the assignment of three SROs, as outlined in Section 4, LPD agrees to furnish LCSD with police officers as needed by LCSD for events, meeting, and functions outside of normal school hours. LPD agrees to furnish officers for these events in addition to the SRO's normal assignments at no additional cost to LCSD up to 120 hours annually. Once the 120 hour bank has been expended LPD will continue to furnish LCSD with any officers requested for overtime details and LCSD will pay LPD on a per hour basis for the officer based on the officer's current overtime rate of pay.

Overtime assignments will be requested from LPD only through the building principal with Superintendent's approval or the Superintendent directly.

While certain overtime functions will necessitate that an SRO specifically attend (i.e. School safety meetings, follow up investigations requiring an SRO), other events will be staffed by other officers of LPD and will be selected for the details based on the current collective bargaining agreements between LPD PBA and Village of Liberty (ie. overtime assignments are offered on a rotating basis).

Due to current collective bargaining agreements, any officer who is called into work to participate in an overtime detail must receive a minimum of 3 hours of overtime. As such, the minimum amount of hours to be subtracted from the annual 120 hour bank and/ or to be billed per hour is 3 hours. An exception to this requirement is if an event occurs immediately after an officer's normal work hours. In these instances only, the actual hours worked will be subtracted or billed.

LPD will advise LCSD annually when they have expended the 120 hour bank.

#### SECTION 6. Selection of SRO

LPD will select each SRO after consultation with LCSD. Factors which LPD shall consider during the selection process include the following:

- The SRO must be capable of conveying a positive police presence in the school and in the community.
- The SRO must have the ability to be a positive resource to the school, staff, students, parents and residents in the surrounding neighborhood.
- The SRO must agree to attend any necessary training schools or classes that are needed to increase his/her skills for the position.

#### SECTION 7. Removal of SRO

In the event the LCSD administration has cause to believe that a particular SRO is not effectively performing in accordance with the Agreement, the Superintendent may recommend in writing to the Chief of Police that the SRO be removed from the program. Within ten business days after receiving the recommendations, the Superintendent or his designee will meet with the Chief of Police or his designee to discuss the recommendation. If the problem cannot be resolved in the opinion of both the Superintendent and the Chief of Police, or their designees, then the SRO shall be removed from the program and a replacement SRO will be selected in accordance with this Agreement. The selection process shall not exceed 30 days after the removal of the prior SRO, and the new SRO shall commence work as soon as reasonably practicable after removal of the prior SRO.

#### SECTION 8. Funding

In consideration of LPD 's assignment of the three SROs to LCSD, LCSD agrees to pay, for each SRO, a flat per hour rate of \$91.90 for each SRO for the regular school year. This funding shall be adjusted to reflect any and all changes in the current or future collective bargaining agreements between the Village of Liberty PBA and the Village of Liberty for the duration of this Agreement and any changes in pay or benefits of the officers assigned as SROs. For the 2024-2025 school year, the total cost to the LCSD shall not exceed \$ 139,688 per SRO, for the regular school year, absent overtime payments beyond the 120 hour bank as outlined in Section 5. Payments by the LCSD to the Village of Liberty shall be made quarterly, upon receipt of a proper invoice from the LPD.

If the Village of Liberty applies for a federal COPS SRO grant which, if awarded, would provide funds to be used and applied against the pay and benefits to be paid to and on behalf of the SRO, upon receipt of such grant funds by the Village of Liberty the respective responsibilities of the Parties hereto for the pay and benefits to be paid to and on behalf of the SRO shall be reduced *pro rata* by the amount of such COPS SRO grant.

The Village of Liberty shall notify the District within 10 business days after its receipt of a COPS SRO grant and the re-calculation of the LCSD's cost under this Agreement.

The Parties understand and acknowledge that the sums provided under this Agreement do not completely fund the position of a full-time police officer, and the LPD reserves the right to assign the officer to other police functions in the event of an emergent need, including but not limited to civil unrest or natural emergency. By way of illustration and not limitation, the SRO could be called out in order to deal with a developing police emergency in the Village of Liberty, returning to LCSD at the conclusion of the emergency situation.

#### SECTION 9. Insurance and Indemnification

Except as otherwise provided in this Agreement, the Parties shall separately maintain their own appropriate liability and casualty insurance policies as they, in their sole discretion, deem appropriate. The Parties further agree that no indemnification shall be provided for except as specifically set forth below and that the respective liability of the Parties to each other and to third persons shall be determined in accordance with the laws of the State of New York. LCSD will protect, defend, indemnify and hold harmless LPD, its officers, employees or agents from any and all costs, claims, judgments or awards of damage arising out of or in any way resulting from negligent acts or omissions of LCSD, its officers, employees or agents. LPD will protect, defend, indemnify and hold harmless LCSD, its officers, employees or agents from any and all costs, claims, judgments or awards or damage arising out of or in any way resulting from negligent acts or omissions of LPD, its officers, employees or agents. In the event of concurrent liability, the Parties shall have the right of contribution in proportion to the respective liability of each Party. Nothing contained in this Section shall be deemed to waive immunities established pursuant to State statute or to create third-party rights or Immunities.

#### SECTION 10. LCSD Responsibility for Safety and Security

Both Parties understand and agree that LCSD retains its legal responsibility for the safety and security of the school district, its employees, students and property and that this Agreement does not alter that responsibility.

The SRO will serve on the District Safety Team and/or the Emergency Response Team for the District. Additionally, the SRO will consult with building and District administration to develop and organize emergency response procedures and protocols. This includes providing constructive feedback after drills and live-events/incidents.

#### SECTION 11. Term of the Agreement

The Agreement shall be effective commencing the first day of July 2024 on which students attend school and expire on the last day of June 2026 on which students attend school, unless mutually extended by the Parties in writing. Upon expiration of the Agreement, all equipment furnished by LPD shall remain the sole property of LPD, and all facilities, office equipment, or other material support provided by LCSD shall remain the sole property of LCSD.

#### SECTION 12. Termination of Prior Agreements

This Agreement shall supersede and replace the following agreements:

- a. A prior intermunicipal agreement between the Parties dated July 7<sup>th</sup>, 2022 (the "2022 IMA"). Upon execution of this Agreement, the 2022 IMA shall be deemed terminated.
- b. A prior amendment to the 2022 IMA, dated 4/20/23, regarding the use of body worn cameras (the "2023 BWC Amendment"). Upon execution of this Agreement, the 2023 BWC Amendment shall be deemed terminated.
- c. An intermunicipal agreement entitled "MOU Regarding Summer School Coverage" (the "2023 Summer School MOU"). Upon execution of this Agreement, the 2023 Summer School MOU shall be deemed terminated.
- d. An intermunicipal agreement, dated 1/10/23, regarding the LEADS internship program (the "2023 Internship Agreement") Upon the execution of this Agreement, the 2023 Internship Agreement shall be deemed terminated.

#### SECTION 13. Interviews and Arrest Procedures

If the SRO plans to interview suspects or victims of crime pursuant to Section 2 of this Agreement, the SRO, to the extent practicable, will advise the Principal or his/her designee and work with the Principal and his/her designee to minimize disruption to the school, staff, and students. In the event that the SRO wishes to Interview a student who is under age 18, LCSD employees will make parental notification and seek parental consent for such interviews in accordance with policy as established in LCSD regulations and applicable laws. Provided, however, that nothing herein is intended to prevent the SRO from interviewing a student, without parental notification or consent, in connection with a Child Protective Services (CPS) investigation of suspected child abuse or neglect or as requested by the Building Principal. The Principal or his/her designees may request to the SRO that s/he be present during the interview of a student. If permitted, the Principal or his/her designee will be present solely as an observer of the interview and not a participant therein. In the event that the SRO arrests a student at a LCSD school, the SRO shall notify the Principal or his/her designee as soon thereafter as practical. In the event that the arrested student is a juvenile, LPD will notify the parents or legal guardian pursuant to LPD policy and procedure. LCSD may also make notification as may be necessary under its own guidelines.

#### SECTION 14. Release of Student information

Upon request by LPD, LCSD will provide directory information relating to its students, to the extent allowable under LCSD policy and State and Federal law.

SROs who qualify as school officials may only use personally identifiable information ("PII") from a student's educational record for the legitimate educational purpose for which the information was sought—that is, to promote school safety and the physical security of students. An SRO who is acting as a school official under FERPA may not re-disclose, without appropriate consent, PII from education records to outside Parties, including other employees of the SRO's police department, who are not acting as school officials, unless such re-disclosure falls into a FERPA exemption.

SROs cannot detain students or otherwise interrogate them for the purpose of determining the students' (or their families') immigration status. An SRO's request to access educational records to determine a student's immigration status does not constitute a legitimate educational purpose authorizing such access. If an SRO obtains information about a student's immigration status, the SRO is not authorized to re-disclose that information to other law enforcement officers or federal immigration officials.

#### SECTION 15. Reports

The SRO shall not provide police reports except as allowed by New York State law and/or LPD policies and procedures.

The SRO will provide information to the District to the extent necessary to complete the District's School Safety and the Educational Climate (SSEC) documentation.

#### SECTION 16. Body Worn Cameras

SROs may be equipped with body cameras. The body cameras will remain in buffering mode and will only be activated when SROs are operating in their law enforcement capacity or when faced with an adversarial adult in the school. When recording, an audible signal will be emitted from the body camera at regular intervals.

#### SECTION 17. Summer School Program

LCSD recognizes that it would enhance the safety, security and wellbeing of students and staff to expand the School Resource Officer Program to include Summer School activities.

For the 2024 Summer School program both Parties hereto agree as follows

1. LPD shall provide one (1) School Resource Officer to LCSD from the hours of 7:45 a.m. to 1:00 p.m. Monday through Friday from July 8<sup>th</sup>, 2024 through August 16<sup>th</sup>, 2024.
2. Staffing of the Summer School Program will be done by LPD with consultation of LCSD in accordance with Section 6 of this Agreement. Staffing will be accomplished by utilizing one of the three current School Resource Officers for the above time period. Due to vacation and other scheduling requirements, all three SRO's will potentially be utilized at different times during the Summer School session. Should no SRO's be available, LPD will provide another police officer for the assignment chosen after consultation with LCSD.
3. LCSD agrees to pay the Village of Liberty \$14,474.25 for the above summer school coverage. This amount is equal to the flat hourly rate described in Section 8 of this Agreement of \$91.90 per hour for 157.5 hours as outlined above. This funding shall be adjusted to reflect any and all changes in the current or future collective bargaining agreements between the Village of Liberty PBA and the Village of Liberty for the duration of this Agreement and any changes in pay or benefits of the officers assigned as SROs.
4. The 2025 Summer School Session shall be staffed by SROs as requested by the LCSD Superintendent of Schools and as resources are available from LPD.

## SECTION 18. Liberty Law Enforcement Discovery Success Program

WHEREAS, the Village of Liberty Police Reform and Reinvention Collaborative Plan of 2021 included a recommendation that the Village of Liberty Police Department ("DEPARTMENT") and the DISTRICT establish an internship program whereby high school students can work directly with School Resource Officers and other officers in an effort to educate students about law enforcement, create an interest in law enforcement careers, and enhance efforts to expand diversity within the DEPARTMENT; and

WHEREAS, the DISTRICT seeks to provide such internship opportunities to students in collaboration with the DEPARTMENT through the Liberty Law Enforcement and Discovering Success ("Liberty LEADS") eight-week internship and mentoring program which will offer students a chance to observe officers, dispatchers and detectives and obtain the knowledge and tools to prepare them to navigate the law enforcement hiring process.

1. TERM. The term of this Section shall coincide with the term of the entire Agreement.
2. INTERNSHIPS. The DISTRICT has collaborated with the DEPARTMENT to create the Liberty LEADS eight-week internship and mentoring program open to high school students. Students will learn about careers in law enforcement and will be assigned to volunteer on special projects in the DEPARTMENT for four to eight hours per week outside of school hours. The Parties will have the following roles and responsibilities in carrying out the Liberty LEADS internship program:
  - a. The DISTRICT and DEPARTMENT will jointly select and assign students to the DEPARTMENT for internships. The LEADS program will be open to DISTRICT students in eleventh and twelfth grades through a competitive application process based upon an applicant's essay explaining why the applicant wants to consider a career in law enforcement.
  - b. The DISTRICT, in consultation with the DEPARTMENT, will be responsible for establishing curriculum and educational outcomes for such students and monitoring student participation. The DISTRICT will assign a certified educator(s) to oversee student work and participation in the internship, to include but not be limited to observing students and assessing the internship experience. The DISTRICT will obtain written parental consent for student to participate in the internship and will provide copies of such consents to the DEPARTMENT.
  - c. The DEPARTMENT will make police officers and other appropriate DEPARTMENT staff available to work with student interns on a schedule to be mutually agreed by the Parties. The DEPARTMENT will provide experiences and educational programs that meet curriculum and educational outcomes for students as established by the DISTRICT. Special projects for students will be subject to DISTRICT approval. The DEPARTMENT will at all times use good professional judgment when assigning students to activities and will refrain from exposing students to situations that could pose physical harm to them. Written parental consents will be required, in a form satisfactory to the Parties, before any student is allowed to "ride along" in a DEPARTMENT vehicle. This parental consent

shall be separate from the parental consent referred to in Section 18(b) of this Agreement.

- d. The DEPARTMENT, in cooperation with the DISTRICT, will provide an orientation meeting for students and parents at the commencement of the internship to review internship academic expectations, DEPARTMENT expectations for student conduct, and any other information beneficial to student success during the internship.
  - e. The DEPARTMENT will provide documentation of student participation in the internship as may be requested by the DISTRICT.
3. STUDENT EXPECTATIONS AND CODE OF CONDUCT. Student interns will be expected to meet expectations for appropriate and professional behavior established by the DEPARTMENT and the DISTRICT. The DEPARTMENT will notify the DISTRICT in the event any suspected violation of these expectations so the DISTRICT may address in accordance with its Code of Conduct (a copy of which is attached hereto as Exhibit "A").
  4. STUDENT RECORDS. The DEPARTMENT understands that members of the DEPARTMENT may be provided with information concerning students that qualifies as confidential Student Records under applicable laws, including but not limited to the federal Family Educational Right to Privacy Act (FERPA). The DISTRICT will obtain written consent from each student intern's parent(s)/guardian(s) or eligible student intern (as applicable) as required by 20 USC § 1232g and provide a copy of same to the DEPARTMENT. The DEPARTMENT and its personnel will use such information only in connection with the internship program. Any use of Student Records for a law enforcement purpose or any disclosure of Student Records for any other purpose by the DEPARTMENT is expressly prohibited without the express written consent of the DISTRICT.
  5. INDEMNIFICATION. For purposes of this Section, the VILLAGE agrees to defend, indemnify and hold the DISTRICT, its officers, employees, and agents, harmless, at all times during and after the term of this Section, from and against all claims, damage, losses, and expenses (including without limitations, reasonable attorneys' fees) arising from, or in any way connected with the negligent or intentional acts or omissions of, or a breach of any term or condition contained in this Section by the VILLAGE, its employees, agents or representatives.  
  
The DISTRICT agrees to defend, indemnify and hold the VILLAGE, its officers, employees, and agents, harmless, at all times during and after the term of this Section, from and against all claims, damage, losses, and expenses (including without limitations, reasonable attorneys' fees) arising from, or in any way connected with the negligent or intentional acts or omissions of, or a breach of any term or condition contained in this Section by the DISTRICT, its employees, agents or representatives.
  6. INSURANCE. For purposes of this Section, the VILLAGE shall maintain the following insurance coverage naming the DISTRICT, its Board of Education, employees and



volunteers as an additional insured on a Primary and Non-Contributory basis with a waiver of subrogation in favor of the DISTRICT. Such policies shall be from an A.M. Best A-rated or better New York licensed and admitted insurer:

- a. Public liability and property damage insurance. The minimum limits of coverage of such insurance shall be \$1,000,000 for injury or death, per person or per incident, and \$1,000,000 with respect to property damage; and \$1,000,000 Sexual Misconduct and Assault;
- b. Automobile Liability with a minimum limit of coverage of \$1,000,000;
- c. Law Enforcement Liability coverage with a minimum limit of \$1,000,000; and
- d. Umbrella/Excess Insurance coverage with a minimum limit of \$3,000,000 each Occurrence and Aggregate. Umbrella/Excess coverage shall be on a follow-form basis over the required Auto Liability, General Liability and Professional Liability coverages.

In addition, the VILLAGE shall maintain Workers Compensation and NYS Disability Insurance for its employees in accordance with New York State law.

All policies shall be non-cancelable without thirty (30) days prior written notice to the other Parties. Certificates of insurance shall be provided to the DISTRICT upon request.

7. INDEPENDENT CONTRACTOR. It is understood and agreed that the VILLAGE, and its employees and agents, are independent contractors and cannot bind the DISTRICT to any obligation, or subject it to any liability whatsoever. As an independent contractor, the VILLAGE and any persons engaged by it shall not be entitled to any medical, health, pension, retirement, disability, unemployment, workers compensation or other insurance or coverage, or any other benefit, similar or dissimilar, from the DISTRICT. Both Parties shall make all tax or other governmental reports in accordance with their status as independent contractors.

It is also understood and agreed that the DISTRICT, and its employees and agents, are independent contractors and cannot bind the VILLAGE to any obligation, or subject it to any liability whatsoever. As an independent contractor, the DISTRICT and any persons engaged by it shall not be entitled to any medical, health, pension, retirement, disability, unemployment, workers compensation or other insurance or coverage, or any other benefit, similar or dissimilar, from the VILLAGE. Both Parties shall make all tax or other governmental reports in accordance with their status as independent contractors.

8. LEADS STUDENTS ARE VOLUNTEERS. Students chosen to participate in the LEADS program are volunteers who have chosen freely to participate in the LEADS program. They have not been promised nor will they receive or be entitled to any compensation from the VILLAGE or the DISTRICT. The LEADS program will provide students with educational training for the internship's duration which shall consist primarily of shadowing DEPARTMENT staff. Students in the LEADS program shall not displace work of any paid employees. Students will not be entitled to a paid job at the conclusion of the internship.



9. TERMINATIONS. Both Parties reserve the right to terminate this Section upon providing thirty (30) days written notice to the other Party provided, however, that prior to providing such notice the Party seeking termination shall participate in dispute resolution as described in Section 20 of this Agreement.

SECTION 19. Termination

This Agreement may be terminated by either Party, with or without cause, upon 30 days written notice.

SECTION 20. Non-Assignment

This Agreement may not be assigned by either Party or its right, title or interest therein assigned, transferred, conveyed or otherwise disposed of without the previous consent, in writing, of the other Party and any attempt to assign the contract without such written consent will be null and void.

SECTION 21. Dispute Resolution; Venue; Jurisdiction; Governing Law

(a) In the event either Party has a dispute relating to the execution of this Agreement, or any of the terms herein, it shall provide written notice to the other Party of such dispute and include a detailed description of the nature of the dispute and proposed method of resolution. Within seven (7) days of receiving such notice, the receiving Party shall contact the disputing Party and a mutually acceptable time shall be set for the Parties to meet and discuss the resolution. Both Parties shall provide documentation or other information useful for resolution of such dispute. Both Parties shall make a good faith effort to resolve such dispute in a mutually acceptable and timely manner. In the event the Parties cannot agree to resolve such dispute, either Party may exercise its right to terminate pursuant to Section 19 of this Agreement and may pursue any legal rights it may have against the other Party.

(b) This Agreement and its provisions shall be governed by, construed and enforced solely in accordance with the internal laws of the State of New York applicable to agreements entered into and to be wholly performed within the State of New York, without regard to conflict of law principles.

(c) Subject to subparagraph (a) above, any dispute arising out of or referable to this Agreement shall be commenced, prosecuted and decided solely by a Court of competent jurisdiction located in Sullivan County, New York, sitting without a jury, which each Party waives the right to request or receive. Each Party voluntarily submits to the personal jurisdiction of such Court(s) and waives any claim of an inconvenient forum.

SECTION 22. Notices

Any notices or other communications that must be given in connection with this Agreement shall be in writing and shall be deemed to have been validly made or given when delivered personally or when received if properly deposited with the United States Postal Service, postage prepaid certified or registered mail return receipt requested or with a nationally recognized overnight courier service to the address set forth below:

- a. If to DISTRICT:

Liberty Central School District

115 Buckley Street  
Liberty, New York 12754  
Attn.: Patrick Sullivan, Superintendent of Schools

b. If to VILLAGE:

Village of Liberty  
159 North Main Street  
Liberty, New York 12754  
Attn.: Joan Stoddard, Mayor  
With copy to: Gary D. Silver  
Attorney for the Village of Liberty  
461 Broadway – P.O. Box 1447  
Monticello, New York 12701

SECTION 23. Headings

Headings or titles of sections are for convenience of reference only and do not constitute a part of this Agreement.

SECTION 24. Full Agreement

This Agreement constitutes the full agreement between the Parties.

SECTION 25. Authorization

By resolution or otherwise pursuant to law, the governing bodies of the Parties listed below have authorized their respective designated officials to execute this Agreement on their behalf. This Agreement may be executed in counterparts.

  
President, Board of Education  
Liberty Central School

JUNE 18, 2024  
Date

  
Chief of Police  
Village of Liberty Police Department

6/20/24  
Date

  
Mayor  
Village of Liberty

6/20/24  
Date

## APPENDIX 4 – DISTRICT RESOURCES – CONTACT INFORMATION

TITLE	NAME	OFFICE PHONE
Superintendent of Schools	Dr. Patrick Sullivan	845-292-6990
Asst. Superintendent, Business/Emergency Coordinator	Laurene M. McKenna	845-292-6171
Asst. Superintendent	Dr. Derek Adams	845-292-6171
Transportation Supervisor	Laurene M. McKenna	845-292-6171
Bus Dispatch Office – Head Bus Driver	Marion Davenport	845-292-4485
District Clerk	Tania DeFrank	845-292-6990
Public Information	Denielle Cazzolla	845-292-6171
Director of Facilities	Randy Kleigardner	845-292-6171
Athletic Director	Thomas Zehner	845-292-5400 ext. 2013
Cafeteria Services	Laurene M. McKenna	845-292-6171
Village Mayor	Joan Stoddard	845-292-2250
Liberty Police Department		845-292-4422
Liberty Fire Department		845-295-0236
Ambulance - Empress EMS		845-436-9111
<b>Sullivan County</b>		
County Executive	Joshua Potosek	845-807-0450
Emergency Management	Scott Schulte	845-807-0508
Public Safety Commissioner	Scott Schulte	845-807-0508
Sullivan County Department of Health	Dr. Jessie Moore	845- 292-5910
Red Cross Emergency Services	845-796-0461	

## APPENDIX 5 – SECTION 155.17 REGULATION COMPLIANCE REFERENCE

- **155.17(b)(14)** 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. The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, parent organizations, school safety personnel, and other school personnel including bus drivers and monitors. At the discretion of the board of education, or the chancellor in the case of the City of New York, a student may be allowed to participate on the safety team, provided however, that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.
- **155.17(c)(1)(i)** policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel including bus drivers and monitors, and visitors to the school, including threats by students against themselves, which for this subdivision shall include suicide;
- **155.17(c)(1)(iii)** appropriate prevention and intervention strategies, such as: (a) collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited; (b) where applicable, the establishment and/or participation of, school or district staff in a multi-disciplinary behavioral assessment team to assess whether certain exhibited behaviors or actions need intervention or other support, including a school or district-level behavioral assessment team or, if available, a county or regional threat assessment team. Where such teams are utilized, the district-wide school safety plan shall describe the school, district, or county team and its purpose, and annual staff training on safety and emergency procedures shall include information regarding the purpose and procedures of such team; (c) nonviolent conflict resolution training programs; (d) peer mediation programs and youth courts; and (e) extended day and other school safety programs;
- **155.17(c)(1)(iv)** policies and procedures for contacting the appropriate law enforcement officials in the event of a violent incident;
- **155.17(c)(1)(v)** except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;
- **155.17(c)(1)(vi)** except in a school district in a city having a population of more than one million inhabitants, the procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law;
- **155.17(c)(1)(viii)** except in a school district in a city having a population of more than one million inhabitants, a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies;
- **155.17(c)(1)(ix)** policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal;

- **155.17(c)(1)(x)** policies and procedures for contacting parents, guardians or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves, which for the purposes of this subdivision shall include suicide;
- **155.17(c)(1)(xi)** policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures;
- **155.17(c)(1)(xii)** policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information;
- **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;
- **155.17(c)(1)(xiv)** procedures for review and the conduct of drills, tabletop exercises, and information about emergency procedures and drills, including information about procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students. At their discretion, schools and districts may participate in full-scale exercises in coordination with local and county emergency responders and preparedness officials. Such procedures shall ensure that: (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; (2) At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill. Provided, however, that students and staff shall not be informed in advance of evacuation drills; (3) Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation, (4) Schools and districts that opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency shall not conduct such exercises on a regular school day or when school activities such as athletics are occurring on school grounds. Such exercises may not include students without written consent from parents or persons in parental relations.
- **155.17(c)(1)(xv)** the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings;
- **155.17(c)(1)(xvi)** strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence;

- **155.17(c)(1)(xvii)** a description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity;
- **155.17(c)(1)(xviii)** in the case of a school district, except in a school district in a city having more than one million inhabitants, a system for informing all educational agencies within such school district of a disaster or emergency school closure;
- **155.17(1)(c)(xix)** the designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to: (a) coordination of the communication between school staff, law enforcement, and other first responders; (b) lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans; (c) ensure staff understanding of the district-wide school safety plan; (d) ensure the completion and yearly update of building-level emergency response plans for each school building; (e) assist in the selection of security related technology and development of procedures for the use of such technology; (f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan; (g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and (h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.
- **155.17(h)(1)(3)** One Emergency Dismissal drill shall be conducted to test emergency response procedures that require early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.
- **155.17(c)(1)(xx)** ensure the development of protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions of section 27-c of the Labor Law; and
- **155.17(c)(1)(xii)** beginning with the 2023-2024 school year and every school year thereafter, an emergency remote instruction plan. For purposes of this subparagraph remote instruction shall have the same meaning as defined in section 100.1(u) of this Chapter. Emergency remote instruction plans shall include: (a) policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction and policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity. Each chief executive officer of each educational agency located within a public school district shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity to inform the emergency remote instruction plan; (b) expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction; (c) a description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate; (d) a description of how special education and related services will be provided to students with disabilities, as defined in section 200.1(zz) of this Chapter, and preschool students with disabilities, as defined in section 200.1(mm) of this Chapter, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and (e) for school districts that receive foundation aid, the estimated number of instructional

hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.