



Liberty Central School District  
125 Buckley Street | Liberty, NY 12754  
845-292-5400



## **District-wide Safety Plan**

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

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

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

## **District-wide Safety Team**

The Board will appoint a district-wide school safety team that includes, but is not limited to: district administrators; building administrators; faculty members; district staff members representing building secretaries, district transportation, district buildings and grounds and school nurses; parent organizations; school safety personnel; individual parents or guardians of students in the district; and students. This team shall be responsible for the development and review of a comprehensive district-wide school safety plan. The plan shall address crisis intervention, emergency response, recovery and management at the district and building-level.

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



## **Building Level Safety Teams**

### **Building-level Emergency Response Plan Building-level School Safety Team Building-level Emergency Response Team Building-level Post Incident Recovery Team**

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

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

- a) Building-level Emergency Response Team that includes appropriate school personnel, local law enforcement officials and representatives from local, regional and/or state emergency response agencies to assist the school community in responding to a serious violent incident or emergency; and
- b) Building-level Post Incident Recovery Team that includes appropriate school personnel, medical personnel, mental health counselors and other related personnel to assist the school community in coping with the aftermath of a serious violent incident or emergency.

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

### **Team Appointments**

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



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## **Annual Review and Report**

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

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

## **Building-Level Safety Plans**

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

## **Serious Violent Incident**

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

## **School Building Response Teams**

Each school building shall have an emergency response team appointed by the building principal, subject to the review and approval of the superintendent. Each team shall be comprised of school personnel, law enforcement officials and representatives of



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emergency services providers for that school building and such others as the principal may deem necessary and appropriate.

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

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

In addition copies will be maintained by the appropriate staff.

### **Internal & External Communications**

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

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

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

### **Chain of Command**

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

### **Philosophy & Goals**

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

- Development of a detailed multi-hazard school safety plan for the District, a District Wide Safety Plan and each building in the District, a building level safety plan.
- Establishment and implementation of policies and practices for responding to threats of violence concerning school district property, facilities and premises.



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- Establishment and implementation of policies and practices for responding to acts of violence by students, teachers, administrators, staff or visitors.
- Development and delivery of prevention and intervention strategies for students manifesting at-risk behaviors.
- Development and adoption of policies and procedures for contacting law enforcement officials and parents in the event of a violent incident.
- Establishment and implementation of policies and procedures for school building security and training of students and staff in school security.
- Development and adoption of protocols for responding to bomb threats, hostage situations, intrusions and kidnappings.
- Development and implementation of strategies to improve communication regarding the reporting of violent incidents.
- Providing character education and/or programs in grades K-12.



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

### **Sites Included:**

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

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

### **Procedures:**

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

### **School Personnel:**

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

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

### **Violence Prevention:**

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

1. Character Development Programs have been implemented consisting of learning activities that promote the common good in actions. In those programs, students and teachers take responsibility for behaviors, work cooperatively toward common goals, and reach decisions democratically and respectfully. Adults model moral reasoning and thoughtful decision making for students, assist them in resisting high-risk behaviors, and in recognizing beliefs and practices that are inconsistent with respect to safety.
2. The Rachel's Challenge program to address bullying is already in place in the district.
3. Peer mediation at the middle school and high school.



4. A “Walk Through” with local Law Enforcement Agencies is conducted annually involving the Liberty Police Department and members of the school safety committee at each building.
5. Opportunities for students to meet with counselors and other staff members.
6. Annual review and adoption of codes of conduct for students, employees and visitors to school premises. These codes of conduct are mandated to include enforceable rules; clear consequences; due process, and explicitly defined roles, rights and responsibilities of the parties. (The Codes of Conduct for each school-Elementary, Middle, and High School are available at the schools).
7. Participation by all students and staff in multi-hazard school safety training on an annual basis by taking part in fire drills, bomb threat drills, lock-down drills and emergency bus and building evacuation drills throughout the school year.
8. Annual adoption and review of a school dress code to prohibit appearance, clothing and accessories that disrupt the educational process.
9. The district currently has an in-school suspension program for grades K-12 in each of three buildings. Counseling to help address the underlying causes of student defiance and misbehavior is a supplemental consequence to infractions.
10. Active surveillance and security systems in hallways, on playgrounds, and in parking lots.
11. Maintenance of a sign-in system and a single point of access to school buildings.
12. Multicultural educational programs to foster a climate of respect for others. These programs focus on celebrating and tolerating differences and promoting processes that utilize differences as a way to foster mutual understanding and respect. These programs recognize that many instances of school violence stem from bullying and name-calling based on racial and other forms of prejudice.
13. Classroom teaching practices and learning activities that conduct classrooms with agreed upon rules, reinforce pro-social behaviors, foster dispute resolution with care and respect rather than coercion and intimidation, and include cooperative learning techniques and rich and varied learning activities.
14. Student counseling programs developed and implemented in cooperation with state, county and local governments. These programs involve school/community teams of counselors in which problems that impede learning or have harmful consequences are identified and addressed through the development of individualized intervention plans, referral and aftercare support. Adult facilitated peer support groups may also be utilized to provide students with opportunities to discuss their problems and feelings in a safe group setting, and to create alternatives to high risk behaviors through behavior contracts, formation of



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

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

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





## Early Warning Signs

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

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

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

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

- Social withdrawal
- Excessive feelings of isolation and being alone
- Excessive feelings of rejection
- Being a victim of violence
- Feelings of being picked on and persecuted
- Low school interest and poor academic performance
- Expression of violence in writings and drawings
- Uncontrolled anger
- Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors
- History of discipline problems
- Past history of violent and aggressive behavior



- Intolerance for differences and prejudicial attitudes
- Drug use and alcohol use
- Affiliation with gangs
- Inappropriate access to, possession and use of firearms
- Serious threats of violence

### **Identifying and Responding to Imminent Warning Signs**

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

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

- Serious physical fighting with peers or family members.
- Severe destruction of property.
- Severe rage for seemingly minor reasons.
- Detailed threats of lethal violence.
- Possession and/or use of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.

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

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

In situations where students present other threatening behaviors, parents should be informed of the concerns immediately. The school shall seek assistance from



appropriate agencies, such as child and family services and community mental health. These responses should reflect school board policies and be consistent with the district-wide safety plan.

## Reporting Early Warning Signs

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

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

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

## Threat Assessment

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

- Direct,
- Indirect,



- Veiled, and
- Conditional.

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

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

The following factors must be considered in assessing a threat:

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

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



## Levels of Risk

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

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

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

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

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

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

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

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

- A. Any student who receives a threat or hears or observes one being made, shall immediately notify a member of the staff, faculty or administration.
- B. Any member of the staff or faculty who is informed of, or hears or observes a threat on another, or who receives a threat, shall immediately notify the building administrator.



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- C. Any building administrator who is informed of a threat, or hears or observes a threat on another, or who receives a threat, will conduct an immediate and thorough investigation of the matter. This will include conferences with those alleging that a threat was made and the individual(s) who allegedly made such threat. Appropriate efforts will be made to separate and/or monitor the students involved in the threat while the investigation is ongoing.
- D. If after such investigation, it appears reasonably certain that the allegation is true, the building administrator will immediately consult with the school guidance counselor, psychologist, social worker and/or child study team. These consultations may lead the building administrator to contact county agencies, including those concerned with mental health, social services and child protection. If necessary, arrangements will be made for an emergency mental health evaluation.
- E. The building administrator will, before the start of the next school day, call the parents or guardians of all students involved in the incident. He or she will also maintain records of the incident.
- F. Unless otherwise required by law, school district policy or as a reasonable and prudent response to an imminent threat to health and safety, the building administrator will consult with the Superintendent as to whether law enforcement officials should be contacted.
- G. The behavior of a student found to have made a threat will be addressed in accordance with the school code of conduct. If the student behavior is not proscribed by the code of conduct, the building administrator or superintendent will take reasonable measures to provide an appropriate school response to the behavior consistent with federal, state and local due process requirements.
- H. The results of all findings and actions taken shall be communicated in a timely manner to the parents of all students involved.

### **Providing Medical Assistance**

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



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

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

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

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

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

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

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

### **Annual Emergency Drills:**

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

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

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

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

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



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

Each school building in the district shall develop safe evacuation policies and procedures to be utilized in the event of a “serious violent incident” or other emergency.

### **Intergovernmental Coordination:**

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

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

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

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

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

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





## District-wide Safety Plan

### Purpose

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

### Team Identification

#### District-wide School Safety Team

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

### Concept of Operations

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



5. See the Quick Reference Guide. **(APPENDIX)**

### **Plan Review and Public Comment**

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

### **Identification of Potentially Dangerous/Hazardous Sites**

1. Each school will identify and locate areas of potential emergencies in and around their building. The Director of Facilities and Operations and building custodians will locate and map these sites. These sites are to include electrical, gas, heating, ventilation, water supply and sewage systems locations and shut-off



- valves. Representatives of Sullivan County BOCES and local fire department personnel have assisted, and will continue to participate in these efforts.
2. These sites of potential emergencies will be listed in each Building-level Emergency Response Plan supplied to police, fire, emergency management services, and district personnel.
  3. Potentially dangerous sites will be checked regularly and inspected by building safety personnel on a regular schedule, at least annually. They include but are not limited to:
    - a. System Sites:

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

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

## District Response to Emergency Situations

1. The District procedure for cancellation:
  - a. The Superintendent makes the determination after consultation with the Director of Facilities, District Administrators, and/or the County Emergency Management Office.
  - b. The Superintendent or Designee contacts local radio and television stations, using the code system in place.
  - c. The Superintendent or Designee may initiate School messenger system.
  - d. The Superintendent or Designee also initiates the telephone chain by calling the designated Assistant Superintendent and Principals. The



designated Assistant Superintendent is authorized to follow this procedure if the Superintendent is unavailable.

2. The District procedure for early dismissal:
  - a. Superintendent or Designee decides on an early dismissal.
  - b. Director of Transportation is notified to supply buses.
  - c. Central Office and building administrators are informed.
  - d. Staff and students are informed of closing.
  - e. Parents are notified of early dismissal through media contacts (radio stations, television, and web site.) A message will also be sent to all parents/guardians who have signed up for their school's School Messenger.
  - f. Parents of elementary and middle school students will provide the school with alternative locations to bring their children in the case of an early dismissal if they are generally not home.

#### Obtaining Information from Outside the School

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

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

3. Procedures for Evacuations:

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

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



## Liberty Central School District

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#### 4. Procedures for Sheltering On-site:

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

#### 5. Procedures for Sheltering Off-site:

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

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

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

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

### **Mandatory Reporting**

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



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

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



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Head Custodians  
Maintenance  
Grounds

- f. Department of Transportation  
Director of Transportation  
Gershowitz
2. Emergency Equipment  
Each Building-level Emergency Response Plan will include a list with the location of emergency equipment available in each school:
  - a. Medical supplies
  - b. Medical equipment
  - c. List of Fire Extinguishers
3. Emergency Communication Equipment  
Each Building-level Emergency Response Plan will include a list, including the location in the building, of all communication devices available:
  - a. Weather Scanners
  - b. Bullhorns
  - c. FAX machines
  - d. Portable Radios (Walkie Talkies)
  - e. Cellular telephones
  - f. Networked computers

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

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

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



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

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

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

1. The Building Principal shall be responsible for conducting at least one test every school year of all of the emergency response procedures outlined under their Building-level Emergency Response Plan. The types of drills to be conducted include, but are not limited to:
  - a. Actual Drills:
    - Fire
    - Emergency dismissal/evacuation
    - Stay-put
    - Shelter-in-place (weather related)
    - Bus emergency evacuation
    - Lockdown
    - Lockout
    - Medical/AED emergency
  - b. Building-level Emergency Response Team Table-Top Drills:
    - Intruder in the building
    - Weapon in the building
    - Serious violent incident
    - Gas leak
    - Shelter - off-site
    - Power failure
    - Bomb threat
  - c. Communication System Checks
2. Appropriate staff training will be provided to ensure effectiveness.





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3. All administrators and Building-level Emergency Response Team members shall complete the “ICS for Schools” training.  
(See: <http://training.fema.gov/EMIWeb/is/is100sc.asp>)
4. Schools will keep a record of all building drills, exercises and training. Copies of all training records will be sent to the District Office by May 1st annually.

### **Liberty High School Safety Plan**

\*See Building Level Plan - Attached

### **Liberty Middle School Safety Plan**

\*See Building Level Plan – Attached

### **Liberty Elementary School Safety Plan**

\*See Building Level Plan – Attached