

# **Liberty Central School District**



## **Home Learning Guide (Educational Continuity Plan)**

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# Contact Information, Community Resources

Liberty Central School District Directory Page: [Link](#)

## District Administration

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## Liberty Middle School

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## Liberty High School

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# Guidance Team

## Liberty High School

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## Liberty Elementary School

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James O'Connor, Guidance Counselor  
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## Community Resources

- NYS DOH Novel Coronavirus hotline: 1-888-364-3065
- Sullivan County Coronavirus Hotline: 1-888-364-3065
- Sullivan County Emergency Community Assistance Hotline: 845-807-0925
- Sullivan County Public Health Services Info Line: 845-292-5910
- Sullivan County BOCES: 845-295-4100
- Liberty Police Department: 845-292-4422
- Village Of Liberty: 845-292-2250
- CDC COVID-19 Website: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

# Educational Continuation Plan

## Educational Services Continuation Closure Plan: until April 2, 2020

- All staff compiled 10 days of work for their students if an extended closure would take place.
- All work focused on practice, skill-maintaining, or remedial work as we were unaware of if or when we would have to close.
- **Middle School and High School Staff:** Used Google Classroom to upload work so the students can digitally complete their assignments. If staff did not use Google Classroom, they created hard copy packets for your students.
- **Elementary School:** Created hard copy packets.
- **For students without access to technology** we opened up a hotline for parents to notify the school as to who needs equitable hard copy assignments.

## Educational Services Continuation Closure Plan: until June 26, 2020

## The Principle of the Work

The work provided at all levels will focus on our department's/grade level's New York State "power" Learning Standards. The purpose of the work is to promote a virtual community of learners that efficaciously accomplish knowledge building pedagogy through expository, active, and interactive learning opportunities. As previously mentioned, it is expected that all students complete their provided assignments through a lens of academic integrity. Specifically, the students are to complete their assignments using the provided knowledge based pedagogy and academically

appropriate resources. Academically appropriate resources are scholarly resources that provide accurate information, if you have any questions regarding resources, contact your teacher.

- **Liberty Elementary School:** The grade level teachers are providing grade-level specific assignments that align instruction with New York State Standards-based activities. The assignments include new materials that focus on New York State “power” Learning Standards that provide our students with the knowledge and skills needed to achieve their respective grade level’s standards-based expectations.
- **Liberty Middle School:** The departments are using Google Classroom as their learning management system for 5th and 6th grade. Also, the 7th and 8th grade courses will continue to use Google Classroom and the teachers will add instructional materials as needed. The assignments consist of new materials that focus on New York State “power” Learning Standards that provide our students with the knowledge and skills needed to achieve their respective grade level’s standards-based expectations.
- **Liberty High School:** All departments are using Google Classroom and are continuing to add work as needed. The work will include new materials that focus on the New York State “power” Learning Standards that will prepare our students for the New York State Regents Examinations and/or their respective courses’ standards-based expectations.

### Extended Technology for Liberty Elementary School and Liberty Middle School

As an adaptation to our initial plan, the Liberty Elementary Team is distributing iPads to students who need a device. In addition, Liberty Middle School is distributing additional chromebooks to students who need a device. If a family doesn’t have internet access, please call 845-292-5400 ext 2031.

### Providing Equitable Educational Opportunities for All Grade Levels

Students who do not have internet access will receive equitable hard copy “packet” assignments that will be aligned to the New York State “power” Learning Standards that are being addressed among all digital-based learning activities.

### District-wide Project Based Learning Activity

**The Assignment:** These are challenging times. How are you learning at home, staying connected while social distancing, keeping your family healthy? Show us with a creative project - a photograph, a journal entry, a painting, a sculpture, a poem, a piece of music, a meme collage, a Tik-Tok video, anything you like! Use the materials you have around your home and your imagination. Just express yourself! This assignment is to be completed April 6-14 and submitted to your classroom teacher no later than April 17 by email (text video, or a photo of your project). If you can’t email it can be turned in when school resumes. This is a flexible and creative assignment that can be completed anytime from April 6-14 as your family’s schedule permits.

### NYS Standards/Practices addressed with PBL assignment

- **Next Gen ELA Anchor Standard 4:** Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

- **Next Gen Mathematics Standards Practices:** 1. Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
- **Social Studies Standard 5:** Civics, Citizenship, and Government: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental systems of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.
- **Music/Art Anchor Standard 1:** Anchor Standard 1 Generate and conceptualize artistic ideas and work.
- **World Language/LOTE Standard 1:** Students will be able to use a language other than English for communication.

## Important Information About Work Completion for Elementary Students (PreK-4)

Each grade level has created their own respective educational plan that provides “power” New York State Standards based assignments. The grade levels’ plans indicate the subject areas covered, the instructional platform(s) that are being used, the structure of the assignments, how feedback/assessments will be administered, and methods of communication. Finally, each grade level has created a suggested schedule that will help our students complete their assignments.

### Links to Grade Level Plans

- PreK to 4th Grade Learning Plan: [Link](#)
- Music website: [Link](#)
- Art website: [Link](#)
- Makerspace website: [Link](#)

## Important Information About Google Classroom/Assignments for Middle and High School Students (Grades 5-12)

The primary platform used at the secondary level is Google Classroom. However, some teachers are using additional platforms to support your child's learning:

- **Schedule Guidelines for Grades 5-12:** [Link](#)
- **The Structure:** Teachers are posting instructional materials and assignments with minimal deadlines of 2-3 days. The teaching staff are posting 1-2 two assignments per lesson. Regardless, the due dates must be identified for each assignment. Our teachers are using a synchronous method of instruction (using real time virtual instructional support sessions) and an asynchronous method (posting videos, assignments, and are accessible to communicate via email or Google Classroom). The duration of time needed to complete an assignment should range from 30 minutes to 1 hour. However, some assignments may take longer depending on the grade and level of coursework (ie. Advanced Placement). If a child is having difficulty meeting deadlines they are to contact the teacher via email or through the Google Classroom platform. Our teachers will be flexible as we are all learning a new way of educating.
- **Feedback/Assessment:** Teachers will provide feedback and assignment grades as students complete their digital work. Depending on the assignment, the turn-around time for a grade may differ. Students will receive grades as aligned to each teacher's course grading procedures.

### Types of Feedback/Assessment:

- ❖ **Meaningful corrective feedback-for all assessments/assignments**  
Our teachers will provide meaningful feedback for assignments. The feedback will help our students understand their mistakes and will enhance the knowledge-based pedagogy.
- ❖ **Assessments for learning (formative)**  
**Examples are:**
  - Assigned problems or activities via Google Classroom.
  - Class participation during virtual sessions.
  - Online formative assessment tools (Nearpod, Kahoot, Google Forms, etc).
- ❖ **Assessment of learning (summative)**  
**Examples are:**
  - Tests, quizzes, and/or projects
  - Digital or paper copy portfolios
- ❖ **Duration of feedback:** Our teachers will provide corrective feedback for each assignment to guide all students' learning. Depending on the assignment, some feedback might take longer to provide. However, our

teachers will not move onto the next type of assessment until sequential feedback is provided.

- ❖ **Expectations for students:** Our teachers will provide feedback and will be flexible regarding the time work is submitted. However, students must contact their teacher if they are unable to meet the indicated deadline of an assignment. If a student does not reach out, this could affect the grade of the assignment.
- ❖ **Equitable assignments and grading opportunities:** As mentioned, equitable hard copy “packets” are being provided for students who do not have internet access. Also, please review the equitable grading supports/steps in the grading section below.

**(Grades 5-6) Proposed Student Schedule That Can Support Our Students with Self-Organization to Complete Assignments.**

<i>Time</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>8:00 am to 8:30 am</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>
<i>8:30 am to 9:30 am</i>	<i>ELA and Social Studies</i>	<i>Math and Science</i>	<i>Art/Music/Technology</i>	<i>ELA and Social Studies</i>	<i>Math and Science</i>
<i>9:30 am to 10:00 am</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
<i>10:00 am to 11:00 am</i>	<i>Art/Music/Technology</i>	<i>ELA</i>	<i>Math</i>	<i>Science</i>	<i>Social Studies</i>
<i>11:00 am to 11:30 am</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
<i>11:30 am to 12:30 pm</i>	<i>Science</i>	<i>Social Studies</i>	<i>ELA</i>	<i>Math</i>	<i>Art/Music</i>
<i>12:30 pm to 1:30 pm</i>	<i>Math</i>	<i>PE</i>	<i>Social Studies</i>	<i>PE</i>	<i>Relax</i>

**(Grades 7-12) Proposed Student Schedule That Can Support Our Students with Self-Organization to Complete Assignments.**

<i>Time</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>7:30 am to 8 am</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>
<i>8 am to 10 am</i>	<i>ELA and Social Studies</i>	<i>Math and Science</i>	<i>Art/Music/Technology/World Languages</i>	<i>ELA and Social Studies</i>	<i>Math and Science</i>
<i>10 am to 10:30 am</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
<i>10:30 am to 11:30 am</i>	<i>Art/Music/Technology/World Languages</i>	<i>ELA</i>	<i>Math</i>	<i>Science</i>	<i>Social Studies</i>
<i>11:30 am to 12:00 pm</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
<i>12:30 pm to 1:30 pm</i>	<i>Science</i>	<i>Social Studies</i>	<i>ELA</i>	<i>Math</i>	<i>Art/Music</i>
<i>1:30 pm to 2pm</i>	<i>Technology/World Languages</i>	<i>Science</i>	<i>Social Studies</i>	<i>Technology/World Languages</i>	<i>Technology/World Languages</i>
<i>2pm to 3 pm</i>	<i>Math</i>	<i>Art/Music/Technology/World Languages</i>	<i>Science</i>	<i>Art/Music</i>	<i>ELA</i>
<i>3pm to 3:30 pm</i>	<i>PE</i>	<i>Art/Music/Technology/World Language</i>	<i>PE</i>	<i>PE</i>	<i>Catch up with Friends</i>

## Grading

- ❖ **LES 2nd Trimester:** All grades within current records are to be reported and used for the grading period. Upon post-closure, all work that was not turned in or completed, the student(s) will receive an **Incomplete**, there will be a tentative grace period as to when the work is to be submitted for a grade.
- ❖ **LES 3rd Trimester:** Teachers will assess students holistically, by the standards listed on the student report cards (i.e., 1-4). During the school closure period, instruction and support for

grades PK-4 students will be aligned to the grade-level focus standards for each content area. Any standard-based skill or content listed on the report card that has not been taught and assessed will be marked N/A. A student's Third Trimester course average will be the average of the identified focus standards for each content area. In the event a student is unable to participate in online or paper packet instruction in a way that allows the teacher to assess their performance during the school closure, the student will receive the same grade awarded to the student for that course or standard in the Second Trimester marking period.

- ❖ **LMS 3rd Quarter:** All open grades or assignments that were not completed by 3/12/20 and if students did not have the ability to make-up assignments with their supports (IEP/504), the assignments will not be counted against the students. An incomplete will be given to any student who under specific circumstances was not able to complete their assignments during the third quarter marking period. Teachers have the utmost flexibility in regard to fairness with grading.
- ❖ **LMS 4th Quarter:** The fourth quarter started on March 13, 2020. Assignments posted and completed within the Google Classroom platform will be graded (if needed, please re-review the feedback/assessment section). If a student submitted their assignment beyond the deadline or did not submit the assignment, our teachers will provide extended time and flexibility to support our students' individual needs. However, students should contact their teacher if they are having difficulty. Ultimately, We will use numeric grading and equally weighted quarters that are supported by the following:
  - Compassionate grading
  - No student can fail the quarter without significant intervention and administrative notice (document your efforts when applicable).
  - Following the communication flow chart- student contact, parent contact, referral to student support, etc.
  - An incomplete for the quarter should be used as an option if passing the course is not possible without a better grade.
- ❖ **LHS 3rd Quarter:** The third quarter marking period, concludes as of the last student day in the quarter, March 12, 2020. Assignments that students were able to complete or given the opportunity to make-up will be counted as part of their grade. Any assignment(s) not meeting this requirement will not be counted against students. An incomplete will be given to any student who under specific circumstances was not able to complete their assignments during the third quarter marking period.
- ❖ **LHS 4th Quarter:** The fourth quarter started on March 13, 2020. Assignments posted and completed within the Google Classroom platform will be graded (if needed, please re-review the feedback/assessment section). If a student submitted their assignment beyond the deadline or did not submit the assignment, our teachers will provide extended time and flexibility to support our students' individual needs. However, students should contact their teacher if they are having difficulty. Ultimately, we will use numeric grading, more specifics are indicated below:

#### Fourth (4th) Quarter Marking Period Progress Report

- ❖ We will keep the already scheduled timeline and families will receive your child's progress report with the most updated information about his/her grades.
  - The 4th Quarter Progress Report Period ends May 15.
  - Progress Reports will be mailed by Friday, May 22.

#### Fourth (4th) Quarter Marking Period Grades For Full Year Courses and Semester (Non-College or AP Courses)

- ❖ We will continue to use numeric grading and equally weighted quarters.
- ❖ An incomplete for the quarter may be granted as an option if passing the course is not possible without a better grade.
- ❖ Students must continue the educational process through our distance learning platform, Google Classroom.
- ❖ Teachers will continue being flexible and understanding in order to support students towards completing their assignments.
- ❖ Teachers and counselors are available to provide support through a variety of modalities including email, Google Classroom, Google Hangout Meets, as well as others.

#### Finals Exams

- ❖ Regents exams have been canceled for June and August. Students are exempt, **as long as they pass the course.**
- ❖ No final exams as a separate grade will be given with the exception of College Courses which will have final exams with a separate grade.
- ❖ A final exam assessment may be given and factored into the 4th Quarter grade.

#### Overall Grades

- ❖ **Students must pass their courses in order to receive course credit and to receive the Regents exam exemption.**
- ❖ If summer school is offered, minimum grade summer school criteria (normally a minimum of a 60 overall average) will be waived and all students may attend.

#### College Courses

- ❖ Grading continues as our teachers are being flexible and understanding in order to support students towards completing their courses.
- ❖ Each course completes the remaining college curriculum.
- ❖ The college Pass or Fail option is for the college portion of a student's grade only (The high school grade would remain numeric even if the pass/fail is taken).
- ❖ Finals will be given as a separate grade (four quarters and the final exam are equally weighted).
- ❖ AP Exams must be taken as part of the course requirement.

## Senior Grade Point Average (GPA)

The Senior Grade Point Averages have traditionally been determined at the conclusion of the third quarter marking period. The Senior Grade Point Average will be calculated as of March 12, 2020.

### **College and Advanced Placement Course**

Sullivan Community College Courses and Advanced Placement Courses are proceeding with their required curriculum as specified by the college. Students are required to complete the coursework in the allotted time in order to receive college credit. All of our teachers are flexible and understanding in order to support students towards completing their courses.

# **Advanced Placement Tests, Regents, and SATs**

## **SATs**

The College Board has cancelled the May 2 SAT exam. Payments will be refunded. The June 6 SAT is scheduled to proceed as scheduled. Students must register by May 8

## **AP Exams**

The AP exam will be a 45-minute online free-response exam for each course. Content will focus on what most schools were able to complete by early March.

Students will be able to take their exams on a computer, tablet, or smartphone. Students will also have the option of writing their responses by hand and submitting a photo.

We know that not all students have access to the internet or a device. The College Board is working on solutions to help students get what they need to show their best work.

If you need mobile tools or connectivity or know someone who does, you can contact the College Board at <https://collegeboard.tfaforms.net/74>.

For updates visit <https://apstudents.collegeboard.org/coronavirus-updates>

## **Regents**

June and August 2020 Regents are canceled.

# **MTSS Check & Connect, and Student Services For All Tier 2, Tier 3, IEP, and MLL Students**

All staff, K-12 is to check and connect with their students. The teachers are regularly connecting with students and families via email, Google Classroom, Google Hangout Meet phone calls, Google Hangout Meet virtual conferences, Remind, and other used platforms to reach out to the students.

## Social and Emotional Supports

All counselors, psychologists, and social workers are reaching out to their students. The main methods of communication are email, Google Hangout Meet phone calls, and Google Hangout Meet virtual conferences. Moreover, when needed, staff are contacting the parents/guardians who have addresses and/or are using other platforms to connect (ie. Remind). Also, the LHS and LMS counselors are emailing their students. Our counseling teams are contacting our students and their families to check on their social and emotional wellness. If you need support, please reach out to your counselor, school social worker, or school psychologist. Social and Emotional Resources have been added to Liberty Central School District's: [website](#).

## Special Education/Service Providers Supports

All case managers and service providers are regularly reaching out to their caseloads to check on their students, provide support, and evaluate if additional assistance is needed. Our special education teachers are reaching out via email, Google Hangout Meet Phone calls, Google Hangout Meet virtual conferences, and/or Learning Management Systems. Teachers are to compile a list of students that they are unable to reach and refer to the student support team. Also, our special education teachers have been adapting all digital and hard copy instructional assignments to provide accommodations and modifications. Moreover, our special education teachers are providing services during their virtual contact time. Finally, our related service providers (guidance counselors, social workers, school psychologists, OT/PT, and speech therapists/pathologists) are providing services for their students during virtual teletherapy sessions, phone calls, and asynchronous methods of communication.

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 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 are continuously differentiating 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 Hangout Meet virtual sessions and phone calls)
- ❖ 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 Hangout Meet) screen so the teacher can support in real time
- ❖ Enlarged text
- ❖ Modified curriculum
- ❖ 1:1 specialized instruction using Google Hangout Meet virtual sessions and phone calls

## Multi-Language Learners Supports

All teachers are regularly reaching out to their caseloads to check on the students and to see if additional supports are needed. We are using email, Google Hangout Meet Phones calls, Google Hangout Meet virtual conferences, and the Learning Management Systems. Teachers are to compile a list of students that they are unable to reach and refer to the student support team. Also, our English as a New Language (ENL) teachers have been adapting all digital and hard copy instructional assignments to provide language acquisition and English Language proficiency based support. Finally, our ENL teachers are providing virtual contact time sessions to support our MLL students' language acquisition needs.

Specifically, the Liberty Central School District is providing equitable access for our Multi-Language Learning 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 and during the creation of hard copy assignments 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 provide accommodations, modifications, and assignments for our students who participate in "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 Hangout Meet virtual sessions and phone calls

# MTSS Needs/Interventions for All Students

The staff are identifying Tier 2 and Tier 3 students. Specifically, students that are struggling with their online assignments/classroom and/or social and emotional well-being, they are considered Tier 2 students. Tier 3 students that are “the radio silent” or are not in contact with their teachers or guidance counselor(s). Specifically, we are unable to reach the students and their families.

Upon identifying our Tier 2 and Tier 3 students, the administrators, guidance teams, and teachers/staff members will intervene. Some interventions are:

- Adapted work to help the student succeed.
- Google Hangout Support meetings/HW help.
- Phone calls from the school office.
- Wellness check by a school official and/or the School Resource Officer.

# Virtual Teacher Contact Time

**All buildings-** The teachers of Liberty are providing synchronous contact time that can be used as instructional support sessions and/or opportunities for direct instruction. Each school and/or teacher will schedule their virtual contact times to support their students’ needs. The student expectations for teacher contact time are as follows:

## Procedures of Contact Time Sessions

- The teacher will document what students are attending the virtual session.
- Then, the teacher will remind the student(s) of the expectations.
- After this, the teacher will begin supporting the students’ needs.

## Student Expectations

- You cannot enter a contact time session until the set time and you must exit once the time period is over or when the teacher ends the session.
- Students should attend a virtual session from a "non" private location (ie. bedroom)
- Students are to stay on mute until the teacher directs them to unmute.
- Students are to be respectful in all chats and other types of digital correspondence
- Students are to be respectful during the contact time session. This means, listen to the teacher and your classmates.
- Students are to use the contact time sessions to learn new materials, revisit assignments, and ask for help.

- Students are not allowed to record contact time sessions
- If a student witnesses a classmate not meeting an expectation, they are to notify their teacher immediately.

If a Student Does Not Meet Contact Time Expectations, a teacher can utilize the following behavioral interventions:

- Verbal warning
- Mute a student's account
- Notify the student's parent or guardian
- Not allow the student to attend the next or anymore Contact Time session(s)
- If needed, a teacher has the right to immediately end the session if a student or students are not meeting our expectations.
- 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 Assistant and Teacher Aide Support

- Teacher assistants are available to support students with their assignment.
- Students and their parents can reach out to their teacher assistants via email.
- Teacher Assistants and Aides will provide support and will regularly communicate with the classroom teacher to support the classroom(s).

## Professional Learning for LCSD-Virtual PD

### Special Education Supports

- April 1: Liberty Special Education Staff were invited to join a Blended One-day Fundamentals of Specially Designed Instruction- This workshop provided a good foundation for the work that needs to occur regarding students with disabilities. Educators will have the opportunity to review the importance of universal academic support, evidence-based practices, and develop strategies for their individual students. The workshop will utilize a blended delivery. All participants attended a live overview from 9-10 am using Adobe Connect and a Q and A session from 2:15-3:00. The rest of the day participants will spend working on activities in a Google Classroom.
- April 2: Liberty staff were invited to participate in a two part IEP review. From 9-12 Brian Orzell reviewed key ideas and components that should be included in the Present Level of Performance, provided time for educators to review their current IEPs, and asked questions. In the afternoon from 1-3 Brian reviewed the key ideas and components that should be

considered when developing Measurable Annual Goals, provided time for educators to review their current IEPs and ask questions.

- April 3: Liberty Special Education Staff were invited to join a One-day Classroom Management Workshop- This workshop provided a foundation for the behavior support that will become part of universal school-wide expectations. Educators had the opportunity to review a scientific approach to classroom management, learn about the importance of preventative behavior supports, and response strategies . The workshop utilized a blended delivery. All participants attended a live overview from 9-10 a.m. using Adobe Connect and a wrap-up/review session from 2:15-3:00 p.m. The rest of the day participants worked on activities in a Google Classroom.

## Google Classroom, Smart Suite Platforms, and other resources

- April 2: TEQ has provided all staff the opportunity to learn how to use the Google Classroom Platform. The TEQ group is providing beginner and advanced sessions. Also, TEQ is facilitating beginner and advanced sessions for integrating the Smart Suite into Google Classroom. Finally, a Question and Answer session will take place to provide a chance to ask specific questions to their needs. Participants who attend the sessions will receive CTLE credit hours for each session they attend.
- April 24: Sullivan County BOCES provided our staff with several sessions focusing on Google Hangout and Meets. Also, our staff received beginner and advanced sessions on Google Classroom
- April 24: Our technology integration specialist provided a session that focused on Screencastify to help our staff members create videos that support our students' instructional needs.
- April 24: The PLC Associates provided a session that focused on creating rigorous learning targets to leverage instructional practices.

## Myon/Freckle

- April 3: Renaissance has provided all staff the opportunity to learn how to use the Myon and Freckle platforms.

## Sullivan County BOCES

Sullivan County BOCES is offering weekly sessions to support Liberty and the other component districts of Sullivan County.

# Educational Resources

Liberty Central School District has provided Educational Resources for our school community: [Link](#)