Community Forum

Leading Liberty

2025-2026

Agenda

- Review Strategic Intents, District Priorities, and discuss opportunities.

- Q&A session.

Our Strategic Plan and Intents

Our Mission and Vision

- **Mission:** To empower each student to contribute and thrive in a diverse community by pursuing their potential.

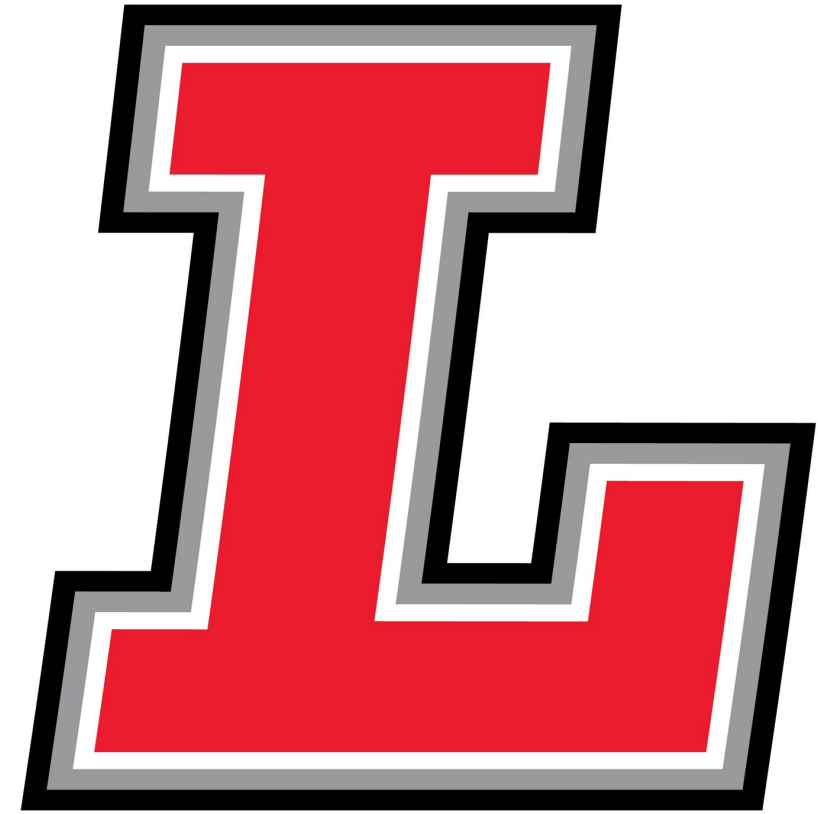- **Vision:** Cultivating trust and courage to be innovative and to persevere.

Our Strategic Plan Videos!

Coherence

Curriculum

MTSS

Culture

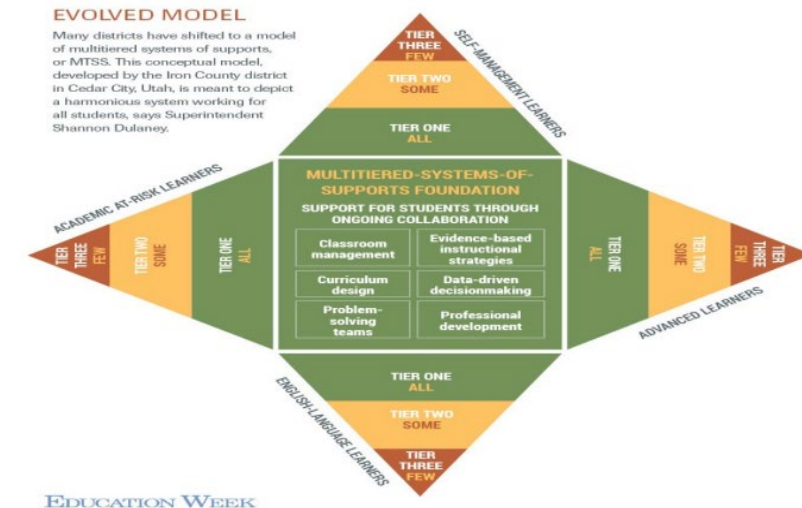**#LIBERTYPRIDENY**

Coherence

- **Pillar 1:Coherence**

  - <u>Strategic Intent 1</u>: District procedures involving the fluid movement of information and expectations throughout all buildings

Multi-Tiered Systems of Support

- **Pillar 2: Multi-Tiered Systems of Support (MTSS)**

  - <u>Strategic Intent 1:</u> Comprehensive MTSS model that equitably supports ALL students academically.

  - <u>Strategic Intent 2:</u> Comprehensive MTSS model that equitably supports ALL students socially-emotionally.

  - <u>Strategic Intent 3:</u> Data analysis

EVOLVED MODEL

Many districts have shifted to a model of multitiered systems of supports, or MTSS. This conceptual model, developed by the Iron County district in Cedar City, Utah, is meant to depict a harmonious system working for all students, says Superintendent Shannon Dulaney.

EDUCATION WEEK

Curriculum

- **Pillar 3: Curriculum**

  - <u>Strategic Intent 1:</u> PreK-12 vertically and horizontally aligned curriculum

  - <u>Strategic Intent 2:</u> PLC data protocols related to the four critical questions

Plan of Action

PLCs

Data Driven Collaboration

Strengthen Instructional Strategies and Techniques

- Explicit Direct Instruction
- Specialized Designed Instruction
- District Wide Instructional Program- Walkthroughs and Data Cycles

Curriculum

Guaranteed and Viable

Review and Renew Curriculum

- Vertical and Horizontal Alignment
- Curriculum Review and Renewal Cycles
- Master Standards, Non-Negotiables, and Collective Commitments
- Grading Practices

MTSS

Meeting students needs for support

Data and social-emotional learning integration

- Data warehouse integration (LinkIt)
- Alignment of data and practices between buildings
- Integration into PLCs

Professional Development

Personalized and diverse

Supporting PLCs, Curriculum/Instruction, MTSS, and Mentoring

- Superintendent's Conference Days
- Micro PD
- Curriculum Meetings
- Mentoring Meetings
- Administrative Meetings

Culture

- **Pillar 4: Culture**
  - <u>Strategic Intent 1:</u> Communication Alignment- All policies, procedures, and communication will encompass the key elements of the district's mission and vision

2025-2026 LCSD DCIP Snapshot

- **Priority 1:** We will prioritize the ongoing development of a culturally responsive, engaging, and relevant PK-12 curriculum that is thoughtfully aligned both vertically and horizontally, strengthening connections with our students and community. This will be accomplished through the strengthening of our implementation of research-based strategies, including Explicit Direct Instruction (EDI), Specially Designed Instruction (SDI), the Science of Reading (HMH), station teaching, technology-driven and other engagement techniques, and a focus on planning, all aimed at addressing the diverse needs of every student.

- **Priority 2:** Provide a MTSS (multi-tiered system of supports) for academic, behavioral, social, and social/emotional well-being for students, staff and families.

- **Priority 3:** Provide a positive, welcoming student-centered environment that celebrates diversity and inclusivity to empower students, staff and families.

DCIP Priority 1 Strategies

- **Strategy 1:** All K-12 Teachers will utilize collaborative engagement learning strategies: (stations/centers, skill work, real world problem solving)

- **Strategy 2:** All grade-level teams/departments will develop and implement at least 2 common formative assessment each quarter, for a total of 8 for the year, and 2 common summatives for the year with results analyzed during PLCs to inform instruction and ensure vertical and horizontal alignment (monitored via PLC documentation and assessment review logs).

DCIP Priority 2 Strategies

- **Strategy 1:** Data will be utilized by PLCs at least quarterly (this is a minimum) to determine, plan and implement tiered interventions and enrichments for all three tiers.

- **Strategy 2:** DESSA data will be used at least quarterly (this is a minimum) by guidance and clinical staff and student support teams for small group SEL interventions to address behavior, attendance and achievement.

DCIP Priority 3 Strategies

- **Strategy 1:** Teachers will implement student led practices (student led conferences, voice & choice, personalization).

- **Strategy 2:** Parent Square will be used by all teachers weekly to increase communication with families.

Revisiting Our Safety Practices

The District has implemented several measures that include, but are not limited to:

- Video surveillance inside and outside of all facilities.
- School Resource Officers in each of our school buildings, and a strong partnership with the Liberty Police Department.
- Provide additional supplies to support our School Resource Officers
- Single point of entries at all of our school buildings.
- Anonymous Alerts for the anonymous reporting of safety concerns.
- Use of Gaggle to help monitor network to report safety concerns.
- District and Building level safety plans.
- Regular drills to practice a wide variety of emergency procedures.
- Additional Traffic Flow support.
- Automated Lockdown systems and door lock updates.

Visitor Procedures Review

To ensure the safety of our students, staff, and visitors, the Liberty Central School District has implemented a single point entry system for all school buildings. This system includes the use of a camera, intercom and buzzer to gain access.

All exterior doors will remain locked and visitor access will only be available through the front door.

Before School Begins

Entry doors, designated by each school, will be opened by a staff member who will supervise the door the entire time it is open, at least 20 minutes prior to the tardy bell. Students will enter through the doors they are assigned to and proceed to their designated waiting location and/or breakfast to wait until they are dismissed to class. Once the tardy bell rings, all outside doors will be closed and locked.

Visitor Procedures Review

During the School Day

All doors will be closed and locked at the time of the tardy bell. After the tardy bell, visitors and tardy students must request entry into the building at the main entrance by pressing the intercom button.

Students arriving late

Students who arrive after the tardy bell must report directly to the greeter desk to sign in and receive a tardy pass.

Visitors

After a visitor pushes the intercom button, office personnel will:

- Request that the visitor shows identification to the intercom camera
- If the person is here for a student, the office staff will verify via SchoolTool that the visitor is on the student's contact list
- Otherwise, the office staff will verify the reason for the visit and verify that they have an appointment.
- If the visitor does not have an appointment, the greeter will check the availability of the person they wish to visit. If that person is unavailable, the visitor will be advised to make an appointment or come back another time.
- If the visitor wishes to enter the building, they will move to "Using the Self-Serve Kiosk to Enter the Building."
- If the person wishes to sign-out a student, the office staff will bring the sign-out sheet out to the vestibule.

Visitor Procedures Review

Using the Self-Serve Kiosk to Enter the Building

- The visitor will go to the self-service kiosk and will scan their license or state-issued identification. The kiosk will communicate to the office staff whether the visitor is permitted to enter the building.
- The visitor will be buzzed through the second set of doors to the greeter, who will confirm the purpose for their visit, give them a temporary badge, and have them sign in the visitor's log.

Visitor Procedures Review

If Visitor is Unable to Use the Self-Serving Kiosk

- If the visitor is not able to use the self-serving kiosk due to not having a state issued ID, a school administrator will have to verify that the person is legitimate.
- Following this, the greeter will confirm the visitor's information and the person they are picking up or visiting.
- Then, the visitor will receive a visitor pass to wear while on campus.

Visitor Procedures Review

After Receiving the Visitor Pass

- The person they are meeting will be contacted and respond to the greeter's desk
- All visitors will be accompanied around the school by a school staff member
- Before leaving campus, visitors must stop at the front office, sign out and return their visitor pass.

SCHOOL
VISITOR

_____
Name

_____
Date

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Visitor Procedures Review

Dropping off an item for a student

- Press the intercom button
- Show identification to the intercom camera
- The visitor will be asked what they are dropping off and to whom
- The greeter will verify that the visitor is on the student's contact list
- The visitor will be asked to enter the vestibule
- The visitor will label the item with the provided labels and place it on the table within the vestibule and the greeter will ensure the visitor leaves the vestibule.

After the School Day

After 2:20 p.m. at the elementary school and 2:45 p.m. at the middle and high schools, parents/guardians are to wait outside to pick up their child. No student may be signed out between those times and the dismissal of students. No parents should enter the building during student dismissal..

Visitors who need to enter the building at the end of the day will follow the procedures above.

Dignity for All Students Act

All public elementary and secondary students have the right to attend school in a safe, welcoming, considerate and caring environment. New York State's Dignity for All Students Act seeks to provide all public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.

The goal of DASA is to create a safe and supportive school climate where students can learn and focus, rather than fear being discriminated against and/or verbally and/or physically harassed.

The Dignity Act states that no student shall be subjected to harassment or discrimination by employees or students on school property or at a school function based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, sex, gender identity or expression.

District Coordinator: Ms Amy Black

Liberty High School Coordinator: Ms. Lacy Jones

Liberty Middle School Coordinator: Dr. Jodie MacKrell

Liberty Elementary Coordinator: Ms. Brittney Cunningham

DASA page on our website

Reminder: Anonymous Alerts

Send a report online:

https://tips.anonymousalerts.com/libertycsd

FROM YOUR SMARTPHONE OR TABLET

- Download the Anonymous Alerts® app
- Start the app, enter **Activation Code: libertycsd**
- Send important reports to school officials
- Add a screenshot, photo or video about the incident

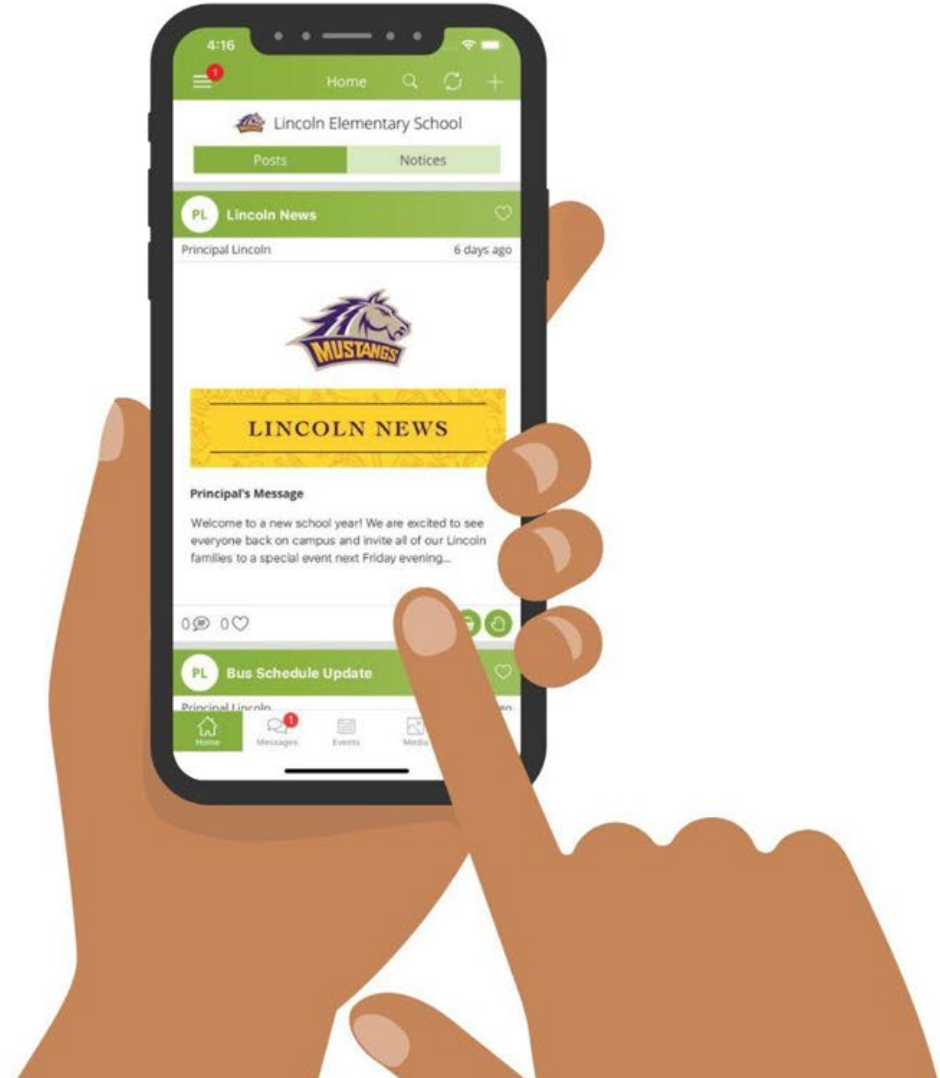Download on the App Store

GET IT ON Google Play

Do Not Forget ParentSquare

Download the
ParentSquare app today!

Stay involved with your student's learning and activities at school. From anywhere.

ParentSquare

Capital Project and other Updates

Athletic Fields:

Liberty Elementary Culvert Update

Chain of Command

Question/Concern	Grade Level	1st Contact	2nd Contact	3rd Contact	4th Contact	5th Contact
Academics						
Curriculum or Instruction	All Grades	Teacher	Teacher Facilitator or Director (if applicable)	Principal	Assistant Superintendent	Superintendent
Discipline	All Grades	Teacher	Assistant Principal	Principal	Assistant Superintendent	Superintendent
Scheduling	All Grades	Teacher	Counselor	Principal	Assistant Superintendent	Superintendent
Athletics	All Grades	Coach	Athletic Director	Principal	Assistant Superintendent	Superintendent
Attendance	All Grades	Main Office or School Nurse	Principal	Assistant Superintendent	Superintendent	
Building Use	K-12 Classrooms	Main Office	District Office	Principal	Director of Facilities	Superintendent
Building Use	Athletic Areas	Main Office	District Office	Athletic Director	Director of Facilities	Superintendent
Food Services	All Grades	Food Services Director	Principal	Assistant Superintendent for Business	Superintendent	
Health/Medical Issues	All Grades	School Nurse	Principal/ Athletic Director	Assistant Superintendent	Superintendent	
Special Education/ENL	All Grades	Special Education Teacher	Teacher Facilitator or Director	Principal	Assistant Director or Director for Student Services	Superintendent
Transportation	All Grades	Assistant Principal	Principal	Assistant Superintendent for Business	Superintendent	
Registration, Address Changes	All Grades	District Registrar	Superintendent			
Safety/Security	All Grades	Assistant Principal	Principal	Assistant Superintendent for Business	Superintendent	
School Activities/Clubs	All Grades	Activity Advisor	Building Administrator	Assistant Superintendent	Superintendent	

Chain of Command Calling Guide

Curricular Updates

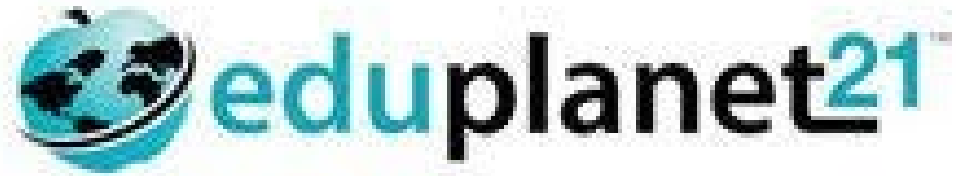# Revisiting some items we have implemented

gaggle

LeaderinMe

Algebra For All

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Global Learners, a Newcomer Program

What Is New This Year (District-wide)

UPK Expansion

This year we are opening another full day UPK classroom at Liberty Elementary School.

Reminder: Adjusted Grade Weighting for Courses at Liberty High School

To better reflect the rigor of different courses, we adjusted the GPA weighting system. Effective last year school year, the GPA factor for our courses is as follows:

- **Regents/All Courses**: 1.00
- **Accelerated (ACC) Courses**: 1.05
- **Honors Courses**: 1.05
- **Algebra 2, Regents Chemistry, and Regents Physics** = 1.05 (NEW and beginning with the 2027 Sophomore class only)
- **Sullivan Community College Courses**: 1.07
- **Advanced Placement (AP) Courses**: 1.07
- **Syracuse University (SUPA)/Siena Courses**: 1.09 (NEW)

These adjustments are intended to provide a more accurate representation of the level of difficulty and challenge associated with each type of course. We believe this change will better acknowledge the hard work and dedication of students enrolled in more advanced and rigorous courses.

Expanding Coursework at Liberty Middle School

Liberty Middle School continues to offer enrichment courses across all content areas for 7th and 8th graders. In addition, in our second year, all 8th-grade students will continue to take Algebra 1, further broadening their academic horizons for future success!

Our Middle School Is Starting Agriculture Courses

Introduction to Agriculture

Agricultural Technology

Syracuse University Project Advanced

We are continuing our General Biology I & II - **Syracuse University Project Advance (SUPA)**. This course will be available starting this year. Beginning in the 2026-2027 school year, we plan to offer General Chemistry I & II - **Syracuse University Project Advance (SUPA)**. We believe this new offering will provide valuable learning opportunities and enhance our students' educational experience.

Siena College Coding Course

This year we will be offering our Siena College-High School Dual Enrollment Computer Science Course. This course offers a broad introduction to key computer science topics through themes like robotics, web, graphics, or gaming. Students explore problem-solving with software while learning concepts such as abstraction, computer organization, information representation, computing history, ethics, and algorithm development.

Cell Phone and Internet-Enabled Device Policy

As required by Education Law §2803, our policy prohibits student use of internet-enabled devices during the school day (including all classes, homeroom periods, lunch, recess, study halls, and passing time) on school grounds (any building, structure, athletic playing field, playground, or land contained within the boundary of a school or district or BOCES facility), unless under an exception.

Cell Phone and Internet-Enabled Device Policy

You can view our message from July 21, 2025 [here](#)

[Our FAQ Sheet](#)*

The FAQ Sheet answers questions and concerns that were raised when we administered our survey in June 2025.

Questions and Answers.

What do you think Liberty needs?