
Liberty Central School District



Draft

**Open with Liberty Pride Guide
2020-2021**

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Purpose of this Reopening Guide

The purpose of this document is to provide guidance and procedures regarding the reopening of the Liberty Central School District for the 2020-2021 school year. In addition, the intent of this document is to communicate our instructional, operational, transportation, health, and safety procedures with our school community to ensure we are providing the utmost transparency.

Primary Goals of Re-opening

- Emphasize the physical, social, and emotional well-being of all students, staff, and parents/guardians of the school community.
- Adapt current attendance policies and procedures for students and staff to ensure that the school district is providing equitable and safe access to the Liberty’s educational process.
- Establish social distancing expectations that support our stakeholders’ well-being and educational opportunities.
- Modify our schools’ schedules to ensure we are providing equitable educational opportunities for all students.
- Fulfill our educational goals by supporting the “whole-child” and ensuring our academic plans provide equitable access to educational opportunities that are aligned with New York State’s Learning Standards.

❖ Primary Educational Goals (*According to the District Comprehensive Improvement Plan*)

- ❑ By June 2021, the percentage of students who score Level 3 or greater on the NYS ELA/Math grade 3-8 assessments or the High School Algebra and English Regents assessments will increase from 35% to 40% based on the end of year 18-19 data.
- ❑ By June 2021, the percentage of students who score Level 1 on the NYS ELA/Math grade 3-8 assessments or the High School Algebra and English Regents assessments will decrease from 40% to 35% based on the end of year 18-19 data.
- ❑ By June 2021, 85% of lesson plans reviewed by school and district leaders will be aligned to the LCSD Curriculum and Next Generation Standards.
- ❑ By June 2021, 80% of classes visited by school and district leaders “during non-evaluative visits” will notate proficient usage of Learning Targets during instruction.
- ❑ By June 2021, the frequency of morning late arrivals to school will decrease from 22,656 to 18,125.

The Reopening Planning Process and Team Members

During the reopening planning process, collaboration and communication plays a vital role to ensure the safety of our school community. The Liberty Central School District has been working with multiple stakeholders in preparation for reopening. Specifically, the district’s reopening team has consisted of administrators, teachers, support staff, outside agencies, transportation team members, Board of Education members, parents/guardians, and students. The district has consulted with Sullivan County BOCES, other districts, our regional hospital, and the Sullivan County Department of Health to ensure our plan comprehensively addresses our school community’s needs. The district has provided opportunities for community input through the use of surveys, community forums, and collaborative meetings with multiple agencies.

List of Reopening Team Members

Dr. Augustine E. Tornatore	Superintendent of Schools
Dr. Patrick Sullivan	Assistant Superintendent of Schools
Ms. Georgia Gonzalez	Business Official
Mr. Albert Demarmels	Director of Facilities
Mr. Peter Racette	Parent/Board of Education Member
Mr. Terry Harcleroad	Director of Information and Technology
Mr. Derek Adams	High School Principal
Ms. Heather Cheh	Middle School Principal
Ms. Jackie Harris	Elementary Principal
Dr. Jodie Pillius-MacKrell	Elementary Dean of Students
Mr. Kevin Ferguson	Parent/High School Teacher
Ms. Elizabeth Fuentes	High School Teacher
Ms. Jill Parks	Parent/Middle School Teacher
Ms. Melissa Murphy	Middle School Teacher
Ms. Kristine Katz	Elementary School Teacher
Ms. Robbi Philips	Parent/Elementary School Teacher
Mr. Timothy Hulse	High School Head Custodian

Ms. Faith Anne Foster	Teaching Assistant
Ms. Linda Kleingardner	Transportation Department
Ms. Sue Huggler	Teaching Assistant
Officer Devin Brust	SRO/Liberty PD
Ms. Linda Dewitt	Parent
Ms. Sophia Medina	Student

Subcommittee Teams

Cleaning and Hygiene	
Mr. Albert Demarmels	Director of Facilities
Mr. Timothy Hulse	High School Head Custodian
Mr. Anthony Leczynski	Middle School Head Custodian
Ms. Marilyn Doland	Elementary Head Custodian

Tracing and Medical Needs	
Ms. Deborah Degraw	Assistant Director of Student Services
Ms. April Resnick	Middle School Assistant Principal
Ms. Tiffane Barrow	High School Assistant Principal
Ms. Rebecca Rielly	Head Nurse/Elementary Nurse
Ms. Linda Shortall	High School Nurse
Ms. Kristy Kavleski	Middle School Nurse

Transportation and Food Distribution	
Ms. Georgia Gonzalez	Business Official
Mr. Albert Demarmels	Director of Facilities
Ms. Dara Smith	Director of Food Services

Ms. Linda Kleingardner	Transportation Department
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Instructional Day/Instruction	
Dr. Patrick Sullivan	Assistant Superintendent
Mr. Derek Adams	High School Principal
Ms. Heather Cheh	Middle School Principal
Ms. Jackie Harris	Elementary Principal
Ms. Elizabeth Fuentes	High School Teacher
Mr. Tim Hamblin	High School Teacher
Mr. Peter Bianco	Director of Athletics/ MS/HS Teacher
Ms. Jill Parks	Middle School Teacher
Ms. Stacy Feasel	Middle School Teacher/Dean of Students
Ms. Robbi Philips	Elementary Teacher
Ms. Sue Huggler	Teaching Assistant
Ms. Sophia Medina	Student

Social and Emotional Learning	
Ms. Heather Cheh	Middle School Principal
Mr. Robert England	Elementary Assistant Principal
Ms. Sheila Wormuth	Director of Guidance/Counselor
Ms. Markella Nikolis	High School Counselor
Ms. Michelle Behrman	Middle School Counselor
Ms. Lynne Diener	Middle School Social Worker
Ms. Mary Bayer	Elementary School Psychologist

Safety/Transitions/Social Distancing	
Mr. Derek Adams	High School Principal
Officer Adam Lake	SRO/Liberty PD
Officer James Simon	SRO/Liberty PD
Officer Devin Brust	SRO/Liberty PD
Ms. Melissa Murphy	Middle School Teacher
Ms. Kristine Kratz	Elementary School Teacher

Technology	
Dr. Patrick Sullivan	Assistant Superintendent
Mr. Terry Harclerod	Director of Information and Technology
Dr. Jodie Pillius-MacKrell	Elementary Dean of Students
Mr. James Tyler	Technology Integration Specialist

Outside Agencies	
Sullivan County BOCES	
Sullivan County Public Health Services	
Sullivan County Division of Public Safety	
Garnet Health Harris Hospital	
Other school districts throughout the region	

Communication

As mentioned prior, communication will play an essential role throughout the reopening process. The district has administered surveys and will host forums to gather information and to communicate our reopening plan.

Surveys Administered

Community Input to Better Serve Our Children: May 29, 2020

Student Feedback on Distance Learning: May 29, 2020

Community Input for Reopening: July 17, 2020

Community Follow-up Survey for Reopening: August 3, 2020

Forums

Virtual Community Forum: July 28, 2020

Liberty Staff Forum: August 5, 2020

Liberty Student Focus Group: August 6, 2020

Follow-up Community Forum: To be announced

Tutorial Videos

Reopening tutorial videos posted on Liberty website: August 20, 2020

Where to Find Important Information

The district has created the “Reopening and 2020-2021 School Year” page. All updates and information will be posted on this page. The “Reopening and 2020-2021 School Year” page will provide access to the district’s reopening plan, surveys, tutorial videos, updates from the New York State Department of Education, Centers for Disease Control and Prevention, and the Department of Health.

[Link to Reopening and 2020-2021 School Year Page](#)

Web address for reopening page: <https://www.libertyk12.org/reopening-and-the-2020-21-school-year/>

Communication of Health and Safety Protocols

In addition to the information provided in the “Reopening and 2020-2021 School Year” page, the district asks that all school community members review the reopening tutorial videos as they will communicate the proper use of (Personal Protective Equipment) PPEs, hand hygiene, social distancing, and respiratory hygiene. Moreover, our schools will post appropriate signage throughout each building, and our teachers and staff will routinely teach (on a daily basis) the proper methods of hand hygiene, face covering, social distancing, and respiratory hygiene. For more information on health and safety protocols, please review the **Health and Safety** section below.

To ensure that the district regularly communicates with the school community, as mentioned prior, we will continue to update the “Reopening and 2020-2021 School Year” page, and we will provide weekly reminders and updates using our social media sites, robocalls, and traditional methods of communications (letters sent home).

*****All district and school communication from the district will be available through multiple means in the languages spoken by families*****

Health and Safety

During the reopening phase, health and safety of our students, staff, and school community members is paramount. Health and safety considerations must come first in every decision we make. Whether we provide instruction in-person, remotely, or through a combination of both, we will focus on the following prevention recommendations as per NYSED, the CDC, and the DOH.

1. Health Checks
2. Healthy Hygiene Practices;
3. Social Distancing
4. Personal Protective Equipment (PPE) and Cloth Face Covering;
5. Management of Ill Persons
6. Managing Vulnerable/High Risk Groups; and
7. Cleaning and Disinfection

Site Safety Monitors

Site Safety Monitors will oversee the continuous compliance of our reopening plan.

School	Site Monitor Name	Phone	Email
District	Dr. Patrick Sullivan	845-292-5400 ext 2063	psullivan@libertyk12.org
Liberty High School	Ms. Tiffane Barrow	845-292-5400 ext 2002	tbarrow@libertyk12.org
Liberty Middle School	Ms. April Resnick	845-292-5400 ext 2036	aresnick@libertyk12.org
Liberty Elementary School	Mr. Robert England	845-292-5400 ext 2503	rengland@libertyk12.org

Important Information Regarding COVID-19 Symptoms

According to the CDC, the following is a list of the most common symptoms of COVID-19, please know some individuals may display other symptoms or none at all:

- Fever or chills (100 degrees F or greater)
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Also, it is strongly recommended that all staff are aware to observe students or other staff members for signs of any type of illness such as:

- Flushed cheeks
- Rapid or difficulty breathing (without recent physical activity)
- Fatigue, and/or irritability
- Frequent use of the bathroom

Health Checks

Screening

Staff: At 5:00 am on every work day, all staff will receive a notice to complete a self-check survey. Prior to completing the self-check survey, every staff member is to check their temperature. Then, every staff member must complete their respective building's self-check survey. The self-check survey will ask the staff member to answer **yes** or **no** to the following questions:

- Do you have any of the following COVID-19 symptoms?
 - ❖ Fever or chills (100 degrees F or greater)
 - ❖ Cough
 - ❖ Shortness of breath or difficulty breathing
 - ❖ Fatigue
 - ❖ Muscle or body aches
 - ❖ Headache
 - ❖ New loss of taste or smell
 - ❖ Sore throat
 - ❖ Congestion or runny nose
 - ❖ Nausea or vomiting
 - ❖ Diarrhea

- Have you had close contact with someone who is a confirmed or suspected COVID-19 case in the past 14 days?
- Have you traveled out of state or internationally to a location with widespread community transmission of COVID-19, per NYS and CDC travel advisories?

If the staff member replies “**no**”, they are able to come into the building. If the staff member replies “**yes**”, they will have to follow the procedures noted in the **attendance section below**. In addition, it is expected that each staff member takes part in a temperature check before entering the building. Thermometers and sanitizing wipes will be placed at each building’s vestibule.

If a staff member begins to exhibit the recommended COVID-19 symptoms mentioned above, the staff member is to be assessed by the school nurse. If the school nurse is unavailable, the staff member will be immediately sent home for follow up with a healthcare provider.

****Note:** *Schools are prohibited from keeping health records of staff members (i.e. exact temperatures), but schools are permitted to maintain records that confirm individuals were screened and the result of the screening (i.e. pass/fail, cleared/not cleared).***

Students: Prior to going to the bus stop or coming to school, all students will complete a self-check. Moreover, prior to completing the self-check at home, every student is to have their temperatures checked. Then, every student must complete the self-check. To complete the self-check, the student and/or the parent/guardians will ask the following questions:

- Do you have any of the following COVID-19 symptoms?
 - ❖ Fever or chills (100 degrees F or greater)
 - ❖ Cough
 - ❖ Shortness of breath or difficulty breathing
 - ❖ Fatigue
 - ❖ Muscle or body aches
 - ❖ Headache
 - ❖ New loss of taste or smell
 - ❖ Sore throat
 - ❖ Congestion or runny nose
 - ❖ Nausea or vomiting
 - ❖ Diarrhea
- Have you had close contact with someone who is a confirmed or suspected COVID-19 case in the past 14 days?
- Have you traveled out of state or internationally to a location with widespread community transmission of COVID-19, per NYS and CDC travel advisories?
- If the student replies “**no**”, they are able to come to the school building(s).
- If the student replies “**yes**”, they will have to stay home, follow up with a healthcare provider, and follow the procedures noted in the **return to school from illness and attendance sections below**.

- In addition, each student will have their temperature checked upon entry (**see temperature taking safety section below**) into the school buildings (*please review your child's or children's respective building's entry procedures*).
- If a student begins to exhibit the recommended COVID-19 symptoms mentioned above, the student is to be assessed by the school nurse.
- If the school nurse is unavailable, the student will be immediately sent home for follow up with a healthcare provider.

Important Notice: Students and their families will complete a paper copy check list and will hand it into their homeroom teacher on a weekly basis. The checklist will consist of the student's name, grade, homeroom teacher, and yes or no. If the student or parent/guardian answers yes on behalf of the student, the school nurse must be notified immediately and see the **attendance section below**. To help remind families to complete the checklist, a weekly robocall will take place.

****Note:** *Schools are prohibited from keeping health records of students (i.e. exact temperatures), but schools are permitted to maintain records that confirm individuals were screened and the result of the screening (i.e. pass/fail, cleared/not cleared).***

Visitors and Vendors: All visitors and vendors are to follow the district's visitor procedures. Specifically, parents/guardians should contact the school before visiting the school. Visitors are strongly encouraged to handle affairs through phone calls, emails and virtual meetings to avoid coming on campus, when possible. If a visitor needs to visit the school, an appointment must be made prior to arrival. Upon arriving onto school grounds, a visitor or vendor is to have their temperature checked and will complete a self-checklist form.

Social Distancing and PPE upon arrival:

- All staff, students, and visitors must practice social distancing and wear a mask when on school grounds; provided, however, that students and staff who are medically unable to tolerate a mask (due to a physical or mental health condition) will be not be required to wear a mask.
- Specifically, everyone is to maintain a 6 ft distance from one another and utilize available masks and PPE; provided, however, that some instructional or related services for students with disabilities may not permit social distancing.
- Subject to the exceptions above, if a person is not wearing a mask, they must stay 6 ft away from others.
- The district will have masks available for visitors or vendors; however, due to limited supplies, the district expects that all visitors and vendors have a mask before arrival.

Temperature Taking Safety:

- During student entry, all students will enter the buildings at the designated entry points. Each entry point will have trained staff members taking temperatures.
- Prior to taking temperatures, our staff will wash their hands for 20 seconds using soap and water.
- To ensure the safety of our students and staff, all staff members will be provided barriers, masks, face shields, and gloves. Please know that thermometers used are non-contact thermometers. Anyone who answered "yes" regarding the symptoms mentioned above is not to come on school grounds, and will need to contact their healthcare provider.

- If a student or staff member exhibits symptoms during the school day, they are to immediately go to the nurse. Our nurses will be provided the appropriate barriers, masks, face shields, gloves, and non-contact thermometers to ensure the safety for all.

Note: *All entry points and nurses' offices will have access to hand sanitizers with at least 60% alcohol.*

Hand Hygiene

Students and staff must practice proper hand hygiene to reduce the spread of COVID-19. All of our schools will provide scheduled hand hygiene times to promote and reinforce hand hygiene. Hand hygiene includes:

- Traditional hand hygiene (with soap and water, lather for a minimum of 20 seconds).
- Use of alcohol-based hand sanitizers (60% alcohol or greater) when soap and water are not available, and hands are not visibly dirty.
- Hand sanitizers will be available throughout common areas (entry points and nurses' offices).
- Signage will be placed throughout the school to reinforce and explain the importance of hand hygiene.
- Students or staff who are unable to use alcohol-based hand sanitizers for health reasons will be permitted to wash their hands with soap and water.
- According CDC guidelines, hand washing is effective with hot or cold water

Link to CDC Handwashing information: <https://www.cdc.gov/handwashing/when-how-handwashing.html>

When to wash your hands?

- Upon entering the building and each classroom
- After touching shared objects or surfaces
- Before and after snacks and lunch
- After using the bathroom
- After helping a student with toileting
- After sneezing, wiping or blowing nose, or coughing into hands
- Upon coming in from outdoors
- Anytime hands are visibly soiled

Respiratory Hygiene

The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, it is important that all students and staff cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately. Each room will have tissues and no touch trash cans. If no tissues are available, using the inside of the elbow to cover the mouth or nose is preferable to using the hands.

Social Distancing

Social distancing means keeping a 6 foot space between yourself and others. All students, staff, parents/guardians, visitors, and vendors are to maintain a six foot space from others. If someone does not have a mask on, they must abide by the 6 ft social distancing requirement. The schools will enforce the social distancing expectation throughout the school day. Also, the school will post signage and all school community members will be reminded daily about the importance of social distancing. In order to promote and enforce social distancing, all schools are taking the following steps:

- If NYSED permits in person instruction, size of groups/cohorts/classrooms will be reduced to ensure that all students and staff members are properly distanced during the school day.
- Each school has measured the classrooms and have adjusted classroom desk setups to ensure that students and staff are maintaining 6 feet social distancing.
- School bus capacity has been reduced to 50% to uphold social distancing requirements.
- Each school is implementing a staggered arrival and dismissal procedures to limit the amount of close contact between students.
- All schools have modified hallway traffic patterns with visual aids to maintain social distancing during transition times.
- All schools will open windows to improve ventilation (we will take into account weather conditions and health or safety risks, such as students with allergies).
- Students' belongings will be separated and shared supplies will be limited. If supplies are shared, they will be disinfected after each use by staff members.
- Each building is modifying lunch procedures. Specifically, students will be spread out among supervised separate locations to limit close contact between students.
- All students are to practice social distancing during lunch, recess, physical education classes, and all classes. Classrooms will use visual aids to help reinforce and remind students and staff of social distancing requirements.
- Use of lockers will be limited and will be spaced to reinforce social distancing practices
- Access to bathroom sinks, urinals, and bathroom stalls will be modified, specifically, students will use every other bathroom sink, urinal, or stall when applicable. In addition, students' access to the restrooms will be supervised and limited to avoid student gatherings.
- The district will follow the NYSED and NYSPHSAA guidance regarding athletics.
- Playgrounds will not be used during recess.
- All assemblies, athletic events/practices, performances, school-wide parent meetings, and in person field trips will be limited and/or canceled.
- School-wide parent meetings (i.e. parent teacher conferences, orientations, etc.) can be completed virtually.

Personal Protective Equipment

Personal protective equipment or (PPE) is essential when protecting students and staff from the exposure to COVID-19. It is essential that all individuals wear masks, especially when they are unable to be socially distant (6 ft distance between individuals). All students and staff will receive a cloth mask (see **cloth mask section** below). The PPE that will be available is as follows:

- Cloth masks for all students and staff (see **cloth mask section** below)
- Disposable gloves
- Disposable surgical masks
- N95 masks for staff members who interact with potential positive cases
- Face shields for staff members who:
 - (i) interact with potential positive cases;
 - (ii) take student temperatures upon entry or during the school day;
 - (iii) work with students who cannot tolerate a mask; or
 - (iv) work with students for whom social distancing is not possible.

Proper use of face shield below:

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

****Note: Students are allowed to bring their own personal hand sanitizer, but they are to use it in a safe manner and not share with others****

Cloth Mask/Face Coverings

The district will provide cloth masks/face coverings for all students and staff members. If a student or staff member brings their own face coverings, it must properly cover their nose and mouth to avoid the spread of droplets. Please know that cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment. Again, all individuals must wear a face covering if they are unable to be socially distant (6ft between individuals). Masks are to be worn during the following situations:

- Whenever they are within 6 ft from someone
- In hallways
- In restrooms
- In other congregate settings, including buses

As mentioned above, the district will provide acceptable face coverings for all employees and students. If someone forgets a face mask, the district will supply a replacement (disposable surgical mask). Please wear the cloth mask the next day.

Important note: *Employees with healthcare provider documentation stating that they are not medically able to tolerate face coverings will not be required to do so. However, the individuals must socially distance themselves from others at all times.*

Student Face Covering

All students are to wear a face covering during the situations mentioned above. However, students can take off their face coverings while at their desks (if desks are properly socially distanced), but it is recommended that the students leave their masks on while at their desks. Also, students can remove their masks during lunch (if students are properly socially distanced during lunch.)

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

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

Important instructions regarding face coverings:

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

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

Behavioral Expectations for wearing cloth face coverings:

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

Management of Ill Persons

If a student or staff member exhibits symptoms mentioned above prior to coming to school, they are to notify the school and their healthcare provider. As mentioned, if a student or staff member exhibits the previously mentioned symptoms while in school, they are to be sent to the health office. After being evaluated by the nurse and the symptoms could be COVID-19 related and pose a public health threat, not a chronic health condition, the student or staff member will be isolated and dismissed from the school grounds. The following procedural steps are:

- Nurse will check the staff member and student while wearing appropriate PPE
- If the symptoms could be COVID-19 related or pose a public health threat, the staff member or student will be immediately isolated, dismissed, and contact procedures will begin (**see contact tracing section**).
- Prior to dismissal, the parent/guardian will be notified immediately and will be requested to pick up their child and they are to contact and visit their healthcare provider (**please see Return to School after Illness section**).

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

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

- Close off areas used by a sick person and not using the area until after cleaning and disinfecting has occurred.
- Open outside windows and doors to increase circulation in the area
- Wait at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.

Return to School after Illness

The district will follow all CDC and NYSED guidance for allowing students or staff members to return to school after exhibiting symptoms of COVID-19. After being seen by a healthcare provider (physician, nurse practitioner, or physician assistant) and not being diagnosed with COVID-19 they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours.
- If the student or staff member has been diagnosed with another condition and has a healthcare provider written note stating they are clear to return to school.

If a student or staff member is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they are not to come to school and should stay home until:

- It has been at least 10 days since the individual first had symptoms; and
- It has been at least 3 days since the individual has had a fever (without using fever reducing medicine; and
- It has been at least 3 days since the individual’s symptoms improved, including cough and shortness of breath.

Please refer to the CDC guidance for individuals who are on home isolation regarding when the isolation may end. [Link](#)

Contact Tracing

Contact tracing is a key public health function. Contact tracing will allow schools to put in place isolation or other measures to limit the spread of the virus. Due to contact tracing the district will assist public health departments in knowing who had contact with a confirmed base by:

- Keeping accurate attendance records of students and staff members.
- Making sure all student schedules are up to date.
- Keeping a log of visitors which includes dates, times, where they visited in the schools.

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

Medically Vulnerable/High-Risk Groups

Students

Students who are considered high risk or have family members who are in high risk groups may attend school remotely. The district will accommodate students who are considered high risk and/or have family members who are in the high risk groups.

Persons who are in the following groups should consult with their healthcare provider regarding preventions:

- Individuals age 65 or older
- Pregnant individuals
- Individuals with underlying health conditions including, but not limited to:
 - ❖ chronic lung disease or moderate to severe asthma
 - ❖ serious heart conditions
 - ❖ immunocompromised
 - ❖ severe obesity
 - ❖ diabetes
 - ❖ chronic kidney disease undergoing dialysis
 - ❖ liver disease
 - ❖ sickle cell anemia
 - ❖ children who are medically complex, who have neurologic, genetic, metabolic conditions, or have congenital heart disease are at higher risk of severe illness from COVID-19 than other children.

Note: *If a parent/guardian does not want to send their child to school due to medical reasons or is uncomfortable with in person instruction, building administration and the school counselor must be notified. If the child is unable to attend due to medical reasons, please provide documentation from a healthcare provider. If a child is unable or will not attend in person instruction, please review the following:*

- If a parent/guardian decides that they want their child to attend in person instruction, there may be up to a three (3) school day notice period to permit scheduling and maintain class size limits.
- If a student is unable to attend in person instruction, they will attend all classes virtually.
- Contingent upon approval from building administration, a student who is unable to attend in person instruction due to medical reason, after school tutoring can be provided (*especially if the student has limited access to a device and/or internet*).

Students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering a mask. It is essential that the student's parents/guardians work with their healthcare providers and district staff to make decisions on how the district can best meet their child's needs. Provided however, no special needs or medically fragile student will be denied the opportunity for in-person instruction, (to the extent that it is offered) or required to submit medical documentation as a condition of entry or re-entry. When transitioning the child back to school, the parent/guardian and our school staff will take the following steps:

- Conduct a transition planning and coordination meeting with school health services, special education staff, building and/or student services administration, and other related service providers.

If a special needs child who is medically fragile transitions into school, the team will create a plan that will meet the student's needs while keeping social distancing by:

- Providing additional PPE for the staff members caring for the student
- Assigning one staff member to care for the student; and/or

- Decreasing students in a classroom, alternating schedules, and provision of related services to an individual instead of a group setting.

If a parent decides not to send their child back to school, the school will provide instruction remotely. Please see the **Special Education section**.

Staff

Staff members who are in a high risk group, as defined above, may request reasonable accommodations to permit them to carry out the essential functions of their positions.

Cleaning and Disinfection

The district will adhere to hygiene, cleaning, and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health (DOH) in addition to the following:

- Classroom and office spaces will be provided with appropriate cleaning /disinfection supplies for self-cleaning of shared and frequently touched surfaces.
- The custodial staff of each building will perform frequent cleaning of high touch surfaces throughout the school day, including:
 - ❖ door handles
 - ❖ rails
 - ❖ counters
 - ❖ tabletops
 - ❖ bathroom fixtures
 - ❖ trash cans
 - ❖ phones
 - ❖ cash register counters
- Daily cleaning log checklists will be completed for each area of the building
- Registered disinfectants identified by the Environmental Protection Agency (EPA) as effective against COVID 19 will be utilized.
- Logs will contain the following at a minimum:
 - ❖ Date of cleaning
 - ❖ Time of cleaning
 - ❖ Scope of cleaning (checkboxes)
- The head custodian of each building will be responsible for maintaining all completed cleaning logs, which will be forwarded to the Director of Facilities on a weekly basis
- Staff will be required to use applicable personal protective equipment to perform cleaning and disinfecting.

- If buildings are closed for seven days or more, normal routine cleaning will be performed. This is because the virus that causes COVID-19 has not been shown to survive on surfaces longer than this time.

School Health Office Cleaning

The school health office cleaning must occur after each use of:

- Cots;
- Bathroom; and
- Health office equipment (i.e. blood pressure cuffs, otoscopes, stethoscopes, etc.)

Disposable items should be used as much as possible, including:

- Disposable pillow protectors
- Disposable thermometers, or disposable thermometer sheaths or probes, and disposable otoscope specula.

Safety Drills

According to NYSED regulations, all schools are required to conduct 8 evacuation and 4 lockdown drills. For the 2020-2021 school year, students and staff will be instructed if there was an actual emergency that requires evacuation or lockdown. In addition, the district will take the following steps to ensure social distancing takes place during drills and/or emergency situations.

- Evacuation drills are staggered by classroom and/or floor
- If we are in a hybrid model, all students are participating in drills in an equitable manner
- Maintain social distancing and use masks during all drills
- Lockdown drills are staggered and are conducted without hiding/sheltering, but provide an overview of how to shelter or hide in the classroom.

Before and After School Care

To ensure the safety of all students and staff, students will not be allowed on campus prior to their scheduled arrival for school. Supervision before and after school will not be provided. Any after-school tutoring will be provided virtually, if the child does not have access to the internet, the district will work with the student and the family to accommodate.

The district will meet with the Boys & Girls Club to decide what the next steps will be, the district will inform the community once a decision is made.

School Closure

- If the district has to close, we will collaborate with the Sullivan County Department of Health to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in the school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.
- The district will consider closing school if absentee rates impact the ability of the school to operate safely.
- If the school has to close due to weather or emergency related situations (i.e. power outage), the school will continue to follow the Red and White schedule. Specifically, if we close on the first Red day and are able to return the next school day, it will be the second Red day.

Facilities

The Liberty Central School District will maintain compliance with all NYSED requirements:

- General Health and Safety Assurance
 - Fire Code Compliance
 - Doorways
 - Emergency Drills
 - Inspections
 - Lead testing
- ❑ The district will ensure that all existing alcohol based hand rub dispensers and newly purchased free standing hand rub dispensers are to be in compliance with FCSNYS 2020 Section 5705.5.
 - ❑ Also, any installation of dividers will be included in floor plans that will have to be submitted to OFP (when applicable). Moreover, the district will use plastic separators that are in compliance with 2020 BCNYS
 - ❑ All new construction and temporary quarter projects will be submitted to OFP for a full code review.
 - ❑ The district will not be using temporary or permanent tents during the reopening process
 - ❑ All existing or altered number of toilets and sink fixture will meet the requirements of the BCNYS
 - ❑ Each building will provide one drinking fountain per one hundred occupants.

Ventilation

- Before resuming business operations, the district will check the building to see if it's ready for occupancy.
- The district will ensure exhaust fans in restroom facilities are functional and operating at full capacity when the building is occupied.

- The district will take steps to improve ventilation in the buildings, such as opening windows when safety and weather conditions permit.

Heating and Cooling

- Total airflow supply to occupied spaces will be increased, where feasible.
- Natural ventilation will be increased by opening windows if possible and safe to do so to increase outdoor air dilution of indoor air when environmental conditions allow.
- Building ventilation systems will be run during unoccupied times to maximize dilution ventilation.

Fire Protection Systems

- The fire protection system will be tested to ensure all devices are working.
- Fire inspection records will be verified they are up to date

Transportation

In order to maintain social distancing, the district's buses will operate at reduced capacity (50%) and students, the driver and the bus monitor will utilize Personal Protective Equipment. The following are other safety actions that will be taken:

- Parents will be encouraged to find alternative modes of student transportation if possible (e.g., walking or parent drop off) to reduce bus occupancy.
- Parents/guardians will not put their child on a bus if they are exhibiting previously mentioned symptoms.
- Students are required to wear a mask while on the bus (excluding students who supplied the district with documentation that states they cannot due with medical and/or health reasons).
- Students who do not have a mask cannot be denied transportation.
- If a student has a mask and is refusing to wear the mask or refuses to socially distance, the transportation staff will submit a referral to the building administration.
- As mentioned above, if a student does not have a mask, the district will provide one.
- The buses will NOT have hand sanitizer on it and no staff member will carry personal bottles of hand sanitizer.
- Weather permitting, drivers will increase bus ventilation by opening the top hatches of buses or opening windows.
- Additional bus monitors will be utilized to enforce social distancing on buses as deemed appropriate by district administration.
- Boarding children will occupy seats from back to front.
- Students will be required to wear face masks/coverings prior to boarding the bus.
- Students will sit one student per seat, alternating left and right positions (50% capacity).
- All of the district's students who are assigned to a bus will be transported to their educational locations if they are conducting in person instructional days (i.e. out of district placements).
- Siblings/children in the same household may sit together to increase capacity on the bus.
- Seats will be marked with tape to show students where they may sit.
- Field trips and other extracurricular activities requiring bus use will be suspended.

- Bus drivers will be required to conduct pre and post-trip inspections to include the cleaning of high use areas of the bus, (e.g., steering wheel, handles, seatbacks, etc.).
- Drivers will be required to complete a checklist after each cleaning, which should be forwarded to the district's Director of Transportation.
- Drivers will maintain a passenger log for each run to assist with contact tracing when needed.
- Whenever possible, a single driver and monitor will be assigned to the same bus and same routes to minimize mixing.
- Students who require a mobility device or special transportation accommodations will be properly socially distanced while on the bus.
- All transportation staff will receive proper training from our transportation provider.
- All transportation staff members will complete a self-health check before starting their work day.
- The district will communicate with parents and students regarding the need to minimize the mixing of children from different households at bus stops and adhere to proper distancing when boarding school buses.

Child Nutrition

An effective nutrition program is essential when educating children. It is critical that our district provides meals for our student body, to ensure that the district is fulfilling our students' nutritional needs, the following steps will be taken:

- All students are eligible to receive free meals, though not everyone participates in the program.
- Students who are in attendance at school will receive breakfast and lunch if they choose. Students who are absent are ineligible for meal services. Students who are learning virtually will receive lunches via delivery for non walkers and pick up for walkers.
- Breakfast will be provided in the classrooms for Liberty Elementary and Liberty Middle School. Liberty High School students will receive a grab and go breakfast.
- LHS and LMS students will pick up lunch in the cafeteria and will remain in the cafeteria to eat and/or eat their lunch in the designated areas.
- LES students will have their lunches delivered to the classrooms and will eat their lunch in the classrooms.
- All students will be socially distanced during lunch.
- Students (non-walkers) who are learning remotely will have access to the meal distribution.
- Students who are walkers will be able to pick up their meal(s) at the schools.
- The district will continue to maintain the already implemented procedures to protect students with food allergies
- All students are to wash their hands before and after breakfast and lunch. The students will be provided hand washing time(s) at the start of the day and before and after their lunchtimes.
- Students are NOT to share beverages and/or food.
- Staff will clean and disinfect areas where students have eaten prior to the start of the next lunch period. Specifically, kitchen staff will clean and sanitize the kitchen and serving lines. Cafeteria Monitors and custodial staff are responsible to clean the cafeteria tables and chairs.
- There will be restrictions on visitors during meal service.
- Only program staff, custodial staff, and approved volunteers will enter program areas.
- High touch surfaces will be routinely cleaned.

- Hand sanitizer and disinfectant wipes will be available in the cafeteria.
- The district will continue to be in compliance with the Child Nutrition program. USDA Waivers have been extended through June 2021.
- The district will continue to communicate child nutrition information through multiple means in the languages spoken by our families.

School Calendar

Except to the extent required by law or Executive Order of the Governor, the Liberty Central School District will continue to follow the Board of Education approved 2020-2021 Academic Calendar. Please be aware that the calendar delivered to community members' homes may have dates that are tentative and could change.

[Link to Calendar](#)

Student Attendance

Comprehensive Student Attendance Policy

excerpt from BOE Policy §5000, #5100 - adopted February 21, 2017

In accordance with state law and regulations, the Board of Education recognizes that regular attendance is a major component of academic success. Through implementation of this policy, the Board expects to minimize the number of unexcused absences, tardiness, and early departures (referred to as "ATEDs"), encourage full attendance by all students, maintain an adequate attendance recordkeeping system, identify patterns of student ATEDs, and develop effective intervention strategies to improve school attendance.

Notice

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

- A plain language summary of this attendance policy will be included in student handbooks and will be reviewed with students at the start of the school year.
- Parents will receive a plain language summary of this policy by mail (*via Annual Notifications page in the Liberty CSD School Calendar*) at the start of the school year. Parents will be asked to sign and return a statement indicating that they have read and understand the policy. *Copies of this policy will be made available to any parent, upon request.*
- When a student is habitually (1 x weekly) absent, tardy, or leaves early from class or school without excuse, the student's school counselor, nurse, teacher or case manager will notify the student's parent(s) by phone and/or mail of the specific ATED, remind them of the attendance policy, and review ATED intervention procedures with them.

- School newsletters and publications will include periodic reminders of the components of this policy.
- The district will provide a copy of the attendance policy and any amendments to faculty and staff. New staff will receive a copy upon their employment.
- All faculty and staff will meet at the beginning of each school year to review the attendance policy to clarify individual roles in its implementation.
- Copies of this policy will also be made available to any community member, upon request.
- The district will share this policy with local Child Protective Services (CPS) to ensure a common understanding of excused and unexcused ATEDs and to work toward identifying and addressing cases of educational neglect.

Excused and Unexcused Absences

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

All other ATEDs are considered unexcused absences. All ATEDs must be accounted for. It is the parent's responsibility to notify the school office within 24 hours of the ATED and to provide a written excuse upon the student's return to school. For homeless students, the homeless liaison will assist the student in providing or obtaining documentation if needed.

General Procedures/Data Collection

- ***Attendance will be taken during each class period. If the student is not in school due to the alternating schedule or due required virtual learning, they will have to log onto their Learning Management System and attend their scheduled virtual classes. Specifically, all students are required to attend their Homeroom and class virtual session to account for being on time to school. If the student is not present during their classes, they will be marked absent. If a student does not have access to high speed internet the student and/or their parent/guardian will have to notify (via phone) their Guidance counselor that they are present by 8:15 am.***
- At the conclusion of each class period or school day, all attendance information shall be compiled and provided to the data person responsible for attendance.
- The nature of an ATED shall be coded on a student's record. Student ATED data shall be available to and should be reviewed by the designated school personnel in an expeditious manner. Each building will have a support person or support team review students' attendance on a monthly basis.
- Where additional information is received that requires corrections to be made to a student's attendance records, such corrections will be made immediately. Notice of such a change will be sent to appropriate school personnel (Data person via School Tool) subject to applicable confidentiality rules.
- Attendance data will be analyzed periodically (at least monthly) to identify patterns or trends in student absences. If patterns emerge, district resources will be targeted to understand and eliminate barriers to attendance.

- Where consistent with other school practices, teachers and staff shall request a pass from students in the hallways who are absent from a class period without excuse and refer the students to the Building Principal *or their designee*.
- Continuous monitoring will be conducted to identify students who are absent, tardy, or leave class or school early. A student will be considered chronically absent if they miss ten percent or more of the school year. Satisfactory attendance is missing five percent or less of school over the course of the year. If a pattern of ATEDs for an individual student is identified a designated staff person(s) will follow-up in accordance with this policy.

Consequences of Excessive ATEDs

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

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

In addition, the designated staff member will contact local Child Protective Services (CPS) if they suspect that the child is being educationally neglected. The designated staff member will provide CPS with the information necessary to initiate a report. If other staff members suspect education neglect, they must follow the procedures outlined in Board policy and regulation 5460, Child Abuse in a Domestic Setting.

Attendance/Grade Policy

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

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

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

To ensure that parents and students are aware of the implications of this minimum attendance requirement, the teacher or other designated staff member(s) will advise the student and contact the parent(s) by telephone and mail at appropriate intervals prior to the student reaching 9 or 18 unexcused ATEDs.

In implementing the policy set forth above, students who are unable to attend school or a class on a given day due to their participation in a school-sponsored activity (i.e., music lessons, field trips),

may arrange with their teachers to make up any work missed. This also applies to any student who is absent, tardy or leaves early from school or a class due to illness or any other excused reason.

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

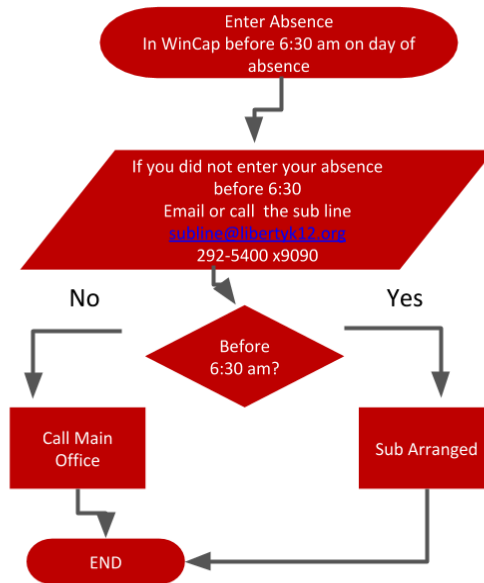
Students who are absent will be given the opportunity to make up a test or other missed work and/or turn in a late assignment for inclusion in their final grade. Make up opportunities must be completed by a date specified by the student's teacher for the class in question. (If the child has been in an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

Staff Attendance

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

- ❖ Teachers will input their absence for sick, conference and personal days into Wincap as soon as they know that they will be out. **Sick day entries must be made before 6:30 AM of the day the teacher is calling in sick.** The entry must include whether it is AM or PM and the note field will need to be filled out regarding any additional information that a teacher may want Shannon to know. Teachers will no longer need to call Shannon or email her when they will be out.
- ❖ Should an emergency occur during school hours that requires a substitute, please notify an administrator and he/she will arrange for a substitute. Teachers covering another teacher's class will receive reimbursement only with prior approval of an administrator (see also Sick Day Request).
- ❖ If a staff member has any symptoms of illness, they are required to take a sick day via Wincap and follow all steps as advised by the CDC. Specifically, the staff member is to contact their health-care provider and receive documentation. Conclusively, the staff member is to forward the documentation to the district administration.

STAFF ABSENCE PROCEDURE



School Schedules

In order to start the 2020-2021 school year, NYSED is requiring that all districts prepare 3 schedule plans to ensure that the districts are providing educational services. It is essential that our education services balance equity, capacity, social distancing, PPE, feasibility, and learning considerations. The in person and virtual instruction will be a combination of **synchronous and asynchronous** for grades Prek-2 and **synchronous** for grades **3-12** with a focus on department/grade level New York State Learning Standards. The purpose of the work is to promote a community of learners who efficaciously accomplish knowledge building pedagogy through expository, active, and interactive learning opportunities. Moreover, 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(s).

- **Liberty Elementary School:** The grade level teachers are providing grade-level specific assignments that align instruction with New York State Standards-based activities with the use of traditional assignments and assignments posted on Learning Management Systems (i.e. Google Classroom and Seesaw). The assignments include new materials that focus on New York State Learning Standards which provide our students with the knowledge and skills needed to achieve their respective grade level standards-based expectations.
- **Liberty Middle School:** The departments are using traditional assignments and Google Classroom as their learning management system for 5th and 6th grade. Also, the 7th and 8th grade courses will use traditional assignments and Google Classroom. All assignments consist

of materials that focus on New York State Learning Standards which provide our students with the knowledge and skills needed to achieve their respective grade level standards-based expectations.

- **Liberty High School:** All departments are using traditional assignments and Google Classroom. The work will include materials which focus on the New York State Learning Standards that will prepare our students for the New York State Regents Examinations and/or their respective courses' standards-based expectations.

****Note: The Governor will decide if schools can open ****

Liberty Elementary

Traditional School Day – All students will follow the regular school schedule and all students will report to school. If COVID-19 is still posing a health threat, all students will wear appropriate PPE and will socially distance.

Liberty Elementary School Virtual Schedule: *A = asynchronous *S = synchronous

Per.	Time	Subject	Providers	(A Day) Monday All LES students	(B Day) Tuesday All LES students	Weds Support & Office Hours	(A Day) Thursday All LES students	(B Day) Friday All LES students
1	8:00 8:30	Attend. Leader In Me	Classroom Teacher or School Counselor	Social Emotional Edu. Char. Ed. *A	Social Emotional Edu. Char. Ed. *S	Students complete assignments or meet with specialized service providers	Social Emotional Edu. Char. Ed. *A	Social Emotional Edu. Char. Ed. *S
2	8:40 9:20	ELA	Classroom Teacher or AIS ELA Teacher	ELA Foundations - Foundational Skills *S	ELA Foundations - Foundational Skills *A		ELA Foundations - Foundational Skills *S	ELA Foundations - Foundational Skills *A
3	9:30 10:10	Social Studies	Classroom Teacher	ELA/Social Studies *A	ELA/Social Studies *S		ELA/Socia l Studies *A	ELA/Socia l Studies *S
4a	10:20 11:00	Special	Euker Seger Medina Wilhelm Stoddard Robinson	K - Art 1 - Music 2 - PE 3 - PE 4 - PE *S	K - PE 1 - Art 2 - Music 3 - PE 4 - PE *S	K - PE 1 - PE 2 - Art 3 - Music 4 - PE *S	K - PE 1 - PE 2 - PE 3 - Art 4 - Music *S	K - Music 1 - PE 2 - PE 3 - PE 4 - Art *S
5	11:00 12:00	Lunch	Lunch Break					

6	12:00 12:40	Math/ Science	Classroom Teacher	Math *A	Math/ Science *S	Students complete assignments or meet with specialized service providers	Math *A	Math/ Science *S
7	12:50 1:30	Math/ Science	Classroom Teacher	Math/ Science *S	Math *A		Math/ Science *S	Math *A
8 - 9	1:30 3:00	Small Group or Individual AIS, ENL, Speech & Language, PT/OT	<p>MTSS - Tier 2 and Tier 3 Instructional Support Services will be provided between 1:30 – 2:20 p.m., as scheduled with the teacher.</p> <p>Related Services will be provided between 1:40 - 2:20 p.m., as scheduled by the teacher or service provider.</p> <p>*S - All Instructional Support will be delivered through Synchronous Instruction.</p>					

Liberty Elementary School Hybrid Opening Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
Half-Day PreK	all students - in school ½ day	all students - in school ½ day	all students - in school ½ day	all students - in school ½ day	all students - in school ½ day
Full-Day PreK	all students - in school ½ day w/ ½ day virtual asynchronous instruction	all students - in school ½ day w/ ½ day virtual asynchronous instruction	all students - in school ½ day w/ ½ day virtual asynchronous instruction	all students - in school ½ day w/ ½ day virtual asynchronous instruction	all students - in school ½ day w/ ½ day virtual asynchronous instruction
Kindergarten	all students - in school ½ day w/ ½ day virtual asynchronous instruction	all students - in school ½ day w/ ½ day virtual asynchronous instruction	all students - in school ½ day w/ ½ day virtual asynchronous instruction	all students - in school ½ day w/ ½ day virtual asynchronous instruction	all students - in school ½ day w/ ½ day virtual asynchronous instruction
1st Grade	all students - full day in school	all students - full day in school	all students - full day in school	all students - full day in school	all students - full day in school
2nd Grade	all students - full day in school	all students - full day in school	all students - full day in school	all students - full day in school	all students - full day in school
3rd Grade Students will be divided into two groups: Red and White	A day #1 Red Group students at school White Group students receive virtual	A day #2 Red Group students at school White Group students receive virtual	No 3rd Grade students at school, except 3th grade Self-Contained Special Education students	B day #1 White Group students at school Red Group students receive virtual	B day #2 White Group students at school Red Group students receive virtual

	instruction	instruction		instruction	instruction
4th Grade Students will be divided into two groups: Red and White	A day #1 Red Group students at school White Group students receive virtual instruction	A day #2 Red Group students at school White Group students receive virtual instruction	No 4th Grade students at school, except 4th grade Self-Contained Special Education students	B day #1 White Group students at school Red Group students receive virtual instruction	B day #2 White Group students at school Red Group students receive virtual instruction
Multi-Age K-4 Self-Contained Special Education and K-4 Special Education	all students - in school full day	all students - in school full day	all students - in school full day	all students - in school full day	all students - in school full day

In the event a parent opts for their child to receive virtual instruction in place of the hybrid schedule above, that student will receive the equivalent of their peers (see 3rd and 4th grade virtual schedule below).

All support services including ENL, Speech and Language, Occupational Therapy, Physical Therapy, AIS ELA and AIS Math will be provided on the days when students are physically in school unless students are receiving all instruction virtually, in which cases students will receive support services through virtual platforms on Wednesdays.

For our AA/BB (Red/White) schedule, half the population of 3rd and 4th grade will come to school on both Monday and Tuesday or Thursday and Friday. Tier 2 and Tier 3 services will be provided on the days in which students are physically in school, unless students are receiving all of their instruction virtually. The other half will be participating in virtual learning with synchronous instruction aligned to their homeroom instruction. The students learning virtually will not have specials (music, art, PE) on those days. They will have ELA, social studies, math and science virtually.

Virtual Learning Day Schedule for LES third and fourth grade students:

Mins. per day	A (Red) IN SCHOOL Monday	B (White) VIRTUAL Monday	A (Red) IN SCHOOL Tuesday	B (White) VIRTUAL Tuesday	VIRTUAL FOR ALL Wednesday	B (White) IN SCHOOL Thursday	A (Red) - VIRTUAL Thursday	B (White) IN SCHOOL Friday	A (Red) VIRTUAL Friday
45	IN SCHOOL ALL DAY	ELA/SS	IN SCHOOL ALL DAY	ELA/SS	Students complete assignments or meet with specialized service providers virtually	IN SCHOOL ALL DAY	ELA/SS	IN SCHOOL ALL DAY	ELA/SS
45		ELA		ELA			ELA		
30		Lunch		Lunch			Lunch		
30		Recess		Recess			Recess		
45		MATH		MATH			MATH		

45		Math /Science		Math /Science			Math /Science		Math /Science
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Entry and Departure

Building Cohorts: Students will be placed into cohorts. Cohorts will be created according to classroom location. There are 8 hallways with classrooms, so we will have 8 cohorts of students.

Entry: Each cohort will be assigned to a different supervised door in order to keep students distanced from each other. We are going to stagger times of entry. Buses will be the first to drop off. Then we will allow parents to drop off. The last group to enter will be walkers. All available persons will be monitoring the outside of the building and the entryways. There will be a person assigned to each entryway who has been trained to use a thermometer. If any student has signs of illness, they will be walked to an entryway specifically assigned for students who are ill.

Hallway Transitions: While in the building, the students' movement will be limited to the classroom, unless they are using the restroom or moving in a very small group for a specialized service within their educational plan. All support and special area teachers will push into classrooms. Whenever possible, nurses will go to the classrooms to assess student needs and provide care according to student needs. Teachers will ensure cubbies/lockers are assigned in a matter that allows for social distancing and students will only be allowed to visit them one classroom at a time.

Exit: Students will be dismissed on a staggered schedule and they will exit through the same door they entered through that morning. Buses will be called as they come in so students can exit in small groups. Walkers will be dismissed at one time. Parent pick-up will be dismissed at another time.

Lunch/Recess

Lunch - Students will eat in their classrooms. The cafeteria staff and aides will bring food to the classrooms using disposable trays. Students will wash hands before and after eating.


Recess will be given more frequently as long as students can be brought outdoors. They will not be allowed to use the playground, but teachers have the option of bringing them to different areas of the school property to allow them to run around and get fresh air. The classes will exit and enter through their assigned doors when going to recess. If the students cannot go outside for recess, their activities will be more stationary within the rooms.

Liberty Middle School

Traditional School Day – A traditional school day will follow the regular school schedule and all students will report to school. If COVID-19 is still posing a health threat, all students will wear appropriate PPE and will socially distance.

Virtual – The virtual schedule will be synchronous and the same as the established master schedule.

Hybrid Alternating Schedule:

	Red A Monday	Red B Tuesday	Wednesday	White A Thursday	White B Friday
Grades # of S	Half of 5/6/7/8 (284 students)	Same group (284 students)	ENL & SPED in Bldg (111 students) without commanding level ENL (131 students) with the commanding level ENL	Other half of 5/6/7/8 (281 students)	Same group (281 students)
Time & Period	Period 42 min	Period 42 min	Online Support/ Instruction & Office Hours	Period 42 min	Period 42 min
7:55- 8:05 8:05- 8:15	ENTRY REQUIREMENTS <ul style="list-style-type: none"> ● temp check, lockers, masks ● straight to 1st per class ● breakfast in HR/1st 			ENTRY REQUIREMENTS <ul style="list-style-type: none"> ● temp check, lockers, masks ● straight to 1st per class ● breakfast in HR/1st 	
8:15- 8:57 1	Red Group students at school			White Group students at school	
9:00- 9:42 2	White Group students receive virtual instruction			Red Group students receive virtual instruction	
9:45- 10:27 3					
10:30- 11:12 4					
11:15- 11:57 5	LUNCHES Periods 4-7			LUNCHES Periods 4-7	

12:00-12:42 6	LUNCHES Periods 4-7		LUNCHES Periods 4-7
12:45-1:27 7			
1:30-2:12 8	Red Group students at school		White Group students at school
2:15-2:57 9	White Group students receive virtual instruction		Red Group students receive virtual instruction

- Half of students in grade 5-8 will attend in person 2 days a week and virtual 3 days a week.
- *ENL and SPED students will attend in person 3 days including Wednesday.*
- We will follow a normal schedule with times adjusted/staggered in house for COVID procedures.
- Wednesday will be a review/instructional/tech support day for students with virtual meetings.

Entry and Departure

- Entry & Departure
 - Students will be dismissed on a staggered schedule and they will exit through the same supervised door they entered through that morning. Buses will be called as they come in so students can exit in small groups. Walkers will be dismissed at one time. Parent pick-up will be dismissed at another time.
 - Grade 5 & 8- Main doors #1
 - Grade 6 & 7- Cafeteria doors #3
 - Parent drop-off -students go to designated grade level door
 - Two adults will be taking temperatures at each entrance (1 for back entrances)
 - Students with fever of 100+ would enter from outside at door #16 Locker Room Doors
 - Med buses still enter back of building door #6- students with fever would get back on bus and the bus would bring the student to door #16
- Transitions
 - staggered & supervised off of buses
 - staggered bells
 - staggered & supervised transitions
 - staggered & supervised dismissal

- staggered bathrooms
- labeled and supervised modes of travel in building
- Lunch/Recess
 - Lunch
 - Breakfast will be served in the classrooms as we have done in the past.
 - Lunches at the MS will be Grab and Go lunches.
 - The Cafeteria & small gym will be used for lunch with students sitting at desks 6 ft apart.
 - Students will be supervised during lunch.
 - Recess will be given more frequently as long as students can be brought outdoors.
 - Students will not be allowed to use the playground equipment, but teachers have the option of bringing them to different areas of the school property to allow them to run around and get fresh air.
 - The classes will exit and enter through their assigned doors when going to recess. If the students cannot go outside for recess, their activities will be more stationary within the rooms.
 - Teachers can provide brain breaks and mask breaks while maintaining social distancing.

Liberty High School

Virtual - The virtual schedule will be synchronous and the same as the established master schedule.

Hybrid Alternating schedule:

	Red (A day) - Monday - 272 students	Red (B day) - Tuesday - 272 students	Wednesday - 115 students - MLL/SPED Schedule, Online Support & Office Hours	White (A day) - Thursday - 222 students	White (B day) - Friday - 222 students
Period					
1	1A	1B	MLL/SPED	2A	2B
2	1A	1B	MLL/SPED	2A	2B
3	1A	1B	MLL/SPED	2A	2B
4	1A	1B	MLL/SPED	2A	2B

5	1A	1B	MLL/SPED	2A	2B
6	1A	1B	MLL/SPED	2A	2B
7	1A	1B	MLL/SPED	2A	2B
8	1A	1B	MLL/SPED	2A	2B
9	1A	1B	MLL/SPED	2A	2B

- Red days- 272 students
- White days- 222 students
- Wednesday- 115 students
- We will follow a normal student schedule with cohort Red and cohort White using alternating A/B schedule days.
- Wednesday will be a review/instructional/tech support day for students with virtual meetings and in school support with a specialized schedule for Multilingual Learners and students with special needs.

Draft of Procedures

Hybrid Model Entry and Departure-

Using the schedule 2020-21 Liberty HS AM Duty schedule we will have the following procedures:

- 2 points of supervised entry-
 - HS Main Entrance- walkers, drop offs, and drivers
 - HS Gymnasium Entrance- busses on a staggered schedule
- Temperature checks at each point of entry by an administrator
- Staff on standby to escort students to the nurse with the temperature reading on a pass if temperature is above 100 degrees.
- Staff assigned at the other entry/exit points to ensure students do not enter anywhere else.
- Students will be dismissed from their 9th period class by announcement in increments.
- Students will be dismissed on a staggered schedule.

Hallway Transitions-

- Each wing will have one direction of traffic.
- Signs will be posted on the walls and floors to designation direction.
- 200 and 300 wing will move counterclockwise, cafeteria side to gym side
- 100 wing direction will be gym side to cafeteria side
- Administration, SRO, staff, and safety duty personnel will be in place to ensure precautions are followed

Breakfast/Lunch-

- Most students will receive food from the cafeteria and then transition into the auditorium where they will be positioned at least 6 feet away from each other.
- Auditorium capacity for eating is approximately:
 - Auditorium: 66 students
 - Cafeteria: 20 students

Teaching and Learning

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

- **For virtual and alternating(hybrid) schedules:**
 - ❖ Teachers will be teaching synchronously with the use of Google Classroom for grades 3-12.
 - ❖ Moreover, our Prek-2 teachers will be teaching asynchronously using the Seesaw platform. **All instruction will be provided during the scheduled times mentioned above.**

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

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

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

- **The Structure:**
 - ❖ The teachers will be instructing our students according to the previously mentioned schedules and methods (synchronous and asynchronous).
 - ❖ Teachers will establish a learning target that is aligned to New York State's Learning standards for each lesson.
 - ❖ Teachers will use the lesson structures as they would regularly use.
 - ❖ For 100% virtual model:
 - ❑ All students grades Prek-2 will follow the school schedule and will be provided asynchronous instruction using the Seesaw platform. Teachers will be available for live virtual sessions (Google Meet/Hangout) according to the school schedule.
 - ❑ All students grades 3-12 will follow the school schedule and will attend their classes via Google Hangouts/Meets and all instructional materials will be provided via Google Classroom.
 - ❖ For the alternating (hybrid) model:

- ❑ For grades Prek-2: The in person students will participate in the instruction while in class. After completing the daily portion of in person instruction, the students will continue their learning from home with asynchronous instruction.
 - ❑ For grade 3-12: The in person students will participate in the instruction while in class. For the students who are learning from home, they will attend and participate in the instruction/activities virtually via the scheduled Google Meet/Hangout session.
- **Equitable Support/Feedback/Assessment:** Teachers will provide feedback and assignment grades on a regular basis.

Equitable Support

- ❖ Students will be able to receive equitable support on Wednesdays, according to our virtual and alternating (hybrid) schedules, staff will be available for additional support and will be preparing for the upcoming lessons.

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 in person and/or via Google Classroom.
- Class participation in person and/or virtual sessions.
- In person formative assessment tools and strategies.
- Online formative assessment tools (Nearpod, Kahoot, Google Forms, etc.).

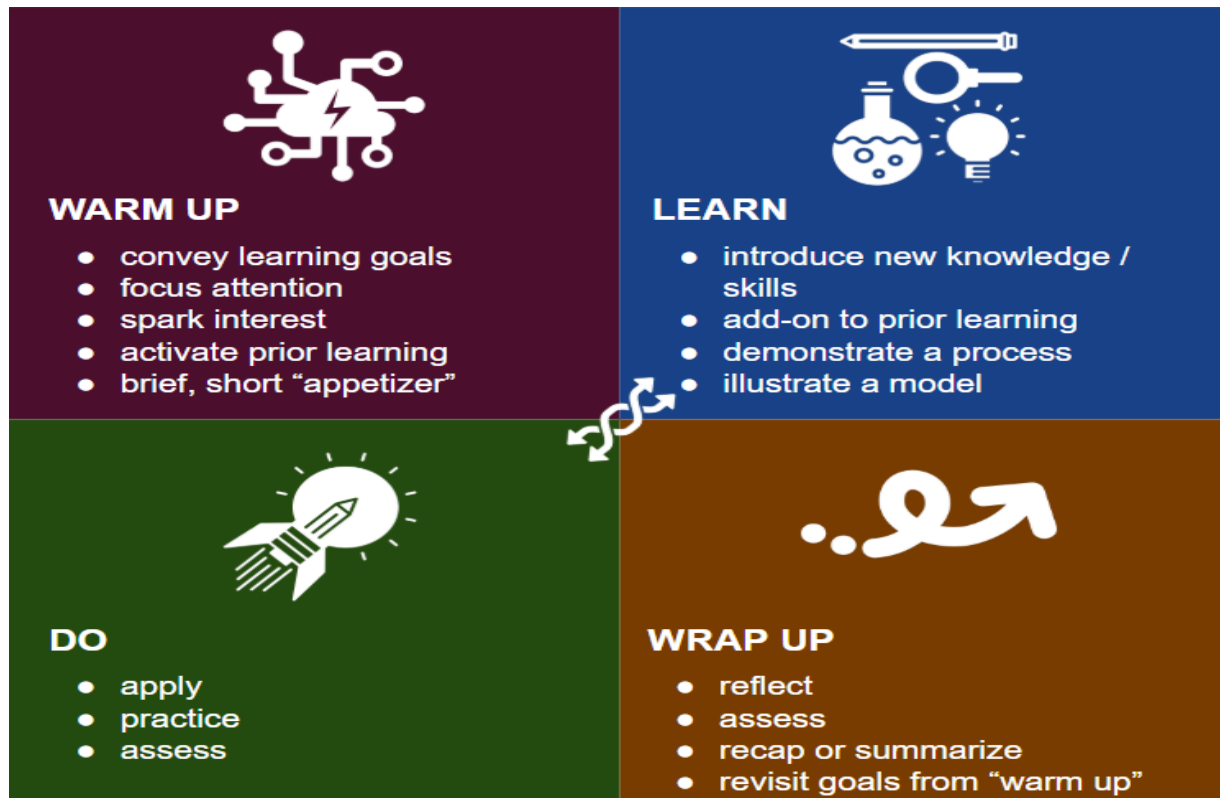
- ❖ **Assessment of learning (summative)**

Examples are:

- Tests, quizzes, and/or projects
- Digital or paper copy portfolios

- ❖ **Grading:** All grading will be completed in alignment with traditional grading procedures and practices. If a student needs additional support for their assignments, they are to reach out to their teachers.

Supportive Learning Structure for Virtual, Hybrid, and In Person instruction



Student Expectations for Virtual Learning

- Students cannot enter a class’s virtual session until the set time and you must exit once the period is over or when the teacher ends the session.
- Students should attend a virtual session in a private location (i.e. 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 class. This means, listen to the teacher and your classmates.
- Students are to use the virtual class sessions to learn new materials, revisit assignments, and ask for help.
- 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
- If needed, a teacher has the right to ask the student to leave the virtual session if a student or students are not meeting our expectations after receiving multiple warnings.

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

Special/Encore Classes

*****According to NYSED, all classes that deal with aerobics, singing, and playing an instrument (specifically band) is required to provide social distancing of at least 12 ft*****

Physical Education:

- To ensure proper social distancing, students will complete fitness workouts, not the usual games that they are used to having.
- If able, outdoor physical education classes will take place and social distancing requirements will be followed.
- To avoid breathing difficulties or if students have regular breathing difficulties, students are to remove their masks during physical education as long as the 12 feet social distancing requirement is fulfilled.

Band, Orchestra, Chorus:

- Orchestra is able to be socially distant at the 6 ft requirement, if students are not socially distanced at 6 ft, they will have to wear their masks (similar to classroom requirements).
- All Band and Chorus classes must implement 12 ft social distancing requirements if the students are signing or are playing their instruments.
- If feasible and 12 ft social distancing requirements are met, Band and/or Chorus can use alternative rooms to conduct whole group sessions (i.e. auditorium).
- If Band and/or Chorus is unable to socially distance, the students are to complete curricular assignments.

Art:

- Art classes are to follow the previously mentioned social distancing 6 ft requirements and the students are to wear masks if the students are unable to socially distance themselves.
- Students are to receive assigned supplies.
- All supplies are to be cleaned and disinfected after use.

MTSS Supports

MTSS for 100% Virtual Learning

The staff will identify Tier 2 and Tier 3 students. Specifically, students who are struggling with their online assignments/classroom and/or social and emotional well-being will be considered Tier 2 students. Tier 3 students who are “radio silent” or are not attending their virtual class and are not in contact with their teachers or guidance counselor(s). Ultimately, 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.

MTSS for In-Person Learning

Multi-Tiered Systems of Support (MTSS)/Academic Intervention Services – The district shall provide MTSS/Academic Intervention Services to students who have been identified as being at risk of falling below the state learning standards in English Language arts, Mathematics, Social Studies, and/or Science. Such services may include additional instruction services and/or student support services such as guidance, counseling, and study skills. A student's eligibility for MTSS/Academic Intervention Services will be determined based on his or her performance on the district's benchmark assessments, work samples, and teacher input. Due to the COVID-19 closure, our teachers will provide curricular remediation as a Tier 1 support. The purpose of curricular remediation is to close the curricular gaps our students might have acquired due to the closure. When it has been determined that a student needs MTSS/Academic Intervention Services, the parents will be notified, in writing, by the child's respective school. The notice will outline the reason the student needs such services, the type of services to be provided, and the consequences of not achieving the performance standards. In addition, the district will provide the parents with opportunities to consult with teachers and other professional staff, regular reports on the student's progress and information on ways to monitor and work with teachers to improve the student's performance.

Academic Intervention Services is designed to support students in their efforts to meet graduation requirements. Students will be assigned to a MTSS/academic intervention class:

- If a student has scored at a high risk level according to our local screener assessment, and failing specified courses according to each school's decision tree and/or referral process to the Student Support Team.

Note: Students who are identified to need MTSS/AIS services will receive their support during the school day.

Social and Emotional Learning

Due to the COVID-19 crisis all of our students, staff, and families have had to endure a great amount of adversity. Therefore, social and emotional learning (SEL) will play a crucial role throughout the 2020-2021 school year. Throughout the past several years the district have provided our staff with trauma informed care learning opportunities. Also, the Liberty Central District is a Leader In Me district (<https://www.leaderinme.org/what-is-leader-in-me/>). As the district is a Leader In Me district, each school has a Lighthouse Team composed of teachers, support staff, counselors, school psychologists, school social workers, and students. These teams are continuously collaborating to support our students with SEL opportunities. The teams accomplish this by evaluating the current school climate, enforce prosocial behaviors, and implement the Leader In Me process.

In addition to Lighthouse teams, each building has a BLT (Building Leadership Team) that is composed of school staff, students, and parents/guardians. Our BLT teams review and enhance current practices/procedures, and plan events to improve the school climate.

How We Will Support Our Students' Emotional Well-Being

- The district will provide a Health and Wellness section in our “Reopening and the 2020-2021 School Year” page.
- Our counselors, school social workers, and school psychologists will continue to implement the district’s comprehensive counseling plan.
- Each school will administer SEL surveys to help identify students who are struggling
- Each school’s student support team will meet on a weekly basis to plan and implement interventions for students who are having difficulties.
- Continue with in person and virtual check and connect.
- Provide counseling sessions.

How We Will Support our Staff's Emotional Well-Being

- Provide informational resources on how to support students during the COVID-19 pandemic.
- Provide staff with additional supports, such as EAP, professional learning opportunities about how to deal with stress and anxiety from COVID-19.

Special Education and Related Services

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

Special Education and Related Services Supports for Virtual Learning

All case managers and service providers will regularly reach out and teach the students, provide support, and evaluate if additional assistance is needed. Our special education teachers will provide services during the virtual classes and within the students’ Learning Management Systems. Teachers are to compile a list of students who are not attending their virtual lessons and refer to the student support team. Also, our special education teachers will adapt all digital and hard copy instructional assignments (when applicable) to provide accommodations and modifications. Finally, our related service providers (guidance counselors, social workers, school psychologists, OT/PT, and speech therapists/pathologists) will provide services for their students during virtual teletherapy sessions and phone calls.

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

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

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

- ❖ Assignments and assessments read (via Google 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.

Special Education Services for In Person Learning

Our special education teachers and related service providers will provide students with services during in-person classes and for students who are attending their classes virtually. Moreover, our special education teachers will provide all required accommodations and modifications in compliance with the students' IEPs. Ultimately, students receiving special education services specially designed instruction that is aligned to their needs in the Least Restrictive Environment.

In addition to the students' scheduled in-person classes, special education teachers and related service providers will provide additional support services on the days between the Red and White days **(review school schedules)**.

Other Key Points for Special Education

School staff will review student's IEP, contact the parent/guardian, and discuss IEP implementation to prevent regression and promote learning. Considerations will include:

- Specially Designed Instruction: learning/behavior/social emotional/communication of IEP goals/objectives
- Related services
- Accommodations and modifications

- Instructional materials individualized to the student’s needs
- Individual and/or small group instruction
- Access to remote learning technology
- Modeling of instruction for parents to practice with their children, social skill instruction/opportunities for structured virtual interaction
- Gathering parent’s input on needs and child’s progress, as appropriate

Communication:

The Special Education teachers and related service providers will maintain connections/communication with students and families to provide learning materials and supports using a variety of modalities (e.g., email, phone, print, and Google Meets/Hangouts). All communication/documentation will be provided in the parent/guardian’s preferred language and mode of communication.

IEP Goals/Progress Monitoring:

Students’ (CPSE and CSE) present levels for IEP goals will be assessed in order to record necessary baseline data. Baseline data will be used in measuring progress toward the annual goals and having efficient data to make essential educational decisions once normal school operations resumes. The parent of a student with a disability and the CSE Committee will convene an IEP meeting for the purposes of making necessary changes to the student’s current IEP (to be included as part of the IEP) if amendments are necessary. Meetings will be conducted either in person or virtually. Progress monitoring of IEP goals will be reported quarterly to parents.

Services/Accommodations:

All accommodations/services will be provided by the district in person, virtually and/or in a hybrid model. Changes in services and accommodations if needed will be made through the IEP amendment process. Accommodations may be met in an online environment by providing additional supports, such as individualized telephone or video conferencing, support from a teaching assistant etc.

Related Services:

If a student’s IEP requires the provision of related services, the district will provide these services in-person, virtually and/or in a hybrid model. The PPS Department will ensure that services can be provided effectively and that individual students are able to effectively access all recommended related services.

Compensatory Services:

The CSE Committee will consider compensatory services when students return to school and IEPs may need to be adjusted accordingly. The CSE Committee will determine the amount of compensatory related services students with IEPs may require, on a case-by-case basis, when in person instruction resumes.

Multi-Language Learners

All ENL teachers will provide the mandatory minutes (according to CR Part 154) during in person and virtual learning when using Google Hangout/Meet and the Learning Management Systems.

Teachers are to compile a list of students that are chronically absent and refer them to the student support team. Also, our English as a New Language (ENL) teachers will adapt all digital and in person hard copy instructional assignments to provide language acquisition and English Language proficiency based support.

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

- ENL teachers collaborate with their co-teachers through our Learning Management Systems and during the creation of in person 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 will provide accommodations, modifications, and assignments for our students who participate during in person and virtual "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

Communication:

The ENL teachers will maintain connections/communication with students and families to provide learning materials and support using a variety of modalities (e.g., email, phone, print, and Google Meets/Hangouts). All communication/documentation will be provided in the parent/guardian's preferred language and mode of communication.

MLL Identification Process:

The ENL teachers will continue to follow the Liberty Central School District's MLL Identification process by administering the NYSITELL assessment. Specifically, the teachers will administer the identification process within 30 days of the start of the school for all students who enrolled during the COVID-19 closure during the 2019-2020 school year. Also, the teachers will administer the identification process for students who enrolled during the summer of 2020 during the first 20 school days of the 2020-2021 school year. Finally, after the 20 day flexibility period, the identification of MLL students must take place within the required 10 school days of initial enrollment.

APPR-Education Law 3012d

The district will be in compliance with Education Law 3012-d. As teachers and staff will be reporting to the buildings, observations will take place in the classrooms if we are utilizing the virtual or alternating (hybrid) schedules.

[3012-d APPR Plan Link](#)

Certifications

The district ensures that all teachers, teaching assistants, school counselors, school psychologists, school social workers, and any other hold a valid certification pursuant to Education Law 3001.

Substitute teachers

Substitute teachers will be an important resource during the reopening process. Substitute teachers with a valid certification can work in any capacity, for any number of days. If the substitute teacher is employed for more than 40 days by the district, they will be employed in an area for which they are certified.

Substitute teachers without a valid certificate, but who are working towards certification at a rate of not less than six semester hours per year, can work in any capacity, for any number of days, in any number of school districts. If a substitute is employed for more than 40 days by the district in a school year, they must be employed in the area for which they are seeking certification.

Substitute teachers who do not hold a valid teaching certification and are not working towards certification may work for no more than 40 days in the district, except as described below:

- During the 2020-2021 school year, due to the COVID-19 crisis, substitute teachers who do not hold a valid certificate and are not working towards a certification, but hold a high school diploma or its equivalent, may be employed by the district beyond the 40 day limit, for up to an additional 50 days (90 days total in a school year).

Technology

Access to devices: The Liberty Central School District will provide every student in grades PreK-2 with an iPad. Also, the district will provide every student in grades 3-12 with a Chromebook. All students and their families must comply with the protocols found in Liberty Central School District's Mobile Device Technology Handbook.

For both the virtual and alternating (hybrid) schedules, teachers will instruct students from their classrooms and will have access to needed technology to fulfill our students' curricular and instructional needs.

At the start of the 2020-2021 school year each school will identify which students do not have access to high speed internet. The buildings will accomplish this by having students meet with their guidance counselors if they do not have access and will notify building administration. Following this the district will attempt to provide the following solutions:

- Local Wifi hotspots
- If capacity permits, attempt to have students come into the schools (contingent upon availability, capacity of buildings, and opening of schools decision made by NYSED).
- Wifi cards (if available and acquisition of items is feasible)

Training

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

Students

Importance of and how to social distance and wear masks	With signage, routine teaching, and tutorial videos
How to use virtual learning technology	Tutorial videos and routine teaching
Social and Emotional Supports	Check and connects, Leader In Me activities, and SEL surveys

Parents

Information regarding COVID-19	Website resources
Importance of and how to social distance and wear masks	With signage, website resources, tutorial videos, and on an as needed basis
How to use virtual learning technology	Website resources, tutorial videos, and on an as needed basis
What virtual instruction looks like	Tutorial video

Teachers and Staff

Information regarding COVID-19 <ul style="list-style-type: none"> • Coronavirus awareness • CDC Guidelines for making and using a cloth mask • Managing stress and anxiety from COVID-19 	Safe Schools Platform, website, and on an as needed basis
Importance of and how to social distance and wear masks	Tutorial videos and presentations
Virtual Learning Technology	Professional development opportunities and support from the Technology Integration Specialist
Virtual and Hybrid Instruction	Professional development opportunities

Other Information

Harris Hospital Capacity

Coronary Care Beds	10
Intensive Care Beds	13
Maternity Beds	12
Medical / Surgical Beds	101
Psychiatric Beds	18
Total Beds	154

Note: Due to the response to COVID-19 (Novel Coronavirus), many facilities are increasing their bed capacity. The numbers below reflect certified bed counts and are not real-time, and should not be used to measure capacity for emergency response. As per Harris Hospital, they have the capacity and resources to support the surrounding communities