



**2023-2024**  
**Continuity of Learning Plan**  
**(Remote Learning Plan)**

**Revised 7/6/2023**

## **Rationale**

We know that we can never truly replicate what we do in the building, in our classrooms, but this remote plan allows us the opportunity to meet the educational needs of all MCS students while keeping students and staff safe. The purpose of the document is to help students, parents/guardians, faculty, staff and administration navigate continuity in the learning that we all expect. We are Milford Strong and will work collaboratively and diligently to provide the very best remote learning experience to all of our students.

## **Overview**

Milford Central School, in the development of our past and present plan, has taken in consideration recommendations from NYSED's "RECOVERING, REBUILDING, AND RENEWING: THE SPIRIT OF NEW YORK'S SCHOOLS REOPENING GUIDANCE" document, DOH guidance, and the research on the developmentally appropriate practices, including limited screen time recommendations from both the National Association for the Education of Young Children and The National Board for Professional Teaching Standards.

Our mission is to provide quality remote instruction through equitable access to that instruction and educational resources, social-emotional learning opportunities, a sense of understanding and empathy, flexibility, all in support of our learners and families. That instruction will be delivered in a variety of methods. Our intention is to provide some real-time instruction, referred to as synchronous instruction, so students can hear/see instruction, ask questions, gain feedback, and interact with the teacher and classmates. Teachers can live stream, set up webinars, and organize video-conferences. We will also support students with asynchronous instruction, which can be remote and virtual activities, recorded lessons or conferences, even paper sheet activities, where the student can access the curriculum content but on their time and as their internet connectivity supports and is not live interaction. Within the delivery modes, the district will provide the necessary resources and materials for the students to be successful. To foster the success within the remote model, there will be an expectation for students to be in attendance and participate in their remote learning.

## **MCS Remote Learning Goals for all Students**

1. Content and skills will be introduced and reinforced in a variety of ways, as discussed in the Overview. There will be a blend of both synchronous and asynchronous instruction clarified as: •

Synchronous instruction: Real-time instruction, referred to as synchronous instruction, so students can hear/see instruction, ask questions, gain feedback, and interact with the teacher and classmates. Teachers can live stream, set up webinars, and organize video-conferences.

- Asynchronous instruction: Remote and virtual activities, recorded lessons or conferences, even paper sheet activities, where the student can access the curriculum content but on their time and as their internet connectivity supports and is not live interaction.

2. The district will provide the necessary resources and materials for the students to be successful (Chromebooks, calculators, texts, crayons, binders, etc.) through a determined distribution procedure.

\*Please note the Instructional Materials and Resources Distribution Procedures section later in the document.

3. Content and communication will be accessed through the district-wide instructional platform, Google.
  - Google Classroom: Each class/course will have a Google Classroom (virtual site) as the hub for student, parent/guardian, and teacher check-in. Communication, resource links, assignments, assessments, and recorded lessons will be posted on this site.
  - Google Meet: Instructors will organize, schedule, and facilitate interactions on this digital medium. These will be recorded for later viewing by students unable to access them at the time scheduled for a variety of viable reasons.
    - \*If instructional packets are necessary, instructors will provide them as well. Students with internet connectivity issues will have access to the school building for internet through a scheduling process. Transportation can also be provided.
4. Homework and Effort Scores for coursework will be in alignment with the Milford CSD protocols and policies outlined in the MCS 2023-2024 Student Handbook. (APPENDIX A and B) Grading will continue to align with the Grading System Policy #4710, revised in 3/5/2020. (APPENDIX C)
5. In accordance with new guidance, attendance will be returned to the MCS Attendance Policy (APPENDIX D).
6. Services and specific therapies that are aligned with a student's IEP or 504 will be scheduled to meet requirements and foster growth and success. AIS/RTI and Learning Lab supports will also be delivered as needed. Variations in delivery and flexible scheduling coordinated with parents and staff will be taken in account to meet this goal, which may involve the students entering the building to receive such services.

### **Expectations for Communication by the District**

Throughout this remote learning experience MCS will provide communication using various methods by the district administration, as well as some will be mutually determined by the classroom/course teacher and parent/guardian. These may include, but are not limited to:

- Google Classroom
- Google Meet
- Email
- Robo Call Updates
- Postal mail
- Milford Central School District web page: <http://web.milfordcentral.org>
- Milford Central School District Facebook page: facebook.com/milfordcentral • Telephone-individual
- Telephone-District Phone Tree (Campaign Connect!)

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### **Instructional and Social Emotional Learning Delivery**

At MCS, we value both our student's academic needs and their social and emotional well-being. Teachers are always encouraged, whether in-person or through remote learning, to strive to attend to both. They use a variety of methods that make academic and social-emotional learning (SEL) accessible to all their students, and this will remain an expectation if we are subject to remote instruction again in 2023-2024.

To ensure that all of our students have equitable opportunities to engage in their learning we will again implement our 1:1 device plan where all students are assigned a Chromebook for learning. In consultation with our Technology Department, grades PreK-5 will keep student Chromebooks in their classrooms. In the event we return to remote, there will be a determined day/evening where Chromebooks and other necessary school materials will be distributed. Students in grades 6-12 already have the expectation to carry their Chromebook back and forth to school daily, so if we have to return to remote instruction, they should have it with them.

To support our school community with academic and SEL resources, we will reactivate the MCS Campaign Connect! website: <https://sites.google.com/milfordcentral.org/campaign-connect/home> which provides digital links to resources. MCS will also use Google Classroom for remote resources used for instruction, post assignments, and to help organize and communicate with students. We will use Google Meet for scheduled, live interactions with students.

MCS will provide a balance of academic instruction and support, as well as immerse SEL activities into their interactions. We will provide a structured schedule to support spending a reasonable amount of time on classwork and SEL engagement activities. (Although there is no hard-and-fast rules regarding the best practice for sustained learning times, please see some guidance in the chart below)

**Recommended Total Lesson/Activity Times: (These are NOT expectations, just a reference)**

<b>Grade Level Ranges:</b>	<b>Sustained time spent by student on specific class during that day on-line, including Specials classes:</b>
PK-K (3-5 years)	15-20 minutes per lesson 4 lessons per day
Grades 1-3 (6-8 years)	25-30 minutes per lesson, 4-6 classes
Grades 4-8 (9-13 years)	30-45 minutes per lesson, up to 6 classes
Grades 9-12 (14-21 years)	45-60 minutes per lesson *disclaimer is that at MCS we do not intend to run 1 hour of sustained teaching involving lectures, but that time may be devoted to highly engaging activities and group discussions.

Obviously, structured learning activities in school look markedly different, even from on-line synchronous instruction, so if you look at the daily expectations based on The National Board for Professional Teaching Standards, the breakdown for daily on-line learning is:

- Elementary Students: 1-2 hours
- Middle School Students: 3-4 hours
- High School Students: 3-4 hours

Reflecting on what we learned from the implementation of remote learning and both parent and staff feedback in 2020-2021, we know there are many different methods of delivering good remote instruction, many diverse tools and resources, many diverse environments in which our students are learning in, and we can acknowledge that what worked for one student did not necessarily work for another. With that

said, MCS will continue to provide training, resources, and appropriate tools to assist each instructor in the delivery of their best remote instruction, and expect them to have an active and encouraging presence with their classes.

Teachers can use a blend of these instructional delivery methods mentioned earlier in this plan: •

Synchronous instruction: Real-time instruction, referred to as synchronous instruction, so students can hear/see instruction, ask questions, gain feedback, and interact with the teacher and classmates. Teachers can live stream, set up webinars, and organize video-conferences. ○ Synchronous classes will be held on Google Meet

Teachers will invite remote students into live, in-person classes with some stipulations to protect student privacy (see **Expectations for Students (Remote Learners) and Families** section)

- Asynchronous instruction: Remote and virtual lessons or activities previously recorded and prepared to post for class times, and/or prepared and distributed paper-pencil activities, where the student can access the curriculum content on their time and as their internet connectivity supports. It is not live interaction.
  - This method of delivery will only be allowed with advanced notification and permission from the Superintendent and/or the Principal. Permission will be granted with a valid and acceptable explanation for providing asynchronous instruction, which very well may be to accommodate the learner too depending on the situation.

The instructional blocks of learning MCS has scheduled for our students:

#### **Elementary (grades PreK-5) Remote Schedule:**

Elimination of Remote Instruction for students in grades PK – 6: Effective Monday, January 31, 2022, remote instruction for students in grades PK -5 will be replaced with paper and pen informational packets.

- \*Before leaving school on any given Friday, teachers will have their lesson plans for the upcoming week completed. Teachers will then create packets for each day of instruction. These packets will be labeled Monday through Friday and will follow along with the curriculum. The work will not be superfluous or generic in nature.
- \*These packets will be ready to go home with any student who is sent home or for parents who contact the school that their child is quarantined at home. If a child is coming to the school to pick up their child, only one trip will be needed.
- \*Teachers will also provide a cover letter with each packet that will provide parents with specific times during the day that they will be available to meet remotely with their students and parents.
- \*Students will be granted credit for attendance for every day that the packet material is completed. In conclusion, it is our hope that this change will be helpful to everyone

### **Middle School and High School (grades 6-12) Remote Schedule:**

**Instructional classes will run 30 minutes Monday through Friday.** Classes will be offered synchronously, unless otherwise arranged and communicated in advance to students as an administrative approved asynchronous work day providing for individualized help sessions, break-out group meetings, collaborative project times, and other asynchronous conducive activities. There will be 12 minute transition times between the virtual periods for breaks for self-care and time to get on/off Google Meets.

<b>Remote Schedule Monday-Friday 30 minute classes</b>
Period 1 8:03-8:39 (a little longer still for attendance/check-in announcements)
Period 2 8:51-9:21
Period 3 9:33-10:03
Period 4 10:15-10:45
Period 5 10:57-11:27
Period 6 11:39-12:09
Period 7 12:21-12:51
Period 8 1:03-1:33
Period 9 1:45-2:15
Period 10 2:27-2:57

In an effort to support the success of students and parents, we have provided a link to a resource guide designed to help parents support their children during remote instruction.

[A Parent Guide: Support Your Child During Virtual Learning](#)

As MCS promotes Mindfulness and supports positive SEL opportunities for our students, we encourage families to collaborate with your child's teacher(s), check out our Campaign Connect! website for SEL resources, and even reference the parent guide resource, to develop at home plans for occasions to take "learning pauses" or "brain breaks". Depending on your child's age we suggest allowing them to take routine 10 minute breaks to play, pleasure read, color, stretch, socialize with a sibling/friend, draw, etc., in an effort to combat fatigue and increase focus and productivity.

### **Special Education Services**

We are aware this may be hard for students that have an IEP or 504. MCS is committed to servicing our students to the best of our ability. We will continue to offer the services that are indicated in a child's IEP remotely. If at any point that the delivery may need to be adjusted, teachers, LTAs, aides, and service providers, collaborating with the CSE Coordinator and school administration, will have the flexibility to develop a plan that works for all mutually involved and to determine a delivery method agreeable to the

parent/guardians and students. This can be Google Meet office hours, scheduled Resource Room remote blocks, remote learning lab times, Google Meet or phone call homework help, possible in-building sessions, etc..

In the event that students need additional support time to meet their IEP services when we return to consistent in-person instruction, tutoring can be made available to accommodate compensatory services.

In addition, students that need to be evaluated will be scheduled by the CSE Coordinator, Mrs. Kim Johnson. If evaluation components are administered in-person all safety precautions will be observed.

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### **BOCES Programs**

Students participating in CTE, New Visions, and other instructional programs at BOCES will adhere to the BOCES Return to School Plan, whatever that is at the time. Their plan indicates which classes will be held in-person, hybrid, or remote. MCS will provide transportation to and from those programs. A bus route schedule will be developed and posted to the MCS website upon completion.

### **Instructional Materials and Resources Distribution Procedures**

Milford Central School is committed to supporting our families, in-person or remote, by supplying families with their needed instructional materials and resources. In the event we return to remote, we will announce the plan to distribute those learning materials, tools, and resources in our gray MEF BAGS, in coordination with an MCS food distribution. For any additional materials deemed necessary for remote instruction beyond our initial distribution, we will maintain a schedule in line with food distribution dates as well.

Food and material distribution dates and times will be communicated out to the school community depending on when we go remote and how long that remote instruction is anticipated. We will maintain the Cafeteria driveway loop as the distribution location with times to be determined.

For any parent/guardian unable to attend the distributions due to a hardship, please call the school at 607- 286-3349. We can assist in making other arrangements or accommodations to ensure all students are accessing all the resources they need to be successful during remote instruction.

### **Internet Accessibility and Equity**

Remote learning relies on the capacity to access digital material, which relates to a student's access to consistent, high speed internet connectivity. Approximately 11% (as of 8/18/2020) of families surveyed indicated they did not have access to reliable, high speed internet. As we believe that to have improved, we will continue in 2023-2024 to offer equitable access to the best of our ability. To ensure equity and access to that instructional resource we intend to offer opportunities to access it at the school. The district will provide internet access in the HS Gym to all students. They will be supervised and adhere to all social distancing protocols.

Any student/family that does not have suitable internet access at home on the survey may call the school at 607-286-3349 to be scheduled to be in the gym. To allow for equitable access, allow for social distancing capacity to be considered, and potentially arrange transportation, we ask that you call and

request the opportunity to access the gym at least 2 days in advance.

Teachers will work with students and families to accommodate the students' needs if they do not have access to the internet and are not comfortable coming inside the school to access it. Paper copies, thumb drives, and other alternative materials to access the content can also be determined as needed by instructors and communicated to the administration for approval.

## **Attendance Protocol**

During remote learning the expectation is that students will attend their classes and engage with the content provide by teachers to the best of their ability. In accordance with our student management program, it is anticipated we will follow this protocol to report students in attendance or absent:

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- PreK-5 teachers will take attendance at 9:00am (1<sup>st</sup> live sessions) and MS/HS teachers will take period by period attendance. Students who are not present will be marked absent. However, a teacher will have until 7pm on an instructional day to correct if a student was truly present in e school if the student/parent share evidence of engagement deemed suitable by the teacher.
- If your child is recorded as absent by the teacher (as they have had no engagement or contact with your child) you will receive an absence notification by 9pm of that day.
- If your child has a valid excuse or you need to dispute the absence you may call the nurse, Mrs. Jolene Chase at school by 2pm the following day.

Chronic absenteeism by a student will be met with notifications by the nurse, per our present attendance protocol, plus phone calls to the parents

## **Technical Assistance**

Technical assistance will be provided by our MCS Technology Department. Please contact Lorre Gregory at [lgregory@milfordcentral.org](mailto:lgregory@milfordcentral.org) or Bobby Gregory at [bgregory@milfordcentral.org](mailto:bgregory@milfordcentral.org) for assistance.

## **Digital Citizenship and Digital Security**

In an effort to be respectful of remote learners it is important for all involved to be a good digital citizen. Teachers will frequently prompt or review appropriate digital participation protocols and expectations of good digital citizenship. Students will be expected to be respectful and adhere to remote learning etiquette. The MCS Code of Conduct will be enforced if inappropriate behaviors occur. There will be no tolerance for cyberbullying.

For teachers to engage with their students remotely, it will be most helpful to see them on the screen and cue into the students' facial expressions and reactions to their learning. With that said, teachers will also have the flexibility to give options to students who feel uncomfortable showing their face to put up a black screen when needed and within reason.

The Google platform provides us a safe domain for our students. By using Google Classroom, combined with our GoGuardian monitoring system, we will maintain a safe environment for our students to learn.



## **Expectations for Staff**

### **ALL Staff Requirements:**

- Report to the MCS building each day, barring any accommodations granted by Superintendent.
- Check and respond to your email daily during instructional days, unless absent.
- Listen for robocall call notifications.

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- Participate in Staff Google Classroom and any assigned video conferencing meetings (scheduled faculty meetings, School Counselors meetings, Department Chair meetings, Department meetings, or other meetings)
- Be available for scheduled CSE and 504 meetings. (attendance by either phone, Google Meet, or in person per necessary accommodations)
- Self-Care and ask for support when needed.
- \* MCS Staff are encouraged to keep a log of time and activity (like a plan book) as well as a communication log.

### **Leadership Staff will:**

- Communicate and support those they supervise.
- Partner with instructional staff to support student learning and engagement.
- Communicate with staff and parents about timelines, expectations, and supports available. • Create opportunities for engagement amongst staff while honoring the social distancing protocols. • Provide access to the building for staff to: plan, collaborate, use resources, develop, deliver and record remote lessons.
- Provide professional development opportunities and time for staff to perform remote learning. • Monitor and respond to changes as needed.

### **General Education Teachers will:**

- All classroom teachers will use Google Classroom for their class/content courses and post all subject area assignments in that location.
- Recordings of asynchronous lessons and activities that have advanced administrative approval will be posted for student access no later than 9:00 a.m. of the following day after recording.
- Be prepared with at least 2 weeks of emergency plans for remote instruction. • Maintain records on student attendance and participation
- Continue to support students by providing new material.
- Consistently provide feedback on student work.
- Provide opportunities to meet the “Instructional and Social Emotional Learning Delivery” expectations.
- Maintain communication with each student to accomplish their expectations. (individual Google Meets, phone calls, emails, etc.)
- Schedule a means to connect with students that need extra help, clarifications, or check-ins. Teachers will use the MCS remote schedules, but have the flexibility to work outside of it to support the parents/guardians/PIPR and students if need be. This can be accomplished through

Google Meet office hours, learning lab times, homework help, etc.

- Contact the parent when a student is not in attendance, participating, falling behind in assignments, and/or beginning to fail.
- After parent contact was made, follow-up with informing the principal and/or guidance counselors when a student is not in attendance, participating, falling behind in assignments, and/or beginning to fail.

**Specials Teachers (PE, Music, Library, Art):**

- All classroom teachers will use Google Classroom for their class/content courses and post all subject area assignments in that location.
- Recordings of asynchronous lessons and activities that have advanced administrative approval will be posted for student access no later than 9:00 a.m. of the following day after recording.
- Be prepared with at least 2 weeks of emergency plans for remote instruction.

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- Maintain records on student attendance and participation
- Continue to support students by providing new material.
- Consistently provide feedback on student work.
- Provide opportunities to meet the “Instructional and Social Emotional Learning Delivery” expectations.
- Maintain communication with each student to accomplish their expectations. (individual Google Meets, phone calls, emails, etc.)
- Schedule a means to connect with students that need extra help, clarifications, or check-ins. Teachers will use the MCS remote schedules, but have the flexibility to work outside of it to support the parent/guardians and students if need be. This can be accomplished through Google Meet office hours, learning lab times, homework help, etc.
- Contact the parent when a student is not in attendance, participating, falling behind in assignments, and/or beginning to fail.
- After parent contact was made, follow-up with informing the principal and/or guidance counselors when a student is not in attendance, participating, falling behind in assignments, and/or beginning to fail.

**Special Education Teachers will:**

- Special Ed teachers may develop a Google Classroom per Resource Room/grade level instructional groups and post all subject area assignments in it and/or they may collaborate with the relevant classroom or content area teacher and put resources and instructional materials in their Google Classroom.
- Recordings of asynchronous lessons and activities that have advanced administrative approval will be posted for student access no later than 9:00 a.m. of the following day after recording.
- Be prepared with at least 2 weeks of emergency plans for remote instruction.
- Maintain records on student attendance and participation
- Continue to support students by providing new material.
- Consistently provide feedback on student work.
- Provide opportunities to meet the “Instructional and Social Emotional Learning Delivery” expectations.
- Maintain communication with each student to accomplish their expectations. (individual Google Meets, phone calls, emails, etc.)

- Schedule a means to connect with students that need extra help, clarifications, or check-ins. Teachers will use the MCS remote schedules, but have the flexibility to work outside of it to support the parents/guardians/PIPR and students if need be. This can be accomplished through Google Meet office hours, learning lab times, homework help, etc.
- Contact the parent when a student is not in attendance, participating, falling behind in assignments, and/or beginning to fail.
- After parent contact was made, follow-up with informing the principal and/or guidance counselors when a student is not in attendance, participating, falling behind in assignments, and/or beginning to fail.

**School Counselors will:**

- Focus on the academic progress and social-emotional well-being of students during the remote learning period.
- Continue to support the IEP or 504 counseling services for each student.
- Be a resource for teachers and other staff as needed (SEL materials, soft-handoffs, etc.)
- Adhere to SEL guidance per NYSED regulations.

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- Coordinate any additional student needs, including, but not limited to time-sensitive FAFSA prep/assistance.
- Continue to provide career and college counseling
- Coordinate efforts to administer a social wellbeing survey to students to assess concerns or needs that arise.

**Specialists (OT, PT, Speech...) will:**

- Continue to meet the needs of each individual student as identified by their IEP or 504 Plan.
- Will have the flexibility, in collaboration with the CSE Coordinator and administration, to adjust their schedule/delivery of services to support students.
- Communicate with families to develop a schedule of interaction or a means to share instructions for goal-related therapeutic activities.
- Keep a specific log of services and times delivered to each student. (Appendix F as an example)

**Licensed Teaching Assistants and Aides will:**

- Serve as a resource and/or support for students, teachers, and administration. • When appropriate and/or if they have accessibility, attend and participate in the remote learning activities.

## **Expectations for Students (Remote Learners) and Families**

**Students will:**

- Establish daily routines for engaging in learning, which will be fostered by an MCS schedule of asynchronous and synchronous learning activities.
- Be present and participate in the instructional lessons, tasks, activities, and specifically scheduled Google Meets.(daily attendance is required)
- As appropriate to grade level, communicate with teachers regularly so that teachers can assist with scheduling/participation issues, academic issues, social and emotional issues. In some cases this is done with family assistance and parents/guardians can monitor the communication method of instructors for announcements and feedback.

- Check MCS email regularly and daily during the instructional week
  - Respond to their emails and correspondence when received to the best of their ability. •
- Do their best to meet timelines, commitments, and due dates.
- Be proactive with their teachers when having difficulty/advocate and speak up when having difficulty.
  - Please let our Information Technology Service know if you could use support through computer or Chromebook by emailing [lgregory@milfordcentral.org](mailto:lgregory@milfordcentral.org) or [bgregory@milfordcentral.org](mailto:bgregory@milfordcentral.org). Your email will be answered as promptly as possible.
  - Comply with the MCS Acceptable Technology Use Policy.
  - We have not mandated that students have their cameras on, however, only appropriate icons can be used, and students must engage in the chat and/or students can use other digital methods to hide/blur/alter their physical background.

**Families will:**

- Foster the establishment of daily routines for engaging in learning.
- Communicate concerns and issues related to the education of your child to the appropriate district staff, especially if they are struggling with assignments and tasks.

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- Ensure your child complies with the Acceptable Use Policy including expectations for online etiquette.
  - Read and understand this Continuity of Learning Plan (Remote Learning Plan) •
- Be patient and reasonable in the expectations of your child.

## **Food Distribution**

In 2020-2021 Milford Central School scheduled a weekly Breakfast and Lunch Food Distribution on each Wednesday from 5-7pm in the cafeteria parking loop. To best serve the needs of our students/families, in 2023-2024 we will determine the best date to do the distribution in regards to when we go remote and communicate it with as much advance notice as possible to the community. All students enrolled in MCS for the 2023-2024 school year will be eligible to participate. There will be a menu and different food options to select per the regulations on providing choices.

## **NYSED Regulation & Law**

All provisions described are subject to change based on changes to NYSED Regulation, mandates, or changes in State Law.<sup>11</sup>

## **APPENDIX A:** Homework expectations as noted in the 2020-2021 Student Handbook

### **HOMEWORK**

Students are assigned homework for the purpose of increasing their knowledge or skills. Students will be expected to complete all homework on time. Students who do not submit homework on time are still obligated to complete it. Homework provides excellent opportunities for developing good study habits, provides for individual differences and abilities, and encourages self-initiative on the part of the student.

Milford Central School believes that parental involvement in students' homework is essential to making homework an integral part of the educational program. Parents should encourage and monitor homework assignments.

Parents and the school share the responsibility for student learning. Parents can assist their child(ren) with homework by:

- providing a study area free of distractions and with good lighting
- asking questions about the content of student homework
- giving requested assistance, but letting the student do his or her own work
- avoiding undue pressure
- helping create a "homework habit," at the same time each night

The bulk of student work will be completed in the classroom. Teachers create dynamic, engaging lessons that maximize student learning **during** the instructional period. The purpose of homework is to enhance the learning process by either reinforcing classroom learning or by enriching school experiences. Homework will not be assigned for busy work or punishment.

#### **GENERAL HOMEWORK GUIDELINES:**

##### **Elementary School: PK-5**

Daily literacy and numeracy activities that can be practiced at home have been shown to be beneficial for students of all abilities.

##### **Middle School: 6-8**

30-60 minutes per day total.

##### **High School: 9-12**

1-2 hours per day total.

If parents are concerned that their child is receiving either too little or too much homework, they should contact the child's teacher.

**APPENDIX B:** Effort expectations as noted in the 2020-2021 Student Handbook

## EFFORT

It will be the expectation that all students will put in their best effort to be successful. With that being stated, at MCS a student has an opportunity to earn an effort grade for each subject. It will be determined by judging the categories listed using the Effort Grading Scale. A student who earns a cumulative academic effort grade of **3.45 or higher** will be placed on the Effort Honor Roll and will earn a Purple Pass.

Effort Categories

1. Responsibility
2. Prepared and on time for class
3. Assignments handed in on time
4. Quality of the work reflects student's best effort
5. Appropriate participation
6. Cooperativeness
7. Respect for all people
8. Respect for all school facilities

Effort Grading Scale:

Almost Always.....	4 Quality Points
Usually.....	3 Quality Points
Sometimes.....	2 Quality Points
Rarely.....	1 Quality Points
Never.....	0 Quality Points

## **APPENDIX C: Grading System Policy #4710 (revised on March 5, 2020)**



### **MILFORD CENTRAL SCHOOL DISTRICT POLICY# 4710 GRADING SYSTEM**

<input type="checkbox"/> REQUIRED
<input checked="" type="checkbox"/> LOCAL
<input type="checkbox"/> NOTICE

The Board of Education recognizes that the classroom teacher has the primary responsibility to evaluate students and determine student grades. Grading is considered a positive tool to indicate achievement and development in each class or subject in which a student is enrolled.

The District shall use a uniform grading system. Classroom teachers shall evaluate students and assign grades according to the established system. Grading shall be based upon student improvement, achievement, and participation in classroom discussions and activities.

Parents shall be provided a written report card at least four (4) times a year for regarding their child's progress. The use of marks and symbols will be appropriately explained. The parents of each senior candidate for a high school diploma shall be kept informed of their child's standing with regard to graduation by personal letters sent home immediately after the 2<sup>nd</sup> and 3<sup>rd</sup> quarters.

Grading shall not be used for disciplinary purposes, i.e., reducing grade for an unexcused absence, although a lower grade can be given for failure to complete assigned work or for lack of class participation.

In all classes, grades 6-12, teachers will have the option to give students an incomplete for work that is not done. In some cases it is appropriate to give zeroes.

#### **Processing and Changing Student Grades**

Grades are expected to be submitted in a timely fashion to be reported to parents. Submission of grades will be open until a date set by the Principal, at which point the grading system will be closed and locked. Any submissions after that date must be accompanied by a written request. Grading systems will only be unlocked for enough time to allow the modification. Any extension to the date the system will be locked must be approved by the Building Principal.

While the professional judgment of the teacher shall be respected it is understood that occasionally there may need to be an adjustment in grades after the term. Examples include, but are not limited to, reflecting additional assignments, correcting mistakes, or to accommodate student illnesses. Once a grade is assigned to a student by a teacher and the grades close, the grade may only be changed by Principal or Superintendent after notification to the teacher of the reason for such change, or upon request of the teacher. All grade changes require supporting documentation, to be maintained in the system and in the student's record, including the name and title of the person making the request, the date of the request, and the specific reason(s) for the change.

The District's student management system will serve as a historic and official representation of the grades and credits earned. Grade changes and documentation will be filed in the student's permanent record folder.

Should the Principal enforce a grade change contrary to the teacher's assigned grade, he/she shall be prepared to report to the Superintendent of Schools and/or the Board. If the Superintendent enforces a grade change, he/she shall be prepared to report to the Board.

There will be a limited number of personnel other than teachers who have access or permissions to enter or change grades in the system. This list includes Building Principal or Superintendent. Access and permission will be reviewed annually to ensure that appropriate individual users have the correct permissions to perform the tasks required of them. Access and permissions will be compatible with roles or job duties. The access and permissions of people no longer employed by the district, or no longer in positions requiring access and permissions, will be removed, modified or deactivated immediately.

Ref: Education Law §§3202; 3205 et seq.

*Matter of Nathaniel D.*, 32 EDR 67 (1992)  
*Matter of Hegarty*, 31 EDR 232 (1992)  
*Matter of Shepard*, 31 EDR 315 (1992)  
*Matter of Handicapped Child*, 32 EDR 83 (1992)  
*Matter of Ackert*, 30 EDR 31 (1990)  
*Matter of Augustine*, 30 EDR 13 (1990)  
*Matter of Boylan*, 24 EDR 421 (1985)  
*Matter of Burns*, 29 EDR 103 (1989)  
*Matter of Chipman*, 10 EDR 224 (1971)  
*Matter of Dickershaid*, 26 EDR 112 (1986)  
*Matter of Fitchett-Delk*, 25 EDR 178 (1985)  
*Matter of Gibbons*, 22 EDR 134 (1982)  
*Matter of LaViolette*, 24 EDR 37 (1984)  
*Matter of MacWhinnie*, 20 EDR 145 (1980)  
*Matter of McClurkin*, 28 EDR 136 (1988)  
*Matter of Reid*, 65 Misc. 2d 718 (1971)  
*Matter of Rivers*, 27 EDR 73 (1987)  
*Matter of Shamon*, 22 EDR 428 (1983)

Adopted: September 30, 1991

Amended: July 2, 1997

Revised: March 5, 2020



## **APPENDIX D:**

### Attendance Policy #5100

FILE: 5100

#### ATTENDANCE POLICY REVISION COMMENCING SEPTEMBER 2003

(i) It shall be the policy of the Milford Central School District to encourage regular and consistent attendance of all students. The Board of Education, in accordance with the state Education Law, requires that each minor from six to seventeen years of age shall regularly attend school full time, unless he or she has completed a four-year high school course of study.

Attendance is important. It is each student's basic responsibility as a member of the school community. In addition, regular attendance is directly related to academic and career success.

Every student is expected to be on time and attend all classes and study halls. Attendance is taken by teachers and staff each day and each period. It is expected that all missed work be made up.

(ii) Specific strategies to accomplish the objective of ensuring regular school attendance may include, but are not limited to the following:

1. Ensure that course content and instruction are meaningful, challenging and appropriate for all students including those with disabilities.
2. Provide on-going professional development in the areas of instructional delivery, curriculum development and alignment and classroom management.
3. Communicate regularly with parents and guardians about attendance issues.
4. Coordinate efforts with outside agencies such as Department of Social Services, Family Court, Probation Department and Department of Mental Health to provide support for students and families struggling with attendance issues.

(iii) The following absences are considered excused absences:

1. College visits for seniors only who have submitted permission forms prior to scheduled visit.
2. Military appointments or obligations
3. School sponsored field trips/activities
  - a. This may include, but is not limited to, SIP presentations/workdays, job shadowing, Art in Education workshops, government class observations)
4. Vocal/instrumental lessons
5. Athletic dismissal
6. Religious observances
7. Absences due to in-school and out-of-school suspension
8. Students on home-bound instruction
9. Any medical appointment or excused appointment with an official written document from said office or institution (Parent's notes are not acceptable).
10. A Doctor's letter/prescription stating student cannot attend school for specified amount of time
11. Bereavement (death of family member (only) up to 3 days)

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First reading: June 13, 2002  
Adopted: June 27, 2002

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Amendment First Read: June 12, 2003  
**Amendment Adopted: June 25, 2003**

The following absences are considered unexcused absences:

1. Any other absence not listed above.
2. Tardiness to a class after 20 minutes or more.
3. MCS School Nurse office visit consisting of 20 minutes or more.

(iv) The following codes are used in the attendance register:

AL = excused absence  
 AJ = unexcused absence  
 D = dismissed  
 ES = out of school suspension  
 IS = in school suspension  
 TL = excused tardy  
 TI = unexcused tardy  
 HL = half excused absence  
 HI = half unexcused absence

(v) To earn credit for passing a course, students may not exceed an absence rate of 20 unexcused absences for a full-year course or 10 unexcused absences for a one semester or half-credit course. A pro-rated amount of days will be determined for students' entering after the school year has begun. Unexcused absences are defined in section iii of this document. Students who miss class due to an unexcused absence will have the opportunity to make-up the class time missed and the absence will not be counted as an absence for the purpose of granting course credit. The following is a list of suggestions for making up missed class time. This is to be determined at the discretion of individual teachers. This is not a comprehensive list.

- \*come in after school to make up the time missed
- \*complete a project or a given assignment
- \*schedule an appointment with the teacher
- \*make up the work during a study hall, period missed = a study hall
- \*make up time during lunch
- \*come in during another section of the class if possible (from study hall)
- \*conference with the teacher about a possible alternative if absence is lengthy
- \*complete all the notes and class work and assignments for each day absent
- \*students have five school days from a missed lab due to an absence to make it up for full credit.
- \*come in on a Saturday

Teachers will report any student upon their fifth (5), tenth (10), fifteenth (15), and twentieth (20) unexcused absences to the guidance counselor. The guidance counselor will make contact with the student and parent/guardian in an effort to improve attendance rates. The principal will be included in such interaction when it is deemed appropriate by the counselor. After ten (10) unexcused absences, a parent/teacher

student conference will be conducted. After fifteen (15) unexcused absences, a parent/teacher/principal student conference will be conducted.

Once a student has reached 21 unexcused absences for course credit, the parent/guardian shall be notified in writing. This notice will include a copy of the school attendance policy, complete with a list of the make-up options available to students, and incentives the district will use to encourage improved attendance.

When a student has 21 or more unexcused absences he/she has 5 school days to make-up the class time missed.

(vi) Incentives:

Students that attend school 100% of the days 100% of the time will receive an award from a local restaurant and a certificate from the school.

Tardy Disciplinary Sanctions:

Students that are tardy to each class including 1<sup>st</sup> period will receive a detention after their third late.

Early Departure Sanctions:

Students leaving school early cannot participate in extra curricular activities unless they have a valid excuse. Such an excuse would include, but not limited to a doctors note, work release.

(vii) Form letter that will be sent to parents:

School Year 2003-2004

Mr. & Mrs. \_\_\_\_\_  
Main Street  
Milford, NY 13807

Dear Mr. and Mrs. \_\_\_\_\_

As per the attached report, please be advised that ( student name ) has been absent from ( course name ) for ( amount of days ) days. I am concerned about this excessive number. To earn credit for a course, students may not exceed an unexcused absence rate of 20 days for a full credit course or 10 days for a half year/half credit course. Students who miss class due to an *unexcused absence* will have the opportunity to make-up the class time missed and the absence will not be counted as an absence for the purpose of granting course credit.

Enclosed is a copy of the school's attendance policy. Highlighted are those make-up options available to your child as well as incentives used by Milford Central School to encourage improved attendance.

Punctuality and good attendance is important for continued success in school. If

you wish to discuss this with me, I may be reached at 286-3349.

Sincerely,

First reading: June 13, 2002  
Adopted: June 27, 2002

Amendment First Read: June 12, 2003  
**Amendment Adopted: June 25, 2003**

Lynda Bookhard  
Principal  
Attachment

(viii) The process to develop specific interventions strategies:

1. The teacher should meet with the student to discuss reasons for the missed classes, what support he/she may need from the teacher, and how work can be completed.
  2. If a teacher/student meeting does not resolve the absentee problem, the teacher should notify the parents, in writing, and request a meeting. At the meeting, the teacher, parents and student should work on a plan to correct the problem.
  3. In the event the parents do not respond, or refuse to help remedy the absence problem, the teacher should notify the administrator. Working with the student, teacher and, guidance counselor, a decision may be made to use PINS for the individual student, or to use some other means of intervention.
  4. All efforts to help the student achieve consistent attendance, and to complete the necessary course work should be documented by the teacher.
- (ix) Eileen Leach is responsible for reviewing pupil attendance records and initiating appropriate action to address unexcused pupil absence, tardiness and early departure consistent with the comprehensive attendance policy.

Milford Central School will abide by state regulations on retention and disposition of attendance registers according to the ED1 — 6 years. (1.44)

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Adopted: June 27, 2002

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Amendment First Read: June 12, 2003  
**Amendment Adopted: June 25, 2003**

**APPENDIX E:** Log of Delivery of Services

Student: \_\_\_\_\_

Type of Service (OT, PT, Speech): \_\_\_\_\_

Planned Frequency/Duration: \_\_\_\_\_

Method of communication (Google Meet, pre-recorded video, phone, email, etc.)	Attendance (actual connection date and duration)	Notes/Needs