2020-2021

Continuity in Learning Plan

DRAFT---08/13/2020

Rationale

It was decided to start the 2020-21 school year remotely due to COVID-19. It is a measure Milford Central School has taken to ensure we are making every effort to keep our entire school community safe. Given the possibility that once we return to in-person instruction our community may experience spikes in COVID-19 cases, which may prompt short- or long-term school closures, this completely remote instructional model can be implemented immediately again. In addition, this plan provides for families that may prefer their children maintain a remote model due to health and safety concerns with COVID-19. This remote instruction option would be available for students under those circumstances as well.

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 maintain instruction during these hazardous times. 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 this 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. Within the delivery modes, the district will provide the necessary resources and materials for the students to be successful. (Chromebooks, calculators, texts, crayons, binders, etc.)
   *Please note the <u>Instructional Materials and Resources Distribution Procedures</u> 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 by scheduled sign-up.
4. Homework and Effort Scores for coursework will be in alignment with the Milford CSD protocols and policies outlined in the MCS 2020-2021 Student Handbook. Grading will continue to align with the Grading System Policy #4710 (revised in 3/5/2020).
5. To foster the success within the remote model, MCS will support the expectation for students to be in attendance and participate in their remote learning. (additionally there will be adaptations to our MCS Attendance Policy regarding COVID-19 exposure and illness)
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 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 be any of the options below, a multitude of them, and are not limited to them:
- Google Classroom
- Google Meet
- Email
- Robo Call Updates
- Postal mail
- District web page
- District's Facebook
- Telephone-individual
- Telephone-District Phone Tree (Campaign Connect)

Instructional and Social Emotional Learning Delivery

At MCS, Teachers are encouraged to use a variety of methods that make academic and social-emotional learning accessible to their students, both digitally and through paper copy. Of course a primary method to accomplish this is to build a relationship with the student. We feel strongly that they have an initial opportunity to meet their teacher(s) and classroom assistants before interacting with them solely through a digital platform, especially our youngest students. We have devised an opportunity to provide this as well

as the opportunity for students to receive their Chromebook and other resources the school will provide. This tentative plan is outlined under the Instructional Materials and Resources Distribution Procedures section. For any parent/guardian and/or student not comfortable with this opportunity, we can make different arrangements. (Please call the school at 286-3349 to discuss those arrangements with Mrs. Glavin)

The MCS Campaign Connect Website, https://sites.google.com/milfordcentral.org/campaign-connect/home, provides digital resources for academic and social-emotional learning delivery and support. MCS also supports the use of interactive Google Meets with students.

Knowing every household is different, and definitely under these circumstances, MCS will offer activities that can support spending a reasonable amount of time on classwork and social emotional 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)

Grade	PK-K (3-5 years)	Grades 1-3 (6-8 years)	Grades 4-8 (9-13 years)	Grades 9-12 (14-21 yrs)
Sustained time spent by student on specific class during that day on-line, including specials	15-20 minutes per lesson 4 lessons per day	25-30 minutes per lesson, 4-6 classes	30-45 minutes per lesson, up to 6 classes	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, as well as even 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

As a means to support the success of students and parents, here is 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.

Instructional Materials and Resources Distribution Procedures

Maintaining that Milford Central School is committed to supplying families with their instructional materials and resources, we will be distributing learning materials, tools, and resources tentatively on September 2 and September 8-11. Additional materials to support learning for students in PreK-12 will be provided as teachers determine necessary. This may be by daily delivers, every other day, weekly, etc.

Early Chromebook distribution to students, if desired, with completed/signed Acceptable Technology Use Agreements and Meet the Teacher/Chromebook Distribution/Google Classroom Access are **tentatively** scheduled for:

Date	Time	Grade levels	Planned Interaction:	Location
Wednesday, 9/2	1-3:00pm	9-12	Drive-thru distribution of Chromebooks, chargers, and cases	Cafeteria driveway loop
Tuesday, 9/8	1-3:00pm	1-8	Drive-thru distribution of Chromebooks, chargers, and cases	Cafeteria driveway loop
Wednesday, 9/9	8:30-3:00pm	Pre-K and K	Students with at least one parent/guardian will come to school in small groups at scheduled times to meet their teacher and support staff. They will receive their Chromebook and be instructed in how to access the digital resources on it.	Softball field
Wednesday, 9/9	8:30-9:30	1,8,12	Students will meet their teachers and support staff, receive their Chromebook if they haven't already, access Google Classroom with staff assistance, and have an opportunity to ask questions.	Track/Soccer field
	10:30-11:30	3,7,11		
	12:30-1:30	5,6,10		
Thursday, 9/10	8:30-9:30 *in coordination with BOCES bus run	2,4,9		

For any parent/guardian and/or student not comfortable with this opportunity, we can make different arrangements. (Please call the school at 286-3349 to discuss those arrangements with Mrs. Glavin)

Internet Accessibility and Equity

Remote learning relies on the capacity to access digital material, which relates to a student's access to the consistent high speed internet connectivity. As approximately 11% (as of 8/18/2020) of families survey indicated they did not have access to high speed internet, so 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 elementary, MS and HS students with supervision.

The times will be scheduled in coordination with bus runs for those that have indicated they have no accessibility. The district will create a system to sign-up for both the Gym access (because of social distancing capacity within Gym) and for the purpose of scheduling bus transportation if needed.

Expectations for Staff, to the extent practicable

ALL Staff Requirements:
- Report to the MCS building each day, barring any accommodations requested and granted by Mr. Place.
- Follow Reopening Plan safety protocols and hygiene expectations (masks, attestation forms, handwashing, etc.)
- Regularly check and respond to your email.
- Listen for RoBo Call notifications.
- Participate in Staff Google Classroom and any assigned video conferencing meetings (scheduled faculty meetings, Counselor's 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)

* 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 support available.
- Create opportunities for engagement amongst staff while honoring the social distancing protocols.
- Provide access to the building to plan, collaborate, use resources, and develop, deliver and record remote lessons.
- Provide the professional development and time to perform remote learning. (Google Modules organized for September 2, 3, and 8, 2020)

General Education Teachers will:
- All classroom teachers will have one Google Classroom and post all subject area assignments in that location.
- Recordings of asynchronous lessons and activities will be posted for student access no later than 9:00 a.m.
- Maintain records on student attendance and participation
- Continue to support students by providing new material.
- Support students by providing feedback on that new material.
- Provide opportunities to meet the Instructional and Social Emotional Learning Delivery goals they have set.
- 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 have the flexibility to develop whatever works for them, the parent/guardians, and students. This can be 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 have one Google Classroom and post all subject area assignments in that location.
- Recordings of asynchronous lessons and activities will be posted for student access no later than 9:00 a.m.
- Maintain records on student attendance and participation
- Continue to support students by providing new material.
- Support students by providing feedback on that new material.
- Provide opportunities to meet the Instructional and Social Emotional Learning Delivery goals they have set.
- Maintain communication with students 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 have the flexibility to develop whatever works for them, the parent/guardians, and students. This can be 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 have one Google Classroom per Resource Room/instructional support times and post all subject area assignments in and/or collaborate with the Classroom or Content Area teacher's Google Classroom.
- Recordings of asynchronous lessons and activities will be posted for student access no later than 9:00 a.m.
- Maintain records on student attendance and participation
- Continue to support students by providing new material.
- Support students by providing feedback on that new material.
- Provide opportunities to meet the Instructional and Social Emotional Learning Delivery goals they have set.
- Maintain communication with students 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 have the flexibility to develop whatever works for them, the parent/guardians, and students. This can be 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.

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 for each student.
- Be a resource for teachers and other staff.
- Coordinate any additional student needs.

Specialists (OT, PT, Speech…) will:
- Continue to meet the needs of each individual student on their caseload.
- Communicate with families to develop a schedule of interaction or a means to share instructions for goal-related therapeutic activities.
- Keep a specific log. (Appendix A as an example)

Licensed Teaching Assistants and Aides will:
- Serve as a resource for administration, students and teachers.
- When appropriate and/or if they have accessibility, attend and participate in the remote learning activities.

Expectations for Students, to the extent practicable:
- 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.
- Students should check MCS email regularly and daily - We have been asked by teachers for students to respond to their emails and correspondence when it is sent. We are appreciative for teachers' outreach, but students should be responding when that happens.
- 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 or tdowoliby@milfordcentral.org. Your email will be answered as promptly as possible.
- Comply with the MCS Acceptable Technology Use Policy.

Expectations for Food Distribution:
Meals are distributed on … (TBD with Administration, and Supervisors of Transportation and Cafeteria)

NYSED Regulation & Law:
All provisions described are subject to change based on changes to NYSED Regulation, mandates, or changes in State Law.

Items that will be further explored with input from other stakeholders (CDEP, Department Chairs, and instructors)

HS Course schedules for remote learning will be developed with teacher stakeholder group input

- Start time for all Google Meet times? 9 am
- One example schedule for instruction for a M-F week:

Monday	Tuesday	Wednesday	Thursday	Friday
9:30-9:45 Morale Monday 10:00-10:30 Period 1	10:00-10:30 Period 5 or 6	10:00-10:30 Period 1	10:00-10:30 Period 5 or 6	Office Hours
10:45-11:15 Period 2	10:45-11:15 Period 7	10:45-11:15 Period 2	10:45-11:15 Period 7	Office Hours
12:30-1:00 Period 3	12:30-1:00 Period 8	12:30-1:00 Period 3	12:30-1:00 Period 8	Office Hours
1:15-1:45 Period 4	1:15-1:45 Period 9	1:15-1:45 Period 4	1:15-1:45 Period 9	Office Hours

- "Morale Monday" is a SEL time for HS. Staff host a determined group of Ss to check in with, very similar to Campaign Connect grouping. This can be a constant or each week can be a mix of students and staff.
- It will more likely look like a M-F or A-F schedule with teachers collaborating to develop asynchronous times and office hours to best meet their instructional needs (SUNY classes, science classes with labs, etc.) and suit the students.

Elementary remote learning schedules will developed with teacher stakeholder group input. Considerations:

- Start time for all Google Meet times? 9 am

- Example schedule for SEL Check-ins: Class Meetings (Live/Recorded Google Meet) - SEL/Weekly Check-In with a minimum of two blocks a week of time, 15 -20 minutes each, designated for live Google Meets (also recorded) to address students social emotional needs.)

Prekindergarten	8:30 a.m.
Kindergarten	9:00 a.m.
1st grade	9:30 a.m.
2nd grade	10:00 a.m.
3rd grade	10:30 a.m.
4th grade	11:00 a.m.
5th grade	11:30 a.m.

- Teachers will schedule office hours to support asynchronous and synchronous lessons and support the social-emotional well-being of students.

APPENDIX A:

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

MILFORD CENTRAL SCHOOL DISTRICT
POLICY# 4710
GRADING SYSTEM

( ) REQUIRED
(X) LOCAL
( ) 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 2nd and 3rd 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 C: 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 D: 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