



Our Mission

We partner with our community to prepare all students for life in the world beyond school.

Our Vision

We are a leader in providing innovative, inclusive, and engaging learning experiences for our students creating a sense of pride in our school community.

Academic Eligibility Plan (Grades 6-12)

1. Purpose

The Academic Eligibility Plan is designed to support students in maintaining academic success while fostering responsibility, accountability, and time management skills. It provides a structured approach to monitoring student progress and ensuring access to necessary academic support. This plan applies to all students enrolled at Margaretville Central in grades 6-12, including those attending programs at ONC BOCES.

2. Eligibility Criteria

Students may be identified as having academic concerns through **one or more** of the following:

- Failing **two or more classes**.
- **Self-referral**.
- Referred by a **teacher**.
- Referred by a **counselor**.
- Referred by a **parent/guardian**.
- For the **first quarter**, students who failed two or more classes at the end of the previous school year will be classified as **Tier 2 Academic Concern**.

3. Academic Monitoring Process

- Student grades will be reviewed through the **student management system** at least **every two weeks**.
- Teacher, counselor, parent/guardian, and self-referrals are to be submitted in writing to the **principal** regarding academic concerns.
- The **Multi-Tiered System of Supports (MTSS) Committee** will review student data and response to interventions **on a quarterly basis**. This review will focus on **identifying patterns of student need**, evaluating the effectiveness of current interventions, and determining if additional school-wide supports or targeted interventions are necessary to better support students.

4. Levels of Eligibility & Support

The following tiers of eligibility and support have been established to assist students in maintaining academic success. This process is not intended to be linear; for example, a student may qualify for Tier 3 support without first being identified at Tier 2. Additionally, upon review, a student may move from Tier 3 to Tier 1 without spending time at Tier 2.

Tier 1: Good Standing

A student classified as **Tier 1**:

- The student meets all academic requirements.
- Eligible for full participation in extracurricular activities without restrictions.

Tier 2: Academic Concern

A student is placed in **Tier 2** if **one or more** of the following criteria are met:

- Failing **two or more classes**.
- **Self-referral**.
- Referred by a **teacher**.
- Referred by a **counselor**.
- Referred by a **parent/guardian**.
- For the **first quarter**, students who failed two or more classes at the end of the previous school year will be classified as **Tier 2 Academic Concern**

Interventions & Support:

Students in Tier 2 will meet with the **principal or student success coach** to develop an **academic plan**, which includes:

- Summary of academic concerns.
- Student-specific goals to address academic concerns in order to work toward being academically successful.
- Measurable data collection to track progress.
- Outline of interventions and supports.

The following **interventions and support** will be considered when developing the academic plan at **Tier 2**:

- Access to the **academic support resources** listed in section 7.
- Regular meetings as planned in the **academic plan** with the **student success coach** or **school counselor**.
- Referral to the **MTSS Committee** for additional academic interventions.

- Academic interventions and support as defined by the **English Language Learner (ELL) and Multilingual Learner (ML) New York State regulations, individualized education plan (IEP), or 504 plan.**

- **Meeting with the student, coach/advisor, counselor, or teacher** to develop/revise academic plan.

A copy of the plan will be mailed to parents and shared digitally with the student's team, including the student, teachers, counselors, coaches, and advisors.

Participation:

Students in Tier 2 will **continue to participate in extracurricular programming** including practices, train, rehearse, and participate in contests, performances, events, and club meetings.

Review Process:

A student will remain in Tier 2 if any of the following criteria are met:

- They are **making progress** toward their goals as noted in the academic plan.
- They continue to meet the **eligibility criteria** as noted in Section 2.
- As determined by the **principal** or **MTSS Committee**.

Tier 3: Academic Concern, Restricted

A student is placed in **Tier 3** if:

- **Two or more** of the following criteria are met:
 - **Not making progress** toward goals in the academic plan.
 - **Refuses to meet** with the principal or student success coach to discuss academic concerns.
 - **Refuses to meet** to review progress on their academic plan.

OR

- They are **failing three or more** classes.

Interventions & Support:

The following **interventions and support** will be considered when developing the academic plan at **Tier 3**:

- Students in **Tier 3** will **meet with the principal or student success coach** to review their academic concerns and update their academic plan.
- The parents/guardians will be notified immediately using **multiple** means of communication including a **phone call and written communication**.
- A meeting will be offered to the student and parents/guardians to discuss next steps for academic improvement. The meeting attendees will include:
 - At least one of the following:

- Student
- Parent/guardian

- At least one of the student's teachers (preferably from a class the student is failing)
- At least two of the following:
 - School Counselor or Licensed Clinical Social Worker
 - Coach/Advisor of a sport or activity
 - Student Success Coach
- Principal
- Access to the **academic support resources** listed in section 7.
- Referral to the **MTSS Committee** for additional academic interventions.
- Academic interventions and support as defined by the **English Language Learner (ELL) and Multilingual Learner (ML) New York State regulations, individualized education plan (IEP), or 504 plan.**
- **Meeting with the student, coach/advisor, counselor, or teacher to develop/revise academic plan.**

A copy of the plan will be mailed to parents and shared digitally with the student's team, including the student, teachers, counselors, coaches, and advisors.

Participation:

Students in Tier 3 may attend practices, rehearsals, and any extracurricular meetings but **will not participate in games, productions, or extracurricular field trips.**

Review Process:

- The student's Tier 3 status will be reviewed **at least every two weeks** or as requested by a **teacher, counselor, student, or parent/guardian.**

Tier 4: Academic Concern, Ineligible

A student is placed in **Tier 4** if:

- **Two or more** of the following criteria are met:
 - **Not making progress** toward goals in the academic plan.
 - **Refuses to meet** with the principal or student success coach to discuss academic concerns.
 - **Refuses to meet** to review progress on their academic plan.

OR

- They are **failing four or more classes.**

Interventions & Support:

The following **interventions and support** will be implemented when developing the academic plan at **Tier 4**:

A **mandatory meeting** will be scheduled in a timely manner to determine the next steps for **academic improvement**. The meeting attendees will include:

- At least one of the following:
 - Student
 - Parent/guardian
- At least one of the student's teachers (preferably from a class the student is failing)
- At least two of the following:
 - School Counselor or Licensed Clinical Social Worker
 - Coach/Advisor of a sport or activity
 - Student Success Coach
- Principal
- The parents/guardians will be notified immediately using **multiple** means of communication including a **phone call and written communication**.

A copy of the plan will be mailed to parents and shared digitally with the student's team, including the student, teachers, counselors, coaches, and advisors.

Participation:

Students in **Tier 4** are **ineligible** for participation in all extracurricular activities, including:

- **Extracurricular performances**
- **Sporting events**
- **Class activities**
- **School sponsored clubs**
- **Extracurricular field trips**

Review Process:

- Tier 4 status will be reviewed **at least every two weeks** or as requested by a **teacher, counselor, student, or parent/guardian**.

5. Appeals Process

Students with **extenuating circumstances** may appeal their **Tier 3 or Tier 4** status.

Appeals will be submitted to the principal in writing by any of the student's team members, including the student, the parent/guardian, teacher, counselor, coach, and advisor.

Upon receipt of a written appeal, the **principal** will convene an **eligibility committee** within **two (2) business days, when school is in session**, consisting of:

- At least one of the following:

- Student
- Parent/guardian
- At least one of the student's teachers (preferably from a class the student is failing)
- At least two of the following:
 - School Counselor or Licensed Clinical Social Worker

- Coach/Advisor of a sport or activity
- Student Success Coach
- Principal

A **conditional academic plan to a lower tier** may be approved based on demonstrated progress and effort.

6. Stakeholder Expectations

- **Students:** Participate in academic planning, track grades, and seek help as needed.
- **Faculty:** Provide academic support, update grades weekly, and report student progress.
- **Parents/Guardians:** Stay informed and reinforce academic expectations at home.
- **Coaches/Advisors:** Encourage academic success and study habits.
- **Principal & Student Success Coach:** Ensure all stakeholders receive a **written copy** of the academic plan.

7. Academic Support Resources

- **After-school homework help** is available to all students grades 6-12.
- **Academic plan** in coordination with coaches/advisors (e.g., students must complete **one hour** of homework help before participating in practice/rehearsal).
- **What I Need (WIN) period(s)** for additional academic support.
- **Extra help sessions** coordinated with teachers at a mutually agreed-upon time.