

FRONTIER CENTRAL SCHOOL DISTRICT - HIGH SCHOOL REMOTE LEARNING PLAN

OVERVIEW (Glossary and Expectations)

Students, who elect a remote learning model or if the district enters an all remote learning model, can expect the following:

- **Learning Schedule**: Students will follow their individualized school developed schedules while in the remote learning environment, just as they would for in-building instruction. While in remote learning, scheduled study halls should be considered a break or free time for students to utilize productively. Their scheduled lunch times will be honored. Teachers will ensure that all students have equitable access to high quality rigorous instructional opportunities and experiences.
- **Synchronous Learning**: Synchronous learning will include online meetings with teachers and peers, independent and small group work opportunities, and academic intervention when needed. All students will have access to Google Classroom, which will be the primary access point for all instruction and materials.
- **Asynchronous Learning**: Asynchronous remote learning occurs when students work independently at their own pace on learning activities and assignments. Teachers provide lesson content through written materials, slideshows and video presentations. Student comprehension and progress checks may occur by completing interactive learning activities, self-grading, teacher graded assessments, and teacher graded written work and projects.
- **Office Hours**: Office hours are synchronous sessions with the teacher where students can seek individualized assistance and instructional support. Generally, student participation in office hours is optional, however, a teacher can assign a student to attend office hours (thereby making them required) if the student has missing/incomplete assignments, falling behind in the pacing of the course, or in need of assistance.

- **Attendance**: Students will attend classes online each day as per their assigned student schedules. In the event of prolonged (more than three days) personal illness or quarantine, a designated contact person at the school will remain in daily communication with the student to provide instructional support.
- **New Instruction**: All students will receive new instruction aligned with the curricular requirements and standards provided by the New York State Education Department. Locally developed classes will follow curriculum approved by the Frontier Central School District. Student learning experiences might include, but are not limited to: completing online modules or tasks; viewing instructional videos; responding to posts or instructor questions; engaging with other class participants in an online or phone discussion; conducting research; completing projects; or meeting with an instructor face to face, via an online platform or by phone.
- **Grading**: Assessments measures will be aligned with New York State Standards and articulated in the individual course syllabus.
- **MTSS**: The High School will dedicate one day a week toward a multi-tiered system of support model (MTSS). In an effort to mitigate learning loss, teachers will have a scheduled day to address learning deficits, adjust curriculum sequencing and utilize additional approaches to address individual student needs as determined by the teacher. Students with IEP's/504 plans will have ongoing access to program and testing accommodations, modifications, supplemental aids, and technology outlined in every students' Individualized Education Plan will be documented and accommodated.
 - Students will have opportunities for enrichment, remediation, Social-Emotional Learning, Digital Citizenship practices, and other building approved initiatives on the MTSS day.
- **Assessment**: Both district-developed and teacher-developed assessments will capture information about student progress and knowledge acquisition. Feedback will be provided to students based on formative and summative assessments.
- **Technology Resources**: Technology needs will be addressed by providing devices and internet access to students based on need.

- **Family-School Partnership**: Teachers will have clear and consistent methods of communication. School Counselors, the Social Worker, the Transition Specialists and the School Psychologist will serve as liaisons between the family, students and the school.
- **Semester Commitment**: Families electing for the remote learning option will be making a commitment to this model for the entire fall semester (September through the end of January). This commitment will allow the district to appropriately allocate resources to both options for instruction.

Frontier High School Sample Remote Learning Plan (*Time allotments may be the same but the time of day may be different*)

		Monday	Tuesday	Wednesday	Thursday	Friday
Period		Day 1	Day 2		Day 3	Day 4
1	40 minutes	Synchronous or Asynchronous Time	Synchronous or Asynchronous Time	Synchronous Office Hours MTSS	Synchronous or Asynchronous Time	MTSS
2	40 minutes	Synchronous or Asynchronous Time	Synchronous or Asynchronous Time	Synchronous Office Hours MTSS	Synchronous or Asynchronous Time	
3	40 minutes	Synchronous or Asynchronous Time	Synchronous or Asynchronous Time	Synchronous Office Hours MTSS	Synchronous or Asynchronous Time	Enrichment
4	40 minutes	S or A Lunch	S or A Lunch	Synchronous Office Hours MTSS	S or A Lunch	
5	40 minutes	S or A Lunch	S or A Lunch	Synchronous Office Hours MTSS	S or A Lunch	Remediation
6	40 minutes	S or A Lunch	S or A Lunch	Synchronous Office Hours MTSS	S or A Lunch	
7	40 minutes	S or A Lunch	S or A Lunch	Synchronous Office Hours MTSS	S or A Lunch	SEL
8	40 minutes	Synchronous or Asynchronous Time	Synchronous or Asynchronous Time	Synchronous Office Hours MTSS	Synchronous or Asynchronous Time	
9	40 minutes	Synchronous or Asynchronous Time	Synchronous or Asynchronous Time	Synchronous Office Hours MTSS	Synchronous or Asynchronous Time	Digital Citizenship