

FRONTIER CENTRAL SCHOOL DISTRICT - MIDDLE SCHOOL REMOTE LEARNING PLAN

OVERVIEW

All students who elect to begin the school year in an online environment can expect the following:

- **Attendance:** Students are expected to attend all scheduled classes online each day. Attendance for each class will be recorded. 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.
- **Synchronous (Live) Learning:** All students will have a specific schedule to follow throughout the day, which will include online meetings with teachers and peers that are in person. Students will also be provided independent and small group work opportunities, supplemental assignments, and academic intervention when needed or requested.
- **Asynchronous (Flexible) Learning:** Video lessons, independent and small group work opportunities, supplemental assignments, and academic intervention when needed. Students may be assigned to virtual classes with students and teachers from different teams to accommodate needs. All students will have access to Google Classroom, which will be the primary access point for all instruction and materials. Students will have access to their teachers regularly. In addition, available office hours for each teacher will be communicated.
- **New Instruction:** All students will participate in new instruction aligned with the requirements and standards provided by the New York State Education Department.
- **Grading:** All students will be assessed. Assessments measures will be aligned with New York State Standards.

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continued

- **Recovery Strategies:** Throughout the District, at all grade levels, teachers will be using i- READY, District developed assessments, benchmarks, and other teacher-based assessments to capture information about student skill and knowledge acquisition in advance of teaching new content. These assessment snapshots will focus on prior knowledge and core skills necessary to engage in new learning. Additionally, students whose skill deficits are more pronounced will be assigned to MTSS interventions to receive more targeted opportunities to build skills.
- **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. Families will designate an adult “learning coach” in the home who will be able to assist with navigating instruction and interacting with teachers.
- **Semester Commitment:** All students electing this 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.

SAMPLE OF A TYPICAL WEEK - *Time allotments may be the same but the time of day may be different.*

Time	Monday	Tuesday	Wednesday	Thursday	Friday
50 minutes	Asynchronous/ Synchronous Learning/ Special Areas MTSS	CORE Synchronous Learning	Office Hours/ Interventions/ Check-ins	Asynchronous/ Synchronous Learning/ Special Areas MTSS	CORE Synchronous Learning
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50 minutes	CORE Synchronous Learning	Asynchronous/ Synchronous Learning/ Special Areas MTSS	Office Hours/ Interventions/ Check-ins	CORE Synchronous Learning	Asynchronous/ Synchronous Learning/ Special Areas MTSS
30 minutes	Lunch	Lunch	Lunch	Lunch	Lunch
50 minutes	Asynchronous/ Synchronous Learning/ Special Areas MTSS	CORE Synchronous Learning	Office Hours/ Interventions/ Check-ins	Asynchronous/ Synchronous Learning/ Special Areas MTSS	CORE Synchronous Learning