

ONLINE, DISTANCE, AND REMOTE LEARNING

The Board of Education recognizes that new technologies are changing the way instructional material can be delivered to students. These technologies may permit the district to more effectively reach all students and provide expanded and enriched curriculum opportunities, as well as provide instruction remotely during emergency school closures. Therefore, the Board encourages teachers and administrators to utilize online instructional opportunities for students. The use of distance learning opportunities (e.g., through BOCES), where students attend class in the district with instruction provided remotely by a teacher at another location, may be utilized but is not covered by this policy.

Online and Blended Courses

In accordance with Commissioner's regulations, the Board authorizes the use of district-approved online courses which enable students to earn course credit toward a Regent's Diploma, in accordance with this policy. Such online course instruction may be used to supplement a class offered by the district ("blended course") or it may be the sole mechanism for delivering the subject matter ("online course"). Online courses may be provided either with district instructional staff, through a BOCES contract, or through a shared services contract with another school district.

The Superintendent is directed to develop the following:

1. a mechanism for reviewing and approving online educational programming that can be used to enable students to earn course credit as either part of a blended or online course in accordance with Commissioner's Regulations and policy 4200, Curriculum Management;
2. criteria and procedures for admitting students to online courses; and
3. methods for monitoring the efficacy of online courses. In developing the procedures above, the Superintendent, with the assistance of appropriate staff, will consider:
 - the equitable access of students to blended and/or online courses;
 - the adequacy of instructional support for students utilizing blended and/or online courses;
 - the budgetary impact of use of blended and/or online courses; and
 - the fit of online education resources to New York State learning standards.

Remote Instruction During Emergency School Closures

During emergency school closures (due to situations including, but not limited to: extraordinary adverse weather conditions, insufficient heat/water/fuel, destruction of a school building, or a communicable disease outbreak), the district may utilize remote instruction as defined in commissioner's regulations 8 NYCRR 100.1(u), pursuant to the district's emergency remote instruction plan included in the district-wide school safety plan, in order to maintain continuity of the instructional program. The district will survey students and parents to obtain information on student access to devices and internet connectivity. The district will ensure students have adequate technological capacity to participate in remote learning during the

emergency school closures, such as providing computing devices and temporary internet access devices.

Attendance and Behavioral Expectations

As much as possible, the Board expects students learning remotely to observe similar behavioral and attendance expectations as though they are in the school building. Therefore, the Board establishes the following expectations:

1. Students must complete assignments and participate in class as set by teachers;
2. Students must demonstrate some form of daily attendance or participation, as provided in policy 5100, Student Attendance;
3. When participating in live virtual classes, students must observe similar behavioral rules as the in-school classroom;
4. Students must understand that taking photos/screenshots, audio or visual recordings of classes can be disruptive to the teacher and students, and create an atmosphere not conducive to open dialogue and sharing of information. Students are expected to refrain from making such recordings, unless specified in an IEP or permitted by the teacher, and must not use any recording to bully or harass any individual or for academic misconduct;
5. Student misbehavior while learning remotely will lead to consequences outlined in the district's policies, including but not limited to the Code of Conduct and bullying policy;
6. Teachers must pay particular attention to the engagement of students learning remotely, and initiate additional outreach activities when a student starts to fall behind in participation, schoolwork or educational progress;
7. Teachers must communicate specific class rules and expectations, while understanding that it is not always possible to perfectly recreate the school environment in the home; and
8. Parents/guardians and families must understand that while their assistance may be needed to resolve technological issues, their presence during learning time may be distracting to their students, as well as to the teacher and other students during live virtual classes.

Cross-ref: 0115, Student Bullying and Harassment Prevention and Intervention
 4200, Curriculum Management
 5100, Student Attendance
 5300, Code of Conduct
 8130, School Safety Plans and Teams
 8131, Pandemic Planning

Ref: 8 NYCRR §§100.1(u); 100.5(d)(10); 155.17
Matter of Boyd, Decision No. 16,364, (2012)

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