

SUBJECT: REMOTE ~~LEARNING*~~ INSTRUCTION**~~Use of Remote Learning in the District~~ Overview**

The District may offer remote or distance ~~learning-instruction~~ to students at certain times including, but not limited to, independent study, enrichment courses, and in the event of an ~~extraordinary circumstance such as widespread illness, natural disaster, or other emergency situation~~ emergency condition, including, but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.

In the event the District remains in session and provides remote instruction when it would otherwise close due to an emergency condition, the remote instruction provided by the District will be consistent with the District's emergency remote instruction plan, located in the District-wide school safety plan.

When making decisions about remote ~~learning-instruction~~, the District will consult with students, parents, teachers, administrators, community members, and other stakeholders as appropriate. ~~When implementing remote instruction,~~ the District will ~~also~~ ensure that it is complying with applicable teaching and learning requirements.

Extraordinary Circumstances

~~— In the event of an extraordinary circumstance that requires long term and widespread use of remote learning, a plan will be developed that outlines how the District will accomplish remote learning. This plan will outline the number of students involved, modes of remote learning, asynchronous and synchronous learning opportunities, Internet and device access among students, and alternatives available for students who have neither a device nor consistent access. It will also address the needs of different populations of students including, but not limited to, vulnerable students, younger students, students with disabilities, and English language learners.~~

~~— If warranted, the District may use a hybrid model of in-person instruction and remote learning.~~

Definitions

- a) "Asynchronous instruction" means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.
- b) "Non-digital and/or audio-based instruction" means instruction accessed synchronously and/or asynchronously through paper-based materials where the student to teacher interaction occurs via telephone or other audio platforms.
- c) "Remote instruction" means instruction provided by an appropriately certified teacher who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.

(Continued)

SUBJECT: REMOTE ~~LEARNING*~~ INSTRUCTION (Cont'd.)

1. Remote instruction will encompass synchronous instruction provided through digital video-based technology and may also include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology.
 2. Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where this instruction is more appropriate for a student's educational needs.
- d) "Synchronous instruction" means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real time.

Formats and Methods of Remote ~~Learning~~ Instruction

Remote ~~learning-instruction~~ may be delivered ~~by teachers~~ through a variety of formats and methods. ~~Instruction may be provided through video, audio, and/or written materials. Communication between teachers and students may occur through video conferencing, prerecorded videos, online discussion boards, and/or other instruction that relies on technology. Remote learning can occur synchronously, which involves real-time interaction and collaboration between teachers and students, or asynchronously, which involves delayed interactions between teachers and students and self-directed learning.~~ Determinations about how to best deliver remote ~~learning-instruction~~ will take into account a variety of factors including, but not limited to, the number of students involved, the subject matter, the students' grade levels, and technological resources of both the District and students. Consideration will also be given to whether accommodations need to be made for students with disabilities or English language learners.

Remote Instruction During an Emergency ConditionEmergency Remote Instruction Plan

The District-wide school safety plan will include plans for the provision of remote instruction during any emergency school closure. The emergency remote instruction plan will include:

- a) Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction and policies and procedures to ensure students receiving remote instruction under emergency conditions will access Internet connectivity. The Superintendent will survey students and parents and persons in parental relation to obtain information on student access to computing devices and access to Internet connectivity to inform the emergency remote instruction plan;
- b) Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;

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SUBJECT: REMOTE ~~LEARNING~~-INSTRUCTION (Cont'd.)

- c) A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
- d) A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
- e) If the District receives foundation aid, the estimated number of instructional hours the District intends to claim for state aid purposes for each day spent in remote instruction due to emergency conditions.

Reporting of Computer and Connectivity Survey Results

No later than June 30 of each school year, the Superintendent will report to the Commissioner of Education the results of the survey on student access to computing devices and access to Internet connectivity on a form and format prescribed by the Commissioner.

Minimum Instructional Hours

Remote instruction provided on days when the District would have otherwise closed due to an emergency condition may be counted toward the annual hourly requirement for the purpose of state aid. The Superintendent will certify to the New York State Education Department, on a form prescribed by the Commissioner, that an emergency condition existed on a previously scheduled school day and that the District was in session and provided remote instruction on that day and indicate how many instructional hours were provided on that day and certify that remote instruction was provided in accordance with the District's emergency remote instruction plan.

Remote ~~Learning~~-Instruction Support

As necessary, the District will provide instruction on using remote ~~learning~~-instruction technology and IT support for students, teachers, and families. The District will also work to ensure that teachers and administrators are provided with professional development opportunities related to designing an effective remote ~~learning~~-instruction experience.

Compliance with District Policies, Procedures, and the Code of Conduct

Teachers and students are required to comply with any and all applicable District policies, procedures, and other related documents as they normally would for in-person instruction. Examples include, but are not limited to, the District's policies and procedures on non-discrimination and anti-harassment, acceptable use, and copyright. Students will also be required to abide by the rules contained within the *Code of Conduct* at all times while engaged in remote ~~learning~~instruction. Violations of the *Code of Conduct* and/or engaging in prohibited conduct may result in disciplinary action as warranted.

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SUBJECT: REMOTE ~~LEARNING*~~INSTRUCTION (Cont'd.)Privacy and Security of Student and Teacher Data

~~In compliance with law, regulation, and District policy, †~~The District will take measures to protect the personally identifiable information of students and teachers from unauthorized disclosure or access when using remote ~~learning-instruction~~ technologies ~~in compliance with law, regulation, and District policy~~. Examples of these measures include, but are not limited to, minimizing the amount of data shared to only that which is necessary, deidentifying data, and ~~the use of using~~ encryption or an equivalent technical control that renders personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons when transmitted electronically.

8 NYCRR Sections 100.1, 100.5, 155.17, and 175.5

NOTE: Refer also to Policies #5681 -- [School Safety Plans](#)
#7220 -- [Graduation Options/Early Graduation/Accelerated Programs](#)

~~*Customize to District — This sample language is provided as an example of how a district might address remote learning in policy. It should be revised to reflect the District's specific circumstances and practices and it should be consistent with any other applicable documents such as student handbooks. It is recommended that districts keep the language in this policy high level to account for the fact that the District's approach to remote learning will likely evolve as circumstances change. Details about the implementation of remote learning can be placed in procedural documents which are more easily revised.~~

Adoption Date

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Students

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8 NYCRR Sections 100.1, 100.5, 155.17, and 175.5

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#7220 -- Graduation Options/Early Graduation/Accelerated Programs

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