

Series 6000 - Instruction

1. Elementary and Secondary

G. Curriculum Extensions

(2) Program Adaptations/Alternative Programs

(I) Remote Learning

II. REMOTE LEARNING

For the school years commencing July 1, 2022, and ~~for each school year thereafter~~ July 1, 2023, the Board authorizes remote learning to students in grades nine to twelve in accordance with the requirements set forth below. For the school year commencing July 1, 2024, and for each school year thereafter, the Board authorizes remote learning to students in grades kindergarten through twelve in accordance with the requirements set forth below.

A. Definitions

“Remote learning” means instruction by means of one or more Internet-based software platforms as part of a remote learning model.

“Dual instruction” means the simultaneous instruction by a teacher to students in-person in the classroom and students engaged in remote learning.

B. Remote Learning Model

~~1. Beginning with~~ For the school year years commencing July 1, 2022, and for each school year thereafter July 1, 2023, the Board authorizes the District to offer remote learning for students in grades nine through twelve.

1. Beginning with the school year commencing July 1, 2024, and for each school year thereafter, the Board authorizes the District to offer remote learning for students in grades nine through twelve.

~~0.1.~~ Student attendance during remote learning will be assessed in accordance with the Board’s policy regarding attendance and the Connecticut State Department of Education’s guidance on student attendance during remote learning. The District will count as “in attendance” any student who spends not less than one-half of the school day during such instruction engaged in (a) virtual classes, (b) virtual meetings, (c) activities

on time-logged electronic systems, and (d) the completion and submission of assignments.

0. . . . Except as may be required by other applicable law, the Board prohibits dual instruction as part of remote learning.

0. The remote learning programming must:

- . Articulate clear educational goals;
- a. Clearly organize course offerings in a way that can be easily navigated by students, parents/guardians, teachers, administrators and other stakeholders;
- b. Integrate quality instructional materials to enable and enrich student learning;
- c. Regularly evaluate technology that supports the learning goals and enhances the learning experience;
- d. Contain content that aligns with appropriate learning standards and includes provisions for both intervention and accelerated learning opportunities;
- e. Provide opportunities for student-to-student and student-to-teacher interactions that support active learning;
- f. Integrate research-based Universal Design for Learning (UDL); and
- g. Comply with the Connecticut State Department of Education Standards for Remote Learning.

Legal References

Public Act No. 22-80, “An Act Concerning Childhood Mental and Physical Health, Services in Schools”

Connecticut General Statutes § 10-4w

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-221a

Connecticut State Department of Education, Standards for Remote Learning Grades 9-12 (February 2022)

CSDE Guidance on Remote Learning and Instruction (September 27, 2022)

APPROVED: _____

REVISED: _____