# REMOTE LEARNING

Remote learning may at times become an integral part of the Milton Public Schools Curriculum. The Administration shall develop internal policies and plans in accordance with this general policy.

I – Remote Learning

In the event of a district-specific need requiring the use of remote learning, the superintendent of schools may declare such an emergency and shall, as soon as possible, obtain the approval of the school committee, or if unable, the approval of the Chair. The general district remote learning plan may be applicable in cases of disease, weather emergencies, destruction or damage to schools rendering them inaccessible, or other extraordinary circumstances, including emergencies declared by State and Federal government officials, the School Committee, or the Superintendent.

When it becomes necessary for the school district to provide support to students who are unable to attend classes or access appropriate services due to an extended closure of schools, the superintendent shall establish a plan and procedures to ensure that such services are provided. The provision of educational services may include the use of technology and devices, and strategies designed to support student learning away from school and may deviate from in-person educational practices

The remote learning plan will, to the extent possible:

- Support the wellbeing of students
- Provide support for student social and emotional wellbeing and address the implications of trauma experienced by students or faculty as a result of the emergency with a focus on those disparately affected by the crisis;
- Identify goals and strategies for maintaining standards of student achievement and school improvement plans;
- Ensure instruction and services are delivered by district educators and personnel as much as practicable;
- Ensure instruction in accordance with Individual Education Plans to the extent practicable as per pertinent DESE guidance if applicable;
- Identify high risk subgroups and dedicated targeted support during the extended closure ;
- Utilize the most effective tools and resources available for students and faculty, including the skills and talents of district personnel, in the delivery of instruction and services and share resources as needed;
- Provide resources and services equitably to meet the needs and circumstances of all students;
- Identify remedial strategies necessary after the emergency to advance student achievement (i.e. after-school, extended day, summer school, and contingency scheduling to cancel vacations.);

- Gather information both during and after the period of emergency regarding the most effective means of remote learning to implement as appropriate.

In developing a remote learning plan, the Superintendent will:

- Identify and prepare effective means for communicating with faculty, students, parents and community stakeholders.
- Collaborate with municipal agencies that support the schools and community.
- Consult with the school committee to identify any extraordinary actions necessary or authority required to administer emergency and remote learning plans. This includes any changes to district policies on the school calendar, grading, promotions and retentions, local graduation requirements, testing, and standards and accountability.
- Leverage existing collaborative processes to ensure a degree of uniformity in lessons and educational focus.
- Ensure the privacy rights of students, faculty and families are protected, including assessing the security of district technology.
- Identify the financial implications of the emergency plan and recommend transfer of funds as may be necessary
- Consult with administrators and principals to ensure the continuing education of students at all levels, including:
  - use of the most appropriate resources, tools and strategies to deliver the curricula given local circumstances and conditions;
  - equitable access to appropriate content for all students;
  - specific accommodations for students at high risk, including special education, students with disabilities, English language learners, students at economic disadvantage, homeless students, students in foster care and students of military families.

    Utilize available technological resources suitable for serving students at all levels. This inventory will be prepared in advance in anticipation of an emergency.

II – General:

Content produced for and/or accessed through the remote learning curriculum of the Milton Public Schools is the intellectual property of the Milton Public Schools. The duplication, recording, dissemination, or unauthorized alteration of this content is strictly prohibited. The Superintendent or their designee shall investigate any violations including but not limited to unauthorized use, dissemination, and alteration and refer the matter to law enforcement and/or discipline parties pursuant to the results of this investigation and in accordance with the Student Handbook and other district discipline policies as needed. Explicit acceptance of these terms as part of Student Handbook review by students and parents/guardians shall be required. Alternative arrangements shall be made for students and parents/guardians unwilling to accept these terms.