Fresno Unified Board Policy (BP) 6157  
Distance Learning

The Governing Board recognizes that distance learning can be a viable alternative instructional strategy that supports academic achievement and goals of all students. Distance learning opportunities may be offered to students participating in independent study, credit recovery courses, enrichment courses, or other courses identified by the Superintendent or designee, or in the event that a school site is physically closed due to widespread illness, natural disaster, or other emergency.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)  
(cf. 3516.5 - Emergency Schedules)  
(cf. 4113.5/4213.5/4313.5 - Working Remotely)  
(cf. 6158 - Independent Study)

The district may offer distance learning through a variety of delivery methods as appropriate for the grade level and subject matter. Distance learning opportunities may include virtual, digital, video, audio, and/or written instruction in which the primary mode of communication between the student and teacher may include online interaction, instructional television, live or prerecorded video, telecourses, and/or other instruction that relies on computer or communications technology. All opportunities may include primary language resources and supports. They may also include the use of print materials with written or oral feedback.

The Superintendent or designee shall review and select distance learning models and courses, which may include those taught by district staff or others, that are of high academic quality and are aligned with district standards and curricula. As appropriate, courses may be self-directed to allow students to complete assignments at their own pace and/or may involve real-time interaction among the teacher and students.

(cf. 6141 - Curriculum Development and Evaluation)  
(cf. 6143 - Courses of Study)

The Superintendent or designee shall, in collaboration with teachers, plan for schoolwide or long-term distance learning in the event of a school closure. In developing the plan, the Superintendent or designee shall analyze the course sequence, prioritize content and standards to be completed, and recommend the grading criteria. In such circumstances, students' social-emotional wellness shall be taken into account, and schedules and learning experiences shall be designed to build continuity, routine, and regular connections with students.

(cf. 5141.5 - Mental Health)

As needed, the Superintendent or designee shall provide teachers with training and ongoing support, including technological support and guidance, to effectively implement distance learning. The district shall also provide opportunities for teachers to communicate, and collaborate with each other to exchange information on effective practices.

(cf. 4131 - Staff Development)

Staff shall comply with all copyright regulations in developing materials to be used in distance education courses.
The district shall take steps to ensure that distance learning opportunities are available to all students, including economically disadvantaged students, students with disabilities, and English learners. Teachers may use multiple methods of providing appropriate instruction to meet student needs. All online programming and Internet content shall meet accessibility standards for students with disabilities, including compatibility with commonly used assistive technologies.

The Superintendent or designee will assess students’ access to technological devices and the Internet and, consistent with the district’s budget and technology plan, may loan devices to students to use at home and/or assist families in identifying free Internet service providers. Students are expected to use district technology responsibly in accordance with the district’s Acceptable Use Policy. To the extent possible, the district shall make technical and academic support available to all students.

Teachers and staff shall provide regular communications to students and parents/guardians about assignments, and available resources to assist the student with distance learning expectations. In accordance with district resources and state and federal guidelines, communication to families shall include primary language support.

Grading of distance learning assignments and assessments of end-of-course knowledge and understanding of the subject matter shall be consistent with district policy and/or guidelines on grading for equivalent courses.