



WEST ALLEGHENY- Staff REMOTE LEARNING 4.0 PLAN 2023-2024



A Tradition of Excellence... A Vision for Tomorrow

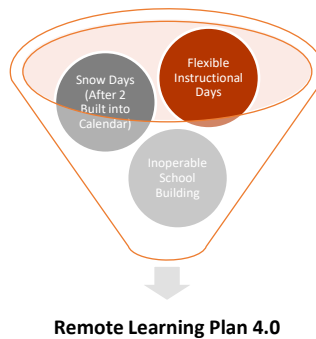
West Allegheny School District
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Introduction



During the 2023-24 school year, the district may utilize remote learning to provide continuity of learning during a school closure. School closures may occur for reasons that interfere with school such as an inoperable school building or inclement weather. During any school closure, the district will implement the Remote Learning Plan 3.0 and follow the same modified schedule outlined in this plan.

Definition of Key Terms



- **Remote Learning-** By remote learning, we mean that students and teachers will not be in the same place as a school or schools will remain closed and the primary method of providing instruction and support for students will be online synchronously and asynchronously as detailed in the Remote Learning Plan 4.0.
 - **Synchronous Learning** refers to a learning event in which a group of students are engaging in learning at the same time live in real-time with their teacher(s).
 - **Asynchronous Learning** is the idea that students learn the same material at different times and locations. It is the opposite of synchronous learning and is commonly offered when not all students are able to learn at the same time of day in the same way.
- **Flexible Instructional Day (FID)** is a program available to public school entities to be used as an alternative approach to delivering instruction if a circumstance arises that prevents instruction in the customary manner. The District was granted up to five FIDs.
- **Snow and other Weather-related Days-** Snow days (or other weather-related days) are utilized when inclement weather causes a school closure. Two snow days have been built into the school calendar. After these two days have been exhausted, any subsequent snow related closure will shift to a remote learning day.

Key Features of Remote Learning 4.0



Based on the collective learning gleaned from research, students, parents, and teachers, the following factors have been identified as key features to the District’s Remote Learning Plan:

1. **1:1 Devices-** The district is one-to-one, meaning every student is issued a Chromebook grades 1-12 and an iPad for Kindergarten students. All students in grades K-12 take their devices home daily.
2. **Learning Management System-** The district uses Canvas as a student learning management system (LMS). All teachers have been trained on the LMS and are required to use it for an agreed upon set of standard functions such as communicating with families, posting, and grading student assignments.
3. **Attendance Tracking-** Student attendance will be monitored by logging on to Canvas daily. In addition, teachers will monitor students who are not logging in and those who are not completing work.
4. **Instruction-** Students will have daily access to synchronous, real-time, engagement with teachers. All teachers will be required to provide:
 - Daily instruction for each class during 30-minute scheduled periods.
5. **Set Daily Schedule-** Students will follow a set daily schedule during a remote learning period that remains on the six-day rotation. This schedule will run from 9:00 am until 2:10 pm. Students will have daily opportunities to engage with their teachers. Please see the remote learning schedules provided below:

Remote Learning Schedule	
Period	Time Frame
1	9:00-9:30
2	9:35-10:05
3	10:10-10:40
4	10:45-11:15
5	11:20-11:50
6	11:55-12:25
7	12:30-1:00
8	1:05-1:35
9	1:40-2:10
Office Hours	2:15-3:00

6. **Grading Procedures-** Traditional grading procedures will apply. Teachers will work with counselors and administrators to handle extenuating circumstances.
7. **Planning-** Teachers’ hours of availability for families is 9:00 am to 3:00 pm to allow for a block of dedicated daily planning time. Teachers and students will follow modified schedules with periods starting at 9:00 am.



8. **Meeting Schedules-** Administration will strive to schedule all large school-based staff and district level staff meetings after the student school day during the designated meeting time. In the event of the need for an emergency staff meeting before school, administration will notify teachers as soon as possible.

9. **Assignments-** Students will be given specific assignments during instructional periods and all assignments will be posted in Canvas. Assignment due dates will be given by each teacher. **In the event of an extended closure beyond one week,** teachers will post weekly overviews in Canvas by Friday at 4:00 pm for the following week.

10. **Synchronous Instruction-** Microsoft Teams will be utilized for video conferencing. All synchronous instruction will occur on Microsoft Teams utilizing the Teams Link embedded in Canvas.



Teacher Guidelines for Remote Learning

All remote learning days count for student instructional days and hence toward the 196 contractual days for teachers. The following guidelines were developed to clarify the professional responsibilities of teachers during remote learning days.

Teacher Schedule

Remote Learning Schedule	
Period	Time Frame
Extended Prep	8:00-9:00
1	9:00-9:30
2	9:35-10:05
3	10:10-10:40
4	10:45-11:15
5	11:20-11:50
6	11:55-12:25
7	12:30-1:00
8	1:05-1:35
9	1:40-2:10
Office Hours	2:15-3:00
School/District Mtgs, PD, or Extended Prep	3:00-3:50

School Day

- The school day for teachers will operate from 8:00 a.m. to 3:50 p.m. From 8:00-9:00 will be considered a teacher's daily extended preparation period. Duty, Lunch and Prep periods occur based on the typical six-day rotation.
- During an extended remote learning period, duties may be reassigned as needed for additional student support. Duties may include such things as resource, personalized emails and/or support calls to students, or the development of resources to support students.
- Teacher responsibilities during the workday will include instructional planning, support and feedback to students, parent communication, and monitoring student learning.
- Teachers are not required to submit daily attendance for themselves. They are assumed to be available and working each day. If you must be unavailable for any reason, sick or personal, you should notify your immediate supervisor and record the day in Frontline.
- If a staff member is without power or connectivity during a Remote Learning Day, the staff member will notify his/her building principal to communicate expectations to the impacted students.
- Teachers will not be required to report daily attendance, but rather report attendance weekly based on participation and completion of student work. Daily student attendance will be monitored through Canvas.
- Counselors will be responsible for monitoring student weekly attendance and following up with absent students via email and/or phone based in consultation with teachers.
- Attendance clerks are responsible for inputting attendance into our district's student management system.



- A form has been developed for ease of tracking those students who fail to engage, and the data will be sent to school counselors.

Instruction

- Teachers are asked to communicate remote learning student expectations to students at the beginning of the school year, prior to the need for a Remote Learning Day.
- Students will receive daily synchronous access to instruction with teachers. Instruction may include whole group and small group lessons during ELA and mathematics blocks.
- The direct instruction provided will focus on the introduction of new content, addressing student misconceptions, and teacher modeling. The synchronous sessions should be directly connected to the assigned student work for the week supporting students' successful completion and advancing their learning.
- While videos found online may be used to supplement teacher direct instruction, they cannot be used to replace the direct instruction provided by the teacher.
- It is important to note that teachers providing instruction for blocked courses such as mathematics or ELA may elect to devote part of the instructional block to small group instruction to differentiate support for students. Small group instruction is designed to be flexible and responsive to the content being taught and student needs during a given week. Teachers will provide information to students in advance if they are scheduled for a small group lesson.
- Teachers are encouraged to prioritize the use of district curriculum and supplemental programs and when possible utilize common instructional materials such as homework, quizzes, and assessments across common grade levels (K-8) and course levels (9-12) to ensure equity. Common instructional materials, assessments, and third-party resources may be shared through Canvas.
- Teachers will be available for office hours by appointment daily from 2:15 pm - 3:00 pm.
- **Please use caution with any pre-recorded or live video feeds to ensure no inappropriate audio/video background material is audible or visible to students and their families.**

Student and Family Support

- Teachers will be available via email between the hours of 9:00 am-3:50 pm for student and/or parent interaction when not in synchronous sessions.
- Teachers are asked to respond to inquiries made outside of the school day in a reasonable timeframe. If communications are received after 3:50 pm on a remote learning day, teachers should respond before 3:50 pm on the following remote learning day.
- Teachers should consistently check their Junk mail to check for student and/or parent emails.
- Other forms of communication for educational purposes such as phone calls, conference calls, webinars, text messages, screen sharing, and pre-recorded videos are encouraged where appropriate in consultation with your principal and at teacher discretion.
- Teachers will communicate and work with their principal/office staff to provide support to students who may not have internet access or technology available during a remote learning day.



Assignments

- Students will be given specific assignments during instructional periods and all assignments will be posted in Canvas.
- Assignment due dates will be given by each teacher and noted in Canvas.
- Delivery of the curriculum exactly as designed for in-person instruction is not feasible nor expected during an extended period of remote learning. Please prioritize the essential learning you want students to focus on and design remote assignments to support student growth in those areas.
- Teachers will design student assignments reflective of the use of district-based curriculum and supplemental programs prior to implementing outside resources.
- To ensure equity, please collaborate with content area and/or grade level colleagues.
- If an extended period of remote learning is necessary, overviews for the following week will be provided to students by 4:00 pm on the last workday of the previous week.
- For consistency across the district and to document our remote learning opportunities, the following guidelines exist:
 - The intent of remote learning is not to see how much we can assign to students, but rather how meaningful learning tasks can be to meet the learning objectives.
 - Teachers will follow 504 and IEP accommodations to the greatest extent possible when creating individual learning activities and tasks that will be included in the Learning Plan.
 - All accommodations, modifications, and specially designed instruction must be applied in the remote learning environment.
 - In addition to the general education teachers, individual students receiving special education, ESL services, or 504 services will be appropriately supported by their assigned Special Education teachers, ESL teachers, and/or school counselors throughout remote learning experiences.
 - The time spent participating in instruction and completing assignments should mirror the time spent while students are in-person for school.
 - Assignments may span multiple days. Time expectations must be clearly communicated for students and parents for assignments that will span multiple days.
 - Students will be expected to complete assignments according to teacher due dates.
 - Teachers are expected to provide feedback on assignments to support student learning.
 - In the event of an extended period of remote learning, administrators will view weekly overviews and course calendars in Canvas and provide feedback as needed, rather than weekly learning plans.

Grading Procedures

- Traditional grading procedures will apply. In the event of an extended remote learning period, district leadership will convene a team of teachers to develop modified grading procedures for each grade level. Grading of assignments should reflect student mastery of content and not be based solely on completion.



Teacher Guidelines for Flexible Instructional Days

While on Flexible Instructional Days the District will follow the Remote Learning Plan, there are some additional requirements we must adhere to as outlined in our state approved FID application. Those expectations are as follows:

Preparing for a FID

- Teachers are asked to develop two emergency sub plans/FID learning plans that are kept current and made available to students through Canvas. Students should be directed to save assignments to their chromebook for availability without internet access.

During a FID

- Require students to submit FID assignments on the actual flexible instructional day.

Following a FID

- Teachers are asked to post lesson materials for FIDs in Canvas for at least five days for students who may not be able to access the materials during the synchronous lesson.
- Teachers are asked to verify student attendance by monitoring the student work completed and submitted on the FID.
- Teachers are asked to grant a five-day extension for assignment revisions to students with IEPs, 504s, or those experiencing difficulties in completing the assignments on the FID.

Resources & Supports

- Please see the helpful 'Do This Not That' chart for tips regarding teaching remotely.
[Online Teaching: Do This, Not That](#) [Online Learning Resources](#)
- The PSEA has offered a list of best practices to consider when utilizing different platforms for online learning. Please use these as guidelines when engaging in remote instruction and pay particular attention to number three regarding not recording students. This resource is available at the following link: <https://www.psea.org/globalassets/issues--action/key-issues/files/teaching-in-the-time-of-quarantine-2020.pdf> .
- If you have questions or need support, please contact the related district office personnel and copy your principal:

Remote Learning Plan, Flex Days
New Teacher Induction, Curriculum

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Roles and Responsibilities of Specialized Role Groups for Remote Learning

Role Group	Responsibilities
Counselors	<ul style="list-style-type: none"> • Monitor student attendance and intervene where appropriate • Oversee 504 agreements to include parent communication and teacher collaboration to ensure accommodations are being provided • Communicate frequently and consistently with students who meet with the school counselor regularly • Provide counseling as a related service for student IEP compliance • Oversee and assign learning opportunities to satisfy the CEW standards • Communicate weekly with Family Links therapists • Check-in with Mrs. Adams as necessary
Mathematics and Literacy Specialists/Coaches	<ul style="list-style-type: none"> • Provide remote learning for students in reading clinics • Develop lesson plans specific to the literacy routines for students in reading clinics (Reading Horizons/Raz Kids) and inclusive of a menu of learning opportunities for students • Communicate plans to families • Develop literacy/study skills tips for principals to include in Constant Contacts if remote learning period extends beyond one week • If remote learning period is greater than one week, make personalized contact with each student in clinic a minimum of weekly to support the continuation of learning. (Phone, calls, texts are all acceptable based on established relationships with families) • Monitor student performance in the Reading Horizons Clubhouse and Raz Kids as appropriate • Provide support to literacy teachers as needed • Participate in school-based and district-based virtual calls as scheduled • Check-in with Dr. Nelson as needed
MTSS Coordinators	<ul style="list-style-type: none"> • Provide remote learning for students with IEPs and students receiving tier 2 and 3 interventions • Develop lesson plans specific to the needs of students with IEPs and students in reading clinics • Communicate plans to families • Monitor student engagement with and performance in the various district supplemental programs • If remote learning period is greater than one week, make personalized contact with each student on the special education and clinic caseload a minimum of weekly to support the continuation of learning. (Phone, calls, texts are all acceptable based on established relationships with families) • Participate in school-based and district-based virtual calls as scheduled • Check-in with Mrs. Adams as needed
Speech & Language Therapists	<ul style="list-style-type: none"> • Implement speech/language IEPs to the greatest extent possible to ensure compliance • Complete progress monitoring • Collaborate with IEP teams to ensure continuity of services • Communicate with families to relay student participation and progress • Check-in with Mrs. Adams as needed
Nurses	<ul style="list-style-type: none"> • Monitor required Health mandates with the closure and contact the families district wide of dates that mandated medical forms will be due. • Use the SIS system for missing immunizations to update records. • Make Individual Health Plans for students who have a countable chronic condition. • Fulfill continuing education courses for nurse certification • Check-in with Mrs. Adams or Dr. Lippert as needed
MS Dean/Librarian	<p>Dean</p> <ul style="list-style-type: none"> • If remote learning period is greater than one week, develop and monitor a weekly Check-in / Check-out system to support students with educational and technology-based needs. • If remote learning period is greater than one week, document daily/weekly check-in for progress monitoring using Google Forms and evaluation sheet and communicate findings with admin team to adjust remote support strategies • Transition from daily morning announcements to virtual multimedia announcements



	<ul style="list-style-type: none">• Maintain and provide instructional/access support to students, families, staff in a user-friendly, accessible format• Communicate with staff the resources available to students that support curricular endeavors and support staff with use as requested• Provide support for remote access logistics for Accelerated Reader and establish best practices for student and teacher use• Enhance Library programming to support students with remote book exchange opportunities, online book fairs, and resources available through the Community Library• Continue library catalog management remotely and enhance the library website on remote learning resources• Check-in with Mrs. Nolan as needed
Library/College & Career Readiness Coordinator	<ul style="list-style-type: none">• Enhance Library programming to support students with remote book exchange opportunities, online book fairs, and resources available through the Community Library• Continue library catalog management remotely and enhance the library website on remote learning resources• Communicate with staff the resources available to students that support curricular endeavors and support staff with use as requested• If remote learning period is greater than one week, develop and monitor a weekly Check-in / Check-out system to support students with educational and technology-based needs.• Provide direct student support to specific students as requested by school administrators

Paraprofessional Guidelines for Remote Learning

- Paraprofessional workday: 7 hours
 - 3.5 hours special education assignment (reports to and is assigned by special education teacher)
 - 3.5 hours building/classroom specific assignment (reports to and is assigned by building principal)
- Paraprofessional responsibilities
 - As assigned by special education teacher (for specific student or students)
 - Implementation of 1:1 student's specially designed instruction
 - Virtual assistant to special education teacher
 - As assigned by building principal per grade band or grade level (for all students)
 - Positive outreach (phone calls, emails, birthdays, periodic check-ins)
 - Speech language assistance as assigned by therapist/principal
 - ESL assistance as assigned by ESL teacher/principal
 - Organization of materials into online folders
 - Virtual assessments
 - Student remediation
 - Testing/Resource room assistance
 - WIN interventions; support tier 2 and 3 students

Other Aides Guidelines-

- Café Aides (2 hours) Guidelines
 - As assigned by building principal
 - Potential WA CARES and PBIS activities



Student Expectations

All remote learning days count for student instructional days and hence toward the 180 school-day requirement. The following guidelines were developed to provide clear expectations for students on remote learning days.

- Students are expected to log on to Canvas each day to check for communications from their teachers and complete daily assignments.
- Student attendance will be taken based on their Canvas log-in report. In addition, teachers will monitor the completion of student assignments on a daily basis.
- Students must display appropriate virtual classroom etiquette by:
 - Logging in on time at the start of each period.
 - Keeping the camera on with their face and accurate first and last name displayed to interact with the teacher ensuring attendance and engagement,
 - Keeping their microphone muted unless directed to unmute by the teacher, to minimize background distractions,
 - Ensuring they are dressed in school appropriate attire,
 - Seated in a distraction free environment and not lying in bed,
 - Remaining on the virtual call until excused by the teacher.
- Students are expected to follow a modified schedule according to the six-day rotation and participate in synchronous lessons according to their schedule for each day.
- Students are expected to put forth time and effort in class participation and assignment completion equitable to what they would spend for each course during in-person instruction.
- Students are expected to submit assignments according to teacher deadlines.
- Students are expected to participate in office hours as needed.
- Students are expected to maintain the student code of conduct and academic integrity policies as outlined in the student handbooks.



Modified Student Schedules:

Remote Learning Schedule	
Period	Time Frame
1	9:00-9:30
2	9:35-10:05
3	10:10-10:40
4	10:45-11:15
5	11:20-11:50
6	11:55-12:25
7	12:30-1:00
8	1:05-1:35
9	1:40-2:10
Office Hours	2:15-3:00

Remote Learning Frequently Asked Questions

What is remote learning?

- By remote learning, we mean that students and teachers will not be in the same place as schools will remain closed and the primary method of providing instruction and support for students will be online synchronously and asynchronously as detailed in the Remote Learning Plan. Paper packets of work will be provided, upon request, to students who are unable to access online learning.

When will a remote learning period occur?

- In the event of a superintendent authorized school closure due to hazardous weather, an inoperable school building, or a flexible instructional day, the district will enter a remote learning period. During any of these types of school closures, the district will implement the Remote Learning Plan 4.0 and follow the same modified schedule outlined in this plan. Parents will be notified via school messenger, email, the district website, and the district Facebook page. The duration of the remote learning period will be dependent on the cause for the closure and the circumstances surrounding it.

How will remote learning impact the school calendar and end of year?

- Each day of remote learning counts as a full instructional day and will not impact the end of the school year.

How is attendance taken on remote learning days?



- During a remote learning period, student attendance is taken as students log-in to Canvas. In addition, teachers will monitor the completion of student work. Students failing to complete work and/or log-in will be referred to the school counselor.

Do I need to submit my child’s attendance daily?

- No, parents are NOT required to submit a daily attendance form to account for student attendance as it will be accounted for as student’s log into Canvas.

What schedule will my child follow on a remote learning day?

- On remote learning days, your child will follow a modified schedule that starts at 9:00 am and ends at 2:10 pm following the traditional six-day rotation. The specific courses represented in your child’s schedule will be dependent on their current academic schedule.

Modified Student Schedules:

Remote Learning Schedule	
Period	Time Frame
1	9:00-9:30
2	9:35-10:05
3	10:10-10:40
4	10:45-11:15
5	11:20-11:50
6	11:55-12:25
7	12:30-1:00
8	1:05-1:35
9	1:40-2:10
Office Hours	2:15-3:00

What if my child is unable to follow the modified schedule during a long-term closure?

- For students who may have trouble following the modified schedule, please contact the school principal to work together on ensuring additional supports are in place for your child.

Will my child have a district-issued laptop?

- West Allegheny is a 1:1 district and every student grade 1-12 has a district-issued Chromebook or an iPad for Kindergarten students. All students will take their devices home every day.

What resources are available to my child, if I do not have internet service available in my home?

- A limited number of mobile hotspots will be available for loan to qualifying families upon request. Please contact your school principal if you are in need.



- Comcast offers the Internet Essentials Program to families who qualify. Families can obtain more information about the program by calling 1-855-846-8376.

What if we need technical support?

- In many cases, technology questions can be addressed by your child's teacher.
- The West Allegheny Technology Department is available at wahelpdesk@westasd.org to support program password retrieval or additional technology issues. When sending an email, please include a call back number.

What if my child does not have access to the internet and/or technology on a remote learning day?

- If students have an unexpected lack of availability to technology or internet access or power issue, students must call their school's main office phone number (calls will be forwarded to the appropriate person at each school) to report themselves as present. The students will then be directed to complete the asynchronous assignments materials which are available without internet access. If a student does not have access to their device, an alternative assignment will be given by phone that does not require computer access. All students will have access to the synchronous lesson for the day and the assignments posted in Canvas when they are reconnected to their device and internet. The office staff will act as liaisons with teachers if any additional information is needed for students without internet access.

Will my child have access to direct instruction during periods of remote learning?

- Yes, daily direct instruction will be provided according to your child's modified schedule. This allows for daily engagement with your child's teachers.
- The direct instruction provided will focus on the introduction of new content, addressing student misconceptions, and/or teacher modeling.
- While videos found online may be used to supplement teacher direct instruction, they will not be used to replace the direct instruction provided by the teacher.

How frequently will my child's teachers engage with my child throughout the week?

- Students will have access to daily instruction and office hours are available daily by appointment.

What will be expected of my child each day?

- Students are expected to log on to Canvas each day to check for communications from their teachers and complete daily assignments.
- Students are expected to display appropriate virtual classroom etiquette by:
 - Logging in on time at the start of the period.
 - Keeping the camera on with their face and accurate first and last name displayed to interact with the teacher ensuring attendance and engagement,
 - Keeping their microphone muted unless directed to unmute by the teacher, to minimize background distractions,
 - Ensuring they are dressed in school appropriate attire,
 - Seated in a distraction free environment and not lying in bed,



- Remaining on the virtual call until excused by the teacher.
- Student attendance will be taken based on their Canvas log-in report. In addition, teachers will monitor the completion of student assignments on a daily basis.
- Students are expected to follow a modified schedule according to the six-day rotation and participate in synchronous lessons according to their schedule for each day.
- Students are expected to put forth time and effort in class participation and assignment completion equitable to what they would spend for each course during in-person instruction.
- Students are expected to submit assignments according to teacher deadlines.
- Students are expected to participate in office hours as needed.
- Students are expected to maintain the student code of conduct and academic integrity policies as outlined in the student handbooks.

How will assignments be communicated?

- Assignments will be given to students during instructional periods and will be posted in Canvas.

When and how are assignments due?

- Each day's assignments should be submitted to the teacher upon completion and are due according to each teacher's due dates. FID assignments must be submitted on the FID for students to be receive credit.
- Guidelines for how to submit assignments will be communicated by each teacher.

What should I expect in terms of quantity of assignments per day?

- Students will receive assignments for each course that is part of their academic schedule.
- Students are expected to put forth time and effort in class participation and assignment completion equitable to what they would spend for each course during in-person instruction.

How will remote learning impact student grades?

- Traditional grading procedures will apply. Teachers, counselors, and administrators will work together to provide support to students who may struggle to meet academic expectations. If any student is struggling to excel in the online academic setting, the family is asked to reach out to the teachers, counselor, or administration for support.
- In the event of extended remote learning periods, grading guidelines will be adjusted and communicated to students and families.

How will student learning be assessed?

- The purpose of assessment is to gather information about student learning. Teachers will continue to administer assessments during the remote learning period.
- Efforts should be made to allow students to take exams independently to produce an accurate reflection of each student's ability.

How can I contact my child's teachers?

- All teachers and professional staff members will be available via email each school day Monday through Friday from 9:00 am-3:50 pm to support students. This includes related arts teachers, elective teachers, special education teachers, reading specialists, school counselors, nurses, and



speech therapists. If you send an email after 3:50 pm, please anticipate a response on the next remote learning day.

- In addition, your child may schedule an appointment with a teacher during office hours.

If my child is struggling and I cannot provide support, what should I do?

- If your child is struggling, please contact your child's teacher to arrange support. Teachers can be contacted by email Monday through Friday, 9:00 am- 3:50 pm or during online synchronous engagement opportunities as scheduled by the teacher. We do not want students working to the point of frustration and your child's teacher will be available to work with your child remotely.

What happens if a student does not complete remote learning assignments?

- Students are expected to be on pace with their courses and assignments. Students may lose full or partial credit for assignments that are not completed. This loss of points could negatively impact a student's grade, which may be reflected on a student's report card.
- It would be in the best interest of the student to complete all assignments each day.
- Families experiencing extenuating circumstances that prevent a student from completing assignments should contact the teacher by email.
- Every effort will be made by West Allegheny staff to support students in having a successful remote learning experience from home.
- On Flexible Instructional Days, students will be marked absent if they do not complete the assignments on that specific day.

How can my child access a counselor on a remote learning day?

- Counselors will be available during the school day, 9:00 a.m. to 3:50 p.m. via email for support. They will continue with any appointments previously made.
- The counselors will contact those students who are scheduled to meet with them via email to establish the best method of communication.
- They will also provide all students recommended learning opportunities that will satisfy Career Education and Work standard requirements.
- Counselors will also be responsible for monitoring students' weekly attendance.

Will the school nurse be available on remote learning days?

- Yes, school nurses will be available by email Monday through Friday from 9:00 a.m. to 3:50 p.m. When you email them, please leave a call back number.

How will remote learning impact Early College in High School programming?

- Students enrolled in Early College in High School Academy will continue to receive college credit so long as assignments provided are completed and submitted.

What if my child attends Parkway West Career and Technical Center?

- West Allegheny and Parkway Center CTC will work collaboratively to ensure all students who attend Parkway West CTC can continue their work in-person and/or remotely, depending on the status of in-person learning at Parkway.
- Parkway Center CTC will utilize Schoology for remote learning purposes.



My child has a 504 or an IEP, will assignments be modified appropriately?

- Students receiving special education services will continue to receive services with their case manager or school counselor communicating with students consistently during the remote learning period to provide support.
- Assignments will be designed for students receiving 504 or special education services utilizing their program modifications, specially designed instruction and supplementary aids and services identified in their plans to the greatest extent possible.
- A child's case manager or school counselor will be communicating with students consistently during the remote learning period to provide support.
- Upon return from an extended period of remote learning, teachers of students receiving special education services will meet with their students to review work submitted and check for progress toward their IEP goals. IEP teams will be convened once school resumes to review student IEPs and revise as necessary.
- Any related services (Physical Therapy, Occupational Therapy, Speech, etc.) that are interrupted by an extended school closure period may be rescheduled upon school resuming according to the frequency requirements of their plans.

If my child receives Life Skills and/or Autistic Support services, what should I expect?

- Your child's life skills/autistic support teacher will contact you to create a home routine as well as to discuss expectations based upon your child's individual needs. Your child's teacher will collaborate with the teachers who are on your child's team in an effort to appropriately develop and distribute lessons and assignments that are closely aligned to your child's IEP goals and objectives.

If my child receives speech and language services, what should I expect?

- Your child's speech and language therapist will contact you to review your child's speech and language goals and to determine a plan for remote implementation that may include virtual sessions, phone calls and student practice sessions.

If my child receives gifted services, what should I expect?

- Your child's gifted education teacher will contact you to review your child's GIEP goals and to discuss and determine focus areas for enrichment that will be provided during the school closure.

If my child receives English as a Second Language services, what should I expect?

- Your child's ESL teacher will contact you to discuss activities and options to support your child during the school closure. Your child's ESL teacher will collaborate with your child's team to determine appropriate ESL programming.

Will my child continue to receive school-based therapy?

- If your child received services from a Family Link therapist, these sessions will continue. Students who were participating in brick and mortar sessions with the therapists will have opportunities for virtual therapy. Family Links therapists will contact families to facilitate the continuity of such services.



How will my grade 4-8 child continue band lessons?

- Parents with children in band will be contacted by the instructors to establish the method that will be used for lessons and suggested practice during the school closure.
- In the event of a long-term school closure, Mr. Fox and Mr. Groba’s band students WILL need to have their instruments available at home.

How does this affect my child if they are enrolled in a West Allegheny Virtual Academy (WAVA) or West Allegheny Learning Center (WALC) course?

- The remote learning plan does not change how WAVA/WALC courses are accessed by students.
- WAVA teachers can be contacted via school email on school days between 9:00 am and 3:50 pm.
- The start and end dates of marking periods will follow the school district’s established dates.

Non-Teaching Professional Work Logs

Counselors, instructional coaches, deans, testing coordinator, nurses, and other staff as directed should use this document to track the completion of assigned activities each week. This document should be emailed to your supervisor during remote learning periods.

Name	Role	Week of

Please document the professional activities completed for applicable days:

Monday
Tuesday



Wednesday

Thursday

Friday

Notes for supervisor:

Mobile Devices & Internet Access

Device Lending Program:

- Students will take devices home daily throughout the school year. All devices will be protected by cloud-based content filtering both on-campus and remotely. Families have the option to insure their child’s devices against damage, loss, and theft.
- Given this commitment, families are strongly encouraged to take advantage of the District's cost-effective device insurance protection program, which is now offered at a lower cost of \$15 per device as we launch district-provided device insurance.
- **Device Insurance Protection: \$15 (plus nominal transaction fee)**

Covered Perils:

Accidental Damage

- Cracked Screen
- Liquid Spills
- Missing Keys

Fire or Flood Damage

Vandalism

Natural Disasters

Theft/Loss of Device

- **The deadline for enrollment is September 8.**



- When a damage incident occurs, the student will turn the device in to his/her child's school main office, where staff will provide a temporary replacement device, inspect the device, file the insurance claim, and process the repair.
- Families who do not elect to receive coverage will be fully responsible for associated costs in the event of damage or loss, which could be as high as \$294.

Internet Access

- A limited number of mobile hotspots will be available for loan to qualifying families upon request. Please contact your child's school principal if your child is in need of one.
- Comcast offers the Internet Essentials Program to families who qualify. Families can obtain more information about the program by calling 1-855-846-8376.
- Hotspots are available on each school campus, which are accessible from the parking lots.
- In addition, internet access may be available in the parking lots of select local community partners including libraries, churches, and community centers.