

Interim CSA

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**Important Reminder: Inclement Weather Procedures &
Remote Learning Process**

Dear Westinghouse Arts Academy Families,

As we continue through the 2025-2026 school year, we want to ensure that all families are aware of the policies and procedures regarding inclement weather, remote learning, and other important school updates.

Below, we have outlined key details that have been communicated throughout the year:

Inclement Weather Procedures

In the event of inclement weather, families will be notified via **email, text, and the school's website** about any school closures or schedule changes. If school is closed due to severe weather, we will follow our remote learning plan instead of traditional snow days.

Remote & Asynchronous Learning Process

If a remote learning day is announced, students are expected to complete work through Google Classroom with live instruction. Synchronous Learning Days (if scheduled) would require students to log in at designated times for live instruction. (These days count towards instructional hours.)

Asynchronous Learning Days (no live instruction) mean students work independently on assigned coursework. Attendance is tracked based on assignment completion and check-ins with teachers as required. Students must check into advisory.

Building Operations During Remote/Asynchronous Learning

When students and teachers participate in remote or asynchronous learning, the school building remains open for essential staff. Administrators, maintenance teams, and construction crews continue working to support school operations and improvement projects. The building has remained open every day during the 2025-2026 school year that students and teachers were remote or asynchronous.

We appreciate your continued support and understanding as we work to provide flexible learning opportunities while maintaining school operations. If you have any questions, please reach out to the school office. Please feel free to call my cell phone for any concerns: **717-818-7680**.

Best regards,

Dr. Anne Clark
Chief School Administrator
Westinghouse Arts Academy

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Important Reminder: Inclement Weather Procedures & Remote Learning Process (continued 2/5)

Decision-Making Factors:

The following factors are considered during a winter weather event

- **Road and Weather Conditions:** Current road safety, snow accumulation, ice, and visibility.
- **Temperature and Wind Chill:** Extreme cold that may pose risks to travel and safety.
- **Transportation Assessment:** We consult with coordinators from transportation companies who travel the streets in various districts to evaluate safety.
- **Unexpected Events:** Delays or cancellations may also occur due to unforeseen issues like power outages, water main breaks, or other significant disruptions.

Wind Chill and Temperature Guidelines:

According to most safety guidelines, a temperature below 20 degrees Fahrenheit is generally considered too cold for students to be outside for extended periods, with the most important factor being the "feels like" temperature including wind chill, where levels below -15°F can pose a significant risk of frostbite.

Key Points to Remember:

- **Wind chill is crucial:** Always consider the wind chill factor when determining if it's too cold to be outside, as it can significantly drop the perceived temperature.
- **School policies vary:** While there's no universal standard, most schools will limit outdoor activities when temperatures drop below 20°F or when the wind chill reaches dangerous levels.
- **Proper clothing is important:** Even in slightly colder temperatures, ensuring students are dressed appropriately with layers, hats, gloves, and warm boots can help mitigate cold risks.

Remote Learning Days:

On inclement weather days, remote learning allows us to continue education uninterrupted:

For Teachers:

- **Prepare Virtual Lessons:** Upload materials to the designated learning platform by 8:00 a.m.
- **Communicate Clearly:** Provide students with schedules and instructions for the day.
- **Monitor Participation:** Track attendance and engagement during live sessions.
- **Support Families:** Be available to address questions or concerns via email or the learning platform.

For Students:

- **Log In On Time:** Attend classes virtually at their usual scheduled times.
- **Be Prepared:** Have materials and devices ready, with a stable internet connection.
- **Engage in Learning:** Actively participate in live sessions and complete assignments.
- **Ask for Help:** Reach out to teachers if technical or academic issues arise.

Synchronous Virtual Learning Expectations

(Synchronous means live Google Meetings with live virtual instruction.)

The following expectations are provided to ensure virtual learning time is effective and productive

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Instructional Expectations

Check Your Email: Read the morning announcements.

Log In for Each Class: Students, log into your Google Classroom for each class to find the Google Meet link. The link is located on the top left of your Google Classroom Feed. Click "Join" to access your class.

Live Instruction: Instruction will be provided via Google Meet, and all activities, assignments, quizzes, and tests will be available in Google Classroom.

Internet Issues: Students experiencing internet issues should email their teacher immediately.

Teacher PTO: If a teacher has scheduled PTO, live classes will not be held, but assignments will still be posted.

Asynchronous Classes: Students taking asynchronous classes will continue to have them during remote learning days.

Attendance Procedures

Tardy and Absent Policies: Students will be marked TARDY after 15 minutes and ABSENT if they do not log in to Google Meet or email their teacher before the end of class.

Technical Assistance: For technical issues, submit a work request or contact:

Dr. Clark: aclark@westinghousearts.org

Dr. Lehew: dlehew@westinghousearts.org

Additional Expectations

Cameras and Microphones: Students must have cameras turned on and microphones muted at the beginning of class. Active participation will be expected for synchronous lessons, and students should follow teachers' instructions.

Engagement: Classes may range from 45 to 82 minutes, and students are expected to participate fully and submit assignments as instructed.

Support: If you are struggling emotionally or academically, please reach out to Dr. Clark, Dr. Lehew, or your teachers.

A Virtual Bell Schedule is available to ensure a smooth day for all.

Virtual Bell Schedule for Remote Learning Day

9:00–9:25 AM – Advisory (**Attendance Required**)

9:30–10:10 AM – Period 1

10:15–10:55 AM – Period 2

11:00–11:30 AM – Lunch

11:35 AM–12:15 PM – Period 3

12:20–1:00 PM – Period 4

1:05–1:45 PM – Period 5

2:00 PM – End of School Day

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Important Reminder: Inclement Weather Procedures & Remote Learning Process (continued 4/5)

Action Steps for Staff

- **Prepare Lessons:** Ensure your lesson plans and materials are adapted for remote instruction. Upload all assignments, resources, and relevant instructions to your Google Classroom or other designated platforms by 5:00 p.m. on Sunday.
- **Check Technology:** Verify that all devices you'll need for remote teaching are functioning properly. Remind students during classes on Tuesday to test their internet access and school-issued devices.
- **Communicate with Students:** Inform students about expectations for attending virtual classes, completing assignments, and participating in online discussions. Provide links to your virtual classroom and office hours.
- **Attendance and Participation:** Attendance will be taken in each class period, as usual. Ensure students understand the importance of being present and engaged during online instruction.

Support:

If you need assistance with technology or lesson preparation, reach out to Dr. Anne Clark, aclark@westinghousearts.org or Dr. Deb Lehew, dlehew@westinghousearts.org.

Under Pennsylvania law, remote learning, flex-time learning, and hybrid learning are distinct educational models designed to provide flexible options for students while ensuring compliance with state regulations. Here's a breakdown:

1. Remote Learning

Definition: Students engage in learning entirely online without being physically present in the school building.

Implementation in Pennsylvania:

- Remote learning can be synchronous (live instruction via video conferencing) or asynchronous (students complete assignments at their own pace).
- Schools must ensure remote learning meets Pennsylvania Department of Education (PDE) requirements for instructional hours and days.
- Districts are required to provide equitable access to technology and the internet for students.
- Purpose: Typically used during emergencies (e.g., the COVID-19 pandemic) or for students in virtual or cyber charter schools.

2. Flex-Time Learning

Definition: Students have flexible schedules that allow them to access instruction at different times, combining online and in-person components.

Implementation in Pennsylvania:

- Often used for students with unique scheduling needs, such as those who are employed, participating in internships, or involved in intensive extracurricular activities.
- Flex-time learning must still align with state instructional requirements.
- PDE mandates that flex-time programs ensure students are progressing toward state academic standards.
- Purpose: Designed to accommodate diverse student needs, offering flexibility while maintaining academic rigor.

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3. Hybrid Learning

Definition: Combines in-person classroom instruction with online learning.

Implementation in Pennsylvania:

- Students split their time between on-site instruction and remote learning, based on a predetermined schedule.
- Schools must ensure both components meet PDE standards for instructional hours and curriculum alignment.
- Hybrid models often require a strong technology infrastructure and a clear plan for tracking attendance and participation.
- Purpose: Balances face-to-face interaction with the flexibility of online learning, often used to reduce crowding or accommodate specific needs.

Key Compliance Points Under PA Law:

- **Instructional Time:** All three models must meet the mandated 180 days of instruction or equivalent 990 hours (secondary) / 900 hours (elementary) of instructional time.
- **Equity:** Schools must ensure all students have access to the necessary technology, materials, and support.
- **Accountability:** Attendance, engagement, and academic progress must be documented in all models.
- **Special Education:** Schools must provide appropriate accommodations and services to students with IEPs or 504 Plans in all models.
- **Teacher Certification:** Instruction must be delivered or overseen by certified teachers.
- **Comparison Summary:**
 - Model
 - Mode
 - Attendance
 - Flexibility
 - Examples
 - Remote Learning
 - Fully Online
 - Remote attendance
 - High
 - Cyber schools, pandemic emergency plans
 - Flex-Time Learning
 - Online/In-person mix
 - Varies by schedule
 - Very High
 - Students with jobs or internships
 - Hybrid Learning
 - Online & In-Person Split
 - Both physical & remote
 - Moderate
 - Alternating days in school and online
 -

Pennsylvania law ensures that these models serve students' diverse needs while maintaining educational quality and equity.