### Teacher Access and Use of Devices

- Ensure access to technology, i.e., laptops, iPads, tablets, and/or internet is available to support student learning at school and home.
- Support students with exceptionalities by referring to the IEP to determine accessibility of specific devices in specialized circumstances at school and at home.
- Provide the necessary resources to help address technology needs at home and school to include laptops and hotspots. Students and families may use their personal devices.
- Share additional technology needs for students with exceptionalities with your principal and program officer.

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<th>Task</th>
<th>Description</th>
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<tr>
<td>Incorporate computers, laptops, tablets, or iPads during classroom instruction daily</td>
<td>in Early Childhood, ELA, mathematics, social studies, and world language classes.</td>
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<tr>
<td>Incorporate technology based on curricular needs in Career and Technical Education, science, health and physical education, related arts, special programs for students with exceptionalities, and Students with Interrupted Formal Education (SIFE) classes.</td>
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<td>Review devices purchased at the school level to determine options to limit transporting devices to and from school, when possible.</td>
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<td>Sanitize all devices that students and teachers share between use.</td>
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Please note: Limited to no access to the internet or technology—in school and at home—should not impede instruction.
Teachers may have students complete work using various student assessment measures to include but not limited to notebook paper, worksheets, and presentations when appropriate. The use of textbooks or consumable materials may also be used based on students’ and teachers’ needs. If the District has to shift to a hybrid or remote learning environment, student cameras must be on for the class period unless the student has received approval through the opt-out process.

Structured Classroom Learning Environment

Implement a Small Group Rotational Model
Implement a structured instructional learning environment that includes whole group, small group, and independent practice using technology. Teachers may also develop a group dedicated to using technology to complete activities such as supplementary resources, i.e., Study Island.

Incorporate Technology
Use laptops, iPads, computers, and tablets daily during the instructional block in Early Childhood, ELA, Mathematics, Social Studies, and World Language courses.
Teachers that teach the following courses or programs should incorporate technology based on curricular needs: Career & Technical Education, Science, Health and Physical Education, related arts, special programs for students with exceptionalities, and Students with Interrupted Formal Education (SIFE).

How and when technology is used during the instructional block to facilitate learning or practice is subject to teacher discretion.

**PROVIDE PRACTICE**
Ensure resources are aligned to instruction and used to assist with the application of content and provide opportunities to complete usage requirements, when applicable (refer to the attached supplemental resource document).

**MONITOR STUDENT LEARNING**
Use Student Completion Rules in Schoology to assist with moving students through the lesson, when appropriate.

Administer and provide online District formative and summative assessments with the appropriate accommodations and modifications for students with disabilities and English Learners. Any required online District or State assessment must be administered using a District device, i.e., laptop, iPad, computer, or tablet, and be completed by a student individually with teacher facilitation and direction.

Use a variety of grade-level standards-based student assessment measures to meet the needs of all students associated with a rubric.

**STUDENT SUPPORT**

**ENGLISH LEARNERS**
Reach out to an ESL teacher for instructional support or a multilingual paraprofessional to assist with language support, when available, or contact Jonathan Covel, Director of English as a Second Language (ESL), at jcovel1@pghschools.org.

Reach out to content area leads to assist with connecting families to multilingual versions of the platform or program, if available.

Submit requests for live phone interpretation to Jonathan Covel, Director of ESL, at jcovel1@pghschools.org.
STUDENTS WITH EXCEPTIONALITIES AND 504 PLANS
Reach out to a Program for Students with Exceptionalities (PSE) teacher to assist with supporting students with an IEP, when available, or contact your Program Officer.

Reach out to a School Counselor, Social Worker, Principal, or Student Services for support around 504 plans.

Share resources and support tools to help students with alternate learning needs (refer to the PSE website for a list). Submit requests for live phone interpretation to Jonathan Covel at jcovel1@pghschools.org.

TECHNOLOGY SUPPORT FOR TEACHERS
Reach out to your school-based tech support for immediate help, if available.

Contact the technology support desk by dialing 412-529-4357.

Generate a technology support ticket automatically by emailing the technology department at support@pghschools.org.

Remote support can be initiated by phone or email support.

PLEASE NOTE: DAILY USE OF TECHNOLOGY WILL BEGIN ON SEPTEMBER 20, 2021.