



## PHOENIXVILLE AREA SCHOOL DISTRICT

386 City Line Avenue  
Phoenixville, PA 19460

*MISSION: To Prepare, Inspire and graduate students to meet the challenges of the future while we grow to become the education hub of the community.*

## CONTINUITY OF EDUCATION PLAN

### District Administration

Dr. Alan Fegley, Superintendent  
Dr. Le Roy Whitehead, Assistant Superintendent  
Dr. Jessica Kilmetz, Supervisor of Curriculum  
Mrs. Rita Lynn, Interim Director of Specialized Programs and Services  
Mrs. Holly Pettine, Secondary Supervisor of Special Education  
Mrs. Amy Diaczenko, Elementary Supervisor of Special Education

### Building Administration

Dr. Craig Parkinson, High School Principal  
Dr. Rose Scioli, H.S. Asst. Principal  
Mrs. Corrine Reutter, H.S. Asst. Principal  
Dr. Frank Garritano, Middle School Principal  
Dr. Brad Burpee, M.S. Asst. Principal  
Mrs. Christine Skonieczny, M.S. Asst. Principal  
Dr. Mwenyewe Dawan, Principal Early Learning center  
Mrs. Robyn Spear, Principal Manavon Elementary School  
Mrs. Amber Leman, Asst. Principal Early Learning Center & Manavon Elementary  
Dr. Khalid Sutton, Principal Barkley Elementary School  
Dr. Catherine Renzulli, Principal Schuylkill Elementary School

**GOAL:** The goal of the Phoenixville Area School District Continuity of Education Plan is to provide our students the opportunity to continue to access differentiated content and curriculum. Educators are providing new learning opportunities, along with the necessary supports, for all students through a safe online interactive platform. The Phoenixville Area School District is working together with families, community partners and all stakeholders to accomplish this goal.

## **CONTENTS OF PLAN**

This plan contains the following key elements as required by the Pennsylvania Department of Education.

**Goal of Plan**

**Overview of Plan**

**Expectations for Teaching and Learning**

**Communications Tools and Strategies**

**Providing Access**

**Staff Expectations**

**Student Expectations**

**Attendance/Accountability**

**Good Faith Efforts for Access and Equity**

**Special Education Supports**

**EL Supports**

**Gifted Education**

**Building/Grade Level Contents**

**Resources Links**

## Continuity of Education Plan

School District	Phoenixville Area School District
Superintendent	Dr. Alan Fegley
Address	386 City Line Ave Phoenixville, PA 19460
Email/Phone	FegleyA@pasd.com
Website	<a href="https://www.pasd.com/">https://www.pasd.com/</a>

### Goal of Plan

The goal of the PASD Continuity of Education Plan is to provide our students the opportunity to continue to access differentiated content and curriculum. Educators are providing new learning opportunities, along with the necessary supports, for all students through a safe online interactive platform. PASD is working together with families to accomplish this goal.

### Overview of Plan

At the start of the 2020 pandemic situation, the Phoenixville Area School District made the strategic decision to provide instructional continuity for our students. Using our Learning Management System Canvas, our goal was and is to continue instruction for our students during this time of uncertainty. We prepared our staff for online instruction utilizing two Act 80 days. We analyzed the technology needs of our students/community, and distributed laptops and mobile hotspots to families. Using Canvas, we provided students with content and specials area instruction, both synchronous and asynchronous. During this unprecedented pandemic situation, we are aspiring to maintain teaching and learning and provide some sense of normalcy for our students and our community.

### Expectations for Teaching and Learning

PASD is focused on maintaining continuity of instruction for our students. To that end, teachers are using the existing curricular unit plans as the foundation for instruction. While some modifications must be made to adapt to an online platform, the objectives for students remain the same. Teachers are using these objectives and the existing summative assessments as guides for instruction. Teachers are creating lessons within Canvas to teach to these goals. To assess students' progress toward mastery of the objectives, teachers are creating new checks for understanding within Canvas modules. Each week, teachers hold "live" open office hours/help sessions and provide support to individuals and small groups as needed. See below for how English learners and students with IEPs and 504s are being accommodated.

### Communication Tools and Strategies

The Phoenixville Area School District will be utilizing the CANVAS learning management system along with Zoom conferencing system to provide students with asynchronous and synchronous learning opportunities.

- With Zoom, teachers hold “live” open office hours/help sessions each week. Teachers also use recording features such as those available within Microsoft 365 and Zoom to record lessons. These recordings are posted on Canvas for later viewing by students.
- Principals and/or teachers are also holding parent help sessions to introduce families to the tools within Canvas and Zoom. These sessions help families navigate materials and assignments within Canvas.
- Canvas announcements are used to push out information to families.
- Calendar events are used to invite students to live Zoom sessions.
- Assignments are posted with due dates for students.

### Access (Devices, Platforms, Handouts)

To date, 496 laptops have been distributed to students with technology needs, and 97 hotspots were distributed for home WIFI access. Additional requests for technology will continue to be honored, although hotspots are on backorder. The Canvas Learning Management System and Zoom presentation program are the primary technology platforms being utilized.

### Staff General Expectations

All staff are expected to be available during normal operational hours. That said, flexibility is being granted for staff and students to work outside the normal school/workday as needed or available. All certificated staff are also expected to post assignments, lessons, and associated learning materials within the modules feature in Canvas. All certificated staff are expected to host live Zoom sessions with students each week. School counselors and all specialists are also expected to engage in providing identified students with needed related services using the Zoom or Canvas platforms.

### Student Expectations

At the secondary level, students are expected to log on to Canvas using the published secondary schedules (see below) and follow their teachers published/prepared modules of instruction for both synchronous and asynchronous instruction.  
At the elementary level, students are expected to login to Canvas each day to complete assigned work by subject area (see below) within the Canvas modules for each course. Students are also expected to meaningfully engage in synchronous instruction via Zoom sessions.

### Attendance / Accountability

Building and district level administrators are actively monitoring their assigned staff members. This includes regular “on-line” walk-throughs, observations of live Zoom sessions, hosting Zoom faculty meetings for updates and new directions to teachers and non-instructional staff. Per Matthew Stem, Deputy Secretary of Education, *“The tracking of attendance with the purpose of providing access is important right now to ensure students aren't getting left out of instruction, but not for PIMS reporting. However, there should be a record of when the school provided instruction.”* Thus, teachers are monitoring the active engagement of students using the reporting features in Canvas. Should they notice that students are not actively engaged in online learning, they are working with support staff at the building level. These staff include counselors, home/school liaisons, administrators, and other teachers. As a team, educators are working with families to identify the

barriers to participation. Then, an individualized plan for support is put into place to best serve the student/family.

#### Good Faith Efforts for Access and Equity for All Students

The Phoenixville Area School District is making a good faith effort to support all our students during this difficult time. The District is distributing laptops and mobile WIFI hot spots to families who submit requests. Working with community partners and partnering with a neighboring school district, we are feeding approximately 400 students a day at multiple sites across the borough of Phoenixville. On Fridays, we are also providing food backpacks in concert with our Educational Foundation to help families over the weekends. Beginning next week, PASD will begin distribution of an additional 1000 meals/day available for additional family members/adults. Additionally, our ELD staff and Home & School Liaisons are reaching out to families to check in with them. As we encounter individual family challenges, we are working with district staff to put supports in place.

#### Special Education Supports

Speech & language teachers, occupational therapists, behavioral specialists, and all special education teachers are all expected to engage in providing identified students with needed related services via Zoom. Each teacher follows a schedule for small group and 1-1 instruction throughout the day. Special education teachers also work to support classroom and content area teachers in modifying materials/assignments for their students. Additionally, as needed, these certificated staff post resources to Canvas to provide support to students. Parents of students with IEPs and 504 plans have been instructed to reach out to their child's case manager for support as needed. All special education parents and 504 parents will receive a letter and NOREP explaining the circumstances, and that the District is making its very best effort to continue to provide FAPE while abiding by the Governor's closure order and keeping all students and staff safe. All IEP and 504 meetings will continued to be held via Zoom.

#### EL Supports

All English Language Development teachers are expected to engage in small group instruction sessions via Zoom. These sessions are synchronous and are similar to small groups sessions that teachers held in school previously. As needed, teachers hold additional help/resource sessions via Zoom for both students and families. When applicable, teachers also push into Zoom sessions held by content and classroom teachers to provide EL support. ELD teachers also work with classroom and content area teachers to support them with modification/accommodations for ELs. Teachers are also expected to post helpful resources for their students on their Canvas pages. Parents of ELs should contact their ELD teacher for support as needed.

#### Gifted Education

The gifted teachers post enrichment lessons in Canvas for all of the gifted students. They also act as a resource for classroom and content area teachers to help them modify assignments for gifted students, as needed. Parents of students with GIEPs should reach out to the district gifted coordinator with questions.

Building/Grade Level Contacts
PASD High School- Dr. Craig Parkinson <a href="mailto:parkinsonc@pasd.com">parkinsonc@pasd.com</a>
PASD Middle School- Dr. Frank Garritano <a href="mailto:garritanof@pasd.com">garritanof@pasd.com</a>
PASD Early learning Center- Dr. Mwenewe Dawan <a href="mailto:dawanm@pasd.com">dawanm@pasd.com</a>
Manavon Elementary School- Mrs. Robyn Spear <a href="mailto:spearr@pasd.com">spearr@pasd.com</a>
Barkley Elementary School- Dr. Khalid Sutton <a href="mailto:suttonk@pasd.com">suttonk@pasd.com</a>
Schuylkill Elementary School- Dr. Catherine Renzulli <a href="mailto:renzullic@pasd.com">renzullic@pasd.com</a>

Resource Links
Phoenixville Area School District Canvas LMS Link: <a href="https://phoenixville.instructure.com/">https://phoenixville.instructure.com/</a>
ZOOM: <a href="https://zoom.us/">https://zoom.us/</a>
<a href="https://www.edutopia.org/article/teaching-through-pandemic-mindset-moment">https://www.edutopia.org/article/teaching-through-pandemic-mindset-moment</a>

## GRADING PROTOCOLS

During this unprecedented and difficult time, the Phoenixville Area School District is continuing to provide instruction, new learning, enrichment and remediation. We recognize the unique and difficult circumstances that virtual learning from home may place on families. Our teachers continue to collaborate and plan to provide meaningful instruction. PASD's originally published dates for the marking periods were as follows:

**1<sup>st</sup> Marking Period- November 1, 2019- Marking period ends**

**2<sup>nd</sup> Marking Period- January 17, 2020- Marking period ends**

**3<sup>rd</sup> Marking Period- March 20, 2020- Marking period ends**

**4<sup>th</sup> Marking Period- June 10, 2020- Marking period ends**

PASD will continue with its marking period timeline as outlined above. Therefore, the 4<sup>th</sup> marking will still conclude on June 10<sup>th</sup>, the last day of school. School closure was ordered by the Governor and the Pennsylvania Department of Education effective March 13, 2020, which was at the very end of the 3<sup>rd</sup> marking period. At the time, PASD implemented online virtual learning via our CANVAS Learning Management System, Zoom and other online resources.

Understanding this difficult time for students, parents and staff, it is the goal of the District to balance ensuring that new learning continues, consistent with our Continuity of Education Plan. We do not want to unfairly penalize students and parents during this time; however, we must balance that with ensuring accountability, that learning is taking place, and that students are engaged in the online instruction being thoughtfully provided. To that end, below is an outline of the District's Grading protocols for elementary middle and high school levels that will be followed for the remainder of this academic year, which will be online due to the directed closure of schools.

## ELEMENTARY LEVEL

PASD's elementary level grades according to a standards based report, which was recently revised and is fully aligned to state standards. For the remainder of the 4<sup>th</sup> marking period elementary teachers will continue to advance the learning of new standards via online instruction. The following will apply:

- If there is not sufficient evidence demonstrated of the standard, or the standard taught by the teacher was not assessed, students will receive an N/A.
- Special Areas, (Music, Arts, Physical Education, etc.) will not be graded
- For identified students with an Individualized Education Plan (IEP) or a 504 Accommodation Plan, shall continue to primarily be assessed via their goals and objectives defined in their individualized plans.

NOTE- During this time, elementary teachers have identified essential concepts to be taught and are targeting their instruction around those concepts. No new graded instruction will occur after June 5<sup>th</sup>.

## MIDDLE LEVEL

- During the 4th marking period, teachers will still assign work as previously communicated, set due dates and record numerical grades in their Canvas gradebooks and in Skyward. These grades will be shared with students and families. Final grades for each course will include a fourth marking period grade.
- A culminating check of understanding for this year will be administered. Teachers will communicate details of their culminating checks, which will occur from May 26-June 2. The culminating checks will occur in Core Content Areas (Math, Language Arts/Literacy, Science, Social Studies, and Grade 8 World Language). Mixed Media Area teachers will assign optional enrichment projects.

All culminating checks be available May 26. These will be completed by the following schedule:

Tuesday, May 26	Language Arts/Literacy
Wednesday, May 27	Math
Thursday, May 28	Science
Monday, June 1	Social Studies
Tuesday, June 2	Grade 8 World Language

From May 26-June 5, the culminating checks will be the only assigned new work. Students may use this time to catch up on missing assignments. All missing work must be turned in by midnight on Friday, June 5. Assignments beyond a 2-week deadline will be assigned a 10% late penalty. After June 2<sup>nd</sup>, enrichment activities and make-up assignments will be posted for all students until June 5<sup>th</sup>.

- If a student's fourth marking period grade is higher than or equal to a prior marking period grade, **the student will receive that grade.**

- For example,
  - Marking Period 1: 90%
  - Marking Period 2: 80%
  - Marking Period 3: 70%
  - Marking Period 4 Earned: 80% (this grade is kept)
- If a student's fourth marking period grade is lower than the lowest prior marking period grade, **we will adjust their fourth marking period grade to lowest prior marking period grade.** This adjustment will be contingent on the student completing their final assessment. We understand that students should be motivated to continue to achieve in the fourth marking period, but we also understand that it would be unfair to punish a year's worth of work in one marking period given the circumstances.
  - For example,
    - Marking Period 1: 90%
    - Marking Period 2: 80%
    - Marking Period 3: 70%
    - Marking Period 4 Earned: 60% (adjusted to a 70%, after completing the Final Assessment)

## HIGH SCHOOL

- During the 4th marking period, teachers will still assign work as previously communicated, set due dates and record numerical grades in their Canvas gradebooks and in Skyward. These grades will be shared with students and families. Final grades for each course will include a fourth marking period grade.
- Final Exams at PAHS for this year will be project-based rather than the traditional testing of years past, with the opportunity for exemption.
- If a student's fourth marking period grade is higher than or equal to a prior marking period grade, **the student will receive that grade.**
  - For example,
    - Marking Period 1: 90%
    - Marking Period 2: 80%
    - Midterm: 72%
    - Marking Period 3: 70%
    - Marking Period 4 Earned: 80% (this grade is kept)
- If a student's fourth marking period grade is lower than the lowest prior marking period grade, **we will adjust their fourth marking period grade to lowest prior marking period grade.** This adjustment will be contingent on the student completing their final culminating project. We understand that students should be motivated to continue to

achieve in the fourth marking period, but we also understand that it would be unfair to punish a year's worth of work in one marking period given the circumstances.

- For example,
  - Marking Period 1: 90%
  - Marking Period 2: 80%
  - Midterm: 72%
  - Marking Period 3: 70%
  - Marking Period 4 Earned: 60% (adjusted to a 70%, after completing culminating project)
- Final Exams at PAHS for this year will be project-based rather than the traditional testing of years past. However, not all students will be required to complete these projects. Details on who will be required to complete them and who will be exempt can be found below:
  - Regardless of individual marking period grades, if at the end of marking period 4 a student has achieved a 90% or higher overall, the student will be exempt from the final (then if any marking period 4 adjustments need to occur, they would happen upon the completion of the final project).
    - For Example,
      - Marking Period 1: 89%
      - Marking Period 2: 91%
      - Midterm: 87%
      - Marking Period 3: 91%
      - Marking Period 4 Earned: 91%
      - Overall grade (without the Final Project): 90%
      - This student is **exempt** from the final project.
    - For Example,
      - Marking Period 1: 89%
      - Marking Period 2: 91%
      - Midterm: 87%
      - Marking Period 3: 91%
      - Marking Period 4 Earned: 72%
      - Overall grade (without the Final Project): 86%
      - This student is **not exempt** from the final project, but once the final project is completed, the Marking Period 4 grade will be adjusted to an 89% (the lowest marking period grade).
  - **AP Courses:** Regardless of individual marking period grades, if at the end of marking period 4 a student has achieved a 75% or higher overall (prior to marking period 4 adjustments) and the student sits for the AP exam corresponding to their AP course, the student is exempt from a the final exam project.

The weight of each marking period, midterm and final will remain the same. For most everyday courses, each marking period is worth 20% of a student’s overall grade, with the midterm as 10% and the final project as 10%. If a student is exempt from the final project, the student would receive the overall final grade for that remaining 10%. If a student does not complete the final project, no grade adjustments will occur and the student would receive a 20% for the final project grade.

Note- May 29<sup>th</sup> is the last day for new instruction with classes with final projects June 5<sup>th</sup> is the last day of new instruction with classes without a final project. Projects may be turned in through June 8

### Online Learning Instructional Schedules

(These schedules will be updated and modified as we respond to learning)

#### *HIGH SCHOOL Online Instructional Schedule - Effective Monday March 30th*

		<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>
		<b>Odd</b>	<b>Odd</b>		<b>Even</b>	<b>Even</b>
8:00	9:15	1 <sup>st</sup>	5 <sup>th</sup>	Office Hours, Extra Help, Clubs, Events, Etc.	1 <sup>st</sup>	5 <sup>th</sup>
9:30	10:45	2 <sup>nd</sup>	6 <sup>th</sup>		2 <sup>nd</sup>	6 <sup>th</sup>
10:50	11:20	Break			Break	
11:30	12:45	3 <sup>rd</sup>	7 <sup>th</sup>		3 <sup>rd</sup>	7 <sup>th</sup>
1:00	2:15	4 <sup>th</sup>	9 <sup>th</sup>		4 <sup>th</sup>	9 <sup>th</sup>
2:20	3:00	<b>Dept Mtg</b>	<b>Dept Mtg</b>		<b>Faculty</b>	<b>Dept Mtg</b>

#### **MIDDLE SCHOOL Online Instructional Schedule- Effective March 30th**

<b>Monday</b>	<b>Periods 1 - 4</b>	<b>Odd Day</b>	
		(Classes that meet on Days 1-3-5)	
	Meetings/Optional Office Hours	8:00-8:40	
	Period 1	9:00-9:40	Direct Instruction via video during this time
	Period 2	10:00-10:40	
	Period 3	11:00-11:40	
	Period 4	12:00-12:40	
	Algebra I, Geometry, Social Studies, Mixed Media, H/PE	Office Hours-2:30-3:00	Homework / Independent Activities / Practice new concepts

<b>Tuesday</b>	<b>Periods 5-9</b>	<b>Odd Day</b>	
		(Classes that meet on Days 1-3-5)	
	Meetings/Optional Office Hours	8:00-8:40	
	Period 5	9:00-9:40	Direct Instruction via video during this time
	Period 6	10:00-10:40	
	Period 7	11:00-11:40	
	Period 8	12:00-12:40	
	Pre-Algebra, Science, Foreign Language,	Office Hours-2:30-3:00	Homework / Independent Activities / Practice

<b>Wednesday</b>	<b>Periods 1 - 4</b>	<b>Even Day</b>	
		(Classes that meet on Days 2-4-6)	
	Meetings/Optional Office Hours	8:00-8:40	
	Period 5	9:00-9:40	Direct Instruction via video during this time
	Period 6	10:10-40	
	Period 7	11:00-11:40	
	Period 8	12:00-12:40	
	Math 6,7,8, English/Lieracy/Writing, Mixed Media, H/PE	Office Hours-2:30-3:00	Homework / Independent Activities / Practice

<b>Thursday</b>	<b>Periods 5-9</b>	<b>Even Day</b>	
		(Classes that meet on Days 2-4-6)	
	Meetings/Optional Office Hours	8:00-8:40	
	Period 5	9:00-9:40	Direct Instruction via video during this time
	Period 6	10:10-40	
	Period 7	11:00-11:40	
	Period 8	12:00-12:40	
	Algebra I, Geometry, Social Studies, Science	Office Hours- 2:30-3:00	Homework / Independent Activities / Practice

<b>Friday</b>	<b>Office Hours - Assessment Questions</b>		
	Staff Meetings	8:00-8:40	
	Math 6, Social Studies 7, Science 8	9:00-9:30	
	Algebra I, Geometry, Literacy 6	9:40-10:10	
	Math 7, Social Studies 6, English 8	10:20-10:50	
	Math 8, English 7, Science 6	11:20-11:50	
	Pre-Algebra, Mixed Media, Health/PE	12:00-12:30	

	Social Studies 8, Writing 6	12:40-1:10	
	Foreign Language	1:20-1:50	
	Pre-Algebra, English/Lieracy/Writing, Foreign Language	Office Hours 2:30-3:00	Homework / Independent Activities / Practice

Elementary Online Schedules

(Next Page)

Elementary Online Learning – Grades K-1  
 Weekly Plan – DRAFT 3/27/20 at 2:30pm

Grades K-1	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reading</b>  Suggested Screen Time: 45-60 Minutes	Complete Module Reading Lesson 1  Read for 5-10 minutes  <b>Join Live Zoom meeting</b>	Read for 10-15 minutes	Complete Module Reading Lesson 2  Read for 5-10 minutes	Read for 10-15 minutes	Complete Module Reading Lesson 3  Read for 5-10 minutes
<b>Fundations and Writing</b>  Suggested Screen Time: 15-20 minutes	Complete Module Fundations Lesson 1	Complete Module Fundations Lesson 2	Complete Module Writing Lesson 1  <b>Join Live Zoom meeting</b>	Complete Module Writing Lesson 2	Complete Module Writing Lesson 3  Complete Module Fundations Lesson 3
<b>Math</b>  Suggested Screen Time: 15-20 Minutes		Complete Module Math Lesson 1	Complete Module Math Lesson 2		Complete Module Math Lesson 3  <b>Join Live Zoom meeting</b>
<b>Social Studies or Science</b>  Suggested Screen Time: 15-20 Minutes	Complete Module Sci/Soc. Stud. Lesson 1		Complete Module Sci/Soc. Stud. Lesson 2		Complete Module Sci/Soc. Stud. Lesson 3
<b>Special Area Classes</b>  Suggested Screen Time 0-45 Minutes	Yoga/Mindfulness – Complete module	Music/Movement – Complete Module  Choose a Live Specials Zoom to join	Art – Complete Module  Theatre/Dance – Complete Module	STEM/Library – Complete Module  Choose a Live Specials Zoom to join	Health/Wellness – Complete Module
<b>Suggested Activities</b>  0-70 Minutes	Unfinished Canvas work Outside play/exploration Use of online resources/other activities	Unfinished Canvas work Outside play/exploration Use of online resources/other activities	Unfinished Canvas work Outside play/exploration Use of online resources/other activities	Unfinished Canvas work Outside play/exploration Use of online resources/other activities	Unfinished Canvas work Outside play/exploration Use of online resources/other activities

Important Notes:

- **Special education teachers and related service providers will schedule groups/individual sessions for students on their caseloads. Please be advised that some special education services may replace general education instruction for some students, as identified in the students' IEP.**
- Classroom teachers will schedule groups/individual sessions with students to provide targeted instruction in reading/math and monitor students' progress.
- ELD teachers, reading specials, and counselors will schedule groups/individual sessions for students on their caseloads/intervention lists.

Elementary Online Learning  
 Weekly Plan – Grades 2-5  
 DRAFT

Grades 2 -5	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reading and Writing</b>  Suggested Screen Time: 45- 75 Minutes	Access Module online  Read for 20 minutes  <b>Join Live Zoom</b>  Family choice of additional lessons / assignments		Access Module online  Read for 20 minutes  <b>Join Live Zoom</b>  Family choice of additional lessons / assignments	Access Module online  Read for 20 minutes  Family choice of additional lessons / assignments	
<b>Math</b>  Suggested Screen Time: 45 – 60 Minutes		Access Module online  Practice Math Facts on First in Math			Complete Module online  Practice Math Facts on First in Math  <b>Join Live Zoom</b>
<b>Social Studies or Science</b>  Suggested Screen Time: 20 - 30 Minutes		Watch Video		Complete Module online	
<b>Special Area</b>  Suggested Screen Time 20 – 30 Minutes	PE Access Module online or Join a Live Session of Choice	Music Access Module online or Join a Live Session of Choice	Art Access Module online or Join a Live Session of Choice	STEM Access Module online or Join a Live Session of Choice	Library Access Module online or Join a Live Session of Choice
<b>Suggested Activities</b>  0-75 Minutes	Unfinished Canvas work Outside play/exploration Use of online resources/other activities	Unfinished Canvas work Outside play/exploration Use of online resources/other activities	Unfinished Canvas work Outside play/exploration Use of online resources/other activities	Unfinished Canvas work Outside play/exploration Use of online resources/other activities	Unfinished Canvas work Outside play/exploration Use of online resources/other activities

**Important Notes:**

- **Special education teachers and related service providers will schedule groups/individual sessions for students on their caseloads. Please be advised that some special education services may replace general education instruction for some students, as identified in the students' IEP.**
- *Additional lessons and assignments are available in your child's Canvas page, for students who choose to do more.*
- *Classroom teachers will schedule groups/individual sessions with students to provide targeted instruction in reading/math and monitor students' progress.*
- *ELD teachers, reading specials, and counselors will schedule groups/individual sessions for students on their caseloads/intervention lists.*