



## **Continuity of Learning and COVID-19 Response Plan (“Plan”) Application Template**

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor’s Executive Order ([EO 2020-35](#)) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application, which may be submitted beginning April 8, 2020, through Epicenter:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

## **Continuity of Learning and COVID-19 Response Plan (“Plan”) Guiding Principles**

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

### **Keep Students at the Center**

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- **Plan for Student Learning:** Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

### **Design Learning for Equity and Access**

Plan and deliver content in multiple ways so all students can access learning.

- **Teach Content:** Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student.  
Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- **Engage Families:** Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

### **Assess Student Learning**

Manage and monitor student learning and plan what’s next for learning including the potential need for summer and supplemental learning.

- **Check Student Learning:** Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- **Make Instructional Adjustments:** Use formative assessment results to guide educators’ reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage Families:** Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

**Continuity of Learning and COVID-19 Response Plan (“Plan”)  
Assurances**

Date Submitted: April 13, 2020

Name of District: Light Of The World Academy

Address of District: 550 East Hamburg Street Pinckney, Michigan 48169

District Code Number: 47900

Email Address of the District: r.turner@globalpsychology.net

Name of Intermediate School District: Livingston Educational Service Agency (LESA)

Name of Authorizing Body (if applicable): Grand Valley State University Charter School  
Office

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District’s/PSA’s website.

## Continuity of Learning and COVID-19 Response Plan (“Plan”)

*The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.*

For the purposes of the Plan, “district” refers to school districts and public school academies.

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In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil’s parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.

***“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-CD.***

## District/ PSA Response:

As a Montessori school, Light of the World Academy aims to replicate the Montessori classroom experience for our students to the highest degree possible. We will use a combination of online learning and hands-on instruction that includes an individualized learning plan for each student.

The Continuity Learning Plan includes:

During a typical Montessori school day, Montessori classes begin each day with a morning "circle," in which the teachers present new concepts and/or new materials. For students and families with access, this will continue via a Zoom meeting each morning with the teacher and students. Each classroom runs their Zoom circles at slightly different times (between 8am-11am) due to family access to technology. These circles happen Monday through Friday. To illustrate a typical classroom schedule, included at the end of this document are some schedule examples from teachers at different grade levels.

We have already taken a survey of our families to see which students do not have access to either a device or suitable Internet access. For those identified families, we are loaning out iPads and making them aware of free Internet options. This process has already begun. For families who do not take advantage of this, we are supplying them with alternative means to access the information. Alternative means include hardcopies of materials, workbooks, and alternative assignments such as independent studies/research, and our staff will be contacting these students on a regular basis. This will include email, texts and phone calls. Teachers will be in contact with every student and family on at least a weekly basis if they are not participating in the regular Zoom sessions. Teachers will log their contact with parents and all documents within a document and Google file system regularly.

Keeping in alignment with a typical day at LOTWA, each student will have an individualized planner that will guide their daily work. All of the work given will be aligned to grade-level standards. The teacher will discuss the planner with each student individually during the morning meeting.

For students who do not have access to a printer for the individualized planner and pencil-and-paper work, we will print off copies for those students and arrange for the items to be picked up at the school in a safe manner, following all social-distancing protocols. Each family situation will be different and we will make arrangements as needed – including specific dates and times for pickup as well as offering to mail or drop off work as needed.

Each teacher prepared packets of learning materials which were picked up outside the school on April 8th-10th. As of April 10th, 2020, only five packets remained, and those will be mailed home to families. On an ongoing basis, each teacher will have a mailbox outside the school building where parents can retrieve hard-copy materials. For those unable to pick them up, we will arrange for them to be mailed home.

A typical day will begin with a morning "Zoom" circle. Students will then do their independent planner work, which will include their reading assignment, vocabulary, spelling and individualized math. We are ensuring that we apply the recommended security measures in Zoom.

During independent work time in the morning, small groups of students will be scheduled to meet with the teacher via Zoom for math and ELA work.

Students that are not present at these Zoom sessions will be noted and contacted by their teacher on at least a weekly basis. If they are unable to attend due to lack of access to technology, we will support them in multiple ways including loaning out technology or supporting with hard copy material.

The afternoon schedule will start at 1 p.m. and will include STEAM class once a week with our STEAM teacher; music class once a week, and art once a week; and daily enrichment suggestions (research, science and social studies).

As a part of our Montessori philosophy, students will work independently based on the Zoom lesson given by their teachers – following a planner that includes social studies and science work weekly. This may be a research project, video, experiment, or any other variety of forms.

Teachers will be holding office hours via Zoom or phone with individual students and families throughout the day. Teachers will make themselves available to parents and students beginning around 9am and lasting until 3pm via email, zoom, and phone.

The day concludes at 4 p.m. with a Facebook Live practical lesson/activity for the entire school to participate in. Since the initial school closure on March 16<sup>th</sup>, 2020 the Director of Montessori, Kathy Moorehouse, has been interacting with the student body and families through authentic practical life experiences, which have been led mostly by Kathy and have now expanded with other teachers leading. We have taken virtual field trips, and topics have included art, physical education, science, outdoor activities, geography, practical-life geometry, community outreach writing, literature and cooking. The Facebook Live videos will continue, with Kathy and the staff conducting them on a rotating basis, including occasional guests. To date, the participation and viewership numbers have been excellent, with some videos exceeding a thousand views!

The staff will communicate and stay in touch following the same routines we had been following all year. We will continue our routine of Wednesday-afternoon grade-level staff meetings via Zoom. We will hold all-staff meetings on a regular basis when necessary.

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District/ PSA Response:

Teachers, instructional aides and building leaders will continue to reach out to students daily with Zoom meetings, emails, class websites, phone calls and our daily Facebook Live video, which allows for interaction and comments.

All parents have been given the Montessori Director's personal contact information, and have been invited to reach out at any time of need. Since the beginning of the closure, we have been collecting food and supplies for families in need. We have held an informational online seminar for staff on how to use Zoom, given by Dan Tower from Concordia University. We're planning a similar session for parents.

3. Please describe the district's plans to deliver content in multiple ways so that all pupils can access learning.

District/ PSA Response:

During the first week of the closure, we conducted a technology survey to see which families don't have access to a device or suitable Internet. We then reached out to those families and made iPads available and tried our best to connect them with free Internet access. For those who need it, we will be providing Internet hotspots that they will be able to use from home. For families with access we will be holding daily Zoom meetings and using Facebook, to connect with our students and have outreach to our families. With a typical Montessori Day students follow their interest within enrichment/choice activities.

Some classes have their own individual website pages, and some classrooms will be using Google Classroom and/or Canvas. With families who have not taken advantage of the offer of a device or Internet access, teachers and building leaders will be reaching out via email, text, and phone, and will be delivering hard copies of printed materials, to assure that no student is at a disadvantage.

4. Please describe the district's plans to manage and monitor learning by pupils.

District/ PSA Response:

To monitor our students' academic progress, we will continue in the same manner of a traditional Montessori classroom. Using their planner as a guide, and by reviewing their finished work (with the help of their families), teachers will check their progress daily during the morning small-group meetings. Teachers will continue to individually track each student and assign work accordingly. Our middle-school students will use the monitoring tool, Canvas.

5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

District/ PSA Response:

LIGHT OF THE WORLD ACADEMY CONTINUATION OF LEARNING PLAN BUDGET		
Item	Estimated Amount	Source of Funding
Additional Apple iPads and related peripherals to allow for 1:1 ratio of students to iPads for distance learning	\$ 8,935.25	Reallocated Title IV monies
Zoom subscription for 25 staff / 20 paid, 5 free educator accounts	\$ 1,200.00	CARES act grant
Additional printing, paper and toner costs to print and prepare home learning packets for students	\$ 3,000.00	CARES act grant
Additional learning workbooks required to have a 1:1 workbook to student ratio	\$ 608.00	Reallocated Title IV monies
<b>TOTAL ESTIMATED COST</b>	<b>\$ 13,743.25</b>	

6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

District/ PSA Response:

We began holding grade-level meetings starting the week of March 16<sup>th</sup>, 2020. Participants were building leaders, school superintendent, teachers and instructional aides. Board members were kept informed of the plan via email and phone call as it developed. From the onset of the school closure, it has been a collaborative process between staff and administrators. We've also actively sought input from our parents via phone calls, emails and an online survey. Their input was a critical component to drafting our final plan.

7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

District/ PSA Response:

We will communicate with parents and families via website, Facebook, email, text and phone calls on a daily basis Monday through Friday. Parents/students that are not present during these daily sessions will be contacted by their teacher on a weekly basis. Teachers will take attendance during each of these sessions using a Google document shared with the administration. Teachers may also share information over Zoom sessions with their families. Our CLP will be presented at an upcoming board meeting and posted online upon approval from GVSU and the LOTWA Board of Directors.



8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.

District/ PSA Response:

We have been planning for this possibility since the closure began, and many activities on both a classroom and schoolwide level have been taking place since the week of March 16<sup>th</sup>, 2020.

During the week of April 7, we distributed materials to students and doing dry-runs to gauge attendance and technology issues, and we used that information to adapt and refine our process. We will fully implement our learning plan in all classes on April 14<sup>th</sup>, 2020.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

District/ PSA Response:

N/A

10. Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

District/ PSA Response:

We do not provide a hot lunch program at our school, however, we started collecting items and creating a community 'grab & go' food distribution outside our school. We coordinated these efforts with our local food bank. These collection of goods have directly benefitted our community for those who are in need. In addition, we have been delivering 10 dozen eggs to several families in need each week.

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District/ PSA Response:

Yes, we will continue to pay all staff – full-time, part-time, salaried and contract. Teachers will continue to lesson plan and teach their classes with the support of their instructional aides. Instructional aides will assist teachers in holding office hours and be a part of their regular Zoom sessions. Some instructional aides will work behind the scenes collaborating with the teacher in planning for the week.

12. Provide describe how the district will evaluate the participation of pupils in the Plan.

District/ PSA Response:

The teachers will take attendance daily for both Zoom meetings and personal outreach. We will continue to survey our parents to gauge how the distance-learning plan is working, and make continued improvements with the goal of getting 100 percent participation.

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

District/ PSA Response:

Teachers will provide ways to connect with students and help students connect with others. Light of the World Academy’s staff is fully trained in Restorative Practices, and we will use these skills to support both students and families. Restorative Practices is a way to build community and we will continue to provide this safe place for our students. The middle school is still providing Restorative Circles via Zoom as well as allowing students to journal their thoughts during this time and share. They are also setting up Breakout rooms over Zoom in which the students can work together.

We also have social workers and counselors available to support any need that our families or staff may have during this time. We will monitor for these individualized needs and provide these mental health supports.

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follow it.

District/ PSA Response:

Building leaders have participated in weekly meetings with Livingston Educational Service Agency Superintendent Mike Hubert. LESA is making us aware of all the needs and resources available to our families, including mental-health services at the county level.

Optional question:

15. Does the District to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

District/ PSA Response:

We are considering an early start to the 2020-2021 school year. We plan to start prior to Labor Day in late August.

Name of District Leader Submitting Application: Rachel L. Turner

Date Approved: 4/14/2020

Name of ISD Superintendent/Authorizer Designee: Robert Kimball, Ed.D., Associate Vice President for  
Charter Schools

Date Submitted to Superintendent and State Treasurer: \_\_\_\_\_







Confirmation approved Plan is posted on District/PSA website: \_\_\_\_\_

Week of:

April 13 - 17

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Class Meeting</b>	10:00 - 10:30				10:00 - 11:00
<b>Math Group</b>	grp 10 @ 10:30 grp 11 @ 11:30 grp 12 @ 12: 30	grp 1 @ 10:00 grp 2 @ 11:00	grp 10 @ 1030 grp 11 @ 1130 grp 12 @ 1230	grp 1 @ 10:00 grp 2 @ 11:00	
<b>Reading</b>	Epic Mr. Popper's Penguins 30 minutes	Readworks  Quiz	Epic: Mr Popper's Penguins 30 minutes	Readworks  Quiz	Epic: Mr Popper's Penguins 30 minutes
<b>spelling</b>	write 3 times	definition/ sentence	ABC order	practice test	test
<b>writing</b>	research:  penguin paragraph	journal writing		journal writing	Paragraph due  email
<b>Language</b>					IXL Language O1
<b>Vocab</b>	vocab book unit 5		Vocal book unit 5		quizziz challenge
<b>Math Skills</b>	I Ready P. 405 1-10	i Ready P.405 10-20	i Ready P. 425 1-8	I Ready P. 420 1-5	I Ready P. 420 6 - 10
<b>IXL Math</b>	5th K5	IXL BB4 Perimeter	5th EE12	IXL BB 10 Area	
<b>Geography</b>		Epic - Rivers reading and Quiz		Sheppard Software: U.S. States/Capitals Midwest- Learning and Game	
<b>Math Facts</b>	Practice		Practice		
	Ms. Pam's office hours  1:30- 2:30	Ms. Tracy's office hours 11 - 1 ID number 6011637532 Password 196668	Ms. Tracy's office hours 11 - 1	Ms Pam's Office hours 1:30 - 2:30  or by appt.	

*LOTWA Sample Schedule*

Name _____		
	Circle Meeting with Zoom 10:00 am	Parent Initial when complete
	Seesaw Assignment	Parent Initial when complete
	Handwriting Book (2 pages)	Parent Initial when complete
	Language Workbook (2-3 pages)	Parent Initial when complete
	Writing	Parent Initial when complete
	IXL	Parent Initial when complete



Raz-Kids

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am - 9:10am	Open Work Time/ Office Hours 9am-10am	Open Work Time/ Office Hours 9am-11am	Open Work Time/ Office Hours 9am-11am	Open Work Time/ Office Hours 9am-11am	<b>Open Work Time</b> - All work is due by 11:59pm on Sunday unless otherwise specified (ie: Reading Group)
9:10am - 9:20am					
9:20am - 9:30am					
9:30am - 9:40am					
9:40am - 9:50am					
9:50am - 10:00am					
10:00am - 10:10am	Morning Meeting @ 10am (Plan to Attend)		Review Math Lesson A with Miss Amanda (Optional)	Reading Group @11am (Plan to Attend)	*If help is needed outside of scheduled office hour time, email Miss Lexi or Miss Amanda to schedule a time
10:10am - 10:20am					
10:20am - 10:30am					
10:30am - 10:40am					
10:40am - 10:50am	Math Lessons A & B - After Morning Meeting (Plan to Attend)		Review Math Lesson B with Miss Lexi (Optional)		
10:50am - 11:00am					
11:00am - 11:10am	Office Hours - Until 12pm	STEAM @ 11am (Plan to Attend)	Social Studies @ 11am (Plan to Attend)		
11:10am - 11:20am					
11:20am - 11:30am					
11:30am - 11:40am					
11:40am - 11:50am					
11:50am - 12:00pm			Open Work Time/ Office Hours until 12pm	Game/Closing Meeting - After Reading Group (Plan to Attend)	
12:00pm - 12:10pm	Meal Preparation and Lunck	Meal Preparation and Lunck	Meal Preparation and Lunck	Meal Preparation and Lunck	Meal Preparation and Lunck
12:10pm - 12:20pm					
12:20pm - 12:30pm					
12:30pm - 12:40pm					
12:40pm - 12:50pm					
12:50pm - 1:00pm					
1:00pm - 1:10pm	Physical Education - Stretch, Play a game outside, Go for a walk	Physical Education - Stretch, Play a game outside, Go for a walk	Physical Education - Stretch, Play a game outside, Go for a walk	Physical Education - Stretch, Play a game outside, Go for a walk	Physical Education - Stretch, Play a game outside, Go for a walk
1:10pm - 1:20pm					
1:20pm - 1:30pm					
1:30pm - 1:40pm					
1:40pm - 1:50pm					
1:50pm - 2:00pm					
2:00pm - 2:10pm	Solo Time - Silent Reading, Work on Passion Project, Journal, etc.	Solo Time - Silent Reading, Work on Passion Project, Journal, etc.	Solo Time - Silent Reading, Work on Passion Project, Journal, etc.	Solo Time - Silent Reading, Work on Passion Project, Journal, etc.	Solo Time - Silent Reading, Work on Passion Project, Journal, etc.
2:10pm - 2:20pm					
2:20pm - 2:30pm					
2:30pm - 2:40pm					
2:40pm - 2:50pm	<b>Open Work Time</b>	<b>Open Work Time</b>	7th & 8th Grade Orchestra @ 2:30 (Orch. plan to attend) Office hours with Miss Vicki until 4pm	5th-8th Grade Choir @2:30 (Choir plan to attend) Office hours with Miss Vicki until 4pm	Music Office Hours with Miss Vicki 2:30pm-4pm
2:50pm - 3:00pm					
3:00pm - 3:10pm					

**LOTWA Middle School Sample Schedule**

# Remote Learning DAILY SCHEDULE - Kindergarten

School Year 2019-2020

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM					
8:30 AM					
9:00 AM	Office Hours Begin	Office Hours Begin	Office Hours Begin	Office Hours Begin	Office Hours Begin
9:30 AM					
10:00 AM					
10:30 AM	Circle Time (Zoom Meeting) <b>Math Lesson</b>	Circle Time (Zoom Meeting) <b>Sensorial or Practical Life Lesson</b>	Circle Time (Zoom Meeting) <b>Language Arts Lesson</b>	Circle Time (Zoom Meeting) <b>Geography</b>	Circle Time (Zoom Meeting) <b>Science</b>
11:00 AM					
11:30 AM					
12:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 PM					
1:00 PM	<b>Teacher</b> checks parent correspondence (email, text, phone calls and voicemail), individual student work in <b>Seesaw, IXL, and Raz-Kids</b> reviewed and evaluated. Contact made with individual students as needed based on evaluation of completed work.	<b>Teacher</b> checks parent correspondence (email, text, phone calls and voicemail), individual student work in <b>Seesaw, IXL, and Raz-Kids</b> reviewed and evaluated. Contact made with individual students as needed based on evaluation of completed work.	<b>Teacher</b> checks parent correspondence (email, text, phone calls and voicemail), individual student work in <b>Seesaw, IXL, and Raz-Kids</b> reviewed and evaluated. Contact made with individual students as needed based on evaluation of completed work.	<b>Teacher</b> checks parent correspondence (email, text, phone calls and voicemail), individual student work in <b>Seesaw, IXL, and Raz-Kids</b> reviewed and evaluated. Contact made with individual students as needed based on evaluation of completed work.	<b>Teacher</b> checks parent correspondence (email, text, phone calls and voicemail), individual student work in <b>Seesaw, IXL, and Raz-Kids</b> reviewed and evaluated. Contact made with individual students as needed based on evaluation of completed work.
1:30 PM					
2:00 PM					
2:30 PM					
3:00 PM					
1:30 PM	<b>Student</b> Independent Work Time ( <b>Seesaw, IXL, Language Workbook, Raz-Kids</b> )	<b>Student</b> Independent Work Time ( <b>Seesaw, IXL, Language Workbook, Raz-Kids</b> )	<b>Student</b> Independent Work Time ( <b>Seesaw, IXL, Language Workbook, Raz-Kids</b> )	<b>Student</b> Independent Work Time ( <b>Seesaw, IXL, Language Workbook, Raz-Kids</b> )	<b>Student</b> Independent Work Time ( <b>Seesaw, IXL, Language Workbook, Raz-Kids</b> )
2:00 PM					
2:30 PM					
3:00 PM					
3:30 PM	Attendance taken for the day and reach out weekly to absent students	Attendance taken for the day and reach out weekly to absent students	Attendance taken for the day and reach out weekly to absent students	Attendance taken for the day and reach out weekly to absent students	Attendance taken for the day and reach out weekly to absent students
4:00 PM	Office Hours End	Office Hours End	Office Hours End	Office Hours End	Office Hours End

NOTES

TO DO

**LOTWA Kindergarten Sample Schedule**

## Light of the World Academy

### SPECIAL EDUCATION CONTINGENCY PLAN

#### Instructional Expectations

- Students will continue to participate in general education circles and class Zoom sessions to maintain social and emotional participation with same age peers and teachers. Students will also gain access to grade level curriculum by participating in these sessions. Resource room staff will support within these sessions with students as needed. Special Education staff will place priority on the following:
  - IEP goals and objectives
  - Social and emotional well being of students
  - Applying the Montessori philosophy during virtual sessions while offering routine and structure
  
- Google Classroom
  - Special Education Coordinator will initiate a Google Classroom for Special Education team
  - Resource room, Speech, OT and Social worker will participate by uploading content to Google Classroom website
  - This can be accessed by staff; suggested resources for specific subjects will be uploaded for teachers to reference when needed
  - This can also be accessed by parents and families; videos and academic materials will be uploaded for parents to use with students as needed. Special Education staff members will contact parents to suggest certain materials and videos to support different needs
  - Differentiation will be provided by uploading material for a multitude of academic levels and learning styles; videos (for auditory and visual learners), materials to print (for tactile learners), etc. All content will be Montessori driven as well.
  
- All Special Education staff members will follow a weekly schedule
  - Beginning of week: initial weekly check in. This may include review of IEP goals and objectives, a reminder of service hours for the week as well as scheduling those contact times with service providers, and a verbal plan for instruction during those service times
  - Mid week: service hours from all special education staff members as documented in IEP's
  - End of week: final weekly check out. This may include finalizing all data for the week of service and providing closing remarks for all content presented
  
- If families are not engaging with online content, the Special Education Coordinator will reach out and remind parents that Special Education service providers are posting



content and trying to engage the student to participate. The Special Education Coordinator will provide the building administrator with the names of students who are not participating for follow-up.

- Small group learning
  - Small group sessions will be held by the Resource Room teacher and aide. These small groups will take place twice weekly to aide in specific academic skills. Students will be placed into small groups based on IEP goals and objectives.
  - Small group sessions will be shared with the administration as well as staff for scheduling purposes
  
- Accommodations
  - Special Education staff members will work with the General Education teachers to decide which accommodations are needed as we transition to learning new content with an online learning platform.
  - Special Education staff members will work directly with General Education teachers to directly provide accommodations and modifications for specific students or indirectly provide accommodations and modifications through the General Education teacher.
  - Special Education staff will participate in General Education circles and Zoom lessons if direct accommodations and modifications are needed.
  
- IEP Goal work
  - General Education teachers often provide work on weekly planners that cover IEP goals and objectives. To maintain progress on goals, Special Education staff will make accommodations and modifications to general education curriculum or provide alternate supplementary tasks and activities to cater to goals and objectives.
  - Special Education staff will be cognizant of providing multiple modes of completing work; online, hard copies, tactile activities so all students have appropriate access.
  
- Student technology accessibility
  - Special Education staff will assess what families have technology and what families need other modes of materials. Service providers can send materials in the mail or suggest parents pick up hard copies from the school building.
  - If neither of those options work for families, work tasks/activities can be offered over the phone to continue supporting General Education curriculum and IEP goals and objectives
  - All materials presented (whether using technology or not) will continue to apply the Montessori philosophy by following the child and catering to their individualized needs.
  
- Virtual IEP
  - All Special Education team members will work together to maintain 100% compliance. This will include providing timely meeting invitations, gathering

data when possible and holding IEP meetings on Zoom or over the phone. Consent to hold IEP meetings over the phone will be obtained via email due to the executive order from the government mandating school closure in response to COVID 19.

- Special Education coordinator will open IEP and progress reports within MiStar and hold all team members accountable to enter their portion of the document.
- Documentation
  - Special Education coordinator will give all service providers service logs to use to track individual student hours and mode of contact. They will also document their hours worked on this log and send to the coordinator on Friday's by noon.
  - The Special Education team will have a weekly phone call to discuss methods of working with students, setting up Google Classroom, IEP data and documentation, meetings and anything else relevant to the virtual learning plan.
  - Special Education staff will use methods of formative assessment to evaluate success of sessions with individual students and small groups. This will be discussed in weekly meetings as well to find ways of improving and growing with the students.

### **Email to parents to initiate virtual learning:**

To our wonderful LOTWA parents:

We write this email in hopes that everyone is spending good quality time with your family and staying healthy! We know this is a tough time right now, but we are here to support you in any way we can.

As a Special Education team at LOTWA, we are committed to servicing our students and families with 100% compliance during this time out of school to maintain and enhance progress on IEP goals and objectives as well as support General Education curriculum. Based upon what your students' IEP states for resource room and/or all secondary service hours (speech, occupational therapy), that is the amount of time we will put into communicating and virtually teaching skills each week.

This instruction may be provided in many ways; Skype or another form of video chat such as Facetime or Zoom, worksheets or work packets sent via email or mail to parents, pre-made videos by your service providers giving instruction, etc.

Although it may seem that learning is hard to achieve right now, we are excited to be able to support our students through this process! We will be available to you throughout the week to discuss academics or any concerns you may have.

Please stay tuned for contact this week from myself, Miss Anna, Miss Catherine and Miss Nikki. We will be putting a tentative schedule in place for each coming week that we are out of school.

If you have any questions or concerns, please let me know. I look forward to speaking to each of you on the phone and having continued communication with the kiddos during this time!

**Email to parents for 30-day extension:**

Hello LOTWA families!

I hope this email finds you well and enjoying your time at home with your family. I know that this is a difficult and uncertain time, so I want to extend my sincere well-wishes of health to you and your family.

I am reaching out because I recently obtained consent to test your student's speech/language skills. Given the current school closures, I have been directed by our administration team to obtain a 30-day extension on all new evaluations. It is my hope that we will get back to school soon and things will resume as normal, but until we know anything further, I have been directed to extend all evaluations and meeting deadlines.

I have attached a 30-day extension request for your student's evaluation and meeting date deadline. Once school resumes, we can meet in person for the required signatures. Again, I am hoping to resume all testing sessions asap when we return to school as to not delay the process any further. Until then, I appreciate your understanding in this matter and look forward to seeing you and your child's faces back at school soon :)