



COVID-19 Preparedness and Response Plan

(Executive Order 2020-142 District Preparedness Plan Template)

Revised 7:00AM
07/10/20

Name of District: White Pine Academy

Address of District: 510 Russell Street, Leslie, MI 49251

District Code Number: 33906

Web Address of the District: www.whitepineacademy.com

Name of Intermediate School District: Ingham

Name of Authorizing Body (if applicable): Saginaw Valley State University



Preparedness Plan Introduction

Governor Whitmer's [Executive Order 2020-142](#) "provides a structure to support all schools in Michigan as they plan for a return of pre-K-12 education in the fall. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will cope with the disease across the various phases of the [Michigan Safe Start Plan](#). In turn, the accompanying Michigan Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase. There's no one-size-fits-all solution: What works in Lansing may not work in Sault Sainte Marie. Districts will retain the flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions." (EO-2020-142)

Each district (public, public school academy (PSA), nonpublic, and intermediate school district (ISD) that educates pre-K-12 students) shall submit a single completed Assurance Document and Preparedness Plan to its Board in time for approval by August 15 or seven days before the first day of school, whichever comes first. This template, when completed, serves as a single Assurance Document and Preparedness Plan.

The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's, or nonpublic school's public website home page no later than August 17, 2020. A single application should be filed by the district rather than multiple applications for individual schools within a district.

Preparedness Plan Assurances

The District agrees to meet all of the following requirements of Executive Order 2020-142

- ✓ The District assures that when it provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education programs (IEPs).
- ✓ The District assures that when schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- ✓ The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it shall comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- ✓ The District assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will close its buildings to anyone except: (a) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (b) Food-service workers preparing food for distribution to students or their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will suspend athletics, after-school activities, inter-school activities, and busing.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement.
- ✓ The District assures that in **Phases 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continuation of food distribution to eligible students.
- ✓ The District assures that during **Phase 4** of the *Michigan Safe Start Plan* it will prohibit indoor assemblies that bring together students from more than one classroom.
- ✓ The District assures cooperation with the local public health department if a confirmed case of COVID-19 is identified, and agrees to collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present in school.

Preparedness Plan

Every district must develop and adopt a COVID-19 Preparedness and Response Plan (“Preparedness Plan”) that is informed by [Michigan’s 2020-21 Return to School Roadmap](#) (“Return to School Roadmap”) from the COVID-19 Task Force on Education and Return to School Advisory Council.

In accordance with Executive Order 2020-142 a plan must include all the following parts:

- A. The policies and procedures that the District will follow when the region in which the district is located is in **Phase 1, 2, or 3** of the *Michigan Safe Start Plan*.
 1. Describe how the district will offer alternative modes of instruction other than in-person instruction and a summary of materials each student and the student’s parents or guardians will need to meaningfully access the alternative modes of instruction included in the Preparedness Plan. If the Preparedness Plan relies on electronic instruction, the Preparedness Plan must consider how the district will aid students who lack access to computers or to the internet. This is also in the Continuity of Learning and COVID-19 Response Plan submitted in April. You may want to update and link to this plan in your response below.

White Pine Academy will be closed for in-person instruction. Office staff will be allowed in the building to maintain minimum basic school operations, including weekly cleaning to maintain the functionality of the school building. White Pine Academy teachers will only be allowed in the building one at a time and will be required to sign in and sign out for contract tracing purposes in the case of a positive COVID-19 case.

White Pine Academy will not be used by licensed child care providers.

The school districts that surround White Pine Academy have weekly food distribution, which is available to our students. The families at White Pine Academy are given information about food pick up days and times through Class Dojo, text message, or phone calls. The building administrator and teachers check in with each family weekly to ensure that their basic needs are being met, if there is a family who needs food or other basic needs, White Pine Academy will deliver food to the family.

The district will send out a survey to families to determine their mental health needs. This survey will be sent via Class Dojo and e-mail, paper copies will be mailed with self addressed envelopes to families who are unable to complete the survey digitally. The principal will reach out to families who indicate there is a mental health need. White Pine Academy will partner with Ingham ISD to provide support to students in need, as well as, help families find and access appropriate community resources. The principal will communicate with teachers weekly to identify any mental health needs of their students.

Staff will be provided with a variety of virtual professional development opportunities that focus on trauma-informed learning and social emotional learning.

There will be ongoing communication between the principal and the staff to ensure that the staff’s mental health needs are being met.

Our district will remote learn by using Google platforms (i.e. google meets, google docs, google voice, ect.). All students will receive grade level instruction through Google platforms based on the Common Core State Standards. Parents will be expected to provide basic learning supplies such as paper, pencils, crayons, appropriate technology and internet access for their students' learning. If a family does not have access to these materials, they will be provided for them. All students will have appropriate grade-level textbooks to complete their assignments. Paper packets will be provided for families who are unable to participate in the virtual learning platform.

Daily Instruction Recommendations by Grade Level:

Kindergarten: Minimum: 30 minutes, Maximum: 90 minutes
1st/2nd Grade: Minimum: 45 minutes, Maximum: 90 minutes
3rd-5th Grade: Minimum: 60 minutes, Maximum: 120 minutes
6th-8th Grade: Minimum: 90 minutes, Maximum: 180 minutes (15-30 minutes per class)

Sample Schedule:

Kindergarten: Math: 15 minutes daily, ELA: 15 minutes daily, Independent Reading: 20 minutes daily
1st/2nd Grade: Math: 20 minutes daily, ELA: 25 minutes daily, Independent Reading: 20 minutes daily
3rd-5th Grade: Math: 30 minutes daily, ELA: 30 minutes daily, Independent Reading: 20 minutes daily
6th-8th Grade: Math: 30 minutes daily, ELA: 30 minutes daily, Science/Social Studies: 30 minutes daily, Independent Reading: 20 minutes daily

Teachers will be expected to make contact with students twice per week through classDOJO messages, phone calls, google hangouts, text messages, emails, ect. Teachers will manage and monitor learning by pupils by work submission via Google Classroom and Class Dojo. Teachers will provide feedback to students frequently.

Surveys that indicate access to technology and internet will be sent to families at the beginning of the school year, so that if the school goes back to Phase 1-3, devices and Hotspots can be provided immediately to families who have indicated a need. Families will be required to return the device when in-person instruction resumes or at the end of the school year. All families will be required to sign an acceptable use policy and a damage waiver at the beginning of the school year.

Students will be required to check in through Google Forms daily for attendance. Students will be required to complete specific assignments each day for attendance to count.

All staff will be redeployed to provide meaningful work to support the plan.

Regardless of the learning environment, the school will ensure the following strongly recommended items:

- Set an instructional vision that ensures that every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject
- Ensure every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics
- Identify students who did not engage in remote learning previously during the spring and develop a plan to provide additional support as necessary
- Find ways to integrate high quality digital tools and resources into in-person instruction to ensure a seamless transition should remote or hybrid instruction be needed
- Provide opportunities for differentiation, intervention, and remote learning based on the needs of the student
- Review and revise student IEPs, IFSPs, and 504 plans as necessary based on a student's evolving needs, including needs that identified based on time away from provided services when the building was/is closed
 - IEP teams will work collaboratively to ensure that FAPE is being delivered to each student with an IEP or Section 504 Plan. Data and collaboration with multiple stakeholders will drive necessary supports and accommodations for the student to access FAPE.
- Provide opportunities outside the classroom to support students in need of additional support or intervention
- Ensure that every students' academic and social-emotional needs are addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students
- Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction
- Create a plan for professional development that offers restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education as needed
- Provide professional development for teachers about remote and blended learning tools, best practices, and experiences to ensure they are equitable and engaging;
- The Principal will conduct checkpoints with teachers on curriculum pacing and ongoing monitoring student progress. Together teachers and the principal will review student data to identify overall trends and gaps to guide instruction
- Remain connected with MDE regarding updated policies, guidelines, or requirements.

B. The policies and procedures that the District will follow when the region in which the District is located is in **Phase 4** of the Michigan Safe Start Plan. Those policies and procedures must, at a minimum, include:

1. **Face coverings** (p. 22)

- a. Please describe how the district will implement **requirements** for facial coverings that at a minimum require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated, for:
- i) All staff and all students in grades preK-12 when on a school bus.
 - ii) All staff and all students in grades preK-12 when in indoor hallways and common areas.
 - iii) All staff when in classrooms.
 - iv) All students in grades 6 and up when in classrooms.
 - v) All students in grades kindergarten through grade 5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

- All staff and all students in grades preK-12 when on a school bus.
 - Not Applicable
- All staff and all students in grades preK-12 when in indoor hallways and common areas.
 - K-8th Grade students will wear face coverings when they enter and exit the building, in common areas, and hallways.
 - Staff will wear face coverings in common areas, hallways, and when entering and exiting the building.
- All staff when in classrooms.
 - Staff will wear face coverings while in the classroom.
- All students in grades 6 and up when in classrooms.
 - Students in grades 6th-8th will wear face coverings while in the classroom.
- All students in grades kindergarten through grade 5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class.
 - Kindergarten through 5th Grade are not required to wear masks in the classroom, as they remain with their class and do not come into contact with other students.

2. **Hygiene**

Please describe how you will implement the **requirements** for hygiene protocols from the *Return to School Roadmap* (p. 22-23).

- White Pine Academy will provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper hand washing techniques).
- White Pine Academy will teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue.
- Soap and hand sanitizers will be frequently checked and refilled as necessary throughout the day.
- Students and teachers must have scheduled handwashing with soap and water every 2-3 hours.
- Students will have their own individual supplies that will be kept in their own individual supply box to prevent the sharing of utensils and other items.

- Portable hand sanitizing stations will be set up outside classroom doors and in the building entrance.

3. Cleaning

Please describe how you will implement the **requirements** for cleaning protocols from the *Return to School Roadmap* (p. 27).

- Clean and disinfect at least daily (or more, depending on use patterns) frequently touched surfaces and objects such as:
- Door knobs and handles
- Classroom desks and chairs
- Lunchroom tables and chairs
- Countertops
- Light switches
- Handles on equipment (e.g., athletic equipment)
- Shared toys
- Shared remote controls
- Shared telephones
- Shared desktops
- Shared computer keyboards and mice

Note: Computer keyboards are difficult to clean. Shared computers should have signs posted instructing proper hand hygiene before and after using them to minimize disease transmission. To facilitate cleaning, consider using covers that protect the keys but enable use of the keys.

- Soft surfaces such as carpets, rugs, and drapes can be cleaned using soap and water or a cleaner appropriate for the material.

4. Athletics

Please describe how you will implement the **requirements** for athletics protocols from the *Return to School Roadmap* (p. 27).

Not Applicable

5. Screening

Please describe how you will implement the **requirements** for screening protocols from the *Return to School Roadmap* (p. 24).

- White Pine Academy will have a designated quarantine area and staff member to care for students who become ill at school. Staff and symptomatic students will wear a surgical mask while in the quarantine area. Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines (At least 10 days since symptoms first appeared, At least 24 hours with no fever without fever-reducing medication and, Symptoms have improved).
- Staff will conduct a daily self-examination prior to coming into work. Staff will fill out a COVID-19 questionnaire each day before entering the school building. This will be available electronically via Google Forms as well as paper copies provided to staff, if needed. Any staff that answers yes to any question or reports a temperature of 100.4 or higher, may not enter the

school building.

- Families will check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- Parents and visitors will be screened for symptoms at the front door, must wear facial covering in the building at all times and will wash/sanitize their hands prior to entering. Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials. Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.

6. Testing

Please describe how you will implement the **requirements** for testing protocols from the *Return to School Roadmap* (p. 25).

- It is strongly recommended that students and/or staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent/guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
- Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines (At least 10 days since symptoms first appeared, At least 24 hours with no fever without fever-reducing medication and, Symptoms have improved). Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
- Families will check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts so that they can be quarantined at home for 14 days. During the 14 day quarantine, the class will continue learning through remote learning via the Google platforms. Students and staff should be closely monitored for any symptoms of COVID-19.
- At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19. Parents/guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent/guardian to keep the student home from school and to follow up with their primary provider.
- In the event of a positive COVID-19 test, the school will contact and cooperate with the local health department. Individual classrooms will be closed 24 hours before cleaning to minimize the risk of any airborne particles.

7. Spacing, Movement, & Access

- Desks will be 6 feet apart and all student's desks will face the same direction, as space allows.
- Teachers will maintain a 6 foot distance between themselves and their students, as feasible.
- Family members or other guests will not be allowed in the building except under extenuating circumstances.
- Proper social distancing signs will be posted throughout the building.
- Proper hand hygiene signs will be placed in each of the restrooms.
- Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.
- Floors will be marked in 6 foot intervals where line formation is expected, as space allows.

- There are no waiting and reception areas at White Pine Academy.

8. Food Service, Gathering, & Extracurricular Activities

- White Pine Academy will not hold assemblies that bring more than one classroom together.

9. Mental & Social-Emotional Health

- White Pine Academy will use our school social worker for appropriate screening for students on a student by student basis.
- White Pine Academy will partner with Ingham ISD to provide support to students in need, as well as, help families find and access appropriate community resources. The principal will communicate with teachers weekly to identify any mental health needs of their students.
- Staff will be provided with a variety of virtual professional development opportunities that focus on trauma-informed learning and social emotional learning.
- There will be ongoing communication between families and school staff to ensure a smooth transition between distance learning and in-person learning,
- There will be ongoing communication between the principal and the staff to ensure that the staff's mental health needs are being met.

10. Instruction

- We believe that the best learning environment for our students includes regular, day-to-day, in-school instruction provided by a teacher. Therefore, our goal is to have a traditional, in-school learning environment for our students as long as this can be accomplished while keeping students and staff safe and healthy. However, local conditions with COVID-19, safety and social distancing requirements, and/or the operational model of local districts may require a shift to a remote learning model.
- While remote learning is not required under Phase 4, factors such as COVID-19 cases present in the school community or surrounding area may require us to step back into a remote learning environment. See Phase 1-3: Instruction for more detailed information regarding our remote learning model.
- White Pine Academy is offering a virtual learning option for families who do not feel comfortable or safe sending their students back to school in a traditional, in-school learning environment.
- Regardless of the learning environment, the school will ensure the following strongly recommended items:

- Set an instructional vision that ensures that every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject
- Ensure every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics
- Identify students who did not engage in remote learning previously during the spring and develop a plan to provide additional support as necessary
- Find ways to integrate high quality digital tools and resources into in-person instruction to ensure a seamless transition should remote or hybrid instruction be needed
- Provide opportunities for differentiation, intervention, and remote learning based on the needs of the student
- Review and revise student IEPs, IFSPs, and 504 plans as necessary based on a student's evolving needs, including needs that identified based on time away from provided services when the building was/is closed
 - IEP teams will work collaboratively to ensure that FAPE is being delivered to each student with an IEP or Section 504 Plan. Data and collaboration with multiple stakeholders will drive necessary supports and accommodations for the student to access FAPE.
- Provide opportunities outside the classroom to support students in need of additional support or intervention
- Ensure that every students' academic and social-emotional needs are addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students
- Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction
- Create a plan for professional development that offers restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education as needed
- Provide professional development for teachers about remote and blended learning tools, best practices, and experiences to ensure they are equitable and engaging;
- The Principal will conduct checkpoints with teachers on curriculum pacing and ongoing monitoring student progress. Together teachers and the principal will review student data to identify overall trends and gaps to guide instruction
- Remain connected with MDE regarding updated policies, guidelines, or requirements.

11. Technology

- We are providing 1 to 1 Chromebooks to our students for both in-person and virtual learning environments. Chromebooks are difficult to find right now, our focus is ensuring each student who is virtual learning will have a device when school begins and we will continue to procure devices as soon as they are available to support 1 to 1 Chromebooks. This eliminates the barrier for families without access to an appropriate device. If a family has an appropriate device, families may chose to use their personal device during virtual learning.
- Chromebooks will be provided to families for virtual learning the week of August 24th.
- Support for technology for teachers and families will be provided by Mr. Paul Cummings, our 2nd grade teacher, who is knowledgeable in technology.
- Hot Spots will be provided to families who lack internet access for virtual learning.
- Families will sign an acceptable use agreement as well as a damage waiver to ensure that all technology is maintained.
- Technology will be tracked through a sign out process and technology check-ins.

12. Busing and Student Transportation

Not applicable - Students are transported by parents.

C. Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 5 of the Michigan Safe Start Plan.

1. Indicate which highly recommended protocols from the *Return to School Roadmap* the district will include in its Preparedness Plan when the region in which the district is located is in **Phase 5** of the *Michigan Safe Start Plan*.

2. Face coverings (p. 22)

a. Please describe how the district will implement **requirements** for facial coverings that at a minimum require the wearing of face coverings, except during meals and unless

- All staff and all students in grades preK-12 when on a school bus.
 - Not Applicable
- All staff and all students in grades preK-12 when in indoor hallways and common areas.
 - K-8th Grade students will wear face coverings when they enter and exit the building, in common areas, and hallways.
 - Staff will be required to wear face coverings in common areas, hallways, and entering and exiting the building.
- All staff when in classrooms.
 - Staff will be encouraged to wear face coverings while in the classroom.
 - **This is different from the Phase 4 protocols.**
- All students in grades 6 and up when in classrooms.
 - Students in grades 6th-8th will be encouraged to wear face coverings while in the classroom.
 - **This is different from the Phase 4 protocols.**

- All students in grades kindergarten through grade 5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class.
 - Kindergarten through 5th Grade are not required to wear masks in the classroom as they remain with their class and do not come into contact with other students.

3. Hygiene

Please describe how you will implement the **requirements** for hygiene protocols from the *Return to School Roadmap* (p. 22-23).

- White Pine Academy will provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper hand washing techniques).
- White Pine Academy will teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue.
- Soap and hand sanitizers will be frequently checked and refilled as necessary throughout the day.
- Students and teachers must have scheduled handwashing with soap and water every 2-3 hours.
- Students will have their own individual supplies that will be kept in their own individual supply box to prevent the sharing of utensils and other items.
- Portable hand sanitizing stations will be set up outside classroom doors and in the building entrance.

4. Cleaning

Please describe how you will implement the cleaning **requirements** for cleaning protocols from the *Return to School Roadmap* (p. 27).

- Clean and disinfect at least daily (or more, depending on use patterns) frequently touched surfaces and objects such as:
 - Door knobs and handles
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 - Lunchroom tables and chairs
 - Countertops
 - Light switches
 - Handles on equipment (e.g., athletic equipment)
 - Shared toys
 - Shared remote controls
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Note: Computer keyboards are difficult to clean. Shared computers should have signs posted instructing proper hand hygiene before and after using them to minimize disease transmission. To facilitate cleaning, consider using covers that protect the keys but enable use of the keys.

- Soft surfaces such as carpets, rugs, and drapes can be cleaned using soap and water or a cleaner appropriate for the material.

5. Athletics

Please describe how you will implement the **requirements** for athletics protocols from the *Return to School Roadmap* (p. 27).

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- Families will check their child’s temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- Parents and visitors will be screened for symptoms at the front door, must wear facial covering in the building at all times and will wash/sanitize their hands prior to entering. Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials. Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.

7. Testing

Please describe how you will implement the **requirements** for testing protocols from the *Return to School Roadmap* (p. 25).

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- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts so that they can be quarantined at home for 14 days. During the

14 day quarantine, the class will continue learning through remote learning via the Google platforms. Students and staff should be closely monitored for any symptoms of COVID-19.

- At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19. Parents/guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent/guardian to keep the student home from school and to follow up with their primary provider.
- In the event of a positive COVID-19 test, the school will contact and cooperate with the local health department. Individual classrooms will be closed 24 hours before cleaning to minimize the risk of any airborne particles.

13. Spacing, Movement, & Access

- Desks will be 6 feet apart and all student's desks will face the same direction, as space allows.
- Teachers will maintain a 6 foot distance between themselves and their students, as feasible.
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- There are no waiting and reception areas at White Pine Academy.

14. Food Service, Gathering, & Extracurricular Activities

- White Pine Academy will not hold assemblies that bring more than one classroom together.

15. Mental & Social-Emotional Health

- White Pine Academy will use our school social worker for appropriate screening for students on a student by student basis.
- White Pine Academy will partner with Ingham ISD to provide support to students in need, as well as, help families find and access appropriate community resources. The principal will communicate with teachers weekly to identify any mental health needs of their students.
- Staff will be provided with a variety of virtual professional development opportunities that focus on trauma-informed learning and social emotional learning.
- There will be ongoing communication between families and school staff to ensure a smooth transition between distance learning and in-person learning,
- There will be ongoing communication between the principal and the staff to ensure that the staff's mental health needs are being met.

16. Instruction

- We believe that the best learning environment for our students includes regular, day-to-day, in-school instruction provided by a teacher. Therefore, our goal is to have a traditional, in-school learning environment for our students as long as this can be accomplished while keeping students and staff safe and healthy. However, local conditions with COVID-19, safety and social distancing requirements, and/or the operational model of local districts may require a shift to a remote learning model.
- While remote learning is not required under Phase 4, factors such as COVID-19 cases present in the school community or surrounding area may require us to step back into a remote learning environment. See Phase 1-3: Instruction for more detailed information regarding our remote learning model.
- White Pine Academy is offering a virtual learning option for families who do not feel comfortable or safe sending their students back to school in a traditional, in-school learning environment.
- Regardless of the learning environment, the school will ensure the following strongly recommended items:
 - Set an instructional vision that ensures that every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject
 - Ensure every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics
 - Identify students who did not engage in remote learning previously during the spring and develop a plan to provide additional support as necessary
 - Find ways to integrate high quality digital tools and resources into in-person instruction to ensure a seamless transition should remote or hybrid instruction be needed
 - Provide opportunities for differentiation, intervention, and remote learning based on the needs of the student
 - Review and revise student IEPs, IFSPs, and 504 plans as necessary based on a student's evolving needs, including needs that identified based on time away from provided services when the building was/is closed
 - IEP teams will work collaboratively to ensure that FAPE is being delivered to each student with an IEP or Section 504 Plan. Data and collaboration with multiple stakeholders will drive necessary supports and accommodations for the student to access FAPE.
 - Provide opportunities outside the classroom to support students in need of additional support or intervention
 - Ensure that every students' academic and social-emotional needs are addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students

- Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction
- Create a plan for professional development that offers restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education as needed
- Provide professional development for teachers about remote and blended learning tools, best practices, and experiences to ensure they are equitable and engaging;
- The Principal will conduct checkpoints with teachers on curriculum pacing and ongoing monitoring student progress. Together teachers and the principal will review student data to identify overall trends and gaps to guide instruction
- Remain connected with MDE regarding updated policies, guidelines, or requirements.

17. Technology

- We are providing 1 to 1 Chromebooks to our students for both in-person and virtual learning environments. Chromebooks are difficult to find right now, our focus is ensuring each student who is virtual learning will have a device when school begins and we will continue to procure devices as soon as they are available to support 1 to 1 Chromebooks. This eliminates the barrier for families without access to an appropriate device. If a family has an appropriate device, families may chose to use their personal device during virtual learning.
- Chromebooks will be provided to families for virtual learning the week of August 24th.
- Support for technology for teachers and families will be provided by Mr. Paul Cummings, our 2nd grade teacher, who is knowledgeable in technology.
- Hot Spots will be provided to families who lack internet access for virtual learning.
- Families will sign an acceptable use agreement as well as a damage waiver to ensure that all technology is maintained.
- Technology will be tracked through a sign out process and technology check-ins.

2. Indicate which highly recommended protocols from the *Return to School Roadmap* the district will not include in its Preparedness Plan when the region in which the district is located is in **Phase 5** of the *Michigan Safe Start Plan*.

Athletics and Busing/Transportation are NOT APPLICABLE to White Pine Academy.

- D. After considering all the protocols that are highly recommended in the *Return to School Roadmap*, please indicate if a school plans to exclude protocols that are highly recommended for any of the categories above in **Phase 4**.

Athletics and Busing/Transportation are NOT APPLICABLE to White Pine Academy.

Final Steps for Submission

Each district shall submit a single completed Assurance Document and Preparedness Plan to its Board of Education (in the case of a PSA, the Academy Board of Directors; in the case of a nonpublic school, the chief or designated school administrator) in time for approval by August 15 or seven days before the first day of school, whichever comes first.

Date of Approval by the District Board of Education, PSA Board of Directors, or nonpublic school chief/designated school administrator: 08/11/2020

Link to the Board Meeting Minutes or Signature of Board President, or signature of nonpublic school chief/designated school administrator:

DocuSigned by:
Henrietta Tow
6283DA33FC69450...

Link to the approved Plan posted on the District/PSA/nonpublic school website:

[WHITE PINE ACADEMY - Home](#)

The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's, or nonpublic school's public website home page no later than August 17, 2020.

Name of District/PSA/Nonpublic Leader Submitting Plan: Marianne Dege

Date Received by the ISD/Authorizing Body/Chief or designated School Administrator:

Date Submitted to State Superintendent and State Treasurer: