



510 Russell St. • Leslie, MI 49251 • (517) 589-8961

**White Pine Academy
Extended COVID-19 Learning Plan**

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

District Code Number: 33906

Building Code Number(s):

District Contact Person: Marianne Dege

District Contact Person Email Address: mhorner@whitepineacademy.com

Local Public Health Department: Ingham County Health Department

Local Public Health Department Contact Person Email Address: Christine Hendrickson,
cmhendrickson@ingham.org

Name of Intermediate School District: Ingham Intermediate School District

Name of Authorizing Body: Saginaw Valley State University

Date of Adoption by Board of Directors: September 15, 2020

Assurances

- The Academy will administer an approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year.
- Within thirty days after the approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter, the Academy, at a meeting of its board of directors, will re-confirm how instruction is delivered during the 2020-2021 school year and will solicit public comment, at a public meeting, from the parents or legal guardians enrolled in the Academy.
- If delivering pupil instruction virtually, the Academy will expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the Academy had planned for that exposure to occur for in-person instruction.
- If delivering pupil instruction virtually, the Academy will provide pupils with equitable access to technology and the internet necessary to participate in instruction.
- The Academy will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
- The Academy, in consultation with a local health department, and district employees, will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. A determination concerning the method for delivering pupil instruction shall remain at the Academy Board's discretion. Key metrics that the Academy will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19
- If the Academy determines that it is safe to provide in-person pupil instruction to pupils, the Academy will prioritize providing in-person pupil instruction to pupils in grades K to 5 who are enrolled in the Academy.



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- The Academy will ensure that two (2), 2-way interactions occur between a pupil enrolled in the Academy and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the Academy. The Academy will publicly announce its weekly interaction rates at each Academy Board meeting where it re-confirm how instruction is being delivered , beginning 30 days after approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter. The Academy will make those rates available through the transparency reporting link located on the Academy website each month for the 2020-2021 school year.
- The Academy will create and make available on its transparency reporting link located on the Academy's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the Academy expected would be achieved by the end of the school year.

President of the Board of Directors

September 15, 2020



Introduction and Overview

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

As White Pine Academy plans to begin the school year in a hybrid learning environment, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.



Educational Goals

Quality Evidence-Based Assessment Practices

White Pine Academy believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, White Pine Academy will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals

The NWEA assessments in reading and mathematics will be administered to all students three times: once in the first nine weeks of the school year, once in the winter (Jan-March), and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

Goal 1 - 60% or more of students (K-8) will meet or exceed their growth targets in Reading/ELA and Math from Fall to Winter as measured by NWEA.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.



Goal 2 - 60% or more of students (K-8) will meet or exceed their growth targets in Reading/ELA and Math from Fall to Spring as measured by NWEA.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Instructional Delivery & Exposure to Core Content

Note: The White Pine Academy full instructional plan can be found in the [White Pine Academy Preparedness and Response Plan](#)

Mode of Instruction

To start the school year, all K-8 students will have the option to attend school every day for face-to-face instruction or participate in remote instruction, if a family feels that is the safest option for their student. Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day.

Curriculum and Instruction: Academic Standards

The White Pine Academy curriculum for core academic areas is aligned to state standards. Kindergarten through 2nd grade will use the Engage New York ELA curriculum, 3rd grade through 8th grade will use the Houghton Mifflin Into Reading ELA curriculum. Kindergarten through 3rd grade will use the Engage New York Math curriculum and 4th-8th grade will use the Spectrum Math curriculum. As teachers navigate the wider than usual range of competencies expected this fall, they will use appropriate pre-assessments to plan for differentiation of content, as well as, use results from pre-assessments to inform instruction and prioritize K-8 instructional standards for the 2020-2021 School Year. The pre-assessments will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face and virtual learning environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

As our teachers work to engage students remotely, they will use [Best Practices for Remote Learning](#):

- Remember Maslow
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities



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Assessment and Grading

White Pine Academy bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

Progress reports to our parents and guardians during each marking period for students in grades 3-8. This is in addition to the expectation we have for all teachers (K-8) that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period.



Equitable Access

Technology

White Pine Academy ensures all students will be provided equitable access to technology and the internet by providing Chromebooks and Hot Spots to remote learning families that indicate a need for a Chromebook and/or a Hot Spot.

Students with identified special needs

When school starts, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, or social work services within their IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.