

**Pine River Area Schools**  
**District/PSA Template for the**  
**Extended COVID-19 Learning Plan**  
*as Described in Public Act 149, Section 98a*

**August 27, 2020**  
**BOE Amended October 12, 2020**  
**BOE Amended January 18, 2021**

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan ("Plan") that has been approved by an intermediate district or authorizing body. The Plan does not replace the District's/PSA's COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber-school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.



## Pine River Area Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 17445 Pine River Rd., LeRoy, MI 49655

District/PSA Code Number: 67055

District/PSA Website Address: [www.pineriver.org](http://www.pineriver.org)

District/PSA Contact and Title: Matt Lukshaitis, Superintendent

District/PSA Contact Email Address: [matt.lukshaitis@pineriver.org](mailto:matt.lukshaitis@pineriver.org)

Name of Intermediate School District/PSA: Wexford-Missaukee ISD

Name of PSA Authorizing Body (if applicable):

Date of Adoption by Board of Education/Directors: September 14, 2020

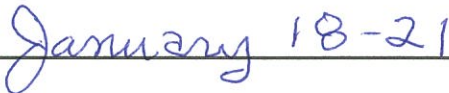
Date of Reauthorization by Board of Education: October 12, 2020  
January 8, 2021

## Assurances

1. The District/PSA will make their board approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA'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 District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will
  - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
  - administer the 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 and again not later than the last day of the of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District/PSA will
  - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
  - 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 District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department 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. *Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion.* Key metrics that the District/PSA 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
6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.

7. The District/PSA assures that
  - o instruction will be delivered as described in this plan and approved by the District/PSA Board,
  - o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - o the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
  - o public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
8. The District/PSA 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.
9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA 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 District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

  
\_\_\_\_\_  
President of the Board of Education/Directors

  
\_\_\_\_\_  
Date

# Learning Plan Narrative

## Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

An Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year because we must address diverse needs in this unprecedented pandemic learning environment as opened for the first day of school on Wednesday, August 26, 2020, in Phase 4 of Michigan's Safe Start Plan, and:

With fully 20% of our student population enrolled via Buck Virtual; and,

Student/Community surveys indicate only 40% confidence level in online connectivity at home; and,

Teachers and students both need input to verify learning loss, achievement gap since students were ordered home by the governor in March; and,

Support staff need to understand better their role in support of academics; and,

Administration need to understand the various mandates, rules, Executive Orders, and flurry of new laws and required plans in a compressed time frame; and,

Parents and community members need to understand the expectations of students and the school district in this time of pandemic learning; and,

Acknowledging that teaching and learning became secondary needs for many families from March through August of 2020; and,

That many families are still hurting financially and that kids are bearing an unusual upbringing in being cut off from friends and other outlets and norms, such as youth sports; and,

That for students and adults alike, this time of pandemic learning must address the social-emotional wellbeing of all; and,

That as district we must be of one vision and mission that is to reclaim lost time and get kids to grade level academically while preparing students for post-secondary life, college and career ready, while balancing the many and various needs of kids and families in the present.

## Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

## Quality Evidence-Based Assessment Practices

Pine River Area Schools 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, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Pine River Area Schools 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.

The District's goals for students in grades K-8 are as follows:

Goal 1: Mid-Year:

The district/PSA will increase the aggregate mean reading RIT score on NWEA in reading and math for all students and subgroups of students from fall to spring.

Goal 2: End-of-Year:

The district/PSA will increase the aggregate mean reading RIT score on NWEA in reading and math for all students and subgroups of students from fall to winter.

Subgroups: F/R lunch eligible, Special Education, English Language Learners (this subgroup may not be applicable as PRAS has only one student in this category at the present time [Fall 2020] and that student is in grades 9-12), Female, Male, Race/Ethnicity 1, Race/Ethnicity 1, Race/Ethnicity 1, Race/Ethnicity 1.

Additional note: We will monitor the difference in gains/losses between face-to-face students and Buck Virtual students and report to the Board in February and June.

All K-8 students will be administered NWEA-MAP testing in reading and mathematics within the first 9 weeks of the school year (by October 23), at the end of the first semester (or January 15), and again at the end of April or early May.

### **Instructional Delivery & Exposure to Core Content**

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

In Phase 4-5

Enrolled students will attend class: Option 1, Face-to-Face

With certified grade-level and subject-area teachers as part of a traditional, 180-day, schedule, with a minimum of 1098 contact hours, in a manner consistent with the COVID-19 Preparedness and Response Plan approved by the BOE on August 10, 2020.

(In all Phases): Option 2, Buck Virtual

With certified grade-level and subject-area teachers via a 100% online instructional program provided by Edgenuity in grades 6-12 and Path Blazers in grades K-5. Students access instruction from home and interact with teachers online while receiving prompts and periodic academic support from district teachers in a manner consistent with the COVID-19 Preparedness and Response Plan approved by the BOE on August 10, 2020.

*Note: Approximately 80% of students in school year 2020-2021 are enrolled face-to-face; 20% via Buck Virtual.*

In Phase 1-3

Face-to-face students in Phase 1-3 are remote learners and virtual in nature, but with help from their teachers who will report to work.

Effectively, when enrolled face-to-face students are sent home in Phase 1, 2, or 3 as part of the Michigan Safe Start Plan, by Executive Order, law, or by health officials or the superintendent by direction, in full, or in part, **teachers** thusly affected **will be expected to:**

Physically report to work per the Board-approved calendar for instructional days in the following manner:

7:45 a.m. to 11:45 a.m., with one 45-minute staff meeting per week, by building. With 24-hours-notice, additional meetings, such as curriculum and instruction meetings may be called for an additional two hours per month.

Each building principal will determine, with input from their respective School Improvement Teams, the schedule by which synchronous and asynchronous instruction and interactions will be delivered, including duties to be fulfilled.

Synchronous instruction/interaction will be delivered by the classroom teacher two-three days per week, per a principal-approved schedule with expectations shared with the students/parents and maintained.

Lessons will be recorded for student/parent retrieval.

Instructional lessons will be 20-30 minutes in length, with time for questions and answers, checks for understanding—formative and summative assessments notwithstanding.

*Note: the building principal will determine, with input from the grade-level teachers, the parameters of lesson length and recordings.*

Teachers will also conduct formative assessments; periodically, per lesson/unit design, provide, collect, mark, grade, and report summative assessments.

Instruction will be delivered in mathematics, reading, writing, science, social studies, music, art, physical education, and interventions, according to teaching assignment and master schedule as assigned by the building principal.

Asynchronous instruction in the form of age-subject appropriate instructional videos, jpegs, movie clips, recorded presentations, etc., all loaded through Google Classroom, Edgenuity or Path Blazers or another, principal-approved venue is expected at least twice a week.

Curriculum foci should reflect School Improvement Plan and teacher assignment.

Additionally, all teachers in Phases 1-3:

Are expected to take lunch and conference time outside of their building's operating hours listed above; lunch and conference time may be taken on campus or at home.

Are expected to fulfill the remainder of their daily contractual obligations at home (or at work if they wish to use their room/common area), so that parent and student needs are being met; in essence, the rest of the contractual day remains PRAS time. [Teachers should not be going to the mall, using Facebook at the park, or shopping in town during work day.]

Will be assigned a contingent of students by principal to establish and maintain two-way communication with each and every single student to ensure student growth/achievement and success in school. Documented two-way communication must be implemented and maintained in Wednesday-Tuesday individual student weekly logs, two (2) times per week, from teacher-student-teacher (which can include email and for students in grades K-5 must include the parent).

Will be furnished with Personal Protective Equipment (PPE) in the form of masks, gloves, and face shields.

Will attend professional development days per the BOE-approved calendar.

## **Hybrid Instructional Days**

In order to honor and support the health and safety of staff and students, social-emotional well-being, and instructional efficacy and consistency, on *specific, targeted* Wednesdays from November 18 through the end of the school year—unless a holiday such as November 25—will be reserved for hybrid instruction to increase educational opportunities for students who have been quarantined or who attend Buck Virtual. Teachers will utilize these days to supplement instruction for quarantined and Buck Virtual students by offering up videos, lessons, and other resources online. This time will also be used to check in on students at home in quarantine or who attend Buck Virtual to determine student needs and assist with academic and social-emotional learning issues.

Face-to-face students will attend as normal in the morning per their building's posted half-day scheduled for that day then attend classes and get help from teachers one-on-one, in small groups,

and/or asynchronously in the afternoon. Buck Virtual students will be able to get extra help or direction from designated teachers/contacts in the elementary, middle, and high schools.

Days will be announced to the public via district letter, announcement, and/or text using SMS text system, website, and the district app. In order to establish schedules, days announced will be grouped in 6-12 week increments.

### **Snow Day Learning**

Starting on the 7<sup>th</sup> “snow day” (any Act of God day, district-imposed or emergency closure) of the year, teachers will teach remotely from home, synchronously or asynchronously via Google Meet or another, building-approved forum. Teachers will reach out to students, review packets sent home, convene online, refer to asynchronous resources (e.g., pre-recorded videos), and be available to answer student questions.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or

course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

Buck Virtual students will receive instruction online, via Path Blazers for K-5, or Edgenuity 6-12, from a list of approved courses by grade level. K-5 students will have less flexibility as the focus in the elementary is more on core classes, however, there will be specials offered too, such as music, physical education, and art. In the high school, all courses available in-person, are also available online.

Buck Virtual students will be working independently on their coursework; however, each student will be assigned a certified teacher mentor who will be checking in with them regularly to monitor their progress in the courses and offer assistance in content areas and social emotional well-being. Furthermore:

The program is open to any K-12 student.
Pine River has Chromebooks K-12 that students will be issued if needed.
Students will participate in an online learning path in a Michigan Standards Based Curriculum through a third party vendor. K-5 will be using a platform called Path Blazer and 6-12 will be using a platform called Edgenuity.  Pine River Area teachers will be monitoring the delivery and learning of this curriculum and will support instruction and documents this two-way communication at least twice weekly (Wednesday—Tuesday).
<u>Grades K-5</u> Math, ELA, Science, Social Studies, and Specials Options.  <u>Grades 6-12</u> Math, ELA, Science, Social Studies, and Elective Options. A course catalog is being developed.
<b>Not</b> all courses offered during face-to-face instruction can be offered to 100% virtual students (ex: CTC Welding). Please consult the curriculum guide in each building to determine what courses can and cannot be offered to students who attend 100% virtually.
Board-approved Curriculum Guides are available for each building from their offices.
<u>K-5</u> Students should plan on spending 45 minutes each day for Math, Science, and Social Studies. 60 minutes for Reading/Writing Instruction.  <u>6-12</u> Students should plan on spending about 50 minutes per class, per day.

Services designated in a 504 and IEP are always a team decision. Since the virtual environment is different from that of a traditional one, a new plan will need to be written to address and discuss the best environment and services necessary to ensure a free and appropriate education. PR special education case managers are working to contact each family that has a student currently receiving services.

Buck Virtual students will be working independently on their coursework; however, each student will be assigned a certified teacher mentor who will be checking in with them regularly to monitor their progress in the courses and offer assistance in content areas and social emotional well-being.

By choosing the Buck Virtual Learning option, you are choosing to have your child not be included in face-to-face instruction; therefore, students will be completing their coursework at home or another parent-chosen location other than Pine River Area Schools campus.

Parents will have to assume responsibility for work completion and deadlines being met and to some degree help their student. The program offers video instruction and teaching of the concept. The student will not receive the same type of instruction as if he/she was attending face-to-face. The student will be responsible for completing all of the work. Most of the elements are graded by the platform. Any elements graded by a teacher will have to be worked out with the student and assigned mentor to make sure the work is relayed to the appropriate teacher of record.

Most assignments will be an objectively-based multiple choice format graded by the platform. Overall course grades will be assigned according to building handbook policies.

Buck Virtual students are still Pine River Area students and can participate in any extracurricular activity and attend the Career Tech Center for CTE programming provided all other requirements are met and maintained (eligibility, junior-senior status, etc.).

**Can my child still attend the Career Technical Center if we choose this option?**

Yes. Any junior or senior that chooses this option will have the opportunity to attend if they would like to. Different programs have different answers for contingent planning.

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

Buck Virtual students will receive instructional feedback in the form of marks and grades from their certified, grade-level teachers online. Academic support will be supplied by Pine River teachers, serving as mentors. Buck Virtual students in K-5 have teachers through Path Blazers, a vendor with certified teachers who instruct students in an asynchronous environment. These

certified teachers issue all grades. Buck Virtual students in grades 6-12 have teachers through Edgenuity, a vendor with certified teachers who instruct students in an asynchronous environment. These certified teachers issue all grades, mark all quizzes, tests, and exams. Pine River Area Schools' teachers who act as mentors reach out to these virtual students from the elementary, middle, and high schools.

Face-to-Face students will be assessed in the traditional format by grade-level, certified teachers in accordance with district policy. K-5 grading focuses on mastery and skills acquisition in a class-by-class, grade-by-grade, principal-approved format with input from the School Improvement Team in a standards-based formula. In grades 6-12, marks, instruction, and grading are arrived at following a systemic formula, per district and building policy:

Quality instruction is based on standards and on a curriculum that is built around those standards. Instruction is as good as the alignment of curriculum and student engagement therein. On a daily basis, the purpose of the day's instruction (objective or target) needs to be identified for the Learner; identifying expectations helps in the realization of those expectations. It should be written down and posted on the whiteboard—or in some common, visible area—and reiterated at the beginning of each day (following bell work, prior to anticipatory set).

**Purpose of Assessment:** In essence, assessment tells us one of two things: 1) where the Learner is "at" in the understanding of a skill or set of skills, or 2) what the Learner, in the final analysis, has demonstrated along a mastery of learning continuum. Like the purpose of instruction, this should be shared with the Learner at the beginning of the instructional period. Students definitely need to understand what success looks like. Assessment measures the journey between two points, between the starting blocks and the "where are we now?" Assessment is based on the standard against which it is applied. It is a measure, a determination as to what extent mastery has been demonstrated. Categorically, for the purpose of marking and grading, there are two main "types" of assessment: formative and summative. The purpose of formative assessment is to provide specific, usable feedback to assist students better demonstrate understanding or attainment of a skill level, to "formalize" an individualized plan to succeed. The purpose of summative assessment is to measure student demonstration of mastery against a standard. Formative assessment is a means; summative assessment is the end. Other ways to look at it include:

**Formative,** measures student progress/growth between Point A and Point B, subjective, personal in relationship to the teaching objectives; what did the student know at Point B that he/she didn't know at Point A; indicates the learned curriculum, free-floating, should be returned with specific feedback in order to increase likelihood of success on summative assessments, on-going, frequently is unmarked, may be ungraded (teacher questions), but needs to be recorded and when joined with specific, timely feedback, is the real driver of quality instruction.

**Summative**, student's progress measured against a standard and as charted between Point A and Point B, tends to be objective, cold and impersonal in relationship to the teaching objectives, measures the learner's knowledge of the intended curriculum, performance measure, box-like, standardized tests, high stakes, final, marked, graded, put down in a book (unit test, written by a teacher).

**Purpose of Grading:** Grades, as much as possible, should reflect learning. We live in a competitive, informational age. The ultimate purpose of grading is to communicate the demonstrated level of mastery in an academic area to students, parents/guardians, and to others. Secondly, grading provides information that students can use for self-evaluation and growth and assists the school district in understanding available programs or courses and to evaluate the effectiveness of curricular, instructional, and assessment practices.

Grades are summary statements of student performance and to be accurate must reflect an attainment level of mastery over the strands and benchmarks as set forth in the Common Core State Standards (CCSS), High School Content Expectations (HSCE), Grade Level Content Expectations (GLCE), Michigan Science Standards (MSS), College, Career, and Civic Life (C3) Social Studies framework, and our own, divergent curricula.

### **Equitable Access**

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

All PRAS students have a district-supplied Chromebook for use in Phases 1-3 or 4-5. Some Buck Virtual students have opted to use their own technology at home. The district has also provided "hot spots" for Internet connectivity in various locations, including: Center Lake Bible Camp, Grandma's Daycare, Osceola County Commission on Aging, LeRoy Elementary, Pine River Middle/High School, LeRoy Public Library, Ashton Methodist Church, Deighton Baptist Church, Edgett's Wesleyan Church, Luther Public Library, Luther North Bar, and the Bristol Store.

These hot spots provide free connectivity for students with district-supplied Chromebooks or for students connecting with their own device pre-approved by the district.

- **Please describe** how the District/PSA 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.

## SPECIAL EDUCATION

The PRAS Special Education Department is committed to supporting students with different abilities. General education teachers, special education teachers and WMISD service providers will work closely with each family to review their already established Continuity of Learning Plan ("the Plan") to ensure it does the following:

- provides supports for the student to continue to receive special education services that provides access to curriculum;
- maintains progress on goals and objectives;
- and meets the unique needs of each student while in the remote learning setting.

Below are the assurances/considerations for each plan, including the new elements listed and explained in this Extended Covid-19 Learning Plan:

- The student's case manager will be the primary contact regarding special education.
- Time and in what modality will each program/service(s) listed on the IEP will be delivered.
- Case managers will work with general education teachers and parents to provide accommodations for students.
- Case managers and service providers will address specific accessibility issues for students.
- Individualized student/family contacts will be provided.
- Case managers and service providers will work with families to determine a schedule of service delivery.
- Instruction may be asynchronous and or synchronous, and will address student goals and objectives. This instructional delivery will be provided through a variety of options. Some of these may include the following:
  - Pre-recorded lessons on targeted goals & objectives
  - Virtual (e.g. Google Hangouts/Meet) opportunities for individualized instruction
  - Small group instruction when appropriate and with parent consent
  - Videos, online assignments, and/or activities to support learning
  - Scheduled office hours when appropriate
  - Individualized packets and activities/online activities, books, visuals, social stories, choice boards
  - Instructional videos for students and parents

When school resumes, the most recent IEP will continue.

## SECTION 504

As PRAS moves forward with the Continuity of Learning Plan ("the Plan") and the Extended Covid-19 Learning Plan ("the Plan"), students eligible for Section 504 plans will continue to receive their accommodations that are applicable and reasonable to the greatest extent possible. In addition, the building's Section 504 coordinators and/or teachers will:

- Review each Section 504 plan.

- Address any applicable accommodations students require (e.g. extended time, tests read aloud to students, etc.).
- Communicate the accommodations to parents/guardians and students.
- Develop and document accommodations for students.
- Address specific accessibility issues for students.

• **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.
- 2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

1.

We have one foreign exchange student who qualifies as ELL. He will be linked in via his teachers and our high school guidance counselor. Our Special Education director has met with our Special Education teachers and students on their caseloads will be contacted twice weekly to ensure their success. During the March-June 2020 closure, this population was in constant contact with our special educators, oftentimes 2x and 3x that of our general education population. Struggling/students needing academic and/or SEL support will be taken care by all—we have a monitoring plan in place with our counselors and teachers.

2.

Pine River students enrolled in CTE at the Career Tech Center, Early-Middle College, and dual enrollment will have instruction online should we be ordered into phases 1-3. Instruction will continue online. Our partners at the WMISD and Baker College have assured of this contingency plan.

We do not operate Early Childhood or AP programming at PRAS.