Extended COVID-19 Learning Plan

as Described in Public Act 149, Section 98a

April 21, 2021 – Plan Revision

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 by 10/1/2020. 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.

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. ISD's and PSA's will transmit the approval plan to the Superintendent of Public Instruction and the State Treasurer.

Address of School District/PSA: 1790 E. Packard Highway, Charlotte, MI 48813
District/PSA Code Number: 23000
District/PSA Website Address: www.eatonresa.org
District/PSA Contact and Title: Cindy Anderson, Superintendent
District/PSA Contact Email Address: canderson@eatonresa.org
Name of Intermediate School District/PSA: Eaton Regional Education Service Agency
Date of Initial Adoption by Board of Education: September 29, 2020
Date of Adopted Revision by Board of Education: October 21, 2020
Date of Adopted Revision by Board of Education: November 18, 2020
Date of Adopted Revision by Board of Education: January 20, 2021
Date of Adopted Revision by Board of Education: March 17, 2021
Date of Adopted Revision by Board of Education: April 21, 2021

Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 12, 2020.

2. By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:
   a. The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.
   b. The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.

3. 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.

4. Benchmark Assessments: The District/PSA will
   a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
   b. 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.

5. If delivering pupil instruction virtually, the District/PSA will
   a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
   b. 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.

6. 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. 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:

   a. COVID-19 Cases or Positive COVID-19 tests
   b. Hospitalizations due to COVID-19
   c. Number of deaths resulting from COVID-19 over a 14-day period
   d. COVID-19 cases for each day for each 1 million individuals

e. The percentage of positive COVID-19 tests over a 4-week period
f. Health capacity strength
g. Testing, tracing, and containment infrastructure with regard to COVID-19

7. 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.

8. The District/PSA assures that
   a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
   b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
   c. the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and each month thereafter at a meeting of the Board, and
   d. For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,
      i. the instructional delivery method that was reconfirmed;
      ii. how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and
      iii. whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.
   e. 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.

9. 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.

10. 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, or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress 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.

Deborah M. Roberts

District Superintendent or President of the Board of Education/Directors

Eaton RESA

District/PSA

October 1, 2020

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.

The COVID-19 pandemic is impacting our school community in a number of significant ways. Increased levels of anxiety and stress over this public health crisis has created a continuum of comfort with returning to in-person instruction over the past several months. The resulting disruptions and modifications to school operations and student learning, in response to the pandemic have created gaps in student learning and highlighted equity issues with technology and internet access.

Eaton RESA operates a center-based program for students with moderate to severe disabilities from age 3 - 26 called Meadowview School. This school provides specialized instruction, ancillary and related services to enrolled students with disabilities from our constituent local districts. The district's Extended COVID-19 Learning Plan will address the students enrolled in Meadowview School that cover the age range for Kindergarten through grade 8, as specified in Public Act 149. Meadowview students have moderate/severe cognitive impairments, severe emotional or physical impairments, and/or autism spectrum disorder, which result in significant barriers to health, mental health and learning.

Eaton RESA operates Great Start Readiness Program classrooms serving 4 year olds across the service area. These programs provide instruction to eligible students as per guidance and requirements from the MI Department of Education and LARA. In addition, Eaton RESA operates the Career Preparation Center which provides students in gr. 11-12 across the service area, with Career and Technical Education (CTE) programming and dual enrollment opportunities as per guidance and requirements from the MI Department of Education. The Capital Region Technical Early College (CR-TEC) provides eligible students with a gr. 11-13 early middle college opportunity within our CTE programs.

As we return to school in the fall of 2020, Eaton RESA's first priority will be to ensure the well-being of all members of our school community, including our staff, students and families. Due to the wide range of experiences and engagement of students during our remote learning portion of the 2019-20 school year, we anticipate that many students will have learning gaps and need opportunities to review prior learning, re-engage in structured learning activities and be provided time to re-establish relationships.

Our teachers, support staff and related services staff, who provide daily instructional support to students will need opportunities to collaborate with each other to examine student needs and determine the learning plans to implement for each student based on their current Individualized Education Plan (IEP) and/or Contingency Learning Plan (CLP) based on guidance from the MI Department of Education and US Department of Education.

As a result of these factors, Meadowview School began the school year in a hybrid learning environment, where students were provided with cohorted small group instruction one day per week in-person and the remaining four days per week of virtual instruction, from August 24, 2020 – October 30, 2020. From November 2, 2020 – November 18, 2020, Meadowview School implemented a hybrid learning environment, where students were provided with cohorted small group instruction two days/week in-person and the remaining three days/week virtual instruction. As of November 19, 2020, Meadowview School transitioned to full virtual instruction (synchronous and asynchronous) five days/week, due to the impacts of COVID-19, through January 8, 2021. From January 11 – April 16, 2021, Meadowview School returned to implementation of the prior hybrid learning environment where students were provided with cohorted small group instruction two days/week in-person and the remaining three days/week virtual instruction. As of April 19, 2021, Meadowview School implemented an expanded hybrid model to provide all students with four days/week of in-person instruction and one day/week of virtual instruction.

Eaton RESA operated Great Start Readiness Programs implemented in-person learning environments with reduced class sizes, as per LARA guidance, 4 days/week from September 8 – November 18, 2020. During this time, families were also offered a fully remote option if in-person instruction was not feasible for a child. As of November 19, 2020, all Eaton RESA operated Great Start Readiness Programs transitioned to full virtual instruction (synchronous and asynchronous) 4 days/week, due to the impacts of COVID-19, through January 8, 2021. As of January 11 or 18, 2021, Eaton RESA operated Great Start Readiness Programs implemented a hybrid instructional model of two days/week in-person and two days/week virtual learning. Effective March 1, 2021, Eaton RESA operated Great Start Readiness Programs returned to implementation of in-person learning, as per LARA guidance, 4 days/week.

Eaton RESA CTE programs are delivered in partnership with higher education and business partners using state-approved Career and Technical Education courses and curriculum. Eaton RESA Career and Technical Education Programs plan to implement a hybrid learning environment based on the type curriculum and program partner capacity to implement all required safety protocols of the Return to School Roadmap. Six programs were provided fully in-person, 5 programs were provided in a hybrid model with a blend of cohorted small group instruction and remote learning, and eight programs were provided in a fully remote model from August 24, 2020 – November 18,

2020. As of November 19, 2020, all Eaton RESA Career and Technical Education Programs transitioned to full virtual instruction (synchronous and asynchronous) 5 days/week, due to the impacts of COVID-19, through January 8, 2021. As of January 4 or 11, 2021, five CTE programs implemented a full in-person model, five programs implemented a hybrid model with a blend of cohorted small group instruction and remote learning and eight programs continued with full virtual instruction. As of February 1, 2021, five CTE programs implemented a full in-person model, six programs implemented a hybrid model with a blend of cohorted small group in-person instruction and remote learning, and seven programs continued with full virtual instruction.

The District will implement these various structures to ensure student engagement and achievement based on the individual learning needs of each student and program. The plan will focus on specialized instruction and intervention with an emphasis on the well-being and safety of all students and staff as well as the developmental, academic, technical, social-emotional/mental health and behavioral needs of all enrolled students.

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.

Students in Meadowview School are placed by IEP teams in order to receive special education services in one of the following four programs under Michigan Administrative Rule for Special Education (MARSE): Programs for Students with Autism Spectrum Disorders (ASD), Programs for Students with Emotional Impairments (EI), Programs for Students with Moderate Cognitive Impairments (MOCI), or Programs for students with Severe Cognitive Impairments (SCI). Students are placed based on the nature or severity of their disability and individualized needs that prevent the student from achieving academic, behavioral, and/or functional goals and learning outcomes in a general education setting, even with the use of supplementary aids and supports.

All students enrolled in Meadowview School programs, grades K-8, will participate in the NWEA Measures of Academic Progress (MAP) assessments for benchmarking in Reading and Mathematics with modified administration/accommodations as necessary per each student's IEP. The NWEA MAP assessment will be given 3 times during the year (fall, winter, and spring) to monitor progress. The fall administration of the benchmark assessment will occur within the first nine weeks of the school year, by October 30, 2020 to create a baseline. The winter benchmark assessment will be completed by January 31, 2021 and the spring benchmark assessment will be completed by May 15, 2021.

In addition, alternative curriculum based assessments such as unit tests, skills tests, performance assessments and course work will be used on a formative basis ongoing to inform and adjust instruction. These additional assessments will be used to progress monitor students in relation to the grade level standards and/or alternate grade level standards, as they align with the needs identified in the NWEA MAP benchmark assessments.

In previous years, the average school-wide score on NWEA MAP assessments for Meadowview students across all programs was below the 5th percentile with a growth of 0 to 3 Rasch Unit (RIT) points from fall to spring annually. For the 2020-2021 school year, Meadowview School students in grades K-8 will complete the NWEA MAP assessment with an school-wide average growth of 1 RIT point in both Math and Reading by midyear and 3 RIT points in both Math and Reading from Fall to Spring. Aggregate and applicable disaggregated student subgroup data will be publicly reported on the District's website.

Students enrolled in Eaton RESA Great Start Readiness Preschool Programs will be assessed on their development and school readiness growth using the Teaching Strategies Gold assessment system as per the requirements of the MI Department of Education and goals set forth in the current Eaton RESA Strategic Plan. This student data will be tracked in the Teaching Strategies Gold system mid-year and end of year.

Students enrolled in Eaton RESA Career Preparation Center Programs will be assessed on their academic and technical skill growth using curriculum based measures, technical certifications and dual enrollment credits earned as per the requirements of the MI Department of Education and goals set forth in the current Eaton RESA Strategic Plan. Students will work toward mastery of the 12 standardized segments at a 2.0 level (units of instruction) as per state-approved career and technical education courses. This information will be tracked in CTEIS mid-year and end of year.

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 our current MI Safe Start Phase 4 designation, Meadowview School programs provided a hybrid instructional delivery model with one day/week of in-person instruction and 4 days/week of remote instruction from (8/24/20 – 10/30/20). This blend of in-person and remote instruction was reviewed on October 21, 2020, and a decision was made to modify this hybrid instructional model to include two days/week of in-person and three days/week of virtual instruction starting on November 2, 2020. The hybrid 2 days/week in-person and 3 days/week instructional model for Meadowview School was reviewed on November 18, 2020, and a decision was made to transition to full virtual instruction 5 days/week from November 19, 2020 – January 8, 2021. From January 11 – April 16, 2021, Meadowview School returned to implementation of a hybrid model, consisting of two days/week in-person instruction and the three days/week virtual instruction. As of April 19, 2021, Meadowview School implemented an expanded hybrid model for all students consisting of four days/week in-person and one day/week of virtual instruction.

Further decisions to continue or modify the current Meadowview School instructional delivery model will be based on safety, regional phase status, COVID-19 impacts and local district instructional plans. Should a student be medically unable to return to in-person instruction at any time, the IEP process will be utilized to develop an offer of FAPE specific to that student's needs.

Teachers, paraprofessionals and related service staff will continue to use Google Classroom, Google Meet and/or the Remind App to communicate with families, provide access to instructional and enrichment activities, and continue parent coaching activities. Remote instruction will take place daily through both synchronous and asynchronous video lessons via use of online curricular materials such as Edgenuity, ULS, IXL and/or Discovery Learning.

Eaton RESA also operates the Great Start Readiness Preschool (GSRP) program for 4 year old children. These classrooms are operated in each of the local school districts and serve children who meet eligibility requirements. The goal of the program is to encourage the development of children and prepare them for successful entry into Kindergarten using developmentally-appropriate practices in a play-based curriculum. From September 8, 2020 – November 18, 2020, Eaton RESA provided both in-person and virtual instruction opportunities for children who meet eligibility requirements within our service area following state curriculum requirements 4 days/week. This hybrid

instructional model for Great Start Readiness Preschool programs was reviewed on November 18, 2020, and a decision was made to transition to full virtual instruction 4 days/week from November 19, 2020 – January 8, 2021. Between January 11-19, 2021, GSRP classrooms started implementation of a hybrid instructional model, consisting of two days/week in-person and two days/week virtual instruction. As of March 1, 2021, all Eaton RESA operated GSRP classrooms resumed provision of either in-person or virtual instruction 4 days/week based on parent preference.

Further decisions to continue or modify the current GSRP instructional delivery model will be based on safety, regional phase status, COVID-19 impacts and local district implementation plans.

Eaton RESA CTE programs are delivered in partnership with higher education and business partners using state-approved Career and Technical Education courses and curriculum. Eaton RESA Career and Technical Education Programs plan to implement a hybrid learning environment based on the type curriculum and program partner capacity to implement all required safety protocols of the Return to School Roadmap. From August 24, 2020 – November 18, 2020, six programs were provided fully in-person, 5 programs were provided in a hybrid model with a blend of cohorted small group instruction and remote learning, and eight programs were provided in a fully remote model. The CTE program instructional model was reviewed on November 18, 2020, and a decision was made to transition to full virtual instruction 5 days/week from November 19, 2020 – January 8, 2021. As of January 4 or 11, 2021, five CTE programs implemented a full in-person model, five programs implemented a hybrid model with a blend of cohorted small group instruction and remote learning and eight programs continued with full virtual instruction. As of February 1, 2021, five CTE programs continued a full in-person model, six programs implemented a hybrid blend on in-person and remote learning, and seven programs continued with a full virtual instruction model.

Further decisions to continue or modify the current CTE program instructional model will be based on safety, regional phase status, COVID-19 impacts, CTE program partner, and local district instructional plans.

In addition, the Board of Education will review implementation of the Meadowview School, GSRP and CTE instructional delivery models once every 30 days subsequent to approval of the initial Learning Plan on September 29, 2020 to reconfirm/continue or modify the model as necessary.

A detailed version of Eaton RESA's instructional plan can be found in the COVID-19 Preparedness and Response Plan.

- **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.

Students enrolled at Meadowview School will continue to receive academic instruction in english language arts, math, science and social studies, based on grade level academic standards and/or the alternate grade level academic standards that would be covered during typical in-person instruction. Students will also receive specially designed instruction in core academic areas to address needs, goals and objectives identified in their IEP. To enhance the learning of all students, teachers will integrate flipped classroom practices within in-person instruction to increase instructional time with teachers and work with related service staff and paraprofessionals to provide for individual and small group instruction through use of technology during in-person instruction. Remote and in-person Instruction will utilize power standards to focus and prioritize delivery of instruction in core academic areas and to close student learning/achievement gaps that exist.

Students enrolled in Great Start Readiness Programs will continue to receive developmentally appropriate instruction through required play-based curriculum aligned with the MI Early Childhood Standards of Quality, whether engaged with in-person or remote instruction options.

Students enrolled in Career and Technical Education programs and courses will continue to receive instruction through state-approved curriculum segments which are also aligned to core academic areas in English and Math. Contextual academic learning opportunities are embedded within each CTE program. Student mastery of standardized segments provides the opportunity to learn academic skills within their CTE content whether engaging with in-person or remote learning models.

- **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.

All Meadowview School students will be monitored based on progress toward grade level standards and/or alternate grade level standards as indicated in their IEP. Student progress will be monitored through the use of formative and interim assessment data related to IEP goals and objectives and grade level content standards. Curriculum tools aligned to grade level and/or alternate grade level standards will be used to monitor progress. Student progress will be reported to parents quarterly in relation to the standards along with more frequent specific feedback on content mastery in daily and weekly assignments through Google Classroom, including grades and progress towards credits for students working in the general education curriculum. Awarding of student credit is coordinated between Meadowview School and the resident local school district, as applicable.

Results of progress monitoring will be reviewed by school problem solving teams on a regular basis, to identify students in need of additional scaffolds and supports. Students failing to make appropriate progress will be referred to the IEP team for review of the student's IEP and to ensure an appropriate offer of FAPE. Written progress reports on

core academics and IEP goals will be provided to parents each quarter. Between reporting periods, parents and students will receive feedback on student progress toward both core academics and IEP goals through Google Classroom, scheduled office hour meetings with teachers, and phone/email communications.

All Great Start Readiness Program students will be monitored based on progress toward development standards contained within the state-approved curriculum. Student progress will be monitored through use of ongoing, authentic assessment data gathered by trained teachers and associate teachers in all phases of our learning plan using the Teaching Strategies Gold (TSG) system. The TSG objectives for learning and development are aligned with the Michigan Early Childhood Standards of Quality.

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.

Families/students enrolled at Meadowview School who don't have necessary technology devices and internet access are provided chromebooks or iPads and hotspots in order to access online content for remote learning. In addition, students utilizing augmentative and assistive communication (AAC) devices and adaptive equipment will be provided devices for use at home. Teachers and related service providers will work with the District's Assistive Technology Consultant, Teacher Consultants for the Visually Impaired and Deaf and Hard of Hearing, and other related services staff to increase use of accessible digital materials and online curriculum resources to meet a variety of accessibility needs. Teachers and related service providers will provide ongoing instruction, technical assistance and support to both the student and identified families members on use of the technology and/or assistive technology devices facilitate engagement in remote learning.

Students enrolled in CTE programs are provided with technology device and connectivity access through their resident district. In the event a student does not have device or connectivity access, Eaton RESA will provide necessary devices and/or work with CTE program partners to secure technology and connectivity access for any student in need.

- **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.

Meadowview School (a center-based special education program), provides instruction based on grade level standards and individual student needs as outlined in each student’s IEP. As needed, IEPs will be revised to address new or changing needs of each student. Should a student be medically unable to return to in-person instruction, the IEP process will be utilized to develop an offer of FAPE specific to that student’s needs. When access to full time in-person instruction is reduced, the district will review IEPs and develop a Contingency Learning Plan to address student specific needs when the IEP cannot be implemented as written. The Contingency Learning Plan will outline the district's efforts to provide special education programs and services to meet the needs of the student during pandemic learning.

Student progress will be monitored through the use of formative and interim assessment data related to IEP goals and objectives and grade level content standards. This will include an assessment at the start of the school year. Results of these assessments will be reviewed by school problem solving teams to identify students in need of additional scaffolds and supports.

Progress on content standards and IEP goals will continue to be reported to parents on at least a quarterly basis. Students failing to make appropriate progress will be referred to the IEP team for review of the student's IEP and/or Contingency Learning Plan to ensure an appropriate offer of FAPE. All IEP teams will continue to review and address individual student needs for social emotional learning, extended school year services, and post-secondary transition planning.

Students with disabilities enrolled in Great Start Readiness Programs or CTE Programs will be provided with instructional services, accommodations and/or identified related services as per their IEP to ensure access to the curriculum being provided. Students in CTE programs are also provided with instructional support through Student Service Coordinators and have access to additional services through post-secondary partners to support academic success.

- **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.

Eaton RESA partners with local district high schools, local industry, and local university, college, and community colleges to provide Career and Technical Education (CTE) programs along with dual enrollment opportunities for enrolled students. Local districts provide transportation for all students on a daily basis to access CTE programs. Medically vulnerable students are able to complete CTE courses in a virtual format. Eaton RESA will work with students on an individual basis to identify a program best meeting their needs in these circumstances.

In addition, all CTE programs will continue to offer direct college credit as applicable, in conjunction with higher education program partners. During the 2020-21 school year and various forms of pandemic learning, recruitment, application and enrollment processes for students interested in participating in Eaton RESA CTE programs for the 2021-22 school year will continue through remote access. Likewise marketing, enrollment and application processes for CTE students eligible to participate in the Capital Regional Technical Early College (CRTEC) will continue during pandemic learning in 2020-21 through remote access.

Eaton RESA will continue to provide families with young children many ways to connect to education and support during pandemic learning. Recruitment and enrollment efforts for preschool programming continue through our online application system. Families can connect with face to face and virtual learning opportunities for the 2020-21 school year. A continuous referral system connects families who may require early intervention support and services for children from birth to age 5, with all school-based and community-based partners. Our Eaton Great Start and Eaton RESA websites and online newsletters offer families developmental information, connections to community resources and ideas for learning at home.