

CEPI COVID-19 Learning Plan Questions Monthly Submission-April

Michigan Department of Education

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Introduction and Basic Information

COVID-19 Extended COVID-19 Learning Plan Questions

(Public Act 165)

Public Act 165 of 2020 requires districts to adopt an Extended COVID19 Learning Plan, to reconfirm the instructional delivery plan each month at a school board or board of directors meeting, and report the reconfirmation to CEPI. Please answer the following questions about your plans for each month of the school year beginning with the plan approved for the month of September. Reporting for each month must reflect the instructional delivery plan that was reconfirmed for that month, reflecting any changes to the initial confirmed plan or prior month plan.

Contact Name:	<input type="text" value="Jon Dean"/>
Contact Email:	<input type="text" value="deanm@gpschools.org"/>
LEA/PSA Name:	<input type="text" value="Grosse Pointe Public Schools"/> ▼
LEA/PSA Code:	<input type="text" value="82055"/>
ISD/Authorizer Name:	<input type="text" value="Wayne RESA"/>

ISD/Authorizer Code:

82000

ESSER-II Projection

\$696,180.32

SAF Projection

\$1,683,819

Has there been any changes in the mode of instructional delivery in your LEA/PSA since last month?

No



If you would **not** like to apply for 23b funding, check this box.

Important Notice: Since you selected there was no change, the only thing you need to do is fill out the Spending Plan reporting section listed below if applicable.

Section 11r Spending Plan Reporting-SAF

If you do **not** want to apply for SAF, check here.

In order to apply for the SAF Equalization fund, the following assurances/certifications must be agreed to:

- District has an extended COVID-19 learning plan that has been approved under section 98a. This subdivision does not apply to a district that operates as a cyber school as that term is defined in section 551 of the revised school code, MCL 380.551.
- District will, beginning with the first meeting after the effective date of the amendatory 3 act that added this subdivision, at each meeting of the board or board of directors, as applicable, of the district during which the district reconfirms how instruction is going to be delivered under section 98a, confirm that it is offering instruction to pupils as described in subdivision (b). This subdivision does not apply to a district that operates as a cyber school as that term is defined in section 551 of the revised school code, MCL 380.551.
- By March 22, 2021, excluding days that are part of a previously scheduled period of time for which the district is not in session, the district offers in-person instruction at least 20 hours each school week if the district's school week includes 5 school days or, if the district's school week does not include 5 school days, offers in-person instruction in an amount of hours necessary each school week to provide the instruction it would have provided in 20 hours for a 5-school-day school week to all pupils enrolled in the district, regardless of whether or not all pupils enrolled in the district participate in the in-person instruction offered. This subdivision does not apply to a district that operates as a cyber school as that term is defined in section 551 of the revised school code, MCL 380.551. As used in this subdivision, "in-person instruction" means instruction that a pupil receives while he or she is physically present at a school building designated by the district in which he or she is enrolled.

Please indicate which grade levels were offered a minimum of 20 hours of in-person instruction in a 5 day week or an amount necessary to meet that in a less than 5 day week below.

Grade(s)-Select all that apply	On what date, after 12/21/20, did your district start offering at least 20 hours of in-person instruction to all students in this grade level?
<input checked="" type="checkbox"/> K	3/1/2021
<input checked="" type="checkbox"/> 1	3/1/2021
<input checked="" type="checkbox"/> 2	3/1/2021
<input checked="" type="checkbox"/> 3	3/1/2021
<input checked="" type="checkbox"/> 4	3/1/2021
<input checked="" type="checkbox"/> 5	3/15/2021
<input checked="" type="checkbox"/> 6	3/15/2021
<input checked="" type="checkbox"/> 7	3/15/2021
<input checked="" type="checkbox"/> 8	3/15/2021
<input checked="" type="checkbox"/> 9	3/15/2021
<input checked="" type="checkbox"/> 10	3/15/2021
<input checked="" type="checkbox"/> 11	3/15/2021
<input checked="" type="checkbox"/> 12	3/15/2021

Based on the number of grades that met the requirement for 20 hours, your projected SAF prorated amount is:

\$1,683,819.00

ESSER-II formula requires spending plan from LEAs associated with 15 allowable use areas in ESSER-II.

- The 15 allowable grant use areas are:
 - (1) Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

- (2) Coordination of preparedness and response efforts of local educational agencies with state, local, tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- (3) Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- (4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- (5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- (6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- (7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- (8) Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all federal, state, and local requirements.
- (9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- (10) Providing mental health services and supports.
- (11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- (12) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and children and youth in foster care, of the local educational agency, including by:
 - (12a) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting student's academic needs, including through differentiating instruction.
 - (12b) Implementing evidence-based activities to meet the comprehensive needs of students.
 - (12c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
 - (12d) Tracking student attendance and improving student engagement in distance education.
- (13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- (14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating,

ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

- (15) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Spending Plan:

For any of the above allowable grant uses, designate the estimated spending of funds received under the ESSER Grant and the State Aid Fund. The Grant Use number should correspond to the allowable grant use area detailed above. For example, for Grant Use 6, enter the estimated funds spent on training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. You must enter the estimated funds separately for ESSER and SAF.

Allowable Grant Use	ESSER-II Projection	SAF Projection	Total Projection
Grant Use 1			
Grant Use 2			
Grant Use 3			
Grant Use 4			
Grant Use 5			
Grant Use 6			
Grant Use 7	\$196,180.32	\$533,819	\$729,999.32
Grant Use 8			
Grant Use 9			
Grant Use 10		\$500,000	\$500,000.00
Grant Use 11		\$150,000	\$150,000.00
Grant Use 12			
Grant Use 13			
Grant Use 14	\$500,000		\$500,000.00
Grant Use 15		\$500,000	\$500,000.00

23b Application

Check the boxes below to confirm your agreement to:

- Provide remediation to eligible students
- Provide a remediation plan for each section you are applying to

Check which section you would like to apply for:

- Summer Program
- Credit Recovery
- Before/After/Before-and-After Program

Summer Program

Describe your Summer Program:

Description of program:

Connect your children — incoming kindergarteners -12th grade — with creative, engaging

What is your projected enrollment for the Summer Program?

700

Estimated Grant Amount Based on Projected Enrollment:

If Innovative:

\$455,000.00

If Not Innovative:

\$385,000.00

What is the projected cost to implement the Summer Program?

\$755,000

Are you seeking Innovative Program Status for the Summer Program?

Yes

Summer Program-Innovation Details

If you are seeking innovative program status for the Summer Program, describe:

The Summer Connection program includes three unique learning and kinesthetic engagement opportunities for K-12 students.

Check all that apply below:

- Community-based projects
- Integrated kinesthetic or cognitive growth programs
- STEM-based programs
- Outdoor or adventure-based programs
- Any programs that integrate public and private partnerships
- Themed enrichment programs
- Small class-size personalized learning programs
- Social-emotional learning programs
- Mental health supports
- Summer Learning programs that combine physical activity and social-emotional learning
- Credit recovery program that is personalized to each student
- Project-based learning
- Summer Theater (public speaking, reading and design)
- Robotics (including Lego robotics) and coding
- Partnerships with Universities and Community Colleges for education “edventures”
- Other

Other

Summer Camp

Credit Recovery

Describe your Credit Recovery Program:

Grosse Pointe Public Schools will again be partnering with St. Clair Shores Adult and Community Education (SCSACE) to provide opportunities for our high school students to earn credit through their 2021 Summer programming. Classes will be offered both in-person and

What is your projected enrollment for the Credit Recovery Program?

450

Estimated Grant Amount Based on Projected Enrollment:

If Innovative:

\$292,500.00

If Not Innovative:

\$247,500.00

What is the projected cost to implement the Credit Recovery Program?

\$121,500

Are you seeking Innovative Program Status for the Credit Recovery Program?

Yes



Credit Recovery-Innovation Details

If you are seeking innovative program status for the Credit Recovery Program, describe:

Through a partnership with a neighboring local education small class sizes offer personalized learning with class classes limited to 20 students.
Credit recovery is personalized to each student to help them meet their established learning

Check all that apply below:

- Community-based projects
- Integrated kinesthetic or cognitive growth programs
- STEM-based programs
- Outdoor or adventure-based programs
- Any programs that integrate public and private partnerships
- Themed enrichment programs
- Small class-size personalized learning programs
- Social-emotional learning programs
- Mental health supports
- Summer Learning programs that combine physical activity and social-emotional learning
- Credit recovery program that is personalized to each student
- Project-based learning
- Summer Theater (public speaking, reading and design)
- Robotics (including Lego robotics) and coding
- Partnerships with Universities and Community Colleges for education “edventures”
- Other

Before/After/Before-and-After Program

Describe your Before/After/Before-and-After Program:

The (Before) After Points Program will service approximately 300 Tier II and III students across 7 elementary schools. The program will consist of remediation and integrated intervention activities to enhance skills and supplement learning.

What is your projected enrollment for the Before/After/Before-and-After Program?

300

What is the projected cost to implement the Before/After/Before-and-After Program?

\$61,912

Save and Close

Cancel

Submit

- [MI.gov \(http://www.michigan.gov\)](http://www.michigan.gov)
- [Home \(QuestionnaireHome.aspx?code=i7c9tdfo\)](#)
- [Policies \(http://www.michigan.gov/policies\)](http://www.michigan.gov/policies)
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