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CEPI COVID-19 Learning Plan Questions Monthly Submission-January

Michigan Department of Education

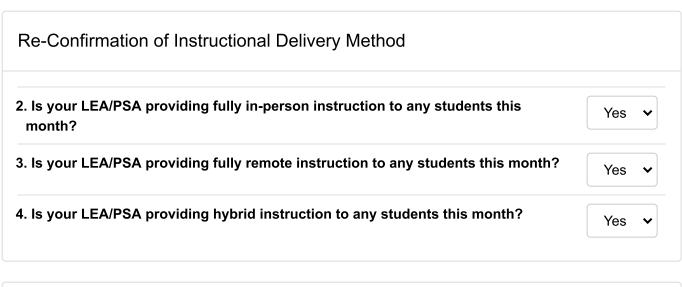
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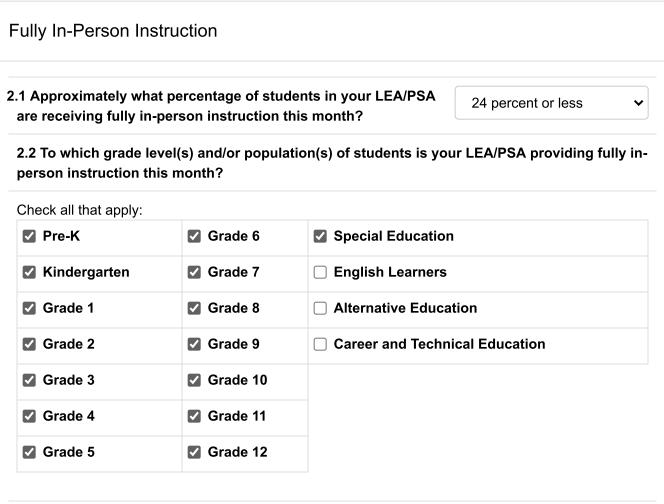
COVID-19 Extended COVID-19 Learning Plan Questions

(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:	Jon Dean
Contact Email:	Deanm@gpschools.org
LEA/PSA Name:	Grosse Pointe Public Schools ✓
LEA/PSA Code:	82055
ISD/Authorizer Code:	82000
ISD/Authorizer Name:	Wayne RESA
Has there been any changes in the mode of instructional delivery in your LEA/PSA since last month?	Yes





.3 Which factor(s) determine whether a student receives fully	☐ Parent preferences (e.g.
in-person instruction?	family health/safety concerns)
	Student grade level
	$\ \square$ The school to which a
	student is assigned
	☐ Closure due to COVID
	Outbreak
	Student IEP/ Section 504
	plan status
	Student English Learner
	status
	☐ Student economically
	disadvantaged status
	☐ Student struggling/early
	reader status
	☐ Student at-risk status
	☐ Other factor(s) not specified
	above
Fully Remote Instruction	
1 Approximately what percentage of students in your	24 percent or less ~
1 Approximately what percentage of students in your LEA/PSA are receiving fully remote instruction this month? 3.2 For any grade level(s) and/or population(s) of students in yproviding fully remote instruction this month, please select the	our LEA/PSA for whom you are
1 Approximately what percentage of students in your LEA/PSA are receiving fully remote instruction this month? 3.2 For any grade level(s) and/or population(s) of students in y providing fully remote instruction this month, please select the instructional time provided in a synchronous format. Note: "synchronous" instruction consists of real-time activities that	rour LEA/PSA for whom you are e approximate range of
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Groups receiving fully remote instruction	Percent of remote instruction provided in synchronous format
☑ Pre-K	50 to 74 percent
✓ Kindergarten	50 to 74 percent
☑ Grade 1	50 to 74 percent
☑ Grade 2	50 to 74 percent
☑ Grade 3	50 to 74 percent
☑ Grade 4	25 to 49 percent
☑ Grade 5	25 to 49 percent
☑ Grade 6	25 to 49 percent
☑ Grade 7	25 to 49 percent
☑ Grade 8	25 to 49 percent
☑ Grade 9	25 to 49 percent
☑ Grade 10	25 to 49 percent
☑ Grade 11	25 to 49 percent
☑ Grade 12	25 to 49 percent
Special Education	50 to 74 percent
☑ English Learners	50 to 74 percent
☐ Alternative Education	Select
▼ Career and Technical Education	50 to 74 percent

remote instruction?	ininie whether a stu-	dent receives ful	family health/safety concerns) Student grade level The school to which a student is assigned Closure due to COVID Outbreak Student IEP/ Section 504 plan status Student English Learner status Student economically disadvantaged status Student struggling/early reader status Student at-risk status Other factor(s) not specified above
Hybrid Instruction			
.1 Approximately what	•	-	75 to 99 percent
4.2 For any grade level providing hybrid instrumaximum number of dremote instructional time. Person instruction redays students were in Note: "synchronous" instructions."	hybrid instruction to hybrid instruction to hybrid instruction the hybrid in the hybri	this month? on(s) of students lease provide the struction per wee nchronous forma	in your LEA/PSA for whom you are following: the minimum and k and the approximate range of it. For reporting purposes, Days of urs, not the number of calendar that are interactive between the
4.2 For any grade level providing hybrid instrumaximum number of dremote instructional timperson instruction redays students were in	hybrid instruction to hybrid instruction to hybrid instruction the hybrid in the hybri	this month? on(s) of students lease provide the struction per wee nchronous formational ho al-time activities to	in your LEA/PSA for whom you are following: the minimum and k and the approximate range of at. For reporting purposes, Days of urs, not the number of calendar
4.2 For any grade level providing hybrid instrumaximum number of dremote instructional timperson instruction redays students were in Note: "synchronous" instruction. Groups receiving	hybrid instruction to hybrid instruction to hybrid instruction to hybrid instruction this month, plays of in-person instruction consists of resonable to hybrid in a synthesis of the building.	this month? on(s) of students lease provide the struction per wee nchronous formational ho al-time activities to	in your LEA/PSA for whom you are following: the minimum and k and the approximate range of at. For reporting purposes, Days of urs, not the number of calendar hat are interactive between the
4.2 For any grade level providing hybrid instrumaximum number of dremote instructional timperson instruction redays students were in Note: "synchronous" instruction for the student of the synchronous instruction of th	l(s) and/or population to action this month, plays of in-person insome provided in a synteflect days worth of the building. Days of in-persoper week (min/m	this month? on(s) of students lease provide the struction per wee nchronous formationstructional ho al-time activities to an instruction ax)	in your LEA/PSA for whom you are following: the minimum and k and the approximate range of it. For reporting purposes, Days of urs, not the number of calendar hat are interactive between the Percent of remote instruction in synchronous format

Groups receiving hybrid instruction	Days of ir per week	•		ion	Percent of remote instruction in synchronous format
✓ Grade 2	2.0	~	3.0	~	No synchronous instruction pr
✓ Grade 3	2.0	~	3.0	•	No synchronous instruction pr
✓ Grade 4	2.0	~	3.0	~	No synchronous instruction pr
✓ Grade 5	2.0	~	3.0	~	No synchronous instruction pr
✓ Grade 6	2.0	~	2.0	~	24 percent or less 🕶
☑ Grade 7	2.0	~	2.0	~	24 percent or less
✓ Grade 8	2.0	~	2.0	~	24 percent or less
✓ Grade 9	2.0	~	2.0	~	24 percent or less
☑ Grade 10	2.0	~	2.0	~	24 percent or less
✓ Grade 11	2.0	~	2.0	~	24 percent or less 🕶
✓ Grade 12	2.0	~	2.0	~	24 percent or less 🕶
Special Education	2.0	~	2.0	~	24 percent or less 🕶
English Learners	2.0	~	2.0	~	24 percent or less 🕶
☐ Alternative Education		•		•	Select
Career andTechnicalEducation	2.0	•	2.0	•	24 percent or less 🗸

3 Which facto		ne whether	a student rece	family Si Si Si Stude C Outb Si Si statu: Si disad Si reade	tudent IEP/ Section 504 status tudent English Learner s tudent economically lvantaged status tudent struggling/early er status tudent at-risk status ther factor(s) not specified
the pandemic. 19. 5. Which addi level and sub	ources and su These do no tional resou group?	ipport that a t include res	a LEA/PSA began sources or suppo r, is your LEA/PS	orts that were alread	cally to help students during dy provided before COVID- tudents in each grade
oneck all that a	Electronic devices	WiFi hotspots	Broadband internet subscriptions	Access to facilities where adults work to assist students with remote work (e.g., learning labs)	Access to facilities that provide technology to complete remote work (e.g., wifi access arranged by the LEA/PSA at a community center)
Pre-K	~	~			
Kindergarten	~	✓			
Grade 1	✓	~			
Grade 2	~	~			

	Electronic devices	WiFi hotspots	Broadband internet subscriptions	Access to facilities where adults work to assist students with remote work (e.g., learning labs)	Access to facilities that provide technology to complete remote work (e.g., wifi access arranged by the LEA/PSA at a community center)
Grade 3	~	~			
Grade 4	~	~			
Grade 5	~	~			
Grade 6	~	~			
Grade 7	~	~			
Grade 8	~	V			
Grade 9	~	V			
Grade 10	~	~			
Grade 11	~	~			
Grade 12	~	~			
Special Education	✓	✓			
English Learners	✓	✓			
Alternative Education					
Career and Technical Education	~	~			

6. Which type(s) of additional instructional supports, not provided before the pandemic, is your LEA/PSA providing to special populations of students? (i.e., service levels above and beyond what was normally provided these groups prior to the pandemic)

	IEP/504 Plan	English Learners	Struggling/Early Readers	Economically Disadvantaged	Section 31 At-Risk
One-on-one, in- person					
Small-group, in- person					
Large-group in- person					
Other in-person activities					
One-on-one, virtual	✓	~	▽	V	~
Small group, virtual	✓	~	▽	V	✓
Large group, virtual	~	~	✓	~	✓
Other virtual activities	~	~	✓	✓	~

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