

ANN ARBOR PUBLIC SCHOOLS
LEAD. CARE. INSPIRE.



ANN ARBOR PUBLIC SCHOOLS REIMAGINE LEARNING PLAN

August 2020

COVID-19 Preparedness & Response Plan
COVID-19 Return to School Plan
Reimagine Learning Plan
Appendices

ANN ARBOR PUBLIC SCHOOLS
2555 S. STATE STREET | ANN ARBOR, MI 48104
www.a2schools.org
District Code: 81010
Washtenaw Intermediate School District

Hello Ann Arbor Public Schools Students and Staff, Parents and Community,

We appreciate your significant patience, partnership, support and perseverance during this historic COVID time in the school district. In the Ann Arbor Public Schools, our top priority remains the health and safety of our students and teachers, staff and leaders, families and community. We have remained steadfast in this priority of health and safety during challenging situations we have faced together in the past as well as throughout this 2020 COVID pandemic. This commitment to health and safety comes even before our critical mission of teaching and learning; we will not waiver in holding this priority.

Addressing the COVID Public Health Crisis

Throughout this spring and summer, members of our team have been working every day to consult with public health experts for guidance, to plan and prepare in every way possible to have our children and staff together in-person in our schools just as soon as it is advisable to do so. We have also been monitoring closely the increasing rates of COVID infection here at home in Washtenaw County and southeast Michigan as well as the rise in levels of infection in many locations across the country. We will continue to monitor the trajectory of the pandemic over the coming weeks of September following the fall return of approximately 50,000 university students into the Washtenaw County area. We understand that we are all connected, both locally and globally, and that we must each take consistent personal actions, such as wearing masks and watching our distance (6ft) in order to mitigate the spread of infection in our schools and community.

Our Work to Combat Systemic Racism

We recognize that alongside the public health crisis of COVID, we are also experiencing a crisis in the long-term effects of systemic racism across our country. Effectively planning to carrying our work forward for students this year must also include critical work to examine and dismantle systems of inequity that have lingered in our AAPS structures, processes, and outcomes for students.

Integral to the implementation of the AAPS Equity Plan during 2020-21 is a transformative focus with all across the AAPS organization to build individual, team and systems awareness and capacity in the areas of anti-bias, anti-racism, and social justice. The Reimagine Learning Plan for fall, 2020 will address the impact of the pandemic of systemic racism in schools, alongside the impact of the COVID pandemic public health crisis.

The AAPS Equity Team, alongside other key AAPS work teams, will vigorously pursue, guide and lead the 2020-21 focus on aligning organizational development work, drawing from a suite of materials and programs, and more detailed information on this work follows in the Reimagine Learning section of this 20-21 plan.

Stakeholder Insights Continue to Inform This Work

We appreciate all who have responded to AAPS surveys, and reached out in various ways over previous weeks to share concerns, ideas, and questions; the insights shared by our teachers, students, staff and leaders, parents and community members have informed this planning work throughout this rapidly-evolving public health crisis. During this upcoming 2020-21 school year, we will continue to work closely with our AAPS team members, students, parents, partners and our Ann Arbor community. We will be in regular communication so that our students and teachers, parents and staff

have the critical information they need and also have an opportunity to share their feedback and thoughts as we move forward through this school year.

Since last spring, we have learned from listening to our students, teachers, and parents, from the shared experiences of other districts across the country, and in reflecting on our own experience in the AAPS. As a result, we have taken definitive actions to improve on the work of last March - June, and to ensure a strong 2020-21 school year.

Steps We Have Taken To Strengthen Our Work for Students Since Last Spring

A few **highlights** of improvements/adjustments in the AAPS virtual learning experience implemented for fall, 2020 include:

- Implemented **Schoology**, a Learning Management System, as a one-stop location for students, parents, teachers and staff to access all information and materials related to classroom learning.
- Achieved **successful integration** of robust AAPS **student and teacher tools**, such as **See Saw** and **Zoom** among others, for seamless use by students and teachers within the Schoology system.
- **Tested the Schoology learning management system and tools** live with 350 teachers and 5,000+ students in interactive **Summer Learning, 2020** classrooms to work through **initial problem-solving and refinement** prior to Fall, 2020 and to ensure a strong cohort of knowledgeable users among our AAPS team.
- Expanded **A2Virtual programming** at the elementary and middle school levels to meet parent requests for an independent learning opportunity this fall.
- **Redesigned fall curricula** scope and sequence so that support to ensure skills from mid-March through June, 2020 are wrapped into Fall, 2020 learning focus.
- **Redesigned the school day** into 3 blocks of learning time to ensure real-time connections for students and teachers while also pacing learning to move in and out of a virtual environment. Students should not learn via screens all day; there is a rhythm of virtual lessons, interactive activity, and activity away from screens designed into the student school day.
- Created an **advisory group daily time** for every AAPS student - interactions in this group will lead with **social emotional connections and support**, and will ensure that each day we experience meaningful human connections in addition to academic and enrichment activities.
- Implementing **dynamic and real-time support systems**, delivered by AAPS professional staff, to ensure critical learning supports are in place for students with additional learning needs: special education, English language learners, students impacted by poverty, and others.
- **Upgraded technology devices for all students PK-12**, including acquiring and preparing 18,000+ iPads and Chromebooks for implementation in fall; these devices will be fully loaded with appropriate tools and apps customized for student grade level.
- Acquired the **Sora digital library** for every AAPS student, a robust library featuring millions of titles and curated by AAPS librarians to ensure diverse, representative authors and reading; students will have access to check out books 24/7 for academic and enrichment reading.
- Acquired and implemented for Fall, 2020, the Renaissance **MyON Reader for a digital academic leveled literacy system** featuring diverse and representative texts, built-in support for readers with particular literacy learning challenges, fiction and non-fiction titles, and variety and depth of title access. These reading materials were vetted for ease of use in individual, small group, and whole group instruction.

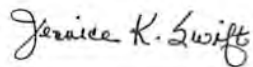
While COVID times continue to challenge all, and so many things about our daily lives and work have changed, our critical mission in the Ann Arbor Public Schools remains ever the same: Every Child, Every Day. We continue to plan thoughtfully to leverage valuable learning time throughout this school year, to achieve consistency and ensure connections and quality instruction as students learn, grow and achieve under the watchful care of our master teachers, staff and leaders.

We are all connected, even in the very air we breathe, and we are all in this together; though we may not always agree and thoughtful discussion is healthy, we are united in the collective mission of serving the children of Ann Arbor today and into the future. We understand that we are stronger when we all work together, and we will remain committed to carry our work forward so that we are a stronger team, organization, and community on the other side of this COVID challenge.

Throughout this school year, we will continue to work together and adapt this plan to meet the needs of our students, parents and staff and to learn, grow and innovate our way through this pandemic as an AAPS team in service to children. We will make responsible and well-reasoned decisions, and we will be guided by experts in health and science and continue to hold safety as the utmost priority. We will be anchored by the facts and remain committed to our critical mission of serving students in the Ann Arbor Public Schools.

Thank you for your support of our students and of the Ann Arbor Public Schools. We look forward to seeing our AAPS students on Tuesday, September 8th, learning together in AAPS virtual classrooms and schools for a strong start to the 2020-21 school year.

Sincerely,



Jeanice K. Swift
Superintendent of Schools
Ann Arbor Public Schools

With Gratitude

We feel tremendous gratitude for so many individuals and teams across our AAPS organization, our AAPS partners and the Ann Arbor community who have willingly and diligently worked in support of this Reimagine Learning, 2020 effort; thanks to the tireless work of these individuals, we will ensure this next school year is one of continued learning and growth, innovation and forward progress for students, despite the immensity of current COVID challenges.

Many thanks to the Trustees of the Board of Education who have been integral, participating in this process throughout this time and also in approving this AAPS Reimagine Learning Plan, 2020-21 plan, and to all members of the AAPS team and community who have generously contributed in a multitude of ways to ensure the work together in planning and preparing for this next school year is strong and sustainable in service to our Ann Arbor Public Schools students

Trustees, Board of Education

Susan Baskett
Jeff Gaynor
Bryan Johnson
Jessica Kelly
Rebecca Lazarus
Simone Lightfoot
Glenn Nelson

AAPS District Leaders - Cabinet

AAAA Leadership Team

AAEA Leadership Team

AAPAC Executive Board Members

AAPS Community Partners

AAPS Core Fall Planning Team Members

AAPS Instructional Council Members

AAPS Librarian Team

AAPS Members of PTOC Executive Board

AAPS Summer Learning, 2020 Team

AAPS Teaching and Learning Council

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AAPS COVID-19 PREPAREDNESS & RESPONSE PLAN

Workplace Plan for Employees & Visitors

I. Introduction

Ann Arbor Public Schools (“AAPS”) or (the “District”) has developed this COVID-19 Preparedness and Response Plan and Policy to decrease the risk of infection for employees, contractors, and visitors to District buildings and property. This Plan and Policy is based on [guidance from the Centers for Disease Control and Prevention](#) (the “CDC”) and “[Guidance on Preparing Workplaces for COVID-19](#),” developed by the federal Occupational Health and Safety Administration (“OSHA”), and to ensure compliance with federal law, state executive orders, and local health orders.

The purpose of this plan is to inform the District’s employees, contractors, visitors, parents, and members of the public of the steps AAPS is taking to safeguard health and safety, as well as the responsibilities and expectations for employees, contractors, visitors, parents, and other members of the public when they enter District buildings or are on District property.

This plan and policy shall be read in conjunction with the AAPS COVID-19 **Return to School** Plan, developed and adopted pursuant to Executive Order 2020-142 and informed by Michigan’s 2020-21 Return to School Roadmap. The AAPS Return to School Plan focuses on the safety and welfare of students, and steps the District is taking to reduce the risk of infection for students while continuing to provide a quality education. While this COVID-19 Preparedness and Response Plan and Policy establishes a baseline for workplace rules and safeguards for District employees and contractors any time they are on District property, the AAPS COVID-19 Return to School Plan includes more specific requirements that are applicable when school is in session on District property. Where the AAPS COVID-19 Return to School Plan includes additional, stricter, or more stringent requirements than this COVID-19 Preparedness and Response Plan and Policy, the AAPS COVID-19 Return to School Plan will control. The Return to School Plan can be viewed here a2schools.org/2020returnplan.

II. Definitions

For purposes of this COVID-19 Preparedness and Response Plan, the following definitions apply:

A. Symptoms of COVID-19: pursuant to [guidance from the CDC](#) and [guidance from the Washtenaw County Health Department](#), the symptoms of COVID-19 are:

- Fever (of 100.4° F or higher or feeling feverish) or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- Loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

- B. Close contact:** an individual has had **close contact** with another when they were within approximately six feet of each other for a prolonged period of time. [Reopening Guidance for Businesses from the Washtenaw County Health Department](#) defines a “prolonged period of time” as more than 10 minutes.

III. Daily Screening Protocol

- A.** Before or upon entering a District building or District property for the first time each day, each employee, contractor, parent, visitor, or other member of the public must complete a self-screening questionnaire.
1. An employee who fails to complete the questionnaire, or who knowingly provides false answers to any of the questions, shall be subject to discipline, up to and including discharge.
 2. A parent, visitor, or member of the public who refuses to complete the questionnaire or who knowingly provides false answers to any of the questions shall be asked to leave. If the visitor refuses to comply with this request, subsequent District action may include calling local police to request their assistance in removing the visitor, charges under state law or local ordinance for trespassing, and/or banning the visitor from District property. See MCL 750.552; Ann Arbor City Ordinance 9:64. - Unauthorized persons on school property.
- B.** The self-screening questionnaire will be available online at <http://a2schools.org/2020returnplan> and will require the employee or contractor to provide information regarding:
1. Whether he or she has experienced any symptoms of COVID-19 within the past 24 hours;
 2. Whether he or she has traveled internationally in the past 14 days; and
 3. Whether he or she has tested positive for COVID-19, or has been in close contact with anyone suspected or confirmed to have COVID-19, within the past 14 days.
- C.** If the employee, contractor, parent, visitor, or other member of the public answers affirmatively to any of the inquiries on the questionnaire, he or she shall remain home or immediately return home if already on-site. An employee or contractor shall also notify his or her worksite supervisor immediately if he or she has answered affirmatively to any of the questions in the self-screening protocol.
1. The worksite supervisor must immediately notify the Executive Director of Human Resources & Employee Relations or the Executive Director of the Community Division if the supervisor is notified by an employee or contractor that the employee or contractor has answered affirmatively to any questions on the self-screening questionnaire.
 2. If requested to do so, an employee or contractor who answers affirmatively to any questions on the self-screening questionnaire must submit to an interview

with an AAPS Health Specialist or provide written responses to questions regarding the employee's or contractor's contacts on District property.

3. Return to work and reentry onto District property is governed by Section VII of this Plan and Policy.

D. The Executive Director of Human Resources & Employee Relations and Executive Director of the Community Division shall monitor employees' responses on the questionnaires to ensure employees and contractors who answer affirmatively to any questions leave the premises, if applicable, and stay home in accordance with the procedures set forth in Section VII.

IV. Social Distancing and Mitigating Measures

A. **Employee and Contractor Responsibilities.** Employees and contractors must comply with the following directives to reduce the risk of infection in the workplace. Failure to comply with the following directives will result in discipline, up to and including discharge:

1. Maintain a distance of at least six (6) feet from others to the maximum extent possible.
2. Wear face coverings when six (6) feet of separation from other individuals in the workplace cannot be consistently maintained.
3. Wear face coverings in shared spaces, including restrooms and hallways, and during in-person meetings.
4. Self-monitor for signs and symptoms of COVID-19, particularly if possible exposure is suspected.
5. Self-report as soon as possible, and within 24 hours at the latest, to their immediate supervisor if the employee or contractor:
 - a. **Tests positive for COVID-19;**
 - b. Experiences any symptoms of COVID-19;
 - c. Has close contact with anyone suspected or confirmed to have COVID-19;
 - d. Answers affirmatively to any of the questions in the self-screening protocol discussed in Section III.
6. A worksite supervisor who is notified by an employee or contractor as described in Paragraph 5, above, must immediately notify the Executive Director of Human Resources & Employee Relations or the Executive Director of the Community Division.
7. If requested to do so, an employee or contractor who self-reports to an immediate supervisor as described above in Paragraph 5, or who answers

affirmatively to any questions in self-screening questionnaire, must submit to an interview with an AAPS Health Specialist or provide written responses to questions regarding the employee's or contractor's contacts on District property.

8. Do not enter District buildings or District property if prohibited from doing so under Section VII, below.
9. For employees working in offices, wipe down workstations at least twice daily with disinfecting supplies provided by AAPS.

B. Parent and Visitor Responsibilities. If permitted by AAPS to enter District buildings or property, Parents, guardians, and other members of the public who enter AAPS property must comply with the following requirements.

1. Maintain a distance of at least six (6) feet from others to the maximum extent possible.
2. Wear face coverings when six (6) feet of separation from other individuals cannot be consistently maintained and in shared spaces, such as restrooms and hallways.
3. Self-monitor for signs and symptoms of COVID-19 and immediately report to the building principal, Executive Director of the Community Division, or Executive Director of Human Resources & Employee Relations if the parent, guardian, or visitor meets one of the statuses listed in Section VII.
 - a. After self-reporting, the visitor will be contacted by AAPS Health Specialist and asked to provide information to the AAPS Health Specialist regarding the individuals the visitor had contact with while on District property, and who the employee or contractor had close contact with (as defined in this Plan, above) while on District property, within the prior 14 days.
 - b. A visitor who refuses to comply with one of the requirements listed above after being asked to do so by a District employee will be asked to leave. If the visitor refuses to comply with this request, subsequent District action may include calling local police to request their assistance in removing the visitor, charges under state law or local ordinance for trespassing, and/or banning the visitor from District property. See MCL 750.552; Ann Arbor City Ordinance 9:64. - Unauthorized persons on school property.

C. District Responsibilities. The District has taken and will continue to take the following steps to ensure the health and safety of employees and contractors working in District buildings and on District property:

1. The building principal is designated as the **worksite supervisor** for his or her District building. As the worksite supervisor, the building principal is

responsible for implementing and monitoring this Plan, and for the record-keeping requirements discussed below in Section IX. The building principal may delegate this function to another employee(s) in the building, provided:

- a. The building principal notifies the employees in his or her building, and either the Executive Director of Human Resources & Employee Relations or the Executive Director of the Community Division of the employee(s) the building principal has named as the worksite supervisor(s).
 - b. A worksite supervisor must remain on-site at all times when employees are present on site.
2. Assisting employees and contractors in **social distancing** while working in District offices, by –
- a. Providing visual indicators of appropriate spacing for employees outside the building in case of congestion;
 - b. Spreading out workstations and staggering workspace usage;
 - c. Restricting use of non-essential common space (e.g., cafeterias, lounges);
 - d. Prohibiting social gatherings and meetings that do not allow for social distancing or that create unnecessary movement through the office and using virtual meetings whenever possible.
3. **Providing training** to District employees that covers:
- a. Workplace infection control practices, including training on this COVID-19 Preparedness and Response Policy & Plan;
 - b. Proper use of personal protective equipment;
 - c. Steps the employee must take to notify the business or operation of any symptoms of COVID-19 or a suspected or confirmed diagnosis of COVID-19; and
 - d. How to report unsafe working conditions.
4. Restricting work-related travel for employees to essential travel only.
5. Promoting remote work to the fullest extent possible.
6. Assigning all employees working in District offices a dedicated entry point to reduce congestion at the main entrance.
7. Prohibiting all nonessential visitors from entering District offices.

V. Workplace Cleaning and Disinfection

- A. Cleaning supplies will be available to employees at their worksites.
- B. The District has increased workplace cleaning and disinfection to limit exposure to COVID-19, particularly on high-touch surfaces and shared equipment and products.
- C. To maintain the cleanliness of the office environment, the District shall:
 - 1. Post signs about the importance of personal hygiene;
 - 2. Disinfect high-touch services; and
 - 3. Minimize the shared use of items (phones, desks, offices, etc.) when possible.

VI. Response Plan for Confirmed Infection in the Workplace

- A. AAPS will take the following steps to address a confirmed infection in a District building or on District property.
- B. **Isolation.** If the individual is an employee or contractor on District property, the individual will be immediately isolated from others and arrangements made for the employee to go home or receive medical care (as applicable) immediately.
- C. **Notification.**
 - 1. When an employee notifies the District that he or she has a confirmed case of COVID-19, the Executive Director of Human Resources & Employee Relations or the Executive Director of the Community Division shall notify:
 - a. The Washtenaw County Health Department immediately, by:
 - (i) Using the Department's [online portal](#);
 - (ii) Emailing L-wchdcontact@washtenaw.org; or
 - (iii) Calling (734) 544-6700 and leaving a message.
 - b. Any co-workers, contractors, or suppliers who may have come into contact with the employee with a confirmed case of COVID-19, within 24 hours.
 - 2. If AAPS learns an individual with a confirmed case of COVID-19 has visited a District building, AAPS will notify District employees and contractors working in the building or area visited by the individual.

- D. **Cleaning and Disinfecting.** Any areas used for prolonged periods of time by an individual with a confirmed case of COVID-19, or an individual suspected of having COVID-19 based on his or her symptoms, will be closed off, cleaned, and disinfected in accordance with guidance from the CDC.
- E. **Return to Work.** If the individual with a confirmed diagnosis is an AAPS employee or contractor, the individual may not return to work on-site or reenter District property except pursuant to Section VII below.
- F. **Others with Close Contact.** AAPS employees or contractors who were in close contact with the individual with a confirmed infection of COVID-19 will be sent home and prevented from entering AAPS property except pursuant to Section VII below.

VII. Self-Reporting, Preclusion from District Property, and Returning to Work

Pursuant to guidelines from the CDC, the Michigan Department of Labor and Economic Opportunity, and the Washtenaw County Department of Health, the following employees, contractors, visitors, parents, and members of the public are prohibited from entering District buildings or District property for the time period provided.

- G. An individual with a confirmed diagnosis of COVID-19 or symptoms of COVID-19 (as defined in this Plan and Policy) is prohibited from entering District buildings or property until:
 - 1. At least 10 days have passed since the individual's symptoms first started or the first positive COVID-19 test, if the individual was tested;
 - 2. At least 72 hours (3 full days) have passed since the individual's fever has resolved without the use of fever-reducing medicines; and
 - 3. The individual's symptoms have vastly improved.
- B. An asymptomatic individual who, within the last 14 days, **has tested positive for COVID-19** or has had **close contact with another** who is confirmed or suspected (based on symptoms) of having COVID-19 is prohibited from entering District buildings or District property until:
 - 1. 14 days have passed since the testing or close contact occurred, provided the individual does not develop symptoms of COVID-19.
 - 2. If the individual develops symptoms of COVID-19, the individual is prohibited from entering District buildings or District property until:

- a. At least 10 days have passed since the individual's symptoms first started;
 - b. At least 72 hours (3 full days) have passed since the individual's fever has resolved without the use of fever-reducing medicines; and
 - c. The individual's symptoms have vastly improved.
- C.** An individual who has **traveled internationally within the prior 14 days** is prohibited from entering District buildings or District property until:
1. 14 days have passed since the individual returned from international travel, provided the individual does not develop symptoms of COVID-19.
 2. If the individual develops symptoms of COVID-19, the individual is prohibited from entering District buildings or District property until:
 - a. At least 10 days have passed since the individual's symptoms first started;
 - b. At least 72 hours (3 full days) have passed since the individual's fever has resolved without the use of fever-reducing medicines; and
 - c. The individual's symptoms have vastly improved.
- A. An employee may be required to provide verification acceptable to the District of (1) the employee's need to self-quarantine; and/or (2) the employee's eligibility to return to work, given the current availability of tests and other relevant factors, and in accordance with current federal, state, and local laws and guidance.
- B. Any application or documentation requirements for an employee to be eligible for paid or unpaid leave under the law, District policy, or an applicable employment contract (i.e., the Family Medical Leave Act, Michigan Paid Leave Act, or paid sick leave under an individual contract or collective bargaining agreement) remain in effect.
- C. An individual with mild symptoms of COVID-19 that improve in a short period of time may be permitted to enter District buildings and District property before the timelines provided in Paragraph A, above, if the individual tests negative for COVID-19 and provides evidence of that result to the Executive Director of Human Resources & Employee Relations or the Executive Director of the Community Division.
- D. An employee required to self-quarantine but capable of performing work may be required to work remotely.

II. Employee Rights

- A. An employee shall not be discharged, disciplined, or otherwise retaliated against for staying at home because he or she has COVID-19, has symptoms of COVID-19, or has had close contact with an individual with COVID-19.
 - 1. An employee who is allowed to return after the periods described above in Section VII but declines to do so may be subject to discipline, up to and including discharge.
- B. Under the Families First Coronavirus Response Act (“FFCRA”), an employee may be eligible for paid leave if he or she must stay home due to COVID-19. Notice of an employee’s rights under the FFCRA Emergency Paid Sick Leave Act and the Emergency Family and Medical Leave Expansion Act (“EFMLEA”) is available here:
 - 1. [Notice of Employee Rights under the Paid Sick Leave and Expanded Family and Medical Leave of the Families First Coronavirus Response Act](#)

II. Record-Keeping and Confidentiality

- A. The Executive Director of Human Resources & Employee Relations and Executive Director of the Community Division shall ensure compliance with the record-keeping requirements of Executive Order 2020-145, or any subsequent order, by:
 - 1. Maintaining records of training performed pursuant to Section IV(B)(3), including the topics covered, a list of participants, copies of any materials used, the identity of the trainer, and any other information deemed relevant.
 - 2. Maintaining copies, whether digitally or in hard copy, of the self-screening questionnaires completed daily by employees and contractors. These questionnaires shall be maintained in a confidential paper and/or digital file, with access restricted.
 - 3. Maintaining a copy of the notices provided to the Washtenaw County Department of Health and to District employees and contractors working in the building or area visited by an employee who has been identified with a confirmed case of COVID-19. Notice to the Washtenaw Department of Health shall be maintained in a separate, confidential file with access restricted.
 - i. **Confidentiality.** The District will take reasonable precautions to protect health information pursuant to all applicable laws and statutes, including, but not limited to, the Americans with Disabilities Act (“ADA”), the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”) and the Family Education Rights and Privacy Act of 1974 (“FERPA”).

III. Legal References

Executive Order 2020-36, and any subsequent related order

AAPS COVID-19 PREPAREDNESS & RESPONSE PLAN



Executive Order 2020-142, and any subsequent related order

Executive Order 2020-145, and any subsequent related order

OSHA Guidance on Preparing Workplaces for COVID-19

Families First Coronavirus Response Act (“FFCRA”)

CDC Guidance for Businesses & Workplaces

Michigan Department of Labor and Economic Opportunity COVID-19 Workplace Safety Guidance

Washtenaw County Health Department Guidance for Businesses

AAPS COVID-19 RETURN TO SCHOOL PLAN

AAPS COVID-19 RETURN TO SCHOOL PLAN

I. INTRODUCTION

Ann Arbor Public Schools (“AAPS” or the “District”) has developed this Return to School COVID-19 Preparedness and Response Plan (“AAPS COVID-19 Return to School Plan”) as required by [Executive Order 2020-142](#) (and any subsequent order). This plan is informed by the [Michigan Return to School Roadmap](#) from the COVID-19 Task Force on Education and Return to School Advisory Council (the “Return to School Roadmap”). The Return to School Roadmap references additional sources, including [guidance from the Centers for Disease Control and Prevention \(the “CDC”\)](#), the [Michigan High School Athletic Association](#), and other sources.

The purpose of the AAPS Return to School Plan is to describe the policies and procedures AAPS will follow to provide instruction to students in an environment that is safe for students, staff, parents, and visitors. Pursuant to executive order, the policies and procedures a school district must follow at any given time are dependent on the [Michigan Safe Start Plan](#) Phase of the region in which the school district is located. AAPS is located within Region 1, which includes Washtenaw County. Thus, the AAPS Return to School Plan includes policies and procedures AAPS will follow when Region I is in:

- Phases 1-3 of the [Michigan Safe Start Plan](#);
- Phase 4 of the [Michigan Safe Start Plan](#);
- Phase 5 of the [Michigan Safe Start Plan](#); and
- [Phase 6 of the Michigan Safe Start Plan](#).

The Return to School Roadmap developed by the COVID-19 Task Force on Education and Return to School Advisory Council is organized by phase, and then further divided into four main categories: (1) Safety; (2) Mental and Social Emotional Wellbeing; (3) Instruction; and (4) Operations. Within these categories there may be required, strongly recommended, and/or recommended protocols. Therefore, this AAPS COVID-19 Return to School Plan is similarly organized by phase, and further divided into the sections for each of the four main categories listed above.

As required by executive order, the AAPS Return to School Plan addresses each subpart of the Return to School Roadmap and indicates if the District plans to exclude any protocol that is highly recommended.

This plan and policy shall be read in conjunction with the AAPS COVID-19 Preparedness and Response Plan and Policy, developed and adopted to reflect the requirements of Executive Order 2020-145 or any subsequent related order. The COVID-19 Preparedness and Response Plan and Policy establishes a baseline for workplace rules and safeguards for District employees and contractors any time they are on District property, even if school is not in session or students are not present. The AAPS COVID-19 Return to School Plan includes more specific requirements that are applicable when school is in session and students are present on District property. Where this AAPS COVID-19 Return to School Plan includes additional, stricter, or more stringent requirements, this plan will control. The AAPS COVID-19 Preparedness and Response Plan and Policy can be viewed here: <http://a2schools.org/2020returnplan>

II. PHASES 1-3

During Phases 1 to 3, community spread of the virus is increasing and substantial. There is a concern about health system capacity and testing and tracing efforts may not be sufficient to control the spread of the pandemic. During Phases 1 to 3, in-person instruction, athletics, and extracurricular activities are suspended, and school buildings are closed other than for employees or contractors necessary to conduct minimum basic school operations. The Return to School Roadmap includes fewer safety protocols for Phases 1-3 because it is student-focused, and schools are closed for in-person instruction. It should be noted that the AAPS COVID-19 Preparedness and Response Plan and Policy remains in effect.

When Region 1 is in Phase 1, 2, or 3 of the Michigan Safe Start Plan, the provisions in this section shall apply.

A. General Requirements

1. In-person instruction, athletics, after-school activities, inter-school activities, and busing are suspended.
2. School buildings are closed to all individuals except for the following:
 - a. District employees or contractors necessary to conduct minimum basic school operations consistent with this Return to School Plan, including those employers or contractors necessary to facilitate alternative modes of instruction (such as distributing materials and equipment) or to perform other necessary in-person functions.
 - b. Food-service workers preparing food for distribution to students or their families.
 - c. Licensed child-care providers and the families that they serve.
3. Food distribution will continue to eligible students.
4. School employees will continue to be paid and will be redeployed as needed, subject to any applicable requirements of a collective bargaining agreements.
5. The District will offer alternative modes of instruction.

B. Safety Protocols

1. All employees, contractors, parents, and visitors, and others must comply with the AAPS Workplace COVID-19 Preparedness and Response Plan and Policy, which can be viewed <http://a2schools.org/2020returnplan>.
2. Any licensed childcare provider operating on District property shall comply with emergency protocols developed by the state and rules set forth by AAPS.
3. The District will post instructional and informational signs throughout District buildings, where appropriate, that include:

- a. Social distancing, self-screening, and handwashing reminders;
 - b. Maximum occupancy for restrooms and elevators to support social distancing;
 - c. One-Way arrows and signs in hallways and staircases to support social distancing; and
 - d. Signs for doors indicating they are to be used for entering or exiting only, to assist the control of foot traffic and support social distancing.
4. Hand sanitizer and other appropriate cleaning supplies will be available throughout District buildings, as appropriate, including at entrances and exits and in offices and instructional spaces.
 5. Plexiglass dividers/sneeze guards will be installed at appropriate transaction points, such as school offices.
 6. Furniture will be rearranged in offices to maximize social distancing.

C. Mental & Social Emotional Wellbeing

1. The AAPS Reimagine Learning Framework <http://a2schools.org/2020returnplan> discusses the District's plan for providing students mental and social emotional support during the 2020-2021 school year.
2. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all strongly recommended and recommended protocols addressing mental and social emotional wellbeing during Phases 1-3.

D. Instruction

1. The AAPS Reimagine Learning Framework <http://a2schools.org/2020returnplan> discusses the District's plan for providing students instruction during the 2020-2021 school year, including the following:
 - a. Alternative modes of instruction, or modes of student instruction other than in-person instruction, that will be used when Region 1 is in Phase 1, 2, or 3 of the Michigan Safe Start Plan.
 - b. A summary of materials each student and the student's parents or guardians will need to meaningfully access the alternative modes of instruction.
 - c. To the extent the alternative modes of instruction rely on electronic instruction, how AAPS will aid students who lack access to computers or to the internet.
2. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other

conditions, all strongly recommended and recommended protocols addressing instruction during Phases 1-3.

E. Operations

1. Custodial staff will regularly check and refill as needed supplies of hand sanitizer, soap, and paper towel.
2. All restroom fixtures and paper towel dispensers will be converted to automatic operation over the next 12 to 18 months.
3. HVAC ventilation filters will be replaced three times per year and HVAC building systems will maximize outdoor air provision as appropriate.
4. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all other strongly recommended and recommended protocols addressing operations during Phases 1-3.

IV. PHASE 4

During Phase 4, the number of new cases and deaths has fallen for a period of time, but overall case levels are still high. Most new outbreaks are quickly identified, traced, and contained due to robust teaching infrastructure and rapid contact tracing, and health system capacity can typically handle these new outbreaks. However, the overall number of infected individuals still indicate the need for distancing to stop transmission and move to the next phase.

When Region 1 is in Phase 4 of the Michigan Safe Start Plan, the provisions in this section shall apply.

A. General Requirements

1. The following individuals shall wear face coverings, except during meals and unless face coverings cannot be medically tolerated or the individual is incapacitated or unable to remove the facial covering without assistance:
 - a. All staff and all students in grades pre-kindergarten and up when on a school bus.
 - b. All staff and all students in grades pre-kindergarten and up when in indoor hallways and common areas.
 - c. All staff when in classrooms.
 - d. All students in grades 6 and up when in classrooms.
 - e. All students in grades kindergarten through 5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

2. All indoor assemblies that bring together students from more than one classroom are prohibited.
3. Incorporate the Return to School Roadmap's required protocols governing hygiene, cleaning, athletics, screening, testing protocols, and busing and student transportation and additional public health protocols deemed necessary by AAPS.

B. Safety Protocols

1. Hygiene

- a. The District shall provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- b. The District shall teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

2. Cleaning

- a. Frequently touched surfaces including light switches, doors, benches, bathrooms, shall be cleaned at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- b. Libraries, computer labs, arts, and other hands-on classrooms shall be cleaned after every class period with either an EPA-approved disinfectant or diluted bleach solution.
- c. Student desks shall be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- d. Playground structures shall continue to undergo normal routine cleaning.
- e. Cleaning and disinfection products shall be used and stored safely and correctly; storage shall be securely away from children and usage shall be with adequate ventilation.
- f. Staff shall wear appropriate personal protective equipment when performing all cleaning activities.

3. Athletics

- a. The District shall comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).

- b. Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
 - c. All equipment shall be disinfected before and after use.
 - d. If school transportation is provided for inter-school competitions, facial coverings shall be worn by all riders and buses shall be cleaned disinfected before and after every use, as detailed in Section III(B)(6), below.
 - e. Spectators must wear facial coverings and maintain six feet of social distancing from people who are not part of the same household.
 - f. Each participant shall use a clearly marked water bottle for individual use; there shall be no sharing of this equipment.
 - g. There shall be no handshakes, fist bumps, or other unnecessary contact.
 - h. Indoor weight rooms that require use of shared equipment are closed and physical conditioning activities that require use of shared equipment are suspended.
 - i. Outdoor physical conditioning activities are permitted provided all participants maintain six feet of social distancing.
 - j. Large scale indoor spectator events are suspended.
 - k. Large scale outdoor spectator or stadium events are limited to 100 people.
4. Screening
- a. The District shall cooperate with Washtenaw County Health Department to implement screening protocols for students and staff.
5. All employees must comply with the daily self-screening protocol requirements provided in the COVID-19 Preparedness and Response Plan and Policy, available here: <http://a2schools.org/2020returnplan>
6. Testing
- a. If the District determines that a student or staff member has a confirmed case of COVID-19, it shall cooperate with the Washtenaw County Health Department.
 - i. The District shall collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present on District property.

- ii. The District will provide additional information for parents and guardians regarding contacting the District in the event of a positive case of COVID-19 in their household.

7. Busing/Student Transportation

- a. All individuals shall use hand sanitizer before entering the bus; hand sanitizer shall be supplied on the bus.
 - b. The bus driver, staff, and all students in grades preK-12, if medically feasible, shall wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations will be made on a case-by-case basis with local public health officials.
 - c. Transportation vehicles shall be cleaned and disinfected before and after every transit route; children shall not be present when a vehicle is being cleaned.
 - d. Frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) shall be cleaned and disinfected prior to morning routes and prior to afternoon routes.
 - e. Equipment, including items such as car seats, wheelchairs, walkers, and adaptive equipment, being transported to schools daily shall be cleaned, sanitized, and disinfected.
 - f. If a student becomes sick during the day, they may not use group transportation to return home.
 - i. If a student becomes sick during the school day, the District will follow current emergency contact protocols to ensure the student is picked up from school and taken home.
 - g. If a driver becomes sick during the day, he or she may not return to drive students and instead must comply with the steps provided in the AAPS COVID-19 Preparedness and Response Plan and <http://a2schools.org/2020returnplan>
 - h. Weather permitting and when appropriate, vehicle windows will be kept open to increase air circulation.
 - i. Weather permitting and when appropriate, doors and windows will be opened when cleaning school vehicles and in between trips to allow the vehicle to thoroughly air out.
8. The District will post instructional and informational signs throughout District buildings, where appropriate, that include:
- a. Social distancing, self-screening, and handwashing reminders;

- b. Maximum occupancy for restrooms and elevators to support social distancing;
 - c. One-Way arrows and signs in hallways and staircases to support social distancing; and
 - d. Signs for doors indicating they are to be used for entering or exiting only, to assist the control of foot traffic and support social distancing.
9. Hand sanitizer and other appropriate cleaning supplies will be available throughout District buildings, as appropriate, including at entrances and exits and in offices and instructional spaces.
 10. Plexiglass dividers/sneeze guards will be installed at appropriate transaction points, such as school offices.
 11. Furniture will be rearranged in classrooms, offices, and other instructional areas and workspaces to maximize social distancing.
 12. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all other strongly recommended and recommended protocols addressing safety during Phase 4.

C. Mental & Social Emotional Wellbeing

1. The AAPS Reimagine Learning Framework <http://a2schools.org/2020returnplan> discusses the District's plan for providing students mental and social emotional support during the 2020-2021 school year.
2. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all strongly recommended and recommended protocols addressing mental and social emotional wellbeing during Phase 4.

D. Instruction

1. The AAPS Reimagine Learning Framework <http://a2schools.org/2020returnplan> discusses the District's plan for providing students instruction during the 2020-2021 school year.
2. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all strongly recommended and recommended protocols addressing instruction during Phase 4.

E. Operations

1. Custodial staff will regularly check and refill as needed supplies of hand sanitizer, soap, and paper towel.
2. All restroom fixtures and paper towel dispensers will be converted to automatic operation over the next 12 to 18 months.
3. HVAC ventilation filters will be replaced three times per year and HVAC building systems will maximize outdoor air provision as appropriate.
4. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all other strongly recommended and recommended protocols addressing operations during Phase 4.

V. PHASE 5

During Phase 5, new cases and deaths from the virus continue to decrease for an additional period of time and the number of active cases has reached a point where infection from other members of the community is less common. With widespread testing, positivity rates are generally much lower than earlier phases and rapid case investigation, contact tracing, and containment strategies cause new cases to continue to fall. During Phase 5, schools are open for in-person instruction. There are fewer strongly recommended and recommended protocols.

When Region 1 is in Phase 5 of the Michigan Safe Start Plan, the provisions in this section shall apply.

A. Safety Protocols

1. The District will post instructional and informational signs throughout District buildings, where appropriate, that include:
 - a. Social distancing, self-screening, and handwashing reminders;
 - b. Maximum occupancy for restrooms and elevators to support social distancing;
 - c. One-Way arrows and signs in hallways and staircases to support social distancing; and
 - d. Signs for doors indicating they are to be used for entering or exiting only, to assist the control of foot traffic and support social distancing.
2. Hand sanitizer and other appropriate cleaning supplies will be available throughout District buildings, as appropriate, including at entrances and exits and in offices and instructional spaces.
3. Plexiglass dividers/sneeze guards will be installed at appropriate transaction points, such as school offices.

4. Furniture will be rearranged in classrooms, offices, and other instructional areas and workspaces to maximize social distancing.
5. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all other strongly recommended and recommended protocols addressing safety during Phase 5.

B. Mental & Social Emotional Wellbeing

1. The AAPS Reimagine Learning Framework <http://a2schools.org/2020returnplan> discusses the District's plan for providing students mental and social emotional support during the 2020-2021 school year.
2. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all strongly recommended and recommended protocols addressing mental and social emotional wellbeing during Phase 5.

C. Instruction

1. The AAPS Reimagine Learning Framework <http://a2schools.org/2020returnplan> discusses the District's plan for providing students instruction during the 2020-2021 school year.
2. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all strongly recommended and recommended protocols addressing instruction during Phase 5.

D. Operations

1. Custodial staff will regularly check and refill as needed supplies of hand sanitizer, soap, and paper towel.
2. All restroom fixtures and paper towel dispensers will be converted to automatic operation over the next 12 to 18 months.
3. HVAC ventilation filters will be replaced three times per year and HVAC building systems will maximize outdoor air provision as appropriate.
4. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all other strongly recommended and recommended protocols addressing operations during Phase 5.

VI. PHASE 6

Regions move into Phase 6 post-pandemic, when there are few, if any, active COVID-19 cases locally and community spread is not expected to return. During Phase 6, there is sufficient community immunity and availability of treatment. During Phase 6, schools are open for in-person instruction. There are fewer strongly recommended and recommended protocols.

When Region 1 is in Phase 6 of the Michigan Safe Start Plan, the provisions in this section shall apply.

A. Safety Protocols

1. In the event of a lab or clinically diagnosed case of COVID-19 among staff or a student, the classroom or areas exposed shall be immediately closed until cleaning and disinfection can be performed.
2. Hand sanitizer and other appropriate cleaning supplies will be available throughout District buildings, as appropriate, including at entrances and exits and in offices and instructional spaces.
3. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all other strongly recommended and recommended protocols addressing safety during Phase 6.

B. Mental & Social Emotional Wellbeing

The AAPS Reimagine Learning Framework <http://a2schools.org/2020returnplan> discusses the District's plan for providing students mental and social emotional support during the 2020-2021 school year.

C. Instruction

The AAPS Reimagine Learning Framework <http://a2schools.org/2020returnplan> discusses the District's plan for providing students instruction during the 2020-2021 school year.

D. Operations

Custodial staff will regularly check and refill as needed supplies of hand sanitizer, soap, and paper towel.



VII. References

[Executive Order 2020-142](#), and any subsequent related order

[MI Safe Schools: Michigan's 2020-2021 Return to School Roadmap](#)

[Michigan Safe Start Plan](#), May 7, 2020

[Considerations for Schools](#) and [COVID-19 Guidance](#), generally, from the CDC

[COVID-19 Guidance](#) from the Washtenaw County Health Department

[MHSAA Summer Guidance Update #1](#), June 2, 2020, Michigan High School Athletic Association

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AAPS REIMAGINE LEARNING PLAN

AAPS REIMAGINE LEARNING PLAN

I. Core Values and Guiding Principles

Throughout this AAPS Reimagine Learning Plan planning process, we have anchored our work in core values and guiding principles alongside a deep commitment to the strong foundation of the AAPS Equity Plan:



Pillars of the AAPS Equity Plan

1. Perpetuating **Systems** of Equity and Opportunity
2. Courageous, Equity-Centered **Leadership**
3. Systemic Transformation of **Culture**
4. Equity-Centered School and **Classroom** Practices
5. **Family and Community** Empowerment

II. Focused 2020-21 Work in Anti-Bias, Anti-Racism and Social Justice in the AAPS

Integral to the implementation of the AAPS Equity Plan in 2020-21 is a transformative focus with all across the AAPS organization to build individual, team and systems awareness and capacity in the areas of anti-bias, anti-racism, and social justice. The Reimagine Learning Plan for fall, 2020 will address the impact of the pandemic of systemic racism in schools, alongside the impact of the COVID pandemic public health crisis.

The AAPS Equity Team, alongside other key AAPS work teams, will vigorously pursue and lead the 2020-21 focus on aligning organizational development work, drawing from a suite of materials and programs, including efforts such as:

(Highlights are offered below; more clarity in materials and fall implementation plan will be forthcoming)

- A. AAPS Equity Team Library of Learning & Professional Development Modules, developed 2018-2020
- B. Anti-bias and anti-racism lessons and learning modules authored and implemented by Summer Learning, 2020 Teams
- C. The Teaching Tolerance *Social Justice Standards* from Teaching Tolerance

<https://www.tolerance.org>

- D. The *No Place for Hate* from Anti-Defamation League

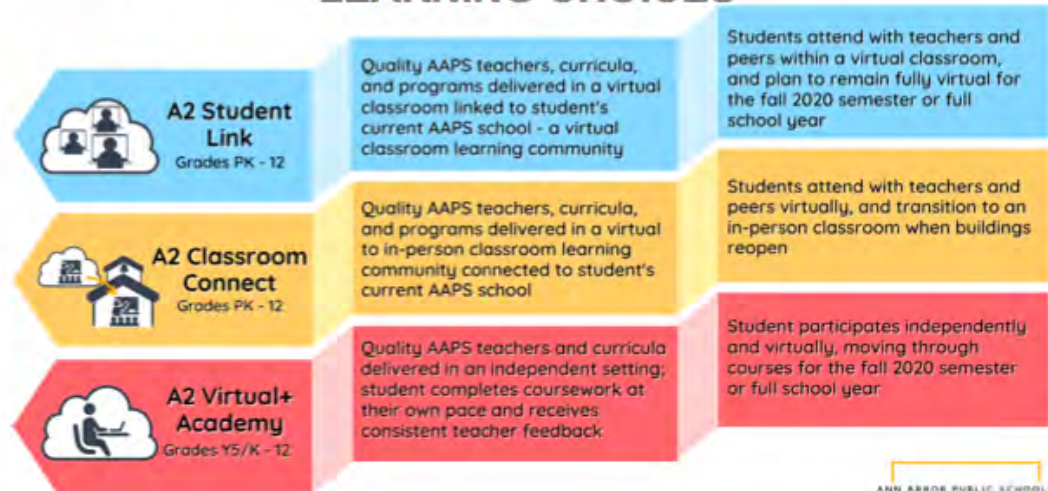
A school climate improvement framework for PK-12 schools to build inclusive and safe communities so that all students can thrive. This program involves a focus on 'moving on from kindness' and moving from 'safe classrooms' to 'brave classrooms,' among other vital equity learning components

<https://www.aadl.org>

III. Introduction to AAPS Fall, 2020 Programs

During Fall, 2020, the AAPS will offer three distinct programs, A2 Student Link, A2 Classroom Connect, and A2 Virtual:

AAPS REIMAGINE LEARNING PLAN 2020-21 LEARNING CHOICES



AAPS Reimagines 2020-2021 | Update August 12, 2020

Both the A2 Student Link and the A2 Classroom Connect programs feature live, synchronous instruction and quality AAPS teachers, curricula and programs, and both program options are connected to the student's school of attendance.

The distinction across the two choices is that the students and families who choose A2 Student Link plan to remain in virtual instruction through at least the fall semester, and perhaps for the full school year. A2 Student Link classrooms will be made up of students and teachers who are joining the classroom virtually and participants will consistently participate virtually and remain in a virtual classroom community during the fall semester.

The A2 Classroom Connect classroom, conversely, is a classroom where students, families and teachers plan to return to in-person instruction, beginning a staged transition to in-person learning when it is deemed safe to do so. Students who participate in A2 Classroom Connect classrooms plan to make the transition to in-person school, beginning with hybrid attendance (some days in-person and some days virtual each week) and understand that transitions may occur in these classrooms at various times during the 20-21 school year. During transitions and hybrid attendance, A2 Classroom Connect classes will include some students who participate in-person and some students who participate virtually each day. If students/parents are not ready to return to school during the transition phase to in-school attendance, students may continue to participate in A2 Classroom Connect classrooms virtually.

The fundamental difference in the third option program, A2 Virtual, is that in this program students work independently to complete coursework individually in a self-paced learning environment.

AAPS REIMAGINE LEARNING PLAN



Teachers provide regular feedback during the week; student and teacher check in virtually synchronously approximately one time per week.

More information on AAPS Fall, 2020 program options can be found here: <http://a2schools.org/2020returnplan>

A. Supports for Students with Special Needs (Individual Education Plan)

All instruction is driven by a Universal Design for Learning approach for the benefit of all student learning profiles, and special education instruction and service provision will be provided in synchronous and asynchronous manners as outlined on the weekly schedule. Monday, Tuesday, Thursday and Friday are identified as synchronous days, while Wednesday will be asynchronous learning and enrichment activities. This weekly schedule was designed in an effort to be conscientious about the amount of time students are exposed to screen time.

Related services will be provided during the school day much in the same manner of the face-to-face environment. Related service professionals provide services either as push-in to the classroom or pull-out in a small group environment. As always, services will be provided based on the needs of the student.

E. Accelerated Learning

Students may choose from a wide spectrum of options to accelerate their learning during the 20-21 school year, including:

AAPS accelerated classes: advanced placement, university dual enrollment, and community resource classes/opportunities

International Baccalaureate Programme

World Language

Partnership w/ Washtenaw Community College

The Ann Arbor Public Schools will continue to offer the rich breadth of program and class offerings for which the AAPS is well-known and distinguished, throughout the upcoming 20-21 school year.

F. Robust and Quality AAPS Classes and Programs Continue

Music, Visual & Performing Arts, Project Lead the Way and STEAM, World Languages

1. The AAPS will continue to provide the world class arts instruction in the AAPS that our community expects and enjoys - teacher modeling and providing group and individual feedback will be key

2. Students will create, produce and respond to art, music, and theater asynchronously and synchronously
3. Arts teachers are able to virtually meet with and rehearse groups in the performing arts, provide continuing guidance and feedback for visual arts
4. Student product, production or presentation can be viewed virtually as well as use of app/software where musicians can rehearse and record music in real time, create a final product and upload to Schoology

G. Connections+ Community Support Groups

Connections+ will provide focused supports to students who have additional needs

1. AAPS will provide tools to strategic partners for supporting a network of small learning student groups in community centers and other partner locations across the community
2. Connections+ learning supports will be provided both virtually and in in-person groups, as allowed
3. Wrap around supports such as social emotional and mental health, tutoring, food and other supports extended within these groups
4. AAPS will reference data (poverty impact, homeless status, English language learner, etc.) as well as referrals from counselors, teachers, homeless liaison, parents, community center teams and others in supporting Connections+ community support groups
5. AAPS will also provide tips, guidance and resources to help parents and other organizations who have formed student learning groups

Reimagine Learning Plan

The Ann Arbor Public Schools 2020-2021 Reimagine Learning Plan (RLP) follows the requirements and recommendations of the [MI Safe Schools: Michigan's 2020-21 Return to Schools Roadmap \(MI Safe Return to School\)](#). In this document you will find the AAPS scenarios for teaching and learning in each of the following phases.

- **MI Safe Return to School Phases 1-3:** Schools do not open for in-person instruction and instruction is provided online.
- **MI Safe Return to School Phases 4:** Schools may open for in-person instruction, opening decisions are dependent on regional, state and national COVID infection data; any Phase 4 opening is with more stringent required safety protocols.
- **MI Safe Return to School Phases 5:** Schools open for in-person instruction with moderate required safety protocols.
- **MI Safe Return to School Phases 6:** Schools open for in-person instruction with minimal required safety protocols.

Also guiding the AAPS scenarios are the priorities defined in the [AAPS Reimagine Learning Framework 2020-2021](#):

Safety and Health

- Enhanced Health Support

Teaching and Learning

- Synchronous, Real-Time Learning
- Specialized Supports
- Pacing with Screen Time
- Classes Also Available On-Demand
- 1:1 Technology Implementation

Whole-child Programming

- Social-Emotional and Mental Health Supports
- Full AAPS Program

Operations and Support

- Food & Nutrition Services
- Transportation Services
- Facilities Planning

I. ENSURING ACCESS AND OPPORTUNITY IN EVERY PHASE

A. Our Approach

We understand that until this epidemic is fully contained, staff, students and families may experience home, health and life fluctuations that require flexible teaching and learning options. With this important service mindset, we have developed cohesive plans for each scenario of the *MI Safe Schools* plan. The following core values are the foundation for the instructional aspects of the Reimagine Learning Plan.

- Health and Safety
- Social Emotional Well Being
- Equity, Access and Culturally Responsive Practices
- Flexible Learning Options, providing for shifts in and out of online learning as needed

To achieve cohesion from phase to phase, key structural elements will be put in place for the entire 2020-2021 school year.

B. Social, Emotional, Mental Health Supports

In any traditional schooling scenario, we serve many students experiencing trauma and challenging social emotional situations. We understand that when schools are closed and students receive instruction in an online setting, many of the personal connections and interactions that are so vital to student well being are lost. It is our core mission to provide our students with every possible support and connection to ensure they are healthy, mentally, spiritually, physically and academically.

As we prepare to begin the school year in a virtual setting, these supports become not only important but essential. Our AAPS team of counselors, psychologists, social workers and intervention specialists will remain closely connected to the students with whom they work as well as providing responsive support to all AAPS students as needed.

In our intentional instructional design for this school year and beyond, we have instituted a daily base camp connection called “morning meeting” at the elementary level and “Advisory/Forum” at the secondary level. In these supportive spaces, students will connect with a caring adult and group of peers designed for personal connection, checks on well-being and a place for problem-solving and social/emotional support to be given and received as needed. Staff members will be trained to observe for signs of stress and/or difficulty and will ensure that students who need additional support are immediately connected to trained professionals.

In addition, our AAPS teachers are committed to maintaining positive, trusting relationships with students in their online and face-to-face classrooms. Attention will be given by staff in each period to check in with students and monitor well being. Lessons will be designed with opportunities for students to enter the learning from any place of background or experience. We will work tirelessly to ensure that we intentionally create

learning spaces where each student is valued, feels significant and is represented in the classroom.

C. Semesters Across the AAPS

The 2020-21 school year will be structured according to semesters for middle and high schools. The schedule of semesters will be:

- Semester 1: Sept. 8 to January 29
- Semester 2: January 30 to June 11

Elementary schools will continue with the three term model.

- Term 1: September 8 to November 24
- Term 2: November 30 to March 12
- Term 3: March 15 to June 11

In recognition of the change in the course schedules at all 5 high schools, graduation requirements may be adjusted/amended. HS counselors will communicate with all students who may be impacted by any changes to graduation requirements.

D. Tight Instructional Scope and Sequence

Instruction and pacing of lessons will be aligned across grades and courses whether remotely or in-person to allow for family flexibility in the way students access their learning. We understand that during these challenging times, health and family needs are likely to change over the course of the year. By delivering instruction according to a consistent calendar, staff and students can stay connected and on track whether participating online or in-person.

E. Block Scheduling at the Middle and High School Levels

After careful consideration and review of multiple learning plans from other high performing school districts within the state and across the nation, we have determined that a block schedule of three courses per day not only supports the ease of student self-management of the learning process, but also provides for extended, in depth learning in each course. The course blocks also allow for important intervention time to take place in the moment and within the block so that students who need additional support may receive it in the moment.

F. Synchronous and Asynchronous Learning

Personal interaction with teachers and peers is an important part of the learning process and contributor to student development. Whether learning in a virtual, blended or fully remote learning environment, a balance related to screen time and physical movement is an important aspect of instructional design. Health professionals agree that it is not prudent or healthy for students and staff to spend a full school day online and in front of a screen.

Within the learning block period, a portion of the time will be spent in synchronous (live) interaction with teachers and peers, and a portion will be spent in offline, independent practice and application of the lesson content. This may include assignment completion, responding to prompts, delving deeper into learning through independent viewing or reading of materials, etc.

Our experience with spring remote learning highlighted for us some important and compelling core elements of the learning process.

1. For struggling students, the teacher-student relationship plays an important role in motivation for success. In the absence of live interaction, many struggling students were not motivated to engage.
2. Online learning absent live interaction is not culturally relevant to the way many students learn.
3. Online learning absent live interaction did not meet the needs of students with special needs.
4. Online learning absent live interaction required families to serve in the role of teacher, many of whom expressed frustration and inadequacy to support students with their instructional needs.
5. Staff members face the same home challenges as the families they serve and the asynchronous instructional model provided those staff members with needed flexibility.
6. According to staff spring surveys, 80% of staff hosted live, synchronous learning opportunities for students 1 or more times a week.

We understand that in a blended setting the provision of live instruction for both in-person and remote groups of students presents some challenges. A model requiring limits to the number of students physically in the classroom space will require our creativity and flexibility. In addition, we can predict with certainty that the medical situation across our State and the needs of staff, students and families are likely to change over the course of the school year. This will require our flexibility to engage in learning remotely for shorter or longer periods of time as needed. The adoption of Schoology is an important move toward readiness for the challenges that lay ahead (see Common Learning Platform section).

G. Clubs, Sports and Extracurricular Activities

All clubs, sports and extracurricular activities will need to comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).

1. Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another.
2. Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
3. All equipment must be disinfected before and after use
4. Buses must be cleaned and disinfected before and after every use, as detailed in the “Busing and Student Transportation” section.
5. Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment.

II. INSTRUCTIONAL DELIVERY

The following model of instructional delivery is recommended. The following additional data and considerations is needed to fully implement the model.

- We must understand the number of students/families options for fully remote learning.
- We must understand the number of staff members who are not able to return to in-person instruction due to qualified medical needs.
- We must complete student scheduling into the new block models to determine staffing needs.
- We must ensure adequate access to classroom technology that provides students with remote access to in-class teaching and learning.
- We must identify the professional development needs of teachers and ensure those supports are provided in proactive and ongoing ways.

A. Synchronous Instructional Model

In a blended instructional delivery model with a portion of students physically present and a portion engaging remotely, the classroom teacher provides synchronous (live) instruction to the class (for both groups) simultaneously.

It is important to acknowledge that effective pedagogy in an online setting is dissimilar in many ways to pedagogy in a face-to-face setting. In addition, we understand that face-to-face instruction during this pandemic requires dramatic changes to practice. For example, the use of proximity, desks in pods, and student movement within the classroom are all restricted and, in many cases, prohibited. Therefore, in the blended setting, student access to instruction will continue to be provided through Schoology whether online or face-to-face. Teachers will continue to apply effective online instructional pedagogy for all students. Students participating remotely will stay engaged for the synchronous portion

of the lesson and may log off during the application and practice portion of the lesson or remain online to ask questions and receive support from either the teacher or support staff. Students present for face-to-face instruction will engage in learning within the Schoology platform and will receive support for learning in the face-to-face environment.

1. Positives:

- a. Students maintain connection with the same teacher and peers, whether in-person or remotely participating.
- b. Students may engage completely online as health needs dictate and remain with their cohort.
- c. Students may rejoin their physically present peers as they are able and remain in step with the curriculum and the learning trajectory.
- d. With one teacher assigned to one cohort or class of students, little daily coordination is needed among teacher team members to ensure understanding of instructional progress and needs.
- e. In this model, when we are authorized to return safely to a fully face to face instructional model, student and staff schedules will not need to change. A seamless transition can take place.

2. Challenges:

- a. Maneuvering between physically present students and those participating remotely will be challenging for staff members
- b. Most AAPS teachers would be required to teach in-person four days per week in the blended model.

B. Administrative/Staff Meetings

Administrators and teachers will continue to meet according to the collective bargaining agreement for staff meetings and first Wednesdays as necessary.

C. Staff Evaluations

State requirements for evaluations are not clear at this time. We recognize that Governor Whitmer has petitioned the US Department of Education for a State assessment waiver for the 2020-2021 school year, which, if approved, will impact a portion of the teacher evaluation requirements. We also recognize that students, more than ever, will be entering our learning platforms and school buildings with diverse learning needs. Given the uncertainty of the current health situation there is a strong need for flexibility and creativity to best serve staff, students and families. As additional information becomes available, we will be able to share more information.

D. Culturally Responsive Teaching (CRT) Practices

Academic gaps persist across racial groups within the AAPS and across this nation. It is time we make a systemic and concerted effort to grow in our practices and approaches to better serve our underserved populations. Minor said, “Working toward change almost always means we must abandon ways of doing things...One cannot change outcomes for a student, a classroom, a school, or a district without changing one’s own behavior and thinking. In this we sometimes fail or undermine our own work. We can forgive ourselves for this and continue moving forward.”

We embrace CRT, a research-based approach to meeting diverse student needs and will support each of our dedicated staff members in this endeavor, many of whom are well along the path toward mastery of these important practices. AAPS staff members can expect to engage in a year-long professional development process, engaging with Teacher and Learning Networks (TLNs), curriculum coordinators and school leaders to build a more culturally relevant and responsive teaching and learning system. The work of becoming more culturally responsive in our practices is personal and professional, involving reflection and growing in our mindset as well as in our pedagogy and practices. We are in this work together and while we may have challenges along the way, we will remain committed to our growth and to our service to both our students and their families.

This year, our pedagogical development will center on sheltered instructional practices (SIOP) to make learning visible, Universal Designs for Learning (UDL) that provide students with multiple points of entry to the learning and demonstration of mastery and a prioritization of the social emotional well-being of students. To support our development, a team of teachers and curriculum leaders have worked to create our first set of fall lessons for each course in our District. Teachers will find these model lessons aligned to SIOP and UDL practices and will spend significant time in TLNs continuing to develop a deep understanding of why these practices matter and how to continue this important work throughout the year.

As always, the TLNs are led by teachers, for teachers to support the collective efficacy of the team and serve to lighten the planning load through shared lesson development and resources. In addition, the District will coordinate with teachers to offer many choice-driven, professional development opportunities to meet their personal and professional needs.

E. Teaching and Learning Networks

This past spring TLNs were instituted to support teachers in making the transition to remote instruction. The importance of this was exciting and clear in teacher survey responses: the support of teacher teams was an important element to our success in the spring. Team planning and coordination is an important way we can all lighten the load moving forward. Moving forward with the need for remote and blended instruction, the AAPS will continue to support TLNs.

As was the case last spring, the following expectations are in place:

1. Each teacher will be a part of one TLN. Teachers with multiple preps should be associated with each class/course they teach but are expected to contribute in one primary network.
2. Each teacher will add a building administrator and paraprofessionals associated with their classrooms co-teachers in Schoology to best ensure communication and continuity. This is also anticipated to assist during teacher absences.
3. Paraprofessionals assigned to students are listed as co-teachers in Schoology for the purposes of access to students they support, as well as implementing the differentiated curriculum by the class/course teacher of record.
4. Dedicated time during the online and blended learning phases within the bookends of the school day has been provided for staff to meet weekly with their TLNs during the school day.

F. Professional Development

Supporting teachers and staff in professional learning is an important part of our critical mission. We understand that virtual teaching and learning, a new management system and blended learning will require increased support and many varied options to meet the diverse needs of our excellent AAPS teachers and staff. The district will provide staff with all necessary development opportunities to ensure they are successful in each of the models of instruction defined in this plan. The district will survey staff regularly to ensure we are meeting their needs.

G. Nimble Intervention Opportunities / Student Intervention

Students requiring additional support will continue to receive that support.

1. The schedule for instruction includes daily opportunities for students to connect with teaching and support throughout the day.
2. Special education services and support will continue according to the student's IEP and are detailed in the section "Student Supports and Supplemental Services".
3. 504 services and accommodations will continue according to the student's 504 Plan and are detailed in the section "Student Supports and Supplemental Services".

H. Grades, Assessments and Report Cards

When the 2020-2021 school year begins for students on September 8th, teaching and learning resumes in full. Whether delivered remotely or in-person, students will be supported in and responsible for learning class and course content. As such, students will also be responsible for demonstrating their learning via formative and summative assessments. Teachers will score and record assignments and assessments in the

PowerSchool system and these scores will be summarized officially via student report cards.

As we work to ensure the use of culturally relevant practices across our classrooms, student demonstration of their learning may include projects and portfolios in addition to traditional assessment tools. Teachers will clarify expectations for student success and will provide feedback to support learning and mastery of content of concepts.

I. High School Credit and Diploma Requirements

All high school students will continue to have access to the AAPS curriculum that aligns with the Michigan Merit High School Graduation Requirements [create link]. Fully remote courses will adhere to the curriculum standards necessary for graduation and NCAA eligibility.

J. 1:1 Student Access to Devices

As we prepare for each potential scenario - remote, blended, and face to face - each student will require access to a personal device.

For the 2020-2021 school year and beyond, AAPS enrolled students in Preschool through grade two will be issued an iPad. Students in grades three through twelve will be issued a Chromebook.

The process for deploying devices will be shared with families before the start of the 2020-2021 school year and will require a signature of receipt and responsibility for care of the device.

K. Access to Internet Service

AAPS students require access to the Internet in order to fully access learning for the 2020-21 school year.

Over the past several months, we have worked with families across the district to support them in gaining access to the Internet.

We continue to seek innovative and effective ways to continue this support both with remote access and with funding. Our families can expect this support to continue and our Help Desk will be available to each of our AAPS families to provide individualized solutions to meet their needs.

L. Consistent Communication through the Schoology System

The abrupt shift to online learning this past spring due to COVID-19 illustrated the need for consistent district-wide methods for schools to communicate with families, students and staff. This spring, AAPS purchased the Schoology Learning Management System to provide a one-stop-shop for our families.

Through a single log in, families can contact teachers, access information about student assignments, grades, attendance and progress, as well as school events and updates. Families with more than one enrolled student will be able to access information for each of their children through this single log in.

M. Common Learning Platform through the Schoology System

Our goal is to support students PK-12 in accessing and managing their learning in any environment, whether in-person or remotely. In addition, we understand that in any setting, our families need to stay connected and engaged in supporting the academic success of students. To ensure that the process is as easy as possible, each teacher will use the Schoology Learning Management System as the teaching and learning hub for their classes.

Within Schoology, students and families can communicate with teachers, access lessons and activities, turn in assignments, monitor progress, and participate in online meetings. In addition, Schoology will help students and their families to stay connected and on track with their learning through an automated running agenda, complete with assignment deadlines. Students will access all enrolled classes via a single log in. Families may access the Schoology information for multiple children through a single log in as well.

N. Technology Support

We understand that using technology, particularly new tools, can be challenging. Beginning in mid-August and repeating through the fall, families will have access to both synchronous instruction and recorded sessions to learn how to access and maneuver through the Schoology system. Our help desk will continue to support families with their technology needs throughout the summer and school year.

1. Our AAPS Family Help Desk is always available from 7:30am - 5:30pm.
2. Between August 31st October 31st, we will offer extended hours from 7:30am - 7:30pm to ensure students and families are able to fully access their learning.
3. To reach the help desk for your technology related questions, call 734-997-1222 or email at family_techsupport@aaps.k12.mi.us

O. School Breakfast and Lunch Access

The AAPS, working with food service supplier Chartwells, continues to ensure students have nutritious breakfast and lunch offerings to support the 2020-2021 Reimagine Learning Plan.

The priorities of the AAPS food service plan is to minimize the risk of exposure to COVID-19 during the school day while providing nutritious and appealing breakfast and lunch options for students. AAPS will offer a grab-and-go breakfast option along with a la carte items and juice, and a hot and cold lunch option with a la carte options and milk. AAPS will also provide meals for students who qualify for Free and Reduced-Price Lunch for the

days they are learning remotely. All food will be prepared and pre-assembled by food service staff utilizing face coverings and gloves. To ensure social distancing, students will not congregate in the cafeterias but rather eat with their classmates in an assigned classroom.

Additionally, AAPS will be introducing a new food service software program, Meal Magic, that allows for the cloud-based pre-order of meals, online payments and online Free and Reduced-Price Lunch applications.

P. Food Service Plan

1. PreSchool

Breakfast and lunch programs at the AAPS Preschools will continue to serve meals in the classrooms but not family style. Individual meals will be served to students.

2. Breakfast – Elementary and Secondary

Each school will have a cart with pre-assembled breakfast, juice and a limited number of a la carte items available for purchase each morning at the school entrance to be taken to the classroom to eat. All students will have the option to order a meal or a la carte items and drink. The breakfast cart will be staffed by a Chartwells employee.

3. Elementary Lunch Service

a. Y5/K-2

Pre-assembled meals, a la carte items and milk will be delivered to each classroom. Noon hour staff will be utilized to assist with the deliveries. The Meal Magic program will allow for confidential tracking of paid, reduced-price, free and pre-ordered meals. Students who wish to purchase a meal can do so but pre-orders are encouraged, as cash will not be accepted. Each elementary school will assign a staff member to monitor the classroom lunches and ensure adherence to hand washing protocols. Two rotating shifts will be scheduled for eating and lunch recess to ensure each classroom remains in their same cohort.

b. 3-5

Students in grades 3, 4, 5 will walk as a classroom cohort to the cafeteria servery line practicing social distancing and wearing masks to pick-up their pre-packaged meal (hot or cold choice), a la carte items or milk. Students will immediately return to their classroom to wash hands and eat their lunch. The lunch and lunch recess schedule will need to be staggered to ensure social distancing by cohort in the servery line. Staff will need to be assigned to each classroom for the lunch period.

4. K-8 Lunch Service

a. K-2

Pre-assembled meals, a la carte items and milk will be delivered to each classroom. Noon hour staff will be utilized to assist with the deliveries. The Meal Magic program will allow for confidential tracking of paid, reduced-price, free and pre-ordered meals. Students who wish to purchase a meal can do so but pre-orders are encouraged as cash will not be accepted. Each elementary school will assign a staff member to monitor the classroom lunches and ensure adherence to hand washing protocols. Two rotating shifts will be scheduled for eating and lunch recess to ensure each classroom remains in their same cohort.

b. 3-8

Students in grades 3-8 will walk as a classroom cohort to the cafeteria servery line practicing social distancing and wearing masks to pick-up their pre-assembled meal (hot or cold choice), a la carte items or milk. Students will immediately return to their classroom to wash hands and eat their lunch. The lunch and lunch recess schedule will need to be staggered to ensure social distancing by cohort in the servery line. Staff will need to be assigned to each classroom for the lunch period.

Another option for meal service, to reduce the number of classes walking to the cafeteria, is to distribute meals from carts located in predetermined hallways. Students will walk as a classroom cohort to the hallway carts practicing social distancing and wearing masks to pick-up their pre-packaged meal (hot or cold choice), a la carte items or milk. Students will immediately return to their classroom to wash hands and eat their lunch. The cafeteria servery plus one or two hallway service stations can be implemented at each school.

5. Middle and High School Lunch Service

Students in grades 6-12 will have a combination of cafeteria pick-up and hallway meal cart locations on second and third floors to reduce the movement of students between floors. Similar to the Elementary and K-8 options, pre-assembled meals (hot or cold choice), a la carte items and milk will be available. A la carte item offerings for these grade levels will expand as the school year progresses. Students will immediately return to their classroom to sanitize hands and eat their lunch. Staff will need to be assigned to each classroom for the lunch period. Lunch pick-up will be staggered by classroom.

Q. Transportation

1. The AAPS, working with Durham Transportation, have incorporated the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap student transportation recommendations to ensure that students who are eligible for bus service and their families understand the protocols for riding the bus this school year.

2. Students are eligible for bus service if they reside more than one and one half (1.5) miles from their school of attendance. In-District Transfer and School of Choice students are not eligible for bus transportation. Some high school students are eligible for an AATA public transportation bus pass as determined by their home address. At this time, we are waiting to hear which routes will be in service in the fall for the high schools. Be assured that if AAATA has cancelled a route that previously had transported high school students to and from school, AAPS will add bus route coverage for these eligible students.
3. All families with transportation-eligible students will be requested to fill out a survey that will allow transportation to better plan the bus routes for this school year. Students may opt into bus service with a week's planning notice at any time, if they are eligible.
4. AAPS students receiving special education services will be contacted about transportation needs per the student's IEP. Face shields will be worn by drivers/monitors when securing students who have this IEP requirement but the shields will not be worn while the driver is operating the vehicle.
5. Qualified transportation vendors contracted by AAPS to perform certain special education and McKinney-Vento transportation services shall, and are required to, follow the protocols outlined below when transporting students.

R. Phase 4 Busing and Student Transportation

1. The AAPS will follow the requirements of the State of Michigan's Return to School Roadmap for student transportation services.
2. Parents/guardians must conduct at-home pre-screening prior to a student leaving for the bus stop.
3. Families complete prescreening tool for their students <https://www.a2schools.org/2020returnplan>
4. If families answer "yes" to any symptom questions, the student(s) need to stay home and their health care provider should be called.
5. If families indicate on the pre-screening form that they have been diagnosed with COVID-19, are waiting for test results, or were exposed to someone with COVID-19 within the last 14 days, they must contact their building principal as soon as possible and the student(s) must stay home.
6. Every student is required to use the provided hand sanitizer installed on each bus before entering the vehicle.
7. The bus driver, bus monitor and all students PK-12 are required to wear facial mask coverings while on the bus. Bus drivers will remove their masks only while they are driving for safety reasons.

8. Drivers and monitors will do all they can to maintain social distance between themselves and students while they are on the bus. If there is a monitor on the bus, they will always wear their face mask when transporting students.
9. Buses will be cleaned and disinfected before and after every transit route. Students will not be on the bus during the cleaning. High touch surfaces such as the door handles, seat harnesses, windows, doors and grab handles will be cleaned frequently during the service day. This includes cleaning of any adaptive equipment used in transporting students to and from school.
10. Weather permitting, windows will be open on the bus to promote air circulation.
11. Each school will be required to develop a seating chart for students in all grades that will be implemented to help with social distancing and consistency of ridership tracking. Siblings shall share a seat if they are riding the same route.
12. Students who become ill during the school day will not be allowed to ride the bus home. Per the AAPS health safety plan, students will need to be picked up and transported home by the parent/guardian.

S. Carpooling and Safe Routes to Schools Programs

1. Carpooling is discouraged.
2. Walking and biking in family groups is encouraged. Each school is able to provide the best walk and bike routes as part of their Safe Routes to School Program.

III. MI Safe Return to School Phases 1-4: No Face-to-Face Instruction - Fully Online Instructional Options

In these phases, each AAPS student will engage in daily remote learning through one of three instructional options. In the first two options: A2 Classroom Connect and A2 All Access, students attend daily classes according to the established block schedules below. Students are required to engage in both synchronous (live) and asynchronous (independent) learning throughout the school day. The third instructional option is A2Virtual+ Academy, an asynchronous, self-paced, independent learning path.

A. Instructional Options

1. **A2 Classroom Connect**- Fully Online, Neighborhood School Option:
 - a. In this option, students are scheduled into classes with teachers and peers enrolled at their neighborhood school. As we proceed through the phases of the reopening, students may remain fully remote, participating in synchronous learning along with peers participating face to face and according to the same schedule.
 - b. For each learning block, remote students will engage in a live video conference with a teacher and peers followed by a period of practice and application that may be done offline, independently. Students needing additional assistance may remain online for the practice and application portion of the lesson to receive support from teachers and support staff as needed.
 - c. In this option, each day of the week is labeled as either an “A” or “B” day. Middle and High School students will attend some of their classes on “A” days and other classes on “B” days.
2. **A2 Student Link** - Fully Online, Online Community Option:
 - a. In this option, students are scheduled into classes with AAPS teachers and students from across the AAPS desiring a fully remote learning community. As the AAPS proceeds through the phases of the reopening, students will remain fully remote.
 - b. For each learning block, remote students will engage in a live video conference with a teacher followed by a period of practice and application that may be done offline, independently. Students needing additional assistance may remain online for the practice and application portion of the lesson to receive support from teachers and support staff as needed.
3. **A2 Virtual+ Academy**- Fully Online, Self-paced Option:
 - a. This program is a self-paced, asynchronous learning pathway of full course offerings for students in grades Y5-12. Students move through course modules, activities and assessments independently while receiving

assignment feedback and check-in connections with an AAPS teacher who will support students as needed with pacing and instructional needs.

B. Health and Safety Precautions

1. Due to school closures during Phases 1-4, no students will be allowed on campus. Any staff members or members of the public who must be present on campus for any reason are required to wear personal protective equipment (mask or face shield) unless medically directed not to do so.
2. School buildings will be thoroughly cleaned and disinfected in preparation for the return of staff and students.

C. Instructional Expectations - Students

1. Attend and participate in each synchronous class at the scheduled time. Attendance will be taken and recorded.
2. Complete and submit assignments as indicated by the teacher(s) according to established deadlines.
3. Monitor the Schoology “Upcoming” agenda to stay on track with classes and deadlines for work submission.
4. Monitor work completion by checking the gradebook weekly.
5. Ask questions as needed and participate in class discussions and meetings.
6. Seek help as needed both during class (if available in chosen instructional model) and during optional support times throughout the week.
7. Be patient with oneself and with others as we navigate this phase of teaching and learning together.
8. Communicate needs with teachers, administrators and family members.
9. Engage with teachers and peers in respectful and responsible ways, abiding by the AAPS Rights and Responsibilities for Students, Teachers, Staff, Parents/Guardians at all times.
10. Report any offensive or inappropriate observances or experiences to a teacher or administrator.

D. Instructional Expectations - Teacher

1. Take attendance and record it as soon as possible for each class period.
2. Provide daily synchronous and asynchronous instruction during scheduled class times.

3. Follow the established scope and sequence and team created lessons for each class/course.
4. Implement social emotional learning practices as a part of daily morning meeting/advisory periods and as needed.
5. Clarify assignments and establish clear deadlines for the submission of assignments.
6. Provide meaningful feedback, score assignments and record grades in a timely manner.
7. Update the deadlines in the gradebook to reflect accurately on student Schoology “Upcoming” agenda.
8. Communicate progress with students and families as needed.
9. Monitor participation and assignment submission and communicate concerns to students and families.
10. Provide support to students as needed, responding to their questions and needs as soon as possible.
11. Establish positive classroom online culture through the establishment of positive, clear expectations and by addressing issues as they emerge swiftly and with care.
12. Participate in established TLNs.
13. Be patient with oneself and with others as we navigate this phase of teaching and learning together.
14. Communicate needs with administrators and the TLN.
15. Participate in professional development offerings and communicate these needs to administration.

E. Instructional Expectations - Families

1. Become familiar with the Schoology system to support your child’s learning.
2. Monitor student attendance and academic progress through the Schoology system at least weekly
3. Set expectations with students by reviewing the Schoology “Upcoming” agenda and providing a quiet space for students to engage in learning daily.
4. Ask students each day about their learning and participation, as well as any assignments that are coming due.

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5. Check the Schoology system for communication and updates from teachers and administrators.
6. Communicate questions and needs with teachers and administrators so they can be responsive and supportive of your family. We understand that online learning is a challenge for many of us and we are here to help.
7. Be patient with oneself and with others as we navigate this phase of teaching and learning together.
8. Report any offensive or inappropriate observances or experiences to a teacher or administrator.

F. Preschool Fully Online Schedule (SAMPLE)

Students will attend school each day while at home using a device to access teaching and learning opportunities. Learning time will be allocated as follows:

Day	Time	Learning Activity	Mode of Instruction
Monday, Tuesday, Thursday, Friday AM / PM Sessions	8:30 - 8:45 OR 10:30 - 10:45 OR 12:30 - 12:45 (15 minutes)	Greeting / Morning-Afternoon Message	Synchronous and asynchronous
	8:30 - 9:15 OR 10:45 - 11:30 OR 12:45 - 1:30 (45 minutes)	Academics Read Aloud Intervention/Enrichment Focus	Synchronous and asynchronous
Wednesdays AM / PM Sessions Family Engagement	To be determined	Weekly: Contact with each family to support them with facilitating their child's learning and access to the synchronous activities. Support Family Partnership Agreements and Family Goal Setting process, provide resources as needed. Help families engage in the Plan-Do-Review process.	Synchronous
		Monthly: Access to virtual sessions of the program <i>Engaging Families in Children's Literacy Development</i> and/or other parent training opportunities	Asynchronous
Weekly	To be determined	Support learning during home/family routines, structured activities families can engage in, independent activities young children can engage in.	Asynchronous

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		Waterford Early Learning System	
Monthly	To be determined	Learning Packets to support weekly plans, read alouds, and small group activities.	Asynchronous

G. Elementary Fully Online Schedule (SAMPLE)

Students will attend school each day while at home using a device to access teaching and learning opportunities. Learning time will be allocated as follows:

Day	Time	Learning Activity	Mode of Instruction
Monday, Tuesday, Thursday, Friday	8:10 - 8:40 (30 minutes)	Morning Meeting	Synchronous
	8:40 - noon (200 minutes)	Core Academics: Reading, writing, science, social studies, word study, math, PLTW	Synchronous and Asynchronous
		Special education service provision	Synchronous (push-in or small group)
	30 minutes	Specials	Synchronous
	Noon - 12:48 (48 minutes)	Lunch / Recess	Asynchronous
	12:48 - 1:18 (30 minutes)	Core Academics: Reading, writing, science, social studies, word study, math, PLTW	Synchronous and Asynchronous
		Special education service provision	Synchronous (push-in or small group)
1:18 - 2:48 (30 minutes)	Specials / Small Group sessions/Intervention / Enrichment / A2Stretch	Synchronous and Asynchronous	
2:48 - 3:03 (15 minutes)	Closing Circle	Synchronous/Optional	
Wednesdays	8:30 - 9:00 (30 minutes)	Morning Meeting	Synchronous
	9:00 - noon (180 minutes)	Core Academics Reading, writing, science, social studies, word study, math, PLTW	Asynchronous Teacher Office Hours
		Special education service provision	Synchronous and/or Asynchronous

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	Noon - 12:48 (48 minutes)	Lunch / Recess	Asynchronous
	12:48 - 3:08 (140 minutes)	Specials / Small Group sessions/Intervention / Enrichment / A2Stretch	Asynchronous

H. Middle School Fully Online Schedule (SAMPLE)

Students will attend school each day while at home using a device to access remote teaching and learning opportunities. Learning time will be allocated as follows:

Day	Time	Learning Activity	Mode of Instruction
"A" Days Learning Blocks 1 - 3	8:20 - 8:45 (25 minutes)	CCA / Advisory / Developmental Designs	Synchronous
	8:45 - 10:25 (100 minutes)	Learning Block 1	Synchronous and asynchronous
	10:25 - 12:05 (100 minutes)	Learning Block 2	Synchronous and asynchronous
	12:05 -12:35 (30 minutes)	Lunch	Asynchronous
	12:40 - 2:20 (100 minutes)	Learning Block 3	Synchronous and asynchronous
"B" Days Learning Blocks 4 - 6	8:20 - 8:45 (25 minutes)	CCA / Advisory / Developmental Design	Synchronous
	8:45 - 10:25 (100 minutes)	Learning Block 4	Synchronous and asynchronous
	10:25 - 12:05 (100 minutes)	Learning Block 5	Synchronous and asynchronous
	12:05-12:35 (30 minutes)	Lunch	Asynchronous
	12:40 - 2:20 (100 minutes)	Learning Block 6	Synchronous and asynchronous
Wednesdays Learning Blocks 1 - 6	8:20 - 8:45 (25 minutes)	CCA / Advisory / Developmental Design	Synchronous
	8:45 - 9:35 (50 minutes)	Learning Block 1	SAMPLE schedule for
	9:35- 10:25 (50 minutes)	Learning Block 4	

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	10:35-11:15 (50 minutes)	Learning Block 2	asynchronous learning
	11:15 -12:05 (50 minutes)	Learning Block 5	
	12:20-12:50 (30 minutes)	Lunch	
	12:50 - 1:40 (50 minutes)	Learning Block 3	
	1:40 - 2:30 (50 minutes)	Learning Block 6	

I. High School Fully Online Schedule (SAMPLE)

Students will attend school each day while at home using a device to access remote teaching and learning opportunities. Learning time will be allocated as follows:

Day	Time	Learning Activity	Mode of Instruction
“A” Days Learning Blocks 1, 3 5 Learning Block 7 (optional)	8:30 - 10:15 (105 minutes)	Learning Block 1	Synchronous and Asynchronous
	10:25 - 12:10 (105 minutes)	Learning Block 3	Synchronous and Asynchronous
	12:10 - 12:40 (30 minutes)	Lunch	Asynchronous
	12:45 - 1:25 (40 minutes)	Advisory	Synchronous and Asynchronous
	1:35 - 3:20 (105 minutes)	Learning Block 5	Synchronous and Asynchronous
	3:30 - 4:30 (60 minutes)	Learning Block 7 (optional)	Synchronous and Asynchronous
“B” Days Learning Blocks 2, 4, 6 Learning Block 7 (optional)	8:30 - 10:15 (105 minutes)	Learning Block 2	Synchronous and Asynchronous
	10:25 - 12:10 (105 minutes)	Lunch	Asynchronous
	12:10 - 12:40 (30 minutes)	Advisory	Synchronous and Asynchronous
	12:45 - 1:25 (40 minutes)	Learning Block 4	Synchronous and Asynchronous
	1:35 - 3:20 (105 minutes)	Learning Block 6	Synchronous and Asynchronous
	3:30 - 4:30 (60 minutes)	Learning Block 7 (optional)	Synchronous and Asynchronous

Wednesdays	8:30 - 9:20 (50 minutes)	Learning Block 1	SAMPLE schedule for time management of asynchronous learning.
	9:25 - 10:15 (50 minutes)	Learning Block 2	
	10:20 - 11:15 (50 minutes)	Learning Block 3	
	11:20 - 12:10 (50 minutes)	Learning Block 4	
	12:10 - 12:40 (30 minutes)	Lunch	Asynchronous
	12:45 - 1:35 (40 minutes)	Advisory	Synchronous
	1:40 - 2:30 (50 minutes)	Learning Block 5	SAMPLE schedule for time management of asynchronous learning.
	2:35 - 3:25 (50 minutes)	Learning Block 6	
	3:30 - 3:50 (20 minutes)	Learning Block 7 (optional)	

IV. MI Safe Return to School Phase 5: Blended (Part Face-to-Face, Part Online), Fully Online Instructional Options Remain

In the MI Safe Return to School Phase 5, AAPS families within the A2Classroom Connect program may return to partial face-to-face learning according to the blended schedule below. As always, families may make the decision to remain fully remote according to their personal needs. All program options remain in place, A2 Student Link, A2Classroom Connect and A2Virtual+ Academy.

A. Blended (Part In-person, Part Online) Learning

1. In this model, A2 Classroom Connect enrolled students may attend face-to-face learning activities according to an alternating blended schedule. Start and end times for the academic day return to traditional schedules and bus transportation resumes.

B. Cohorts

1. In accordance with health and safety recommendations, the blended schedule provides for physical distancing within the classroom. In addition to distancing, students will be “cohorted”, with precautions to reduce exposure to peers outside the cohort as much as possible.
2. In the schedule, each day of the week is labeled either an A or B day.

- a. Students will be assigned to a cohort and will attend in-person school on opposite days, with approximately 50% of students attending in-person instruction.
 - b. Students will physically attend school on either A or B days two days a week, participating in remote learning for the remaining three days.
 - c. During all remote learning, students will engage in both synchronous learning with their teacher and peers, as well as asynchronous activities throughout the school day.
 - d. All students will participate in remote learning on Wednesdays, allowing for a thorough cleaning of buildings between cohorts.
3. **Proposed A/B Cohort Organization:** In an effort to maintain a predictable and common schedule for families, students with last names beginning with A-K will attend on A days. Students with last names L-Z will attend on B days. All students will participate in remote learning on Wednesdays, allowing for a thorough cleaning of buildings between cohorts.

Monday A Day	Tuesday B Day	Wednesday Online	Thursday A Day	Friday B Day
Cohort 1 Students In-Person	Cohort 1 Students In-Person	Cohort 1 and 2 Online Learning <i>Cleaning/ Disinfecting</i>	Cohort 2 Students In-Person	Cohort 2 Students In-Person
Cohort 2 Students Online	Cohort 2 Students Online		Cohort 1 Students Online	Cohort 1 Students Online

C. Health and Safety Precautions:

In this phase, students and families can expect the following public health protocols and strategies to prevent the spread of COVID-19 in AAPS buildings and programs.

1. Before the school day starts:
 - a. At home pre-screening process and tool
 - b. Social distancing during transportation to school (with additional protocols for bus riders)
 - c. Protocols for safe arrival at school
2. During the school day:

- a. Student face coverings:
 - (i) PK - 5
 - During school transportation with the use of hand sanitizer upon entering the vehicle.
 - In hallways and common areas, except while eating meals.
 - In classrooms
 - When in close contact with students outside the classroom.
 - (ii) 6-12
 - During school transportation with the use of hand sanitizer upon entering the vehicle.
 - In hallways and common areas except to eat
 - In classrooms
- b. Enhanced hand hygiene, including regular hand washing and hand sanitizing at school entry, after playing outside, before the lunch period, and periodically throughout the day as needed.
- c. Physical distancing in the classroom - desks spaced apart and facing in one direction
- d. Physical distancing in movement through the building - one-way traffic flow, distancing in lines
- e. Separation of children's belongings and no sharing of classroom materials
- f. Enhanced school cleaning protocols
- g. No indoor assemblies or other large group gatherings
- h. Mental and social emotional well-being supports
- i. A nursing and isolation room protocol for students who become ill at school with COVID-19 symptoms
- j. Additional protocols during in-person instruction:
 - (i) Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
 - (ii) Athletics - compliance with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).

D. Instructional Expectations - Students

1. Attend and participate in each synchronous class at the scheduled time. Attendance will be taken and recorded, whether in-person or remotely attending via online conference.
2. Complete and submit assignments as indicated by the teacher(s) according to established deadlines.
3. Monitor the Schoology “Upcoming” agenda to stay on track with classes and deadlines for work submission.
4. Monitor work completion by checking the gradebook weekly.
5. Ask questions as needed and participate in live class discussions and meetings.
6. Seek help as needed both during class and during optional support times throughout the week.
7. Be patient with oneself and with others as we navigate this phase of teaching and learning together.
8. Communicate needs with teachers, administrators and family members.
 - a. Engage with teachers and peers in respectful and responsible ways, abiding by the Student Code of Conduct at all times.
 - b. Report any offensive or inappropriate observances or experiences to a teacher or administrator.

E. Instructional Expectations - Teacher

1. Take attendance and record it as soon as possible for each class period.
2. Provide daily synchronous and asynchronous instruction during scheduled class times.
3. Follow the established scope and sequence and team created lessons for each class/course.
4. Clarify assignments and establish clear deadlines for the submission of assignments.
5. Provide meaningful feedback, score assignments and record grades in a timely manner.
6. Update the deadlines in the gradebook to reflect accurately on student agendas.
7. Communicate progress with students and families as needed.

8. Implement social emotional learning practices as a part of daily morning meeting / advisory periods and as needed
9. Monitor participation and record assignment submission within 48 hours.
10. Communicate concerns to students and families.
11. Provide support to students as needed, responding to their questions and needs as soon as possible.
12. Establish positive classroom online culture through the establishment of positive, clear expectations and by addressing issues as they emerge swiftly and with care.
13. Participate in established TLNs.
14. Be patient with oneself and with others as we navigate this phase of teaching and learning together.
15. Communicate needs with administrators and the TLN.
16. Participate in professional development offerings as needed and communicate these needs to administration.

F. Instructional Expectations - Families

1. Become familiar with the Schoology system by participating in live or recorded sessions.
2. Monitor student attendance and academic progress through the Schoology system regularly. We recommend checking in weekly.
3. Set expectations with students by reviewing the daily schedule and providing a quiet space for students to engage in learning daily.
4. Ask students each day about their learning and participation, as well as any assignments that are coming due.
5. Check the Schoology system for communication and updates from teachers and administrators.
6. Communicate questions and needs with teachers and administrators so they can be responsive and supportive of your family. We understand that online learning is a challenge for many of us and we are here to help.
7. Be patient with oneself and with others as we navigate this phase of teaching and learning together.
8. Report any offensive or inappropriate observations or experiences to a teacher or administrator.

9. Preschool Blended (Part Face-to-Face, Part Online) Schedule
10. Students will attend school in-person on some days and will use a device to access synchronous and asynchronous teaching and learning opportunities on other days through the Schoology Learning Management System. Learning time will be allocated as follows:

Day	Time	Learning Activity	Mode of Instruction: Cohort 1 (about half of students)	Mode of Instruction: Cohort 2 (about half of students)
Students in Cohort 1 Attend Face-to-Face Monday/Tuesday	9:00 - 9:15 OR 11:00 - 11:15 OR 1:00 - 1:15 (15 minutes)	Greeting / Morning-Afternoon Message	Synchronous and Asynchronous	Students attend school for full day, face-to-face learning according to cohort assignment.
	Students in Cohort 2 Attend Face-to-Face Thursday/Friday	9:15 - 10:00 OR 11:15 - Noon OR 1:15 - 2:00 (45 minutes)	Academics <ul style="list-style-type: none"> ● Read Aloud ● Intervention/Enrichment Focus 	
Wednesdays: Family Engagement		Weekly: <ul style="list-style-type: none"> ● Contact with each family to support them with facilitating their child's learning and access to the synchronous activities. ● Support Family Partnership Agreements and Family Goal Setting process, provide resources as needed. Help families engage in the Plan-Do-Review process. 	Synchronous	Synchronous
		Monthly: <ul style="list-style-type: none"> ● Access to virtual sessions of the program <i>Engaging Families in Children's Literacy Development</i> and/or other parent training opportunities. 	Asynchronous	Asynchronous

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G. Elementary Blended (Part Face-to-Face, Part Online) Schedule SAMPLE

Students will attend school face-to-face on some days and will use a device to access synchronous and asynchronous teaching and learning opportunities on other days through the Schoology Learning Management System. Learning time will be allocated as follows:

Day	Time	Learning Activity	Mode of Instruction:
Students in Cohort 1 Attend Face-to-Face Monday/Tuesday Students in Cohort 2 Attend Face-to-Face Thursday/Friday	8:56 - 9:26 (30 minutes)	Morning Meeting	Students attend school for full day, face-to-face learning according to cohort assignment. Instruction continues to take place within Schoology whether face-to-face or participating online.
	9:26 - 10:56 (90 minutes)	Core Academics AM	
	10:56 - Noon (64 minutes)	Specials / Intervention / Enrichment	
	Noon - 12:48 (48 minutes)	Lunch / Recess	
	12:48 - 2:28 (90 minutes)	Core Academics PM	
	2:28 - 3:44 (76 minutes)	Specials / Intervention / Enrichment	
	3:44 - 3:59 (15 minutes)	Closing Circle	
Wednesdays	8:56 - 9:26 (30 minutes)	Morning Meeting	Synchronous
	9:26 - 10:56 (90 minutes)	Core Academics AM	Asynchronous
	10:56 - Noon (64 minutes)	Specials / Intervention / Enrichment	Asynchronous
	Noon - 12:48 (48 minutes)	Lunch / Recess	Asynchronous
	12:48 - 2:28 (90 minutes)	Core Academics PM	Asynchronous
	2:28 - 3:44 (76 minutes)	Specials / Intervention / Enrichment	Asynchronous

H. Middle School Blended (Part Face-to-Face, Part Online) Schedule

Students will attend school in-person on some days and will use a device to access synchronous and asynchronous teaching and learning opportunities on other days through the Schoology Learning Management System. Learning time will be allocated as follows:

Day	Time	Learning Activity	Mode of Instruction: Cohort 1	Mode of Instruction: Cohort 2
“A” Days Learning Blocks 1 - 3	8:19 - 8:54 (35 minutes)	CCA / Advisory / Developmental Design	Students attend school for full day, in-person activities.	Online instruction, Synchronous and asynchronous
	9:00-10:40 (100 minutes)	Learning Block 1		
	10:45-12:25 (100 minutes)	Learning Block 2		
	12:30-12:59 (29 minutes)	Lunch		
	1:00 - 2:40 (100 minutes)	Learning Block 3		
Wednesdays	8:19 - 8:54	CCA / Advisory / Developmental Design	Online, Synchronous	
	9:00 - 9:50 (50 minutes)	Learning Block 1	Online, Asynchronous	
	9:50 - 10:40 (50 minutes)	Learning Block 4	Online, Asynchronous	
	10:45-11:25 (50 minutes)	Learning Block 2	Online, Asynchronous	
	11:25 -12:15 (50 minutes)	Learning Block 5	Online, Asynchronous	
	12:20-12:49 (29 minutes)	Lunch	Asynchronous	
	1:00 - 2:40 (50 minutes)	Learning Block 3	Online, Asynchronous	
	1:00 - 2:40 (50 minutes)	Learning Block 6	Online, Asynchronous	
“B” Days Learning Blocks 4 - 6	8:19 - 8:54	CCA / Advisory / Developmental Design	Online instruction, Synchronous and asynchronous	Students attend school for full day, face-to-face activities.
	9:00-10:40 (100 minutes)	Learning Block 4		
	10:45-12:25 (100 minutes)	Learning Block 5		
	12:30-12:59 (29 minutes)	Lunch		
	1:00 - 2:40 (100 minutes)	Learning Block 6		

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I. High School Blended (Part Face-to-Face, Part Online) Schedule

Students will attend school in-person on some days and will use a device to access synchronous and asynchronous teaching and learning opportunities on other days through the Schoology Learning Management System. Learning time will be allocated as follows:

Day	Time	Learning Activity	Mode of Instruction: Cohort 1 (about half of students)	Mode of Instruction: Cohort 2 (about half of students)
"A" Days Learning Blocks 1, 2, 4	7:45 - 9:30 (105 minutes)	Learning Block 1	Students attend school for full day, face-to-face activities.	Online instruction, Synchronous and asynchronous
	9:40- 11:25 (110 minutes)	Learning Block 2		
	11:25 - 11:55 (30 minutes)	Lunch		
	12:00 - 12:40 (40 minutes)	Advisory		
	12:50 - 2:35 (105 minutes)	Learning Block 4		
	3:30 - 4:30 (60 mins)	Learning Block 7 (optional)		
Wednesdays	7:45 - 8:35 (50 minutes)	Learning Block 1	Online instruction, asynchronous	Online instruction, asynchronous
	8:40 - 9:30 (50 minutes)	Learning Block 2		
	9:35 - 10:25 (50 minutes)	Learning Block 3		
	10:30 - 11:20 (50 minutes)	Learning Block 4		
	11:20 - 11:50 (30 minutes)	Lunch		
	11:55 - 12:35 (40 minutes)	Advisory		
	12:40 - 1:30 (50 minutes)	Learning Block 5		
	1:35 - 2:25 (50 minutes)	Learning Block 6		
	2:30 - 2:50 (20 minutes)	Learning Block 7 (optional)		
"B" Days Learning Blocks 3, 5, 6	7:45 - 9:30 (105 minutes)	Learning Block 3	Online instruction, Synchronous and asynchronous	Students attend school for full day, face-to-face activities.
	9:40- 11:25 (110 minutes)	Learning Block 5		
	11:25 - 11:55 (30 minutes)	Lunch		
	12:00 - 12:40 (40 minutes)	Advisory		
	12:50 - 2:35 (105 minutes)	Learning Block 6		
	3:30 - 4:30 (60 mins)	Learning Block 7 (optional)		

V. MI Safe Return to School Phase 6: Face-to-Face, Fully Online Options Remain

In phase 6, AAPS A2 Classroom Connect students return for full day, face-to-face learning activities according to the established schedules. AAPS A2Student Link and A2Virtual+ Academy students remain fully online. The following information pertains to students returning to face-to-face instruction.

Health and safety precautions and protocols remain in place according to the MI Safe Return to School plan.

Note: Families/students who wish to participate only in remote learning each day (and not come to school for in-person lessons) can do so and receive remote lessons each day.

A. Health and Safety Precautions:

In phase 6, staff, students and families can expect the following:

1. School cleaning protocols in place
2. Hygiene procedures at school to support healthy behaviors (including soap and hand sanitizer for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques)
3. Cooperation with the local public health department if a confirmed case of COVID-19 is identified

B. Mental and social-emotional well-being activities

1. Athletics - compliance with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
2. Further details of phase 6 implementation can be found in the sections below.

C. Instructional Expectations - Students

1. Attend and participate in each synchronous class at the scheduled time. Attendance will be taken and recorded, whether in-person or remotely attending via online conference.
2. Complete and submit assignments as indicated by the teacher(s) according to established deadlines.
3. Monitor the daily Schoology agenda to stay on track with live classes and deadlines for work submission.
4. Monitor work completion by checking the gradebook weekly.
5. Ask questions as needed and participate in live class discussions and meetings.

6. Seek help as needed both during class and during optional support times throughout the week.
7. Be patient with oneself and with others as we navigate this phase of teaching and learning together.
8. Communicate needs with teachers, administrators and family members.
9. Engage with teachers and peers in respectful and responsible ways, abiding by the Student Code of Conduct at all times.
10. Report any offensive or inappropriate observances or experiences to a teacher or administrator.

D. Instructional Expectations - Teacher

1. Take attendance and record it as soon as possible for each class period.
2. Provide daily synchronous and asynchronous instruction during scheduled class times
3. Follow the established scope and sequence and team created lessons for each class/course.
4. Clarify assignments and establish clear deadlines for the submission of assignments.
5. Provide meaningful feedback, score assignments and record grades in a timely manner.
6. Monitor participation and record assignment submission within **48** hours.
7. For graded assignments, record scores within one week of submission.
8. Communicate concerns to students and families.
9. Implement social emotional learning practices as a part of daily morning meeting / advisory periods and as needed.
10. Monitor participation and assignment submission and communicate concerns to students and families.
11. Provide support to students as needed, responding to their questions and needs as soon as possible.
12. Establish positive classroom online culture through the establishment of positive, clear expectations and by addressing issues as they emerge swiftly and with care.
13. Participate in established TLNs.



- 14. Be patient with oneself and with others as we navigate this phase of teaching and learning together.
- 15. Communicate needs with administrators and the TLN.
- 16. Participate in professional development offerings as needed and communicate these needs to administration.

E. Instructional Expectations - Families

- 1. Become familiar with the Schoology system by participating in live or recorded sessions.
- 2. Monitor student attendance and academic progress through the Schoology system regularly. We recommend checking in weekly.
- 3. Set expectations with students by reviewing the daily schedule and providing a quiet space for students to engage in learning daily.
- 4. Ask students each day about their learning and participation, as well as any assignments that are coming due.
- 5. Check the Schoology system for communication and updates from teachers and administrators.
- 6. Communicate questions and needs with teachers and administrators so they can be responsive and supportive of your family. We understand that online learning is a challenge for many of us and we are here to help.
- 7. Be patient with oneself and with others as we navigate this phase of teaching and learning together.
- 8. Report any offensive or inappropriate observances or experiences to a teacher or administrator.

F. Preschool Face-to-Face Schedule

Students will attend school face-to-face learning activities Learning time will be allocated as follows:

Day	Time	Learning Activity	Mode of Instruction: Cohort 1 and 2
“A” Days Monday, Tuesday, Thursday AM / PM Sessions	9:00 - 9:15 OR 11:00 - 11:15 OR 1:00 - 1:15 (15 minutes)	Greeting / Morning-Afternoon Message	A2 Classroom Connect students attend school for face- to-face learning.
	9:15 - 10:00 OR	Academics • Read Aloud	

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	11:15 - Noon OR 1:15 - 2:00 (45 minutes)	<ul style="list-style-type: none"> Intervention/Enrichment Focus 	
Wednesdays	9:00 - 9:15 OR 11:00 - 11:15 OR 1:00 - 1:15 (15 minutes)	Greeting / Morning-Afternoon Message	A2 Classroom Connect students attend school for face-to-face learning.
	9:15 - 10:00 OR 11:15 - Noon OR 1:15 - 2:00 (45 minutes)	Academics <ul style="list-style-type: none"> Read Aloud Intervention/Enrichment Focus 	
“B” Days Monday, Tuesday, Thursday AM / PM Sessions	9:00 - 9:15 OR 11:00 - 11:15 OR 1:00 - 1:15 (15 minutes)	Greeting / Morning-Afternoon Message	A2 Classroom Connect students attend school for face-to-face learning.
	9:15 - 10:00 OR 11:15 - Noon OR 1:15 - 2:00 (45 minutes)	Academics <ul style="list-style-type: none"> Read Aloud Intervention/Enrichment Focus 	
Fridays		Family Engagement: Weekly: contact with each family to support them with facilitating their child's learning and access to the synchronous activities. Support Family Partnership Agreements and Family Goal Setting process, provide resources as needed. Help families engage in the Plan-Do-Review process. Monthly: Access to virtual sessions of the program <i>Engaging Families in Children's Literacy Development</i> and/or other parent training opportunities.	Synchronous Asynchronous
Weekly		Support learning during home/family routines, structured activities families can engage in, independent activities young children can engage in Waterford Early Learning System	Asynchronous
Monthly		Learning Packets to support weekly plans, read alouds, and small group activities	Asynchronous

G. Elementary Face-to-Face Schedule (SAMPLE)

Students will attend school for full day, face-to-face learning activities Learning time will be allocated as follows:

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Day	Time	Learning Activity	Mode of Instruction: Cohort 1 and 2
Monday - Friday	8:56 - 9:26 (30 minutes)	Morning Meeting	A2 Classroom Connect students attend school for full day, face-to-face learning.
	9:26 - 10:56 (90 minutes)	Core Academics AM	
	10:56 - Noon (64 minutes)	Specials and Intervention/Enrichment	
	Noon - 12:48 (48 minutes)	Lunch	
	12:48 - 2:28 (90 minutes)	Core Academics PM	
	2:28 - 3:44 (76 minutes)	Specials and Intervention/Enrichment	
	3:44 - 3:59 (15 minutes)	Closing Circle	

H. Middle School Face-to-Face Schedule

Students will attend school for full day, face-to-face learning activities Learning time will be allocated as follows:

Day	Time	Learning Activity	Mode of Instruction: Cohort 1 and 2
"A" Days Learning Blocks 1, 2, 3	8:19 - 8:54 (35 minutes)	CCA / Advisory / Developmental Design	A2 Classroom Connect students attend school for full day, face-to-face learning.
	9:00-10:40 (100 minutes)	Learning Block 1	
	10:45-12:25 (100 minutes)	Learning Block 2	
	12:30-12:59 (29 minutes)	Lunch	
	1:00 - 2:40 (100 minutes)	Learning Block 3	
Wednesdays	8:19 - 8:54	CCA / Advisory / Developmental Design	A2 Classroom Connect students attend school for full day, face-to-face learning.
	9:00-10:40 (100 minutes)	Learning Block 1 or 4	
	10:45-12:25 (100 minutes)	Learning Block 2 or 5	

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	12:30-12:59 (29 minutes)	Lunch	
	1:00 - 2:40 (100 minutes)	Learning Block 3 or 6	
"B" Days Learning Blocks 4, 5, 6	8:19 - 8:54	CCA / Advisory / Developmental Design	A2 Classroom Connect students attend school for full day, face-to-face learning.
	9:00-10:40 (100 minutes)	Learning Block 4	
	10:45-12:25 (100 minutes)	Learning Block 5	
	12:30-12:59 (29 minutes)	Lunch	
	1:00 - 2:40 (100 minutes)	Learning Block 6	

I. High School Face-to-Face Schedule

Students will attend school for full day, face-to-face learning activities. Learning time will be allocated as follows:

Day	Time	Learning Activity	Mode of Instruction: Cohort 1 and 2
"A" Days Learning Blocks 1, 2, 4	7:45 - 9:35 (110 minutes)	Learning Block 1	A2 Classroom Connect students attend school for full day, face-to-face learning.
	9:45 - 11:35 (110 minutes)	Learning Block 2	
	11:35 - 12:15	Lunch	
	12:15 - 12:40	Advisory	
	12:45 - 2:35 (110 minutes)	Learning Block 4	
Wednesdays	7:45 - 9:35 (110 minutes)	Learning Block 1 or 3	A2 Classroom Connect students attend school for full day, face-to-face learning.
	9:40 - 10:05	Advisory	
	10:05 - 10:45	Lunch	

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	10:45 - 12:35 (110 minutes)	Learning Block 2 or 5	
	12:45 - 2:35 (110 minutes)	Learning Block 4 or 6	
“B” Days Learning Blocks 3, 5, 6	7:45 - 9:35 (110 minutes)	Learning Block 3	A2 Classroom Connect students attend school for full day, face-to-face learning.
	9:40 - 10:05	Advisory	
	10:05 - 10:45	Lunch	
	10:45 - 12:35 (110 minutes)	Learning Block 5	
	12:45 - 2:35 (110 minutes)	Learning Block 6	

J. Clubs, Sports and Extracurricular Activities

All sports, clubs and extracurricular activities resume.

VI. Student Supports and Supplemental Services

We remain committed to meeting the needs of each and every student in our AAPS community and in each of the phases of the Reimagine Learning Plan, our learners will receive the support they need to be successful. The provision of supplemental services and supports for our students is an important component of our plan and service delivery methods may vary according to a student’s individual needs.

Our goal is to continue to provide live, direct services and supports according to established 504, IEPs and other established intervention supports. As always, our Student Intervention and Support Services (SISS) Department is committed to providing free and appropriate educational opportunities for students with disabilities in alignment with public health guidelines. Collaboration with families has always been a necessary part of the special education process and continues to be during this time. To address the unique needs of students with disabilities, intervention teachers, tutors and special education service providers will continue to communicate and collaborate with families regarding services during remote and in-person learning environments. Service plans may be adjusted as needed for the circumstances of the learner and the learning environment.

Students receiving Title I tutoring, reading intervention, 504 supports and IEP delineated services will continue to receive these important services live, whether online or in-person.

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Communication with families is essential in any phase of the instructional plan. All scheduled live sessions with students will be communicated with students and families through the Schoology system. All service sessions will appear on the student daily agenda to ensure clarity.

Supplemental Support/Services	Synchronous
English Language Learner Support	<p>English Language teachers will provide instructional support to students in one of two ways:</p> <p>Push in: English Language teachers enter the classroom and provide support during general education class instruction</p> <p>Pull Out: English Language teachers work directly with students or groups of students at scheduled times during the week. Every effort will be made to schedule these sessions outside of general education instruction.</p>
Title I Instructional Support	<p>Title I teachers/tutors will provide instructional support to students in one of two ways:</p> <p>Push in: Teachers/tutors enter the classroom and provide support during general education class instruction</p> <p>Pull Out: Teachers/tutors work directly with students or groups of students at scheduled times during the week. Every effort will be made to schedule these sessions outside of general education instruction.</p>
Special Education Self Contained Setting	<p>Students in the self-contained classroom setting will receive direction instruction according to the established schedule in the fall plan.</p>
Special Education Resource Room Setting	<p>Students in the self-contained classroom setting will receive direct instruction according to the established schedule in the fall plan.</p>
Social Work Speech and Language Pathology Occupational Therapy Physical Therapy	<p>Service providers will provide direct instructional support to students in one of two ways:</p> <p>Push in: Service providers enter the classroom and provide support during general education class instruction</p> <p>Pull Out: Service providers work directly with students or groups of students at scheduled times during the week. Every effort will be made to schedule these sessions outside of general education instruction.</p>

A. Instructional Expectations - Students

Attend and participate in each synchronous class and/or scheduled service provision session at the scheduled time. Attendance will be taken and recorded.

1. Participate in sessions as directed by the teacher/service provider.
2. Complete and submit any assignments as indicated by the teacher/service provider according to established deadlines.
3. Monitor the daily Schoology agenda to stay on track with live classes and sessions.
4. Ask questions as needed and participate in live sessions and meetings.

5. Seek help as needed both during class and during optional support times throughout the week.
6. Be patient with oneself and with others as we navigate this phase of teaching and learning together.
7. Communicate needs with teachers, administrators and family members.
8. Engage with teachers and peers in respectful and responsible ways, abiding by the AAPS Rights and Responsibilities for Students, Teachers, Staff, Parents/Guardians at all times.
9. Report any offensive or inappropriate observances or experiences to a teacher or administrator.

B. Instructional Expectations - Teachers and Service Providers

1. Monitor participation and record sessions in the log for each student/session.
2. Provide daily synchronous and asynchronous instruction during scheduled class/session times
3. Support students in being successful in meeting goals and expectations.
4. Implement social emotional learning practices aligned with those established in the daily morning meeting / advisory periods and as able.
5. Clarify any assignments and establish clear deadlines for the submission of assignments if applicable.
6. Provide meaningful feedback to students and families in a timely manner.
7. Update the session schedules/deadlines in Schoology to reflect accurately on student agendas.
8. Communicate progress with students and families as needed.
9. Provide support to students as needed, responding to their questions and needs as soon as possible.
10. Establish positive classroom online culture through the establishment of positive, clear expectations and by addressing issues as they emerge swiftly and with care.
11. Participate in initial and annual IEP meetings, initial and triennial evaluations, and transition processes/meetings
12. Implement IEPs and Behavior Intervention Plans with fidelity.
13. Provide accommodations and/or modifications for curriculum as necessary.
14. Participate in established TLN.
15. Be patient with oneself and with others as we navigate this phase of teaching and learning together.
16. Communicate needs with administrators and the TLN.

17. Participate in professional development offerings as needed and communicate these needs to administration.

C. Instructional Expectations - Families

1. Become familiar with the Schoology system to support your child's learning.
2. Monitor student schedule, attendance and academic progress through the Schoology system at least weekly
3. Set expectations with students by reviewing the daily schedule and providing a quiet space for students to engage in learning daily.
4. Ask students each day about their learning and participation, as well as any assignments that are coming due.
5. Check the Schoology system for communication and updates from teachers, service providers and administrators.
6. Communicate questions and needs with teachers, service providers and administrators so they can be responsive and supportive of your family. We understand that online learning is a challenge for many of us and we are here to help.
7. Be patient with oneself and with others as we navigate this phase of teaching and learning together.
8. Report any offensive or inappropriate observances or experiences to a teacher, service provider or administrator.

D. The Continuation of IEP Meetings

As we begin the 2020-2021 school year in a virtual setting, AAPS will review all IEPs to ensure that services can continue as written in the virtual environment. Should it be determined that the IEP as written can be implemented in the virtual environments offered by the Districts in the Fall, then no amendment to the IEP will be necessary and students and families will be so advised.

Where it is determined that the IEP cannot be implemented in the virtual environments offered by the District in the Fall, the District will continue to develop and implement a student's Good Faith Effort Contingency Learning Plans (GFELCPs). Following the start of school on September 8, 2020, every student's GFELCP must be reviewed and updated to consider and reflect the increased learning block as well as synchronous instruction and service provision. At the present time, as was true in the Spring, all meetings will need to be conducted in a virtual or telephonic format. As the District's programs evolve and change in response to the pandemic, appropriate changes to the GFELCP may need to be made either by agreement or through the formal IEP process, until such time we are back in full time face-to-face instruction and the IEP can be implemented in full. At that time the District will evaluate the student to determine whether compensatory educational services are required.

E. Continuation of GFELCPs

For students with IEPs whose current IEPs could not be fully implemented during the closure, school teams created and shared a [Good Faith Effort Contingency Learning Plan \(GFECLP\)](#), seeking input from families. The GFECLP outlined the services each child will receive during this time of school closure and remote learning.

As we move forward to more robust instruction and service provision, MDE has required that we continue implementing students' GFECLPs. Following the start of school on September 8, 2020, every student's GFECLP must be reviewed and updated to consider and reflect the increased learning block as well as synchronous instruction and service provision. School teams should work collaboratively with their principals/deans to enlist support from building support teams (intervention specialists, ADs, admins etc.) to ensure maximization of support to the IEP teams.

F. Procedures During the School Closure

In this section, you will find guidance on procedures for conducting IEPs, developing and completing IEP amendments, and completing REED/Evaluations during the COVID-19 school district closure. With the exception of the new requirement of creating IEP amendments, procedures will remain the same as in the spring unless and until we receive further guidance from MDE.

1. Individualized Education Plans (IEPs)
 - a. IEP team members must request excusals for any IEP that they are unable to participate in due to the extended school district closure on account of the public health emergency (COVID-19) using the [SISS Excusal Letter](#).
 - b. Case managers must type participants' names on SISS [IEP Sign In Page](#).
 - c. IEPs to be developed as if we are in face-to-face traditional school day and to extend no longer than one calendar year.
 - d. Document all Good Faith Efforts in PSSE/TIENET
2. IEP Amendments
 - a. For IEPs that **DO MEET** the provision of FAPE during the district closure, staff must contact the parent/guardians to inform them that the existing IEP is sufficient via a parent/guardian letter [Parent Letter No IEP Change COVID](#).
 - b. For students who previously had GFECLPs during the Spring district closure on account of the public health emergency (COVID-19), an draft IEP Amendment will be presented to the parent for review. If the parent requests an IEP Team meeting to review the IEP Amendment, one will be scheduled in the same fashion as would be the case for any IEP Team meeting.
 - c. The duration of the IEP Amendment shall be for the duration of the instructional conditions that are present at the start of the school year. As

those conditions change, additional changes to the IEP Amendment may be required either with or without a formal meeting, depending on the parent's preference for the IEP.

NOTE: The REED process will be utilized for eligibility determination only due to the extended school district closure on account of the public health emergency (COVID-19).

3. Initial Evaluations

a. As we embark into the 2020-2021 school year, Ann Arbor Public Schools buildings remain closed. For those students of whom parents may request an initial evaluation for special education eligibility and services, the guidance from MDE continues to be as follows:

(i) Sufficient Evaluation Data is Available:

1. Move to IEP
2. Complete MET Report and MET Forms.
3. Gain MET member agreement to certification through email,
4. Type team members' names into MET form and mark whether they agree.
5. We will sign/initial the documents once school resumes.
6. Schedule virtual MET/IEP Meeting: MUST include the parents/guardians

(ii) New Evaluation Data is needed:

1. Complete an extension form. "An extension is requested due to the extended school district closure on account of the public health emergency (COVID-19)"
 2. Date Extension Requested: **Current Date of Request**
 3. Proposed Extended Due Date: **January 10, 2021**
- b. **If a parent/guardian declines the extension request**, the team may proceed with the evaluation process with the *current data available*. Note on the Notice that the parent/guardian disagrees with the extension of the timeline and an IEP amendment with an updated GFECPL shall be created to ensure FAPE during the school closure on account of the public health emergency (COVID-19).
- This may mean that the team determines that the student is ineligible at this time and the evaluation process may be reopened once school resumes.
- c. **If a parent/guardian agrees to the extension request**, connect with parents to obtain virtual parent/guardian consent. Send the extension form

via email and ask for parents/guardians to respond via email with the following information:

- They have received the email indicating consent to the extension

**If the team was looking to change the certification: Move through the MET process (complete the MET forms, denote “not enough information at this time to make an informed eligibility).*

4. 3 Year Re-evaluations

(i) Sufficient Evaluation Data Is Available:

1. Move to IEP
2. In the Options Considered but Not Selected box, enter a statement regarding what additional data was going to also be collected, but due to the extended school closure, was not. Teams may note that once school is reconvened the IEP may be amended to reflect additional data.

(ii) Additional Evaluation Data is Needed:

1. State that based on existing data and on the Options Considered section that due to the school closure, data is unable to be collected at this time and that the team will consider reopening the evaluation once school resumes.
2. Connect with parents/to inform them that the evaluation will not be able to be completed at this time due to a lack of needed data on account of the school closure
3. Close out the evaluation
4. If data has been collected, complete a report to the best of your ability
5. Document in the Options Considered section why the evaluation was not completed

5. New Student Enrollments

- a. Complete the Transfer of Disability Form in TIENET to ensure Provision of Services and Programs to the best of your ability.
- b. Calculate 30 school days (count each remote learning day as a school day) from the date of the Notice of Provision of Services

6. Exiting Early Childhood

Children exiting early childhood programs and services will need OSEP Exit Data completed. Staff will use data they had prior to closure with any updated information they can gather.

7. Part C to B

- a. A REED must accompany the initial IEP, however, most children will not require further testing to determine eligibility. Teams should use the current data that is available.
- b. If the team determines that further testing is necessary, and cannot be conducted virtually;
 1. Complete an extension form. “An extension is requested due to the extended school district closure on account of the public health emergency (COVID-19)”
- c. Date Extension Requested: **Current Date of Request**
- d. Proposed Extended Due Date: **January 10, 2021**
- e. ***If a parent/guardian declines the extension request***, the team may proceed with the evaluation process with the *current data available*. Note on the Notice that the parent/guardian disagrees with the extension of the timeline and an IEP amendment with an updated GFELCP shall be created to ensure FAPE during the school closure on account of the public health emergency (COVID-19).
- f. This may mean that the team determines that the student is ineligible at this time and the evaluation process may be reopened once school resumes.
- g. ***If a parent/guardian agrees to the extension request***, connect with parents to obtain virtual parent/guardian consent. Send the extension form via email and ask for parents/guardians to respond via email with the following information:
 - They have received the email indicating consent to the extension
3. It is expected that the IEP is conducted **before the child’s third birthday**.
4. Use general guidance for initial evaluations above to complete the IEP.

COVID 19 Late Referrals

1. Under the circumstances of virtual services, if a referral is received for a child who is 2 years 9 months of age or older, a referral will be made to start with the local district for an evaluation and IEP to minimize transitions from one team to the other
2. Teams may collaborate on the evaluation process while determining eligibility in the event the child is not eligible for MMSE, but meets Early On Part C guidelines

G. ESY Consideration and Change of Level

1. ESY must be considered at every IEP.
2. Use the data collected by October 15, 2020; January 14, 2021 to make ESY decisions for the 2020-21 school year.
3. The school closing does NOT automatically allow for ESY participation.
4. Write the following statement if you are unsure if a student would qualify after following our district procedures for ESY, please contact your assigned Assistant Director. (This should only be a very small percentage of students):

Each building will begin to identify students transitioning to the next level in January, 2021 and share with the potential receiving schools. Please note a Change of Level meeting is not an IEP meeting.

Further information regarding the Change of Level process will be forthcoming from the SISS Department.

H. Summary of Performance and Exit Interviews

Summary of Performance (SOP) will be important to exiting students – especially the ones going on to seek employment and those who do not have settled plans for postsecondary education. Consider prioritizing which SOPs get done first and which ones get the most attention.

Please conduct an exit interview with families, when possible, to contribute to the SOP. Exit interviews serve as a strategy to “check in” with students/families in addition to the primary purpose of collecting contact information for B-14 data collection. Exit interviews should be conducted using means that will assure security and privacy of student information.

I. Grouping Students for Instruction/Service

When creating a service provision group, students should be assembled according to “like goal”. Regrouping students for instruction during this closure, including grouping students of “like goal” from other buildings, is not a violation of FERPA. The following statement will be included in all GFELCP documentation: “There may be times in which students may participate in groups that include other students.” FERPA privacy regarding records will always be upheld.

As was the case last spring, the following expectations are in place:

- Each teacher will be a part of one TLN. Teachers with multiple preps should be associated with each class/course they teach but are expected to contribute to one primary network.
- Each teacher will add a teacher, building administrator, and paraprofessionals associated with their classrooms as co-teachers in Schoology to best ensure communication and continuity. This is also anticipated to assist during teacher absences.
- Paraprofessionals assigned to students are listed as co-teachers in Schoology for the purposes of access to students they support, as well as implementing the differentiated curriculum by the class/course teacher of record.

Dedicated time during the online and blended learning phases within the bookends of the school day has been provided for staff to meet weekly with their TLNs during the school day.

VII. Facilities Maintenance and Operations

A. Signage

1. Informational Signage will be placed throughout the school including:
2. Indicating “In-Only” and Exit-Only” door locations
3. General Building wayfinding at the entrance
4. Social Distancing Reminders
5. Self-Screening Reminders
6. One-Way hallway and staircase traffic circulation - “Walk on the right side only”
7. Maximum Occupancy for Elevators
8. Maximum Occupancy for Restrooms
9. Hand Washing reminders in Restrooms

B. Disinfecting Supplies for Building Occupants

1. Hand sanitizer and other disinfecting supplies will be provided throughout the school, including:
 - a. Separate locations for entering and exiting school traffic
 - b. Offices and other occupied support rooms
 - c. All instructional spaces

C. Doors

To the extent permissible by building codes and safety requirements, doors will be either propped open or removed to minimize touch surfaces.

D. Plumbing and Drinking Water

Prior to re-occupancy, the building drinking water systems will be thoroughly flushed. Safe drinking water will be provided in a manner that minimizes the potential spread of contagions.

E. Heating, Ventilating and Air Conditioning Systems (HVAC)

An enhanced ventilation Sequence will be deployed using the District’s Building Automation System (BAS) during re-occupancy that will maximize outdoor air provision based on the capacity of the ventilation systems and outside temperature and humidity. Additionally, ventilation filters will be replaced more frequently.

F. Furniture

Office, Classroom, and other occupied space will have furniture arranged to maximize social distancing. Unused furniture will be secured and labeled.

G. Transaction Locations

School offices and other transaction locations will have sneeze guards installed.

H. Cleaning

Cleaning will be completed in compliance with the Michigan Safe Return To School Plan and the Center for Disease Control as appropriate for each Phase of re-occupancy. This will include:

1. Frequently touched surfaces including light switches, doors, benches, bathrooms, shall be cleaned at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
2. Libraries, computer labs, arts, and other hands-on classrooms shall be cleaned after every class period with either an EPA-approved disinfectant or diluted bleach solution.
3. Student desks shall be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
4. Playground structures shall continue to undergo normal routine cleaning but using an EPA-approved disinfectant is unnecessary.
5. Cleaning and disinfection products shall be used and stored safely and correctly; storage shall be securely away from children and usage shall be with adequate ventilation.
6. Staff shall wear gloves, surgical mask, and face shield when performing all cleaning activities.

APPENDIX A

AAPS Special Education Learning Supplement

Reimagining Learning for Exceptional Students

AAPS Special Education Reimagine Learning Supplement 2020-2021

The top priority in the AAPS remains, as always, the health and safety of our students and staff, parents and community. The single priority of health and safety informs the thinking, planning and decision-making process in the development of a 2020-21 plan. Both staff, parents, and students are anxious to have students and staff safely return to in-person instruction at school, and AAPS will continue to closely monitor COVID infection rates, to be informed by science and led by data, under the guidance of medical and public health experts. Our efforts to make decisions regarding the coming school year is done in coordination with the Office of the Governor, Washtenaw County Health Department and the Michigan Department of Education

The *AAPS Reimagine Plan* and the *Special Education Reimagine Supplement* for the 2020-21 school year was developed based upon the guidance outlined in Governor Whitmer's [MI Safe Schools Roadmap](#). The entire AAPS system – individual students and families, teachers, staff and leaders - classrooms, schools and the district - must be agile and nimble, prepared to transition across the phases of the learning framework as may be needed during the 2020-21 school year. To provide guidance and parameters for instruction and service provision for students with IEPs during the Fall school closure, we have the Special Education Reimagine Learning Supplement. This plan will remain nimble and amenable to meet the needs of our students in accordance with the *MI Safe Schools: Michigan's 2020- 21 Return to School Roadmap* as well as legal requirements, and will be collaboratively developed and enhanced in partnership with members of the Ann Arbor Education Association (AAEA).

Important Information: Every AAPS student and instructional staff member will be provided a device, as requested, for use during the next school year. The AAPS will feature synchronous, real-time learning where teachers and students engage together in direct instruction in quality, AAPS standards-based content, curricula and programs. Importantly, a fully-virtual AAPS learning experience will be available for all PK12 students throughout the 2020-21 school year.

Priorities

Guiding the AAPS Reimagine Framework and subsequent Special Education Reimagine Supplement are the following priorities:

Safety and Health

- Enhanced Health Support

Teaching and Learning

- Synchronous, Real-Time Learning
- Specialized Supports
- Pacing with Screen Time
- Classes Also Available On-Demand
- 1:1 Technology Implementation

Whole-child Programming

- Social-Emotional and Mental Health Supports
- Full AAPS Program

Operations and Support

- Food & Nutrition Services
- Transportation Services
- Facilities Planning

Will we continue with IEP meetings? YES.

As we embark into the 2020-2021 school year, Ann Arbor Public Schools buildings remain closed. As a result, AAPS will review all IEPs and determine which can be implemented in the virtual environments offered by the District in the Fall. Where it is determined that the IEP as written can be implemented in the virtual environments offered by the Districts in the Fall, then no amendment to the IEP will be necessary and students and families will be so advised.

Where it is determined that the IEP cannot be implemented in the virtual environments offered by the District in the Fall, the District will propose an IEP amendment which to the greatest extent possible under then current learning conditions provides a FAPE. In many cases this will mean that a student's Good Faith Effort Contingency Learning Plans (GFELCPs) as developed in the Spring will continue to be in effect as part of an IEP Amendment for the Fall. The IEP Amendment which includes the GFELCP may be developed without the need for a meeting if the families agree to the amendment. If, however, the families wish to schedule an IEP Team meeting to review the IEP Amendment and GFELCP, a meeting will be scheduled. At the present time, as was true in the Spring, all meetings will need to be conducted in a virtual or telephonic format. As the District's programs evolve and change in response to the pandemic, appropriate changes to the IEP Amendment/GFELCP may need to be made either by agreement or through the formal IEP process, until such time we are back in full time face-to-face instruction and the IEP can be implemented in full. At that time the District will evaluate the student to determine whether compensatory educational services are required.

GFELCPs Must Now Be An IEP Amendment

For students with IEPs whose current IEPs could not be fully implemented during the closure, school teams created and shared a **Good Faith Effort Contingency Learning Plan (GFELCP)**, seeking input from families. The GFELCP outlined the services each child will receive during this time of school closure and remote learning.

As we move forward to more robust instruction and service provision, MDE has required that we transition students' GFELCPs into an **IEP amendment**. Following the start of school on September 8, 2020, every student's **GFELCP must be reviewed** and updated to consider and reflect the increased learning block as well as synchronous instruction and service provision. Once updated, staff will be required to **convene an IEP amendment meeting**. It is critical that the IEP amendment meeting process remain the same as an IEP process including providing advance notice. Staff can attach the updated GFELCP to the IEP amendment form. School teams should work collaboratively with their principals/deans to enlist support from building

support teams (intervention specialists, ADs, admins etc.) to ensure maximization of support to the IEP teams.

A. Procedures During the School Closure

In this section, you will find guidance on procedures for conducting IEPs, developing and completing IEP amendments, and completing REED/Evaluations during the COVID-19 school district closure. With the exception of the new requirement of creating IEP amendments, procedures will remain the same as in the spring unless and until we receive further guidance from MDE.

These scenarios should assist you in navigating the process and protocol during the school closure. Continue to use the GFELCP script when contacting families to gather information to update GFELCP and subsequently convene the IEP amendment meeting.

1. Individualized Education Plans (IEPs)

1. IEP team members must request excusals for any IEP that they are unable to participate in due to the extended school district closure on account of the public health emergency (COVID-19) using the SISS Excusal Letter.
2. Case managers must type participants' names on SISS IEP Sign In Page.
3. IEPs to be developed as if we are in face-to-face traditional school day and to extend no longer than one calendar year.
4. Document all Good Faith Efforts in PSSE/TIENET

2. IEP Amendments

1. For IEPs that **DO MEET** the provision of FAPE during the district closure, staff must contact the parent/guardians to inform them that the existing IEP is sufficient via a parent/guardian letter Parent Letter No IEP Change COVID.
2. For students who previously had GFELCPs during the Spring district closure on account of the public health emergency (COVID-19), an draft IEP Amendment will be presented to the parent for review. If the parent requests an IEP Team meeting to review the IEP Amendment, one will be scheduled in the same fashion as would be the case for any IEP Team meeting.
3. The duration of the IEP Amendment shall be for the duration of the instructional conditions that are present at the start of the school year. As those conditions change, additional changes to the IEP Amendment may be required either with or without a formal meeting, depending on the parent's preference for the IEP.

NOTE: The REED process will be utilized for eligibility determination only due to the extended school district closure on account of the public health emergency (COVID-19).

3. Initial Evaluations

As we embark into the 2020-2021 school year, Ann Arbor Public Schools buildings remain closed. For those students of whom parents may request an initial evaluation for special education eligibility and services, the guidance from MDE continues to be as follows:

Sufficient Evaluation Data is Available:

1. Move to IEP
2. Complete MET Report and MET Forms.
3. Gain MET member agreement to certification through email,
4. Type team members' names into MET form and mark whether they agree.
5. We will sign/initial the documents once school resumes.
6. Schedule virtual MET/IEP Meeting: MUST include the parents/guardians

New Evaluation Data is needed:

1. Complete an extension form. "An extension is requested due to the extended school district closure on account of the public health emergency (COVID-19)"
2. Date Extension Requested: **Current Date of Request**
3. Proposed Extended Due Date: **January 10, 2021**
4. ***If a parent/guardian declines the extension request***, the team may proceed with the evaluation process with the *current data available*. Note on the Notice that the parent/guardian disagrees with the extension of the timeline and an IEP amendment with an updated GFECPL shall be created to ensure FAPE during the school closure on account of the public health emergency (COVID-19).
 - a. This may mean that the team determines that the student is ineligible at this time and the evaluation process may be reopened once school resumes.
5. ***If a parent/guardian agrees to the extension request***, connect with parents to obtain virtual parent/guardian consent. Send the extension form via email and ask for parents/guardians to respond via email with the following information:
 - a. They have received the email indicating consent to the extension

**If the team was looking to change the certification: Move through the MET process (complete the MET forms, denote "not enough information at this time to make an informed eligibility).*

4. 3 Year Re-evaluations

Sufficient Evaluation Data Is Available:

1. Move to IEP
2. In the Options Considered but Not Selected box, enter a statement regarding what additional data was going to also be collected, but due to the extended school closure, was not. Teams may note that once school is reconvened the IEP may be amended to reflect additional data.

Additional Evaluation Data is Needed:

1. State that based on existing data and on the Options Considered section that due to the school closure, data is unable to be collected at this time and that the team will consider reopening the evaluation once school resumes.

2. Connect with parents/to inform them that the evaluation will not be able to be completed at this time due to a lack of needed data on account of the school closure
 - a. Close out the evaluation
 - b. If data has been collected, complete a report to the best of your ability
 - c. Document in the Options Considered section why the evaluation was not completed
5. New Student Enrollments
 1. Complete the Transfer of Disability Form in TIENET to ensure Provision of Services and Programs to the best of your ability.
 2. Calculate 30 school days (count each remote learning day as a school day) from the date of the Notice of Provision of Services
6. Exiting Early Childhood

Children exiting early childhood programs and services will need OSEP Exit Data completed. Staff will use data they had prior to closure with any updated information they can gather.

7. Part C to B
 1. A REED must accompany the initial IEP, however, most children will not require further testing to determine eligibility. Teams should use the current data that is available.
 2. If the team determines that further testing is necessary, and cannot be conducted virtually;
 - b. Complete an extension form. “An extension is requested due to the extended school district closure on account of the public health emergency (COVID-19)”
 - c. Date Extension Requested: **Current Date of Request**
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 - f. This may mean that the team determines that the student is ineligible at this time and the evaluation process may be reopened once school resumes.
 - g. ***If a parent/guardian agrees to the extension request***, connect with parents to obtain virtual parent/guardian consent. Send the extension form via email and ask for parents/guardians to respond via email with the following information:
 - h. They have received the email indicating consent to the extension
 3. It is expected that the IEP is conducted **before the child’s third birthday**.

4. Use general guidance for initial evaluations above to complete the IEP.

COVID 19 Late Referrals

1. Under the circumstances of virtual services, if a referral is received for a child who is 2 years 9 months of age or older, a referral will be made to start with the local district for an evaluation and IEP to minimize transitions from one team to the other
2. Teams may collaborate on the evaluation process while determining eligibility in the event the child is not eligible for MMSE, but meets Early On Part C guidelines
8. ESY Consideration and Change of Level

ESY must be considered at every IEP.

1. Use the data collected by October 15, 2020; January 14, 2021 to make ESY decisions for the 2020-21 school year.
2. The school closing does NOT automatically allow for ESY participation.
3. Write the following statement if you are unsure if a student would qualify after following our district procedures for ESY, please contact your assigned Assistant Director. (This should only be a very small percentage of students):

Each building will begin to identify students transitioning to the next level in January, 2021 and share with the potential receiving schools. Please note a Change of Level meeting is not an IEP meeting.

Further information regarding the Change of Level process will be forthcoming from the SISS Department.

Summary of Performance and Exit Interviews

Summary of Performance (SOP) will be important to exiting students – especially the ones going on to seek employment and those who do not have settled plans for postsecondary education. Consider prioritizing which SOPs get done first and which ones get the most attention.

Please conduct an exit interview with families, when possible, to contribute to the SOP. Exit interviews serve as a strategy to “check in” with students/families in addition to the primary purpose of collecting contact information for B-14 data collection. Exit interviews should be conducted using means that will assure security and privacy of student information.

II. Service Provision and Instruction

B. Tight Instructional Scope and Sequence

Instruction and pacing of lessons will be aligned across grades and courses whether remotely or in-person to allow for family flexibility in the way students access their learning. We understand that during these challenging times, health and family needs are likely to change over the course of the year. By delivering instruction according to a consistent calendar, staff and students can stay connected and on track whether participating online or in-person.

C. Block Scheduling at the Middle and High School Levels

After careful consideration and review of multiple learning plans from other high performing school districts within the state and across the nation, we have determined that a block schedule of three courses per day not only supports the ease of student self-management of the learning process, but also provides for extended, in depth learning in each course. The course blocks also allow for important intervention time to take place in the moment and within the block so that students who need additional support may receive it in the moment.

D. Synchronous and Asynchronous Learning

Personal interaction with teachers and peers is an important part of the learning process and student development. Whether learning in a blended or fully remote learning environment, a balance related to screen time and physical movement is an important aspect of instructional design. Health professionals agree that it is not prudent or healthy for students and staff to spend a full school day online and in front of a screen.

In much the same way, live interaction with teachers and peers is an important part of the learning process and student development. Within the block period, a portion of the time will be spent in synchronous (live) interaction with teachers and peers, and a portion will be spent in offline, independent practice and application of the lesson content. This may include assignment completion, responding to prompts, delving deeper into learning through independent viewing or reading of materials, etc.

Our experience with spring remote learning highlighted for us some important and compelling core elements of the learning process.

- For struggling students, the teacher-student relationship plays an important role in motivation for success. In the absence of live interaction, many struggling students were not motivated to engage.
- Online learning absent of live interaction is not culturally relevant to the way many students learn.
- Online learning absent of live interaction did not meet the needs of students with special needs.
- Online learning absent of live interaction required families to serve in the role of teacher, many of whom expressed frustration and inadequacy to support students with their instructional needs.
- Staff members face the same home challenges as the families they serve and the asynchronous instructional model provided those staff members with needed flexibility.
- According to staff spring surveys, 80% of staff hosted live, synchronous learning opportunities for students 1 or more times a week.

We understand that in a blended setting the provision of live instruction for both in-person and remote groups of students presents some challenges. A model requiring limits to the number of students physically in the classroom space will require our creativity and flexibility. In addition we can predict with certainty that the medical situation across our State and the needs of staff,

students and families are likely to change over the course of the school year. This will require our flexibility to engage in learning remotely for shorter or longer periods of time as needed. The adoption of Schoology is an important move toward readiness for the challenges that lay ahead.

E. Grades, Assessments and Report Cards

When the 2020-2021 school year begins for students on September 8th, teaching and learning resumes in full. Whether delivered remotely or in-person, students will be supported in and responsible for learning class and course content. As such, students will also be responsible for demonstrating their learning via formative and summative assessments. Teachers will score and record assignments and assessments in the PowerSchool system and these scores will be summarized officially via student report cards.

As we work to ensure the use of culturally relevant practices across our classrooms, student demonstration of their learning may include projects and portfolios in addition to traditional assessment tools. Teachers will clarify expectations for student success and will provide feedback to support learning and mastery of content of concepts.

F. High School Credit and Diploma Requirements

All high school students will continue to have access to the AAPS curriculum that aligns with the Michigan Merit High School Graduation Requirements [[create link](#)]. Fully remote courses will adhere to the curriculum standards necessary for graduation and NCAA eligibility.

1:1 Student Access to Devices

As we prepare for each potential scenario - remote, blended, and face to face - each student will require access to a personal device. For the 2020-2021 school year and beyond, AAPS enrolled students in Preschool through grade two will be issued an iPad. Students in grades three through twelve will be issued a Chromebook.

The process for deploying devices will be shared with families before the start of the 2020-2021 school year and will require a signature of receipt and responsibility for care of the device.

G. Access to Internet Service

AAPS students require access to the Internet in order to fully access learning for the 2020-21 school year.

Over the past several months, we have worked with families across the district to support them in gaining access to the Internet. We have continued to seek innovative and effective ways to continue this support both with remote access and with funding. Our families can expect this support to continue and our Help Desk will be available to each of our AAPS families to provide individualized solutions to meet their needs.

H. Consistent Communication through the Schoology System

The abrupt shift to online learning this past spring due to COVID-19 illustrated the need for consistent district-wide methods for schools to communicate with families, students and staff.

This spring the AAPS purchased the Schoology Learning Management System to provide a centralized platform for our families.

Through a single log in, families can contact teachers, access information about student assignments, grades, attendance and progress, as well as school events and updates. Families with more than one enrolled student will be able to access information for each of their children through this single log in.

I. Common Learning Platform through the Schoology System

Our goal is to support students PK-12 in accessing and managing their learning in any environment, whether in-person or remotely. To ensure that the process is as easy as possible, each teacher will use the Schoology Learning Management System as the teaching and learning hub for their classes.

Within Schoology, students can communicate with teachers, access lessons and activities, turn in assignments, monitor progress, and participate in online meetings. In addition, Schoology will help students and their families to stay connected and on track with their learning through an automated running agenda, complete with assignment deadlines. Students will access all enrolled classes via a single log in. Families may access the Schoology information for multiple children through a single log in as well.

J. Technology Support

We understand that using technology, particularly new tools, can be challenging. Beginning in mid-August and repeating through the fall, families will have access to both synchronous instruction and recorded sessions to learn how to access and maneuver through the Schoology system. Our help desk will continue to support families with their technology needs throughout the summer and school year.

Our AAPS Family Help Desk is always available from 7:30am - 5:30pm.

Between August 31st October 31st, we will offer extended hours from 7:30am - 7:30pm to ensure students and families are able to fully access their learning.

To reach the help desk for your technology related questions, call 734-997-1222 or email at family_techsupport@aaps.k12.mi.us

There is also an SISS Help Desk available from 8:00 am - 5:00 pm daily and can be reached at 734-994-2318. There is also an online parent support [SISS Online Parent Support](#).

III. Grouping Students for Instruction/Service

When creating a service provision group, students should be assembled according to “like goal”. Regrouping students for instruction during this closure, including grouping students of “like goal” from other buildings, is not a violation of FERPA. The following statement will be included in all GFELCP documentation: “There may be times in which students may participate in groups that include other students.” FERPA privacy regarding records will always be upheld.

As was the case last spring, the following expectations are in place:

- Each teacher will be a part of one TLN. Teachers with multiple preps should be associated with each class/course they teach but are expected to contribute to one primary network.
- Each teacher will add a teacher, building administrator, and paraprofessionals associated with their classrooms as co-teachers in Schoology to best ensure communication and continuity. This is also anticipated to assist during teacher absences.
- Paraprofessionals assigned to students are listed as co-teachers in Schoology for the purposes of access to students they support, as well as implementing the differentiated curriculum by the class/course teacher of record.

Dedicated time during the online and blended learning phases within the bookends of the school day has been provided for staff to meet weekly with their TLNs during the school day.

K. Daily Schedule Samples by Level

L. Preschool Fully Online Schedule (SAMPLE)

Students will attend school each day while at home using a device to access teaching and learning opportunities. Learning time will be allocated as follows:

Day	Time	Learning Activity	Mode of Instruction
Monday, Tuesday, Thursday, Friday	8:30 - 9:30 - Learning Pod A	Greeting/Arrival/Large Group Small Group Read Aloud Dismissal/Large Group	Synchronous and asynchronous
	10:30 - 11:30 Learning Pod B	Greeting/Arrival/Large Group Small Group Read Aloud Dismissal/Large Group	
	12:30 - 1:30 Learning Pod C	Greeting/Arrival/Large Group Small Group Read Aloud Dismissal/Large Group	Synchronous and asynchronous
Wednesdays Family Engagement		Weekly: <ul style="list-style-type: none"> • Family contact utilizing a reflective coaching style to support child's learning at home. • Support Family Partnership Agreements and Family Goal 	Synchronous

		Setting process, provide resources as needed.	
		Monthly: <ul style="list-style-type: none"> Access to virtual sessions of the program <i>Engaging Families in Children's Literacy Development</i> and/or other parent training opportunities 	Asynchronous
Monthly		Learning Packets to support weekly plans, read alouds, and small group activities.	Asynchronous

M. Elementary Fully Online Schedule (SAMPLE)

Students will attend school each day while at home using a device to access teaching and learning opportunities. Learning time will be allocated as follows:

Day	Time	Learning Activity	Mode of Instruction
Monday, Tuesday, Thursday, Friday	8:10 - 8:40 (30 minutes)	Morning Meeting	Synchronous
	8:40 - 12:00pm (200 minutes)	Core Academics: Reading, writing, science, social studies, word study, math, PLTW	Synchronous and Asynchronous
		Special education service provision	Synchronous (push-in; individual, or small group)
	30 minutes	Specials	Synchronous
	12:00 - 12:50 (50 minutes)	Lunch / Recess	Asynchronous
	12:50 - 1:20 (30 minutes)	Core Academics: Reading, writing, science, social studies, word study, math, PLTW	Synchronous and Asynchronous
Special education service provision		Synchronous (push-in, individual, or small group)	
1:20 - 3:10 (110 minutes)	Specials / Small Group sessions/Intervention /	Synchronous and Asynchronous	

		Enrichment / A2Stretch Special education service provision	
	3:10 - 3:20 (10 minutes)	Closing Circle	Synchronous/Optional
Wednesdays	8:10 - 8:40 (30 minutes)	Morning Meeting	Synchronous
	8:40 - 12:00pm (200 minutes)	Core Academics Reading, writing, science, social studies, word study, math, PLTW Special education service provision	Asynchronous Teacher Office Hours Synchronous or Asynchronous
	Noon - 12:50 (50 minutes)	Lunch / Recess	Asynchronous
	12:50 - 3:20 (140 minutes)	Specials / Small Group sessions/Intervention / Enrichment / A2Stretch	Asynchronous

Middle School Fully Online Schedule (Sample)

Students will attend school each day while at home using a device to access remote teaching and learning opportunities. Learning time will be allocated as follows:

Day	Time	Learning Activity	Mode of Instruction
"A" Days Learning Blocks 1, 2, 3	8:20 - 8:45 (25 minutes)	CCA / Advisory / Developmental Designs	Synchronous
	8:45 - 10:25 (100 minutes)	Learning Block 1 Special Education Service Provision	Synchronous and Asynchronous
	10:25 - 12:10 (100 minutes)	Learning Block 2 Special Education Service Provision	Synchronous and asynchronous

	12:10-12:40 (30 minutes)	Lunch	Asynchronous
	12:40 - 2:20 (100 minutes)	Learning Block 3 Special Education Service Provision	Synchronous and asynchronous
“B” Days Learning Blocks 4, 5, 6	8:20 - 8:45 (25 minutes)	CCA / Advisory / Developmental Design	Synchronous
	8:45 - 10:25 (100 minutes)	Learning Block 4 Special Education Service Provision	Synchronous and asynchronous
	10:25 - 12:10 (100 minutes)	Learning Block 5 Special Education Service Provision	Synchronous and asynchronous
	12:10-12:40 (30 minutes)	Lunch	Asynchronous
	12:40 - 2:20 (100 minutes)	Learning Block 6 Special Education Service Provision	Synchronous and asynchronous
Wednesdays Learning Blocks 1 - 6	8:20 - 8:45 (25 minutes)	CCA / Advisory / Developmental Design	SAMPLE schedule for asynchronous learning
	8:45 - 9:35 (50 minutes)	Learning Block 1 Special Education Service Provision	
	9:35- 10:25 (50 minutes)	Learning Block 4 Special Education Service Provision	
	10:25-11:15 (50 minutes)	Learning Block 2	

		Special Education Service Provision	
	11:15 -12:05 (50 minutes)	Learning Block 5 Special Education Service Provision	
	12:05-12:35 (30 minutes)	Lunch	
	12:35 - 1:25 (50 minutes)	Learning Block 3 Special Education Service Provision	
	1:25 - 2:15 (50 minutes)	Learning Block 6 Special Education Service Provision	

N. High School Fully Online Schedule (SAMPLE)

Students will attend school each day while at home using a device to access remote teaching and learning opportunities. Learning time will be allocated as follows:

Day	Time	Learning Activity	Mode of Instruction
“A” Days Learning Blocks 1, 2, 4 Learning Block 7 (optional)	8:30 - 10:15 (105 minutes)	Learning Block 1 Special Education Service Provision	Synchronous and Asynchronous
	10:25 - 12:10 (105 minutes)	Learning Block 2 Special Education Service Provision	Synchronous and Asynchronous
	12:10 - 12:40 (30 minutes)	Lunch	Synchronous and Asynchronous
	12:45 - 1:25 (40 minutes)	Advisory Special Education Service Provision	Synchronous and Asynchronous

	1:35 - 3:20 (105 minutes)	Learning Block 4 Special Education Service Provision	Synchronous and Asynchronous
	3:30 - 4:30 (60 minutes)	Learning Block 7 (optional) Special Education Service Provision	Synchronous and Asynchronous
“B” Days Learning Blocks 3, 5, 6 Learning Block 7 (optional)	10:25 - 12:10 (105 minutes)	Learning Block 3 Special Education Service Provision	Synchronous and Asynchronous
	12:10 - 12:40 (30 minutes)	Lunch	Synchronous and Asynchronous
	12:45 - 1:25 (40 minutes)	Advisory Special Education Service Provision	Synchronous and Asynchronous
	1:35 - 3:20 (105 minutes)	Learning Block 5 Special Education Service Provision	Synchronous and Asynchronous
	10:25 - 12:10 (105 minutes)	Learning Block 6 Special Education Service Provision	Synchronous and asynchronous
	3:30 - 4:30 (60 minutes)	Learning Block 7 (optional) Special Education Service Provision	Synchronous and Asynchronous

Wednesdays	8:30 - 9:20 (50 minutes)	Learning Block 1 Special Education Service Provision	SAMPLE schedule for time management of asynchronous learning
	9:25 - 10:15 (50 minutes)	Learning Block 2 Special Education Service Provision	
	10:20 - 11:15 (50 minutes)	Learning Block 3 Special Education Service Provision	
	11:20 - 12:10 (50 minutes)	Learning Block 4 Special Education Service Provision	
	12:10 - 12:40 (30 minutes)	Lunch	
	12:45 - 1:35 (40 minutes)	Advisory Special Education Service Provision	
	1:40 - 2:30 (50 minutes)	Learning Block 5 Special Education Service Provision	
	2:35 - 3:25 (50 minutes)	Learning Block 6 Special Education Service Provision	
	3:30 - 3:50 (20 minutes)	Learning Block 7 (optional) Special Education Service Provision	

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IV. Appendix

O. Student Intervention and Support Services Roles and Responsibilities

The Ann Arbor Public Schools will provide special education programs and services that are safe, appropriate, and reasonable given the current circumstances during this school closure. Staff will operate within applicable state and federal guidance and restrictions during this public health emergency.

During this phase of special education programs implementation, special education staff will provide regular forward instruction/services, in reasonable and appropriate ways, to support IEP goal progress and to ensure access to instruction in this remote learning situation.

The table below details role responsibilities and descriptions by position. It is important during these challenging times that team members connect with their TLNs to share lesson plans, tools and resources. Many efficiencies can be found when teaming about scheduling, lesson planning, and managing time and priorities. We will support our teams in every way possible and will continue to collaborate together as we implement this plan.

The term “Direct Service” refers to service in the framework of an IEP within an educational setting. It does NOT refer to service in a clinical setting.

1. Resource Room Teacher
<p>Roles</p> <ul style="list-style-type: none"> ● Consultation ● Direct Instruction via Schoology

- Documentation of service provision within PSSE (Tienet)
- Parent/Guardian & Student Communication
- Modification and Accommodation of General Education Curriculum
- MET/IEP/IEP Amendment
- TLN Participation

What does this look like?

Consultation

- Provide consultation to general education teachers to support special education students access the general curriculum in teacher learning platforms.

Direct Instruction

- Resource Teachers will examine their caseload and determine what targeted IEP goal(s) to base specialized instruction for the week.
- Group students and provide synchronous 1:1 and small group instruction in Schoology
- Within Schoology, Resource Teachers will provide service minutes targeting skills indicated in the students' IEPs.
- As students complete assignments and tasks, Resource Teachers will provide consistent feedback and support..
- Resource Teachers will collaborate and coordinate within Schoology with paraprofessionals, assigning daily objectives to ensure we meet the needs of our students with differentiated learning opportunities.
- Middle School and High School Resource Teachers who are the teacher of record for content area courses (e.g. English 9, Algebra 1, Math 6, etc.) should follow the general education guidelines.

Parent/Guardian & Student Communication

- Resource Teachers will respond in real time to questions and needs.

MET/IEP/IEP Amendment Development

- Coordinate and participate in the team development of individualized student MET/IEP/IEP Amendment

TLN Participation

- Participate in the Teacher Learning NetworkFurther (TLN) established for your group.
- Utilize this District resource as a support for your work to differentiate and accommodate lessons for diverse learners, to support continued access to the curriculum, and learning on key standards during the remote learning period.

2. Self- Contained Teacher K-12; Early Childhood Special Education (ECSE)

Roles

- Direct Instruction
- Documentation of service provision within PSSE (Tienet)
- Parent/Guardian & Student Communication

- Implementation of Schoology
- MET/IEP/IEP Amendment
- TLN Participation

What does this look like?

Direct Instruction

- K-12 Self-Contained Teachers will follow the instructional expectations outlined in the AAPS Reimagine Learning Plan
- ECSE Self-Contained Teachers will follow the instructional expectations outlined in the AAPS Reimagine Learning Plan for Preschool
- Plan and provide synchronous lessons based on the key standards and IEP goals.
- As students complete assignments and tasks, PK-12 Self Contained Teachers will provide consistent feedback and support
- PK-12 Self-Contained Teachers will post asynchronous instruction every Wednesday within Schoology
- PK-12 Self-Contained Teachers will communicate a daily SEL activity to students.
- ECSE Teachers and K-12 Self-Contained Teachers will collaborate with paraprofessionals to ensure we meet the needs of our students with differentiated learning opportunities.

Parent/Guardian & Student Communication

- K-12 Self-Contained Teachers will respond in real time to questions and needs.
- ECSE Teachers will make 1:1 contact with each family weekly

MET/IEP/IEP Amendment Development

- Coordinate and participate in the team development of MET/IEP/IEP Amendment

TLN Participation

- Participate in the Teacher Learning Network (TLN) established for your group.
- Utilize this District resource as a support for your work to modify, differentiate, and accommodate lessons for diverse learners, to support continued access to modified curriculum, and learning on the key standards during the remote learning period.

3. Teacher Consultant

Roles

- Consultation
- Documentation of Good Faith Effort service provision within PSSE (Tienet)
- Parent/Guardian & Student Communication
- Implementation of Schoology
- MET/IEP/IEP Amendment
- TLN Participation

What does this look like?

Consultation

- Provide consultation to general education teachers to support special education students access the general curriculum in teacher learning platforms.
- Teacher Consultants will collaborate with teachers, serving as co-teachers within Schoology, to provide accommodations and support students **prior to distribution to students.**

Parent/Guardian & Student Communication

- Teacher Consultants will respond in real time to questions and needs.

MET/IEP/IEP Amendment Development

- Coordinate and participate in the team development of individualized MET/IEP/IEP Amendment

TLN Participation

- Participate in the Teacher Learning Network (TLN) established for your group.
- Utilize this District resource as a support for your work to differentiate and accommodate lessons for diverse learners, to support continued access to curriculum, and learning on the key standards during the remote learning period.

4. Early Childhood Special Education (ECSE) Teacher (Push-in) - Service Providers to AAPS Preschool Programs

Roles

- Consultation
- Direct Instruction
- Documentation of Good Faith Effort service provision within PSSE (Tienet)
Parent/Guardian & Student Communication
- MET/IEP/IEP Amendment
- TLN Participation

What does this look like?

Consultation

- Provide consultation to general education teachers to support special education students access the general curriculum in teacher learning platforms.
- Provide consultation to families to support special education students participation in daily routines.

Direct Instruction

- ECSE Teachers will examine their caseload and determine what targeted IEP goal(s) to base specialized instruction/support for the week.
- ECSE Teachers will provide “push-in” services within the platform of the general education teaching team.

Parent/Guardian & Student Communication

- ECSE Teachers will provide 1:1 communication with families of targeted children on a weekly basis

MET/IEP/IEP Amendment Development

- Coordinate and participate in the team development of individualized student MET/IEPs/IEP Amendments as warranted.

TLN Participation

- Participate in the Teacher Learning Network (TLN) established for your group.
- Utilize this District resource as a support for your work to differentiate and accommodate lessons for diverse learners, to support continued access to the curriculum, and learning on key standards during the remote learning period.

5. Early Childhood Special Education (ECSE) Teacher - Service Providers to Community Based Childcare/Preschool Programs

Roles

- Case Management/Consultation
- Documentation of Good Faith Effort service provision within PSSE (Tienet)
- Parent/Guardian & Student Communication
- MET/NPSP/IEP Amendments
- TLN Participation

What does this look like?

Case Management/Consultation

- Provide consultation to families of children not attending childcare/preschool programs
- Provide consultation to childcare/preschool programs, if children on caseload continue to attend
- Case manage and coordinate related services.

Parent/Guardian & Student Communication

- Communicate weekly with families/programs
- Provide responsive communication to parents/guardians according to parents'/guardians' preferred mode of communication (email or phone). Utilization of established masking protocol is recommended, as needed, when communicating by telephone.

MET/NPSP/IEP Amendment Development

- Coordinate and participate in the team development of individualized students and MET/IEP/IEP Amendments as warranted.
- Further direction forthcoming.

TLN Participation

- Participate in the Teacher Learning Network (TLN) established for your group.
- Utilize this District resource as a support for your ongoing work and development related to your scope of professional practice during the remote learning period.

6. Early On Primary Service Provider

Roles

Virtual Family Coach

- Documentation of Good Faith Effort service provision within PSSE (Tienet) for Part C to Part B

- Parent/Guardian
- Development and coordination of IFSPs (initial, 6-month review, annual review)
- TLN Participation

What does this look like?

Consultation/Coaching

- Provide consultation and/or coaching to families to support continued growth and development of infant/toddler via a mode agreeable by the family and at a frequency determined with the family.

Parent/Guardian & Student Communication

- Provide responsive communication to parents/guardians according to parents'/guardians' preferred mode of communication (email or phone). Utilization of established masking protocol is recommended, as needed, when communicating by telephone.

IFSP/MET/IEP/GFECLP Development

- Coordinate and participate in the team development of IFSPs, IEPs, and MET/IEPs.
- Further direction forthcoming.

TLN Participation

- Participate in the Teacher Learning Network (TLN) established for your group.
- Utilize this District resource as a support for your work to differentiate and accommodate lessons for diverse learners, to support continued access to curriculum, and learning on the key standards during the remote learning period.

7. Nonpublic Teacher Consultant

Roles

- Case Management/Consultation
- Documentation of service provision within PSSE (Tienet)
- Parent/Guardian & Student Communication
- MET/NPSP/NPSP Amendment
- TLN Participation

What does this look like?

Case Management/Consultation

- Provide consultation on academic strategies to nonpublic school teachers to support students in the remote learning period.
- Case manage NPSPs and coordinate related services.

Parent/Guardian & Student Communication

- Maintain published weekly office hours twice or 2x/week, where Teacher Consultant is accessible by email or through Google platform.
- Provide responsive communication to parents/guardians according to parents'/guardians' preferred mode of communication (email or phone). Utilization of established masking protocol is recommended, as needed, when communicating by telephone.

MET/NPSP/NPSP Amendment Development

- Coordinate and participate in the team development of individualized student MET/NPSP/NPSP Amendment

TLN Participation

- Participate in the Teacher Learning Network (TLN) established for your group.
- Utilize this District resource as a support for your ongoing work and development related to your scope of professional practice during the remote learning period.

8. Adapted Physical Education Specialist (APE Specialist)

Roles

- Consultation
- Documentation of service provision within PSSE (Tienet)
- Direct Instruction
- Parent/Guardian & Student Communication
- Implementation of service through Schoology
- MET/IEP/IEP Amendment

What does this look like?

Consultation

- Provide consultation to general education teachers to support special education students access the general curriculum in Schoology.
- APE Specialist will collaborate with teachers, serving as a co-teacher within Schoology, to provide accommodations and support students to every extent possible.

Direct Instruction

- Elementary level will have synchronous and asynchronous lessons in Schoology.
- The secondary environment will have synchronous and asynchronous lessons in Schoology, shared either through the self contained teacher's or the adapted physical education teacher's Schoology classroom.
- The peer mentors in adapted physical education will be given two learning opportunities on disability awareness through Google Classroom.
- APE Specialist will post asynchronous lessons every Wednesday, for scheduled classes, within the learning platform as a means of checking in and monitoring participation.

Parent/Guardian & Student Communication

- Maintain published weekly office hours twice or 2x/week, where APE specialist is accessible by email or through Schoology

- Provide responsive communication to parents/guardians according to parents'/guardians' preferred mode of communication (email or phone). Utilization of established masking protocol is recommended, as needed, when communicating by telephone.

MET/IEP/GFECLP Development

- Participate in the team development of individualized student MET/IEP/IEP Amendment

TLN Participation

- Participate in the Teacher Learning Network (TLN) established for Physical Education teachers.
- Utilize this District resource as a support for your work to differentiate, accommodate, and adapt physical education lessons for diverse learners, to support continued access to the curriculum, and learning on the key standards during the remote learning period.

9. School Social Worker

Roles

- SEL Coaching
- Consultative Service Provision
- Direct Service Provision
- Student and Family Support
- Documentation of service provision within PSSE (Tienet)
- Crisis Intervention & Referral
- Parent/Guardian & Student Communication
- Implementation of Schoology
- MET/IEP/IEP Amendment
- TLN Participation

What does this look like?

SEL Implementation

- Based upon expertise and/or professional interest, participate in teams to formulate and revise content SEL lessons for all AAPS students.
- Collaborate with other AAPS professionals in the ongoing development of SEL content for students, parents, and staff related to professional area(s) of expertise and interest.

Consultative Service Provision

- Provide support for the “out of contact” process established with your building administrator(s) and school-based teams.
- Provide consultative SSW services to teachers and families related to supporting the social-emotional and behavioral needs of special education students that impede their ability to access general curriculum and/or participation/engagement during the remote learning period.

Direct Service

- Co-Teacher (push-in) to classroom teachers' Schoology to provide specialized instruction, modeling, and other supports to special education students. Co-teaching services can be whole-group, small group, and/or individual student-focused on Schoology.

- Provide synchronous and asynchronous SSW services in Schoology to address your caseload students' needs and to provide educational functioning support for social, emotional, and behavioral functioning

Student and Family Support

- Based upon expertise and/or professional interest, the School Social Worker may elect to collaborate with other school psychologists to provide scheduled District-wide virtual parent support groups in Schoology to address SEL and the unique needs of parents as they support their students during the remote learning period.

Crisis Intervention & Referral

- Provide crisis intervention support, conduct risk and threat assessments utilizing AAPS established protocols, and collaboratively seek support of other mental health professionals on your school team(s) to develop plans of support or intervention for students.
- Refer students and families to District and community resources to address and meet immediate needs.
- Collaborate with and refer to local, county and state agencies to address the mental and behavioral health needs of students and families.

Parent/Guardian & Student Communication

- Maintain accessibility - SSW is accessible by email or through Schoology
- Provide responsive communication to parents/guardians according to parents'/guardians' preferred mode of communication (email or phone). Utilization of established masking protocol is recommended, as needed, when communicating by telephone.
- Preschool therapists will make weekly 1:1 contact with targeted families

MET/IEP/IEP Amendment Development

- Participate in the team development of individualized student MET/IEP/IEP Amendment

TLN Participation

- Participate in the Teacher Learning Network (TLN) established for your group.
- Utilize this District resource as a support for your ongoing work, development of content, lessons, and activities related to your scope of professional practice during the remote learning period.

10. School Psychologist

Roles

- SEL Implementation
- Consultative Service Provision
- Direct Service Provision
- Student and Family Support
- Documentation of service provision within PSSE (Tienet)
- Crisis Intervention & Referral
- Parent/Guardian & Student Communication
- Implementation of Schoology
- MET/IEP/IEP Amendment
- TLN Participation

What does this look like?

Consultative Service Provision

SEL Implementation

- Based upon expertise and/or professional interest, participate in teams to formulate and revise content SEL lessons or all AAPS students.
- Collaborate with other AAPS professionals in the ongoing development of SEL content for students, parents, and staff related to professional area(s) of expertise and interest.

Consultative Service Provision

- Provide support for the “out of contact” process established with your building administrator(s) and school-based teams.
- Provide psychoeducational and psychosocial consultation to teachers and families to address the needs of special education students and parents that impede students’ ability to access general curriculum and/or participation/ engagement during the remote learning period.

Student & Family Supports

- Based upon expertise and/or professional interest, the School Psychologist may elect to collaborate with other school psychologists to provide scheduled District-wide virtual parent support groups in Schoology to address SEL and the unique needs of parents as they support their students during the remote learning period.
- Based upon expertise and/or professional interest, the School Psychologist may elect to provide student and/or family support through Schoology to address the psychosocial and psychoeducational needs of students and families, and support social, emotional, and behavioral functioning during the remote learning period.

Crisis Intervention & Referral

- Provide crisis intervention support, conduct risk and threat assessments utilizing AAPS established protocols, and collaboratively seek support of other mental health professionals on your school team(s) to develop plans of support or intervention for students.
- Refer students and families to District and community resources to address and meet immediate needs.
- Collaborate with and refer to local, county and state agencies to address the mental and behavioral health needs of students and families.

Parent/Guardian & Student Communication

- Maintain accessibility by email or through Schoology.
- Maximum requirement of 2 hours per week for office hours.
- Provide responsive communication to parents/guardians according to parents’/guardians preferred mode of communication (email or phone). Utilization of established masking protocol is recommended, as needed, when communicating by telephone.

MET/IEP/IEP Amendment Development

- Participate in the team development of individualized student MET/IEP/IEP Amendment

TLN Participation

- Participate in the Teacher Learning Network (TLN) established for your group.
- Utilize this District resource as a support for your ongoing work, development of content, and activities related to your scope of professional practice during the remote learning period.

11. Occupational Therapist (OT)

Roles

- Consultative Service Provision
- Direct Service provision within PSSE (Tienet)
- Parent/Guardian & Student Communication
- Creation and implementation of online learning platform
- MET/IEP/IEP Amendment
- TLN Participation

What does this look like?

Consultative Service Provision

- Provide consultative OT services to teachers and families related to supporting the sensory and fine motor needs of special education students that impede their ability to access general curriculum and/or participation/engagement during the remote learning period.

Direct Service/Forward Instruction: (can be either-or, both-and, or a combination):

- Co-Teacher (push-in) to classroom teachers' Schoology to provide specialized instruction, modeling, and other supports to special education students. Co-teaching services can be whole-group, small group, and/or individual student-focused on Schoology.
- Provide synchronous and asynchronous OT services in Schoology to address your caseload students' needs of sensory and fine motor support.
- Schedule and provide synchronous or asynchronous OT services in Schoology to address your caseload students' needs and to provide educational support for sensory and fine motor functioning during the remote learning period.

Parent/Guardian & Student Communication

- Maintain published weekly office hours twice or 2x/week accessible by email or through Google Meet/Hangouts.
- Maximum requirement of 2 hours per week for office hours.
- Provide responsive communication to parents/guardians according to parents'/guardians preferred mode of communication (email or phone). Utilization of established masking protocol is recommended, as needed, when communicating by telephone.
- Preschool therapists will make weekly 1:1 contact with targeted families

MET/IEP/GFECLP Development

- Participate in the team development of individualized student MET/IEP/IEP Amendment

TLN Participation

- Participate in the Teacher Learning Network (TLN) established for your group.
- Utilize this District resource as a support for your ongoing work, development of content, lessons, and activities related to your scope of professional practice during the remote learning period.

12. Physical Therapist (PT)

Roles

- Consultative Service Provision
- Direct Service Provision
- Good Faith Effort service provision within PSSE (Tienet)
- Parent/Guardian & Student Communication
- Implementation of Schoology
- MET/IEP/IEP Amendment

What does this look like?

Consultative Service Provision

- Provide consultative PT services to teachers and families related to supporting the gross motor needs of special education students that impede their ability to access general curriculum and/or participation/engagement during the remote learning period.
- Make available resources to teachers through your own Schoology to address your caseload students' needs and to provide educational support for gross motor functioning during the remote learning period.

Direct Service/Forward Instruction: (can be either-or, both-and, or a combination):

- Co-Teacher (push-in) to classroom teachers' Schoology to provide specialized instruction, modeling, and other supports to special education students. Co-teaching services can be whole-group, small group, and/or individual student-focused on Schoology. Provide synchronous and asynchronous PT services in Schoology to address your caseload students' and provide educational support for gross motor functioning during the remote learning period.
- Schedule and provide synchronous or asynchronous PT services in Schoology to address your caseload students' needs and to provide educational support for gross motor functioning.

Parent/Guardian & Student Communication

- Maintain published weekly office hours twice or 2x/week, where the PT is accessible by email or through Schoology.
- Provide responsive communication to parents/guardians according to parents'/guardians' preferred mode of communication (email or phone). Utilization of established masking protocol is recommended, as needed, when communicating by telephone.
- Preschool therapists will make weekly 1:1 contact with targeted families

MET/IEP/IEP Amendment Development

- Participate in the team development of individualized student MET/IEP/IEP Amendment/

13. Speech Language Pathologist (SLP)

Roles

- Consultative Service Provision

- Direct Service Provision
- Documentation of service provision within PSSE (Tienet)
- Parent/Guardians & Student Communication
- Creation and implementation of Schoology
- MET/IEP/IEP Amendment
- TLN Participation

What does this look like?

Consultative Service Provision

- Provide consultative SLP services to teachers and families related to supporting the speech and language needs of special education students that impede their ability to access general curriculum and/or participation/engagement during the remote learning period.

Direct Service/Forward Instruction: (can be either-or, both-and, or a combination):

- Co-Teacher (push-in) to classroom teachers' Schoology to provide specialized instruction, modeling, and other supports to special education students. Co-teaching services can be whole-group, small group, and/or individual student-focused on Schoology.
- Provide synchronous and asynchronous SLP services in Schoology to address your caseload students' and provide educational support for speech and language impairments during the remote learning period.
- Schedule and provide synchronous or asynchronous SLP services in Schoology to address your caseload students' needs and to provide educational support for speech and language functioning during the remote learning period.

Parent/Guardians & Student Communication

- Maintain published weekly office hours twice or 2x/week, where the SLP is accessible by email or through Google Meet/Hangouts.
- Provide responsive communication to parents/guardians according to parents'/guardians' preferred mode of communication (email or phone). Utilization of established masking protocol is recommended, as needed, when communicating by telephone.
- Preschool therapists will make weekly 1:1 contact with targeted families

MET/IEP/IEP Amendment Development

- Participate in the team development of individualized student MET/IEP/IEP Amendment/Good Faith Effort Contingency Learning Plan Update

TLN Participation

- Participate in the Teacher Learning Network (TLN) established for your group.
- Utilize this District resource as a support for your ongoing work, development of content, lessons, and activities related to your scope of professional practice during the remote learning period.

14. Transition Coordinator and Transportation Specialist

Roles

- Consultation & Coordination

- Documentation of service provision within PSSE (Tienet)

What does this look like?

Consultation & Coordination

- Provide consultation to and collaborate with AAPS secondary level department chairs.
- Weekly/BiWeekly meetings with department chairs
- Coordinate access to services for AAPS special education students with the Young Adult Program at the WISD.
- Provide online transition consultation to secondary level teachers.
- Provide continuous monitoring for B-13 in Catamaran.
- Coordinate AAPS special education transportation services.
- Consult with transportation as needed

15. Autism (ASD) Coordinator

Roles

- Consultation

What does this look like?

Consultation

- Provide consultation to general and special education teachers regarding students on the autism spectrum.
- Support self-contained teachers with academic and behavioral strategies for online learning.
- Support TC/Resource Teachers with behavior and academic supports for students on the autism spectrum.
- Support special education teachers through consultation, office hours, planning meetings, etc.

16. Autism (ASD) Teacher Consultant

Roles

- Consultation

What does this look like?

Consultation

- Provide consultation to general and special education teachers regarding students on the autism spectrum.
- Support self-contained teachers with academic and behavioral strategies for online learning.
- Support TC/Resource Teachers with behavior and academic supports for students on the autism spectrum.

- Support special education teachers through consultation, office hours, planning meetings, etc.

17. Cognitive Impairment (CI) Teacher Consultant

Roles

- Consultation

What does this look like?

Consultation

- Provide consultation to general and special education teachers regarding students with cognitive impairments.
- Support self-contained teachers with academic and behavioral strategies for online learning.
- Support TC/Resource Teachers with behavior and academic supports for students with cognitive impairments.
- Support special education teachers through consultation, office hours, planning meetings, etc.

18. Assistive Technology Coordinator

Roles

- Consultation

What does this look like?

Consultation

- Respond to assistive technology requests from the SISS Help Line.
- Provide consultation on assistive technology needs for special education students.
- Coordinate with ITD regarding assistive technology devices for special education students.

19. Assistive Technology Consultant

Roles

- Consultation

What does this look like?

Consultation

- Respond to assistive technology requests from the SISS Help Line.
- Provide consultation on assistive technology needs for special education students.
- Consult with Assistive Technology Coordinator regarding assistive technology devices for special education students.

20. Board Certified Behavior Analysts (BCBAs)

Roles

- Consultation
- Parent/Guardian Communication
- MET/IEP/IEP Amendment/Good Faith Effort Contingency Learning Plan Update

What does this look like?

Consultation

- Provide consultation to teachers and parents/guardians to assist with behavioral strategies as requested.
- Provide Teacher Training and Parent/Guardian Training Videos (supplementary and/or on demand).

Parent Communication

- BCBAs will provide office hours three times a week to respond in real time to questions and needs.

MET/IEP/GFECLP Development

- Participate in the team development of individualized student MET/IEP/IEP Amendment/Good Faith Effort Contingency Learning Plan Update
-

21. Nurses

Roles

- Consultation
- Parent/Guardian Communication

What does this look like?

Consultation

- Manage virtual clinics.
- Follow-up with parents/ guardians of medically compromised students.
- Consult with parents/guardians, and staff on an as-needed basis in regards to health-related issues, medical 504s, and other concerns.
- Provide guidance, support and consultation on health matters related to COVID-19

22. Paraprofessionals

Position	Responsibilities
<p>Self-Contained One to One</p> <p>Co-Teacher; join with teacher and survive providers</p>	<ul style="list-style-type: none"> ● Give paraprofessionals a list of goals for the week and conduct f2f check in 2-1x/wk ● Complete an assignment together ● Video call with 1:1 ● Attend all class meetings ● Email/phone correspondence ● Contact no-shows ● Breakout room to lead class discussion ● Reinforce teacher instruction ● Assist students to complete lessons ● With teacher direction-make material adaptations ● Provide instruction on "lighter" assignments ● Teacher provides direction to paraprofessional for weekly expectations ● Present different disabilities in a cross- categorical program ● 1:1 or 2:1 support to students ● Assist in classroom management and routines ● Complete teacher assigned administrative tasks ● Assist in sanitizing the classroom and students/staff materials and supplies ● Other duties as assigned
<p>LRE</p>	<ul style="list-style-type: none"> ● Assign paraprofessionals with student ● Assign as support to a general education classrooms ● Provide paraprofessionals with goals for the week and conduct f2f check in 2-1x/wk ● Complete an assignment together with student ● Video call with student 1:1 ● Attend all general education class meetings ● Email/phone correspondence ● Contact no-shows ● Breakout room to lead class discussion ● Reinforce teacher instruction ● help students complete lessons; ● With teacher direction-make material adaptations; ● Provide instruction on "lighter" assignments ● General education teacher provides direction to paraprofessional for weekly expectations ● 1:1 or 2:1 support to students. ● Assist in classroom management and routines ● Complete teacher assigned administrative tasks ● Instructional packet development and distribution ● Other duties as assigned

<p>Medical/504 Community Assistant Theater Techs Pathways Child Care Vocational Assistant</p>	<ul style="list-style-type: none"> ● Assign as support to a general education classroom. ● Provide paraprofessionals with goals for the week and conduct f2f check in 2-1x/wk ● Complete an assignment together with student ● Email/phone correspondence ● Contact no-shows ● Breakout room to lead class discussion ● Reinforce teacher instruction ● Help students complete lessons ● Provide instruction on "lighter" assignments ● General education teacher provides direction to paraprofessional for weekly expectations ● Assist in classroom management and routines ● Complete teacher assigned administrative tasks ● Assist in sanitizing the classroom and students/staff materials and supplies ● Instructional packet development and distribution ● Other duties as assigned
<p>Preschool</p>	<ul style="list-style-type: none"> ● Give paraprofessionals a list of goals for the week and conduct f2f check in 2-1x/wk ● Complete an assignment together ● Video call with 1:1 ● Attend all class meetings ● Email/phone correspondence ● Contact no-shows ● Breakout room to lead class discussion ● Reinforce teacher instruction ● Assist students to complete lessons ● With teacher direction-make material adaptations ● Provide instruction on "lighter" assignments ● Teacher provides direction to paraprofessionals for weekly expectations ● Present different disabilities in a cross- categorical program ● 1:1 or 2:1 support to students ● Assist in classroom management and routines ● Complete teacher assigned administrative tasks ● Assist in sanitizing the classroom and students/staff materials and supplies ● Other duties as assigned

APPENDIX B

AAPS Reimagine Learning Board of Education Updates (July 29, 2020 and August 12, 2020)

8/17/20



AAPS REIMAGINE LEARNING PLAN 2020-21

UPDATE

Presented to the Board of Education
July 29, 2020

AAPS REIMAGINE LEARNING PLAN 2020-21

Our work may look very different now, yet our critical mission is ever the same:

Every Child. Every Day.

Our entire AAPS team is committed & will continue to work hard to ensure our students are healthy & safe, cared for, connected & supported, & continue their strong learning during 2020-21



**Are students are our mission,
and we are on this mission!**

| AAPS Reimagine 2020-2021 | Update July 29, 2020



8/17/20

AAPS REIMAGINE LEARNING PLAN 2020-21

*I know that this is not what you want, and I cannot tell you
how much I wish things were different.
We'll do the best we can with the options we have,
but I get it if you're really unhappy about it.*

Lisa Damour, Psychologist & Adolescence columnist
My 14-Year-Old Isn't Socially Distancing. What Should I Do?
New York Times, May 22, 2020

| AAPS Reimagine 2020-2021 | Update July 29, 2020

AAPS REIMAGINE LEARNING PLAN 2020-21

- ✓ Update & Clarify Reimagine Plan
- ✓ Public Health Update
- ✓ Next Steps



| AAPS Reimagine 2020-2021 | Update July 29, 2020

AAPS REIMAGINE LEARNING PLAN 2020-21

**CORE VALUES
&
GUIDING
PRINCIPLES**

- 1

Health & Safety First
For students, staff and leaders, parents, families, and community.
- 2

Quality Educational Experience
Meet students where they are in their learning: catch up, keep up, and move up, with the ability to accelerate learning and development.
- 3

Supports & Connections across our AAPS Community
Supports students with additional learning needs, those impacted by poverty, second language, mental health and trauma. Strengthens a network of connection and supports for all students.
- 4

A Foundation of Social Justice and Anti-Racism
Working to achieve equity and opportunity for all students in the AAPS, with attention to black and brown students who have been traditionally underserved.
- 5

Focused on a Full 2020-21 School Year
Working to achieve the best school experience and student learning outcomes over this full school year, that all in AAPS system will be well-prepared for possible scenarios with minimal disruption of learning.

| AAPS Reimagine 2020-2021 | Update July 29, 2020

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A Foundation of Social Justice and Anti-Racism

Working to achieve equity & opportunity for all students in the AAPS, with attention to black and brown students who have been traditionally underserved.

In the Ann Arbor Public Schools and in the Ann Arbor community, in what ways will we hold ourselves and each other in continuing conversation to ensure direct action steps in our ongoing and focused work to move forward in ensuring a foundation of anti-racism & social justice.

At this time we are called to, in the words of John Lewis, to 'get in the way' for students

Now is a critical time and opportunity to ensure we build a Reimagine Learning Plan 2020-21 to serve black and brown & students from poverty well to ensure equity and opportunity.

| AAPS Reimagine 2020-2021 | Update July 29, 2020

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8/17/20

~ AAPS FOOD DISTRIBUTION Continues ~

415,000+ Meals Distributed since March 16th!

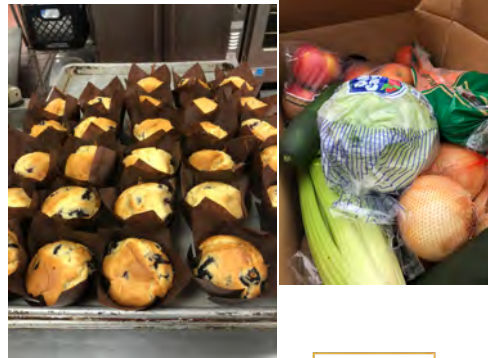
Summer Food Distribution

Extended through Fri, Sept 4th
2 X per week – Tuesdays & Fridays 11-12:30pm

New Late Afternoon Drive Thru Offered!

Begins Friday, 8/7 4:30-6pm Pioneer High
Tuesdays & Fridays
Enter off S. Seventh Rec & Ed Drive at PiHi

Thank You, Chartwells, Durham & AAPS Volunteers!
700+ Homemade blueberry muffins distributed yesterday



| AAPS Reimagine 2020-2021 | Update July 29, 2020

Summer Learning, 2020 Update

Serving our Students to Remain Engaged – To Catch Up, Keep Up, Move Up

- Many Thanks to Summer Teachers, Leaders & Staff **+350**
- Thanks to **4,500+** Students & Parents Participating (some students participating for all weeks, some are for fewer weeks)
 - Elementary – 900 Students each week**
(Summer Adventure Games, Summer ESL Academy)
 - Middle – 700 students each week**
(MS Summer Challenges, Summer ESL Academy, Scarlett Learning Academy)
 - High – 2,000+ student enrolled**
(EL Bridge, Academic Youth Development AYD Math, SAT Prep, HS Summer School, A2Virtual, Support to complete spring incompletes)
 - Special Education – 450 students**
(Extended School Year, Project READ, SISS Summer Academy Service Provision)
- AAPS Summer Programming designed using same tools in interactive online learning that we will use this fall, including Schoology

| AAPS Reimagine 2020-2021 | Update July 29, 2020

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AAPS REIMAGINE LEARNING PLAN 2020-21

Week of August 31st

Preparation and onboarding week for students & families
more specific information will be received from principal or teacher mid-August

Tuesday, September 8

All students report to class
2020-21 school year begins

AUGUST

SEPTEMBER

ANN ARBOR PUBLIC SCHOOLS
REIMAGINE
LEAD. CARE. INSPIRE.

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ANN ARBOR PUBLIC SCHOOLS FACTS

4th

LARGEST DISTRICT IN MICHIGAN

Michigan Department of Education data

2nd

LARGEST EMPLOYER IN ANN ARBOR

Crain's Detroit Business and Ann Arbor SPARK Data

To convene a day of in school instruction

18,500

STUDENTS

=

25,000+

Individuals

Must leave their homes

ANN ARBOR PUBLIC SCHOOLS
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| AAPS Reimagine 2020-2021 | Update July 29, 2020

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Current COVID Concerns

- Rising Number of Cases during July**
Washtenaw CO, Reopen MI Region, Michigan and U.S.
- Emerging Research/Data**
Rising % of cases among children & teens & transmission 10-19 year-olds, asymptomatic transmitters
- Unknowns About COVID**
short & long-term impacts, aerosol transmission
- Still Unmet Needs**
Readily available testing & timely results, contact tracing & sustainable supplies of PPE

ANN ARBOR PUBLIC SCHOOLS
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| AAPS Reimagine 2020-2021 | Update July 29, 2020

CURRENT COVID REALITY

during weeks since the end of May, trend of increasing cases in Washtenaw County, Reopen Michigan Region, Michigan & U.S.

By The New York Times Updated July 22, 2020, 9:00 A.M. E.T. | Leer en español

Risk Levels

Lowest Growth | High Risk | Moderate Risk | Low Risk | No Data | Assigned

Other State of Michigan coronavirus resources

Michigan

TOTAL CASES
3.9 million+

DEATHS
142,031

Includes confirmed and probable cases since pandemic

STATE OF MICHIGAN
Increase in cases since May

U.S. CORONAVIRUS CASES
Highest number since beginning of pandemic with increasing death rates

WASHTENAW COUNTY
Increase in cases since June 6th

ANN ARBOR REGION/ DETROIT AREA
Medium-High risk

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| AAPS Reimagine 20

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Ann Arbor as a University Town

- **We love being the UofM town – it’s what makes Ann Arbor, Ann Arbor!**
Ann Arbor rated #7 Best College Towns in the U.S. (Forbes, 2019)
- We understand that most college students will migrate to their college town in September, regardless of the virtual or in-person status of the university
- **We will closely monitor the Ann Arbor September reality of 40,000+ students potentially returning from:**
 - 82 Michigan counties, 50 states & 139 countries
 - Top-10 States Producing the most UM students last fall: California, Illinois, New York, New Jersey, Ohio, Florida, Mass, Pennsylvania, Maryland & Texas

| AAPS Reimagine 2020-2021 | Update July 29, 2020



Metrics & Decision-Making to Begin Migration of Students to In-Person Learning

- Will need to achieve very low rates of transmission over a sustained period of time – to clarify, the goal is not ‘zero’ cases
- “As for schools, they should begin instruction virtually and hold off on in-person plans until October; it will take 3-4 weeks for the new restrictions to have an effect and a few more weeks to ensure that the trend holds.”
-Lena S. Wen, Emergency Physician & former Baltimore Health Commissioner
Here’s What it Could Look Like If Schools Reopened Today

| AAPS Reimagine 2020-2021 | Update July 29, 2020



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CURRENT COVID REALITY

RECENT RESEARCH EMERGING & GROWING CONCERN

Summer Camps Bring Virus Warning
https://www.washingtonpost.com/opinions/this-summer-camp-took-extraordinary-covid-19-precautions-it-still-failed/2020/07/14/998e172e-c22a-11ea-b178-bb7b05b94af1_story.html

Older Children Spread COVID Same as Adults
S. Korea study of 65,000 people
<https://www.bloomberg.com/news/articles/2020-07-19/covid-19-spread-fastest-by-teens-and-tweens-korea-study-finds>

Children and teens, are accounting for a rising percentage of infections in the U.S.

Childcare center outbreaks
<https://www.charlotteobserver.com/news/coronavirus/article244050757.html>

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FUNDAMENTAL CONCERNS AND NEEDS FOR A CONFIDENT FULL REOPENING

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CDC GUIDING PRINCIPLES FOR RETURN TO SCHOOL

The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:

Lowest Risk: Students and teachers engage in virtual-only classes, activities, and events.

More Risk: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).

Highest Risk: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

| AAPS Reimagine 2020-2021 | Update July 29, 2020

UNANSWERED QUESTIONS WITH COVID



Students have not been together with staff in school classrooms since mid-March

- *What will be the nature of transmission in a classroom/school setting*

Infection Risks

- *Short, medium & long-term impacts of contracting COVID for small children, older children, and adults*

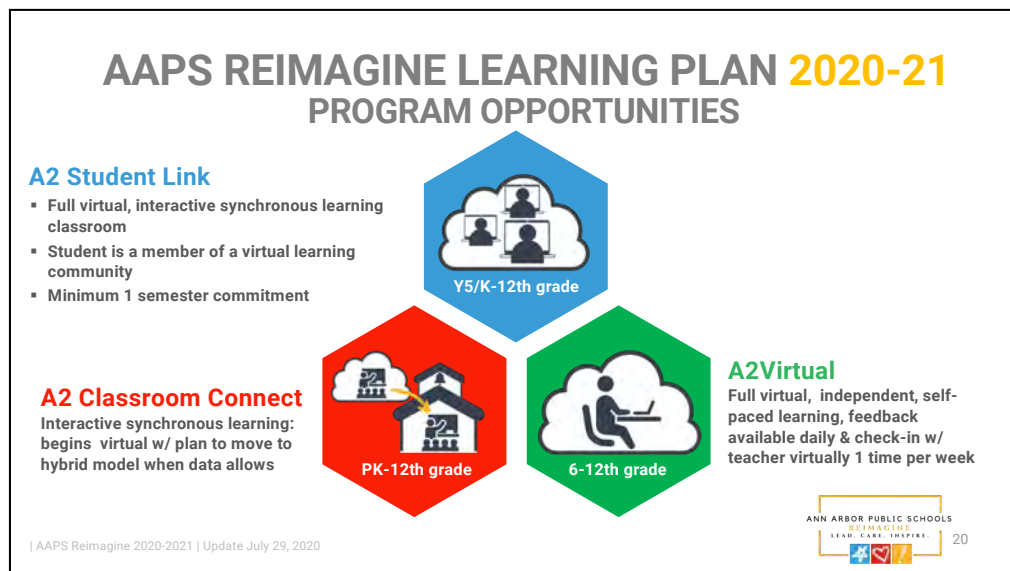
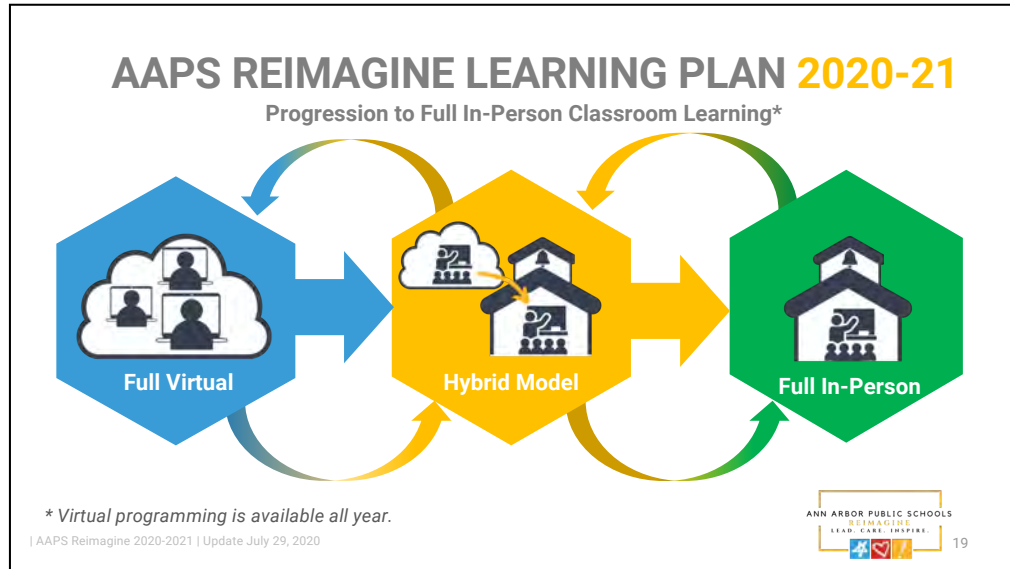
Transmission of Virus

- *Clear understanding of science of transmission via droplets from a cough, sneeze and possibility of aerosolized droplets and the distinct impact of talking, singing and participating in congregant activities together*

| AAPS Reimagine 2020-2021 | Update July 29, 2020

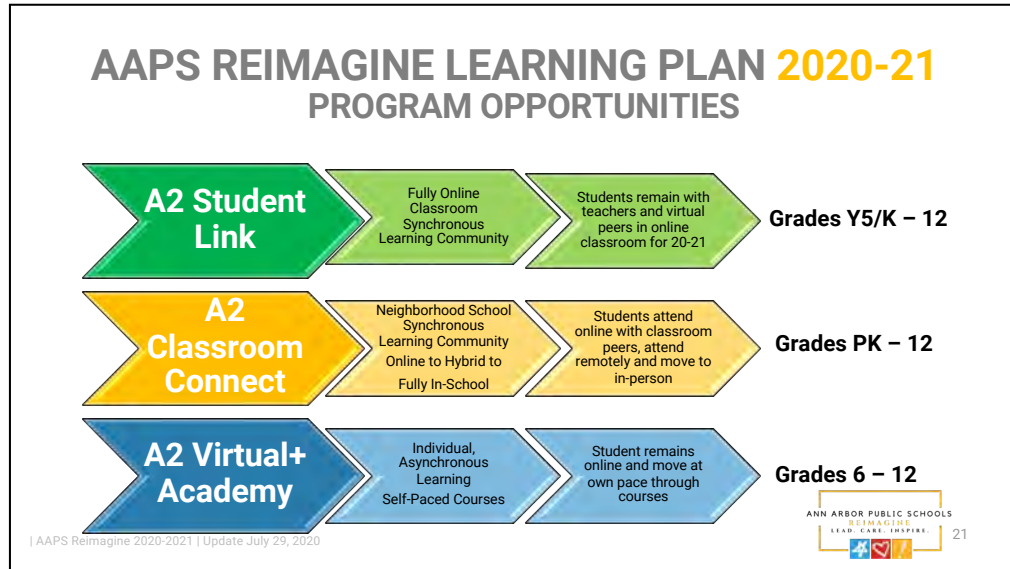
9

8/17/20



10

8/17/20



AAPS REIMAGINE LEARNING PLAN 2020-21 Connect+ Learning Groups - Network

K – 12 Students

- Network of small groups of students (6-8) to ensure learning supports continue
- Safe space to access and support virtual participation
- Small groups – when in-person is allowed – in our partner locations such as Community Centers, apartment complex club houses, etc.
- Connect+ groups will also meet virtually
- Social emotional & mental health supports
- All AAPS Learning materials provided, staffing, & training for partners
- Use Head Start, Title I, ESL, Homeless & parent, social worker, & teacher referral
- Also informed by participation data from Schoology

| AAPS Reimagine 2020-2021 | Update July 29, 2020

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AAPS REIMAGINE LEARNING PLAN 2020-21

SPECIALIZED SUPPORTS FOR STUDENTS WITH SPECIAL NEEDS

- **Learning through synchronous, online instruction**
- Including service provision to support IEP w/ Teacher Consultants & other Special Education professionals consistently working w/ students
- **Specialized Services provided to meet IEP**
- **Additional supports on Wednesdays**
- Including service provision and paraprofessional support
- **Instruction driven by Universal Design for Learning (UDL) framework**
- **Social Emotional Learning (SEL)**
- **Students with greatest need will be considered for Connect+ group supports**



AAPS REIMAGINE LEARNING PLAN 2020-21

CONNECT + Safe & Supportive to Access Virtual Learning

- **Learning through synchronous, online instruction**
- Including service provision to support IEP
- **Additional supports on Wednesdays**
- Including service provision and paraprofessional support
- **Instruction driven by Universal Design for Learning (UDL) framework**
- **Social Emotional Learning (SEL)**



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AAPS REIMAGINE LEARNING PLAN 2020-21

~ SUPPORT FOR YOUNGEST STUDENTS ~

- **Learning through synchronous, online instruction will be paced to age-appropriate expectations**
- Including service provision to support IEP
- **Learning materials provided in-home (journals, art supplies, reading materials, etc)**
- **Youngest students begin the migration to in-person learning first**
- **Social Emotional Learning (SEL) activities & connections daily**



AAPS REIMAGINE LEARNING PLAN 2020-21

~ Support for Youngest Students ~ Preview of One Potential Migration Plan ~

Phase 1: Kinder – 1st & 2nd Grade students + Students most in need begin in-person learning at school

Monitor health protocols, rates of infection, & health data

Phase 2: 3rd & 4th & 5th Grade students begin in-person learning at school

Monitor health protocols, rates of infection, & health data

Phase 3: Continue Migration Process with Secondary Students

Monitor health protocols, rates of infection, & health data

8/17/20

AAPS REIMAGINE LEARNING PLAN 2020-21 ACCELERATION OF LEARNING

Students may choose from wide spectrum of options:

- AAPS Accelerated & Advanced Placement
- International Baccalaureate
- World Language, and other opportunities
- Dual Enrollment and Community Resource Classes/Opportunities
- Partnership with Washtenaw Community College



| AAPS Reimagine 2020-2021 | Update July 29, 2020

AAPS REIMAGINE LEARNING PLAN 2020-21 Visual & Performing Arts, Project Lead the Way, World Languages Full Quality Program Offerings Continue

Continue to provide the high quality arts instruction in the AAPS that our AAPS community expects and enjoys virtually, through teacher modeling and providing group & individual feedback

Students are creating, producing and responding to art, music, and theater asynchronously and synchronously

Arts teachers are able to virtually meet with and rehearse groups in the performing arts, provide continuing guidance and feedback for visual arts

Student product, production or presentation can be viewed virtually as well as use of App/software where musicians can rehearse and record music in real time, create a final product, & upload to Schoology

| AAPS Reimagine 2020-2021 | Update July 29, 2020

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AAPS REIMAGINE LEARNING PLAN 2020-21 WEEKLY LEARNING SCHEDULE

- Real-time classroom instruction 4 days per week:
 - ✓ Mon-Tues & Thur-Fri
- Wednesday dedicated AAPS Exploration Learning Day
- Wednesday & Saturday – full menu of recreational opportunities for families



| AAPS Reimagine 2020-2021 | Update July 29, 2020

AAPS REIMAGINE LEARNING PLAN 2020-21 INPUT & FEEDBACK FOR ADJUSTMENTS

- Modified learning day at elementary & middle
- Align lunch schedules to support families with multi-level students
- Less synchronous learning time and/or less spread out across the day
- Synchronous learning times only in the morning at elementary & perhaps asynchronous or choice activities in the afternoon
- Independent learning opportunity at elementary & at middle


| AAPS Reimagine 2020-2021 | Update July 29, 2020

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8/17/20

AAPS REIMAGINE LEARNING PLAN 2020-21


NEXT STEPS



August 12
SELECT PROGRAM PREFERENCE FOR FALL




SCHOOL AND COMMUNITY INPUT AND FEEDBACK



CONTINUE PERSONAL RESPONSIBILITY

| AAPS Reimagine 2020-2021 | Update July 29, 2020



AAPS REIMAGINE LEARNING PLAN 2020-21

NEXT STEPS For ALL



CONTINUE Our PERSONAL & COLLECTIVE RESPONSIBILITY


- **Wear a mask**
- **Watch your distance – 6 feet**
- **Wash your hands**

| AAPS Reimagine 2020-2021 | Update July 29, 2020



8/17/20

ANN ARBOR PUBLIC SCHOOLS
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AAPS REIMAGINE LEARNING PLAN 2020-21 UPDATE

Superintendent Jeanice K Swift
Presented to the Board of Education
August 12, 2020

AAPS REIMAGINE LEARNING PLAN 2020-21

Our work may look very different now, yet our critical mission remains ever the same:

Every Child. Every Day.

Our entire AAPS team is committed & will continue to work hard to ensure our students are healthy & safe, cared for, connected & supported, & continue their strong learning during 2020-21

**Students are our mission,
and we are on this mission!**



ANN ARBOR PUBLIC SCHOOLS
REIMAGINE
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| AAPS Reimagine 2020-2021 | Update August 12, 2020

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AAPS REIMAGINE LEARNING PLAN 2020-21

- ✓ Update & Clarify Reimagine Plan
- ✓ COVID & Student Health Update
- ✓ Next Steps



AAPS REIMAGINE LEARNING PLAN 2020-21



8/17/20

A Foundation of Social Justice and Anti-Racism

- We continue our focused work to achieve equity & opportunity for all students in the AAPS, with attention to black and brown students who have been underserved.
- We ask: *In the Ann Arbor Public Schools and in the Ann Arbor community, in what ways will we hold ourselves and each other in continuing conversation to ensure direct action steps in our ongoing and focused work to move forward in ensuring a foundation of anti-racism & social justice.*
- Now is a critical time and opportunity to ensure we build a Reimagine Learning Plan 2020-21 to serve black and brown & students from poverty well to ensure equity, social justice, and opportunity.

| AAPS Reimagine 2020-2021 | Update August 12, 2020

Pillars of the AAPS Equity Plan

1. Perpetuating Systems of Equity and Opportunity
2. Courageous, Equity-Centered Leadership
3. Systemic Transformation of Culture
4. Equity-Centered School and Classroom Practices
5. Family and Community Empowerment

6

3

8/17/20

Reimagine Learning Plan: August 12th Updates

Highlights of a few Areas of Ongoing Work

- **Clarifying Student/Parent Program Selections** – In Progress – *We will work with parents*
 - Published videos, FAQs, & print materials - More information is published frequently
 - Daily Schedule – concerns & all that we have to offer in the AAPS
- Focused now on the **strongest virtual learning launch** possible this school year
- Working to ensure **accurate responses** to many detail questions
- **Supports for Students:** food, special needs supports, technology, supplies & materials
- Student and school schedules for success in a virtual learning environment
- Finalizing tools & training for staff, student, and parent support – materials, supplies
- Information sessions and orientation for staff, parents, and students
- Student, Staff, and Public Health Update
- Share metrics we will evaluate to begin a potential future transition to in-person learning
- Clarifying schedule for 'Preparation Week' for August 31st for students & parents

| AAPS Reimagine 2020-2021 | Update August 12, 2020



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Article: *If Opening Schools Is About Equity, Why Aren't We Listening to Those Most Impacted?*

A narrative that reopening schools is necessary to meet the needs of vulnerable families perpetuates the false notion that the challenges these families face are the result of something lacking in them. Affluent white parents, we are told, are able to provide educational experiences - and a safe and stable environment - at home that disadvantaged parents cannot.

It is never considered in these discussions that there might be children who have felt alienated from and abused by our school system who have spent recent months healing in the loving warmth of their families. Or that children of essential workers may be learning lessons in resilience and care that are just as valuable as what they learn at school.

- Jen Roesch
medium.com

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Article: *If Opening Schools Is About Equity, Why Aren't We Listening to Those Most Impacted?*

We are in the midst of a pandemic that is setting record numbers of new cases each day. It is a virus whose fatality rate is as much as 10 times higher for people of color than whites. Risking a rise in infections by opening schools will certainly kill people of color in far high numbers. To argue that it must be done - for the sake of the most disadvantaged kids - reminds me of the US general in Vietnam who claimed they had to destroy the village in order to save it.

These children do not need to be rescued from the presumed deficits of their home environments. They need the structural barriers that our system has erected to exclude them dismantled. And, perhaps first and foremost, they and their families need to be heard.”

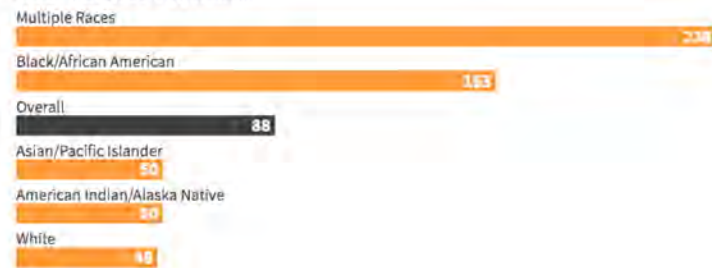
- Jen Roesch
medium.com

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Race matters

The coronavirus is taking its starkest toll on African Americans in Michigan: Per capita, there are three times as many deaths and more than twice as many cases among Black people than among the state as a whole.

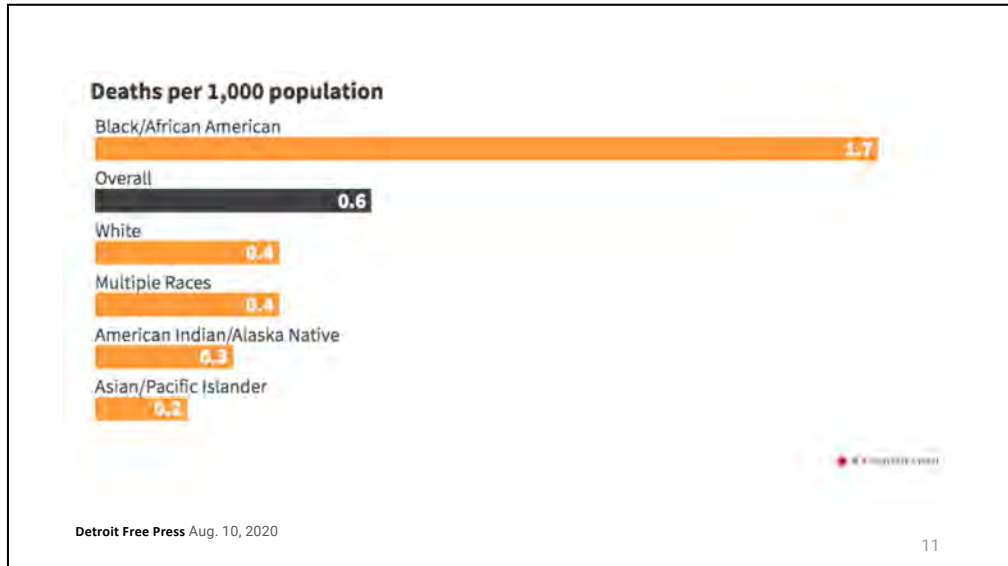
Cases per 1,000 population



Detroit Free Press Aug. 10, 2020
August 11, 2020

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“These children do not need to be rescued from the presumed deficits of their home environments. They need the structural barriers that our system has erected to exclude them dismantled. And, perhaps first and foremost, they and their families need to be heard.”

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AAPS Food Distribution Continues

425,000+ Meals Distributed since March 16th!

Summer Food Distribution

Extended through Fri, Sept 4th

2 X per week – Tuesdays & Fridays 11-12:30pm

New Late Afternoon Drive Thru Offered!

Begins Friday, 8/7 4:30-6pm Pioneer High

Tuesdays & Fridays

Enter off S. Seventh Rec & Ed Drive at PiHi

*Thank You Chartwells, Durham &
AAPS Volunteers!*



AAPS Equity Plan – Pillar 5 Family & Community Empowerment

Action 2. Improve access to resources, and remove barriers to resources for individuals & families.

Action 3. Create and connect with community partners to provide supports and services.

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August AAPS Food Distribution Update

- Concerned about possible adjustment coming at the beginning of school year 20-21 that will require us to serve as we do during the school year, as opposed to less regulated emergency feeding guidelines we have had since March 16th
- Still awaiting approval for waiver to continue emergency or summer feeding
- Will be working through our school teams to ensure we obtain FRL forms from as many parents as possible
- As usual, last year's students w/ FRL will be held over for 30 days,
- We know that needs have increased during COVID pandemic and are problem-solving now to meet this need

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CURRENT COVID CONCERNS

Rising Number of Cases during July

Washtenaw CO, Reopen MI Region, Michigan and U.S.

Emerging Research/Data

Rising % of cases among children & teens & transmission 10-19 year-olds, asymptomatic transmitters

Unknowns About COVID

short & long-term impacts, aerosol transmission

Still Unmet Needs

Readily available testing & timely results, contact tracing & sustainable supplies of PPE

UNANSWERED QUESTIONS WITH COVID

Students have not been together with staff in school classrooms since mid-March

- *What will be the nature of transmission in a classroom/school setting*

Infection Risks

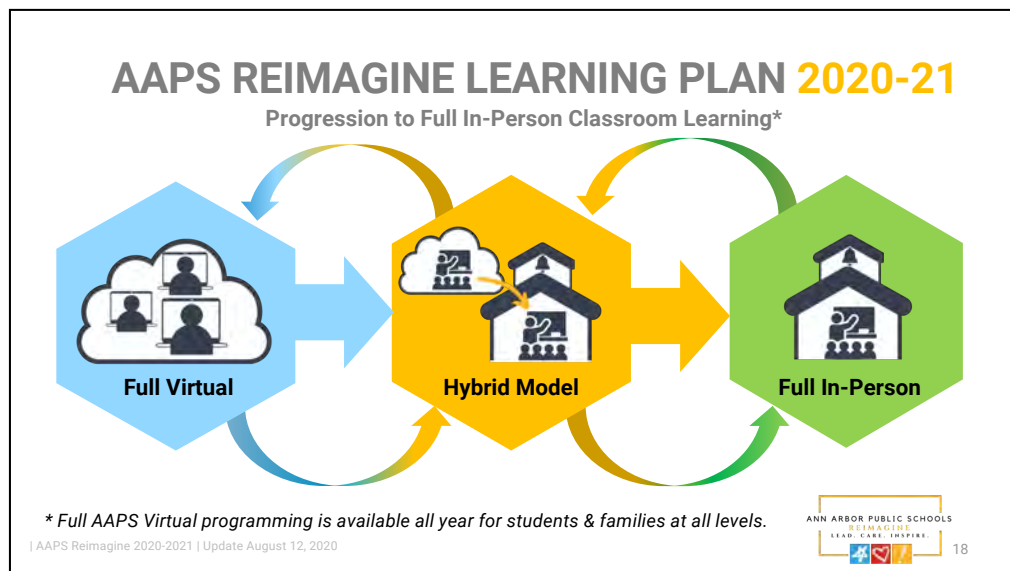
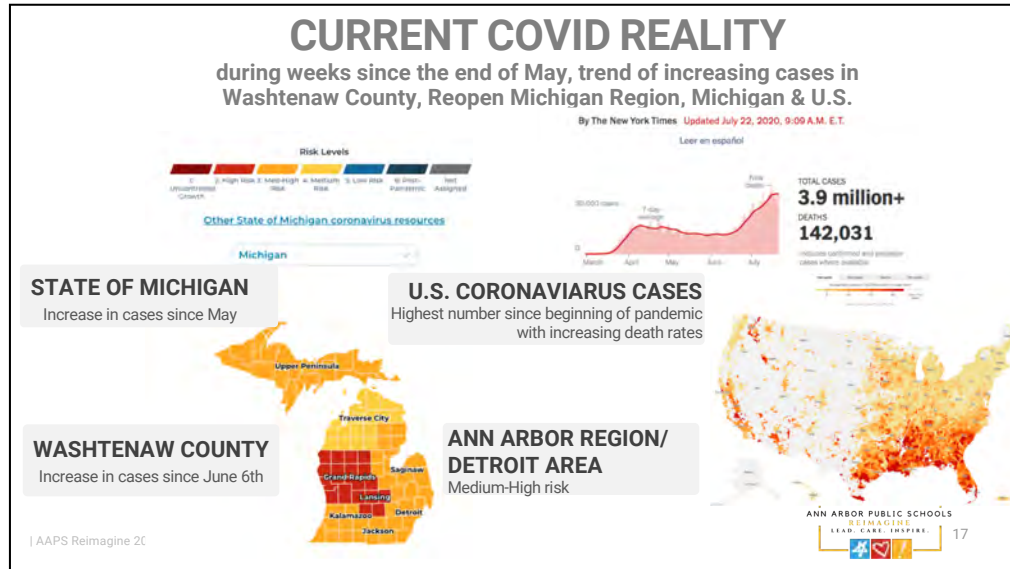
- *Short, medium & long-term impacts of contracting COVID for small children, older children, and adults*

Transmission of Virus

- *Clear understanding of science of transmission via droplets from a cough, sneeze and possibility of aerosolized droplets and the distinct impact of talking, singing and participating in congregant activities together*



8/17/20



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AAPS REIMAGINE LEARNING PLAN 2020-21

SUPPORT FOR YOUNGEST STUDENTS
~ Preview of One Potential Transition Plan ~

Stage 1

*Monitor health protocols,
rates of infection, & health data*

- Grades K-2 Students
- Willing students & families most in need of in-person learning

Stage 2

*Monitor health protocols,
rates of infection, & health data*

- Grades 3-5 Students begin in-person learning at school

Stage 3

*Monitor health protocols,
rates of infection, & health data*

- Continue transition to in-person learning with Secondary students

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FUNDAMENTAL CONCERNS AND NEEDS FOR A CONFIDENT FULL REOPENING

?

Readily available testing and timely results 24-48 hours

?

Adequate contact tracing

?

Assurance of sustained supplies of PPE to meet ongoing needs

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CDC GUIDING PRINCIPLES FOR RETURN TO SCHOOL

The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:

Lowest Risk: Students and teachers engage in virtual-only classes, activities, and events.

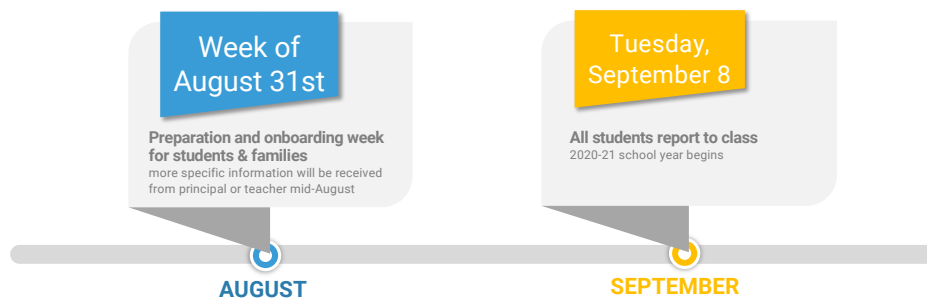
More Risk: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).

Highest Risk: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

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AAPS REIMAGINE LEARNING PLAN 2020-21






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AAPS REIMAGINE LEARNING PLAN 2020-21

LEARNING CHOICES

 <p>A2 Student Link Grades PK - 12</p>	<p>Quality AAPS teachers, curricula, and programs delivered in a virtual classroom linked to student's current AAPS school - a virtual classroom learning community.</p>	<p>Students attend with teachers and peers within a virtual classroom, and plan to remain fully virtual for the fall 2020 semester or full school year.</p>
 <p>A2 Classroom Connect Grades PK - 12</p>	<p>Quality AAPS teachers, curricula, and programs delivered in a virtual to in-person classroom learning community connected to student's current AAPS school.</p>	<p>Students attend with teachers and peers virtually, and transition to an in-person classroom when buildings reopen.</p>
 <p>A2 Virtual+ Academy Grades Y5/K - 12</p>	<p>Quality AAPS teachers and curricula delivered in an independent setting; student completes coursework at their own pace and receives consistent teacher feedback.</p>	<p>Student participates independently and virtually, moving through courses for the fall 2020 semester or full school year.</p>


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AAPS REIMAGINE LEARNING PLAN 2020-21

SPECIALIZED SUPPORTS FOR STUDENTS WITH SPECIAL NEEDS

- **Learning through synchronous, online instruction**
Including service provision to support IEP w/ Teacher Consultants & other Special Education professionals consistently working w/ students
- **Specialized Services provided to meet IEP**
- **Additional supports on Wednesdays**
Including service provision and paraprofessional support
- **Instruction driven by Universal Design for Learning (UDL) framework**
- **Social Emotional Learning (SEL)**



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Highlights of Work to Meet Needs of Students Individual Education Plan

Will instruction and related services be provided in a synchronous manner?

- All special education instruction and service provision will be provided in synchronous and asynchronous manner as outlined on the weekly schedule.
- Monday, Tuesday, Thursday and Friday will be identified as synchronous days, while Wednesday will be asynchronous learning and enrichment activities. This weekly schedule was designed in an effort to be conscientious about the amount of time students are exposed to screen time.

When will related services occur during the day?

- Related services will be provided during the school day much in the manner of the face-to-face environment.
- Related service professionals provide services either as push-in to the classroom or pull-out in a separate environment.
- Services can also be provided on a 1:1 and/or small group basis based on the needs of the student.

More detailed information coming – members of our special services team will work with parents on a case-by-case basis

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AAPS REIMAGINE LEARNING PLAN 2020-21 CONNECTIONS+ LEARNING GROUPS - NETWORK K – 12 Students

- Network of very small groups of students to ensure learning supports continue
- **Connections+** Supports may be offered virtually and/or in-person
- Working with community centers to support safe space to access and support students in virtual participation & learning
- Community partner locations such as community centers, etc.
- Social emotional & mental health supports
- All AAPS learning materials provided, staffing, & training for partners
- Use Counselor, Head Start, Title I, ESL, Homeless & parent, social worker, & teacher referral
- We will hear from our parents

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AAPS REIMAGINE LEARNING PLAN 2020-21

SUPPORT FOR YOUNGEST STUDENTS

- **Learning through synchronous, online instruction will be paced & well-suited to age-appropriate expectations**
Including service provision to support IEP
- **Learning materials provided in-home (journals, art supplies, reading materials, etc.)**
- **Youngest students begin the transition to in-person learning first**
- **Social Emotional Learning (SEL) activities & connections daily**



AAPS REIMAGINE LEARNING PLAN 2020-21

ACCELERATED LEARNING

Students may choose from wide spectrum of options:

- AAPS accelerated classes: advanced placement, university dual enrollment, and community resource classes/opportunities
- International Baccalaureate Programme
- World Language, and other opportunities
- Partnership with Washtenaw Community College



8/17/20

AAPS REIMAGINE LEARNING PLAN 2020-21 FULL QUALITY PROGRAM OFFERINGS CONTINUE

Music, Visual & Performing Arts, *Project Lead the Way*, World Languages

- Continue to provide the high quality arts instruction in the AAPS that our community expects and enjoys virtually, through teacher modeling and providing group & individual feedback
- Students are creating, producing and responding to art, music, and theater asynchronously and synchronously
- Arts teachers are able to virtually meet with and rehearse groups in the performing arts, provide continuing guidance and feedback for visual arts
- Student product, production or presentation can be viewed virtually as well as use of app/software where musicians can rehearse and record music in real time, create a final product, and upload to Schoology

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AAPS REIMAGINE LEARNING PLAN 2020-21 SAMPLE WEEKLY LEARNING SCHEDULE

- Real-time, interactive classroom instruction 4 days per week:
 - ✓ Mon-Tues & Thur-Fri
- Wednesday dedicated AAPS Extension, Exploration & Enrichment Learning Day
- Wednesday & Saturday – full menu of recreational opportunities for families



| AAPS Reimagine 2020-2021 | Update August 12, 2020

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AAPS REIMAGINE LEARNING PLAN 2020-21 HIGHLIGHTS OF INPUT & FEEDBACK – Next Steps

- Learning Day - Modified learning day at elementary level & value for specials
- Students/parents who desire to work across program options
- Distinction, especially at elementary, between A2 Student Link & A2 Classroom Connect
- Understandable uncertainty about plans for returning to school
- Synchronous learning paced across the day
- Independent learning opportunity A2Virtual offered at elementary and at middle

| AAPS Reimagine 2020-2021 | Update August 12, 2020



Reimagine Learning Plan: August 12th Updates Next Steps

- **Clarify, Communicate & Respond to Question**
- video + text format – email & social media
- **Regular updated information at A2schools.org**
- **School specific communication**
- *We will continue to work to meet our students and parents where they are & to attend to concerns and refine*
- **Considerations in Choosing a Fall, 2020 Plan for your Student**

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AAPS REIMAGINE LEARNING PLAN 2020-21

NEXT STEPS For ALL



**CONTINUE Our
PERSONAL & COLLECTIVE
RESPONSIBILITY**

- **Wear a mask**
- **Watch our distance – 6 feet**
- **Wash our hands**

| AAPS Reimagine 2020-2021 | Update August 12, 2020

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AAPS REIMAGINE LEARNING PLAN 2020-21

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APPENDIX C

AAPS COVID-19 PREPAREDNESS & RESPONSE PLAN BOARD OF EDUCATION PRESENTATION FROM JULY 29, 2020

8/17/20

ANN ARBOR PUBLIC SCHOOLS
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AAPS Preparedness Plan for District Employees, Contractors and Visitors


David A. Comsa, Deputy Superintendent
Human Resources/General Counsel

Shonta Langford, Executive Director
Human Resources & Employee Relations

Presented to the Board of Education
July 29, 2020

DAILY SCREENING PROTOCOL

- ▶ Self-Screening online questionnaire
- ▶ Affirmative indication of symptoms – stay at home or return home
- ▶ Notification from work-site supervisor to HR Executive Director and ED of the Community Division
 - ▶ If requested, follow-up interview to be submitted



July 29, 2020

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SOCIAL DISTANCING & MITIGATING MEASURES



- ▶ 6ft distancing (when possible)
- ▶ Face coverings for the following:
 - ▶ Shared spaces
 - ▶ Restrooms
 - ▶ Hallways
 - ▶ In-person meetings
- ▶ Self- report to immediate supervisors:
 - ▶ Positive Covid-19 test
 - ▶ Close contact with suspected or confirmed Covid-19 case(s)
 - ▶ Any affirmative answers to self-screening protocol

July 29, 2020

AAPS Preparedness Plan for Employees

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SOCIAL DISTANCING & MITIGATING MEASURES CONTINUED ...

- ▶ Spacing signage in buildings and on grounds
- ▶ Spread out workstations
- ▶ Restrict use of non-essential common spaces (cafeterias, lounges, etc.)
- ▶ Provide additional training to employees:
 - ▶ Workplace infection control
 - ▶ Proper use of PPE



July 29, 2020

AAPS Preparedness Plan for Employees

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WORKPLACE CLEANING & DISINFECTION



- ▶ Cleaning supplies available at workstations
- ▶ Increased workplace cleaning / disinfection on high-touch surfaces and shared equipment
- ▶ Signs posted about the importance of personal hygiene
- ▶ Minimize shared use of items in and around workstations

July 29, 2020

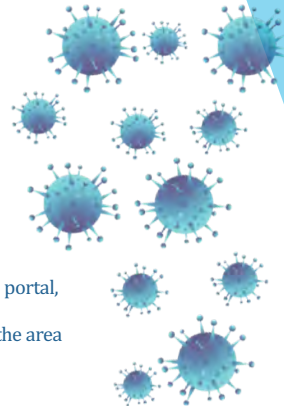
AAPS Preparedness Plan for Employees

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CONFIRMED WORKPLACE INFECTION RESPONSE PLAN

- ▶ If on AAPS property:
 - ▶ Isolate
 - ▶ Plan to go home
 - ▶ Receive care
- ▶ Notification to District:
 - ▶ Notify ED HR / ED of Community Division
 - ▶ Washtenaw County Health Department via online portal, email or phone call
 - ▶ If person visited District building, notify those in the area visited by person
 - ▶ Those in close contact will be sent home



July 29, 2020

AAPS Preparedness Plan for Employees

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SELF REPORTING, PRECLUSION FROM DISTRICT PROPERTY & RETURN TO WORK

- ▶ **Confirmed diagnosis or symptoms cannot return until:**
 - ▶ At least 10 days have passed since individuals symptoms first started or first positive COVID test
 - ▶ At least 72 hours (3 full days) have passed since fever resolved without the use of fever reducing medicines.
 - ▶ Individuals symptoms have vastly improved
- ▶ **Asymptomatic individual testing positive and/or close contact with another confirmed or suspected:**
 - ▶ 14 days have passed since the testing or close contact occurred provided the individual has no symptoms
 - ▶ If symptoms develop:
 - ▶ At least 72 hours (3 full days) have passed since fever resolved without the use of fever reducing medicines.
 - ▶ Individuals symptoms have vastly improved

July 29, 2020

AAPS Preparedness Plan for Employees

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Pursuant to CD,WCHD MI Dept of Labor and Economic Opportunity: https://www.michigan.gov/leo/0,5863,7-336-100207_101268---00.html

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SELF REPORTING, PRECLUSION FROM DISTRICT PROPERTY & RETURN TO WORK CONTINUED ...



- ▶ **Travel internationally within the prior 14 days:**
 - ▶ 14 days have passed since return and not developed symptoms
 - ▶ At least 10 days have passed since individuals symptoms first started or first positive COVID-19 test
 - ▶ At least 72 hours (3 full days) have passed since fever resolved without the use of fever reducing medicines.

July 29, 2020

AAPS Preparedness Plan for Employees

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Pursuant to CD,WCHD MI Dept of Labor and Economic Opportunity: https://www.michigan.gov/leo/0,5863,7-336-100207_101268---00.html

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EMPLOYEE RIGHTS

- ▶ No discharge, discipline or retaliation because of positive COVID test, symptoms or close contact
- ▶ Families First Coronavirus Response Act (FFCRA) means employees are eligible for paid leave.
 - ▶ Information available at <https://www.a2schools.org/Page/15842>
- ▶ Plan can be amended if laws, EO or guidance (CDC, WCHD, LARA) changes

July 29, 2020

AAPS Preparedness Plan for Employees

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APPENDIX D

AAPS COVID-19 RETURN TO SCHOOL PLAN BOARD OF EDUCATION PRESENTATION FROM JULY 29, 2020

8/17/20

ANN ARBOR PUBLIC SCHOOLS
LEAD. CARE. INSPIRE.

**AAPS COVID-19
Return to School Plan**

David A. Comsa, Deputy Superintendent
Human Resources/General Counsel

Shonta Langford, Executive Director
Human Resources & Employee Relations

Presentation to the Board of Education
July 29, 2020

Overview

- ▶ **AAPS COVID-19 Return to School Plan**
 - ▶ Focuses on students' return to school for the 2020-2021 school year.
 - ▶ Plan is required by the Governor's Executive Order 2020-142.
 - ▶ Incorporates protocols on safety, mental and social emotional well-being, instruction, and operations from the *MI Return to School Roadmap* as well as requirements from EO 2020-142.

July 29, 2020

AAPS COVID-19 Return to School Plan

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AAPS COVID-19 Return to School Plan

- ▶ The procedures AAPS must follow to ensure compliance with EO 2020-142 depend on which phase of the [Michigan Safe Start Plan](#) Region 1 is in (AAPS/Washtenaw County are located in Region 1).
 - ▶ EO 2020-142 and the Roadmap have different required, strongly recommended, and recommended protocols for Phases 1-3, Phase 4, Phase 5, and Phase 6.
 - ▶ Region 1 is currently in Phase 4.
- ▶ EO 2020-142 incorporates the *MI Return to School Roadmap* (the “Roadmap”)
 - ▶ The Roadmap was created by the COVID-19 Task Force on Education and the Return to School Advisory Council - 2 groups of school administrators, teachers, board members, students, local health officials, state government officials, mental health professionals, and other stakeholders.

July 29, 2020

AAPS COVID-19 Return to School Plan

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MI Safe Start Plan



July 29, 2020

AAPS COVID-19 Return to School Plan

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COVID-19 Return to School Plan (cont.)

- ▶ The Roadmap divides each Phase into four main categories:
 - ▶ Safety
 - ▶ Mental and Social Emotional well-being
 - ▶ Instruction
 - ▶ Operations
- ▶ The AAPS plan is similarly organized by phase and then category.
- ▶ The *AAPS Reimagine Learning Plan 2020-21* is cited for additional information in the mental and social emotional well-being and instruction sections of each phase.

July 29, 2020

AAPS COVID-19 Return to School Plan

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Phases 1-3: AAPS Return to School Plan

AAPS will:

- ▶ Suspend in-person instruction and offer alternative modes of instruction;
- ▶ Suspend athletics, after-school activities, inter-school activities, and busing;
- ▶ Close school buildings, except for:
 - ▶ Employees/contractors necessary to conduct minimum basic school operations consistent with return to school plan (including those needed to facilitate alternative instruction)
 - ▶ Food-service workers preparing food for distribution
 - ▶ Licensed child-care providers if District provides child-care during this time

In Phase 3, community spread of the virus is increasing and substantial. There is concern about health system capacity. Testing and tracing efforts may not be sufficient to control the spread of the pandemic.

July 29, 2020

AAPS COVID-19 Return to School Plan

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Phase 4: AAPS Return to School Plan

Although permitted, in-person instruction is not required and is left to the discretion of the local school district.

AAPS will:

- ▶ Require face coverings for students and staff in hallways, restrooms, classrooms, and other common areas, and on transportation, with very limited exceptions.
 - ▶ Students in grades K-5 will not have to wear a face covering in the classroom *if* they remain with their class throughout the school day and do not come into close contact with students in another class.
 - ▶ Students in 6th-12th grades must wear a face covering at all times
- ▶ Require social distancing to the maximum extent feasible.
- ▶ Require self-screening for staff.
- ▶ Consult with the Washtenaw County Health Department regarding self-screening for students.
- ▶ Conduct frequent cleaning and disinfecting of high-touch surfaces.

In Phase 4, the number of new cases and deaths has fallen for a period of time, but overall case levels are still high. Most new outbreaks are quickly identified, traced, and contained due to robust testing infrastructure and rapid contact tracing. Health system capacity can typically handle new outbreaks, but the overall number of infected individuals still indicate the need for distancing.

July 29, 2020

AAPS COVID-19 Return to School Plan

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Phase 5: AAPS Return to School Plan

AAPS will:

- ▶ Provide in-person instruction.
 - ▶ Require face coverings for students and staff in hallways, restrooms, classrooms, and other common areas, and on transportation, with very limited exceptions.
 - ▶ Students in grades K-5 will not have to wear a face covering in the classroom *if* they remain with their class throughout the school day and do not come into close contact with students in another class.
 - ▶ Students in 6th-12th must wear face covering at all times
- ▶ Require social distancing to the extent feasible.
- ▶ Require self-screening for staff.
- ▶ Consult with the Washtenaw County Health Department regarding self-screening for students.
- ▶ Conduct frequent cleaning and disinfecting of high-touch surfaces.

During Phase 5, new cases and deaths continue to decrease, infection from other members of the community is less common, and new cases continue to fall due to rapid case investigation, contact tracing, and containment strategies

July 29, 2020

AAPS COVID-19 Return to School Plan

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Phase 6: AAPS Return to School Plan

AAPS will:

- ▶ Provide instruction in-person.
- ▶ Continue to support healthy hygiene behaviors and to teach handwashing.
- ▶ Contact and work with local health department if there is a diagnosed case of COVID-19.

Phase 6 is post-pandemic, with few active COVID-19 cases locally and community spread not expected to return.

July 29, 2020

AAPS COVID-19 Return to School Plan

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Plan Approval

- ▶ The AAPS Return to School Plan incorporates all required, strongly recommended, and recommended protocols from MI Return to School Roadmap, to the extent appropriate and feasible given potential limitations of space, resources, and other conditions.
- ▶ The Plan must be approved by the Board of Education by August 15, 2020.
- ▶ By August 17, 2020, ISDs must collect the plan from all school boards of their constituent districts and transmit them to the Superintendent of Public Instruction and the State Treasurer.

July 29, 2020

AAPS COVID-19 Return to School Plan

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Conclusion

- ▶ Safety procedures from the *AAPS COVID-19 Preparedness and Response Plan and Policy* will govern the responsibilities of employees, contractors, and visitors when on District property.
- ▶ Safety procedures for the *AAPS Return to School Plan* focuses on the students return to school.
- ▶ In addition to this plan being required by the Governor's Executive Order, it further emphasizes the District's top priority: ***the health and safety of all students and staff.***

July 29, 2020

AAPS COVID-19 Return to School Plan

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APPENDIX E

AAPS COVID-19 SCHOOL & PUBLIC HEALTH UPDATE BOARD OF EDUCATION PRESENTATIONS FROM JULY 22, 2020 AND AUGUST 12, 2020

8/17/20



COVID-19 and Schools: Health Considerations for Fall 2020

Presentation to the AAPS Board of Education
Jenna Bacolor, MPH, LMSW
Executive Director, Community Division / Student & School Health
July 22, 2020

Tonight's presentation

1. Current research on the health impact and transmission of COVID-19
 - Children and adults
 - Racial disparities
 - How COVID-19 spreads
2. Considerations for returning to in-person learning
 - Metrics for decision-making on in-person learning
 - What we know from other countries' efforts to reopen schools
3. AAPS approach to protecting staff and students
 - Layered best practices: personal, administrative, engineering, and public health protocols
4. Closing and Q & A

July 22, 2020

COVID-19 and Schools: Health Considerations for Fall 2020



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8/17/20

Current research on the health impact and transmission of COVID-19

What we know and what we don't know right now

July 22, 2020

COVID-19 and Schools: Health Considerations for Fall 2020

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School is Critical for Children's Wellbeing

- The pandemic has highlighted how important schools are, particularly for students from poverty
- Risks of being at home long term include food insecurity/hunger, abuse and neglect, isolation and mental health issues, lack of physical activity, drop out
- Schools provide access to many other services beyond the classroom



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COVID-19 in Adults and Children

Racial disparities in cases and deaths are a reality at the national, state, and local levels – for both children and adults.

Adults

- Majority of cases have been in adults, but that is changing
- Higher risk populations
- More likely to be hospitalized and need ICU care than children
- Respiratory and vascular effects; some could be long term
- African American adults at higher risk for contracting COVID-19, severe consequences and death

Children

- More likely to be asymptomatic
- Typically milder illness and less likely to be hospitalized and need ICU care
- Multisystem Inflammatory Disease in Children (MISC) – rare but serious disease
- 71% of MISC cases have been in Hispanic/Latino (38%) and Black (33%) children
- Long term effects unknown

COVID19 in Pediatrics, Harvard Medical School Continuing Medical Education Webinar, 6/25/2020
CDC: 71% of MIS-C patients Hispanic or Black, AAP News, 7/16/2020, <https://www.aapublications.org/news/2020/07/16/miscdata071620>

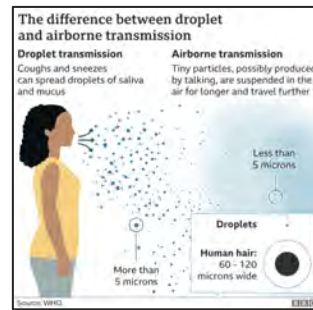
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How the Virus Spreads - Droplets

- Droplets and aerosols
- Aerosol emission and “superemission” increases during human speech as voice becomes louder
- New research on children suggests those under 10 transmit to others much less often; those 10-19 spread the virus at least as well as adults
- Still many unknowns, e.g. how much virus is needed for transmission?



Understanding and Controlling SARS-CoV2 Transmission, June 22, 2020, Webinar presentation by Donald Milton, Professor, Univ of Maryland School of Public Health
Contact Tracing during Coronavirus Disease Outbreak, South Korea, 2020, Emerg Infect Dis. 2020 Oct. https://wwwnc.cdc.gov/eid/article/26/10/20-1315_article
Older Children Spread the Coronavirus Just as Much as Adults, Large Study Finds, NY Times, 7/18/2020 <https://nyti.ms/3jpd7cb>

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How the Virus Spreads - Surfaces

- CDC: It may be possible that a person can get COVID-19 by **touching a surface or object that has the virus on it** and then touching their own mouth, nose, or possibly their eyes.
- CDC: This is not thought to be the main way the virus spreads, but we are still learning more about how this virus spreads.
- It's unclear how long COVID-19 remains viable on surfaces—ranging from a few minutes to hours to potentially days depending on the temperature, humidity and surface type.

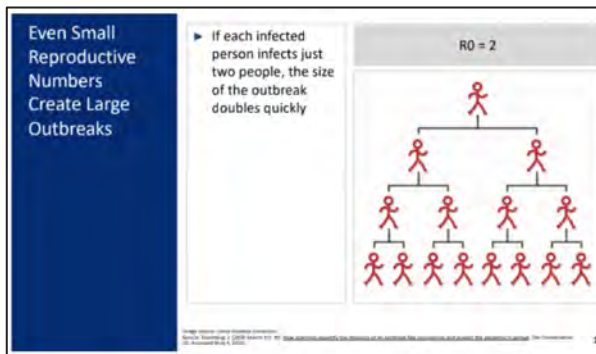
How COVID-19 Spreads, CDC website retrieved 7/21/2020 <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-covid-spreads.html>
 COVID-19 Expert Reality Check, Johns Hopkins Bloomberg School of Public Health, 7/6/2020, <https://www.globalhealthnow.org/2020-02/coronavirus-expert-reality-check#roberts>

How infectious in COVID-19?

SARS-CoV-19 has an R (reproductive) number of 2-3

R = the # of people one infectious person will infect if everyone that person has contact with is susceptible

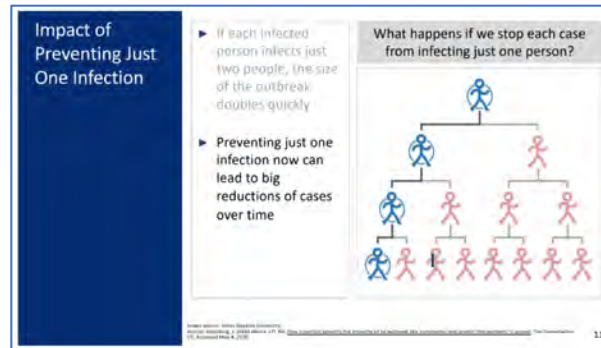
The higher the reproductive number, the more people will be infected



COVID-19 Contact Tracing, Johns Hopkins School of Public Health, available on Coursera

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Impact of Preventing Just One Infection

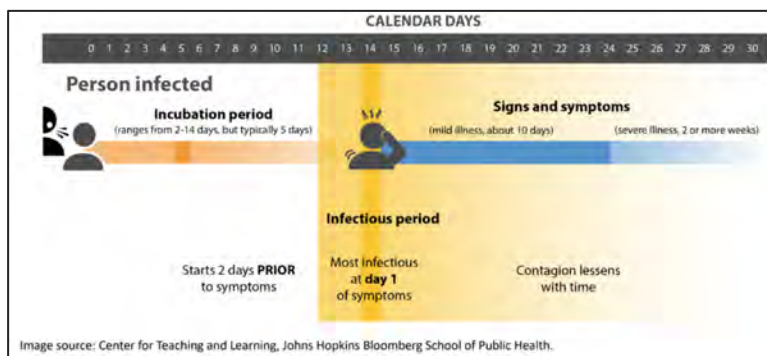


COVID-19 Contact Tracing Class, Johns Hopkins School of Public Health, available on Coursera

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Timeline of Infection: Incubation and Infectious Periods

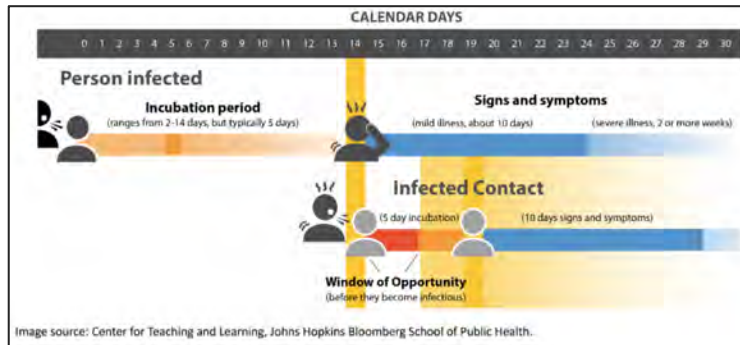


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Timeline of Infection: Window of Opportunity to Stop Transmission



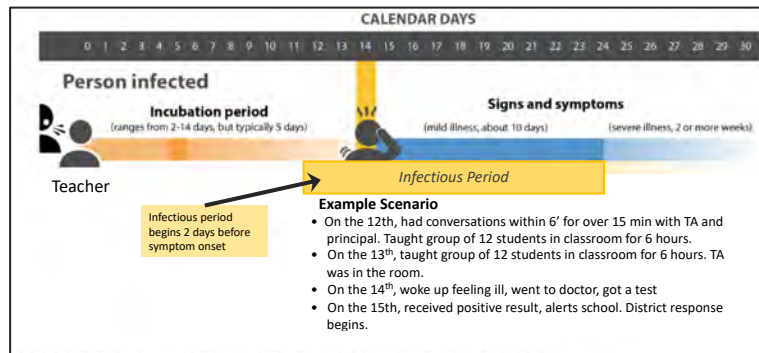
COVID-19 Contact Tracing, Johns Hopkins School of Public Health, available on Coursera

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Example: Case in a Classroom Scenario with an Infected Teacher



Modified image from COVID-19 Contact Tracing, Johns Hopkins School of Public Health, available on Coursera

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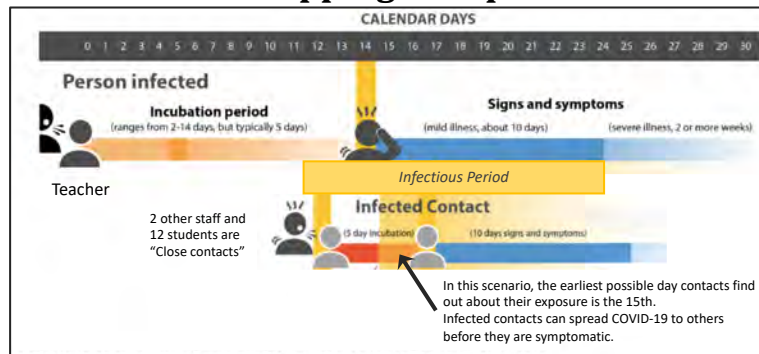
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Example: Case in a Classroom Stopping the Spread



Modified image from *COVID-19 Contact Tracing*, Johns Hopkins School of Public Health, available on Coursera

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Example: Case in a Classroom Next Steps

- Per executive order: within 24 hours, AAPS alerts the Washtenaw County Health Dept
- Health Specialist interviews infected person for close contacts, offers support
- Health Specialist calls close contacts, alerts them to exposure, provides info regarding quarantine, offers support
- Strict confidentiality maintained throughout process.

Risk of spread in the classroom is lowered with:

- Proper use of mask by teacher
- Maintaining 6' of distance as much as possible
- The teacher being self-aware of symptoms and seeking a test ASAP

COVID-19 Contact Tracing, Johns Hopkins School of Public Health, available on Coursera

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Recent Headlines About Children’s Role in Spreading COVID-19

florida today

NEWS

Florida's young test positive for coronavirus at almost twice the rate

Jim Wynn Florida Today

Published 7:58 a.m. ET, Jun. 15, 2020 | Updated 7:58 a.m. ET, Jun. 15, 2020

<https://www.floridatoday.com/story/news/2020/06/15/young-floridians-test-positive-coronavirus-almost-twice-rate/3190098001/>

CNN

Texas coronavirus cases top 1,300 from child care facilities alone

By Jill Ippolito and Rob Jones, CNN

Updated 12:59 PM ET, Mon, July 6, 2020

<https://www.cnn.com/2020/07/06/health/texas-coronavirus-cases-child-care-facilities/index.html>

VICE

Summer Camps Have Become a New Hotbed for COVID-19 Spread

COVID-19 outbreaks at day camps and wilderness camps are spreading as schools search for summer camps across the U.S.

By Leah Johnson, CNN

https://www.vice.com/en_us/article/k7a6d4/summer-camp-covid-spread-risk-for-kids-and-counselors

CNN

Can essential child care during Covid-19 offer a model to schools this fall?

By Leah Johnson, CNN

Updated 12:59 PM ET, Mon, July 6, 2020

<https://www.cnn.com/2020/07/20/us/child-care-for-essential-workers-lessons-wellness/index.html>

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Considerations for Returning to In-Person Learning

Protecting staff and students is number one priority

Data monitoring – state and local (timing)

Availability of testing, contact tracing, and PPE

University of Michigan fall start

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State Level Monitoring



Washtenaw County =
Med-High Risk

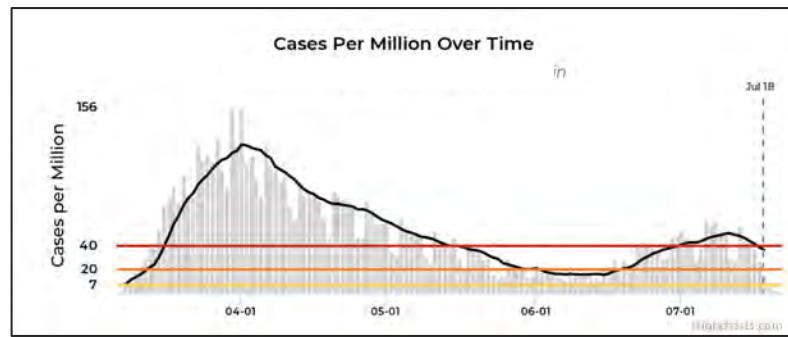


Retrieved 7/21/2020 <https://www.mistartmap.info/>

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State Level Monitoring



Retrieved 7/21/2020 <https://www.mistartmap.info/>

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Local Level Monitoring

Youth represent a small percentage (4%) of cases in Washtenaw County, but schools have been closed since March

Recent outbreak originated at Saline party; majority of the cases were people ages 15-25.

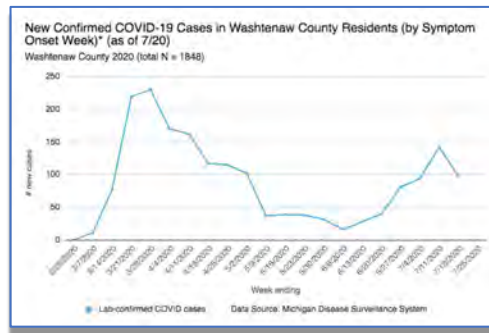


Chart retrieved from Washtenaw County Health Department website, 7/21/2020, <https://www.washtenaw.org/3108/Cases>
 "Saline House Party Leads to 43 New Coronavirus Cases", Saline Patch, 7/13/2020 <https://patch.com/michigan/saline/saline-house-party-leads-43-new-coronavirus-cases-officials>

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University of Michigan – Potential Impact

- August 24 – 31, staggered arrival for incoming first year students
- August 31, “public health informed” fall term begins on U of M campus and lasts until November 20.
- U of M plan is for layered public health protocols, including face coverings on campus, physical distancing, and in-house contact tracing
- It will take several weeks to determine impact on community levels of COVID-19

In 2019, there were 31,266 undergraduates and 16,824 graduate students.

Students came from all 50 states, 80 Michigan counties, and 39 countries.

U of M Fall Announcement <https://campusblueprint.umich.edu/fall-announcement>

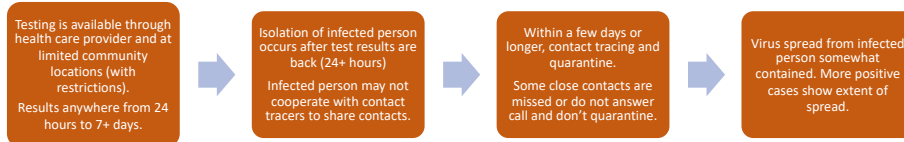
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The COVID-19 Testing Process We Need



The COVID-19 Testing Process We Have



COVID-19 Testing, retrieved from Washtenaw County Health Dept website, 7/21/2020, <https://www.washtenaw.org/3158/Testing>
As Michigan COVID cases soar, infected residents won't cooperate with tracers, Bridge Magazine, 7/15/2020, <https://www.bridgemi.com/michigan-health-watch/michigan-covid-cases-soar-infected-residents-wont-cooperate-tracers>

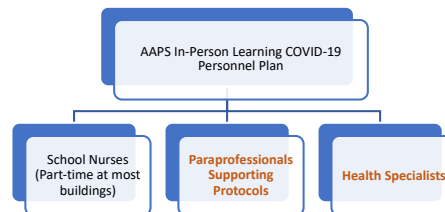
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AAPS Support for Contact Tracing

- Rapid notification from employee or family is critical!
- Per executive order: within 24 hours, AAPS alerts the Washtenaw County Health Dept of employee positive case
- AAPS Health Specialist interviews infected person for close contacts, offers support
- AAPS Health Specialist calls close contacts, alerts them to exposure, provides info regarding quarantine, offers support
- Strict confidentiality maintained throughout process.



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AAPS approach to protecting staff and students

Preventing and stopping the spread of COVID-19 in AAPS buildings and programs

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“Stacking” best practices to help Michiganders safely return to work

“Our research tells us that stacking best practices—with several layers of safeguards to reduce the spread of COVID-19 and lower the risk of another spike in cases and deaths—is necessary to manage this outbreak while re-engaging our economy.”

-- DuBois Bowman is dean and professor of biostatistics at the U of M School of Public Health

-- Sharon Kardia is associate dean for education and professor of epidemiology at the U of M School of Public Health



<https://www.bridgemi.com/guest-commentary/opinion-stacking-best-practices-help-michiganders-safely-return-work>

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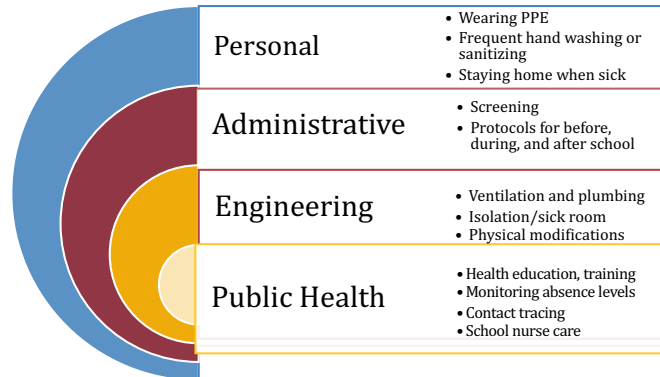
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Stacking Best Practices to Protect AAPS Staff



Adapted from *Stacking best practices to help Michiganders safely return to work*, Bridge Magazine, April 29, 2020.
Guest commentary by DuBois Bowman, Dean, and Sharon Kardis, Associate Dean, University of Michigan School of Public Health.

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Flow chart testing, case investigation, contact tracing, isolation/quarantine, return to school/work

Doing this effectively means immediate notification of + result, communication to all contacts within 24 hours to get them to stay away from school, compliance with isolation/quarantine order

Health depts have been doing contact tracing for years with diseases such as TB and measles. For COVID-19, school systems are being asked to help at an unprecedented scale: [get language from MI Safe Schools plan on cooperating with LHDs]. Thus far, there hasn't been additional funding offered to cover these new responsibilities.

Not all school systems have nurses, and we're fortunate that the BOE and admin have continued to support this important investment in student health. However, we only have 12, and it's not enough infrastructure for what our schools are being asked to do during this pandemic. Nurses are focused on the clinical aspects at schools, and health specialists will be trained to serve as internal contact tracers, to monitor absences, among other duties that are essential for offering F2F instruction.

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What we know from other countries

- ASHA CDC Now 7/13/2020
- Latest Guidance for Schools
- Erin K. Sauber-Schatz PhD, MPH
- Studies of children show that most children are infected by a member of their household
- Mixed evidence of whether returning to school creates more outbreaks
- Israel experienced increase in cases
- Evidence from other countries shows that reopening schools is safer when there is low community spread
- Texas = 1700 cases in childcare centers, 500 were children and 1200 were adults

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We ALL have to work together

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MI Safe Schools Return to Learning Roadmap

U of M
Union partners

- Community spread
- Local outbreaks
- Local public health capacity

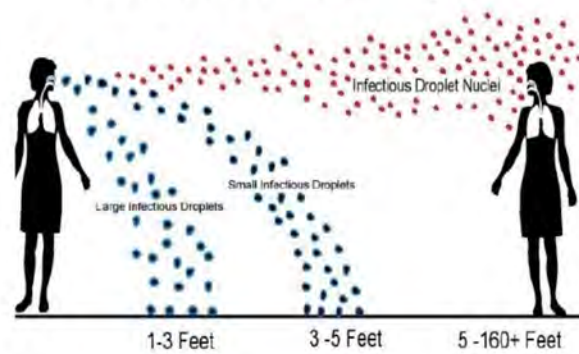
How will we know when we can safely return to F2F?
Metrics
of staff who are well and can return

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Infectious Droplets & Droplet Nuclei travel lengths



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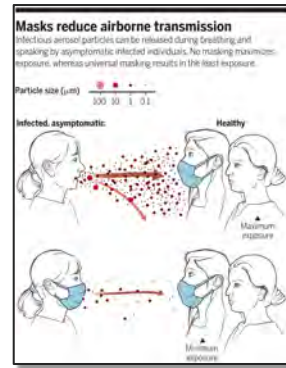
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Personal

- Wearing PPE
- Frequent hand washing or sanitizing
- Staying home when sick
- Employees – immediate notification of case or exposure

<https://science.sciencemag.org/content/368/6498/1422>



Prather, K. et al. Reducing transmission of SARS-CoV-2, Science, 26 June 2020 : 1422-1424, <https://Science.Sciencemag.Org/Content/368/6498/1422>

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Administrative

- Rules for visitors
- Screening
- Protocols for before, during, and after school

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Engineering

- Ventilation and plumbing
- Isolation/sick room
- Physical modifications

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Public Health Protocols

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COVID-19 and Schools: Public health updates and considerations for returning to in-person learning

Presentation to the AAPS Board of Education
Jenna Bacolor, MPH, LMSW
Executive Director, Community Division / Student and School Health
August 12, 2020

Tonight's Presentation

- ▶ Emerging research on pediatric COVID-19
- ▶ Ongoing challenges for school districts
- ▶ Considerations for moving to hybrid learning model
- ▶ Staff and student protocols for keeping schools open
- ▶ Closing thoughts and Q & A

AUGUST 12, 2020

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1 Emerging research on children and COVID-19

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▶ Surge in pediatric COVID-19 cases

- ▶ U.S.: 97,078 new child cases reported in last 2 weeks of July, a 40% increase in pediatric cases
- ▶ Washtenaw County: 50% of new cases from July 25 – Aug 7 were in people <30 years old
- ▶ Multiple outbreaks in Detroit region due to teen parties

Children and COVID-19: State Data Report, A joint report from the American Academy of Pediatrics and the Children’s Hospital Association, 7/30/2020
Washtenaw County 2-Week Snapshot <https://www.washtenaw.org/3108/Cases>

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▶ What we know/don't know about children and COVID-19

- ▶ In general, children are asymptomatic or experience mild symptoms of COVID-19, but in rare cases some do get very sick.
 - ▶ *Latino/Hispanic and Black children have been disproportionately impacted by Multisystem Inflammatory Syndrome in Children (MISC).*
- ▶ While children do transmit to others, more evidence is needed on the frequency and extent of that transmission. Recent studies suggest that ability to transmit varies by age.

[CDC Morbidity and Mortality Weekly Report MWR, 8/7/2020](#)
 What do we know about children and Coronavirus transmission? [KFF Issue Brief 7/29/20](#)

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▶ Children as asymptomatic carriers of COVID-19 virus

ADULTS

- ▶ 30-40% of infected adults never develop symptoms
- ▶ Asymptomatic adults carry just as much of the virus in their nose, throat, and lungs, strongly suggesting that they can spread the virus without knowing it

- ▶ Georgia overnight camp outbreak (260 cases): asymptomatic transmission was common
 - ▶ Among 136 cases with available symptom data, 36 (26%) patients reported no symptoms;
- ▶ French hospital study to find asymptomatic pediatric cases: 45% (10) of 22 positive pediatric patients were asymptomatic. Study size was 438, roughly one of our elementary schools.
- ▶ More research needed on pediatric transmission potential

MMWR 2020;69:1023-1025. <https://www.cdc.gov/mmwr/volumes/69/wr/mm6931e1.htm>
 Systematic SARS-CoV-2 screening at hospital admission in children: a French prospective multicenter study, *Clinical Infectious Diseases*, <https://doi.org/10.1093/cid/ciaa1044>

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Why is asymptomatic infection in children important to school districts?

Some school mitigation measures become ineffective or less effective

- Prescreening at home
- Staying home when sick
- Isolation of sick children at school
- Classroom dismissals and school closures

Personal-level prevention becomes even more critical

- Physical distancing
- Face coverings (masks)
- Hand washing/sanitizing

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Ongoing challenges for school districts

...and how AAPS is addressing them

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“ ...Whether it’s a primary school, secondary school, or even college, the three things needed to open safely are being able to **test**, to **trace**, and to **isolate**.

Rick Lange, MD
President, Texas Tech University Health Sciences Center
August 7, 2020

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PANDEMICS EXPLAINED
unlocking evidence for better decision making

Testing Targets
HARVARD GLOBAL HEALTH INSTITUTE

State	Daily Tests per 100k people (est. moving fwd.)	Mitigation target	Suppression target
8/12/2020 Michigan	324	157	540
United States	248	355	1,364

Retrieved 8/11/2020 from <https://globalepidemics.org/july-6-2020-state-testing-targets/>

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AAPS testing and contact tracing: where we stand now

Testing	Contact Tracing	Isolation and Quarantine
<ul style="list-style-type: none"> ➤ Michigan has higher levels of diagnostic testing than many other states ➤ Local testing is available but turnaround times for results continue to vary widely ➤ Ideally we would have at least bi-weekly surveillance testing of all students and staff 	<ul style="list-style-type: none"> ➤ Efficacy directly impacted by test result turnaround times ➤ Varies county to county ➤ Schools required to collaborate with local health departments on tracing 	<ul style="list-style-type: none"> ➤ May be delayed due to test result turnaround times ➤ Varies county to county ➤ School tracing efforts include notification of potential isolation/quarantine

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What happened with our 4 (known) COVID-19 cases this summer

3 out of 4 cases were in individuals who live in Region 1, the Detroit region
The AAPS community goes beyond Washtenaw County

AAPS internal notification protocols worked
In some cases, contact tracing was delayed by test result turnaround times


People were very willing to cooperate and concerned for others
Reminder that anyone can get this virus!

All 4 recovered, and no further spread occurred

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▶ Classroom Indoor Air Quality (IAQ)

- ▶ Indoor environments are most concerning for coronavirus transmission
- ▶ Complexities of Asymptomatic individuals and aerosol emissions
- ▶ The special challenges of classrooms – density & time within classroom space

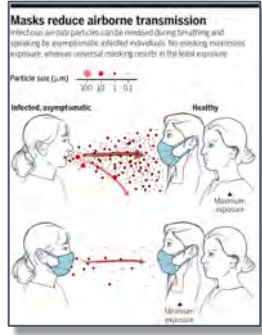


Zhang, J. *Integrating IAQ control strategies to reduce the risk of asymptomatic SARS CoV-2 infections in classrooms and open plan offices*, *Science and Technology for the Built Environment*, (26) 2020.
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▶ Making classroom air safer

...the #1 method is source control

- ▶ Preventing transmission from asymptomatic virus carriers
 - ▶ Masks provide a critical barrier, reducing the number of infectious viruses in exhaled breath, especially of asymptomatic people and those with mild symptoms
 - ▶ Masks reduce an individual's emission rate
 - ▶ Universal face masking is essential to reopening schools



Prather, K. et al. Reducing transmission of SARS-CoV-2, *Science*, 26 June 2020 : 1422-1424, <https://Science.Sciencemag.Org/Content/368/6498/1422>
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Chance of Transmission	Asymptomatic COVID-19 Carrier	Uninfected Person
HIGHEST		
HIGH		
MEDIUM		
LOW		
LOWEST		
PRACTICALLY NONE		

6 ft

Goal for in-person learning

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K-12 students and masks

- ▶ Masks may also serve as PPE
- ▶ CDC recommends teaching students how to use cloth face coverings before returning to school - can practice at home
- ▶ Mask breaks, e.g. for meals
- ▶ Cloth face coverings should not be placed on:
 - ▶ Children younger than 2 years old
 - ▶ Anyone who has trouble breathing or is unconscious
 - ▶ Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance



At a pre-K graduation ceremony in Jersey City, N.J., Credit: Seth Wenig/Associated Press, June 2020.

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3 Considerations for beginning a transition to hybrid (in-person) learning

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MI Safe Start Plan - Metrics
...must be complemented with an understanding of the on-the-ground contextual realities.

A. Is the epidemic growing, flattening, or declining?
Evidence analyzed includes:

- **The number of new cases per million:** low levels of new cases can suggest limited continued transmission; high levels of new cases can suggest continued transmission activity.
- **Trends in new daily cases:** sustained decreases may suggest that there has not been new takeoff of the disease; increases would provide concern that there has been new takeoff.
- **% positive tests:** if testing levels are high, a low proportion of positive tests is further evidence of declining spread, and also suggests that we have a good understanding of the state of the epidemic. If there is a high proportion of positive tests, it could suggest further disease spread, or that we have a poor understanding of the true extent of the epidemic.

Additional metrics from MISafeStart Plan

- Hospital capacity
- PPE availability
- Testing and contact tracing

→ Must also pay close attention to trends for each metric

https://www.michigan.gov/documents/whitmer/MI_SAFE_START_PLAN_689875_7.pdf

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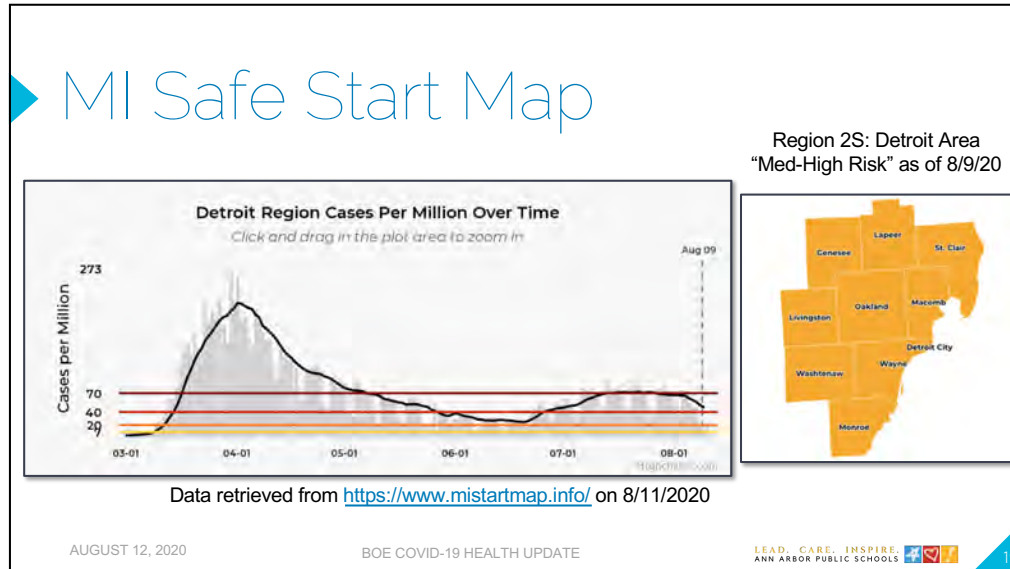


Table 1: School Re-Openings: Country Comparisons on Key Metrics Compared to Current U.S. Data

	Date of reopening	Daily Cases	Daily Cases Per Million Population (7-day averages)	Positivity Rate (%)
United States	—	65,750.4	198.6	8.3
Belgium	5/18/2020	291.3	25.1	2.1
Denmark	4/15/2020	205.7	35.5	6.2
France	5/11/2020	1,110.9	17.0	1.1
Germany	5/4/2020	1,140.3	13.6	2.4
Greece	6/1/2020	5.6	0.5	0.1
Israel	5/3/2020	126.7	14.6	1.4
Japan	4/24/2020	439	3.5	8.7
South Korea	6/8/2020	44.4	0.9	0.3
New Zealand	5/14/2020	1.1	0.2	0
Norway	4/20/2020	93.3	17.2	3.8
Switzerland	5/11/2020	57.1	6.6	1.3
Taiwan	2/25/2020	1.1	0.0	0.2
Vietnam	5/18/2020	4.6	0.0	0

NOTES: U.S. estimates calculated based on most recent data. France positivity rate from May 24. Vietnam positivity rate from April 29. Data represent 7-day average, as of re-opening date (unless other date noted).
SOURCES: COVID-19 data from: "Coronavirus Pandemic (COVID-19)". Published online at OurWorldinData.org. Retrieved on July 26, 2020.
School reopening dates from: University of Washington, Summary of School Re-Opening Models and Implementation Approaches During the COVID-19 Pandemic, July 6, 2020.

What do we know about children and Coronavirus transmission? KFF Issue Brief 7/29/20

AUGUST 12, 2020 BOE COVID-19 HEALTH UPDATE LEAD. CARE. INSPIRE. ANN ARBOR PUBLIC SCHOOLS 20

10

8/17/20

Table 1: School Re-Openings: Country Comparisons on Key Metrics Compared to Current U.S. Data

	Date of reopening	Daily Cases	Daily Cases Per Million Population	Positivity Rate (%)
		(7-day averages)		
United States	—	65,750.4	198.6	8.3
Belgium	5/18/2020	291.3	25.1	2.1
Denmark	4/15/2020	205.7	35.5	6.2
France	5/11/2020	1,110.9	17.0	1.1
Germany	5/4/2020	1,140.3	13.6	2.4
Greece	6/1/2020	5.6	0.5	0.1
Israel	5/3/2020	126.7	14.6	1.4
Japan	4/24/2020	439	3.5	8.7
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New Zealand	5/14/2020	1.1	0.2	0
Norway	4/20/2020	93.3	17.2	3.8
Switzerland	5/11/2020	57.1	6.6	1.3
Taiwan	2/25/2020	1.1	0.0	0.2
Vietnam	5/18/2020	4.6	0.0	0
Detroit Region	-	250.9	47.9	4.1%
Washtenaw County	-	12.6	34.4	1.9%

7 day average 8/9/2020

Detroit region and Washtenaw County data retrieved from <https://www.mistartmap.info/> on 8/11/2020

Table 1 from *What do we know about children and Coronavirus transmission?* KFF Issue Brief 7/29/20

Other considerations

- ▶ Availability of PPE for staff and students
- ▶ Availability of treatments and vaccines
- ▶ Current local outbreaks involving young people
- ▶ New research or guidance from state or federal sources

AUGUST 12, 2020

BOE COVID-19 HEALTH UPDATE

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ANN ARBOR PUBLIC SCHOOLS

8/17/20

▶ Summary of considerations

***“Low Risk” status on MI Safe Start Map**

Additional considerations for returning to in-person learning:

- ▶ Local outbreaks involving young people
- ▶ New research on impact on children or guidance from state or federal sources
- ▶ Other new information that comes to light

* Currently at a medium-high risk

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4 Staff and student protocols needed to keep schools open

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Critical public health protocols for students and staff

...to keep everyone safe and avoid a cycle of opening and closing schools

<p>Prescreening</p> <ul style="list-style-type: none"> ✓ Before coming to school, answer a list of symptom questions and indicate other exposure risks ✓ Follow protocol if symptomatic ✓ Staying home when sick 	<p>Case Notification</p> <ul style="list-style-type: none"> ✓ Immediately report a positive test result <p>Isolation & Quarantine</p> <ul style="list-style-type: none"> ✓ Follow Washtenaw County Health Dept protocol for isolation or quarantine 	<p>Personal protections</p> <ul style="list-style-type: none"> ✓ Universal face coverings ✓ Social distancing ✓ Hand hygiene
--	---	--

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Closing Thoughts

- ▶ Hopeful signs for treatments and vaccine
- ▶ U of M students trickling back to campus
- ▶ We must remain vigilant in our prevention efforts

AAPS Commitments

- We will err on the side of caution to protect students and staff
- We will continue to pay attention to new research and guidance
- We will continue to partner with health authorities

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8/17/20

THANK YOU!

Q&A

WHEN IT COMES TO MASKS, HUMANS HAVE IT EASY...

OUR NOSES ARE CLOSE TO OUR MOUTHS...

FOR SOME ANIMALS, IT WOULDN'T BE SO EASY.

HAMMERHEAD SHARK
BILLS ARE COMPLICATED!

ELEPHANT
SNUFFLES COVER YOUR TRUNK!

CATERPILLAR
(SERIOUSLY, GOOGLE "HOW DO CATERPILLARS BREATHE")

AUGUST 12, 2020

BOE COVID-19 HEALTH UPDATE

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27

APPENDIX F

SORA Digital Library

myOn Elementary Digital Leveled Library

Board of Education Presentation

August 12, 2020

8/17/20

ANN ARBOR PUBLIC SCHOOLS
 REIMAGINE
 LEAD. CARE. INSPIRE.

District-Wide Digital Library OverDrive Sora

Ann Arbor Public Schools
 Board of Education
 August 12, 2020



Thank You to our committee members!

<p>Coordinators: Jennifer Colby Anne Reader Katherine Burhill Maggi Rhode Caroline Hughes Erica Hatt</p>	<p>Members: Sharyl Burau Anne Callison Michael Chmura Elizabeth Clarke Christine Deucher Janet Duncan Rachel Erdstein Sally Evaldson Marlana Evans Carolyn Hill Kyle Kipp Laurel Maguire Lynne McHale</p>	<p>Kim McLean Tahani Othman Connie Peurach Lisa Pham Shakira Player Chrissie Postema Nate Powell Sarah Rentz Amy Rodriguez Jeri Schneider Deborah Shrek Lindsey Szurek Luran Warren Christine Woelmer</p>
---	---	--

August 12, 2020 District-Wide Digital Library - OverDrive Sora

8/17/20

Why OverDrive Sora?

Equitable Digital Access
District-wide

Diverse Authors and Culturally Representative Texts

Personalized Independent Choice Reading


Instructional Small Group Texts

Ease of Use



Interoperability with Schoology

August 12, 2020

District-Wide Digital Library - OverDrive Sora


3

What is OverDrive - Sora?





OverDrive Sora is a **digital library** accessible to all students on any device. Our students and families can **search for a book, text or audio files** through a user friendly interface and **check it out** through either a browser, within Schoology and/or via the Sora app.

When the book is due, it is **automatically returned**.



August 12, 2020

District-Wide Digital Library - OverDrive Sora


4


8/17/20

How does OverDrive support learning inside and outside the classroom?







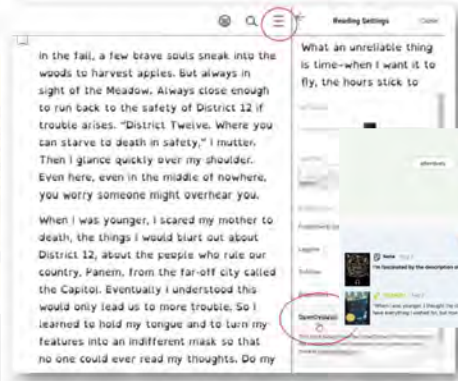
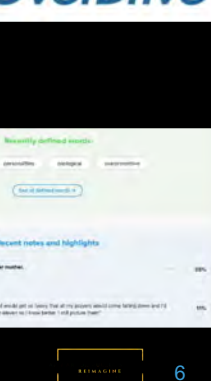
- Includes **millions of titles** and over 30,000 publishers and **45 languages**.
- Includes **annotation tools** (digital sticky notes, highlighter, linked dictionary, and bookmarks) to support digital reading comprehension. All notes can be exported to Google Drive.
- Provides **Universal Supports such as dyslexic font** for greater letter contrast and font adjustment in order to enable better accessibility for all.
- Allows for our students to add the AADL digital collection to their AAPS Sora/OverDrive app and search for books in both collections at the same time.
- Allows librarians to curate digital collections of books that reflect **different interests, identities, and communities of readers** to aid in book selection by genre, subject, series, or author.
- Teachers can select and **assign titles to students and to classes**.

August 12, 2020 District-Wide Digital Library - OverDrive Sora



5

Support for Readers

July 22, 2020 Reimagine Instructional Plan 2020-21 Highlights


6

3

8/17/20




Open a world of reading.

Questions?

August 12, 2020

District-Wide Digital Library - OverDrive Sora




ANN ARBOR PUBLIC SCHOOLS
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Elementary Digital Levelled Library Renaissance myOn

Ann Arbor Public Schools
Board of Education
August 12, 2020


8/17/20

Why Renaissance myOn?




PK-5 Digital Levelled Instructional Text	Diverse and Culturally Representative Texts	Designed for Reading Instruction
Thousands of Non-fiction and Fiction Texts	Multiple Text on Same Topic	Interoperability with Schoology

July 22, 2020
Reimagine Learning Plan 2020-21 Highlights



9

What is Renaissance myOn?



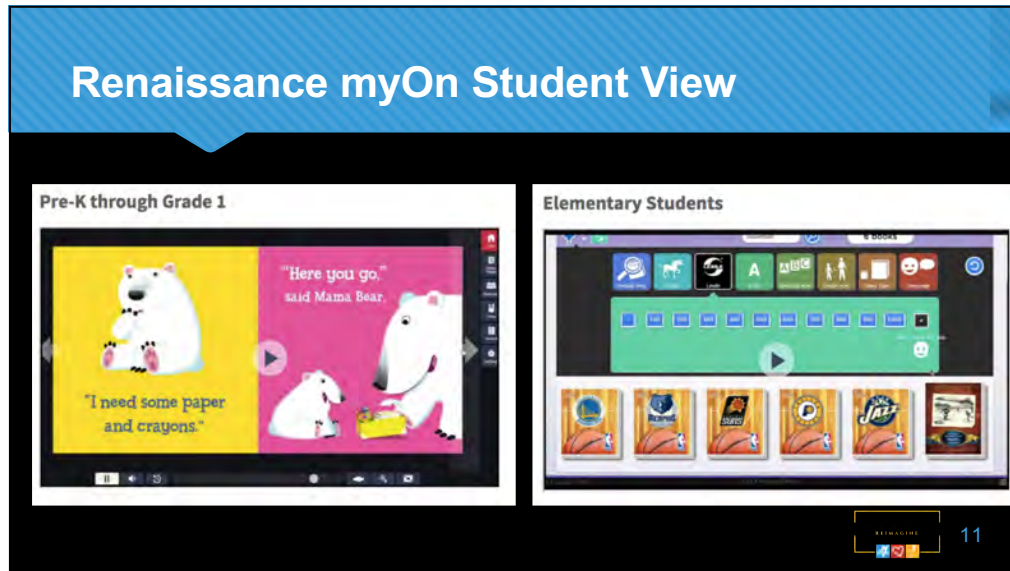
- myON is a **digital library** created for reading instruction in **preschool and elementary** classroom settings.
- Texts can be utilized by all staff including SISS staff, English Language (EL) teachers or Building Literacy Experts (BLEs) during **small group instruction and intervention**.
- myON provides **anytime access** to instructional texts, eliminating inequities based on the fundraising capacity of the community.
- myON gives teachers and students access to digital, leveled books to ensure our **robust reading instruction** continues whether we are virtual or face-to-face.
- myON's digital library can be read by an **unlimited number of students** at a time.

July 22, 2020
Reimagine Learning Plan 2020-21 Highlights


10

5



8/17/20



How Does Renaissance myOn support learning?

- Interest survey provides students with a **customized match** of topics and levels.
- Access to **audio support** for all titles and text in **English and Spanish**.
- Offers **close reading tools and scaffolds** to support individual student needs.
- Allows teachers and students to **set reading goals together** and monitor and celebrate progress.
- Provides a **dashboard view of students' goals progress**.


July 22, 2020 Reimagine Learning Plan 2020-21 Highlights

6

8/17/20

How Does Renaissance myOn support struggling readers?

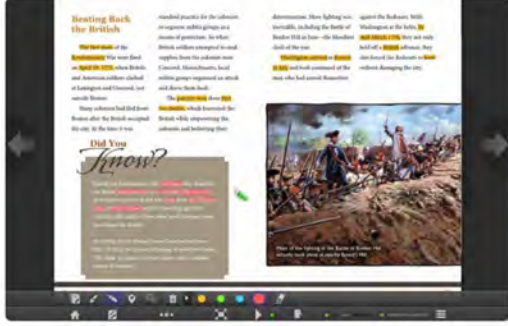


Close Reading

The built-in highlighter, shapes tool, and drawing brush encourage close reading, allowing students to identify evidence, make connections, and mark-up key photos and illustrations in ways not possible with shared physical texts or e-book subscriptions.


Teachers can view students' comments and respond in the text, providing a quick formative assessment opportunity.





July 22, 2020
Reimag

Additional support struggling readers



COLOR

Text Color:

Word Highlight Color:

SPEAK


Alex


Autospeak: On

Volume:

Speed:

TEXT COMPLEXITY





July 22, 2020
Reimagine Learning Plan 2020-21 Highlights

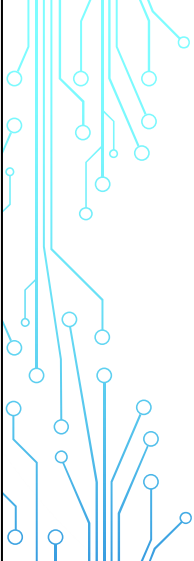
APPENDIX G

A2Virtual+ Academy Expansion


Board of Education Presentation

August 12, 2020

8/17/20




ANN ARBOR PUBLIC SCHOOLS
REIMAGINE
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A2VIRTUAL+ACADEMY PROGRAM EXPANSION RECOMMENDATION

ANN ARBOR PUBLIC SCHOOLS
BOARD OF EDUCATION
AUGUST 12, 2020


THANK YOU TO OUR CURRICULUM REVIEW TEAM



Bethany Bell
Any Deller
Sarah Dominick
Jennifer Durell
Bruce Geffen
Meghan Harris
Erica Hatt
Anthony Lauer
Claudia Parfitt
Anthony Stamm

August 12, 2020

A2Virtual+Academy Program Expansion Recommendation



8/17/20

COURSE REVIEW CRITERIA

Rigor and Engagement

Alignment

Content

Tools and Assessments

Student Supports and Ease of Use

Interoperability with Schoology

August 12, 2020 AZVirtual+Academy Program Expansion Recommendation

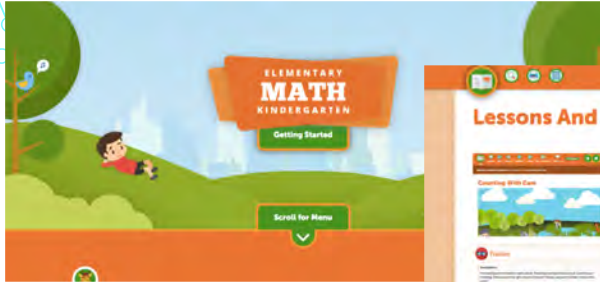
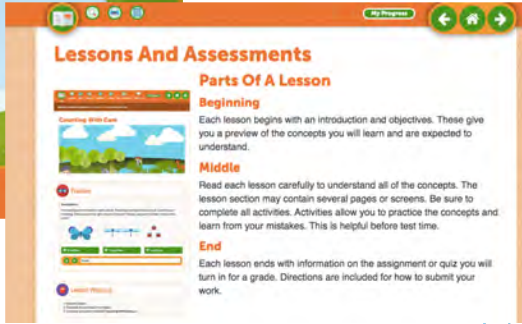

ELEMENTARY COURSE SELECTIONS

- K-5 Language Arts**
- K-5 Mathematics**
- K-5 Science**
- K-5 Social Studies**
- K-5 Physical Education**
- K-5 Arts**
- K-5 Computer Science**
- Introductory - Level 5 Spanish**

August 12, 2020 AZVirtual+Academy Program Expansion Recommendation

8/17/20

KINDERGARTEN SAMPLE MATH LESSON








https://www.myflvs.net/course-previews/elementary/Math_GradeK/index.htm
 A2Virtual+Academy Program Expansion Recommendation

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3RD GRADE ELA SAMPLE LESSON

https://www.myflvs.net/course-previews/elementary/Language_Arts_Grade3/index.htm
 A2Virtual+Academy Program Expansion Recommendation

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8/17/20


MIDDLE SCHOOL COURSE SELECTIONS

Apex Learning™

6-8 Language Arts
6-8 Mathematics
6-8 Science
6-8 Social Studies
Middle School French 1, 2
Middle School Spanish 1, 2

August 12, 2020

A2Virtual+Academy Program Expansion Recommendation



MIDDLE SCHOOL COURSE SELECTIONS

Apex Learning™

Rigorous and Accessible



- ✓ Accessible text, delivered in small chunks
- ✓ Literacy supports for below proficient readers
- ✓ Language development supports for English learners
- ✓ Engaging, high-quality instruction for all students

Building an Aquatic Ecosy

15% 1%

UNIT RATES

GET STARTED LEARN IT TRY IT REVIEW IT TEST IT

8/17/20

Apex Learning®

SCAFFOLDING AND SUPPORTS

Enhanced Supports

- Immediate support for students
 - Text to speech
 - Text translation
 - Transcripts
 - Closed Captioning
 - Support Cards
 - Study Guides

August 12, 2020
A2Virtual+Academy Program Expansion Recommendation

Apex Learning®

Questions?

August 12, 2020
A2Virtual+Academy Program Expansion Recommendation

APPENDIX H

Reimagine Learning Framework Survey Report

Reimagining Learning Framework Survey Results and Analysis

Ann Arbor Public Schools
2019-2020

Exceptional¹
ANN ARBOR PUBLIC SCHOOLS



Overview

Ann Arbor Public Schools sought to explore perceptions of virtual learning and the response to the COVID-19 pandemic. The Reimagining Learning Framework Survey asked parents, staff members, and students in grades 3-12 for on virtual learning.

K12 *Insight* partnered with District team members to develop the surveys, which addressed the following topics:

- Communication
- Virtual Learning
- Virtual Learning Support
- Virtual Learning Satisfaction
- Teaching and Learning
- Technology Access
- Return to School Models

Details of the Study and Understanding the Results

The surveys were open June 10-19.

Email invitations with unique survey links were sent to parents and staff members. Parents were also able to access the survey through a public URL. Parents with children attending more than one district school were able to take the survey again for each school. Students in grades 3-12 were able to access the survey using their student ID. Reminders were sent June 12, 15, 16, 18, and 19.

The survey was available in Arabic, Chinese, Spanish, Japanese, and Korean.

This report summarizes survey results and breaks them down by participant group.

Results do not reflect random sampling; therefore, they should not be generalized to all Ann Arbor Public Schools parents, staff members, and students in grades 3-12. Rather, results reflect only the perceptions and opinions of survey participants.

Findings for each item in the report exclude participants who did not answer. In charts and graphs, data labels less than 5 percent are not shown. Percentages may not total 100 due to rounding.

Participation

Responding Group	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate (%)	Public Access Link Responses	Total Responses
Parents	18,673	5,583	--	1,577	7,160
Staff Members	2,334	1,409	60%	--	1,409
Students	13,393	738	6%	--	738

4

Parents

Communication Quality

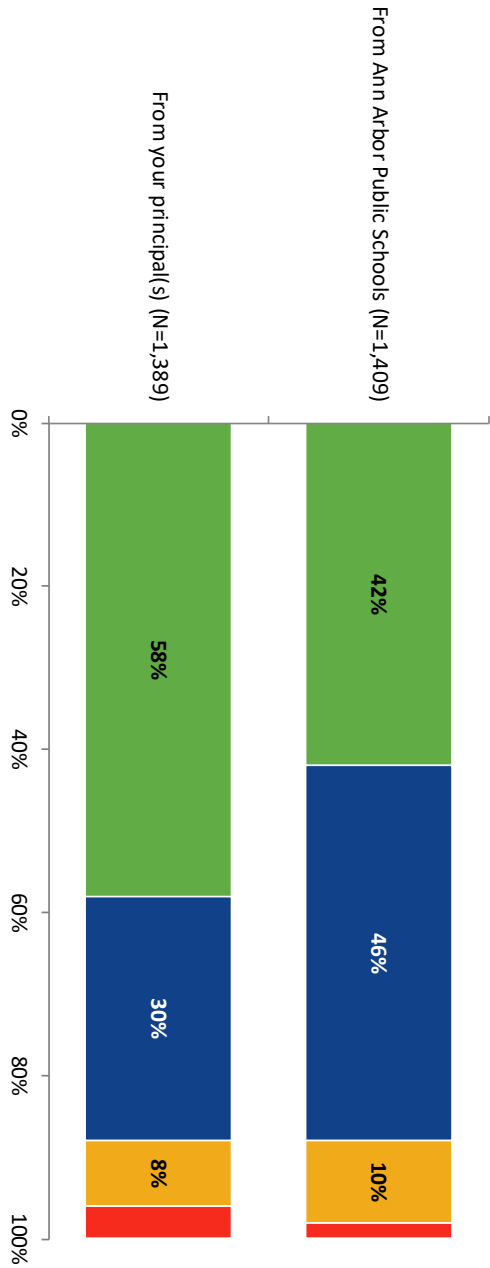
How would you rate the communication you received?



Staff Members

Communication Quality

How would you rate the communication you received?

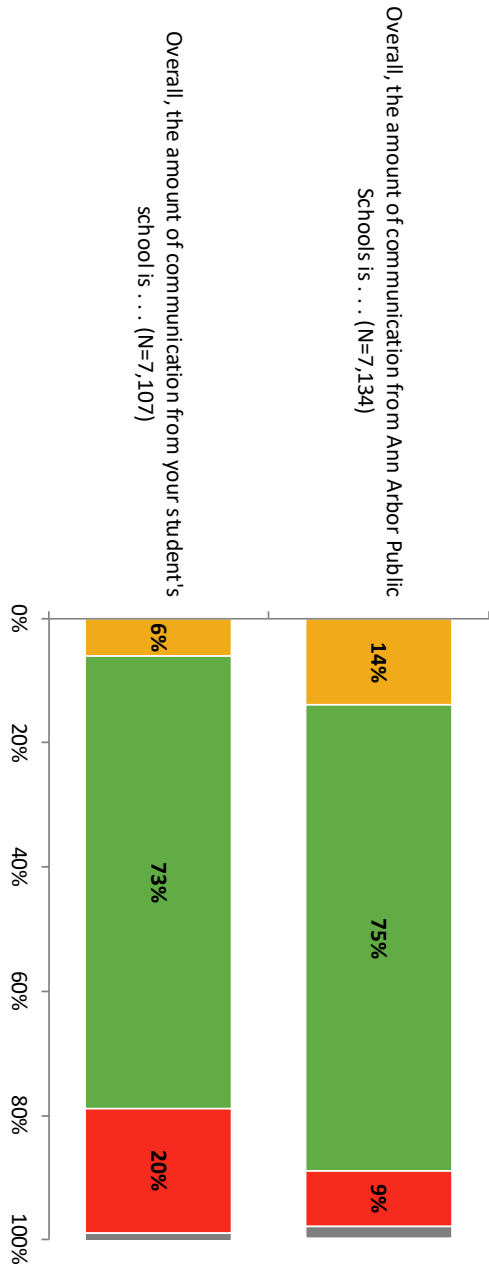


6

Parents

Communication Amount

Amount of Communication



7

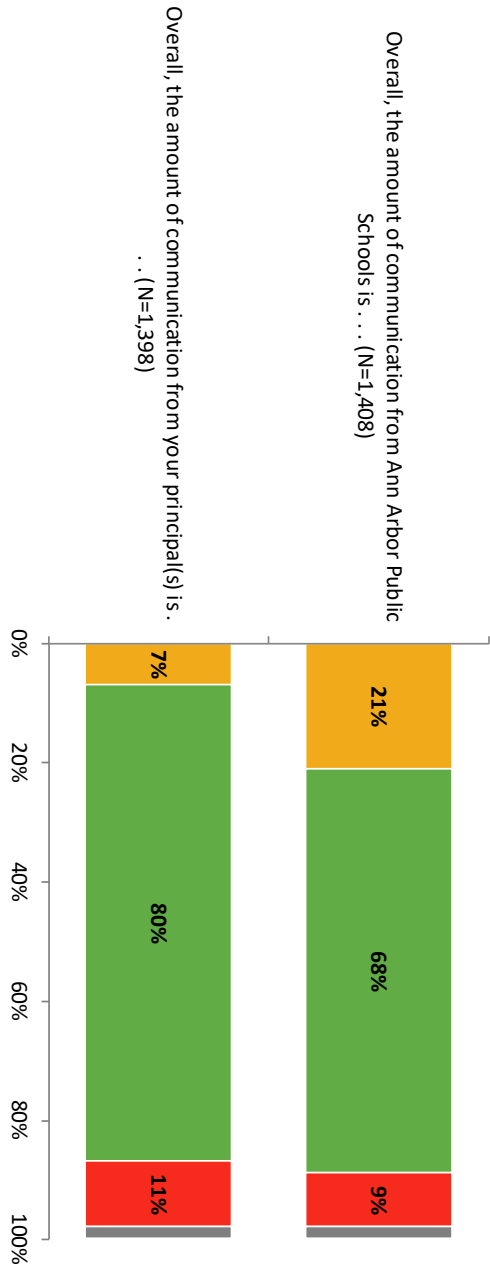
■ Too Much
 ■ Just Right
 ■ Too Little
 ■ Don't Know

K12 Insight
© 2020

Staff Members

Communication Amount

Amount of Communication



8

Parents

Virtual Learning

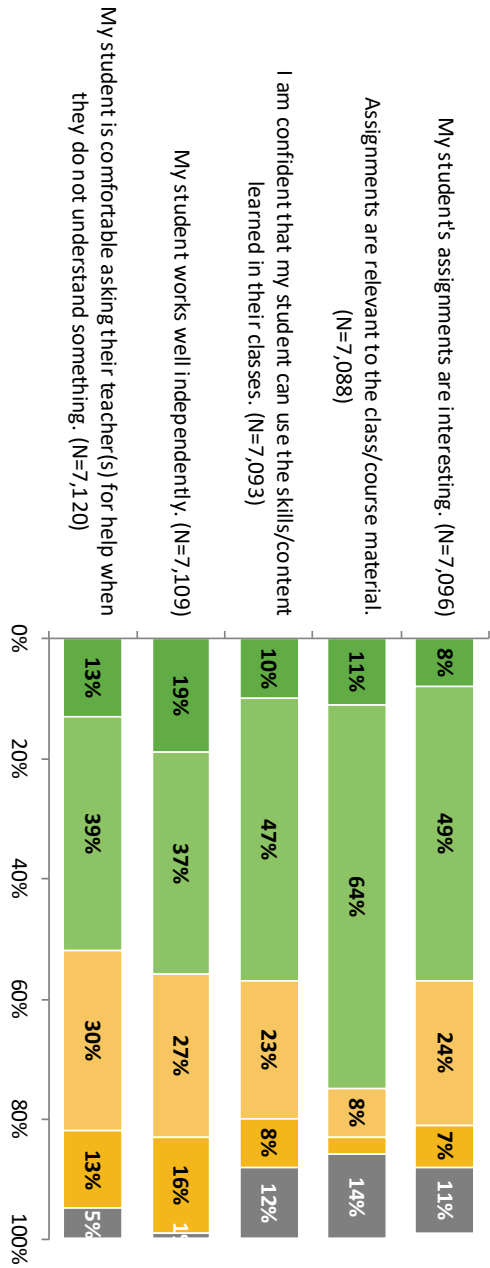
Please rate your level of agreement for the following statements as they relate to virtual learning during the COVID-19 pandemic school closures.



Parents

Virtual Learning (Continued)

Please rate your level of agreement for the following statements as they relate to virtual learning during the COVID-19 pandemic school closures.

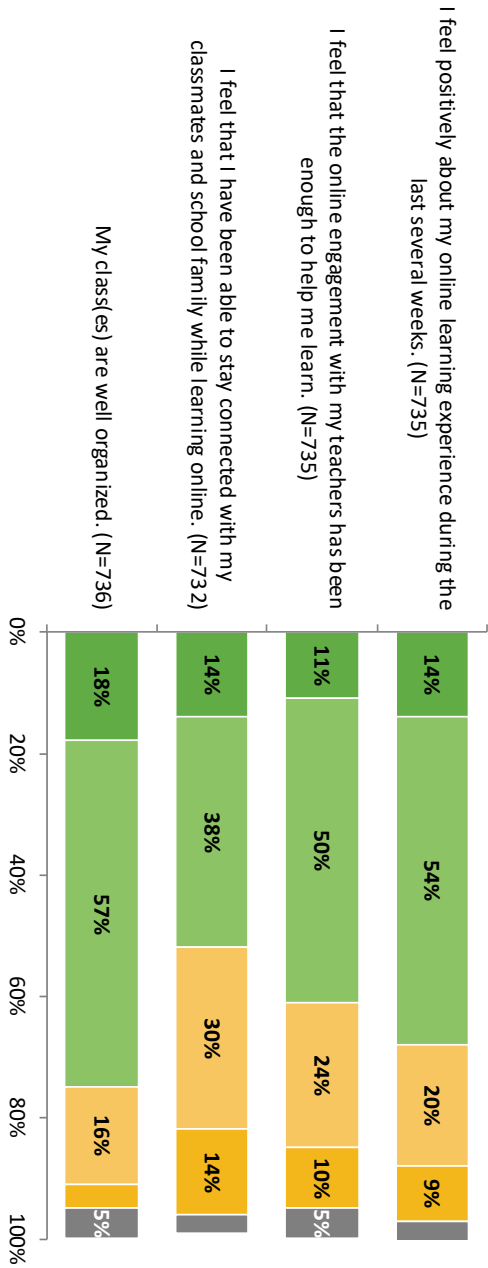


10

Students

Virtual Learning

Please rate your level of agreement for the following statements as they relate to online learning during the COVID-19 pandemic school closures.

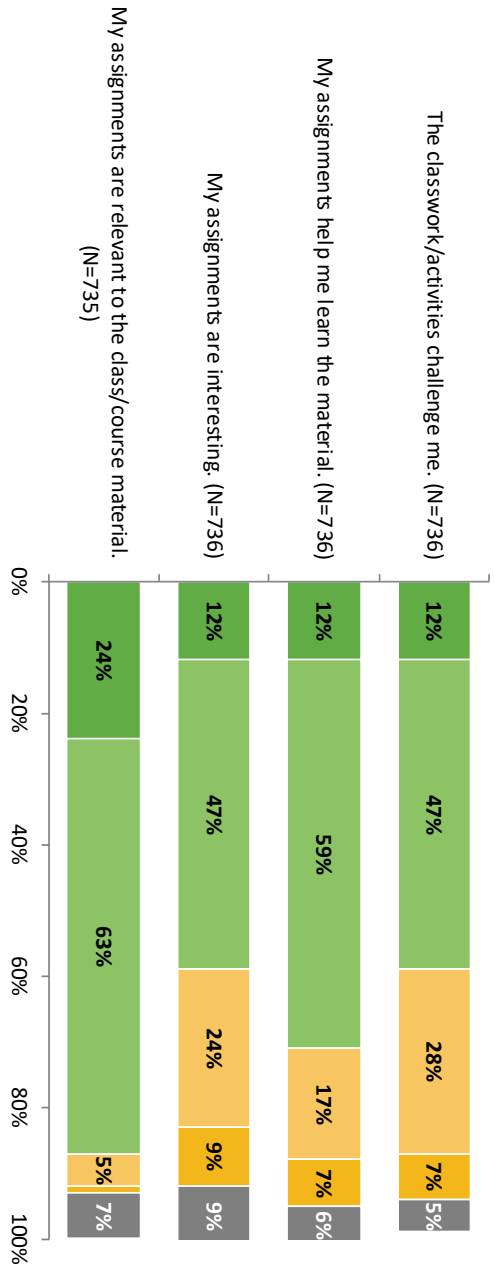


■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree
 ■ Don't Know

Students

Virtual Learning (Continued)

Please rate your level of agreement for the following statements as they relate to online learning during the COVID-19 pandemic school closures.

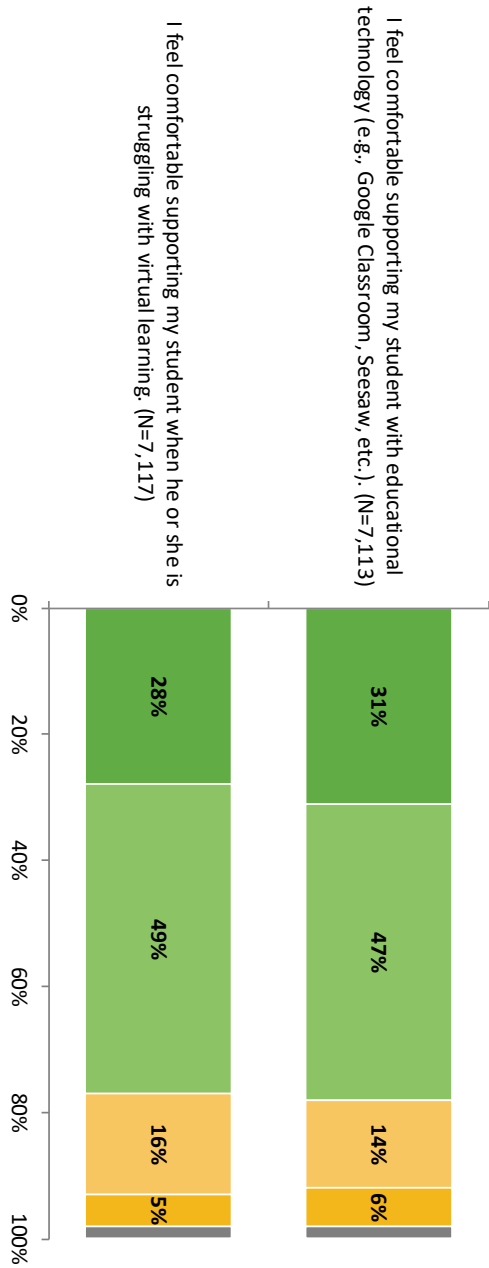


12

Parents

Virtual Learning Support

Please rate your level of agreement for the following statements as they relate to virtual learning during the COVID-19 pandemic school closures.

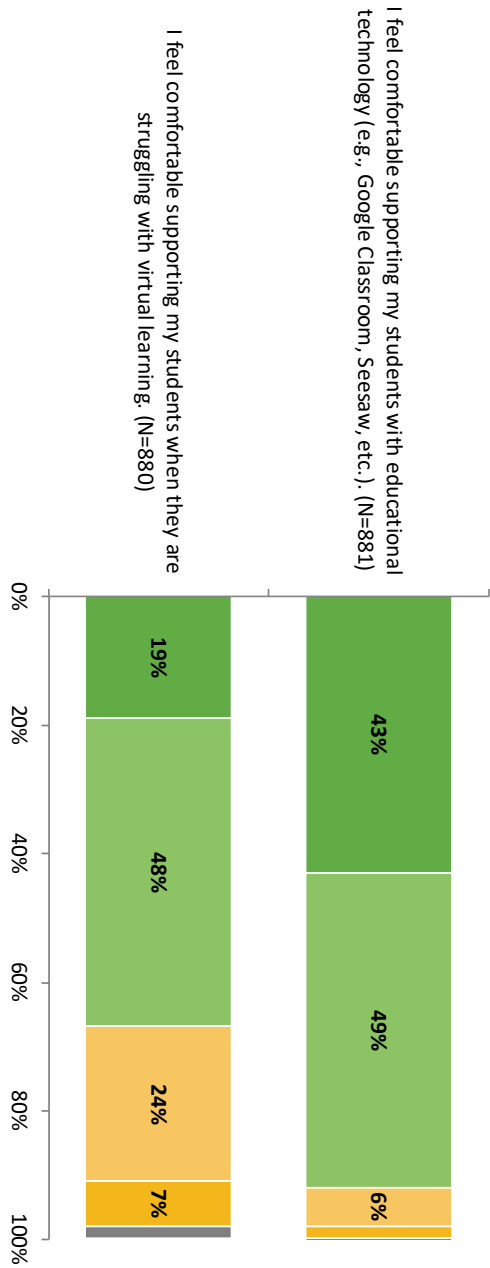


13

Staff Members

Virtual Learning Support

Please rate your level of agreement for the following statements as they relate to virtual learning during the COVID-19 pandemic school closures.

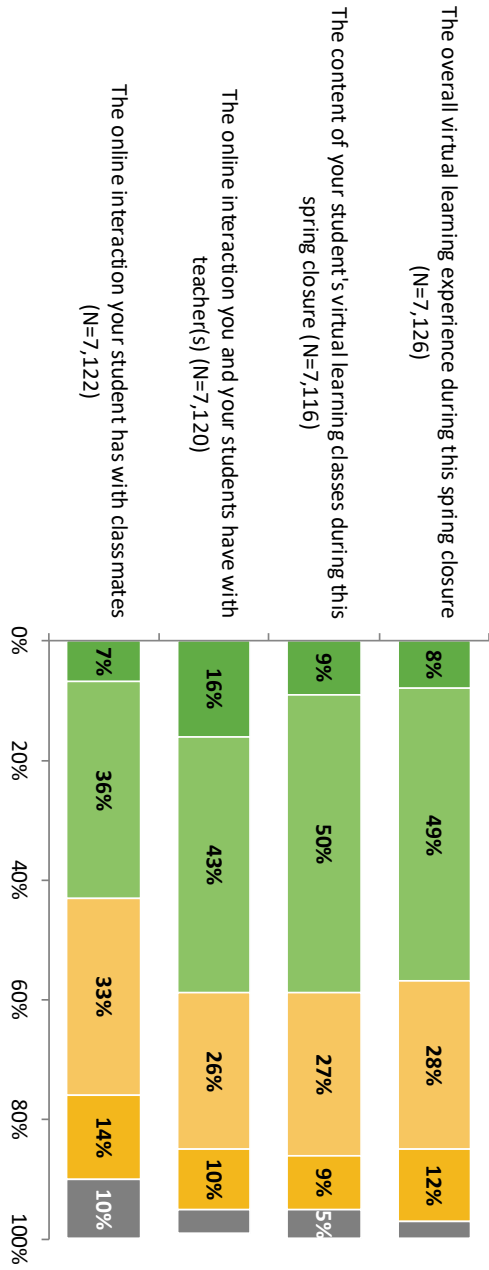


14 Note: Only staff members who indicated they were teachers answered these questions.

Parents

Virtual Learning Satisfaction

Please rate your level of satisfaction for the following items.

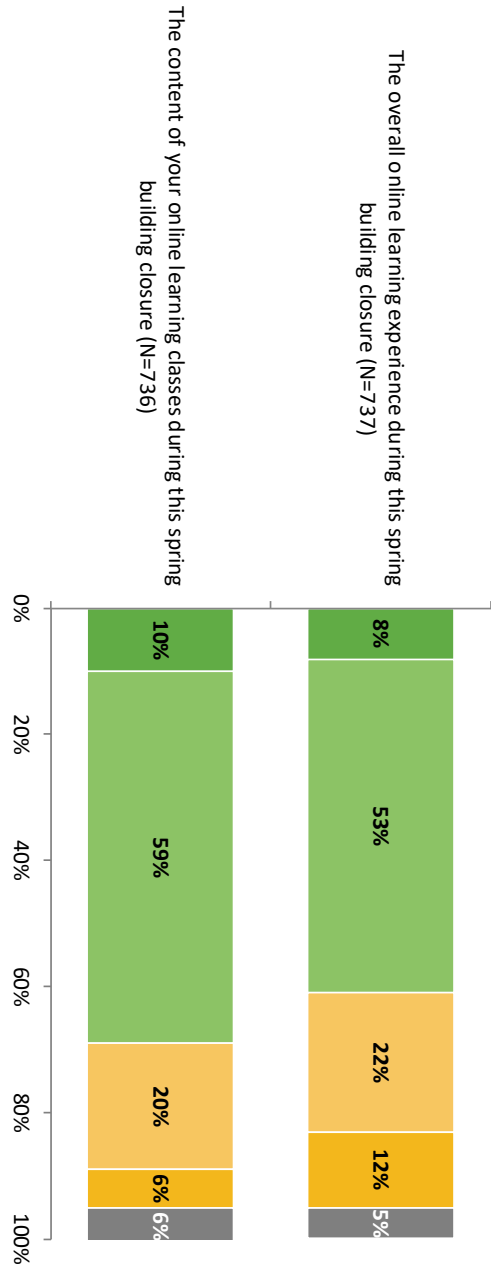


Very Satisfied Satisfied Dissatisfied Very Dissatisfied Don't Know

Students

Virtual Learning Satisfaction

Please rate your level of satisfaction with the following items.

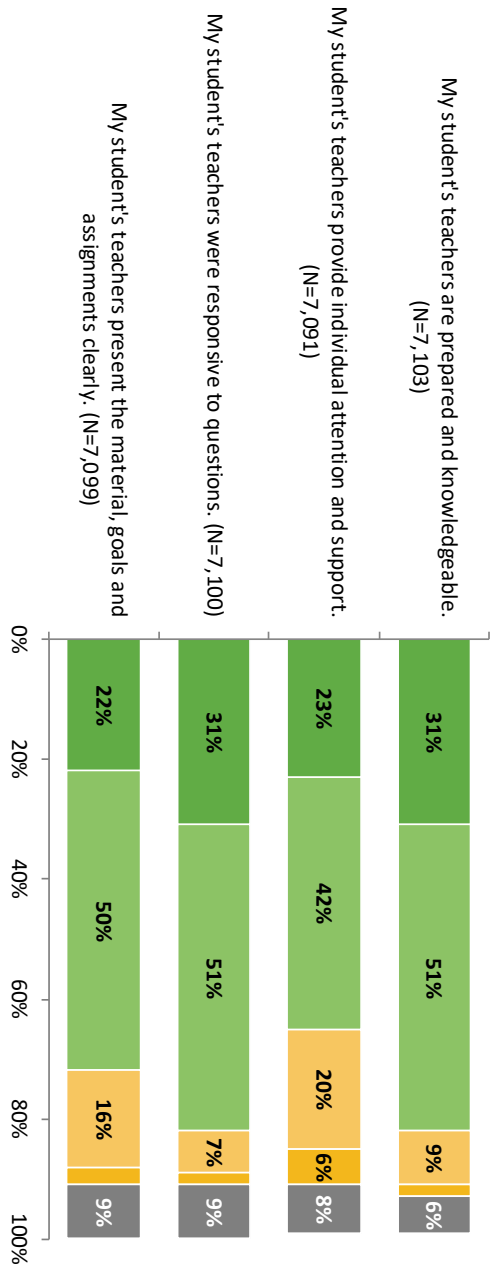


Very Satisfied Satisfied Dissatisfied Very Dissatisfied Don't Know

Parents

Teaching and Learning

Please rate your level of agreement for the following statements as they relate to virtual learning during the COVID-19 pandemic school closures.

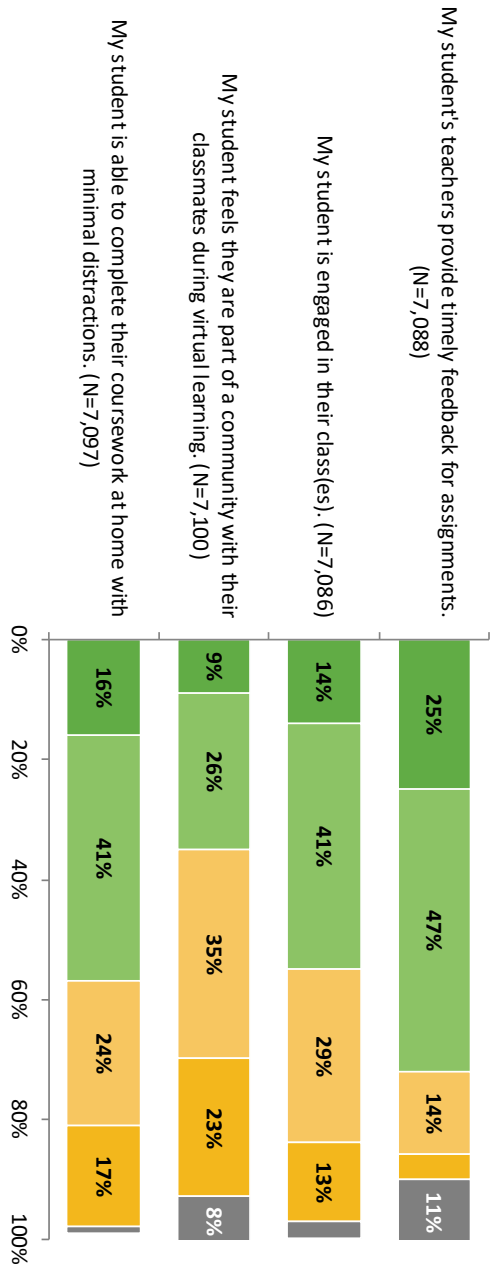


17

Parents

Teaching and Learning

Please rate your level of agreement for the following statements as they relate to virtual learning during the COVID-19 pandemic school closures.

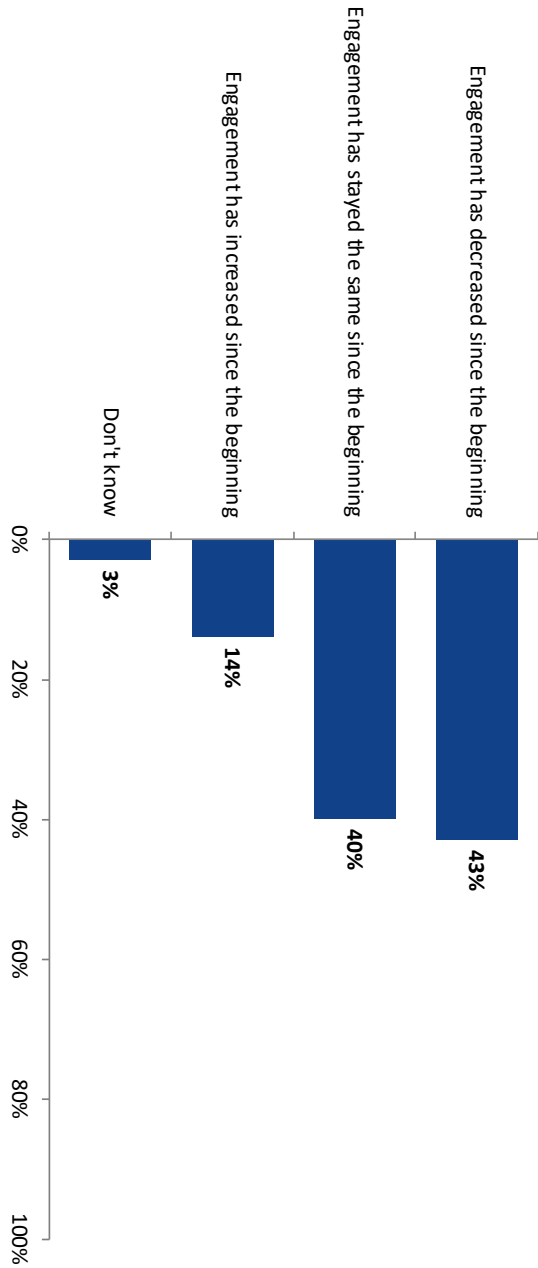


■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree
 ■ Don't Know

Parents

Student Engagement

How engaged is your student during virtual learning? (N=7,125)

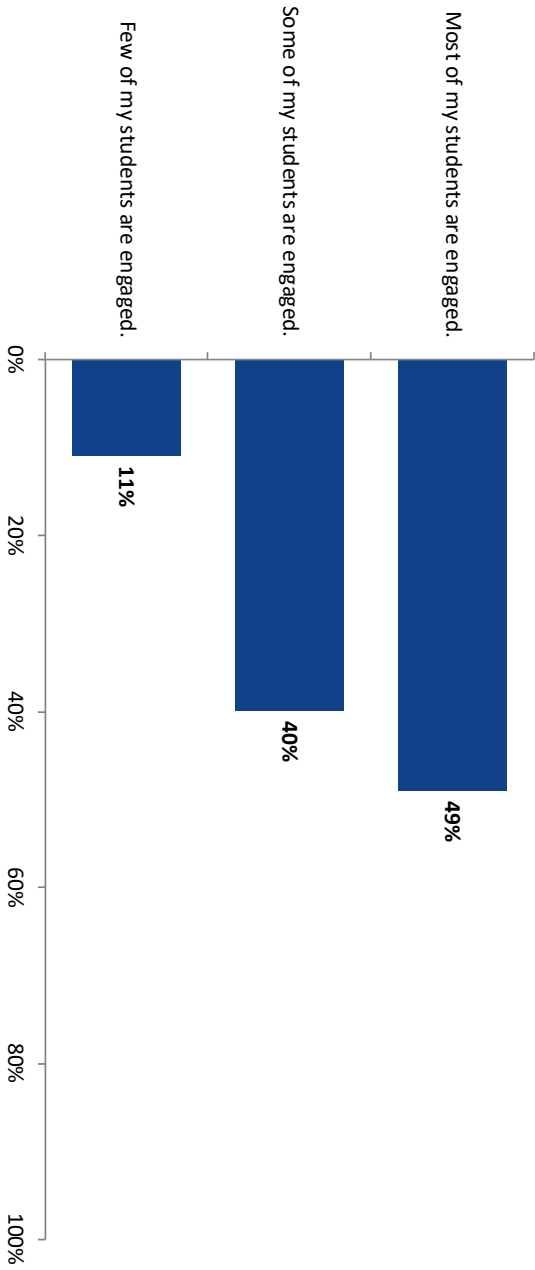


19

Staff Members

Student Engagement

How engaged are your students during virtual learning? (N=878)

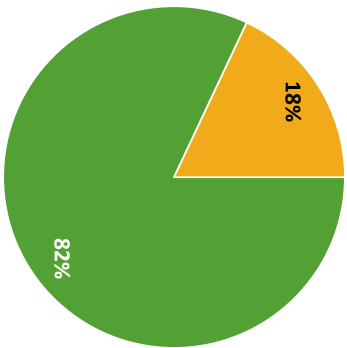


20 Note: Only staff members who indicated they were teachers answered this question.

Overall Support

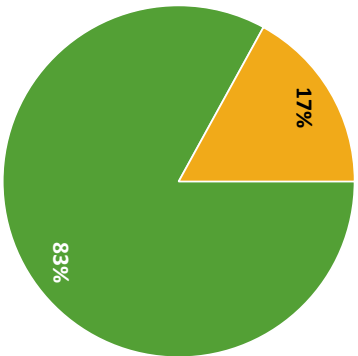
Parents

Do you feel Ann Arbor Public Schools has offered enough support to families during the COVID-19 pandemic? (N=7,039)



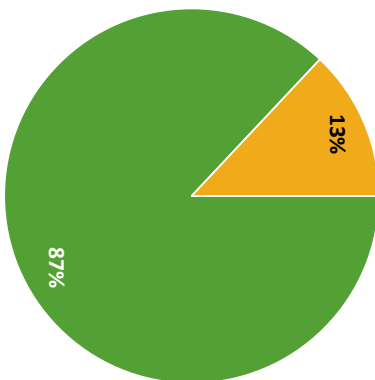
Staff Members

Do you feel Ann Arbor Public Schools has offered enough support to teachers and staff during the COVID-19 pandemic? (N=1,389)



Students

Do you feel Ann Arbor Public Schools has offered enough support to you during the COVID-19 school closure? (N=733)



■ Yes ■ No

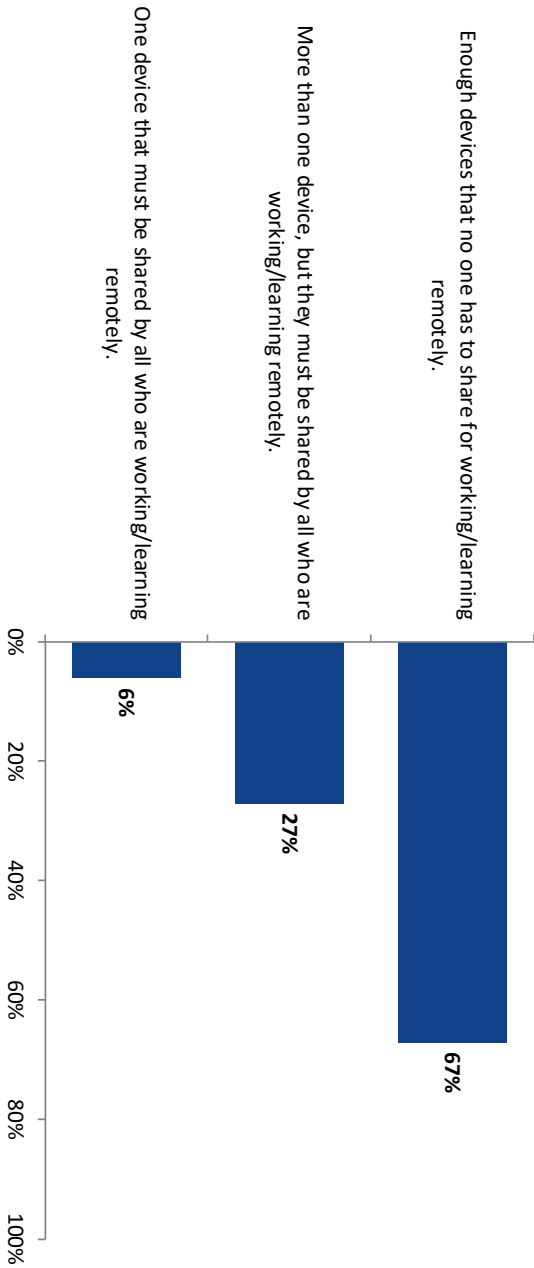
■ Yes ■ No

■ Yes ■ No

Parents

Devices

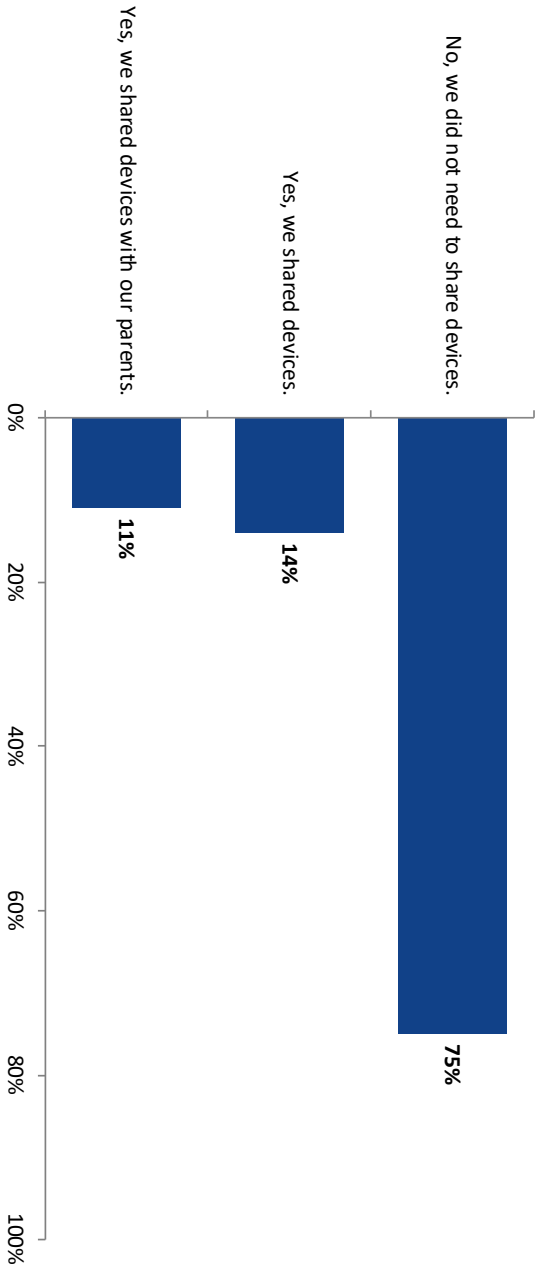
At home, we have... (N=7,143)



Students

Devices

Do you need to share devices (computers, iPads, or phones) with others in your home to complete your schoolwork? (N=735)

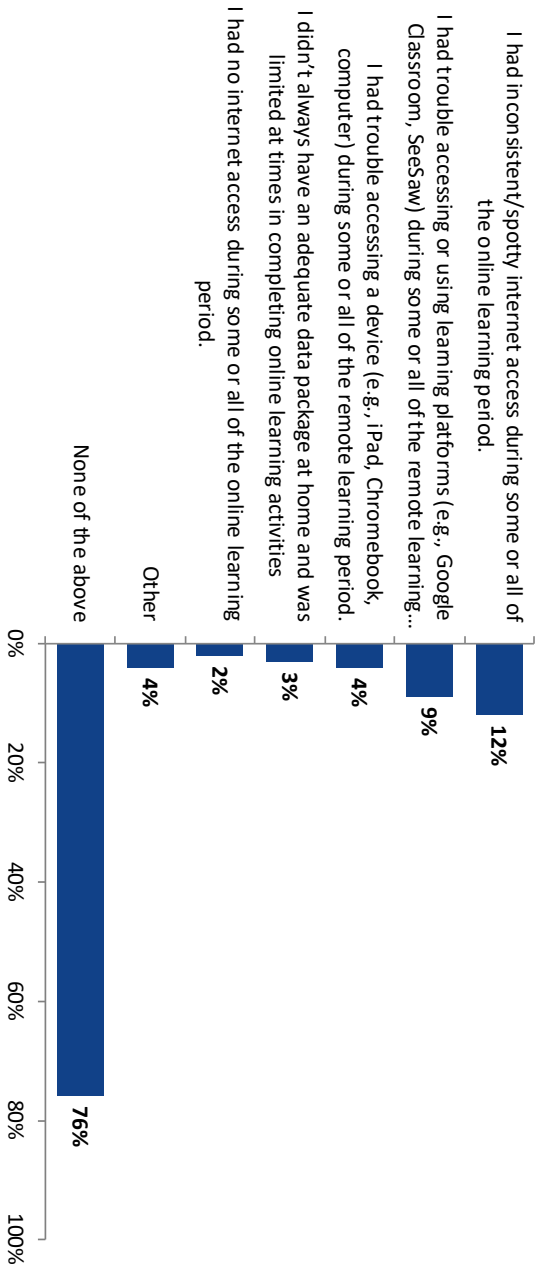


23

Students

Technology Challenges

Please describe any problems you had with accessing online learning. (Please select all that apply.) (N=728)

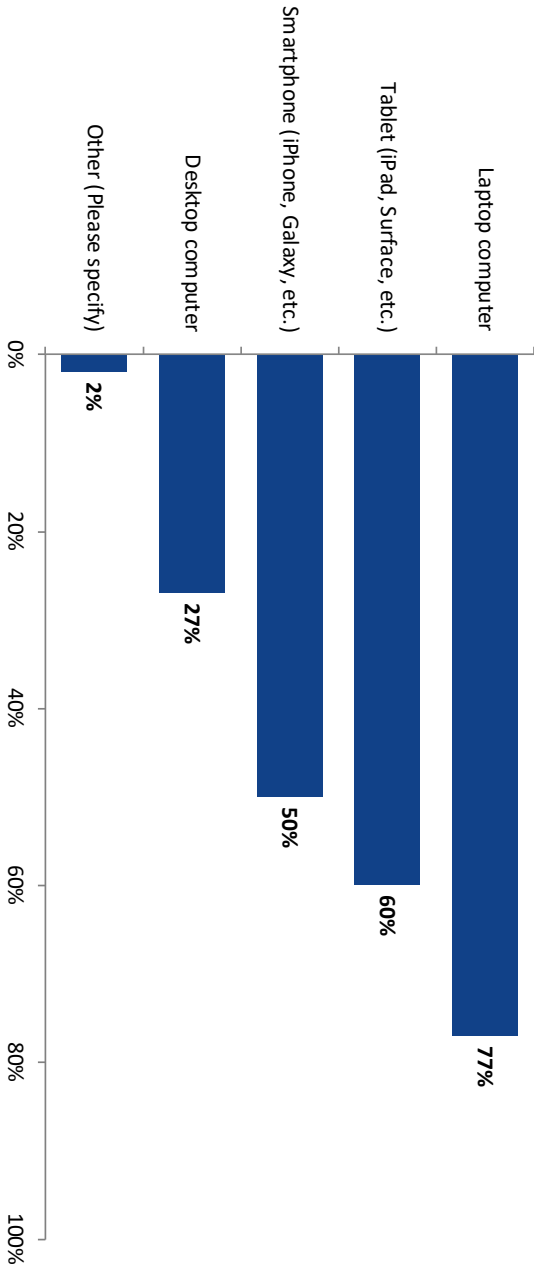


24 Note: The sum of percentages may exceed 100 because participants could select more than one response option.

Parents

Type of Devices

Please check the following devices that your student has regular access to: (please check all that apply) (N=7,138)

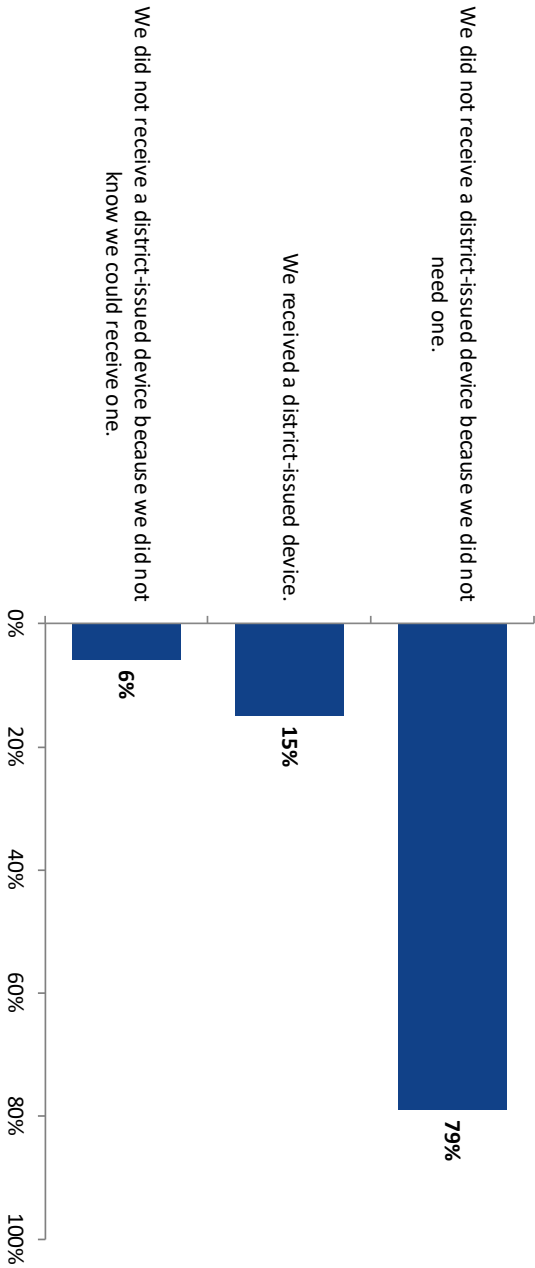


25 Note: The sum of percentages may exceed 100 because participants could select more than one response option.

Parents

District-Issued Device

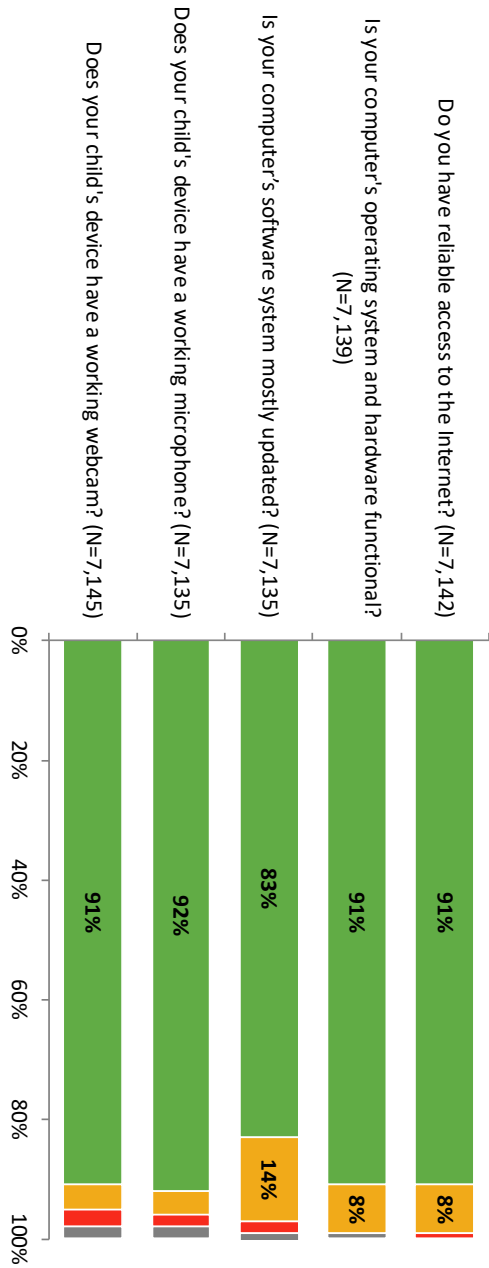
Please select the response that is most appropriate for your family. (N=7,079)



26

Parents

Technology Functionality

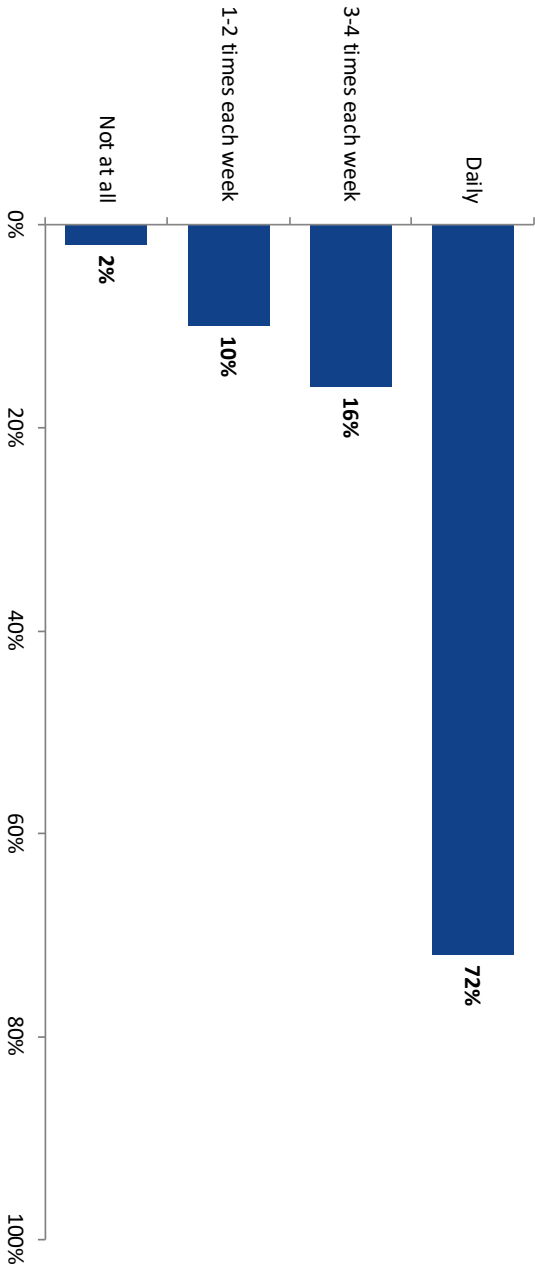


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Parents

Virtual Learning Participation

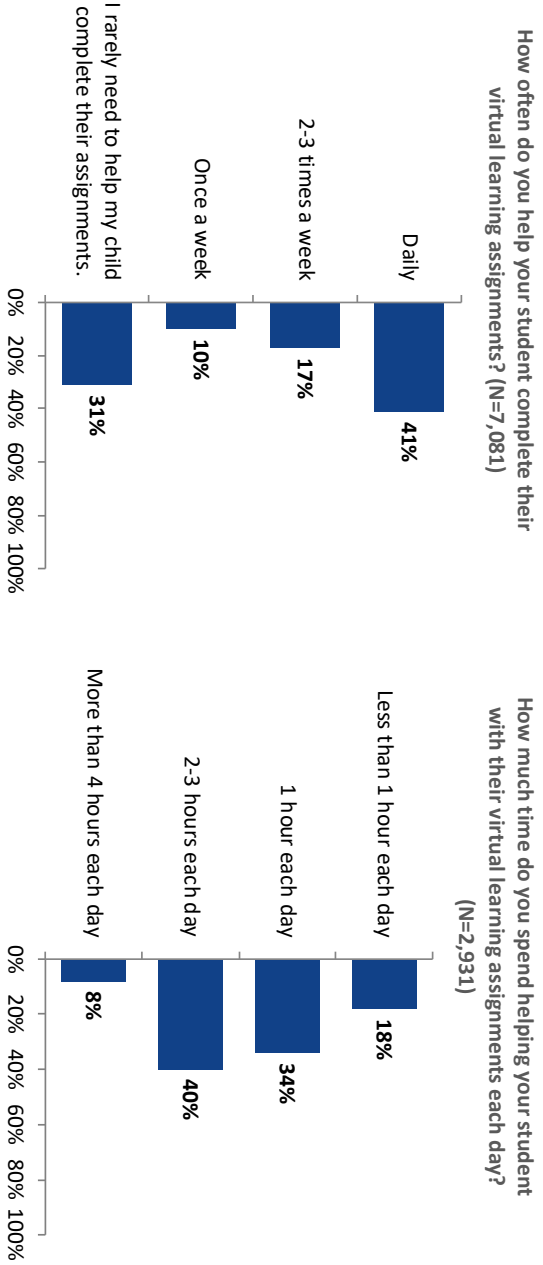
How often is your student able to participate in virtual learning? (N=7,115)



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Parents

Parent Help Time

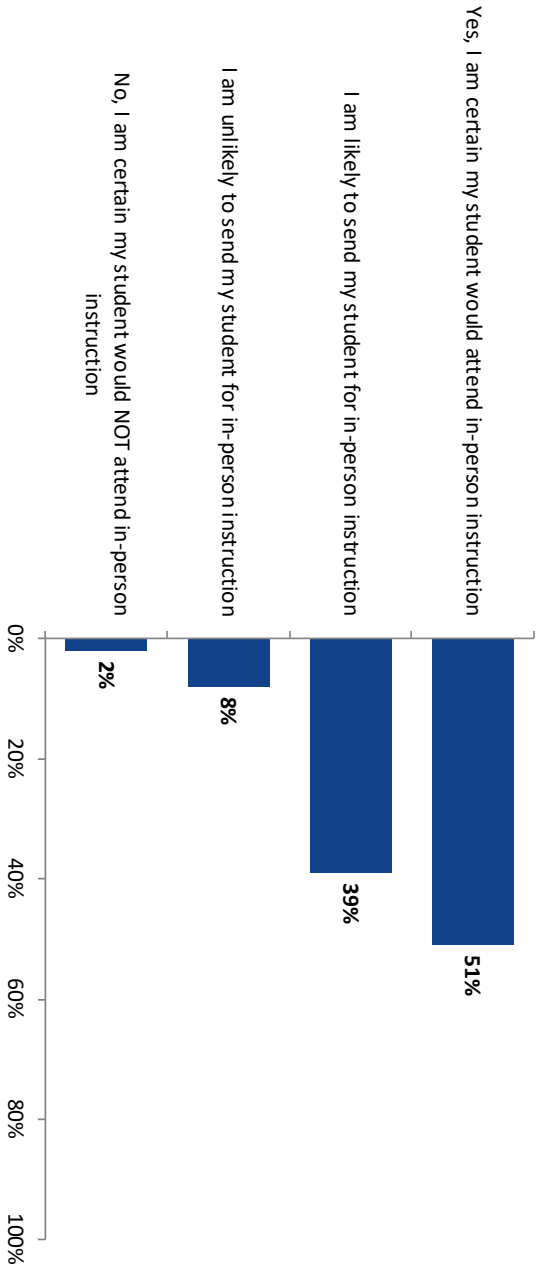


Note: Only parents who indicated they helped their student with virtual learning assignments every day answered this question.

Parents

Return to School

Would you be interested in having your student return to school if public health experts believe it is safe to allow in-person instruction with appropriate safety protocols in place? (N=7,115)

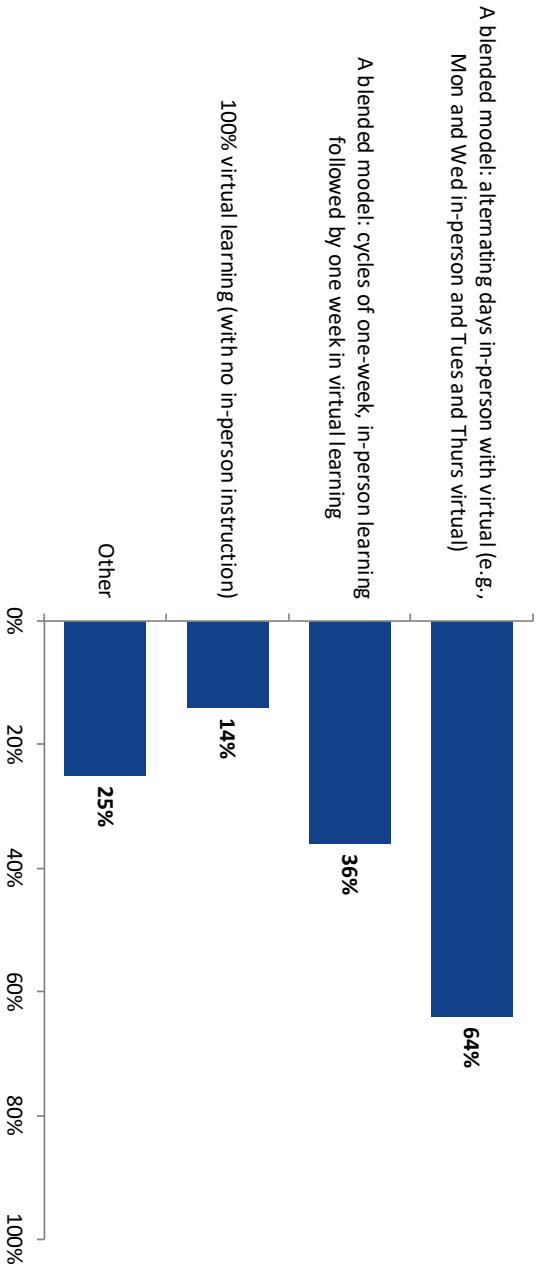


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Parents

Return to School Model

Which model best meets the needs of your student and family for the 2020-21 school year? (Please select all that apply.) (N=7,108)

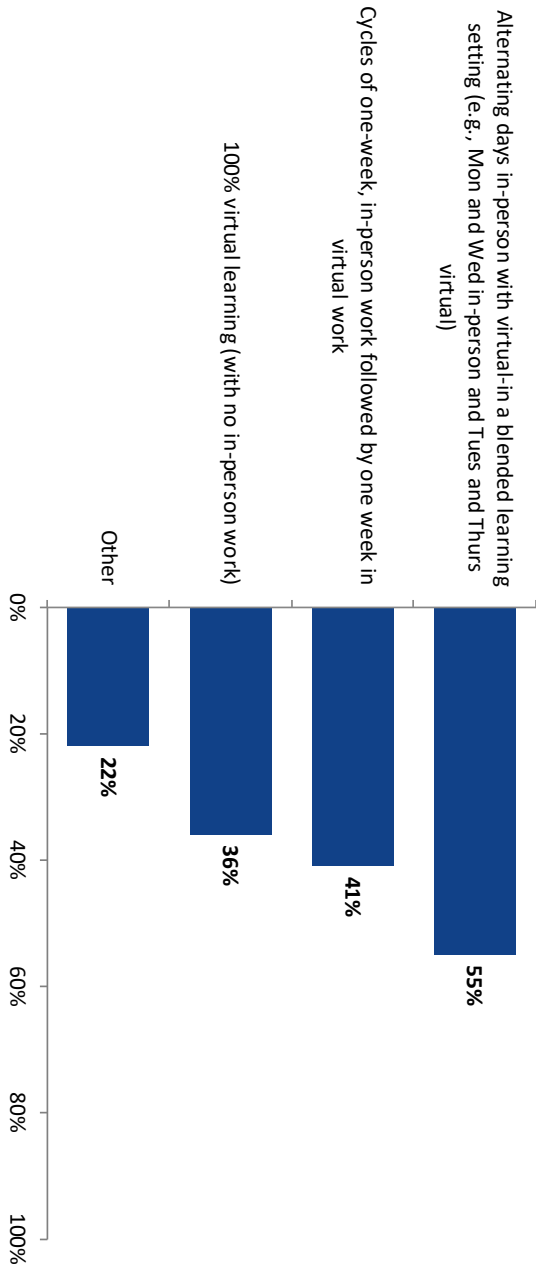


31 Note: The sum of percentages may exceed 100 because participants could select more than one response option.

Staff Members

Return to School Model

Which model best meets your needs and the needs of your family during the 2020-21 school year? (Please select all that apply.) (N=1,395)



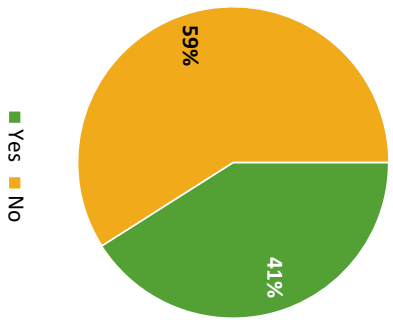
32 Note: The sum of percentages may exceed 100 because participants could select more than one response option.

Parents

Essential Worker Childcare

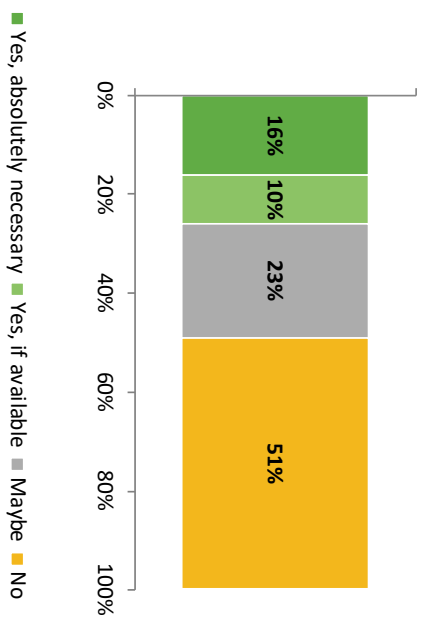
Are you an essential worker?

These include teachers and school staff, health care/public health workers, law enforcement and food/agricultural workers. (N=7,134)



33 Note: Not Applicable responses have been excluded from calculations.

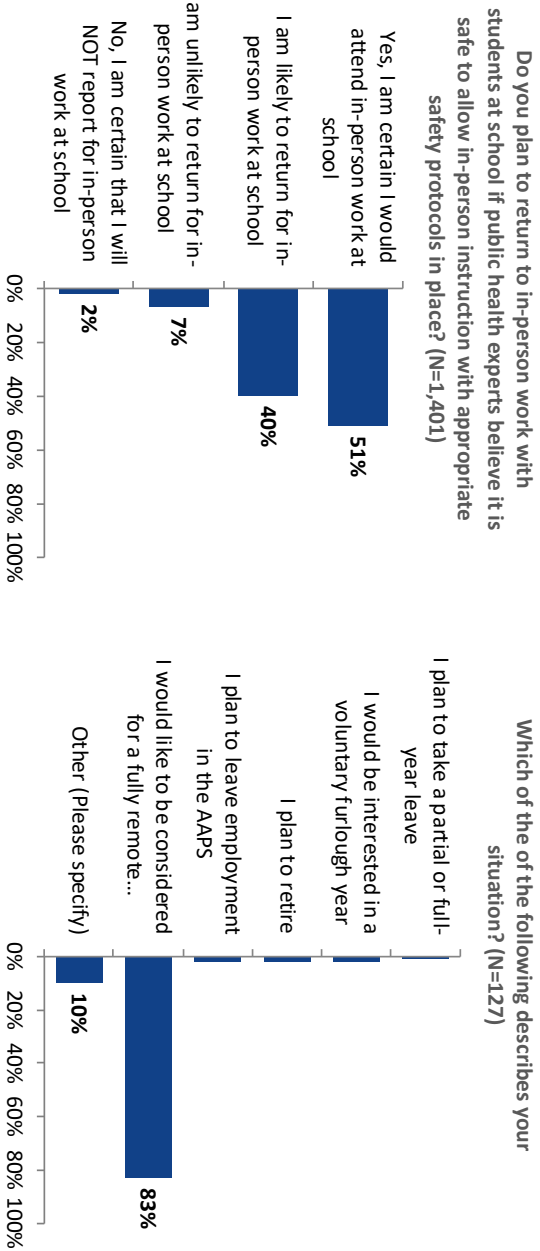
If the AAPS must adopt a blended model with decreased days for in-person instruction, a limited child care program may be available to parents who are essential workers. Would your student need child care for days when they are not at school? (N=2,782)



Note: Only parents who indicated they were essential workers answered this question.

Staff Members

Next Year Preferences

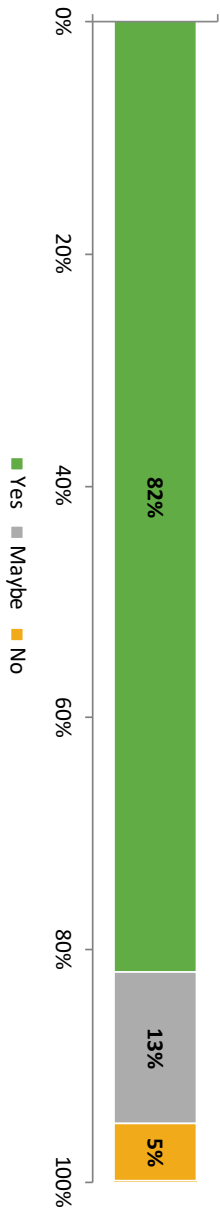


Note: Only staff members who indicated they were unlikely to return for in-person work or were certain they would not return for in-person work answered this question .

Staff Members

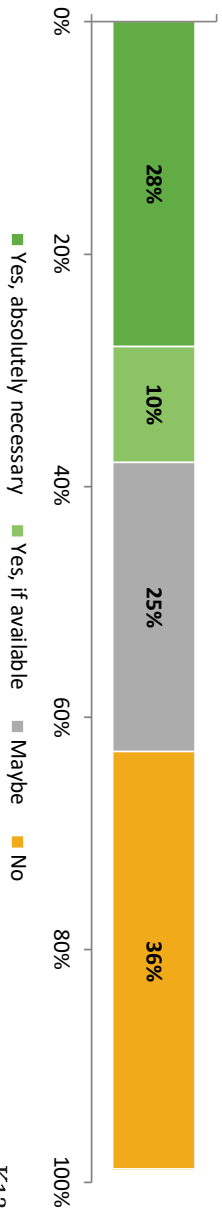
Blended Learning Childcare

If the AAPS must adopt a blended model with decreased days for in-person instruction, if it is possible, would it be helpful to have your own children on the same schedule as you are? (N=607)



Note: Not Applicable responses have been excluded from calculations.

If the AAPS must adopt a blended model with decreased days for in-person instruction, is it likely that you will need support with child care on the days that students are engaged in virtual learning? (N=476)



Note: Only staff members who indicated it would be helpful to have their own children on the same schedule as them answered this question.

Key Insights

- 82% of participating parents, 83% of participating staff members, and 87% of participating students indicated that the district offered enough support during the COVID-19 pandemic.
- 88% of parents and staff members rated the communication they received from the district as excellent or good.
- 51% of parents and 59% of students agreed or strongly agreed that the classes were challenging. Further, 57% of parents and 71% of students agreed or strongly agreed that the courses helped students learn the class material. However, 87% of students agreed or strongly agreed that the assignments were relevant for the course material. Though most students found the assignments relevant there was less agreement from parents and students about how challenging they were and whether they helped students learn the course material.
- 51% of parents agreed or strongly agreed that their student works independently and 52% agreed or strongly agreed that their student felt comfortable reaching out to a teacher when they did not understand something. Further, 67% of teachers agreed or strongly agreed they were comfortable with supporting their students when they were struggling with online learning. Finally, 59% of parents indicated they were satisfied or very satisfied with the online interaction their student had with their teacher.
- Though 49% of teachers indicated most of their students were engaged, 43% of parents indicated their students' level of engagement decreased during virtual learning.
- 43% of parents indicated they helped their students with virtual learning every day and of those who needed to help daily, 48% indicated they spent more than 2 hours helping their student.
- 90% of parents indicated they were either certain or likely to send their child back to school for in-person instruction and 90% indicated support for a blended learning model.
- 91% of staff members indicated they were either certain or likely to return to work if they needed to attend in person.
- 14% of parents and 36% of staff members indicated a 100% virtual learning model would meet their needs.

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K12 Insight



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