



ANN ARBOR PUBLIC SCHOOLS
LEAD. CARE. INSPIRE.



Teaching, Learning and School Fall 2020 Update

Board of Education
October 28, 2020

Teaching, Learning and School Fall Update

With seven weeks complete this school year, let's take a moment to recognize the hard work and ingenuity of team members across the district. We will not stop working to improve the teaching and learning experiences for our families.

- **Student Engagement and Attendance Rates**
- **Schoology Design for Teaching and Learning**
- **Family Supports - SISS**
- **Technology Access**
- **Vocal and Instrumental Music**
- **Digital Library**



Reminder: State Legislation on 2-Way Interaction (PA 165)

State Requirement:

- 2-Way Interaction, 2 times per week
- 75% of students attending daily
- Communication between teacher or another district employee responsible for student learning, grade progression or academic progress
- Initial communication followed by response, relevant to the course or overall academic progress/grade progression
- Record of communication maintained/logged
 - Email
 - Telephone
 - Instant Message
 - Face-to-Face

Student Engagement Rates

Percent of Students with 2 or More Two-Way Communications Recorded, by Week, by Level				
Timeframe	All Students	Elementary Grades K-5	Middle Grades 6-8	High Grades 9-12
Week 1 9/9/2020 - 9/15/2020	94.47%	91.74%	97.45%	96.30%
Week 2 9/16/2020 - 9/22/2020	95.76%	94.32%	97.64%	96.52%
Week 3 9/23/2020 - 9/29/2020	95.83%	94.55%	97.50%	96.52%
Week 4 9/30/2020 - 10/6/2020	95.86%	94.38%	97.58%	96.79%
Week 5 10/7/2020 - 10/13/2020	96.13%	94.55%	97.85%	97.19%
Week 6 10/14/2020 - 10/20/2020	95.87%	94.27%	97.93%	96.75%
Week 7 10/21/2020 - 10/27/2020	95.42%	93.89%	97.45%	96.21%

Reminder: AAPS Daily Attendance Practice and Monitoring

Daily Attendance Practices:

- Teachers record attendance daily
- Students who have logged in at any time during the learning block are marked “Present” (P)
- Students who have not logged in are marked “Unverified” (UNV)
- As has always been our practice, **in real time**, school support teams, including the office professional reach to families to assist students with logging in and attending



Average Daily Attendance Rates

Average Daily Attendance Rate, by Week, by Level				
Timeframe	All Students	Elementary Grades K-5	Middle Grades 6-8	High Grades 9-12
Week 1 9/9/2020 - 9/15/2020	84.89%	85.06%	87.97%	82.61%
Week 2 9/16/2020 - 9/22/2020	91.54%	89.97%	94.67%	91.64%
Week 3 9/23/2020 - 9/29/2020	91.32%	90.50%	94.07%	90.64%
Week 4 9/30/2020 - 10/6/2020	91.48%	90.67%	94.47%	90.64%
Week 5 10/7/2020 - 10/13/2020	91.79%	90.47%	94.79%	91.62%
Week 6 10/14/2020 - 10/20/2020	91.54%	91.14%	94.75%	89.97%
Week 7 10/21/2020 - 10/27/2020	90.15%	90.27%	94.13%	87.33%

Note: These averages are based on M-Tu-Th-F attendance. Wednesdays are excluded because they are asynchronous.

State Legislation on Student Interaction (PA 165)

- (1) For a student to be considered a “pupil engaged in pandemic learning,” the student must have, at a minimum, one two-way interaction “during the week on which 2020-2021 pupil membership count day falls and during each week for the 3 consecutive weeks after the week on which 2020-2021 pupil membership count day falls.” MCL 388.1606(9)(c).
- (2) The District’s Extended COVID-19 Learning Plan, created pursuant to Section 98a of the State School Aid Act, must include a “requirement that the district shall ensure that 2 2-way interactions occur . . . during each week of the school year for at least 75% of pupils enrolled in the district.” MCL 388.1698a(1)(i).
- (3) To be excused from the requirement that the District “have at least 75% of the district’s membership in attendance on any day of pupil instruction” for the 2020-2021 school year, the District must “ensure that 1 2-way interaction occurs . . . during each month of the school year for at least 75% of pupils enrolled in the district.” MCL 388.1701(d), (h).

Student Outreach and Engagement Supports

Support for Students

- **Virtual small group supports** for students focusing on academic and SEL support and engagement (i.e. tutoring, executive functioning skill development, etc.)
- Work with **community centers and partners** to engage with families that live in their communities who are not attending regularly
- Engage with parents **directly, in real time**, when student are not attending classes
- Serve as a **bridge for remedying technology needs and concerns** that cause barriers to attendance and engagement
- When we get to our hybrid phase of learning we will have more frequent in-person supports for our students who are most at-risk

Student Outreach and Engagement Supports

- Counselors are following up daily in regards to specific students' needs whether it be **SEL, mental health, or basic needs**
- **In-person wellness and attendance checks** on students and families
- Community outreach with **building staff members dropping off supplies to homes**, including delivery of non-tech. supplies (backpacks, calming kits, paper/pencil packets), sensory supports (e.g. wobble stools, manipulatives, etc.) and technology supplements (e.g. headphones, replacement devices, etc.)
- Counselors, Social Workers and School Psychologists **collaborate weekly with teams district-wide** to provide additional SEL support to staff, students and families in the community (including AAPS parent support groups, Washtenaw Area Council for Children, Peer-to-Peer Depression Awareness through University of Michigan Depression Center, Ele's Place, Girl's Group, etc)

Student Outreach and Engagement Supports

- **Washtenaw County CARES Family Support**, 24/7 Support Hotline at 734-544-3050
- **Connecting Together--a twice per month drop-in support group for AAPS parents and guardians.** Groups meet on the 2nd Tuesday (7:30-8:30PM) and 4th Thursday (1-2PM) of the month. Opportunity to connect with other parents to get ideas and support around the challenges parents and families are facing.
- One of the most important things occurring right now is **reaching out and being flexible with families** to make sure they know that **they are wanted and welcomed** and that we are here to support them with their needs

Student Outreach and Engagement Supports

SISS and General Education

- Push-in support in regular education classrooms to support students access and understanding of content - then placed in break out rooms for support
- Special education team designing individualized instructional materials and resources for students for students with IEPs, or suspected of having a disability, through Good Faith Effort Plans/Continuity Learning Plans
- Creation of individualized visual schedules for children and families to ease the access and timing of support services
- Small group and individualized instruction toward IEP goals

Enhanced Supports - Student Intervention and Support Services

- All students receive **social/emotional learning opportunities** designed by psychologists, social workers, counselors and intervention specialists
- **One to one** supplemental support complementing class and small group work as needed
- Enhanced adaptive physical education online engagement across the district - **World Cup competition**
- Increased **paraprofessional PD, support and connection** specific to online student assistance and engagement.
- Increased **direct interaction between intervention specialists and families** needing additional support.

Family Supports - Student Intervention and Support Services



AAPS Parent/Guardian Support Groups:

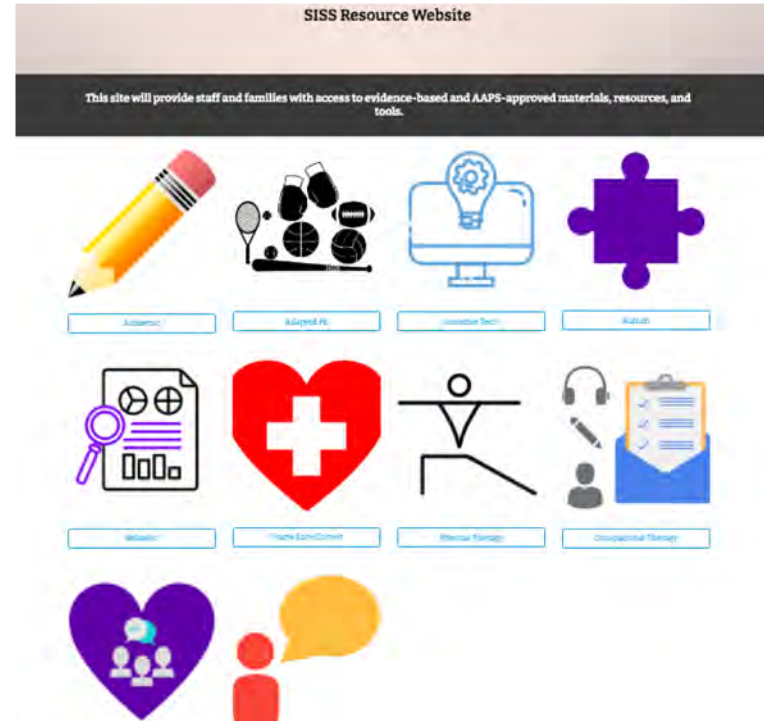
Connect together & find support as we face the challenges of 2020.

Every 2nd Tuesday - 7:30pm - 8:30pm

Every 4th Thursday - 1:00pm - 2:00pm

Register [HERE](#).

[On Demand Family Supports](#)



Making Teaching and Learning Accessible

The Practice of Culturally Responsive Teaching

				
Identity & Achievement	Equity & Excellence	Developmental Appropriateness	Teaching the Whole Child	Student Teacher Relationships
Culturally responsive teachers transform education from traditional to responsive by respecting and adopting multiple cultures and experiences and recognizing strengths and accomplishments.	Culturally responsive teachers support and facilitate learning opportunities, provide individual attention and encouragement, enable and empower learning, and cultivate cultural sustainability.	Culturally responsive teachers engage in multiple teaching and learning styles through the integration of multifaceted scaffolding and communication styles and including a multitude of subjects and pathways to access content.	Culturally responsive teachers extend learning beyond the confines of standardized curriculum by integrating sources that reflect the students in their classrooms, thus bridging the home, school, and community.	Culturally responsive teachers have high expectations for their students and are not only concerned with the well-being of the child in the school but also empower them to achieve success in the outside world.
Identity Development Cultural Heritage & Diversity	Teacher Dispositions Inclusiveness	Learning Styles Teaching Styles	Skill Development In Cultural Context Bridging the Home, School and Community	Caring Teachers Empowering Students



© 2017 Center for Culturally Responsive Practices and Oregon Teacher Pathway Programs at Eastern Oregon University. Adapted from the work of Gay (2010), Brown-Jeffy and Cooper (2015) and written by Lubbe (2014).



Standard Course Design


Consistent location for class calendar

Consistent location for class meeting links

Consistent location for past work

Consistent colors for daily folders





Lessons Designed for Access

Content Goal/Objectives Language Objective	
Lesson Agenda	
Activating/ Building Background	
Key Vocabulary	
Comprehensible Input/ Interaction	
Practice and Application	
Review and Assessment	
Independent Work	
Help/Support	

Universal Design for Learning (UDL) principles are incorporated into the template to support all learners

- Multiple Modes of **Engagement**
- Multiple Modes of **Representation**
- Multiple Modes of **Expression**

Engaging Students Online

<p>Reflect back: What is inertia?</p>	<p>10/22 or 10/23</p> <p>Do Now: Chat bomb: Which object has more inertia and why; a full shopping cart or an empty one?</p>   <p>Vocabulary</p> <ul style="list-style-type: none">● Force● Acceleration● Mass● Newton's 2nd law	
 <p>I can describe that the acceleration of an object will depend on its mass and the force applied to it.</p> <p>I can apply real life examples of Newton's 2 Law and justify my choice.</p>		

Ms. Stacey
Greene

Tappan Middle
School

8th Grade
Science

Engaging Students Online

NOTICE				WONDER			
I noticed when the ball hit him it pushed his face towards the right. Maren Brady	I notice that the ball stopped moving when it hit his face and just fell to the ground - Isabella	I wonder why there was no affect on his cheek after the ball hit him. Haread	The ball stops when it hit his face. LS	I wonder how fast the soccer ball was moving Maddie D	I wonder why the face looks/felt like rubber- Kendan Y	I wonder how fast the ball was moving Isabella	I wonder why he didn't get bruised from the ball? -sumaya
I noticed how wiled his skin moved when it was hit with the ball, it looked like he was sorta made of jelly or something and it looked creepy. Ellie M	I noticed that the balls motion stops when it hits him and then the guys head starts moving in the same direction. Peder W	I noticed that the ball stopped when it hit his face -Yurina	I notice that there is a transfer of energy from the ball to the persons face, causing his face to move in the same direction the ball was travelling. Joseph Kabil	I wonder why his skin kinda moved before the rest of his face. Julia C	I wonder if unbalanced forces has something to do with his face moving to the right, after he was hit. Yeryun K.	why does the ball stop but his face keeps going charlie f	
I noticed that the ball and head kinda acted like a newton's cradle -Cooper V	the guys face absorbed the speed of the ball cY	I noticed that when the soccer ball hits his face his face keeps moving, but the ball gets pulled down by gravity. LK	I notice that while the ball hit his face, his face change.	I wonder why the soccer ball stoped mid-air after it hit his face - Niddle L	I wonder how much did it hurt the man. Efi	why is this guy getting hit by the football JH	I wonder why the skin did not move with the rest of his head when the ball hit his head -Anna
I notice that when the ball hit his face, one side of his face shifted to the right more than the other (his skin) Min C				I wonder did he's had to go the exact same speed as the she's had to go the exact same speed as the exact feed at the ball or did it go a bit different. ZC	Why did the ball stop at his head and then the ball move at the same speed- Tyree R.		I wonder why Dan was willing to do this J.C.

Engaging Students Online



Access to Technology and Internet

Devices:

16,650 devices have been distributed to students

Connectivity:

348 hotspots have been distributed to families

18 families and counting have received direct assistance in establishing Comcast Essential Sponsorship connections.

**internet»
essentials**
FROM COMCAST

Affordable Internet at Home
for Eligible Households

Contact: **Jason Kitchen**

Student and Family Help Desk: 734-997-1222

M - TH 1:00pm - 7:30pm; F 1:00pm - 5:00pm

Vocal and Instrumental Music Thrives



- Here, the french horn section, with student section leader, have been working in a **breakout room** to practice and perfect their performance.
- Then they move to the **Upbeat app** to individually record. The Upbeat app quickly pulls the recordings into one ensemble recording.
- Finally, the **sections meet back together** to share their work.

Dr. David Leach's French Horn Section of the Pioneer Band



Online Instrumental Music...one parent's experience

“I just wanted to write and thank you for supporting the on-line band programming that is currently happening. My son is at Pioneer and is loving it to say the least. I am so happy because he was considering dropping band and is now more committed than ever to his instrument and continuing with band. His older brother had a such a positive experience in the Pioneer band program so I am very happy that he is also continuing despite the unique circumstance. I dare say that this change in learning style reinvigorated his love of music. Thank you again. I know it was a big undertaking for all.”

Renaissance myOn Digital Library Update

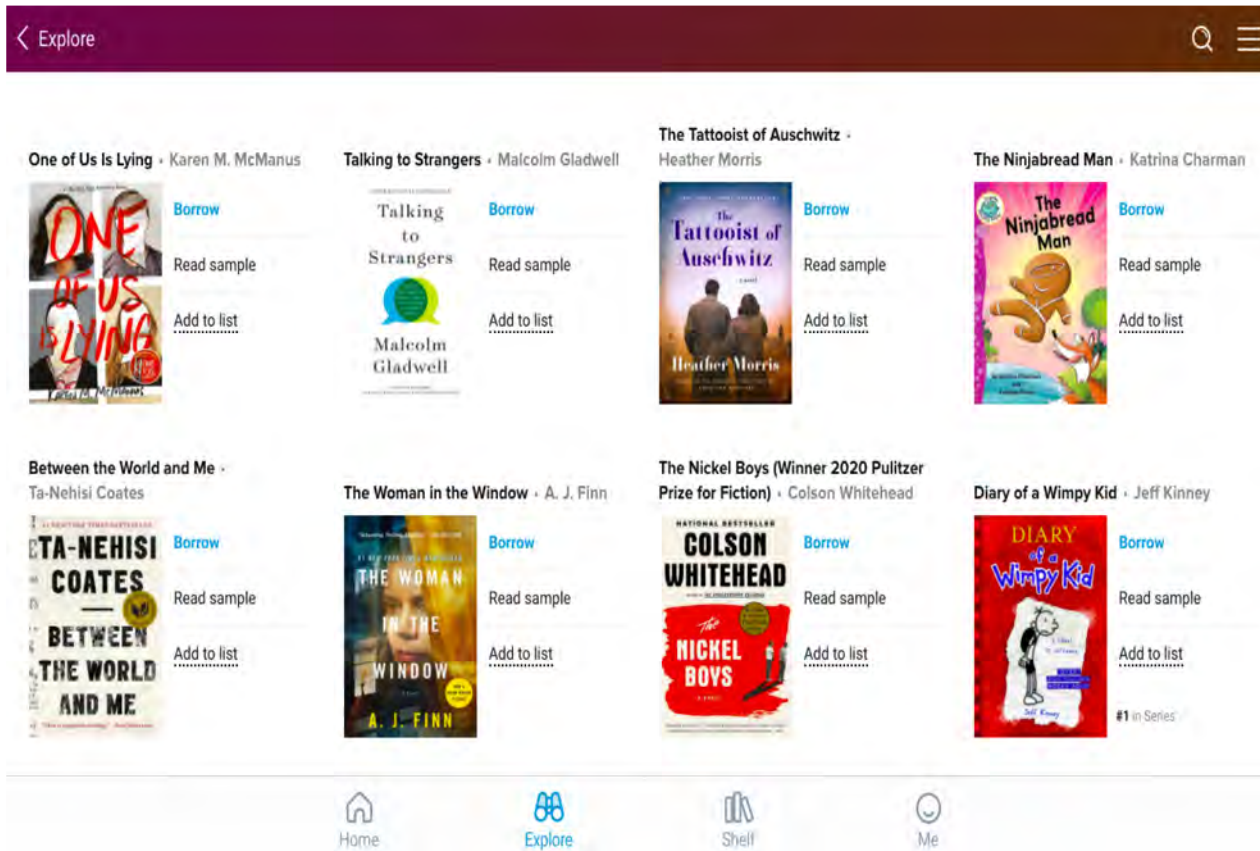
Renaissance myOn: We are in full swing at grades K - 5 with myOn for both small group and personal reading.

The screenshot displays the Renaissance myOn interface. At the top, there is a navigation bar with the following elements: the Renaissance myON logo on a black background; a 'My District' button with a house icon; a 'Library' button with a book icon; the school name 'Clifford E. Bryant Elementary School'; a small photo of a school building; a blue button with a hand cursor icon; and a red button with a white 'X' icon. Below the navigation bar, the page title reads 'Ann Arbor Public Schools - MI » Account'. The main content area features five data points in a row, each with an icon and a label:

22 Buildings	8,297 Students	694 Faculty	23,734 Books Finished	6,285 hr 18 min Time Spent Reading
-----------------	-------------------	----------------	--------------------------	---------------------------------------

Next Steps: Providing preschool teacher and students with access to myOn.

Sora Digital Library Update



- **Live Now!**
- Teacher Support Ongoing
- Amazing Librarians and ELA teachers introducing to students directly
- Family Access Video Coming Soom

Flexible Learning Paths

Our goal remains to provide flexible learning paths that best support our student and families.

We invite families to stay in close communication with teachers and administrators about their needs.

We are here to help.

