



ANN ARBOR PUBLIC SCHOOLS  
LEAD. CARE. INSPIRE.



**Update: Reimagine Learning &  
Extended Continuity of Learning Plan  
Fall 2020**

Board of Education  
Wednesday, November 11, 2020



# Fall, 2020 Learning Plan Update

- Veterans Day Honor & Remembrance
- Student Supports

Spotlight on Student Supports - Parks

Supports for Students w/ Special Needs Learning - Linden & Fidishin

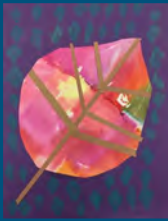
Support through Volunteers in Schools - Bacolor & Shore

- COVID Health Update - Bacolor
- Superintendent Recommendations
- Next Steps for Fall



# Return of Our AAPS Children to In-School Learning

- Thank You to our students, teachers & teams, parents, & community
- In-person learning is our shared goal
- We believe the *best* place for most students to learn is in-person learning inside our school buildings
- In-person learning is our first choice for our students when it is safe for groups to gather indoors
- Continue our work to fully prepare our protocols & processes, operations (transportation, food service, etc), and our school buildings for in-person instruction
- Students or families who feel they prefer to may remain in virtual learning for the full school year



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

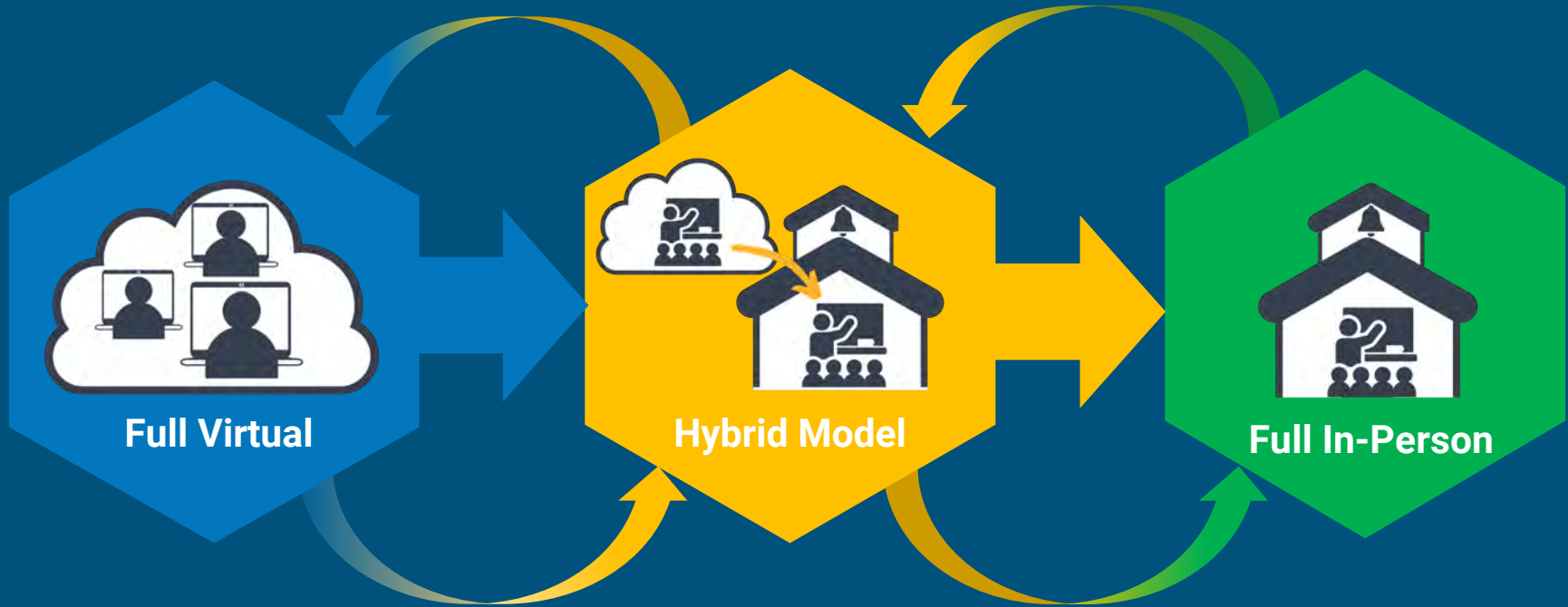
**Students are our mission,  
and we are on this mission!**



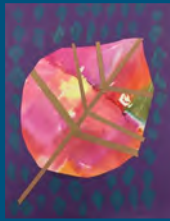


# AAPS REIMAGINE LEARNING PLAN 2020-21

Progression to Full In-Person Classroom Learning\*



\* Virtual programming is available all year.



# AAPS Fall 2020 Virtual Opening

- Students and teachers are engaged in virtual classes, activities, and events
- Monitor students and continue to add supports for students as needed
- Continue to refine professional supports & services for students with Specialized Learning Needs and for other students as needed
- Supports include individual and small group outreach, academic, social emotional, mental health and others
- During this pandemic time, we are working to ensure recovery services for our students over time & support strategies such Summer Learning Academy will continue
- During hybrid stage, students with high-impact needs who learn in small learning groups will receive additional face-to-face time



# AAPS REIMAGINE LEARNING PLAN 2020-21





# 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



# AAPS Food Distribution

## AAPS Equity Plan - Pillar 5: Family & Community Empowerment

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

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

**645,000+ Meals distributed since March 16**

- Emergency Food Distribution continues through June 30, 2021
- Serving 2,000+ students & 9,000+ meals per delivery day -
- 22 locations currently - including 252 students served in Connections+ groups & AAPS Fall Athletes
- 5 locations w/ 4:30pm - 6pm distributions
- Delivery busses have Chartwell's team member to assist with distribution
- Continued home deliveries of food as needed



**Lunch & Snacks provided to all high schools for PSAT & SAT testing**

**Families in need please call AAPS Food Line at 994-2265**



# School Supplies Distribution Continues

2nd Qtr - Art Kits & Project Lead the Way Supplies





# Building PPE Received

Masks & Gloves



Hand Sanitizer



Thermometers







# Technology Update: By the Numbers

- Since the start of the school year, **24,000+ calls** have come into the Staff and Student & Family Virtual Help Desk and **6,000+ help tickets** have been submitted with **90% completed** to date.
- The **Schoology** platform and supporting apps continue to offer stable services and have strong usage with over **3.7M logins** to date.
- The district continues to average around **80,000 student logins to Schoology** on synchronous instructional days.
- Over **550,000 course materials** have been created by staff for learning purposes, and well **over 1M course submissions** have been made by students in the form of assignments, discussions and assessments.
- Over **11M views** have occurred within the Schoology platform to date, i.e., assignments, discussions, assessment questions, links to shared files and instructional content, and media albums.





# Technology Update: Opportunity for Families

- Parents or Guardians looking to enact some parental controls on their child's AAPS device can sign-up to participate in an **AAPS Securly Parent Portal Pilot**.
- The district's web-filtering tool, **Securly**, offers families a **free Securly Home app** in which parents can set rules to allow or disallow certain websites, pause the internet after school hours or on the weekend, and monitor their child's weekly online activity.
- ITD has field tested this new service with over 200 families and has received positive feedback for this new service offering.
- Here's how to sign-up <https://www.a2schools.org/familytechsupport>



# Rec & Ed - Free PK - 8 Programs



***Fall Programs wrapped up last Saturday  
&  
Winter Programs begin Saturday,  
November 18th***



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## ~ Student Supports ~



# Student Support Team Members



- Classroom Teachers & Building Literacy Experts
  - Counselors & Social Workers
    - Intervention Specialists
      - Homeless Liaison
        - Community Assistants
  - ELL Teachers & Support Team
- SISS Teachers, Teacher Consultants, & Support Team
  - Title I Teachers & Support Team
- Psychologists, Speech Pathologists, Physical & Occupational Therapists
  - Deans, Assistant Principals, Principals



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## Highlights from Schools Student Supports

**Ms. Jazz Parks**

*Assistant Superintendent, School Leadership*

**Ms. Samantha Cucu**

*Intervention Specialist, Abbot & Lakewood*

**Mr. Che Carter**

*Principal, Clague Middle School & Lead Principal*

**Mr. Shaenu Micou**

*Dean, Pathways to Success High School*



## Highlights of Student Support Steps

- **Coping/Social Skills/Mental Health Groups**
- **Small Group Instruction & Academic Tutoring**
  - **Peer Mentoring & Support**
  - **Parent Engagement & Support**
  - **Socially Distanced Home Visits**
- **Accessing community-based supports**



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## Supporting Students with Specialized Needs (IEP)

**Ms. Dawn Linden**

*Assistant Superintendent, Teaching & Learning*

**Dr. Marianne Fidishin**

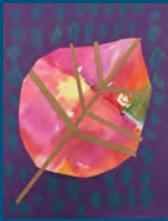
*Executive Director, Student Intervention & Support Services*



# Supporting Students with Specialized Needs (IEP)

## Expectations for Students with Specialized Learning Needs Fall, 2020

**Goal:** To continue to provide services, in every phase of our instructional plan, to our students **according to established IEPs, 504 plans** and intervention support plans



# Supporting Students with Specialized Needs (IEP)

## Families can expect:

- We will continue to **prioritize the health, wellness and safety** of our students, staff, and families
- All students are engaged with **synchronous instruction, real-time with teacher**
- All students are receiving **related services** (speech, social work, OT, PT, etc.) as outlined in their IEPs
- All students will have **access to devices, support with connectivity**, supplies and materials distributed from their school
- Teachers and service providers will be in **regular communication and collaboration** with students and families
- Understanding that in a virtual environment there may be barriers to fully implementing the IEP, **Contingency Learning Plans** are implemented to clarify areas of concern, including instruction and supports. The CLP serves as a record of what we have done to address instruction and services as well as what remains to be addressed when we are able to return to face to face instruction.



# Synchronous Instruction in a Self Contained Classroom

Mrs. Erin  
Anderson

Self  
Contained  
Classroom at  
Haisley  
Elementary



BREAK/ MOVEMENT MOMENT



(click to play)



# Supporting Students with Specialized Needs (IEP)

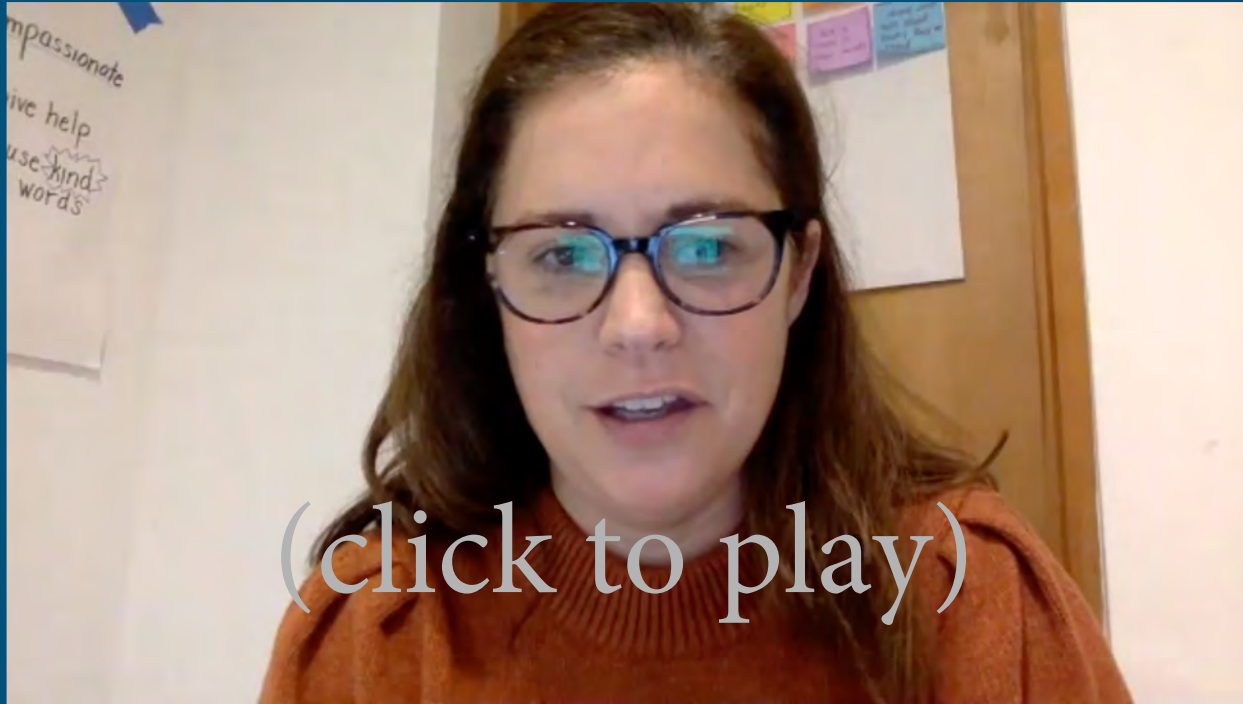
If these learning expectations are not occurring for your student(s), here are steps you should take:

- Contact your student's **teacher/case manager** and/or building principal
- Contact the **SISS Assistant Director** associated with your school [SISS Assistant Director Responsibility Chart](#)
- Contact the **SISS Hotline at 734-994-8292** from 8:00 am-5:00 pm Monday through Friday
- Contact the SISS Leadership at **Online Parent Support** [SISS Online Parent Support](#)
- For additional support, you may contact the Ann Arbor Parent Advisory Committee [AAPAC](#)
- Click here [Parent Advocacy and Supports](#) for a list of additional support, you may contact community advocacy organizations in the area.





# Reading Intervention Support Lesson Using myOn



Mrs.  
Bernadette  
Swanson

Building  
Literacy  
Expert,  
Pattengill



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## AAPS Strategic Partnerships Volunteer Update

**Ms. Jenna Bacolor**  
*Director, Community Division*

**Ms. Nancy Shore**  
*Strategic Partnership & Volunteer Coordinator*



# Strategic Partnership Office - Volunteers

- Purpose - collaborate at the district level with university and community partners to provide resources to support AAPS students and staff.
- Volunteers are one of the resources our partners provide.
- Fall 2020: adapted volunteer model to remote learning environment
  - Continue to use best practices for volunteer recruitment, screening and engagement
  - Transition existing safety protocols to virtual space
  - Fewer volunteers -- suspend those that are only effective in-person
- [a2schools.org/volunteer](https://a2schools.org/volunteer) for more information.



# Fall 2020 Strategy for Volunteer Placement

## Priorities

Prioritized volunteer roles that would most support students and teachers:

- Social Emotional
- Academic Support

## Population

Focus on students facing barriers to achievement, especially in a virtual setting:

- ELL Students
- Students from Poverty

## Placement

Placed volunteers to support target priorities/ population:

- District conducted background checks and orientation
- Volunteers matched based on teacher interest and capacity
- Teacher assigns tasks and role for volunteer(s)

## Positive Impact

Positive interactions building on existing instruction:

- Teacher feedback on benefits of volunteers in virtual classrooms
- Will conduct annual volunteer survey
- Continue to develop and enhance partnerships



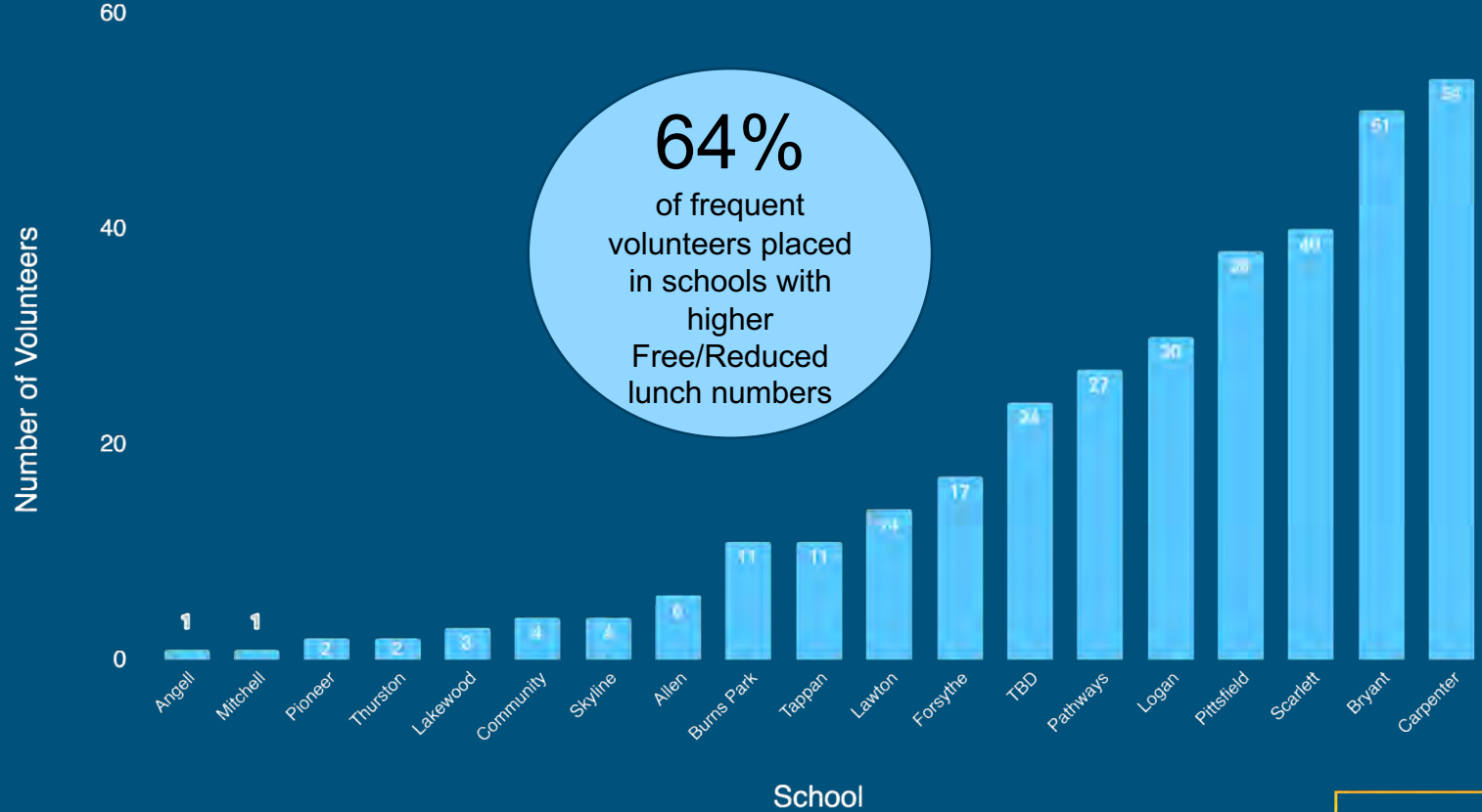
# Fall 2020 Volunteers Key Statistics

## Frequent Volunteers During the School Day

- **304 = Total frequent (1+ hour/week) volunteers placed at AAPS schools during the school day**
  - 370 = Fall 2019 Total
- **Increased Academic Support for schools with higher Free/Reduced Lunch participants**
  - Developed schoolwork support partnership between Carpenter and 826michigan
  - Increased number of Michigan Community Scholars student volunteers at Scarlett from ~10 in 2019-2020 to 25 in Fall 2020
  - Brought America Reads Literacy Support Program to Pittsfield and Allen Elementary for the first time - 2 hour blocks each week
- **50% Increase in ELL Volunteers** from 15 in Fall 2019 to 31 in Fall 2020
- **U-M Continues to have a huge influence, even virtually:** 87% of frequent volunteers are U-M Students



# Number of Volunteers by School





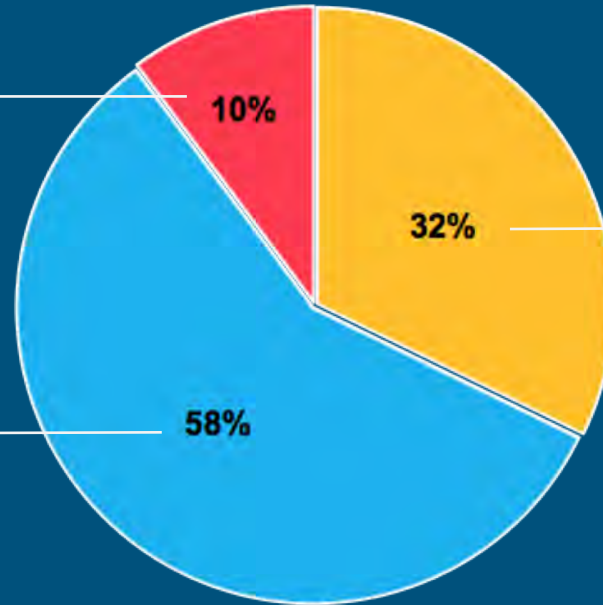
# Number of Volunteers By Type

## ELL Support (31)

Volunteers Support ELL students with Academic Work during class time

## Academic/Social Emotional Support (175)

Volunteers provide academic assistance during synchronous or asynchronous time or provide social activities during asynchronous time



## Literacy Support (98)

Volunteers provide literacy-focused support to students during live ELA instruction or during asynchronous time



# Positive Impact: Teacher Quotes

“First graders really love having the chance to talk with and interact with young adults who they see as role models, but who are also very “cool”. My kids are excited to work with their volunteers weekly!”

–Jen Duman, First Grade Teacher,  
Pittsfield Elementary

“In a virtual environment, students are really missing individualized attention, so the tutoring experience is a real positive for our students. They are able to get extra help and also extra focused attention as they share their ideas and stories.”

–Robin Birdsong, Title 1 Teacher,  
Carpenter Elementary

“I have paired U of M volunteers with some of my most struggling EL students. The support and attention has made a huge difference! Teachers are noticing that these students' learning has been jump started and they are so grateful!”

–Trish Hayes, EL Teacher,  
Slauson and Forsythe Middle Schools





## Positive Impact: Teacher Quotes (continued)

“There have been many benefits from having these volunteers work with students in the breakout room setting. First, it has freed me up to check in with other groups more frequently and dig deeper with those groups. For the students who are working with the volunteers, they typically get through more material with a better understanding.”

– Emily Kent, Mathematics Teacher,  
Scarlett Middle School

“Our volunteers have been an invaluable resource with us making the transition to online learning and being able to give students the extra support both academically and emotionally that they need. Some of the benefits include but are not limited to Scarlett students seeing a reflection of themselves within our volunteers and now asking questions about the trajectory of college.”

–Muneer Khalid, ELA Teacher,  
Scarlett Middle School



# Next Steps - Wrapping Up This Semester and Planning for Next

## This Semester

- **Evaluate:** Conduct a survey of frequent volunteers and AAPS staff in December to determine successes, issues and emerging needs.
- **Monitor:** We are monitoring the effectiveness of volunteer groups who conduct small group activity-based programs as a possible model for future development.
- **Plan** for improvements: Use results from above to plan for program improvement.

## Next Semester

- **Placement:** We will place additional frequent volunteers in January with a focus on ELL volunteers and small group support.
- **Best Practices:** We will continue to ensure that volunteers who work through the AAPS Strategic Partnerships Office follow all necessary protocols to ensure the safety of students.



# AAPS Winter Giving Update

- AAPS collaborates with community partners and individual donors to provide winter clothing, gifts and gift cards to hundreds of AAPS students every year.
- These partnerships provide additional district support to schools and students that need it the most.
- For the 2020 Winter Season, nearly **400 AAPS students** will receive winter gifts, clothing and gift cards from our district partners.
  - Strategic Partners will provide **120 AAPS** students with winter clothing, gifts and gift cards.
  - A **\$25,000 grant** from the KLA foundation will provide gift cards to **160 AAPS students**.
  - Generous community partners have already donated more than \$20,000 in gift cards to support AAPS students in need.
- There is still time to help out: [a2schools.org/wintergiving](https://a2schools.org/wintergiving)



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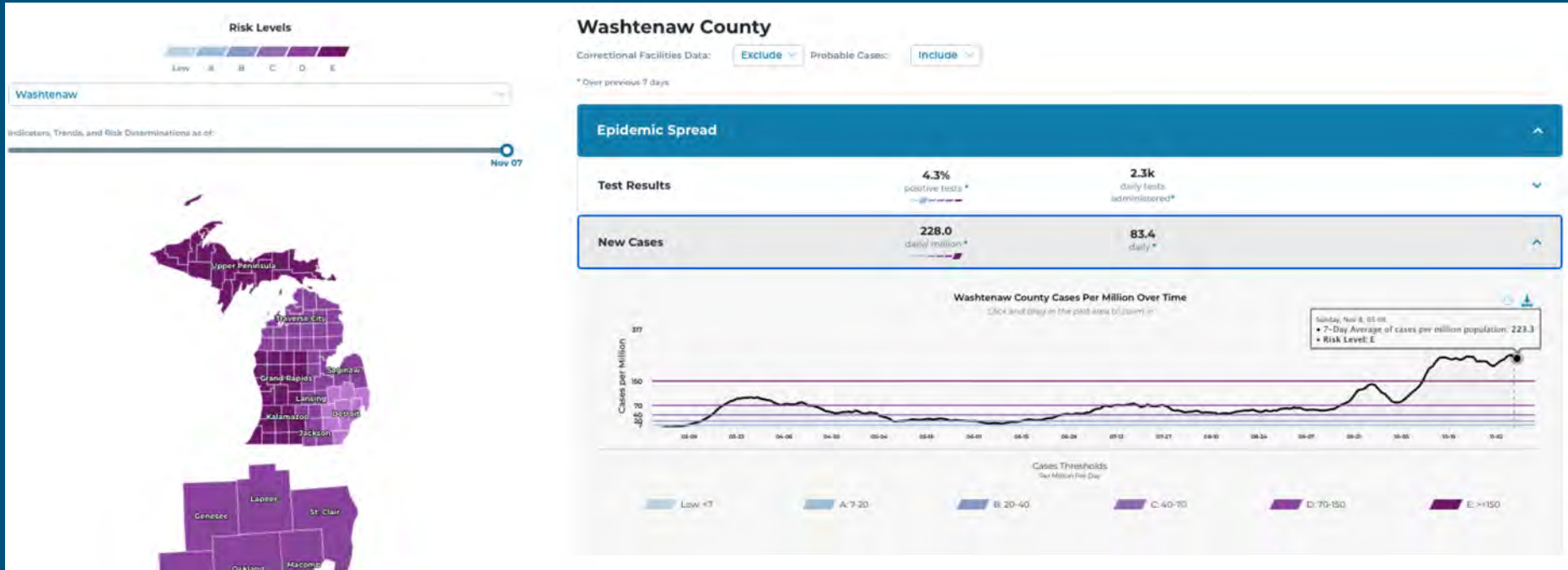
# COVID-19 Health Update

**Ms. Jenna Bacolor**

***Executive Director, Student & School & Health***



# Data retrieved from Michigan Safe Start Map on 11/11/20 at 9:45 AM





# Update: November 11, 2020

## At this time, as a result of:

- High level & upward trend of cases over previous weeks in Wash CO  
**MI Safe Start - Washtenaw County at Level E - the highest level (11/11/20)**
- Significant increase in number of cases localized in AAPS zip codes & across Michigan
- Increased cases per million & increased cases per 100,000
- Increase in hospitalization rates

**Recommendation:** to continue in virtual learning status, to continue to monitor infection data and update the AAPS dashboard weekly

Continue to implement additional supports & services, including small group tutoring & instruction for students who are most challenged in the virtual learning environment, beginning with highest needs special needs students



# Next Steps

## Daily Review & Monitoring & Weekly Posting of Metrics Status:

- AAPS team reviews public health metrics daily
- AAPS team will review metrics with the Board of Education in a briefing at least once weekly
- Posting/update of AAPS data dashboard to a2schools.org website each week
- Once overall metrics are achieved to be considered safe to begin transition to in-school learning, AAPS team will brief the Board, AAPS team, & share information with parents and community
- AAPS team will monitor during the intervening 14 days to ensure metrics hold
- AAPS will continue work to ensure readiness for the transition to in-person learning

## Benefits of Student Sports

- The significance of sports for an adolescent's mental and physical well-being, especially during a time of high stress and uncertainty
- The valuable learning that occurs in personal, interpersonal and team development
- The fact that high school sports provide an instrumental, and in some cases the only gateway for students to advance into a post-graduation academic opportunity





# Winter Sports Update

## **Recommendation:**

- Delay the start of the winter sports season while we monitor rising COVID infection rates
- Work with Southeastern Conference (SEC) Superintendents and Athletic Directors about an abbreviated competition season starting in January 2021

## **Conditional upon declining COVID infection rates to acceptable levels:**

- Athletic teams will begin limited (small-group) practices/training potentially in December, during Phase 3 of the plan
- Expand in-person practice/training sessions in January, during Phase 4 of the plan
- The competition season will be monitored and adjusted to align with the MHSAA dates for post-season tournaments



# Winter Sports Update

**Phase 1 (November 1 - 11, 2020):** Delay the start of all winter sports; outdoor training continues; virtual coaching/training continues/begins; update to the Board on November 11, 2020, including a recommendation to cancel MS Winter 1 sports season

**Phase 2 (November 12 - 30, 2020):** Monitor COVID-19 rates of infection; delay the start of all winter sports; virtual coaching/training continues/begins; begin discussions with Southeastern Conference (SEC) Superintendents and Athletic Directors about an abbreviated season starting in January 2021

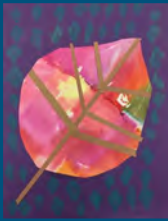
**Phase 3 (December 2020):** Monitor COVID-19 rates; consider small-group, in-person practice/training sessions while continuing virtual coaching/training; continue discussions with SEC Superintendents and Athletic Directors about an abbreviated season beginning in January 2021; update to the Board on December 9, 2020



# Winter Sports Update

**Phase 4 (January 1 - 17, 2021):** Monitor COVID-19 rates; consider expanding in-person practice/training sessions while continuing virtual coaching/training; adjust competition schedules to align with the MHSAA dates for post-season tournaments; update to the Board on January 13, 2021

**Phase 5 (January 19 - March 2021):** Monitor COVID-19 rates; consider beginning in-person practices/training sessions and a conditional start of the competition season; regular updates to the Board (January 27, 2021 – TBD)



## ~ Next Steps ~

- Continue to monitor rates of infection - daily/weekly
- Survey to parents of students w/ an IEP
- Fall refinements based on Fall survey - ongoing
- Continue to monitor COVID data & info - daily/weekly



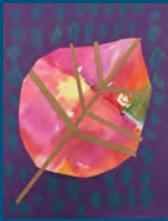
# AAPS REIMAGINE LEARNING PLAN 2020-21

## NEXT STEPS FOR ALL



**CONTINUE Our  
PERSONAL & COLLECTIVE  
RESPONSIBILITY**

- **Wear a mask**
- **Watch your distance – 6 feet**
- **Avoid gatherings & crowds**
- **Wash your hands**



# AAPS REIMAGINE LEARNING PLAN 2020-21

For more detailed information, you may view the full Reimagine Learning Plan at:

<https://www.a2schools.org/Page/16241>



## Summary: Superintendent's Update

**This COVID-19 Crisis is far from over & rates of infection continue to rise**

**We will continue to work vigorously to support our students, staff, & families in virtual learning, enhancing & strengthening supports for students with specialized learning needs and all students with needs**

**We continue to work vigorously to remain fully prepared in all areas to bring our students & staff back into in-school learning safely & sustainably**

**Bringing our students & staff safely to a return to in-school learning in a sustainable way remains the toughest challenge we have faced**