



ANN ARBOR PUBLIC SCHOOLS
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AAPS Continuity of Learning Plan Forward Instruction in the Curriculum

Goal: To provide guidance and parameters for the forward instruction phase of the AAPS Continuity of Learning Plan. This plan will remain flexible to meet requirements by law and will continue to be collaboratively developed in partnership with the AAEA.

Core Values: The AAPS and the AAEA working collaboratively agree that we will:

- understand that Maslow's Needs are the 1st priority and will make decisions that minimize stress for students, families, and teachers,
- balance forward momentum with the level of support we can provide,
- address equity in every way within our control,
- create humanized, inclusive online spaces for students to engage safely.

Shared Agreements: The AAPS and the AAEA working collaboratively agree that:

- AAPS will provide professional development for teachers according to their needs.
- AAPS will provide resources and support to ensure teachers have what they need to instruct in an online setting.
- Teachers will adopt one of the district supported learning platforms (Google Classroom, Moodle or SeeSaw).
- Teachers will support students by making activities and lessons as accessible as possible for all students.
- Teachers will focus on learning with feedback and support in a low-stress manner (No Grades).
- Teachers will monitor and encourage participation of all students according to the district specified manner and we will reach to support staff when we have concerns about particular students.
- Teachers will use assessments for purposes of planning forward and for student self-assessment only.
- Teachers will not require synchronous participation but will provide flexible opportunities for students to access lessons when they are able. (Recorded videos, etc.) We may provide voluntary live class interaction opportunities.

- Teachers will provide two opportunities per week for office hours. Teachers will check and respond to email daily.

Overview

The forward moving instruction phase of the Continuity of Learning Plan, beyond review and enrichment, in the Ann Arbor Public Schools will begin **April 13th**. This document represents the **planning, support and expectations** related to this phase of the plan.

Ann Arbor Public Schools Continuity of Learning Plan

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Resources and Support

Teachers will be supported with identified and accessible resources to use when crafting and posting lessons. Lesson delivery online may require a change in traditional practice and teachers will be supported in learning the most effective way to support learning online. In addition, the district will provide a structure of team support, a teaching and learning network, for similarly situated teachers to collaborate and share lesson plans, resources, tools and ideas.

Professional Development

The district will provide ongoing and responsive professional development throughout the closure to meet the needs of teachers and staff. All manner of options are available [here](#).

- The district will provide multiple options virtually, both in real time and on demand, so that teachers can continue to earn continuing education credit for the purpose of recertification.
- Teachers will monitor and participate in development to ensure they meet requirements for recertification
- The district will be reasonable and flexible with PD options and will follow the MDE regulations regarding what constitutes acceptable PD for continuing education credit.

To support forward movement in the curricula and the use of online platforms and tools, voluntary professional development to support implementation of the Continuity Learning Plan will continue to be available the week of April 6 and beyond. Since March 16th, 2020, more than 1,000 teachers and staff have participated in professional development to refresh skills in online platforms and other areas and have provided feedback in an exit survey about the quality of their learning. According to the recent survey of teacher needs, teachers request the following:

- Additional round of the “Getting Started PD” for each platform (Seesaw, Google Classroom & Moodle)
- Pedagogical tips on lesson designs and feedback opportunities within the platforms and Google Tools
- Technology skills like screencasting, hyperdocs creation, digitizing content and Google Meet

Teaching and Learning Networks (TLNs) and Co-Teachers

Because the COVID-19 pandemic affects teachers and staff in ways similar to our students and families, we must make provisions for teachers who will need to step back to care for self or

family during this time. Team planning and coordination is one way we can all lighten the load moving forward. The district will create teaching and learning networks (TLNs) for the purpose of teachers connecting with those similarly situated to share lesson plans, tools, resources and ideas. TLNs are also places for connections and identifying co-teachers to support in the event a teacher must step away from teaching to care for self or others.

- We require each teacher to identify at least one “co-teacher” who can take over the posting of lessons should that teacher need to be absent during the pandemic. We will support each and every teacher in every way possible.
- We require each teacher to add a building administrator as a co-teacher to ensure continuity in absence and to provide an opportunity for administrators to support teachers and students more fully.
- Paraprofessionals assigned to students could be considered by teachers to be named as co-teachers in their students’ classrooms to support and tutor their students as needed, as well as to assist in differentiating materials for students.
- We require each teacher to be a participating member of one chosen network. Those with multiple preps can be members of all associated networks but are only expected to contribute actively to one of their choosing.

K-12 Instructional Expectations

Daily Forward Moving Instruction Using Identified Teaching Standards

It is important for later recovery and realignment of curriculum that we proceed with forward instruction in a connected and coordinated way. Our commitment to equity, at the heart of our work, dictates that we do everything we can to support each student in accessing instruction and being successful. Proceeding with an identified set of standards for lessons/unit focus allows us to ensure that learning gaps are limited and that instruction in the fall can be coordinated and addressed in the most effective and efficient way. The identification of the focus standards will be determined in the most collaborative way possible involving teachers at that level or course assignment. District curriculum leads are working now with their teams to identify the content focus for during the closure.

A2Virtual will continue to deliver instruction as normal throughout the closure. No District Common Assessments will be proctored. A2Virtual course assessments may continue to be delivered. Student grades will be issued at the end of the term.

Lesson Posting

With equity at the heart of our work, all members of the AAPS team will continually seek ways to support students and families in accessing and being successful in learning forward. Having a predictable schedule for posting and guidance for lesson pacing is an important way we support students and families with expectations and predictability. For all levels, lessons will be posted

by 8:00 am and may be posted for the week to allow students to self-pace. Additional guidance by level follows. While we are not issuing assessments at this time, we will continue to remain sensitive to 3-Star Religious Observance Holidays ensuring supports for students and recognizing that participation is likely to be diminished during observance of these holidays (4/8, 4/9, 4/10, 4/17, 4/23, 4/24, etc.).

General Lesson Components

- Setting new norms to establish an online learning community
- Helping students to understanding the use of new tools, etc
- Daily message of care
- Clear learning target
- Key vocabulary
- Video and/or other form of visual instruction
- Differentiation including extension opportunities
- Interactive components / discussions
- Practice of skill / application of learning
- Assignments with due dates and options to meet diverse learner needs
- Guidance as to how to turn in completed assignments
- Feedback on assignments to improve learning

Lesson Pacing

We must take all factors into account regarding student learning expectations and will not attempt to recreate a full school day of learning online. Managing expectations and providing support for students, families and staff during the pandemic is important and we must consider the many varied and diverse needs of our community during this very challenging time.

We ask that all teachers maintain lesson pacing in accordance with the ranges shared by level below. Extension activities can be made available for those wishing to go above and beyond.

The AAEE and the AAPS have worked collaboratively within our organization and have explored a wide range of Michigan and national plans, in addition to best practice research, to make determinations. The pace reflects the total time needed to attend to the lesson and complete the assignments.

Elementary Level Expectations

Every effort should be made to accommodate the needs of learners in this online setting. Lessons should be posted weekly when possible to allow for student flexibility to complete the work during the week at a pace and at the times that work best for families. Teachers will provide lessons/instruction/materials not to exceed the ranges below for total instruction and activity completion times per week.

- Lessons will be posted for Monday - Thursday. No lessons are posted on Fridays (see below for Friday expectations).
- In addition, **daily practices** may be specified by classroom teachers at each grade level such as Lexia, Dreambox and independent reading.
- **Special area** teachers will post weekly lessons to a shared Google template for their school. Classroom teachers will access and reference these lessons in their platforms by posting one link, one time only. This link will take students to an updated weekly plan.

Lesson Pacing Guide by Grade Band

Grade Level	Daily Range for Lessons + Activities	Weekly Range for Lessons + Activities
Y5, K, 1	45 minutes - 1.5 hours	3 - 6 hours
2, 3	1.5 hours - 2.5 hours	6 - 10 hours
4,5	2 hours - 3 hours	8 - 12 hours

Recommended Elementary Teacher Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Lessons posted daily by 8am	Lessons posted daily by 8am (if not posted on Monday)	Lessons posted daily by 8am (if not posted on Monday)	Lessons posted daily by 8am (if not posted on Monday)	Post a Check for Understanding by 8 AM
Daily message of care	Daily message of care	Daily message of care	Daily message of care	Daily message of care
ELA (1 act.) Math (1 act.) Social Studies or Science	ELA (1 act.) Math (1 act.) Social Studies or Science	ELA (1 act.) Math (1 act.) Social Studies or Science	ELA (1 act.) Math (1 act.) Social Studies or Science	P.E., art, music, etc. (1 special per day by parent choice)
P.E., art, music, etc. (1 special per day by parent choice)	P.E., art, music, etc. (1 special per day by parent choice)	P.E., art, music, etc. (1 special per day by parent choice)	P.E., art, music, etc. (1 special per day by parent choice)	Individual student follow up/ support
Collaboration with TLN as needed	Collaboration with TLN as needed	Collaboration with TLN as needed	Collaboration with TLN as needed	Daily activities such as Lexia, Dreambox, independent reading

Friday is designed to provide families and students with flexibility to continue learning in ways that serve families best and for teachers to pause, support and monitor participation. Our

concerns for student safety and well being are at the heart of carefully monitoring participation and having a weekly connection is an important means of monitoring students for those who may need more support.

- Teachers will post a “Check for Understanding” every Friday within Seesaw or via GoogleForm as means of checking in and monitoring participation. Students will have until Tuesday at 4pm to respond. The “Check” should require students to respond to a question related to the learning that week or as a social-emotional check. Teachers will report students not participating weekly to administrators via Google Form. This refers to students who have not participated in the learning at any point in the week, not just for the Check for Understanding.
- Teachers will contact students and/or families not participating to attempt to understand the barrier or reason for the lack of participation. Support staff will be available to support in contacting families and students. Teachers may need to support families by sharing lessons and activities in multiple means such as via email.
- Staff should report barriers to principals to ensure assistance for families.
- Friday may be a day for students to:
 - work on passion or choice projects
 - access supplemental activities posted earlier in the week
 - receive individual support from a teacher
 - continue to work on daily activities such as Lexia, Dreambox, independent reading
 - complete special area activities
 - work on incomplete assignments

Elementary Special Area Teachers

Special area teachers will post weekly lessons to a shared Google template for their school. Classroom teachers will access and reference these lessons in their platforms by posting one link, one time only. This link will take students to an updated weekly plan.

- Special area teachers may elect to create or maintain classroom platforms for students to share projects, activities and to remain connected to their students.
- Special area teachers will continue to respond to students and families via email.
- Special area teachers will not post Checks for Understanding.

Middle School Level Expectations

Every effort should be made to accommodate the needs of learners in this online setting. Lessons may be posted for the week or daily according to the block schedule by 8am. If lessons are posted for the week, lessons should be clearly delineated by day to assist students in managing their time and structuring their learning. Lessons will be posted for Monday - Thursday. No lessons are posted on Fridays (see below for Friday expectations).

Pacing Guidelines

Daily Range for Course Lessons + Activities	Weekly Range for Course Lessons + Activities
30 minutes - 45 minutes	60 - 90 minutes

Recommended Middle School Teacher Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Lessons posted daily by 8am	Lessons posted daily by 8am	Lessons posted daily by 8am	Lessons posted daily by 8am	Post a Check for Understanding by 8am
Daily message of care	Daily message of care	Daily message of care	Daily message of care	Daily message of care
Block Schedule: 1, 3, 5, 7	Block Schedule: 2,4,6,8/Advisory	Block Schedule: 1, 3, 5, 7	Block Schedule: 2,4,6,8/Advisory	All Hours: 1,2,3,4,5,6,7,8
Collaboration with TLN as needed	Collaboration with TLN as needed	Collaboration with TLN as needed	Collaboration with TLN as needed	Collaboration with TLN as needed Individual student follow up/ support

Friday is designed to provide families and students with flexibility to continue learning in ways that serve families best and for teachers to pause, support and monitor participation and learning progress. Our concerns for student safety and well-being are at the heart of carefully monitoring participation and having a weekly connection is an important means of monitoring students for those who may need more support.

- Teachers will post a “Check for Understanding” every Friday via GoogleForm as a means of checking in and monitoring participation. Students will have until Tuesday at 4pm to respond. The “Check” should require students to respond to a question related to the learning that week or to a social-emotional check.
- Teachers will report students not participating weekly to administrators via Google Form. This refers to students who have not participated in the learning at any point in the week, not just for the Check for Understanding.
- Teachers will contact students and/or families not participating to attempt to understand the barrier or reason for the lack of participation. Support staff will be available to support in contacting families and students. Teachers may need to support families by sharing lessons and activities in multiple means such as via email.

- Staff should report barriers to principals to ensure assistance for families. Advisory or building designated teachers/staff will contact students and/or families not participating to attempt to understand the barrier or reason for the lack of participation.
- Friday may be a day for students to:
 - work on passion or choice projects
 - access supplemental activities posted earlier in the week
 - receive individual support from a teacher
 - work on incomplete assignments

High School Level Expectations

Every effort should be made to accommodate the needs of learners in this online setting. Lessons may be posted for the week or daily according to the block schedule by 8am. If lessons are posted for the week, lessons should be clearly delineated by day to assist students in managing their time and structuring their learning. Lessons will be posted for Monday - Thursday. No lessons are posted on Fridays (see below for Friday expectations).

Pacing Guidelines

Daily Range for Course Lessons + Activities	Weekly Range for Course Lessons + Activities
30 minutes - 45 minutes	60 - 90 minutes

Recommended High School Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Lessons posted daily by 8am	Lessons posted daily by 8am	Lessons posted daily by 8am	Lessons posted daily by 8am	Post a Check for Understanding by 8am
Daily message of care	Daily message of care	Daily message of care	Daily message of care	Daily message of care
Block Schedule: 1, 3, 5, 7	Block Schedule: 2,4,6,8 Advisory	Block Schedule: 1, 3, 5, 7	Block Schedule: 2,4,6,8 Advisory	All Hours: 1,2,3,4,5,6,7,8
Collaboration with TLN as needed	Collaboration with TLN as needed	Collaboration with TLN as needed	Collaboration with TLN as needed	Collaboration with TLN as needed Individual student follow up/ support

Friday is designed to provide families and students with flexibility to continue learning in ways that serve families best and for teachers to pause, support and monitor participation and learning

progress. Our concerns for student safety and well-being are at the heart of carefully monitoring participation and having a weekly connection is an important means of monitoring students for those who may need more support.

- Teachers will post a “Check for Understanding” every Friday via GoogleForm as a means of checking in and monitoring participation. Students will have until Tuesday at 4pm to respond. The “Check” should require students to respond to a question related to the learning that week or to a social-emotional check.
- Teachers will report students not participating weekly to administrators via Google Form. This refers to students who have not participated in the learning at any point in the week, not just for the Check for Understanding.
- Teachers will contact students and/or families not participating to attempt to understand the barrier or reason for the lack of participation. Support staff will be available to support in contacting families and students. Teachers may need to support families by sharing lessons and activities in multiple means such as via email.
- Staff should report barriers to principals to ensure assistance for families. Advisory or building designated teachers/staff will contact students and/or families not participating to attempt to understand the barrier or reason for the lack of participation.
- Friday may be a day for students to:
 - work on passion or choice projects
 - access supplemental activities posted earlier in the week
 - receive individual support from a teacher
 - work on incomplete assignments

K-12 Daily Social-Emotional Messaging and Learning Opportunities

During traumatic events such as this COVID pandemic, the importance of attending to students’ social-emotional needs is more important than ever. Teachers know their students best and in most cases, maintain the closest relationships to students. In addition to the lessons detailed below, teachers should maintain connections and relationships with students throughout the closure, reaching out to individuals not participating and checking in with the class often to ask how they are doing and what we can do to support them. Posting a daily message of care remains an expectation.

- Daily SEL opportunities, created by our AAPS team of school social workers, school psychologists, counselors, intervention specialists, and others, will be made available for teachers to post daily or weekly.
- Activities and lessons will be housed centrally and teachers will be able to copy the links to these lessons for posting in their online platforms.
- At the secondary level, these could be posted in advisory periods, forum, Skytime and/or in one section of secondary courses (such as 3rd period).
- Buildings can consider methods of supporting SEL such as the “daily message” slide show model that teachers can personalize also (See Scarlett and Tappan models).

- It is expected that teachers will make SEL activities available to their students on a weekly basis.
- Morning Meeting and SEL teacher check ins are highly encouraged and teachers should engage in social/emotional connections with students regularly.
 - Teachers may consider hosting “morning meeting” times for this purpose.
 - Teachers should consider staggering times for these opportunities so that students can attend according to the needs of their families.
 - Friday “Checks for Understanding” may also become a way of checking in on social-emotional needs of students. “How are you feeling? What’s stressing you out?”
 - Teachers are mandatory reporters and should report as required by law.

Assignments and Feedback

Feedback encourages participation and improves learning. It is also true that a lack of feedback discourages participation and learning. We understand that support and guidance is needed to support teachers in providing quality, efficient and effective feedback in this online setting.

- Assignments and activities should be accessible to students avoiding printing requirements or the use of Flash as part of online resources (which is not supported on all devices).
- Feedback to improve learning is expected.
- Professional development to support teachers in online feedback processes will be provided on a voluntary basis.

District Assessments and Report Cards

At this time, instruction for the sake of learning is our focus. No formal grades will be taken or recorded. Assessments as checks for understanding are encouraged. Student self-assessment is encouraged.

High School Credit and Diploma Requirements

According to Executive Order 2020-35, “Decisions regarding the issuance of grades, and the use of pass or fail designations will be made at the district level.”

- Teachers assigned to high school courses will issue credit or no credit to students at the end of the semester or trimester.
- For students with courses on the semester or trimester schedule, credit will be issued to all students who complete a ‘portfolio’ containing a representative body of assignments/activities demonstrating their learning beginning April 13 and concluding on

June 12. Students who have already completed work in a semester course will be recognized in a way consistent with the last bullet in this section.

- High school courses will have approximately 18 assignments/activities from April 13 through June 12. Teachers shall award credit based on students demonstrating proficiency/completion of at least 10 of the assignments/activities. On or before May 22, teachers shall communicate to students their progress toward completing the minimum standard of proficiency/completion on at least 10 of the assignments/activities.
- Every effort will be made to accommodate all students. For students limited by a lack of technology, personal or family illness, and for students with documented learning needs, teachers will make accommodations to assignments to meet students' needs and as needed may work with their administrative team and support staff to determine alternative options for the student to earn credit. In addition, for a student who may need time beyond June 12 to demonstrate proficiency/completion on at least 10 of the assignments/activities, teachers may assign an incomplete grade and work with their administrative team to determine alternative options for the student.
- For semester courses, teachers may recognize the work of students (prior to March 13) that has already demonstrated proficiency/completion and count this work for up to 3 of the 10 assignments/activities needed to earn credit.

Career and Tech Education Credit Requirements

- Teachers assigned to CTE courses will issue credit or no credit to students at the end of the semester or trimester.
- Work-based Learning will ensure completion of the following career preparation assignments. On or before May 22, teachers shall communicate to students their progress toward completing the required assignments/activities.
 - 1). An updated, professional resume
 - 2). A professional letter of application, thank you letter/email after an interview, and a resignation letter.
 - 3). An interview report will be completed of someone in a career field that the student is interested in pursuing.
- Every effort will be made to accommodate all students. For students limited by a lack of technology, personal or family illness, and for students with documented learning needs, teachers will make accommodations to assignments to meet students' needs and as needed may work with their administrative team (and support staff) to determine alternative options for the student to earn credit. In addition, for a student who may need time beyond June 12 to demonstrate completion of the required assignments, teachers

may assign an incomplete grade and work with their administrative team to determine alternative options for the student.

- We understand that guidance from MDE may require changes to this guidance.

Students with Special Needs - Support Expectations

In accordance with Executive Order 2020-35 section 6, the AAPS will provide accommodations and support to our students with special needs – IEP, 504, Second Language, Title I (impact of poverty) appropriate and reasonable accommodations within an online setting.

Elementary Self-Contained teachers will follow the same responsibilities as described above for general education teachers.

Elementary Resource Room Teachers and Teacher Consultants will work with general education teachers of caseload students as co-teacher on classroom platforms to provide accommodations and support students to every extent possible.

Secondary Special Education Teachers (e.g. self-contained, Resource Room, Teacher Consultant) with an assigned classroom period will have the same responsibilities as described above for general education teachers.

Secondary Teacher Consultants without an assigned classroom period and those co-teaching will work with general education teachers of caseload students as co-teacher on classroom platforms to provide accommodations and support students to every extent possible.

Elementary and Secondary Specialized Support Staff (school psychologist, social workers, speech and language pathologists, physical and occupational therapists) will continue to support students and staff, and will provide service in the form of weekly lessons via learning platforms to begin as soon as is reasonable and no later than April 23rd. Specific services and supports will be determined based on needs of students that are deliverable within an online setting.

Communication

- **Email:** All staff will monitor email daily and respond in a timely manner
- **Office hours:** Teaching staff will hold office hours twice a week during regular school hours.
 - Office hours must take the form of availability in real time such as email, Google Meets/Hangouts, Moodle or See Saw sessions.
 - The maximum requirement for office hours is 2 hours per week, during regular school hours.
 - Zoom is not an appropriate tool for live student interaction at this time. It is an unprotected platform that does not comply with federal law and has the potential to expose students to harm.

Administrative/Staff Meetings

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

Evaluations

We will not complete evaluations for the 2019-2020 school year.

Because of the extraordinary circumstances related to the COVID-19 pandemic, no work involving implementation and/or delivery of the district CLP will be subject to teacher evaluation, but teachers shall adhere to the CLP.

Preschool Continuity of Learning Plan

**Plan may need to be adjusted based on guidance from Federal Head Start or MDE/GSRP.*

**Early On will follow guidance from MDE.*

- Reduce stress on students, families and staff
- Keep activities and messaging simple, relevant and accessible

Communication

Teachers will provide two contacts per week with their preschool families. Contact will be through email, Seesaw, phone (masked #)

Contact #1: A Monday Morning Message with various activities (4-6, across domains) that families can use/engage in for the week.

The Monday message and activities will go out to all the classrooms as one consistent message. Teaching Teams will work collaboratively to develop 9 weekly messages/activities.

These activities will not require tech, materials/tools families do not have, or printing.

Activities should be geared towards a very broad range of learners and level of family engagement (keep in mind the tiered levels of family engagement below).

Contact #2: An individual message from the classroom teaching team.

This message will serve as a way to connect personally with children and families, check in, send a story, music, etc. Attendance will be taken for this contact. Those families who do not respond or read the message will be contacted personally by Friday of that week.

Special education service providers will follow guidance as provided by SISS regarding IEP's, therapy, and family contact. Goal will be for providers to work together so as not to overwhelm families with multiple contacts.

Teachers will consider the following family engagement levels when connecting with families:

Tier 1:

Family is able to spend dedicated time doing activities with their child to support ongoing learning and development. Family is asking for learning resources.

Tier 2:

Family is struggling to support older children with distance learning. Focus will be to provide the family with strategies to support independent productive activities for preschool child so that the family can focus on older sibs. Family can be provided with learning opportunities that can be easily integrated into the family's daily routines.

Tier 3:

Family is struggling to meet essential needs. Focus will be on supporting them with accessing needed resources, emotional support, etc. These contacts should be well coordinated with the appropriate FCRS (Family Community Resource Specialist).

Learning Resources for families *Create a location on the preschool homepage for links so weekly communications are not bogged down or too tech-focused.*