ANN ARBOR PUBLIC SCHOOLS
REIMAGINE
LEAD. CARE. INSPIRE.

AAPS REIMAGINE LEARNING PLAN
2020-21
UPDATE

Presented to the Board of Education
July 29, 2020
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!
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 LEARNING PLAN 2020-21

✓ Update & Clarify Reimagine Plan
✓ Public Health Update
✓ Next Steps
Health & Safety First
For students, staff and leaders, parents, families, and community.

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.

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.

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.

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.
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, 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 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

700+ Homemade blueberry muffins
distributed yesterday

Thank You Chartwells, Durham & AAPS Volunteers!
AAPS 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
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**AUGUST**

**Week of August 31st**

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

**SEPTEMBER**

**Tuesday, September 8**

All students report to class
2020-21 school year begins
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
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
CURRENT COVID REALITY
during weeks since the end of May, trend of increasing cases in Washtenaw County, Reopen Michigan Region, Michigan & U.S.

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
ANN ARBOR AS A UNIVERSITY TOWN

• We love being the U of M town GO BLUE! – 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 during the August – September annual timeline, 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, Massachusetts, Pennsylvania, Maryland & Texas
METRICS & DECISION-MAKING TO BEGIN TRANSITION 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

CURRENT COVID REALITY
RECENTLY EMERGING RESEARCH & GROWING CONCERN

| Summer Camps Bring Virus Warning for Back-to-School |

| Older Children Spread COVID Same as Adults |
| S. Korea study of 65,000 people |

| Children and Teens Account for a rising percentage of infections in the U.S. |
| Washtenaw County, Michigan, & U.S. Data |

| Childcare Center Outbreaks |
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
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.

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
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Progression to Full In-Person Classroom Learning*

* Full AAPS Virtual programming is available all year for students & families at all levels.
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LEARNING CHOICES

**A2 Student Link**
Grades PK - 12
- Quality AAPS teachers, curricula, and programs delivered in a virtual classroom linked to student’s current AAPS school - a virtual classroom learning community

**A2 Classroom Connect**
Grades PK - 12
- Quality AAPS teachers, curricula, and programs delivered in a virtual to in-person classroom learning community connected to student’s current AAPS school

**A2 Virtual+ Academy**
Grades PK - 12
- Quality AAPS teachers and curricula delivered in an independent setting; student completes coursework at their own pace and receive consistent teacher feedback

**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**

**Students attend with teachers and peers virtually, and transition to an in-person classroom when buildings reopen**

**Student participates independently and virtually, moving through courses for the fall 2020 semester or full school year**
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CONNECTIONS+ 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.
- Connections+ 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
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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 *Connections*+ group supports
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 transition to in-person learning first

• Social Emotional Learning (SEL) activities & connections daily
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SUPPORT FOR YOUNGEST STUDENTS
~ Preview of One Potential Transition Plan ~

Stage 1
- Monitor health protocols, rates of infection, & health data
- Grades K-2 Students
- Students 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
- Continue transition to in-person learning with Secondary students
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
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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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SAMPLE 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
HIGHLIGHTS OF INPUT & FEEDBACK FOR ADJUSTMENTS

- Modified learning day at elementary & middle
- Align daily 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 and perhaps asynchronous or choice activities in the afternoon
- Independent learning opportunity at elementary and at middle
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NEXT STEPS

- SELECT LEARNING CHOICE FOR FALL
  - August 12

- SCHOOL AND COMMUNITY INPUT AND FEEDBACK

- CONTINUE PERSONAL RESPONSIBILITY
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NEXT STEPS For ALL

• Wear a mask
• Watch your distance – 6 feet
• Wash your hands

CONTINUE Our PERSONAL & COLLECTIVE RESPONSIBILITY