



**Ann Arbor Public Schools**  
**Extended COVID-19 Continuity of Learning Plan**  
*as Described in [Public Act 149, Section 98a](#)*

**September 3, 2020 Clarifications**

On August 20, 2020, Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the District’s/PSA’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020, for approval. ISDs and PSAs will transmit the approved plan to the state superintendent of public instruction and the state treasurer.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.

## **Ann Arbor Public Schools Extended COVID-19 Learning Plan**

Address of School District: **2555 South State Street, Ann Arbor, MI 48103**

DistrictCode Number: **81010**

DistrictWebsite Address: [www.a2schools.org](http://www.a2schools.org)

District Contact and Title: **Dr. Jeanice Kerr Swift, Superintendent of Schools**

DistrictContact Email Address: **swift@aaps.k12.mi.us**

Intermediate School District: **Washtenaw Intermediate School District**

Date of Approval by ISD/Authorizing Body:

## **Assurances**

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will
  - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
  - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District/PSA will
  - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
  - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
  - COVID-19 Cases or Positive COVID-19 tests
  - Hospitalizations due to COVID-19
  - Number of deaths resulting from COVID-19 over a 14-day period
  - COVID-19 cases for each day for each 1 million individuals
  - The percentage of positive COVID-19 tests over a 4-week period
  - Health capacity strength
  - Testing, tracing, and containment infrastructure with regard to COVID-19

6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.
7. The District/PSA assures that
  - instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
  - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
  - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
8. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

*Jerica K. Swift*

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District Superintendent or President of the Board of Education/Directors

09/30/20

Date

## Learning Plan Narrative

### Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

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. We are all anxious to have students and staff safely return to in-person instruction at school, and we 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. Detailed information about AAPS's COVID-19 metrics is available [here](#). We will continue this work in coordination with the Office of the Governor, Washtenaw County Health Department and the Michigan Department of Education as we make decisions about school this year.

The AAPS reimagine planning for the 2020-21 school year, as Governor Whitmer has shared, represents a 'dial' rather than an 'on' and 'off' switch. 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. For ease of understanding and communication, the phases of the AAPS Reimagine Learning Framework 2020-21 have been aligned to the phases of the Governor's Michigan Safe Start Plan.

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.

You may view the -Draft- [Phases of Teaching & Learning](#) and the [Reimagine Learning Framework 2020-21](#) here.

Information in this preliminary framework may be adjusted as this situation continues to evolve; we are still three months out from our school start date. Our commitment is that we

will update all AAPS stakeholders consistently throughout this summer process. We know that as the situation and guidance may change regarding the COVID-19 pandemic, we will need to be prepared to work with agility across all the phases of the learning framework.

Our goal throughout this process has been to safely meet our students and families where they are, and to ensure the very best educational experience for students while also fulfilling our priority of keeping our students and staff, parents and community safe and healthy.

## Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

## Quality Evidence-Based Assessment Practices

The Ann Arbor Public School District believes in a balanced assessment program. Benchmark assessments, while important pieces in the program should be used to make determinations regarding the instruction and support of students in making academic progress. Benchmarks are also used to examine trends in the academic achievement of students in both aggregate and subgroup to identify areas of inequity and to highlight needed shifts in the curriculum and methods for instruction.

Particularly in the midst of this pandemic, we know that many students and staff have experienced and continue to experience trauma. We also understand that the shift of teaching and learning to an online setting presents challenges for some students, regardless of the efforts we take to ensure access and support for each and every student. For these reasons, we will not use data from benchmark assessment to make high-stakes instructional decisions that will impact any individual student and his or her learning situation. Rather, the Ann Arbor Public School District will continue the use of formative assessments in many forms as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction to better meet their needs.

The review and response to student performance on formative assessments will be a regular point of discussion in teaching and learning networks (TLNs). The TLNs will not

only serve as important sources of professional learning and collaboration among staff, but also regular reflection on the impact of teaching and learning plans and practices on student progress and achievement. Through robust review and regular discussion among course-specific teachers within TLNs, teachers can make adjustments to instructional plans to better meet the needs of their students in real time, ensuring equity and swift responses for students in need of additional support.

### **Educational Goals**

The Ann Arbor Public Schools will administer the NWEA Measures of Academic Progress (MAP) assessment in reading and mathematics to all students in grades K-8 twice over the course of the 2020-21 school year: once prior to November 6, 2020, and again prior June 11, 2021. In the interim, as mentioned above, formative assessments will provide information to inform student progress toward our goal of improved academic achievement.

NWEA MAP Progress reports will be publicly available on our website in February and June, with both aggregate and student subgroup performance results.

**Goal 1** - All students and student subgroups (K-8) will improve academic performance in reading/ELA as measured by the NWEA MAP assessment.

- All teachers will use the ELA NWEA MAP assessment and ongoing classroom/course formative assessment results to make adjustments in teaching and learning plans to support meaningful student progress towards mastery of State reading/ELA academic standards.
- Results from ELA NWEA MAP and ongoing classroom/course formative assessments will be reviewed and discussed within teaching and learning networks throughout the course of the school year. Teachers will make adjustments to instructional plans to address student needs and to support the improvement of academic performance.

**Goal 2** - All students and student subgroups (K-8) will improve academic performance in mathematics as measured by the NWEA MAP assessment.

- All teachers will use the Mathematics NWEA MAP assessments and ongoing classroom/course formative assessment results to make adjustments in teaching and learning plans to support meaningful student progress towards mastery of State mathematics academic standards.
- Results from Mathematics NWEA MAP and ongoing classroom/course formative assessments will be reviewed and discussed within teaching and learning networks throughout the course of the school year. Teachers will make adjustments to instructional plans to address student needs and to support the improvement of academic performance.



## Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

### Stay-At-Home – Growth, Spread and Flattening - Virtual Learning

In Phases 1, 2, 3, and 4 of the Governor’s Michigan Safe Start Plan, all instruction occurs in a **virtual learning** format in the AAPS as allowed by the State of Michigan.

**Phase 1-4 Learning Model:** Virtual instruction will occur in a synchronous, distance learning environment featuring AAPS teachers engaged directly with students via the Schoology learning platform, delivering quality AAPS curricula and programs. All students attend school via virtual learning on every school day. Students in grades 6-12 will attend virtual classes according to a block schedule with three learning blocks of instruction per day.

### Safer at Home - Containing - Blended Learning

In Phase 5 of the Governor’s Michigan Safe Start Plan, instruction occurs in a **blended learning** format in the AAPS.

**Phase 5 Learning Model:** Blended instruction occurs as students share learning time across a partial in-person and partial virtual learning environment featuring AAPS teachers engaged with students in synchronous instruction, delivering quality AAPS curricula and programs. Students will be “cohorted,” attending two days a week in smaller groups. Students will attend in-person classes on Monday/Tuesday or on Thursday/Friday with virtual learning occurring on non in-person days. On Wednesdays, all students will attend class virtually.

*Note:* During Phase 5 Blended Learning of the *AAPS Reimagine Learning Plan 2020-21*, additional in-person support for those students with the greatest need, students for whom virtual learning presents the greatest barrier, will be implemented on one additional day per week.

## Michigan Safe Start Plan, Phase 6 - Post-Pandemic - In-Person Instruction

In Phase 6, the AAPS reconvenes **full in-person operations** with students attending a face-to-face, at-school learning environment each day.

**Phase 6 Learning Model:** Full in-person operations are reconvened with a full virtual learning environment also available for all students throughout the 2020-21 school year.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

### Ensuring Access and Opportunity in Every Phase

#### 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.

#### 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.

### **Semesters Across the AAPS**

The 2020-21 school year all AAPS schools middle and high schools will be structured according to semesters. 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

### **Tight Instructional Scope and Sequence**

Instruction and pacing of lessons will be aligned across grades and courses. In this way, we can provide a guaranteed, State standards-aligned and robust learning experience in each and every phase of the Reimagine Learning Plan. In addition, whether students

attend remotely or in-person the AAPS can 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, robust scope and sequence, staff and students can stay connected and on track whether participating online or in-person.

### **Daily Teaching and Learning Experiences**

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.

Students with IEPs and 504 plans may receive supplemental support services within the classroom/course block via push-in service or through scheduled small group sessions outside of the classroom or course block. Students in need of intervention services of any kind may receive those services in similar fashion.

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

In every phase of the AAPS learning plan, students will continue to receive robust, State standards-aligned curriculum and instruction. The instructional scope and sequence, unit planner and materials are housed in the AAPS Atlas Rubicon curriculum warehouse program. In addition, in an effort to provide a more equitable and relevant teaching and learning experience, teachers in the AAPS have engaged in a series of professional development sessions designed to support culturally relevant teaching practices, Sheltered Instruction Protocols and Universal Design for Learning practices. This included a common course “shell” providing students with a learning experience and navigation consistent across his/her courses. Some key elements include color-coded, common course agendas, consistent folders for accessing assignments, running calendars with transparent deadlines for assignments and upcoming assessments, and resources accessible throughout the learning for a look back, review, and/or to access missed learning opportunities.

In every phase of the AAPS learning plan, students are expected to complete assignments according to established deadlines. Assignments and assessments will be graded in accordance with established syllabi and district grading practices, shared transparently with students and their families up to and by curriculum night.

Students and families are able to access progress, monitor the completion of assignments and review grades throughout the school year via the Schoology and PowerSchool platforms. In addition, students and families will receive traditional report cards according to our regularly established reporting schedule.

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

### **Equitable Access**

All Ann Arbor Public School District students are issued a district technology device.

- Students in grades PK-1 receive iPads.
- Students in grades 2-12 receive Chromebooks.

A number of device distribution sites have been and will continue to be made available to families. Students and families unable to attend device distribution events will receive their devices through home delivery.

A family technology help line is available from 7:30am to 7:30pm, Monday through Thursday and 7:30am - 5:00pm on Fridays to ensure connectivity and technology support. In addition, each school established an online help zoom for the first two weeks of school to ensure that students and families are able to “attend” virtual school each day.

Support with Internet connectivity is an important part of our support plan. The Ann Arbor Public School District has purchased hundreds of wireless “hot spots” and has a team of identified ITD staff personnel to support families in receiving low cost Internet service. Staff at the help line will take time to complete forms and walk families through the process of getting connected.

- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

We take very seriously our commitment to providing equitable access to instruction in the Ann Arbor Public Schools. It is our 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.

While in a virtual phase of instructional delivery, supplemental services will also be provided virtually. In addition to IEP service provision, to ensure access to the general education curriculum, we have redesigned instruction PK-12 in the online setting to provide consistent, predictable course access using culturally responsive, relevant curricula, SIOP instructional protocols and universal design practices. Lessons include scaffolded entry points to the curriculum to allow full participation in the general education setting.

Our entire PK-12 instructional staff has engaged in a series of professional development sessions to ensure culturally responsive, universally designed instruction is in place. To ensure the proper support for staff to make these important shifts in instructional practice, teams of exceptional AAPS teachers engaged over the summer in developing the first unit of instruction for each and every course in the Ann Arbor Public Schools. These daily lessons serve as models of best practice and provide teachers with scaffolded support to ensure practices become embedded.

We take our commitment to equity and access seriously. During the spring COVID-19 school closure, we established teaching and learning networks (TLNs) to support teachers in making the shift to online instruction. This fall, those TLNs continue with a clear focus on making teaching and learning relevant, accessible and meaningful for each student in the AAPS. TLNs meet every week to review student progress, to create and design new lessons and to provide a space for teachers to engage collaboratively. This process builds collective efficacy and leads to teacher and student success. TLNs provide important, course-specific, teacher connections to remain closely connected within a tight scope and sequence and in support of each other while they work together to make important shifts in practice for more equitable teaching and learning experiences in the AAPS.

**ANN ARBOR PUBLIC SCHOOLS  
COUNTY OF WASHTENAW  
STATE OF MICHIGAN**

**RESOLUTION TO APPROVE EXTENDED COVID-19 LEARNING PLAN**

A meeting of the Board of Education (the “Board”) of Ann Arbor Public Schools (the “District” or “AAPS”), County of Washtenaw, State of Michigan, was held on the 30th day of September, 2020 at 7:00 p.m. Eastern Time.

The meeting was called to order by \_\_\_\_\_ President Bryan Johnson \_\_\_\_\_.

**PRESENT:** \_\_\_\_\_ Baskett, Gaynor, Johnson, Kelly, Lazarus, Lightfoot, Nelson \_\_\_\_\_

**ABSENT:** \_\_\_\_\_ None \_\_\_\_\_

The following preamble and resolution were offered by Member Nelson \_\_\_\_\_ and supported by Member Lightfoot \_\_\_\_\_.

**WHEREAS**, section 98a(1) of the Michigan State School Aid Act, MCL 388.1698a(1) requires the District to provide instruction under an extended COVID-19 learning plan during the 2020-2021 school year to receive state aid;

**WHEREAS**, District administration has developed the AAPS Extended COVID-19 Learning Plan, which meets the statutory requirements set forth in section 98a(1) of the State School Aid Act, MCL 388.1698a(1);

**WHEREAS**, section 98a(2) of the Michigan State School Aid Act, MCL 388.1698a(2) requires a school district providing instruction under an extended COVID-learning plan to submit its extended COVID-19 learning plan to the intermediate school district in which the district is located by not later than October 1, 2020 for approval;

**WHEREAS**, section 98a(3) of the Michigan State School Aid Act, MCL 388.1698a(3), requires that a school district’s extended COVID-19 learning plan be made accessible through the transparency reporting link located on the district’s website by not later than October 1, 2020;

**WHEREAS**, section 98a(1)(c) currently requires, 30 days after the approval of a school district’s Extended COVID-19 Learning Plan by the intermediate school district, and every 30 days thereafter, that a school district, at a meeting of the Board, re-confirm how instruction is going to be delivered during the 2020-2021 school year, and solicit public comment from the parents and legal guardians of students enrolled in the district at said meeting; and

**WHEREAS**, the extended COVID-19 learning plan has been reviewed with and by the Board during a duly-called meeting;

**NOW THEREFORE LET IT BE RESOLVED:**

1. That the Board approves the AAPS Extended COVID-19 Learning Plan;
2. That the Board directs the Superintendent or her designee to submit the AAPS Extended COVID-19 Learning Plan to Washtenaw Intermediate School District not later than October 1, 2020, as required by MCL 388.1698a(2);
3. That the Board directs the Superintendent or his designee to make the AAPS Extended COVID-19 Learning Plan accessible through the transparency reporting link on the District’s website by not later than October 1, 2020, as required by MCL 388.1698a(3); and
4. That 30 days after the AAPS Extended COVID-19 Learning Plan is approved by the Washtenaw Intermediate School District and every 30 days thereafter, or within the timeframe otherwise specified by law, the District will re-confirm how instruction is going to be delivered during the 2020-2021 school year at a meeting of the Board, and at said meeting the District will solicit public comment from the parents and legal guardians of students enrolled in the District.

**AYES:** Baskett, Johnson, Kelly, Lazarus, Lightfoot, Nelson

**NAYS:** Gaynor

**Resolution declared adopted.**

DocuSigned by:  
*Susan Ennice Baskett*  
 \_\_\_\_\_  
 Susan E. Baskett  
 Board of Education, Secretary  
 Ann Arbor Public Schools

The undersigned, duly qualified Secretary of the Board of Education of Ann Arbor Public Schools, Washtenaw County, Michigan, hereby certifies that the foregoing constitutes a true and complete copy of a Resolution adopted by the Board of Education at a meeting held on September 30, 2020, the original of which is part of the Board’s Minutes. I further certify that notice of the meeting was given to the public pursuant to the Open Meetings Act, Act 267 of the Public Acts of Michigan, 1976, as amended.

DocuSigned by:  
*Susan Ennice Baskett*  
 \_\_\_\_\_  
 Susan E. Baskett  
 Board of Education, Secretary  
 Ann Arbor Public Schools