APS COVID-19 Draft Recovery Plan SY 20-21
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Every Student Shapes a Successful Future
Presentation Purpose

● Why is this topic on the Board agenda?
  ○ To provide the Board and community with an overview of APS’ Draft Recovery Plan for returning to learning and operations during the 2020-21 school year in the context of the COVID-19 Pandemic.

● What are we asking the Board to do with this information?
  ○ We are asking the Board to provide feedback on this Recovery Plan.

● How is this linked to the Strategic Plan, Vision, Mission, Goals & Core Beliefs?
  ○ The Recovery Plan is focused on returning to learning and operations for the 2020-21 school year so that APS can carry out its Strategic Plan Vision, Mission and Goals

● Which Board policy does the presentation address?
  ○ This presentation covers a wide range of policies including, but not limited to the following: EBBA: Prevention of Disease/Infection Transmission; EBCE: School Closing & Cancellation; EFC-Free and Reduced-Price Food Services; EFJ: Nutrition Services; GBGA: Staff Health and Safety; IC/ICA: School Year/School Calendar; ID: School Day; JJH: Student Travel; JLCC: Student Communicable and Infectious Diseases; and JRA/JRC: Student Records/Release of Information on Students.
Recovery Plan Overview

Background
- COVID-19
- Development of Recovery Plan
- Foundation for Recovery Plan
- Essential Expectations
- Learning & Operations Scenarios

Scenarios:
- Hybrid
- Remote
- In-Person

All Scenarios
- 2020-21 School Year Calendar
- Online Learning Availability
- Communication
- Budget
Our Recovery Plan

APS has a plan.

As we prepare for the 2020-21 school year, our planning efforts have been centered on:

- Keeping students engaged in learning
- Mitigating the risk of infection for students and staff
- Providing staff with the support, training and resources they need to support students.
- Keeping families and community members informed and supported to help students in various learning environments.

The Recovery Plan is intended to help answer the big questions that we know our students, staff and community have about how we move forward under these new circumstances.

Our commitment to ensuring Every Student Shapes a Successful Future remains, even as the context and mechanisms for fulfilling that vision may shift.

In some cases, we will continue to utilize existing practices and approaches, just through a new method. In other cases, we have outlined new solutions that will allow us to fulfill our vision with a new normal.
COVID-19 Context

● The world, the United States, Colorado, and the Aurora Public Schools community has been significantly impacted by the spread of the COVID-19 virus since December 2019.

● As of June 3, 2020, Colorado alone has seen over 27,000 cases and over 1,200 deaths due to COVID-19.

● In order to mitigate the potential spread:
  ○ The Governor of Colorado issued the following Executive Orders with specific requirements around gatherings of individuals, what facilities could be open, and other health and safety expectations:
    ● Stay at Home
    ● Safer at Home
  ○ Aurora Public Schools extended its March 2020 Spring break for an additional week and launched remote learning for students on March 31, 2020. Remote learning continued for the remainder of the 2019-20 school year based on public health guidelines from Tri-County Health, the Executive Orders, and the educational expertise of APS staff.

● The impact and context of COVID-19 continue to change on a near-daily basis and APS needs to be prepared to both anticipate the potential impact and be responsive to the constantly changing situation. APS will continue to identify and answer additional questions as they arise.
Recovery Plan Development

- APS developed its recovery planning process based on resources from the U.S. Department of Education’s Readiness and Emergency Management for Schools (REMS) Technical Assistance Center.
- The REMS TA Center identifies a six step emergency planning process, which includes forming a collaborative planning team, determining goals and objectives, and identifying courses of action. The REMS TA Center identifies Recovery as one of five components of preparedness.
- The following four components of recovery for schools and districts served as the basis for APS’ recovery planning structure:
  - Academics recovery.
  - Physical and structural recovery.
  - Business functions recovery.
  - Social, emotional, and behavioral recovery.
Recovery Plan Development

To plan for continuing learning and operations for the 2020-21 school year, APS worked to put together a comprehensive, cross-functional district-level action plan for how APS will carry out its vision and mission and continue learning and operations for the 20-21 school year.

**The APS Leadership Team:** Served as steering committee for the Recovery Plan, responsible for leading and overseeing development of a district-wide recovery plan that is cross-functional, meets the needs of the district’s students, and aligns systems and priorities. The Leadership Team identified a set of Essential Expectations and the three scenarios that would need to be considered.

**Recovery Sub-teams:** Led by subject-area experts from APS’ senior management, Sub-teams were formed in the areas of Academics, Physical & Structural, Social/Behavioral, and Business Operations. Teams included department staff, school leaders, and teachers. The Sub-teams developed recommended action plans for the Recovery Plan for each of the three scenarios which aligned the Strategic Plan and the Essential Expectations. They were guided by the following objectives:

- Identifying potential challenges that may be faced as a result of COVID-19.
- Identifying lessons learned from Spring 2020 implementation of APS response to COVID-19 to inform 20-21 school year and beyond.
- Develop recommended Action plans to respond to Essential Expectations under each scenario.
Community Survey: Sent out at the beginning of June, APS’ Recovery Plan Survey was distributed via email to all APS stakeholders in 12 languages and asked for input into the key values, as well as scheduling and calendar options up for consideration.

Communities of Practice: In order to support the development of APS’ Recovery Plan and in alignment with APS’ CORE framework, APS has collaborated with other districts from across the country and state to share thinking, strategies, and best practices. These communities of practice have included:

- DASSC (Denver Area School Superintendent Council).
- Council of Great City Schools.
- CASE (Colorado Association of School Executives).
- Colorado Recovery Collaboration.
- Denver Metro Area Recovery Planning Collaboration.
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Foundation for APS Recovery Plan

In preparing to continue learning and operations for the 2020-21 school year, APS will continue to follow:

Health Expertise
APS will follow the guidance of the Tri-County Health Department to support the health and safety of our students, staff, families and community.

Educational Expertise
APS will follow the requirements from the Colorado Department of Education to support the education of our students.

APS Strategic Plan
APS will also continue to be driven by the Vision, Mission and Goals of its Strategic Plan. APS Mission: In partnership with our community, we accelerate learning for all students to develop the knowledge, skills and character necessary to shape successful futures.

Additionally APS will also take into account guidelines and guidance from the following, as applicable:

- State: Executive Orders from the Governor, Colorado Department of Public Health and the Environment (CDPHE).
- Local: Colorado High School Athletics Association (CHSAA), City of Aurora, APS Board of Education Policies, APS Master Agreement.
Foundation for APS Recovery Plan

- As a district and community, we are facing a new normal that requires us to think differently in the ways we carry out our vision and mission.

- Given the rapidly changing nature of this pandemic and the need to be prepared for potential spikes or further community outbreaks, APS will need to be prepared for a variety of circumstances that may determine whether or not learning occurs in-person, remotely, or through a hybrid scenario that combines in-person and remote learning. APS will be able to quickly transition between these scenarios.
Recovery Plan Essential Expectations

For the 2020-21 school year, APS commits to the following Essential Expectations to carry out its mission regardless of whether students attend school in-person, remotely, or a hybrid of the two.

<table>
<thead>
<tr>
<th>Academic</th>
<th>Physical &amp; Structural</th>
<th>Business Operations</th>
<th>Social &amp; Behavioral</th>
</tr>
</thead>
</table>
| • Every student is engaged academically, every day.  
• Every student has equitable access to grade-level content, learning materials and necessary technology.  
• There will be formative and summative evaluation or monitoring for progress for each student and provided learning opportunities in response to that  
• Students will have access to both core academic subjects and enrichment learning opportunities (e.g., electives, specials).  
• Resources and supports will be available to implement the academic program | • APS will work to maintain safe and healthy learning or work environments.  
• Every student has access to a safe and healthy APS learning environment.  
• Community identified priorities for construction/improvements will continue as funded and directed by the Board of Education. | • Managed within new fiscal parameters  
• APS will continue to acquire, develop and utilize talent.  
• All staff members have clear expectations for executing their responsibilities and the support and resources to carry out these responsibilities.  
• Students continue to have access to breakfast and lunch to those eligible under federal feeding programs.  
• District will continue to engage partners to support provision of basic human needs for students.  
• All staff and students can access district services.  
• APS will continue to ensure delivery of materials and resources, as needed | • All APS students and staff have access to social/behavioral supports.  
• Every student has a meaningful adult connection in the district.  
• Every learning environment (classroom, grade level, school, etc) has an intentional, student-centric culture, such as continuing or developing new traditions, celebrations, and rites of passage.  
• APS will support families’ understanding of their role in how to be directly involved in their student’s education. |
The Recovery Plan responds to three different scenarios for learning:

- **Hybrid**: APS implements a combination of in-person and remote activities to continue learning and operations. This could occur under the need for social distancing or with frequent social distancing breaks.

- **In-Person**: APS implements in-person learning and operations by bringing students and staff back into our schools and offices.

- **Remote**: APS continues learning and operating remotely, with most learning and operations happening online.
APS may need to implement a hybrid scenario that combines in-person learning and remote learning to continue learning and operations under Tri-County Health guidelines for social/physical distancing.
Assumptions

- Tri-County Health Department guidelines to implement social distancing may limit the number of students and staff who are in the same classrooms and traveling on school buses at the same time. This will:
  - Significantly reduce the number of students who we can serve in-person at any given time.
  - Limit opportunities for students to use parts of buildings, playgrounds and interactions between student groups.
- The following image shows what potential classroom setup might look like under social distancing.
Hybrid Scenario

Schedule
What will the schedule look like in the hybrid scenario?

What might the school schedule look like for students in a hybrid scenario?

In order to best serve APS students, while following Tri-County health guidelines regarding social distancing, APS is considering a number of scheduling options. These options provide students with a combination of in-person and remote learning. These options are as follows:

○ Option 1: In-Person Learning 2 days per week for all students
○ Option 2: In-Person Learning Alternating Weeks
○ Option 3: Early Learner scenario
○ Option 4: In-Person Learning 1 day per week

● Students will engage in remote learning on days they are not in-person. Some targeted intervention or additional support may be provided to some students on remote days.
● Specific scheduling of these models may include students being kept in cohorts to mitigate the potential spread of the virus and efforts for sibling to be on similar schedules for in-person and remote learning.
● APS may consider combinations of these scheduling options
● See the included Appendix for additional information and pros and cons of each option
What will the schedule look like in the hybrid scenario?

What might these scheduling options mean for families?
● On remote learning days, families will be responsible for making sure their student has a place to be where they can engage in remote learning and make any necessary childcare arrangements.

What might these scheduling options mean for teachers and other school-based staff?
● Most teachers would be providing in-person instruction four days per week. Some teachers or other staff may be providing or supporting instruction for students fully or partially remote.
● One day each week would be focused on professional learning, planning, and Professional Learning Communities, although may also include time to provide students with intervention supports.
● In order to carry out APS’ vision and mission and implement these scheduling options, there may need to be staffing adjustments in alignment with the Master Agreement.

When will a decision be made around these options?
● APS aims to finalize its schedule and notify families and staff by June 30. However, this is subject to change pending timelines and guidelines from the Tri-County Health Department and the Colorado Department of Education.
Hybrid Scenario

Teaching & Learning
What will teaching and learning look like in the hybrid scenario?

What will students be learning and how?
APS will shift from its emergency remote learning plan in Spring 2020 to a more robust plan for the 2020-21 SY.

**Spring 2020**
- Grades P-8: Students had access to remote learning
- Grades 9-12: Students completed coursework to earn credits toward their high school diploma

**2020-2021 School Year**
Whether in-person, remote or a hybrid of both, all students are engaged in:
- High-quality, grade-level, and standards-aligned learning with access to high-quality materials and resources, regardless of circumstances.
- Relationship building (e.g., teacher-student and student-student).
- A positive climate and culture.
What will teaching and learning look like in the hybrid scenario?

What will students be learning and how?
Here is what this might look like in the hybrid scenario:

<table>
<thead>
<tr>
<th>In-Person Learning</th>
<th>Remote</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Primary focus on <strong>core content and new learning</strong></td>
<td>● Focus on <strong>practice in core content areas and electives</strong></td>
</tr>
<tr>
<td>● Relationships: Opportunity to make face-to-face group or individual personal connections with the teacher or other students</td>
<td>● Relationships: Opportunities to make online group or individual personal connections with the teacher or other students</td>
</tr>
<tr>
<td>● Climate &amp; Culture: Clear expectations or norms for a respectful and meaningful learning environment</td>
<td>● Climate &amp; Culture: Students engage in learning around digital citizenship and civic online reasoning; Students have clear expectations for online interactions</td>
</tr>
<tr>
<td>● Teaching, Learning and Assessment: Student engage in grade-level, standards-aligned content focused on new learning. Teaching, learning and instruction occurs through direct instruction; Synchronous and asynchronous learning opportunities; student interaction; Formative and summative assessments</td>
<td>● Teaching, Learning, and Assessment: Student engage in grade-level, standards aligned content through Direct instruction; Synchronous and asynchronous learning opportunities; student interaction; Formative and summative assessments</td>
</tr>
</tbody>
</table>
What will teaching and learning look like in the hybrid scenario?

What is required of students in terms of attendance and engagement?

- Students will be expected to:
  - Attend and engage in learning, whether in-person or remote.
  - Follow expectations for digital citizenship and safety based on the Behavioral Integrity Remote Learning Code of Conduct.
  - Follow expectations for Academic integrity - code of conduct.

- APS will follow the requirements and guidance from the Colorado Department of Education regarding required instructional minutes and tracking attendance for both in-person and remote learning.

- APS staff will follow-up with families and students that are not engaging in in-person or remote learning, and as necessary make referrals regarding truancy.

- Truancy: APS will continue to follow guidance from the 17th and 18th judicial courts regarding truancy.
What will teaching and learning look like in the hybrid scenario?

How will students be supported to succeed in the hybrid learning environment?

Navigating between this hybrid environment may be challenging for some students. APS will build on the successes and lessons learned during the Spring remote access. To support students to have the skills, tools, routines, resources and expectations to navigate the hybrid scenario:

- Students will have a road map that will guide them to successfully access a hybrid of learning. This road map may include:
  - A daily schedule.
  - Information on remote learning tools and expectations, such as on the number of times a student is expected to connect with their teacher in a given week.
  - Expectations around remote learning and tools to support students and families.
- Students will have clear standards-based learning goals and outcomes and teachers will monitor student progress toward those goals.
What supplies and materials will students need to succeed in the hybrid environment? How will students get the tools and materials needed to succeed in the hybrid environment?

- **Supplies.** APS may make available a remote/hybrid learning backpack that includes materials students may need at home to engage in remote learning. This may include paper, pencils, technology access directions & websites, whiteboard & markers, meal schedule, etc.

- **Technology Devices.**
  - In Spring 2020, APS checked out over 18,000 technology devices (e.g., laptops, Chromebooks, etc.). Students have been able to keep those over the summer, unless graduating or leaving the district. APS will continue to make sure every student has access to a technology device to engage in remote learning online. This may include use of students’ own devices, continuing to use existing APS devices checked out to students, replacing existing APS devices, or providing devices to students who need devices and did not check them out in Spring 2020.
  - APS will continue to provide students and families with tech support to ensure students and families are able to use devices and access online resources. This will include guides, trainings, and telephone support.

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What will teaching and learning look like in the hybrid scenario?

What supplies and materials will students need to succeed in the hybrid environment? How will students get the tools and materials needed to succeed in the hybrid environment? (continued)

- **Internet.**
  - APS will continue to provide information for families on how to set up internet or access internet.

- **Online websites, applications, etc.** All students have an APS email address and login through Google. Students will use this email and login to access the Google Suite, which will be one of the foundational tools teachers will use. Students will also have access to additional applications and websites.
What will teaching and learning look like in the hybrid scenario?

How will students be graded or their progress and performance assessed?

- In Spring 2020, as part of the pivot to remote learning, APS implemented new grading practices for the fourth quarter of the 2019-20 school year that aligned to the access offered to remote learning.
- For the 2020-21 school year, in alignment with APS’ focus on providing learning around grade level, content standards, APS will return to its original standards-based grading practices for students.
- APS also intends to continue to administer local interim and diagnostics assessments to provide information on student progress and inform instruction and supports.
How will APS support students with disabilities in the hybrid scenario?

- **Specialized Instruction and Related Services.** APS will continue to:
  - Implement services and instruction in accordance with the IEP and the IEP remote learning services plan.
  - Collect progress monitoring data.
  - Ensure specialized student equipment are available at school sites.

- **Support in General Education Classes.** APS will continue to support students in general education classes, whether in-person or remotely, through high impact accommodations, collaboration with classroom teachers and co-teaching. When students are remote, APS will ensure students have access to accessibility features and are enrolled and participating in general education classes.

- **Assistive Technology.** APS will support all students to have access to the equipment and devices they need to access learning either at home or school.

- **Individualized Education Plans.** In compliance with the Individuals with Disabilities Education Act (IDEA) and to ensure necessary support for students with disabilities, APS will:
  - Complete IEP compensatory meetings from the fourth quarter of the 2019-20 school year.
  - Engage families to complete any delayed evaluations from the 2019-20 school year.
  - Hold initial, annual, and re-evaluation IEP meetings in accordance with IDEA/ECEA/APS procedures.
How will APS support English Language Learners in the hybrid scenario?

- **Screening and Redesignation.** APS will follow CDE guidance on redesignation interim screening processes.

- **ELD Instruction/Programming.** APS will continue to support students identified as multilingual learners with English language development through an ELD Block, which may take place in-person or remotely. Oral language practice must continue to be at least 50% of the ELD block.

- **Training and Support.** Teachers will continue to have the support of Culturally and Linguistically Diverse Education (CLDE) Teacher Leaders.
How will APS support Gifted/Talented students in the hybrid scenario?

- **Identification.** APS will work to transition its process for identifying Gifted and Talented students online when possible. This may include the universal screening that occurs for all 3rd grade students; submission and review of bodies of evidence for academic identification; and submission and review of portfolios and performance assessments for the talent areas (e.g. music, theatre, dance, visual arts, psychomotor, etc.).

- **Advanced Learning Plans (ALPs).** ALPS will be written and updated in-person and remotely with the student, classroom teacher, and building GT leader. Progress monitoring of ALPs will continue in-person and remotely.

- **Programming.** Teachers will be supported in differentiating for G/T learners in both the in-person and remote learning space. Teachers will have access to resources for differentiating instruction, independent and research projects, and student enrichment.
What will hybrid instruction mean for teachers?

Contexts have changed for everyone. This hybrid scenario will also be a new way of teaching and leading for teachers. Teachers will have:

- The same expectations for establishing a strong learning environment and providing high-quality instruction as defined by the Teaching Quality Standards, just in a different context.
- Some responsibilities may look different.
- Training, support and professional learning to help provide high-quality instruction in this new environment.
What will hybrid instruction mean for teachers?

What will instruction look like for teachers?

**Learning environment (in-person or online).** Teachers will establish in-person and online learning environments based on the following:
- COVID-19 precautions as outlined by the Tri-County Health Department and APS guidance are strictly adhered to.
- Grounded in the six core strengths of human relationships: Relevant, Rhythmic, Repetitive, Relational, Rewarding, and Respectful.
- Shared ownership of a mutually respectful learning environment.
- Classrooms as thriving discourse communities.
- Frequent opportunities for student collaboration and leadership.
- Multiple opportunities for students to have authentic interactions with each other, which includes daily oral language practice.
What will hybrid instruction mean for teachers?

What will instruction look like for teachers? (continued)

Responsibilities. Teacher responsibilities may include:

- Identifying and support students’ social, emotional, physical wellness.
- Providing mentoring and leadership.
- Sharing power with students: shared problem solving, shared creation classroom and discourse norms, honor all students’ strengths and voices.
- Developing and implementing long-term and daily plans using digital resources to help students attain standards mastery.
- Intentionally planning for group-based and individual-based personal connections to students.
- Facilitating instruction, student discourse, and interaction, both in-person and digitally.
- Assessing for student learning and provide supports as needed.
- Monitoring real-time classroom data including, but not limited to, online student engagement and attendance, and work collaboratively with families should there be gaps.
- Ensuring that students have access to explicit language supports in all content areas.
What will hybrid instruction mean for teachers?

What supports will be available for teachers?

- **Time**: Teachers may have four days of in-person teaching, with the fifth weekday provided to allow for planning, analyzing data to inform instruction, reflect, and plan reteach/re-assessment, as well as providing intervention to some students.

- **Tools and Resources**. To support student learning, teachers will have a variety of physical and digital tools to support student learning in different spaces. Such resources have been identified as foundational, essential, and complementary.
  - As has traditionally occurred in the in-person environment, students will have access to:
    - **Foundational**: Curricular resources
    - **Essential**: Manipulatives and consumables
    - **Complementary**: Supplemental physical resources and classroom libraries
  - In addition, APS has identified a variety of technological resources and tools to engage students in a remote learning experiences that reflect the instructional best practices of grade-level content and remote learning for teachers to use with students for both in-person and remote learning.
What will hybrid instruction mean for teachers?

What supports will be available for teachers? (Continued)

- **Tools and Resources (continued).**
  - APS will have three levels of digital resources and tools for teachers to use:
    - Foundational digital tools, such as those within the Google Suite for Education (e.g., Classroom, Meet, Docs, Forms, etc.)
    - Essential digital tools, such as Pear Deck, Kami, Screencastify, and Flipgrid
    - Complementary digital resources and tools can include content-based, level-specific or resource-based supplemental resources
  - These tools and resources will be supported technically and with professional development to support APS educators with the effective employment of the tools and strategies.
What will hybrid instruction mean for teachers?

What support will teachers get?

- **Professional Learning.** Teachers will have access to professional learning opportunities over summer months and at the start of the school year, along with ongoing support for teaching in both the in-person and remote environments. APS will provide content-specific professional learning and professional learning related to areas that will be essential to this new context, such as digital pedagogy, digital tools, neurobiological approaches, and building relationships and creating a positive school culture in an online classroom. Professional Learning opportunities will be provided by APS teachers and district staff through the Google platform and other online platforms. Trainings will be available both in person, when appropriate, and remotely.

- **Professional Learning Communities.** Each school will continue to hold PLCs and use a consistent protocol for data analysis, common assessment, reteach plan, and monitoring plan.

- **Direct Support.** Additionally, teachers will have the ongoing support of Principals, Teaching Partners, Teacher Leaders, and Instructional Coaches.
What will hybrid instruction mean for other school-based staff?

- **School Leaders.**
  - **Responsibilities.** Developing schedules for learning; Providing teachers with feedback on instruction, the use of online instructional strategies and tools and PLCs; Plan and direct roles and responsibilities of building-based support teams to support classroom and instruction needs; Regular communication with students and families.
  - **Learning and Support.** Trainings on digital tools, content-specific tools, and observation and feedback in an online instructional setting; Support of functional team leaders/directors.

- **Teaching Partners.**
  - **Responsibilities.** Support development and implementation of long term and daily plans using digital resources; Support teachers in facilitation of online instruction; Support teachers in making sense of assessment data and strategizing supports as needed.
  - **Learning and Support.** Training on digital tools; content-specific digital tools, supporting teachers with creating neurobiologically informed classroom environments

- **Classified.**
  - **Responsibilities.** Support teachers in online instruction, student discourse and interaction; Provide small group 1:1 support of students.
  - **Learning and Support.** Training on digital tools; content-specific digital tools, digital literacy, citizenship and safety.
What will hybrid instruction mean for other staff in their support for schools?

● **Support Teams.**
  ○ *Responsibilities.* Support development and implementation of teachers planning and instruction; Provide ongoing instructional support and professional learning.
  ○ *Learning and Support.* Training on digital tools and content specific tools; Support of functional team leaders/directors.

● **Learning Community Directors.**
  ○ *Responsibilities.* Providing school leaders with feedback on school-wide instructional practices, PLCs and schedules/structures.
  ○ *Learning & Support.* Trainings on digital tools, content-specific tools, and observation and feedback in an online instructional setting; Support of functional team leaders/directors.
What will teaching and learning be like for families in the hybrid scenario?

As articulated in APS’ Core Beliefs, “Families are our partners in education.” This partnership is particularly critical in the hybrid scenario where student learning is more divided between learning at home and at school, rather than primarily at school.

What will be the role and responsibility of families?

- Understand their children’s online tools, schedules and routines.
- Provide home schedules and routines that support their children’s online and independent work.
- Provide opportunities for students to engage in oral language practice.
What will teaching and learning be like for families in the hybrid scenario?

**How will families be supported?**

- Families will be provided information on their students’ roadmaps for navigating remote learning, including models of routines and schedules.
- APS will provide families tools and resources to understand:
  - The work their student will be engaging in,
  - How to safely navigate online resources,
  - How they can support their student during remote learning, and
  - Supports and resources available to their students.
- Parents will have ongoing technical and instructional support of teachers and school support staff.
- Principals and teachers will create a communication/feedback plan to connect weekly with parents (parent coffees, surveys, blogs, discussion boards, forums, town halls, etc.) regarding student academic needs and successes.
Hybrid Scenario

Physical Health & Safety
How will APS work to support the safety of students and staff?

APS will work to support the safety of students and staff by focusing on mitigating the risk of infection and spread of COVID-19. This will be carried out by following the Tri-County Health Department’s guidelines and establishing, communicating, and following health and safety protocols for students, staff, families, and community members.

How will APS building be kept clean?

- Building custodians will deep clean classrooms and other spaces each day.
How will APS work to support the safety of students and staff?

What health and safety protocols will likely be put in place for students and staff?

● **Screening.**
  ○ All students and staff entering an APS school will be screened for symptoms. This may include having temperatures taken with a digital thermometer.
  ○ Schools will have a designated room where anyone with symptoms will wait until they can go home.

● **Health Protocols.**
  ○ All students and staff may be required to:
    ■ Wear cloth masks/facing coverings.
    ■ Regularly hand wash and use hand sanitizer.
    ■ Maintain social distancing.
  ○ Special provisions will be made for students with special needs, those who are medically vulnerable, or those who live in households with someone who is medically vulnerable.
  ○ PPE will be issued to some staff where social distancing may be more difficult.
How will APS work to support the safety of students and staff?

What health and safety protocols will likely be put in place for students and staff? (continued)

- **Social Distancing.**
  - Classrooms and other spaces will be set up to enforce social distancing practices.
  - APS will develop guidance for the use of communal spaces such as bathrooms, hallways, gyms, etc. to allow for social distancing protocols as necessary.
  - APS will develop guidance for activities where communal interactions are likely to occur, such as passing periods, breaks or recess, and pick up/drop off.
  - APS will limit the occurrence of large, in-person school events, such as assemblies, cafeteria eating, or other school gatherings.
  - Meals will be served to students in their classrooms.
How will APS work to support the safety of students and staff?

What health and safety protocols will likely be put in place for students and staff? (continued)

● **Training & Instruction.**
  ○ Staff will receive information and training on health and safety protocols prior to the start of school and expectations for enforcement.
  ○ Students will receive information and instruction on health and safety protocols at the start of school.

● **Monitoring.** APS will continue to monitor the virus and its impact on the community and our students. For example, APS will monitor:
  ○ Student and Staff Attendance.
  ○ Infection rates.
  ○ Student and staff location to support contact tracing, if necessary.
How will APS work to support the safety of students and staff?

What health and safety protocols will likely be put in place for students and staff? (continued)

- **Cyber Security & Online Safety**
  - APS will continue to support cyber security and promote online safety. APS will provide necessary software updates. APS will provide students, staff, and families tools on cyber security practices, safer online practices and etiquette.

- **Physical Security**
  - School leaders and APS Safety and Security will modify protocols for defiant students who may be causing harm to others in accordance with health.
  - School Leaders and APS Security Officers will work with APS Health Services on professional learning and training.
  - APS Safety and Security will assess all school/district office evacuation procedures and revise to adhere to social distancing guidelines (include fire drill, tornado, lockdown/lockout, and emergency evacuation) and provide necessary communication and training to students and staff around these revised procedures.
  - School leaders will continue to be responsible for supporting the safety and security of their buildings.
How will APS work to support the safety of students and staff?

What health and safety protocols will likely be put in place for students and staff?

- **Travel**
  - In alignment with Tri-County Health Department guidelines and additional guidelines from state or federal agencies, international, out-of-state, or within state APS-sponsored travel will likely be restricted for students and/or staff.
How will APS work to support the safety of students and staff?

What will these health and safety protocols mean for families?

● APS will communicate frequently and make sure parents have ways to stay informed on our health and safety practices.
● For in-person learning, families will need to ensure their students are prepared to adhere to health guidelines, including social distancing requirements and wearing masks.
● Families will need to make sure their students adhere to cyber security and online safety practices.
● Families will need to adhere to pick up and drop off procedures as directed by APS based on guidelines from the Tri-County Health Department.
● Families that enter the school building will also be subject to screening for symptoms, such as a temperature check.
● Families will need to keep their child home if they show any symptoms or are sick.
● Families will need to have plans in place to pick up their child if they become ill during the school day.
● Families and staff will be notified if Tri-County has identified a risk in their immediate school or work environment.
How will APS work to support the safety of students and staff?

What will safe and healthy protocols mean for the community?

- **Building Access/Screening.** APS will continue to require identification and screening of all visitors including families, vendors, volunteers, and partners to all APS schools and administration buildings. Additional health screening may be added for visitors such as symptom and temperature screenings to ensure the health and safety of our students, staff and community.

- **Facilities Rentals.**
  - In order to make sure APS facilities are available first and foremost to carry out APS’s mission of accelerating learning for every APS student every day, APS may need to limit outside facility rentals. This may mean only allowing rentals or use of space that provide direct support to students. This may be necessary due to the increased time and personnel needed to deep clean between groups using the same space.
  - APS will develop and require all individuals or groups renting APS facilities to adhere to a set of health, safety, and use guidelines to mitigate the potential spread of the virus and ensure the health and safety of students and staff who predominantly use the building.
Hybrid Scenario

Social & Emotional Well-Being
How will student behavioral health and well-being be supported?

The events surrounding the Pandemic have been and will continue to be difficult for the social-emotional and mental health of our students as we adapt to new conditions in our daily lives and respond to different types of losses our students may be experiencing.

APS commits to providing all APS students with access to social/behavioral supports. These supports will continue to build on the behavioral support implemented during the 2019-20 school year thanks to the voter-approved 2018 Mill Levy, while building new systems and processes that will work in person and remote contexts.

- APS will continue to provide mental health services to students with identified needs on Individual Education/504 plans. These services may occur remotely, such as through Google Hangouts, or in-person.
- APS will continue to provide mental health services and referrals to partner organizations for students who need it. These services may occur remotely or in-person.
- Similar to the spring, students and families will receive information on how to access these behavioral health services in both in-person and remote environments.
- Staff will receive training on student wellness.
- Schools will develop their own embedded plans for SEL and mental health/wellness supports for every student.
What will this mean for Behavioral Health staff?

- **Mental Health & Counselors.**
  - *Responsibilities.* Plan and facilitate training for all APS stakeholders; Provide ongoing mental health training and support for staff and students; Continue to support students through direct services minutes and participating in IEP.
  - *Learning and Support.* Training on digital tools, creating positive climate and culture in virtual classrooms; Impact on connections, relationships and mental health
How will staff behavioral health and well-being be supported?

The events surrounding the Pandemic have been and will continue to be difficult for the social-emotional and mental health of our staff, as well. APS commits to providing all APS staff with access to social/behavioral supports.

- APS will continue to ensure that every staff member has access to a continuum of resources for mental health support including APS’ Employee Assistance Program, behavioral health supports through Kaiser Permanente for individuals on APS’ insurance plan, and APS’ new partnership with Meru Health. These services are available remotely.
- Similar to the Spring, staff will continue to receive information on how to access these behavioral health services in an in-person or remote environment.
- APS will continue to enhance its staff wellness plan to provide resources, strategies, and opportunities, such as yoga and meditation, in a hybrid environment.
- School/district leaders and managers will be encouraged to emphasize staff well-being and have tools to support them in making connections and supporting overall well-being.
Hybrid Scenario

Additional Supports, Services & Operations
How will students and families be able to access critical APS services?

We learned this Spring that many of the services we provide can be transitioned to online or other remote processes to best meet family needs. Therefore, APS will work to continue to provide these crucial supports in the hybrid environment.

**How will families register their students for the 2020-2021 school year?**
- APS will make sure that all families are able to register their students for the 2020-21 school year.
- APS already provides a range of mechanisms through which families can complete the registration process that best meet their needs.
- Families are able to complete the registration process through one of the following ways:
  - Through the Online Registrations Tool (OLR).
  - Via email or phone with support from APS’ Centralized Admissions Team.
  - If necessary, through in-person appointments.
- As always, the Centralized Admissions Team will be available to support families in troubleshooting the registration process. They will be able to do so remotely and with interpretive services, as needed.
- To support the safety of staff and families, APS has implemented health and safety practices and protocols, such as installing plexiglass guards and establishing appointment times to allow for social distancing.
- Families are able to complete all their registration and check-in needs through Centralized Admissions.
How will students and families be able to access critical APS services?

How will refugee and immigrant families be able to access supports via the Welcome Center?

- The Welcome Center will continue to provide support to refugee and immigrant families with orientations, resource referrals, troubleshooting and general family supports. These services will be available remotely, as well as in-person by appointment.
- Energy Outreach Colorado Utility bill payment appointments will continue to be held by phone only.
- The Welcome Center’s larger events that typically happen in-person will be scheduled remotely, as needed, for the 2020-21 school year. These include International Family Engagement Event (IFEE), English Language Acquisition Parent Advisory Committee (EPAC), Parenting Workshops, and College Awareness Workshops.
- Students participating in Mentoring for Individual Career and Academic Development (MICAAD), and Development and Advocacy for Social and Academic Success (DASAS) groups will have opportunities to connect with their groups remotely and can call or email their group leader to schedule a one-on-one in-person meeting.
How will students and families be able to access critical APS services?

How will students and families be able to access student records?

- All requests for student records may be submitted at https://schoolservices.aurorak12.org/student-records/.
- Official transcripts and diplomas will be sent when the office is open via the U.S. Postal Service. In the event that the student records office is remote for any portion of this time, in the interim, transcripts will be provided in an unofficial capacity (via email).
- Student work permits will be sent electronically.
- In situations where there are extenuating circumstances, an appointment may be set for transcript or diploma pickup.
How will APS transport students under the hybrid scenario?

To support students with transportation on in-person learning days under the hybrid scenario:

- Transportation of students will comply with Tri-County Health guidance including social-distancing requirements, wearing of masks by students and staff, and cleaning procedures.
- Busses will likely have a limit on the number of students they can carry based on guidance from Tri-County Health. With social distancing, a school bus that currently traditionally carries 77 students may only be able to carry 12 students at one time.
- To accommodate the limited number of students that may ride on a bus at a given time, changes may occur to the following:
  - Bus routes.
  - Pick-up/drop off locations and times.
  - Bus-rider eligibility.
  - Adjustments to school bell times.
How will APS transport students under the hybrid scenario? (continued)

● Health and safety protocols will be developed for students both at the bus stop and on the bus. This may include expectations on social distancing at the bus stop and on the bus, wearing of cloth masks, etc.

● Families will be provided with information on any changes and transportation safety protocols prior to the start of the 2020-21 school year.

● Bus drivers and transportation paraprofessionals will be:
  ○ Required to wear face coverings/cloth masks. Personal Protective Equipment may be provided when social distancing is more difficult.
  ○ Trained on health and safety protocols, including how to respond if a student or staff member shows symptoms of COVID-19.

● Busses will be deep cleaned in between each run.
What food services will be available to students?

As the crisis in our community showed us this Spring, access to meals for our students has been a crucial need. APS is committed to continuing to make sure our students get this vital service, under a hybrid scenario.

- Grab and Go meals will be available to students for both in-person and remote days.
- The scope of these meals and cost for students not-eligible for Free or Reduced Price Lunch will be subject to State and federal requirements and allowability.
Will students be able to participate in athletics and activities?

- APS is a member district and will thus adhere to guidelines laid out by the Colorado High School Activities Association (CHSAA). APS will also adhere to any guidelines laid out by Tri-County Health and local, state, and federal requirements.

- Adherence to these guidelines, may mean:
  - Modification or cancellation of sports seasons or schedules.
  - Participant screening protocols, such as temperature and symptom checks.
  - Limitations on in-person workouts.
  - Restrictions on attendance of spectators.
  - Limitations or cancellation of out-of-state competitions.
Will childcare be available for students on days they are engaged in remote learning?

- APS acknowledges and understands the challenge that remote learning days create for families in terms of providing care and supporting their students.
- APS is currently looking into possibilities for connecting families, particularly families with younger learners and children of staff, with childcare options.
- However, at this point, APS is unable to commit to providing such opportunities.
APS continues learning and operating remotely, with the potential for essential operations and services continuing to be available in-person if not able to be transitioned remotely. APS will continue to fulfill the Essential Expectations established in this Recovery Plan.

As with all scenarios, APS will continue to follow Tri-County’s Health orders and guidance, as well as any expectations and guidance set out by federal, state, and local government.
Transition to Remote Learning

• Throughout the 2020-21 school year, APS may shift to or from this scenario to either the hybrid or in-person scenario at the district or an individual school level.
• Such an approach may be needed in the case of a Stay-at-Home order or other similar order by the Governor or Tri-County Health; an outbreak; or other circumstances to mitigate the spread of the virus.
• APS will also be prepared to implement a remote model during the 2020-21 school year, both at the district-wide level as well as at individual schools.
Remote Scenario

Given that the hybrid scenario outlined earlier includes a combination of in-person learning and remote learning, many of the approaches outlined under the hybrid scenario will be able to continue under the remote scenario. In the event that APS needs to transition to the remote scenario, APS will be able to make this transition and will also review its approach to determine any essential services that may need to continue in-person and any additional services or practices that need to be transitioned to remote.

The following outlines some of the key features for what the remote scenario might look like:

○ **Teaching and Learning.**
  ○ Under the remote scenario, teaching and learning will occur remotely for all students. Students will engage in learning via online platforms and tools, such as Google Classroom, Google Meet, Google Hangout, etc.
  ○ APS will continue to provide all students access to standards-based, grade level learning, strong learning environments, and opportunities for relationship development.
  ○ To engage in remote learning, students will need to have access to an electronic device and internet. Students will be able to keep any APS devices that were provided in the hybrid scenario to support them with remote learning.
  ○ Depending on Tri-County Health Department Guidelines, APS may consider offering some in-person support to small groups of students.
Remote Scenario (continued)

- **Health & Safety.** APS will continue to work to support the health and safety of our students, staff, and families. APS will continue and adjust health and safety protocols as needed to align with guidelines from Tri-County Health and those essential services that must occur in-person. APS will also provide a particular focus on cyber-security.

- **Social & Behavioral Well-Being.** APS will continue to provide social and behavioral supports to students. However, those will occur remotely.

- **Other Supports and Services.** APS offices that provide supports and services to families, such as Centralized Admission, the Welcome Center, and Student Records, will be able to support families remotely, via online platforms, email, or phone. APS would continue to provide Grab and Go Meals, as it did in Spring 2020. Athletics would likely be limited depending on CHSSA guidelines.
In-Person Scenario

Under this scenario, APS implements primarily in-person learning and operations. This could include keeping students together in groups or cohorts of students. APS will continue to fulfill the Essential Expectations established in this Recovery Plan.

Throughout the 2020-21 school year, APS may shift to or from this scenario to either the hybrid or remote scenario at the district or an individual school level.

As with all scenarios, APS will continue to follow Tri-County Health Department and the Colorado Department of Education’s guidelines.
Transitioning to the In-Person Scenario

- Throughout the 2020-21 school year, APS may shift to or from this scenario to or from either the hybrid or remote scenario at the district or an individual school level.
- Implementing the In-Person Scenario may be possible based on guidelines from Tri-County Health Department.
Cohort Model

**Cohort Model:** A consistent group of students will stay together all day while in school to limit the exposure of students.

**What could this look like?**

- This could mean the same group of students are with the same group of peers for classes, lunch, recess, arrival/dismissal, movement within the school, etc.

**What do we not yet know?**

- What guidelines are being set by Tri-County Health, CDE, or CDPHE under this model as it pertains to:
  - Safety protocols and information
  - Staff movement between cohorts of students
Cohort Model

Strengths

• Students have a place to go during every school day
• Attempts to limit the spread of COVID-19
• Makes possible the idea of bringing as many students as possible
• If there is confirmed COVID-19 infection, this model allows for easier contract tracing and may have less disruption on student learning

Challenges

• May be difficult to address scheduling with cohorts of students
• Unclear how to provide transportation in cohort model or with social distancing and likely will need to limit ridership (Families will likely be responsible for their own transportation)
• Students will likely be in the same room all day
• At the secondary level, students may not have access to all the courses they might otherwise in a typical model in person
• May require staffing adjustments
• May need to limit after-school programming or other opportunities that mix cohorts
In-Person Scenario

Given that the hybrid scenario outlined earlier includes a combination of in-person learning and remote learning, many of the approaches outlined under the hybrid scenario will be able to continue under the In-Person scenario. In the event that APS may able to transition to the In-Person scenario, as normal or by keeping groups of students in close contact,, APS will review its practices and expectations to determine which ones remain applicable under the in-person scenario.

- **Teaching and Learning.** APS will continue to provide all students standards-based, grade level learning, strong learning environments, and opportunities for relationship development. Instruction would occur on a daily basis in-person. Teachers may continue to employ the use of technology and other hybrid learning practices to provide strong instruction, as well as flexibility to move between scenarios.

- **Health & Safety.** APS will continue to focus on mitigating the risk for students, staff and families, as well as supporting everyone's health. APS will continue and adjust health and safety protocols as needed to align with guidelines from Tri-County Health.

- **Social & Behavioral Well-Being.** APS will continue to provide social and behavioral supports to students and staff. However, some of those may be able to transition primarily to in-person interactions.

- **Other Supports and Services.** APS offices that provide supports and services to families, such as Centralized Admission, the Welcome Center, and Student Records, may be able to provide more opportunities for families to access those services in-person. APS would continue to provide school breakfasts and lunches. Athletics may also be able to resume depending on CHSAA guidelines.
All Scenarios

The following section provides information on Calendar, Online Learning Options, Communication, and Budget which are applicable to all three potential scenarios.
APS Fully Online Learning Option

- Some families and students may want to or need to continue their education fully remote for the 2020-21 school year.
- APS is working to make available a fully remote online learning option for students for the 2020-21 school year.
APS is considering several potential calendar changes for the 2020-2021 school year.

The changes are being considered to:

- Help mitigate the potential spread of the virus, and
- Make sure staff have sufficient training to provide high quality instruction in the new structures and support implementation of health protocols.

**Start Date.** For the start date of the school year, the changes being considered include:

- Bringing staff back a week earlier to engage in training and prepare for the school year, while maintaining the existing calendar for student start dates.
- Delaying the start of school for students until later August in order to provide staff additional time prior to student’s first day.

**Scheduled Breaks.** For scheduled breaks, the changes being considered include:

- Eliminating Fall Break, which is currently scheduled in October.
- Adding an additional week onto Winter break, either before or after the currently scheduled week.
All Scenarios

Communication
How will students and families stay informed and updated?

- APS will continue its regular communications practices to ensure that all families stay informed and updated. This includes providing district-level communications to families via:
  - School Messenger (Automated emails and phone calls)
  - APS Connect (Community Newsletter)
  - Social Media (Facebook, Twitter and Instagram)

- Most district-level communication will be provided to families in English and at least APS’ top 10 languages.

- Schools will also continue to keep families updated through emails, phone calls, newsletters, and other mechanisms specific to their school communities.
How will staff stay informed and updated?

- APS will continue its regular communications practices to ensure that all staff stay informed and updated. This includes providing district-level communications to staff via:
  - All-staff emails
  - APS Staff Intranet Site and Staff COVID-19 Resources page
  - School Messenger (Automated emails and phone calls)
  - The APS website aurorak12.org and COVID-19 Resources web page aurorak12.org/covid-19
  - APS Connect (Community Newsletter)
- Division Chiefs, Executive Directors/Directors, Principals, and Managers will also continue to keep their teams updated through emails, phone calls, newsletters, and other mechanisms specific to their teams or school community.
All Scenarios

Budget
How will APS pay for any additional costs associated with the Recovery Plan?

- APS has and will continue to advocate for federal and state emergency funds to support its response to COVID-19 and the economic impact of the Pandemic on state and local funding.
- Going into the new budget year, we will maintain zero growth budgets for divisions.
- APS’ proposed Fiscal Year (FY) 20-21 budget will include a contingency reserve of $36 million to offset potential economic impact.
- FY20-21’s proposed budget will also include a Recovery Planning reserve of $10 million to cover costs associated with the Recovery Plan, which includes funding provided by the CARES Act through the Elementary and Secondary School Emergency Relief (ESSER) Fund.
All Scenarios

Staffing
How will APS address staffing needs under each scenario?

- APS will determine staffing needs in alignment with the schedule determined and in accordance with the Master Agreement; collaboration and agreements with the Aurora Education Association may be warranted.
What Board action may be needed by to implement the Recovery Plan?

- In order to meet the guidelines of the Tri-County Health Department and implement the Recovery Plan, the APS Board of Education may need revise policies relating to transportation, calendar, staffing, and student enrollment.
- The APS Board of Education might consider making any necessary policy changes through Emergency Board Meetings in June and July or adopting a resolution providing the Superintendent with temporary emergency powers to implement the Recovery Plan.
From June 2-7, APS administered a survey to families, staff, students, and the community to understand family needs and get input on options it is considering relating to the hybrid option.
In total, there were 8,307 complete responses from across the community.
There were 227 Admin/PT, 729 Classified, 1,724 Licensed, and 131 Other (AFS, etc.) APS staff members who were included as APS Employees in the following relevant disaggregated tables.

* Respondents were able to select multiple options for these items. Thus, percentages will add to over 100% in each column.
How likely are you to send your child(ren) to in-person learning (at a school building)?

Family/Parent Responses

- Overall, 42% of family/parents indicated they were **Very Likely** to send their child to in-person learning next fall and an additional 18% indicated they were **Somewhat Likely** to do so.
How likely are you to send your child(ren) to school next year given [Option __]?

Average Family/Parent Responses*

- Opt. 1: 2 days/week
- Opt. 2: Alternating Weeks
- Opt. 3: Early Learner Model
- Opt. 4: 1 Day/Week

*Rating scale was 5=Very Likely, 4=Somewhat Likely, 3=Neutral, 2=Somewhat unlikely; 1=Very Unlikely

- Survey respondents were asked to rate the item on a 5-point scale, ranging from Very Unlikely to Very Likely.
- Overall, Option 1 had a higher average response than all other options.
Please rank the scenarios -- with 1 being your most preferred option

**Overall Results**

- Survey respondents were also asked to rank each Option
- The chart above displays the overall ranking percentages – Example: dark green represents the percentage of respondents who selected each respective option as their #1 choice
- Option 1 was also preferred choice using this different type of item

**Disaggregated Results**

- The above chart displays Respondent Types (lines) according to what percentage of them selected each respective option as their #1 choice
- Option 1 was rated highest by all groups
- The largest variation of responses by Respondent Type was with Option 3
It is most important for APS to _____:

Overall Results

Disaggregated Results

- The above chart displays the response percentages for each item (per each scaled option – Strongly Disagree to Strongly Agree)
- Results are displayed in order (from the top) of the highest agreed-upon item (combining Strongly Agree and Agree response percentages) to the lowest agreed-upon item
- The above chart combines Strongly Agree and Agree response percentages for each Respondent
- The sorting mirrors that of the Overall Results chart
- Little variation is apparent within each item across the different groups
Please select the calendar options that you are in support of:

**Overall Results**

- Starting the school year later for both staff and students (late August)
- Extending Winter Break on the back end (Break would end later in January)
- Staff return earlier for training, while keeping the same start date for students
- Extending Winter Break on the front end (Break would start earlier in December)
- Starting the school year earlier for both staff and students (early August)
- Eliminating Fall Break

**Disaggregated Results**

- The above chart displays the response percentages for each item (for respondents who indicated support)
- Results are displayed in order (from the top) of the highest-supported item to the lowest

- The above chart displays the disaggregated percentage of support for each Respondent Type
- In general, the pattern of high-to-low supported items is similar for each group
- The sorting mirrors that of the Overall Results chart
- Item variability surrounding the groups was mixed
Needs Indicated by Families/Parents for Next Year

Family Tech Needs

- When asked about their technology device needs, almost half (46.4%) did not indicate any needs for next year.
- 32.4% remarked that they have checked out APS technology devices for their children.
- 9.0% indicated that they currently have a device checked out, but will need a new device(s) next year.
- 12.1% indicated that they will need to check out technology devices next year.

Other Family Needs

- 25.4% of families indicated that Food is a need for next year.
- 23.1% indicated they need childcare on remote learning days.
- 21.8% need bus transportation to and from school.
- 14.3% need internet access.
Submitted Questions
Appendix
2020-2021 DRAFT Recovery Hybrid Scheduling Guideline Options

The following are scheduling guideline options that are being considered for the 20-21 school year. Feasibility analysis continues. A survey will be available the week of June 1 to collect additional input. The hybrid scenario may ultimately include combinations of these options.
Context & Assumptions

- APS will follow the guidance of health experts, such as Tri-County Health, and educational experts in determining its plan.
- APS is likely to begin the 20-21 school year with a hybrid approach, that combines in-person and remote learning. However, APS will be prepared for in-person and fully remote learning scenarios.
- In a hybrid model, APS will need to follow health guidelines in schools and transportation, such as those around social distancing, which may limit the number of individuals in a space.
Option 1: 2 Days per week for In-Person Learning (A/B Days)

Students are organized into A and B groups and attend 2 days/week, either alternating days or attending two consecutive days per week. Students would participate in remote learning on the other days.

Examples:

<table>
<thead>
<tr>
<th>AA/BB Model</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>Group A</td>
<td>Group B</td>
<td>Group B</td>
<td></td>
<td>Intervention/ Teacher Professional Learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AB/AB Model</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>Group B</td>
<td>Group A</td>
<td>Group B</td>
<td></td>
<td>Intervention/ Teacher Professional Learning</td>
</tr>
</tbody>
</table>
## Option 1: 2 Days per week for In-Person Learning (A/B Days)

### Strengths
- Prioritizes serving all students equally
- Provides all K-12 students at least 2 days of in-person learning each week
- Provides time for targeted groups of students to receive some additional in-person intervention support
- Allows for students to get new learning while in-person and then practice learning remotely at home
- APS would serve at least 50% of students on a given day.
- Provides teachers time to engage in professional learning and planning to meet the needs of students in both the in-person and remote environments

### Challenges
- Families will likely be responsible for their own transportation in order to comply with social distancing requirements
- All K-12 students would be engaged in remote learning outside of school 2-3 days per week
- Most families will need to make alternative arrangements for childcare on remote learning days
- Given building capacity concerns, some high school students may have to attend in-person learning in another location
- Some students may be remote learning multiple days in a row
Option 2: Alternating Weeks for In-person Learning (A/B Weeks)

Students are organized into A and B groups and alternate weeks. Students would participate in remote learning on the alternate weeks.

Example:

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Group A</td>
<td>Group A</td>
<td>Group A</td>
<td>Group A</td>
<td>Intervention/Teacher Professional Learning</td>
</tr>
<tr>
<td>Week 2</td>
<td>Group B</td>
<td>Group B</td>
<td>Group B</td>
<td>Group B</td>
<td>Intervention/Teacher Professional Learning</td>
</tr>
</tbody>
</table>
Option 2: Alternating Weeks for In-person Learning (A/B Weeks)

**Strengths**
- Prioritizes serving all students equally
- May help reduce viral spread because students will be staying home for 10-day periods
- Provides time for particular groups of students to receive some additional in-person intervention support
- APS would serve at least 50% of students on a given day.
- Provides teachers time to engage in professional learning and planning to meet the needs of students in both the in-person and remote environments

**Challenges**
- Families will likely be responsible for their own transportation in order to comply with social distancing requirements
- All K-12 students would be engaged in remote learning outside of school for a week at a time
- Most families will need to make alternative arrangements for childcare on remote learning weeks
- Given building capacity concerns, some high school students may have to attend in-person learning in another location
Option 3: Early Learner Model

This option includes more frequent in-person learning for APS’ youngest learners.

- Students in Pre-K-through 3rd grade would attend in-person learning four days per week.
- Students in grades 4-8 would be divided into two groups—A and B—and attend in-person learning two days per week.
- Students in grades 9-12 would be divided into four groups and attend in-person learning one day per week.

All students would participate in remote learning when not attending in-person.

Example:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades PreK-3</td>
<td>All students</td>
<td>All students</td>
<td>All students</td>
<td>All students</td>
<td>Intervention/Teacher Professional Learning</td>
</tr>
<tr>
<td>Grades 4-8  2 groups</td>
<td>Group A</td>
<td>Group A</td>
<td>Group B</td>
<td>Group B</td>
<td>Intervention/Teacher Professional Learning</td>
</tr>
<tr>
<td>Grades 9-12 4 groups</td>
<td>Group A</td>
<td>Group B</td>
<td>Group C</td>
<td>Group D</td>
<td>Intervention/Teacher Professional Learning</td>
</tr>
</tbody>
</table>
## Option 3: Early Learner Model

### Strengths
- Prioritizes in-person learning for APS’ youngest learners
- Aligns in-person and remote learning days to what is more developmentally appropriate for students, such as preparing high school students for greater self-direction
- Provides time for particular groups of students to receive some additional in-person intervention support
- Provides teachers time to engage in professional learning and planning to meet the needs of students in both the in-person and remote environments

### Challenges
- Minimizes in-person learning for high school students
- Some students may need to attend in-person learning at a different location than their current home school
- May mean kids within the same family are on different schedules
- Some families will need to make alternative arrangements for childcare on remote learning days
- Families will likely be responsible for their own transportation in order to comply with social distancing requirements
- Requires more K-3 teachers
- Teachers may be teaching outside of their existing grade level and/or their home school
- May be difficult to transition to in-person learning
- May limit recess and other activities for youngest learners
Option 4: 1 Day of In-person Learning Per Week

All students would divided into four groups and attend in-person learning 1 day per week. All students would participate in remote learning when not attending in-person.

Example:

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>Group B</td>
<td>Group C</td>
<td>Group D</td>
<td></td>
<td>Intervention/ Teacher Professional Learning</td>
</tr>
</tbody>
</table>

Every Student Shapes a Successful Future
Option 4:  
1 Day of In-person Learning Per Week

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides equal time for all learners</td>
<td>• Limited in-person learning time for students</td>
</tr>
<tr>
<td>• Provides more time for particular groups of students to receive some additional in-person intervention support</td>
<td>• Most families will need to make alternative arrangements for childcare for 4 days per week</td>
</tr>
<tr>
<td>• Most students should be able to attend in-person learning at their home school</td>
<td>• Intensive Cleaning may be required each day given the change in student groups</td>
</tr>
<tr>
<td>• Provides teachers time to engage in professional learning and planning to meet the needs of students in both the in-person and remote environments</td>
<td>• Longer time in between in-person learning days for students</td>
</tr>
<tr>
<td>• Transporting all eligible bus riders may be more feasible under social-distancing requirements on school buses. However, some families may be responsible for their own transportation.</td>
<td>• May not differentiate for instructional or developmental needs of students</td>
</tr>
<tr>
<td>• May help reduce viral spread because students will be staying home for 6-day periods</td>
<td></td>
</tr>
</tbody>
</table>

Every Student Shapes a Successful Future
Recovery Planning Sub-teams
Recovery Sub-team Members

**Academic Sub-team**

Lead: Starla Sieveke-Pearson, Executive Director, Curriculum & Instruction

Support: Michelle Ibarra, Assistant to Chief of Staff

Members:
- Erin Brophy, Director, Human Resources
- Rachael Browning, Director, Exceptional Student Services
- Steve Clagg, Director, Information Technology
- Mario Giardiello, Director of Schools, Office of Autonomous Schools
- Biaze Houston, Director, Assessment Literacy and Instruction
- Carole Jennings, Learning Community Director
- Dianne Lewis, Coordinator, Communications
- DJ Loerzel, Director, Accountability & Research
- Amy Spatz, Director, Construction Management & Support
- Stephanie Walsh, Teacher, Rangeview High School

**Social & Behavioral Sub-team**

Lead: Yolanda Greer, POSA, Leadership Academies and New Leader Coaching

Support: Sylvia Eldredge, Assistant to the Executive Director of School Performance

Members:
- Calandra Anthony, Specialist, Communications
- Elizabeth Battle, Director, Family Advocacy Registration and Engagement (FARE)
- Wondame Davis, Director, Behavior Systems Support Program
- Nicole Ellis, Teacher, Clyde Miller P-8
- Kate Garvin, Director, Family Advocacy and Community Engagement, Office of Autonomous Schools
- Joseph Longbottom, Principal, Tollgate Elementary
- Megan Lonergan, Director, Employee Relations
- Jennifer McCammon, Director, ESS Program
- Megan Lonergan, Director, Employee Relations
- Jessica O’Muireadhaigh, Director, Mental Health & Counseling
- Dave West, Coordinator, Counseling Services
Recovery Sub-team Members

**Physical & Structural Sub-team**
Lead: Garrett Rosa, Learning Community Director
Support: Michelle Bade, Assistant to South and Northwest Learning Community Directors
Members:
- Bo Bacon, Director, Maintenance & Operations
- Becky Hanley, Director, ESS Program
- Danette Lippmann, Director, Health & Medicaid Services
- Kelly Forrest, Principal, Clyde Miller P-8
- Summer Workman, Specialist, Communications
- Janet Ulrich, Supervisor, Transportation
- Carisa Hull, IT Director, Infrastructure Services
- Casey Powell, Director, Activities & Athletics
- Josh Hensley, Coordinator, Planning
- Allison Pearlman, Manager, Design & Construction
- Greg Cazzell, Director, Security
- Curt Humphrey, Director, Purchasing
- Peter Zola, Teacher, Laredo Elementary School

**Business Operations Sub-team**
Leads: Gina Lanier, Controller, Finance and Katrina Smith, Director, Human Resources
Support: Stacey Smith, Assistant to the Chief Financial Officer
Members:
- Rich Blegen, District Webmaster, Communications
- Brandon Eyre, Legal Counsel
- Larry Irvin, Principal, Hinkley High School
- Mina Parthasarathy, Applications Specialist, IT
- Linnea Reed-Ellis, Teacher, Crawford Elementary
- Arlem Sanjuan, Assistant to the Superintendent
- Shannon Solomon, Director, Nutrition Services