APS Recovery Plan: Remote Model

Presented by:
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Division of Equity in Learning Directors
Date: August 4, 2020
Presentation Purpose

● Why is this topic on the Board agenda?
  ○ To provide the Board and community with an update on APS’s Recovery Plan for returning to learning and operations during the 2020-21 school year in the context of the COVID-19 Pandemic. This presentation specifically provides an overview of the remote model that will take place at least through the first quarter of the 2020-21 school year (October 8, 2020) per Board direction.
  ○ This update builds on the Recovery Plan that was presented on June 16 for three potential scenarios: remote, hybrid, and in-person and updates slides specific to the remote model. Slides that are new or updated are noted.

● What are we asking the Board to do with this information?
  ○ This will focus on presenting for the Board’s information an overview of the remote model focused on the following areas: teaching & learning; additional student academic supports; social & emotional well-being; and supports for students to access learning (Slides 6-38).
  ○ The remainder of the slides are related to the other components of the remote model relating to: Physical Health & Safety; Additional Supports, Services, and Operations; Communications; Staffing; Calendar. These are provided as a reference.

● 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 Essential Expectations

For the 2020-21 school year, APS commits to the following Essential Expectations to carry out its mission regardless of what scenario or learning mode.

<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. |

*Every Student Shapes a Successful Future*
2020-2021 School Year Scenarios

In-Person
(Conditions: Vaccine/Health Guidelines)
- Learning is able to take place in-person with minimal requirements to mitigate the risk of infection.
- More like the traditional schooling approach.

Cohort
(Conditions: Health Guidelines)
- Student learning occurs with a set group of students during the school day.
- This allows for more in-person learning and the potential to reduce the spread of disease.

Hybrid In-Person & Remote
(Conditions: Social Distancing in Schools/Health Guidelines)
- Students would engage in learning through a combination of in-person learning and remote learning.

Remote
(Conditions: Health Guidelines, such as Stay at Home; As needed under other circumstance, such as high staff absences)
- Learning occurs online through a combination of synchronous and asynchronous learning.
- NOTE: APS will be in remote learning for Quarter 1, through at least October 8.
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 2020 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.

APS 2020-21 Recovery Plan

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, other APS-AEA Agreements
APS 2020-21 Remote Model
Human Capital

All aspects of the Remote Learning Plan are in alignment with APS’ Human Capital policies and agreements established between the Aurora Public School Board of Education and the Aurora Education Association.

Article 13

- Duty Day – Teachers continue to have a 7.5 hour per day duty day
- Planning Time - Teachers continue to receive a daily planning time
- Student Contact Time – Limits on instructional/student contact time continues to be in place (30 hours per week)
Remote

Teaching & Learning
What will teaching and learning look like for remote learning?

What will students be learning and how?
APS will shift from its emergency remote learning plan in Spring 2020 to a more robust plan to start 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 will be 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.

Updated
What will the remote learning schedule look like for students?

What will the weekly school schedule look like for students in the remote model?

- K-12 students will be learning five days per week. Four days will include synchronous and asynchronous learning and the fifth day will be primarily asynchronous.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combination of Synchronous and Asynchronous Learning</td>
<td></td>
<td></td>
<td></td>
<td>Primarily Asynchronous learning</td>
</tr>
</tbody>
</table>
What will a sample remote learning schedule look like for elementary students?

PK-5

- Morning circle/SEL time
- All academic blocks facilitated synchronously and asynchronously;
- Specials/Electives
- Access to ESS/SSP supports virtually
- Access to Mental Health & Counseling virtually
- Frequent brain breaks & limited screen time for younger students
- Lunch break
- Access to ELD and Intervention virtually
- M/T/W/TH typical day
- Required asynchronous learning activities & small groups on Friday

*Modified schedule PK-2 to accommodate unique needs of primary learners in an online space.

**Length of time in front of a screen.
What will a sample remote learning schedule look like for middle school students?*

### “A” Day (M/W)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30 a.m.</td>
<td><strong>Intervention/Enrichment Time</strong></td>
<td>Student work independently (Dreambox, iReady Lessons, Silent Reading, etc.)</td>
</tr>
<tr>
<td>8:30-9:00 a.m.</td>
<td><strong>Homeroom</strong></td>
<td>SEL, Connection, Communication &amp; Celebration</td>
</tr>
<tr>
<td>9:00-10:15 a.m.</td>
<td><strong>Period 1 (Math)</strong></td>
<td></td>
</tr>
<tr>
<td>10:30-11:45 a.m.</td>
<td><strong>Period 3 (ELD)</strong></td>
<td></td>
</tr>
<tr>
<td>11:45-12:30 p.m.</td>
<td><strong>Lunch &amp; Movement Break</strong></td>
<td>Movement/Mindfulness Activities</td>
</tr>
<tr>
<td>12:30-1:45 p.m.</td>
<td><strong>Period 5 (Art)</strong></td>
<td></td>
</tr>
<tr>
<td>2:00 - 3:30 p.m.</td>
<td><strong>Student Independent Practice</strong></td>
<td>Teachers in virtual classrooms for support</td>
</tr>
</tbody>
</table>

### “B” Day (T/TH)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30 a.m.</td>
<td><strong>Intervention/Enrichment Time</strong></td>
<td>Student work independently (Dreambox, iReady Lessons, Silent Reading, etc.)</td>
</tr>
<tr>
<td>8:30-9:00 a.m.</td>
<td><strong>Homeroom</strong></td>
<td>SEL, Connection, Communication &amp; Celebration</td>
</tr>
<tr>
<td>9:00-10:15 a.m.</td>
<td><strong>Period 2 (Science)</strong></td>
<td></td>
</tr>
<tr>
<td>10:30-11:45 a.m.</td>
<td><strong>Period 4 (Social Studies)</strong></td>
<td></td>
</tr>
<tr>
<td>11:45-12:30 p.m.</td>
<td><strong>Lunch &amp; Movement Break</strong></td>
<td>Movement/Mindfulness Activities led by PE Teachers</td>
</tr>
<tr>
<td>12:30-1:45 p.m.</td>
<td><strong>Period 6 (S.T.E.M.)</strong></td>
<td></td>
</tr>
<tr>
<td>2:00 - 3:30 p.m.</td>
<td><strong>Student Independent Practice</strong></td>
<td>Teachers in virtual classrooms for support</td>
</tr>
</tbody>
</table>

**Friday Schedule:** Friday’s will begin with a *synchronous* class check-in in the early AM with *asynchronous* learning thereafter. Students will then use their time to apply their new learning from the week and complete performance based tasks assigned.
What will the schedule look like for high school students?

<table>
<thead>
<tr>
<th>Date/ Time</th>
<th>Session #1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning Class</strong></td>
<td>Length: 20 Days</td>
</tr>
<tr>
<td>7:30 am -10:30 am (3 Hour)</td>
<td>Block 1: 5-10-Minute Break Every Hour Student Centered Activities that provide both on and off-screen learning experiences.</td>
</tr>
<tr>
<td>Length: 20 Day Session</td>
<td></td>
</tr>
<tr>
<td><strong>Breakfast – Handed out at the previous day’s lunch distribution site.</strong></td>
<td></td>
</tr>
<tr>
<td>10:30 am -12:30 pm</td>
<td>Student Lunch and Break *Lunch will be available at APS Meal Distribution Sites</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date/ Time</th>
<th>Session #1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Afternoon Class</strong></td>
<td>20 Days</td>
</tr>
<tr>
<td>12:30 pm- 3:30 pm (3 Hour)</td>
<td>Block 2: 5-10-Minute Break Every Hour Student Centered Activities that provide both on and off-screen learning experiences.</td>
</tr>
<tr>
<td>Length: 20 Day Session</td>
<td></td>
</tr>
<tr>
<td>Extended Day Optional Asynchronous Period 3:40-4:30 p.m.</td>
<td>Block 9 Accelerated and Recovery Asynchronous Learning Courses through Avenues Platform: Edgenuity</td>
</tr>
<tr>
<td>Length: Semester</td>
<td></td>
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</table>
What will students be learning in the remote model? How will they engage in learning?

Here is what learning include in the remote model will include:

**Remote Learning**
Through synchronous teacher-student instruction, asynchronous instruction and resource access, and opportunities to produce and create, remote learning will focus on the following:

- **Learning:** Students will engage in rigorous, *grade-level, standards aligned new learning and practice in core content and electives/specials.*
- **Relationships:** Students will have opportunities to make online group or individual personal connections with the teacher and other students.
  - All elementary students will have virtual morning meetings and secondary classrooms will have morning announcements.
- **Climate & Culture:** Students will engage in learning around digital citizenship and civic online reasoning; students have clear expectations for online interactions.
- **Assessment:** Students will complete diagnostic, formative and summative assessments to demonstrate their progress toward and mastery of grade-level standards.
How will students’ progress and performance be assessed and graded?

- 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 will administer local interim and diagnostics assessments to provide information on student progress and inform instruction and supports.
What are the attendance expectations for students in the remote model?

- Students will be expected to:
  - Attend and engage in learning remotely.
  - 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.
  - See APS Policy JEA: Temporary Attendance Policy adopted July 21, 2020, which identifies how APS will determine attendance for the 2020-21 school year, whether learning in-person or remote learning or a hybrid approach.
  - This will mean for
    - Synchronous Learning: Teachers will take their own attendance daily
    - Asynchronous Learning: Clerks will check various educational systems utilized by the district to record student attendance to ensure engaging
- APS staff will follow-up with families and students that are not engaging in remote learning to first determine how to support and engage students and families.
- As necessary, APS will make referrals regarding truancy per guidance from the 17th and 18th judicial courts.
What will instruction be like for teachers?

Contexts have changed for everyone and thus there will be new ways of teaching and learning, but student learning outcomes will remain the same.

In the remote model, instruction will continue to be grounded in the four key components of the instructional infrastructure—curriculum components, assessment strategy, data systems and structures, and collaboration structures.

- Instruction will focus on:
  - standards-based, grade level content
  - reinforcement of meaningful relationships
  - ongoing monitoring and assessment of student progress and mastery

- Teachers will provide interactive, rigorous, and engaging remote instruction through:
  - Synchronous teacher-student instruction & connections
  - Asynchronous instruction and resource access, including students using technology to produce and create
What will be expected of teachers in the remote model?

**Expectations.**

- 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.
- A set of expectations for all teachers in the remote learning model, which are consistent with the expectations of a teacher but modified for a remote environment are identified in the APS tight/flexible document.
- Establish a regular and ongoing communication channel with students and families.
What supports will be available for teachers in the remote model?

- **Time.**
  - Teachers will have planning time that meets the expectations of APS-AEA Collective Bargaining Agreement.
  - Teachers will have enhanced planning and professional learning time on Fridays to strengthen support and planning for the remote environment.
  - Teachers will have the week prior to students starting for additional professional learning and instructional planning.
What supports will be available for teachers in the remote model?

- **Tools and Resources.**
  - To support student learning, teachers will have a variety of tools and resources.
    - Adopted key tools of the APS Instructional Infrastructure, including curricular resources, pacing guides
    - Diagnostic, interim, and common formative assessments that can be administered remotely to assess student learning
  - APS has made investments in three levels of digital resources and tools for teachers to use and to support them in bringing their strong classroom instruction into the remote model:
    - 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 (interactive lecture, lessons), Kami (online annotating), Screencastify (screencast video creations), and Flipgrid (video discussion board), Swivl (record instruction)
    - Complementary digital resources and tools can include content-based, level-specific or resource-based supplemental resources, such as content-based curricular apps supported by the Division of Equity in Learning (ex. World of Wonders (ELA), enVision (math))
  - These tools and resources will be supported technically and with professional development to support APS educators with the effective implementation of the tools and strategies.
What supports will be available for teachers in the remote model?

- **Professional Learning.**
  - Staff had access to a catalog of self-paced, online learning modules over the summer, that allowed them to continue their development, including related to online learning tools. Over the summer, 1,065 teachers and leaders engaged in professional learning.
  - Orientation and Professional Learning began on August 3 for teachers and Special Service Providers new to APS.
  - Professional Learning begins on August 6 for returning teachers and SSPs.
    - Initial training during 2 ½ days on digital learning tools, content and digital resources, and platforms.
    - Ongoing training available based on need through virtual courses.
    - Monthly webinars conducted for ongoing learning and support.
    - In-building professional learning and support.

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

- **Direct Support.** Additionally, teachers will continue to have the ongoing support of Principals, Teaching Partners, Teacher Leaders, and district support team members.
What will be expected of school leaders in the remote model? How will they be supported?

School Leaders.

- **Expectations:**
  - Principals and school-based leaders will be expected to continue to serve as the leaders of their buildings and supporting the learning of all students.
  - In the remote model, they are expected to:
    - Lead the school-based COVID-19 team and be responsible for monitoring implementation of district outline health expectations
    - Develop schoolwide schedule aligned to bell schedules that incorporate teacher-specific schedules, supports for students with disabilities, English language learners, and students needing behavioral health support, and define support staff roles and responsibilities
    - Establish expectation that classroom lessons are taught synchronously with active student engagement, discourse, collaboration, and feedback opportunities, with asynchronous learning to be embedded in and supplement synchronous, live lessons
    - Implement weekly building PLCs and DDI cycles
    - Provide weekly staff and family communications
    - Develop a system to notify and follow up on students not engaging virtually
    - Establish contingency plans if a staff member is unable to report to work
    - Engage with individual teachers weekly, as needed
    - Support and reinforce use of district approved learning management system and online platforms

- **Learning and Support:**
  - Trainings on digital tools, content-specific tools, and observation and feedback in an online instructional setting; Support of Director and district support team
What will be expected of other school-based staff? How will they be supported?

- **Assistant Principal/Admin TOSA, Deans, Teaching Partners, Interventionists.**
  - **Expectations**
    - **Assistant principal/admin TOSA:** Will continue to support school principal, may also be part of sub coverage and remote instruction.
    - **Dean Expectations:** Attendance monitoring, behavior support and systems designed to respond to students who may not be engaging.
    - **Teaching Partners:** Continue coaching cycles.
    - **Interventionists:** Continue to offer targeted intervention for students most impacted in collaboration with administrators and teachers.
  - **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.
How will other staff support teaching and learning in 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.
Remote

Additional Student Academic Supports
How will APS support English Language Learners in the remote model?

● **ELD Instruction/Programming.**
  ○ APS will continue to support students identified as multilingual learners with English language development through an ELD Block where English language learners develop explicit language and practice oral language.
  ○ To support remote instruction of the ELD block, multiple online platform options are available for teachers to deliver lessons; ELAchieve lessons have been transferred to an online format grade K-5; teacher created lessons are available for grades 6-12.

● **Screening and Redesignation.** APS will follow CDE guidance on redesignation interim screening processes. The intake and screening process will occur on an appointment basis.

● **Training and Support.**
  ○ Teachers will continue to have the support of Culturally and Linguistically Diverse Education (CLDE) Teacher Leaders and district CLDE consultants.
  ○ CLDE department will continue to work with a second cohort of schools in implementing the ELAchieve curriculum K-5.
How will APS support students with disabilities in the remote model?

- **Individualized Education Plan Development.** In compliance with the Individuals with Disabilities Education Act (IDEA) and to ensure necessary support for students with disabilities, APS is:
  - maintaining current timelines for IEP evaluations, annuals, and re-evaluations
  - holding IEP meets remotely, when possible, and using electronic signatures
  - updating IEPs to fill any gaps due to Spring remote access

- **Specialized Instruction and Related Services.**
  - ESS will provide specially designed instruction in accordance with IEPS with a focus on students making progress.
  - SSPs will provide remote services to students in small groups and 1:1.

- **Universal Design/Accessibility.**
  - General education and special education teachers are actively engaging students in the use of accessibility features embedded into our resources and supplemental supports.

- **Supporting Students in General Education/Consultation.** APS will continue to support students in general education classes remotely through high impact accommodations, collaboration with classroom teachers and co-teaching. General education teachers and special education teachers engage in opportunities for co-planning, co-teaching and collaboration for remote learning to support students.
How will APS support Gifted/Talented students in the remote model?

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

- **Programming.** To support GT students, there will be increased programming opportunities, including both direct opportunities and embedded extensions/differentiation within the curriculum. Teachers will continue to be supported in differentiating for G/T learners in remote learning space. Teachers will have access to resources for differentiating instruction, independent and research projects, and student enrichment.
How will student College and Career Success be supported in the remote model?

- In line with APS2020, students will continue to engage in the ICAP planning process.
  - Both synchronous/asynchronous opportunities will be available for students to engage in their ICAP.
  - Resources for instruction with accompanying slide decks for schools and teachers to tailor to fit student/family needs.
  - DU interns, CCC Advisors, Grad coaches, etc. coordinate with building teams to determine appropriate modalities to engage students in ICAP.

- Grad Coaches will continue to support school teams on establishing systems to increase graduation rates.

- To support post-secondary planning:
  - Virtual visits to support students planning on career, college, and military paths.
  - Provide how-to videos for college applications (financial aid, essay writing, letters of rec, etc.).
  - Provide how-to videos for career development (job search, resume and cover letter, interviewing, etc.).
  - Team will continue to support recent grads in their post secondary choices.

- The CCS Team will support schools’ CE and ASCENT systems and programs.
Remote

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

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 will continue to occur remotely.
- APS will continue to provide mental health services and referrals to partner organizations for students who need it. These referrals can occur remotely through an electronic system.
- Similar to the Spring, students and families will receive information on how to access these behavioral health services in the remote environments.
- Staff will receive training on student wellness. Required August training for staff includes a virtual course on how to support students and staff as they come back into instruction from remote access and summer break.
What will this mean for Behavioral Health staff in the remote model?

- **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
    - Have times for office hours
  - **Learning and Support.** Training on digital tools, creating positive climate and culture in virtual classrooms; Impact on connections, relationships and mental health; resources for instruction; phone number to utilize for services
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 staff members have 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 continue to receive information on how to access these behavioral health services in an in-person or remote environment.
- APS is continuing to enhance its staff wellness plan to provide resources, strategies, and opportunities, such as yoga and meditation. Information on staff wellness resources, including those specific to the COVID-19 Pandemic, are available on the APS Wellness website: https://wellness.aurorak12.org/
- School/district leaders and managers have been provided guidance on supporting and managing staff working remotely to help staff make connections and look out for their overall well-being.
Every Student Shapes a Successful Future

Remote

Supports for Students to Access Learning
What tools and materials will students need to access remote learning?

- **Supplies.** APS will make available a limited number of backpacks and supplies for distribution at school-based back-to-school kick-off events.

- **Technology Devices.**
  - In Spring 2020, APS checked out over 18,000 technology devices to students for remote learning.
  - Devices will be distributed to students who either did not receive a device in the Spring and need one or are new to the district. This will occur at school-specific Back-to-School events during the week of August 10.
  - APS already provided families an opportunity to exchange damaged devices during the week of July 24, but will continue to work with families at Back-to-School events to exchange any outstanding devices.
  - 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 help guides, training, and telephone support.
What tools and materials will students need to access remote learning?

- **Internet.**
  - An internet connection will also be required to connect the student with remote learning.
  - Families that do not have internet access, should contact Xfinity or CenturyLink for their internet packages. Xfinity offers the Internet Essential program and CenturyLink the Lifeline program for more affordable options for eligible households. APS will continue to provide information for families on how to set up internet or access internet, as it did in Spring 2020.
  - In partnership with Xfinity, APS may be able to sponsor internet access for some families for whom those options are not accessible. Specific details and eligibility information will be forthcoming.

- **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 resources and supports are available for families?

**How will families be supported?**

- APS is developing a Family Playbook that will include:
  - Family resources
  - District information
  - Support navigating remote learning
  - Feedback and survey opportunities
- Families will receive weekly communication from schools, and also will have opportunities to connect with teachers through office hours, conferences, and other communications.
- Families will be able to access technology support if needed.
What will the remote model be like for families?

As articulated in APS’ Core Beliefs, “Families are our partners in education.” This partnership is particularly critical in the case of any remote learning through the hybrid or remote 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, particularly for remote learning?

- Engage in the remote learning experience by:
  - Providing home schedules and routines that support their children’s online and independent work.
  - Engaging with school staff.
  - Visiting APS Remote Learning website for additional support.

What will remote learning schedule mean for families?

- Families are responsible for making sure their student has a place to be where they can engage in remote learning.
- An active partnership will be developed between the school and family with strong communication protocols that will be essential to the success of the remote learning model.
- Know that students will receive specific supports related to their IEP, 504 plan, or CLDE services.
Questions
Remote

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

• APS buildings will continue to serve as educational facilities, even while learning takes place remotely.
• School buildings will be open to support small group instruction, for teachers to use to facilitate their digital learning, for nutrition services and for other base level operations. Educational Service Centers will also be open.
• Therefore, APS will continue to work to support the safety of students and staff by focusing on mitigating the risk of infection and spread of COVID-19 for both those in APS buildings and those teaching or working remotely. 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.
• Therefore, the following slides are for situations where staff are in the building for base-level operations or students requiring in-person education due to specific learning needs, per CDE guidance.
How will APS buildings be kept clean?

- Building custodians have implemented enhanced-cleaning protocols consistent with CDC and State guidelines in classrooms and other spaces each day.
- To support health and safety, the Support Services Division has outlined:
  - Enhanced cleaning procedures;
  - Extensive disinfection processes;
  - Protocols to limit spread of disease; and
  - Intensive and detailed cleaning protocols to follow daily, weekly, monthly and during school breaks.
- There will also be:
  - Increased operation for airflow and ventilation systems beyond each school and work day.
  - Ongoing training for custodial crews to follow practices and procedures to respond to COVID-19 that includes site-specific protocols.
- Hand sanitizing stations have been strategically placed throughout each school and support site.
- Details on cleaning protocols were shared with all APS employees in mid-July.
What health protocols will be put in place for students and staff that do come to APS buildings even while remote learning is occurring?

- **Screening.**
  - All students and staff will required to have completed a home health screening prior to arriving at school, including temperature taking and screening for symptoms.
  - Upon arrival, students will be screened by their classroom teacher or designated staff member. Teachers/Designated staff will ask “Are you feeling well today.”. Any student reporting feeling sick will be sent to the Health Office.
  - Schools will all have thermometers to complete required visitor screening or should they need to do additional screening upon arrival. Temperature taking will not be routine, however.
  - Schools will have a designated room where anyone with symptoms will wait until they can go home.
  - APS staff have access to COVID-19 testing via COVIDCheck Colorado paid for by the district. This will be available two times per month for student facing staff and one time per month all other APS staff.
What health protocols will be put in place for students and staff that do come to APS buildings even while remote learning is occurring?

- **Health Protocols.**
  - Health Services provided school administrators recommendations for school opening, including information on:
    - Interventions to Mitigate Risk, including COVID-19 Health Education information and materials, guidance on masks/face coverings, health hygiene, disinfecting
    - Screening of staff, students, and visitors
    - Attendance and symptom exposure tracking
    - Staff COVID-19 testing
    - Space Utilization, including for hallways, lunch, recess, front offices
    - Additional supports
    - Health Office Utilization and Supplies
    - Meetings/Staff Space
    - Legal Guidance
    - Staff/Parent Communications
  - Highlights include that all students, staff and visitors will be required to:
    - Wear cloth masks/face coverings.
    - Regularly hand wash and use hand sanitizer.
  - Special provisions will be made for students with special needs. A process is in place to review and try to accommodate 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.
What health protocols will be put in place for students and staff that do come to APS buildings even while remote learning is occurring?

- **Space Utilization Protocols**
  - As additional mitigation strategies, Support Services and Health Service have developed and communicated space utilization protocols to school leaders.
  - These protocols include additional mitigation strategies, such as:
    - Making sure all student furniture faces the front of the room and is spread out as much as possible.
    - One way hallways
    - Protocols for lunch and recess
  - Support Services has been working directly with principals to address:
    - Classroom layout and furniture requirements
    - Office reconfiguration and modification needs
    - School signage needs that remind students and staff of health and safety practices and directions.
How will APS work to support the health and safety of students and staff?

● **Training & Instruction.**
  ○ Staff will receive information and training on health and safety protocols prior to the start of school and expectations for enforcement.
    ■ Staff will participate in COVID-19 Health Guidelines Training in August.
      ● Training will include a primary training video available the first week of August and in-person follow-up by school nurses and paras.
  ○ 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.
  ○ COVID Check Colorado testing results.
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 be restricted for students and/or staff.
  ○ International travel is prohibited for the 20-21 school year.
  ○ Domestic travel and field trips are currently prohibited and will continue until further notice.
  ○ APS Leadership Team will continue to monitor the situation and make a decision about domestic travel for trips scheduled later in the year by November 1, 2020.
How will APS work to support the safety of students and staff in the remote model?

- **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 help guides, training, and telephone support on cyber security practices, safer online practices, etiquette, and technical support.

- **Physical Security**
  - To support staff and student safety for those who come to APS buildings,
    - School leaders and APS Security will continue to adhere to safety and security protocols and will take precautions as needed due to Covid-19.
    - As part of annual safety reviews with school leaders, APS Security will assess all school/district office evacuation procedures and revise as needed 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, working in conjunction with APS Security and Aurora Police, will continue to be responsible for supporting the safety and security of their buildings.
What will these health and safety protocols mean for families who have students who do come to school buildings because of specific learning needs?

- 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 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.
What will safe and healthy protocols mean for the community?

- **Building Access/Screening.** APS will continue to require identification and screening of all visitors. Additional health screening will be added for visitors such as symptom and temperature screenings to ensure the health and safety of our students, staff and community. Only essential visitors, volunteers will not be admitted to APS buildings to limit the exposure of staff and students.

- **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, Rental customers are currently limited to Churches, Child Care, Motorcycle Training Classes and Outdoor Soccer. The detailed guidelines/protocols for group is available by clicking the links below.
  - Protocols have been developed for facility rentals to require adherence to 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.
Remote

Additional Supports, Services & Operations
What food services will be available to students under the remote scenario?

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-n-go breakfasts and lunches will be available for students to pick up on a daily basis at APS campuses. Pick-up locations will occur at schools, with some schools on the same campus being combined into a single pick-up location.
- Pick up does not need to be from a student’s home school.
- Students eligible for Free-and Reduced Price Lunch will receive meals at no cost, per State and federal requirements. Students not eligible will be charged for their meals.
- APS will communicate information to families on specific times and locations prior to the start of school.
Will students be able to participate in athletics and activities during Remote Learning?

- 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.
  - On July 29, 2020, CHSAA announced that it had received approval from the Governor’s office to begin varsity girls’ softball, varsity boys tennis and varsity boys golf for the fall. Information on other fall sports (i.e., football, boys soccer, volleyball, boys/girls cross-country, and cheer/poms) is still pending.
  - Middle school athletics will not be offered.
  - APS is working to identify sponsors to provide remote activity opportunities.
- 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.
How will APS transport students under the remote scenario?

- Since students will be learning remotely, transportation may only be needed to support students who are served in-person due to specific learning needs. Bus drivers may be used to support other needs within APS, such as nutrition services, tech distribution, etc.
- Transportation may be made available for students that are served in-person due to specific learning needs and in compliance with any Individual Education Plans.
- In any circumstances in which transportation is provided:
  - Per Tri-County Health Guidance, buses will be able to transport 1 student per seat and students from the same household sitting together, thus limiting capacity.
  - Masks or face coverings will be required by students and staff.
  - Cleaning will occur between student groups.
How will APS transport students under the remote scenario? (continued)

- Health and safety protocols will be developed for students both at the bus stop and on the bus.
  - Students will be required to wear masks.
- 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.
- Buses will be deep cleaned in between each run.
Will childcare be available for students of staff?

- APS is:
  - engaged in conversations with community partners to determine their capacity to offer child care for APS staff with school aged children so that they can carry out their instructional and operational responsibilities for school to continue.
  - assessing staff need for this type of support.
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 has made these crucial supports available, whether in a in-person, hybrid or remote scenario.

How are families registering or check in their students for the 2020-2021 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 is available to support families in troubleshooting the registration process. They will be able to do so remotely or in-person 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, including whether or not to enroll in an in-person or remote option.
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 continues to provide support to refugee and immigrant families with orientations, resource referrals, troubleshooting and general family supports. These services are 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 can students and families access student records?

- All requests for student records may be submitted at [https://schoolservices.aurorak12.org/student-records/](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.
Remote

Staffing
How will APS address staffing needs?

- 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.
  - APS has provided staff an opportunity to indicate if they have a vulnerable condition under the CDC’s guidelines. HR is working with these individuals to gather documentation and engage in the accommodations process.
  - On July 24, all staff received additional information from Human Resources on the ADA process. Additionally, this communication indicated that while not covered under ADA, an employee with members of their family/household with a CDC identified underlying medical condition(s) that make them vulnerable for contracting and experiencing complications from COVID-19, may be eligible for an accommodation or a leave of absence.
Communication
How are students and families staying informed and updated?

- APS is continuing 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)
  - The APS website [aurorak12.org](aurorak12.org) and the COVID-19 Resources web page [aurorak12.org/covid-19](aurorak12.org/covid-19)
    - APS launched a [Back2School website](https://www.aurorak12.org/back2school) in English and Spanish that provides updates and information on the 2020-21 school year.
  - 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 are staff staying informed and updated?

- APS is continuing 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](aurorak12.org) and COVID-19 Resources web page [aurorak12.org/covid-19](aurorak12.org/covid-19)
  - APS Connect (Community Newsletter)
  - Professional Development will begin for new teachers on Aug. 3 and for returning teachers on Aug. 6
- 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.
Calendar
What will be the 20-21 school year calendar?

- On July 24, the APS Board of Education adopted a new calendar for the 20-21 school year to provide staff additional time to prepare for student return under different scenarios and mitigate the potential impact of COVID-19 during the typical flu season.

- These changes include:
  - Delaying the start of school for students by one week, with 1-12th grade students starting on August 18 and P/K starting on August 24.
  - Eliminating APS’ October fall break, but extending Thanksgiving break so that schools are closed the entire week of Thanksgiving.
  - Extending Winter break by one week through January 8, 2021

- The revised 2020-21 school year calendar is available here.
Submitted Questions