ACSD Return to Learn - Hybrid Learning Model

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Hybrid Learning (H) - a combination of Traditional On-Site Learning and Required Continuous Learning, which means instruction is offered both remotely and at physical school locations. This model allows for social distancing while partially reopening school buildings.

<table>
<thead>
<tr>
<th>Hybrid Learning</th>
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<tbody>
<tr>
<td>A combination of remote and on-site learning. Incorporating best practices of both models.</td>
</tr>
</tbody>
</table>

- Teachers and other assigned staff are on-site.
- Students attend on-site as needed/directed all or part of a school week.
- Synchronous learning is on-site. Asynchronous learning is online.
- Students have access to live or recorded lectures/etc.
- Labs are done in person.
- Assessment is embedded in the plan for both remote learning and on-site learning.
- Class length and meeting sequences vary by class.
- Students are accountable for learning, and attendance is expected.
- The teacher’s roster remains the same though they will not all be on-site at the same time.
- Food service is available to students regardless of school delivery method.

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Schedules

In a Hybrid Learning Model the following weekly schedule will be enacted to ensure students receive instruction both on-site and via distance learning.

<table>
<thead>
<tr>
<th>School Attendance Centers Operating on an Alternating Daily Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students are assigned to either Group One or Group Two and attend onsite in an alternating-day fashion each day of the school calendar. Calendar days that are non-school days impact the rotation, <a href="#">we have created a Group 1-Group 2 calendar here for your review</a>.</td>
</tr>
<tr>
<td>- On days when a group is not in attendance, asynchronous remote learning occurs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Hours</th>
</tr>
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<tbody>
<tr>
<td>Grade Level</td>
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<td>-------------</td>
</tr>
<tr>
<td>Elementary (K-5)</td>
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<tr>
<td>Middle School (6-7)</td>
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<tr>
<td>Middle School (8-9)</td>
</tr>
<tr>
<td>High School (10-12)</td>
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</tbody>
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Roles and Responsibilities

The partnership between student, parent, and teacher is always a key factor in the student learning experience. In a hybrid learning environment these relationships and the roles and responsibilities of all take on even greater importance due to the daily changing of the learning environment. The specific roles and responsibilities of students and parents in a hybrid learning environment are shared below.

### Student Roles and Responsibilities

- Establish daily routines for engaging in the learning opportunities
- When offsite, identify a space where you can work effectively and successfully
- During any synchronous (live) learning sessions with a teacher, sit away from background distractions, mute your microphone when not speaking, and wear school appropriate dress. If video is to be used, please orient the camera so there is a wall behind you.
- Monitor online platforms and communication daily
- Communicate with your teachers if you need additional support

<table>
<thead>
<tr>
<th>For questions about...</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>an activity or resource</td>
<td>the relevant teacher</td>
</tr>
<tr>
<td>a technology related problem or issue</td>
<td>the relevant teacher or your media specialist</td>
</tr>
<tr>
<td>a personal, academic or social-emotional concern</td>
<td>a trusted adult, school counselor, and/or social worker</td>
</tr>
<tr>
<td>access to community resources (food, mental health referral, housing, etc.)</td>
<td>your school counselor or social worker</td>
</tr>
</tbody>
</table>

### Family Roles and Responsibilities

Provide support for your student by:
- Establishing routines and expectations
- Defining a physical space for your student to study
- Monitoring communications from your student’s teachers
- Taking an active role in helping your student process his/her learning
- Encouraging physical activity and/or exercise
- Remaining mindful of your student’s stress or worry
- Monitoring how much time your student is spending online

<table>
<thead>
<tr>
<th>For questions about...</th>
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<tbody>
<tr>
<td>an activity or resource</td>
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<tr>
<td>a technology-related problem or issue</td>
<td>the relevant teacher or your student’s media specialist</td>
</tr>
<tr>
<td>a personal, academic or social-emotional concern</td>
<td>your student’s school counselor and/or social worker</td>
</tr>
</tbody>
</table>
access to community resources (food, mental health referral, housing, etc.)

your school counselor or social worker

other issues

your school principal or assistant principal

**Grade Level Considerations**

In a hybrid model adjustments to the instructional programs at each grade level will be made by teachers in order to engage students in learning both remotely and on-site. Below you will find grade level considerations for adjustments in curriculum, instruction, assessment, reporting, attendance, and culture in a hybrid model.

### Preschool Considerations

#### Curriculum
- Identified prioritized standards in literacy, math, social-emotional and physical development will be implemented in the 2020-21 school year.
- Approved core instructional resources for each content area will be utilized.
- Approved supplemental resources for each content area will be utilized (print, manipulatives, digital).
- Pacing guide will determine when prioritized standards will be reported each trimester to parents.
- Pacing will be reviewed periodically or when the need has been identified due to a change in the Return to Learn delivery model.

#### Instruction
- Required learning may be live or offline (synchronous or asynchronous).
- Synchronous (live) instructional time will be spent primarily in small groups and in one on one/small group conferring.
- Asynchronous (offline) instructional time will be used primarily for whole group instruction and may be delivered by other preschool teachers.
- Teachers will collaborate to engage in data based decision making, differentiate instruction, align resources, provide scaffolding and supports to meet the needs of all students.
- Teachers will utilize an identified distance learning platform for use/access across traditional, hybrid, online starting on the first day of school.
- Instructional options: Staff may use a variety of methods to deliver instruction. They might include: screencast/recorded lessons, targeted instructional links, defined student expectations for learning tasks, resources that are accessible and support the instructional purpose (paper copies that are comparable learning), or video tutorials. To the extent possible, utilize tools that are familiar to students.
- Classroom teacher will consult with parents in how to support student learning at home by offering office hours and recorded videos modeling the use of manipulatives and instructional strategies.

Students will:
- Use hands on manipulatives and have multi-sensory learning opportunities.
- Use feedback loops to: inform and extend student progress, allow for student voice in classroom routines and practices.
- Demonstrate engagement through various modes: Collection of evidence-submitting work via platforms, email, video recording, pictures.
- Engage in collaborative conversations and partner work.
| **Assessment** | State, district and classroom assessment information will be gathered from students on-site as well as online. Teachers will use a variety of ways to assess. Some examples of ways to collect evidence of student progress are:  
- Performance opportunities (Demonstration learning task)  
- Conferring (Teacher/Student conversation)  
- Recordings  
- Digital tool/adaptive learning programs that can be used at school and at home  
A critical piece of student growth and learning includes providing feedback to students. Feedback to students will:  
- Be immediate during practice opportunities while onsite or during synchronous learning  
- Include the use of rubrics and checklists to monitor the progression of student learning  
- Be shared with parents to support ongoing learning and practice at home |
| **Reporting/Attendance** | Reporting (No changes from traditional school year):  
- Teachers will have regular and ongoing communication with parents on the academic and behavior progress of their student.  
- Report cards will be sent home three times per year in alignment with GOLD reporting timelines.  
- Parent/Teacher conferences will be held two times per year.  
- Special education progress reports will be shared as written in the IEP.  
Attendance:  
- Attendance is required and will be recorded in Infinite Campus.  
- Attendance will be taken on days the student is to be onsite for learning.  
- By the end of the work day, teachers will enter the day’s attendance into Infinite Campus.  
The teacher will reach out to the family to offer support, if he/she has not heard from the family for three days. If the teacher is unsuccessful in communicating with the family, then additional support (i.e. counselor, social worker, principal, School Administrative Manager) may be needed. |
| **Culture** | Staff will:  
- Build and maintain relationships that value agency and efficacy in students  
- Foster interactions/relationships among students  
Establish relationships by:  
- Video conferencing as a way to replace home visits and back to school events  
- Building efficacy in families as educators  
- Seeking to understand and honor the uniqueness of each family and their situation  
- Teaming with families to maximize student success  
Staff will teach routines to address the following:  
- How to support students to begin their learning  
- How to safely enter a classroom, walk in the halls, use common areas within the building |
- asking questions and share their thinking
- The safe and comfortable use of technology at home and school

Support families by:
- Regular communication with caretakers/families
- Creating and maintaining a schedule for learning at home. A consistent and “normal” routine is recommended.
  - Consider a schedule/calendar that clearly outlines expectations and learning goals
- Self-Care Reminders: sleep habits, eating habits
- Digital Tools - inform students and parents where to find class materials

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### Elementary (K-5) Considerations

#### Curriculum

The goal of teachers is to strategically couple unfinished learning from the spring of 2020 with current grade level standards. Teachers will accelerate learning in order to meet the needs of their students. In addition:
- Identified prioritized standards in literacy, math, social studies, science, and work habits will be implemented in the 2020-21 school year
- approved core instructional resources for each content area will be utilized (print, manipulatives, digital)
- approved supplemental resources for each content area will be utilized (print, manipulatives, digital)
- Pacing guide will determine when prioritized standards will be reported each trimester to parents for all elementary schools
- Pacing and delivery of instruction on the prioritized standards will be reviewed periodically or when the need has been identified due to a change in the Return to Learn delivery model
- Teachers will take note of progress regarding instruction on standards throughout the year, so implications for 2021-2022 can be considered.

#### Instruction

- Onsite instruction will be delivered following social distancing guidelines.
- Teachers will provide learning opportunities offline or online (synchronous or asynchronous).
- Instructional time (both onsite and distance learning) will be spent primarily in small groups and in one on one/small group conferring.
- Teachers will determine and utilize the most important instructional strategies for students.
- Asynchronous Instruction will be primarily for whole group learning while offsite and may be delivered by other grade level teachers within a school.
- Independent practice and application will occur both onsite and virtually at home.
- General education teachers will collaborate with critical partners (ELL, Special Education, AELP, Literacy Leaders, Interventionists, etc.) to engage in data based decision making, differentiate instruction, align resources, provide scaffolding and supports to meet the needs of all students.
- Teachers will use a variety of methods to deliver instruction.
- Teachers will utilize an online learning platform for use/access across traditional, hybrid, online starting on the first day of school.
Teachers will provide direct instruction to students on how to navigate the online learning platform and provide norms and expectations with online learning.

- A consistent daily schedule will be developed by buildings to maximize instructional time.
- Teachers will be attentive to the ways student social/emotional needs might be impacting the learning environment and respond accordingly.
- Teachers will utilize relevant and rigorous learning activities that engage students and provide opportunities for reflection.

Students will:

- use hands-on manipulatives available at home and have multi-sensory learning opportunities
- use feedback loops to: inform and extend student progress, allow for student voice in classroom routines and practices
- demonstrate engagement through various modes: A collection of evidence will include-submitting assignments digitally, through email, video recording, pictures, conversations, etc.
- engage in collaborative conversations and partner work

Examples of ways to collect evidence of student progress are:

- Running Records
- Online Discussion forums
- Performance assignments (Demonstration learning task)
- Quizzes
- Conferring (Teacher/Student conversation)
- Recordings
- Personal reflection - blogs/journals/write to learn
- Surveys
- Digital tool/adaptive learning programs that can be used at school and at home
- State required assessments

A critical piece of assessing includes providing feedback to students. Feedback will:

- Be student-centered, including self-assessment
- Include the use of rubrics and checklists to monitor the progression of student learning
- Include discussion forums
- Be given to students by teachers or peers digitally after they upload work

Reporting:

- Teachers will have regular and ongoing communication with parents on the academic and behavior progress of their student.
- Report cards will be sent home three times per year at the end of each trimester.
- Parent/Teacher conferences will be held two times per year.
- Parents will be notified of district required assessment results throughout the year.
**Reporting/Attendance**

**Attendance:**
- Attendance is required and will be recorded in Infinite Campus.

When students are at school in a hybrid model:
- Attendance will be taken at the beginning of the day. This will be entered into Infinite Campus by teachers in accordance with the standard practices for on-site learning in a traditional model.
- Attendance will be monitored and adjusted as needed throughout the day to account for late arrivals, early dismissals, as done during a traditional school year.

When students are at home in a hybrid model:
- Daily attendance will be based on whether a student accesses asynchronous instruction
  - Students will indicate their attendance on a daily survey
- By the end of the work day, teachers will enter previous day’s attendance into Infinite Campus

The teacher will reach out to the family to offer support, if he/she has not heard from the student for three days. If the teacher is unsuccessful in communicating with the family, then additional support (i.e. counselor, social worker, principal, School Administrative Manager) may be needed.

**Culture**

**Staff will:**
- Build and maintain relationships that value agency and efficacy in students
- Foster interactions/relationships among students as they collaborate through a variety of technology tools

Establish relationships by:
- Video conferencing as a way to replace back to school events
- Building efficacy in families and valuing their role in education
- Seeking to understand and honor the uniqueness of each family and their situation
- Teaming with families to maximize student success

**Staff will teach routines to address the following:**
- How to support students to begin their learning
- How to safely enter a classroom, walk in the halls, use common areas within the building
- Asking questions and share their thinking
- Explicitly teach work habits standards, using PBIS and/or Leader in Me lessons
- Incorporate work habits while teaching goal-setting
- The safe and comfortable use of technology at home and school

**Support families by:**
- Regular communication with caretakers/families
- Creating and maintaining a schedule for learning at home. A consistent and “normal” routine is recommended.
  - Consider a schedule/calendar that clearly outlines expectations and learning goals
- Self-Care Reminders: sleep habits, eating habits, work space for school work
- Digital Tools - inform students and parents where to find class materials
## Secondary (6-12) Considerations

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>The goal of teachers is to strategically couple unfinished learning with current grade level standards. Teachers should not create a “review” unit to capture all of the missed learning from 19-20.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers will review the <a href="#">Work Habits tool</a>, as well as classroom expectations, to determine which behavioral expectations will need to be adjusted and addressed through instruction. Keep in mind that students have had a prolonged absence from the traditional classroom, and they are now expected to engage in learning both on-site and online. Students will have new on-site expectations (ex: wearing masks, social distancing).</td>
<td></td>
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<tr>
<td>2. Teachers will consider the academic and social-emotional learning (SEL) needs of the student, the standard/s, as well as screen time, when preparing to develop instruction for synchronous and asynchronous learning.</td>
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<tr>
<td>3. Teachers should consider how they will differentiate for students engaged in off-site learning, as well as how they might capitalize on having students in the physical classroom.</td>
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<tr>
<td>4. Teachers will refer to the Standards Not Taught document to determine which standards/skills/content may not have been addressed in 2019-2020.</td>
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<tr>
<td>5. Teachers will engage in PLC dialogue to determine when to provide instruction that addresses standards/skills/content from 2019-2020. Teachers will collect student data to make instructional decisions. This data should include pre-assessment and formative assessment practices.</td>
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<tr>
<td>6. After collecting data, teachers will develop an order in which standards, skills, and content will be addressed.</td>
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<tr>
<td>7. Teachers will take note of progress regarding instruction on standards throughout the year, so that implications for 2021-2022 can be considered.</td>
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<table>
<thead>
<tr>
<th>Instruction</th>
<th>● Teachers will establish connections with students and provide opportunities for students to develop connections with peers to optimize student achievement.</th>
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<tbody>
<tr>
<td>● Teachers will be attentive to the ways student/teacher social/emotional needs might be impacting the learning environment and respond accordingly.</td>
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<tr>
<td>● Teachers will provide direct instruction to students on how to navigate the online learning platform and provide norms and expectations with online learning.</td>
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<tr>
<td>● Teachers will utilize office hours to foster productive communication with students and parents.</td>
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<tr>
<td>● Teachers will utilize relevant and rigorous learning activities that engage students and provide opportunities for reflection.</td>
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<tr>
<td>● Teachers will use a variety of methods to deliver instruction.</td>
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<tr>
<td>● Teachers will provide learning opportunities may be offline or online (synchronous or asynchronous).</td>
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<tr>
<td>● Teachers will use evidence of student learning to differentiate instruction for students.</td>
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<tr>
<td>● Teachers will collaborate to ensure instructional practices align and are accessible for all students.</td>
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| Feedback | ● **Universal feedback**: As teachers are developing learning opportunities, they are encouraged to think about guiding questions, rubrics, and resources students can use |
to monitor their work. This naturally builds in feedback loops and opportunities for students (and their parents/guardians) to assess their work. This information can be included in the printable materials as well as electronically.

- **Targeted feedback:** Teachers provide targeted feedback to students as needed. Students can request feedback by asking their classroom teacher.
- **Teachers will provide feedback that is related to skills and standards of the course**
- **Teachers will provide timely feedback.**
- **Teachers will provide clear communication regarding where/how students should ask questions and seek clarification.**
- **PLCs will determine how, when, and where students can request feedback**
- **PLCs will determine the best feedback strategies to use-teacher, self, peer**

<table>
<thead>
<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>- Teachers will use assessments aligned to the practices and principles in SRG Guidebook and IC map</td>
</tr>
<tr>
<td>- Teachers will use multiple and varied methods to monitor, assess, reassess, and provide feedback to students regarding learning in relation to the grade-level standards and focus components.</td>
</tr>
<tr>
<td>- PLC will determine evidence (quantity/type) of student learning needed to determine a mark</td>
</tr>
<tr>
<td>- PLCs will develop assessments aligned to standards and skills</td>
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<tr>
<td>- PLCs will review targeted standards/skills to determine where pre-assessment would be most beneficial to assist students in meeting proficiency in the current course</td>
</tr>
<tr>
<td>- Teachers will use pre assessment as needed to guide instruction and pacing</td>
</tr>
<tr>
<td>- PLC will determine best assessment strategy (structure/location) to assess skill/standard to foster academic integrity</td>
</tr>
<tr>
<td>- PLC will determine evidence (quantity/type) of student learning to determine a mark</td>
</tr>
<tr>
<td>- Teachers and PLCs will utilize professional learning and ICs for support</td>
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<tr>
<td>- Assessments such as ISASP and FastBridge will be given following district protocol guidelines</td>
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<table>
<thead>
<tr>
<th>Grading &amp; Reporting</th>
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<tbody>
<tr>
<td><strong>Courses Grades 6-12</strong></td>
</tr>
<tr>
<td>Courses in grades 6-12 will continue to utilize Standards Referenced Grading practices. Student grades will be reported based on the standards covered during the grading period at 6, 12, and 18 week intervals through Infinite Campus.</td>
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</tbody>
</table>

Grades will be reported on the A through F scale (no change from past practice) and be based on standards covered during the grading term.

**Work Habits**
Work Habits will be reported for all courses in grades 6-12 utilizing the Work Habits Rubrics.

<table>
<thead>
<tr>
<th>Attendance</th>
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<tbody>
<tr>
<td><strong>Attendance</strong></td>
</tr>
</tbody>
</table>

**On-site:**
Attendance will be taken daily by period for students. This will be entered into Infinite Campus by teachers in accordance with the standard practices for on-site learning in a traditional model.

**Online: (Prorated based on days engaged in virtual learning)**
Attendance for students is based on student engagement and understanding that students
may not be able to access synchronous learning due to outside factors. Teachers, students, and guardians are encouraged to collaborate to promote student engagement with the learning tasks required for all students’ enrolled courses.

Student engagement is based on evidence of completing assigned learning tasks which will be entered into Infinite Campus a minimum of 1 time per week by teachers. This evidence will be gathered through opportunities intentionally designed by teachers to solicit student responses. Students are required to engage in these specifically designed activities to meet attendance requirements.

**Response to Absences**
Attendance in the traditional model (on-site) will be captured and addressed according to the district defined process within the student/family handbook.

If a student does not engage in the online learning for the week, the teacher and Student Attendance Team for the building will reach out to the student and guardian. The purpose of this outreach is to engage in a discussion to remove barriers to student engagement and develop a plan to support student engagement in the required learning activities. The Student Attendance Team will document the intervention following the process for the building and track the student engagement to ensure attendance is improved. If student engagement does not improve with the initial interventions, the Student Attendance Team will reconvene to determine further interventions required to support student engagement.

<table>
<thead>
<tr>
<th>Culture</th>
<th>While there will be some worry and questions about what was taught or not taught the previous year, we need to harness our focus on building relationships and then on what the students do know in relation to standards. Then, determine the learning students need to grow and meet the current course standards. AST, ILT, and horizontal colleagues will provide the necessary and on-going supports.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relationships</strong></td>
<td><strong>Why:</strong> Relationships and rapport are a must when it comes to learning. While the students are present, we need to be intentionally establishing these relationships more than we have in previous years.</td>
</tr>
<tr>
<td></td>
<td>Build in ways for students to connect academically and socially</td>
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<td></td>
<td>● Student-Student</td>
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<tr>
<td></td>
<td>● Teacher-Student</td>
</tr>
<tr>
<td></td>
<td>Be intentional with how we use our face-to-face time to build relationships.</td>
</tr>
<tr>
<td><strong>Routines</strong></td>
<td><strong>Why:</strong> Intentional routines and procedures are crucial to help staff, students, and families navigate opportunities. Practicing routines and procedures in the learning environment is a crucial element in learning to use them effectively.</td>
</tr>
<tr>
<td></td>
<td>Routines can include:</td>
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<tr>
<td></td>
<td>● Determining a schedule of what needs to be done and when it needs to be done (thinking how to help students use Google Calendar, reminders, etc.)</td>
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<tr>
<td></td>
<td>● Practicing using online learning environment (teachers model how to access and how to use)</td>
</tr>
<tr>
<td></td>
<td>● Practicing self-care: sleep habits, eating habits, utilizing a work space for</td>
</tr>
</tbody>
</table>
Special Programs
Ankeny Community Schools will continue to support buildings and teachers in their mission to meet the needs of our gifted, English language and at-risk learners, as well as their families in a hybrid environment. Each school’s special programs teachers will also be available to support families, staff and students, in a hybrid environment. ACSD’s Special Programs Coordinator will collaborate with all relevant stakeholders to ensure the needs of all learners under the umbrella of special programs and their families are met. To maximize students’ face to face time with teachers, Special Programs Services will continue to be provided remotely to the greatest extent possible in a hybrid environment.

Students will continue to be identified for special programs during a hybrid learning delivery model. Student learning needs will be addressed through each building’s problem solving team. A Student & Family Assistance referral has also been created to allow staff, students and their families to alert school buildings of a student or family need.

ACSD is committed to ensuring that students under the Special Programs umbrella receive the services they need in order to be academically and socially/emotionally successful during a continuous online delivery model.

<table>
<thead>
<tr>
<th>Special Programs</th>
<th>(English Learners, At-risk/DOP, Ankeny Extended Learning Program)</th>
</tr>
</thead>
</table>
| **Instruction**   | ● Intervention instruction is delivered by both the general education teacher and the special programs teacher. Settings for service are determined by the special programs teacher in collaboration with the students general education teachers and building administrators.  
● In a hybrid learning model, students can expect to experience intervention times in an asynchronous fashion, via recorded mini lessons, and/or in a synchronous learning that may occur face-to-face with their special programs teacher and/or their content teacher. When students are present at their home building, student intervention time will be prioritized to ensure the needed interventions occur.  
● Additional supports will be collaboratively identified and used by the general education teacher in order to ensure equity of access to the information provided during a students content classes. |
| **Home Supports** | Ankeny Community Schools will continue to support students and families at home by equipping them with the resources and tools necessary to succeed at high levels academically. The district will ensure that students and families have the technology (laptop, internet hotspots), supplies (hard copy and on-line books, class specific tools and consumables), and training (Google Classroom, Seesaw, Google Meet, WebEx, Infinite Campus) necessary for students to work remotely from home and achieve at high levels. Translation services will be provided for students and families to the greatest extent possible. Staff members will have daily office hours to help support students and families. Parents and students will be able to communicate with teachers, counselors, social workers, administration and other staff members during designated office hours.  
Ankeny Community Schools suggests that students and families develop a routine for remote learning from home. Ideally students should have a designated area for learning in |
the house that is appropriate for learning and distraction-free. Students should attend and participate in classes at the designated times set forth by ACSD. (insert final schedule link here)

<table>
<thead>
<tr>
<th>Additional Supports</th>
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<tbody>
<tr>
<td>● Office hours provided by special programs teachers for families</td>
</tr>
<tr>
<td>● Ankeny Community School District is committed to communicating with families in the language and in the manner in which is conducive to them:</td>
</tr>
<tr>
<td>○ To have materials translated, reach out to Samantha Aukes at <a href="mailto:samantha.aukes@ankenyschools.org">samantha.aukes@ankenyschools.org</a>.</td>
</tr>
<tr>
<td>○ To discuss the manner in which you prefer communication, reach out to your individual student’s teacher.</td>
</tr>
<tr>
<td>○ To speak to the Equity Director, email Ken Morris at <a href="mailto:ken.morris@ankenyschools.org">ken.morris@ankenyschools.org</a>.</td>
</tr>
</tbody>
</table>
Special Education

The Special Education Department is committed to providing free and appropriate educational opportunities for students with disabilities, to the greatest extent possible in alignment with public health guidelines. Collaboration with families has always been an integral part of the special education process and continues to be essential during this time. To address the unique needs of students with disabilities, special education providers will continue the work with families to collaboratively identify the most essential services for each student that can be provided both directly and indirectly in remote and in-person learning environments. Service plans will be adjusted as needed for the circumstances of the learning environment. We recognize that each student will have an individual plan based on the learning model selected by the district. We will be working diligently to set detailed plans for the delivery of special education services.

Ankeny Community Schools will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services. At the same time, Ankeny will be mindful that students have been displaced from their typical learning environment when initiating the referral process. Some evaluation procedures can be completed in remote learning situations. Some evaluations require in-person contact with students or observations of students in school settings. Ankeny Community Schools will conduct evaluations remotely and in-person while adhering to public health guidelines for the safety of students and staff.

Ankeny Community Schools is committed to providing families an opportunity to have meaningful participation in the special education process. Whether in-person or an alternative format, such as videoconferencing or by phone, Special Education teams will partner with families to determine the most practical format to conduct IEP meetings and arrange for an interpreter if necessary.

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<tr>
<th>Special Education</th>
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<tbody>
<tr>
<td>Instruction</td>
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<td>● Specially designed instruction occurs in a core/co-taught setting, in a supplemental setting, or in a supplanted setting. A combination of settings may also be required to best meet the student's instructional needs. All settings for service are determined by the IEP team and are based on a child’s least restrictive environment.</td>
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<td>● In a hybrid model, specially designed instruction will be provided in a combination of formats. Students can expect to experience specially designed instruction face to face, in an asynchronous fashion, via recorded mini lessons, and/or in a synchronous learning.</td>
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<td>● Progress monitoring procedures will be implemented as determined by the IEP team. Progress monitoring can occur when the student is on site or virtually.</td>
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Operations

The Ankeny Community School District is committed to the safety of all students, staff, and visitors at our facilities and at our events. As District facilities open after the COVID-19-related slowdown, the District will need to consider a variety of measures for keeping people safe. These considerations include practices for scaling up operations, safety actions (e.g., cleaning and disinfection, social distancing), monitoring possible reemergence of illness, and maintaining health operations. The District will follow local, state, and federal health guidelines as well as guidance from the Iowa Department of Education.

Operations in Support of Public Health

General Expectations:
- Symptom screening of students/staff prior to leaving home.
- Cloth face coverings required to be worn while on school bus and campus.
- Social distancing by students/staff at all possible times.
- Students bring personal water bottle; drinking fountains turned off. Hydration filling stations will remain on and are being added throughout the district.

Bus:
- Students are encouraged to use other forms of transportation, if possible. Pay-to-ride will not be offered to start the year.
- PPE required for drivers: gloves, cloth mask, face shield
- Social distancing and cloth mask expectation at bus stops
- Cloth masks required for students prior to boarding and throughout the duration of the ride. (Disposable masks provided to those who arrive without one.)
- Students board back-to-front one person to a seat, alternating seats when possible (exception: students from the same household may share a seat).
- Open vents/windows when weather allows.

Arrival:
- Staffing additional entrances in the morning to minimize clustering by main entrance.
- Hand sanitizer provided to students upon entry.
- Students go directly to 1st period class (secondary) or classroom teacher’s room (elementary).
- Students wearing masks from time of arriving on campus to the time they are seated in the classroom.

Lunch:
- Markings on floor to ensure proper spacing.
- Students eat in the classroom to the greatest extent possible.
- Pre-portioned meal options provided to students.
- Disposable trays and plasticware.
- No condiment table or communal stacks, bins, trays, and utensils that would otherwise be accessed by many hands.
- Face shields or plexiglass for nutrition services staff.
- Increase use of exhaust fans in the kitchen.
- Contactless payment options/processes.
- Continue to offer off-site lunches to those learning virtually.

Recess (Elementary Only):
- Staggered recess times to offer by class (vs. by grade level) when possible. Otherwise, increased supervision to ensure social distancing.
- Contact sports/activities (basketball, football, tag, etc.) will not be allowed.
- Cloth masks allowed, but not required while outdoors.
- Hand sanitizer or staggered hand washing for each student before and after recess.
- During inclement weather, indoor recess takes place in the classroom and should involve a social and/or physical activity in which students can engage from their desks.

Dismissal:
- Increased supervision (interior and exterior) to ensure proper distancing.
- Cloth masks required to be worn by students until off campus (if walking or riding a bike/scooter), until off the bus (if riding a bus), or until in the vehicle if being picked up by car. Cloth masks worn by supervising staff.
● Grab-and-go breakfast offered; students eat in the classroom.
● Lockers/cubbies will not be used. Students bring backpacks into the classroom and throughout the day.

**During Class:**
● Desks spaced with maximum distancing given the room size.
● Desks/students facing the same direction.
● Assigned seating (to prevent confusion and facilitate contact tracing, if necessary). Student expectation to remain seated unless given explicit permission from the teacher.
● Secondary: alternate desks used each period to minimize need for disinfecting.
● Cloth masks required for students and staff when a six-foot distance cannot be accomplished. Staff offered face shields; in most cases, the shield would not replace the cloth mask but can be worn as an additional layer of safety.
● Minimize sharing of school supplies; wiped down with cleaning solution prior to use by new user.
● Consider outdoor space for learning, when possible.
● Some classes may not be offered in the same way: band, choir, PE, etc.
● Elementary specials (except PE) may be offered in the classroom.

**Passing Time:**
● One-way walking lanes established on the right side of the hall.
● Students required to wear masks in halls, apply social distancing, and follow designated hallway traffic patterns.
● Floors marked with social distancing reminders, particularly outside gyms (in elementary) and all rooms (in secondary).
● Increased supervision to coach distancing.
● Staff assigned to each restroom to monitor capacity.
● Elementary: Building schedule to reflect staggered passing times. Students line up six feet apart and maintain that distance when traveling to PE or recess. (All other specials should be taught in the classrooms.)
● Secondary: When possible, stagger or expand passing times. PE locker rooms will be closed. Upon entering the classroom, students grab a wipe and wipe down their area. All students exit

**Staggered release where possible.**
○ Elementary: Dismiss by bus first, then other modes.
○ Secondary: Students exit the closest exterior door and walk outside to bus/car/parent (weather permitting).

**Staff:**
● Encouraged to use outdoor spaces (or indoor spaces that allow for physical distancing) during lunch/break.
● Professional learning completed remotely or divided into smaller, properly distanced groups.
● Expectation to wipe down surfaces in commonly accessed staff spaces (e.g. tables, microwave, printers, etc.) between uses.

**Miscellaneous:**
● Floor labeled in office, nurse’s office, media center to ensure proper spacing while waiting in line.
● Secretaries will use plexiglass barriers and will wear a face covering when greeting visitors.
● Limit parent/community member volunteers, guest speakers, etc.
● Visitors with an essential need to enter a building will be screened with a series of symptom screening questions developed in partnership with Polk County Health Department.
● Limit parents dropping off items to only those essential to the student’s day. Consider adding a table to the vestibule/office with tape/marker. Parents dropping off items for their child should utilize the table.
● Each building identifies 1-2 isolation rooms (not nurse’s office) for students exhibiting COVID-19 symptoms.
● There will be no large group assemblies.
● Viability and safety protocols for extra-curricular activities based on guidance from state and local authorities.
<table>
<thead>
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<th><strong>Hallways During Class:</strong></th>
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<td>- Staff will limit sending students to the halls during class.</td>
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<tr>
<td>- Staff supervision of halls throughout the day.</td>
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<td>- Students expected to wear a cloth mask in the halls, apply social distancing, and follow designated hallway traffic patterns.</td>
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