### ACSD Return to Learn - Required Continuous Learning Model

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**RETURN to LEARN**

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**Required Continuous Learning (CL)** - to be used in an emergency, such as the resurgence of COVID-19, or under another circumstance in which it is not possible for students to be in the building receiving instruction.

### Required Continuous Learning
Remote learning is a combination of synchronous and asynchronous learning that occurs remotely.

| Teachers and other assigned staff are on-site.  
| *in the event our state or city is under a shelter-in-place order, no staff will be on site.*  

| Students are off-site.  

| Students engage in synchronous and asynchronous learning fully online. The schedule is determined by the school staff.  

| Students have access to live and/or recorded lectures, assignments, projects, and assessments fully online instruction.  

| Labs, workshops, and project-based assignments are done online.  

| Assessment is embedded in the plan for remote 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.  

| Food service is available to students regardless of school delivery method.  

### Schedules
Daily routines for students in a required continuous learning environment is critical. For this reason daily schedules for synchronous and asynchronous learning have been developed for a required continuous learning model.

- [Elementary Daily Schedule](#)
- [Secondary Daily Schedule](#)

### Roles and Responsibilities
The partnership between student, parent, and teacher is always a key factor in the student learning experience. In a required continuous learning environment these relationships and the roles and responsibilities of all take on even greater importance. The specific roles and responsibilities of students and parents in a required continuous 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 attire. 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>
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<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

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<tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>a personal, academic or social-emotional concern</td>
<td>your student’s school counselor and/or social worker</td>
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<tr>
<td>access to community resources (food, mental health referral, housing, etc.)</td>
<td>your school counselor or social worker</td>
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<tr>
<td>other issues</td>
<td>your school principal or assistant principal</td>
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**Grade Level Considerations**

In a required continuous learning model adjustments to the instructional programs at each grade level will be made by teachers in order to engage students in learning remotely. Below you will find grade level considerations for adjustments in curriculum, instruction, assessment, reporting, attendance, and culture in a required continuous learning 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.  
• 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 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 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 |
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<thead>
<tr>
<th>Reporting/Attendance</th>
<th>Reporting (No changes from traditional school year):</th>
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<tr>
<td></td>
<td>● Teachers will have regular and ongoing communication with parents on the academic and behavior progress of their student.</td>
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<td>● Report cards will be sent home three times per year in alignment with GOLD reporting timelines.</td>
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<td>● Parent/Teacher conferences will be held two times per year.</td>
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<td>● Special education progress reports will be shared as written in the IEP.</td>
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<td></td>
<td><strong>Attendance:</strong></td>
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<tr>
<td></td>
<td>● Attendance is required and will be recorded in Infinite Campus.</td>
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<td></td>
<td>● Attendance will be based on whether a family accesses asynchronous instruction on behalf of their student.</td>
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<td>○ Families will indicate student engagement through a weekly survey when not on-site</td>
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<td>● By the end of the work week, teachers will enter the week’s attendance into Infinite Campus.</td>
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<td>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.</td>
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<tr>
<th>Culture</th>
<th>Staff will:</th>
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<td></td>
<td>● Build and maintain relationships that value agency and efficacy in students</td>
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<td>● Foster interactions/relationships among students</td>
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<td>Establish relationships by:</td>
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<td></td>
<td>● Video conferencing as a way to replace home visits and back to school events</td>
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<td></td>
<td>● Building efficacy in families as educators</td>
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<td></td>
<td>● Seeking to understand and honor the uniqueness of each family and their situation</td>
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<td></td>
<td>● Teaming with families to maximize student success</td>
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<td>Staff will teach routines to address the following:</td>
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<td></td>
<td>● How to support students to begin their learning</td>
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<td>● How to safely enter a classroom, walk in the halls, use common areas within the building</td>
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<td>● asking questions and share their thinking</td>
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<td></td>
<td>● The safe and comfortable use of technology at home and school</td>
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<tr>
<td>Support families by:</td>
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<tr>
<td></td>
<td>● Regular communication with caretakers/families</td>
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<td></td>
<td>● Creating and maintaining a schedule for learning at home. A consistent and “normal” routine is recommended.</td>
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<td></td>
<td>○ Consider a schedule/calendar that clearly outlines expectations and learning goals</td>
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<td></td>
<td>● Self-Care Reminders: sleep habits, eating habits</td>
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<td></td>
<td>● Digital Tools - inform students and parents where to find class materials</td>
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</tbody>
</table>
### Elementary (K-5) Considerations

| Curriculum | • 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  
• 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 across all elementary schools  
• 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 delivered by other grade level teachers.  
• 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 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.  
• Use the elementary Continuous Learning schedule to deliver instruction.  
• Classroom teacher will model using manipulatives and inform parents on best practice with use of manipulatives.  
• Educate parents on the strategies and the why critical components that parents need background on.  
Students will:  
• 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 homework via platforms, email, video recording, pictures, talk moves, accountability partners, etc.  
• engage in collaborative conversations and partner work |
| Assessment | State, district, and classroom assessment information will be gathered from students online.  
Teachers will use a variety of ways to assess. Some examples of ways to collect evidence of student progress are:  
• Running Records  
• Online Discussion forums  
• Performance assignments (Demonstration learning task)  
• Quizzes |
- Conferring (Teacher/Student conversations)
- 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 to students 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

Teachers will provide clear communication to parents and students regarding how to receive/gain feedback.

| 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 at the end of each trimester.
| | - Parent/Teacher conferences will be held two times per year.

In addition, parents will be notified of district required assessment results throughout the year:
- FastBridge - Kdg-5th grade in literacy and math
- Special education progress reports
- CogAT - 3rd grade only
- ISASP - 3rd through 5th grade

**Attendance:**
- Attendance is required and will be recorded in Infinite Campus.
- Daily attendance will be based on whether a student accesses synchronous and asynchronous instruction
  - Students will indicate their attendance on a daily survey.

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 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 distance learning
- How to enter a distance learning classroom (use of video, audio, chat, teach how to use technology before teaching content)
- 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.
- Expectations for the most common virtual activities
  - End of the day wrap-up - Plus/Delta
  - Teach routines for videoconferencing and online learning
- Continue tiered support for students struggling with behavior
- Encourage self-care for staff and students

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

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**Secondary (6-12) Considerations**

**Curriculum**

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.

1. Teachers will review the [Work Habits tool](#), 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 required online learning.

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.

3. Teachers will refer to the Standards Not Taught document to determine which standards/skills/content may not have been addressed in 2019-2020.

4. 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.

5. After collecting data, teachers will develop an order in which standards, skills, and content will be addressed.

6. Teachers will take note of progress regarding instruction on standards throughout the
year, so that implications for 2021-2022 can be considered.

<table>
<thead>
<tr>
<th>Instruction</th>
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| ● Teachers will establish connections with students and provide opportunities for students to develop connections with peers to optimize student achievement.  
  ● Teachers will be attentive to the ways student/teacher social/emotional needs might be impacting the learning environment and respond accordingly.  
  ● Teachers will provide direct instruction to students on how to navigate the online learning platform and provide norms and expectations with online learning.  
  ● Teachers will utilize office hours to foster productive communication with students and parents.  
  ● Teachers will utilize relevant and rigorous learning activities that engage students and provide opportunities for reflection.  
  ● Teachers will use a variety of methods to deliver instruction.  
  ● Teachers will provide learning opportunities may be offline or online (synchronous or asynchronous).  
  ● Teachers will use evidence of student learning to differentiate instruction for students.  
  ● Teachers will collaborate to ensure instructional practices align and are accessible for all students. |

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<thead>
<tr>
<th>Feedback</th>
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</table>
| ● 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 will reach out to individual students to provide targeted feedback. Students can request specific feedback by emailing 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 |

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<thead>
<tr>
<th>Assessment</th>
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</table>
| ● Teachers will use assessments aligned to the practices and principles in SRG Guidebook and IC map  
  ● 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.  
  ● PLC will determine evidence (quantity/type) of student learning needed to determine a mark  
  ● PLCs will develop assessments aligned to standards and skills  
  ● 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  
  ● Teachers will use pre-assessment as needed to guide instruction and pacing  
  ● PLC will determine best assessment strategy (structure/location) to assess skill/standard to foster academic integrity  
  ● PLC will determine evidence (quantity/type) of student learning to determine a mark  
  ● Teachers and PLCs will utilize professional learning and ICs for support  
  ● Assessments such as ISASP and FastBridge will be given following district protocol |
| Grading & Reporting | **Courses Grades 6-12**  
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.  
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. |
| --- | --- |
| Attendance | **Attendance**  
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**  
If a student does not engage in 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. |
| Culture | **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.**  

**Relationships**  
**Why:** 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.  
Build in ways for students to connect academically and socially  
- Student-Student  
- Teacher-Student  

**How:** Using a variety of methods, some suggestions are noted below. |
Student-Student
- Virtual chats that are non-academic
- Intentional connection/relationship building activities

Teacher-Student
- Discussion Boards
- Office Hour (non-content)
- Required weekly check-in
- Intentional connection/relationship building activities

Routines
Why: 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.

Routines can include:
- 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.)
- Practicing using online learning environment (teachers model how to access and how to use)
- Practicing self-care: sleep habits, eating habits, utilizing a work space for school work
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 continuous online environment. Each school’s special programs teachers will be available to support families, staff and students, in a continuous online 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 continuous online environment.

Students will continue to be identified for special programs during a continuous 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 social/emotionally successful during a continuous online delivery model.

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<tr>
<th>Special Programs</th>
<th>(English Learners, At-risk/DOP, Ankeny Extended Learning Program)</th>
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</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 continuous 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 with their special programs teacher and/or their content teacher.  
• 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 student’s 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. 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) |
| Additional Supports | Office hours provided by special programs teachers for families  
|                     | Ankeny Community School District is committed to communicating with families in the language and in the manner in which is conducive to them:  
|                     |   ○ To have materials translated, reach out to Samantha Aukes at samantha.aukes@ankenyschools.org.  
|                     |   ○ To discuss the manner in which you prefer communication, reach out to your individual student's teacher.  
|                     |   ○ To speak to the Equity Director, email Ken Morris at ken.morris@ankenyschools.org. |
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. When this happens, 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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**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

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<th>General Staff Expectations:</th>
<th>Lunch:</th>
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<tr>
<td>● Symptom screening of staff prior to attending school building.</td>
<td>● Continue to offer off-site lunches to those learning virtually.</td>
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<td>● Social distancing by staff at all possible times.</td>
<td>● PPE (cloth masks, gloves, etc.) worn by nutrition services staff.</td>
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<td>● Cloth face coverings are required to be worn by staff in the building while in public spaces, when sharing a room, and at other times when social distancing is not feasible or predictable.</td>
<td><strong>Miscellaneous:</strong></td>
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<tr>
<td>● Hand sanitizer offered to staff upon entry/exit of the building.</td>
<td>● Floor labeled in the office area to ensure proper spacing.</td>
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<tr>
<td>● Staff minimize sharing of supplies; wiped down with a cleaning solution prior to use by a new user.</td>
<td>● Secretaries will use plexiglass barriers and will wear a face covering when greeting visitors.</td>
</tr>
<tr>
<td>● Encouraged to use outdoor spaces (or indoor spaces that allow for physical distancing) during lunch/break.</td>
<td>● 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.</td>
</tr>
<tr>
<td>● Professional learning completed remotely or divided into smaller, properly distanced groups.</td>
<td>● Viability and safety protocols for extra-curricular activities based on guidance from state and local authorities.</td>
</tr>
<tr>
<td>● Expectation to wipe down surfaces in commonly accessed staff spaces (e.g. tables, microwave, printers, etc.) between uses.</td>
<td></td>
</tr>
</tbody>
</table>

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