



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

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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                                                                                                                   |
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| Remote learning is a combination of synchronous and asynchronous learning that occurs remotely                                                 |
| Teachers and other assigned staff are on-site.<br>*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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>• Establish daily routines for engaging in the learning opportunities</li> <li>• When offsite, identify a space where you can work effectively and successfully</li> <li>• 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. Please orient the camera so there is a wall behind you.</li> <li>• Monitor online platforms and communication daily</li> </ul> |

- Communicate with your teachers if you need additional support

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

### 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

| For questions about...                                                      | Contact                                                 |
|-----------------------------------------------------------------------------|---------------------------------------------------------|
| an activity or resource                                                     | the relevant teacher                                    |
| a technology-related problem or issue                                       | the relevant teacher or your student's media specialist |
| a personal, academic or social-emotional concern                            | your student's school counselor and/or social worker    |
| access to community resources (food, mental health referral, housing, etc.) | your school counselor or social worker                  |
| other issues                                                                | your school principal or assistant principal            |

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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

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| <b>Curriculum</b>  | <ul style="list-style-type: none"> <li>● Identified prioritized standards in literacy, math, social-emotional and physical development will be implemented in the 2020-21 school year</li> <li>● Approved core instructional resources for each content area will be utilized</li> <li>● Approved supplemental resources for each content area will be utilized (print, manipulatives, digital)</li> <li>● Pacing guide will determine when prioritized standards will be reported each trimester to parents</li> <li>● Pacing will be reviewed periodically or when the need has been identified due to a change in the Return to Learn delivery model</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Instruction</b> | <ul style="list-style-type: none"> <li>● Required learning may be live or offline (synchronous or asynchronous).</li> <li>● Synchronous (live) instructional time will be spent primarily in small groups and in one on one/small group conferring.</li> <li>● Asynchronous (offline) instructional time will be used primarily for whole group instruction and may be delivered by other preschool teachers.</li> <li>● Teachers will collaborate to engage in data based decision making, differentiate instruction, align resources, provide scaffolding and support to meet the needs of all students.</li> <li>● Teachers will utilize an identified distance learning platform for use/access across traditional, hybrid, online starting on the first day of school.</li> <li>● 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.</li> <li>● Classroom teacher will consult with parents on how to support student learning at home by offering office hours and recorded videos modeling the use of manipulatives and instructional strategies</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>● use hands on manipulatives and have multi-sensory learning opportunities</li> <li>● use feedback loops to: inform and extend student progress, allow for student voice in classroom routines and practices</li> <li>● demonstrate engagement through various modes: Collection of evidence-submitting work via platforms, email, video recording, pictures</li> <li>● engage in collaborative conversations and partner work</li> </ul> |
| <b>Assessment</b>  | <p>State, district and classroom assessment information will be gathered from students online.</p> <p>Teachers will use a variety of ways to assess. Some examples of ways to collect evidence of student progress are:</p> <ul style="list-style-type: none"> <li>● Performance opportunities (Demonstration of learning task)</li> <li>● Conferring (Teacher/Student conversation)</li> <li>● Recordings</li> <li>● Digital tool/adaptive learning programs that can be used at school and at home</li> </ul> <p>A critical piece of student growth and learning includes providing feedback to students. Feedback to students will:</p> <ul style="list-style-type: none"> <li>● Be immediate during practice opportunities during synchronous learning</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                         | <ul style="list-style-type: none"> <li>● Include the use of rubrics and checklists to monitor the progression of student learning</li> <li>● Be shared with parents to support ongoing learning and practice at home</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Reporting/<br/>Attendance</b></p> | <p><b>Reporting (No changes from traditional school year):</b></p> <ul style="list-style-type: none"> <li>● Teachers will have regular and ongoing communication with parents on the academic and behavior progress of their students.</li> <li>● Report cards will be sent home three times per year in alignment with GOLD reporting timelines.</li> <li>● Parent/Teacher conferences will be held two times per year.</li> </ul> <p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>● Attendance is required and will be recorded in Infinite Campus.</li> <li>● Attendance will be based on whether a student accesses asynchronous instruction on behalf of their student.</li> </ul> <p>Student attendance will be monitored by a building attendance team. If there are concerns about your child’s attendance, a representative from your child’s building will be in contact with you. If you have concerns about your child’s attendance or engagement please contact the teacher.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Culture</b></p>                   | <p>Staff will:</p> <ul style="list-style-type: none"> <li>● Build and maintain relationships that value agency and efficacy in students</li> <li>● Foster interactions/relationships among students</li> </ul> <p>Establish relationships by:</p> <ul style="list-style-type: none"> <li>● Video conferencing as a way to replace home visits and back to school events</li> <li>● Building efficacy in families as educators</li> <li>● Seeking to understand and honor the uniqueness of each family and their situation</li> <li>● Teaming with families to maximize student success</li> </ul> <p>Staff will teach routines to address the following:</p> <ul style="list-style-type: none"> <li>● How to support students to begin their learning</li> <li>● How to safely enter a classroom, walk in the halls, use common areas within the building</li> <li>● asking questions and share their thinking</li> <li>● The safe and comfortable use of technology at home and school</li> </ul> <p>Support families by:</p> <ul style="list-style-type: none"> <li>● Regular communication with caretakers/families</li> <li>● Creating and maintaining a schedule for learning at home. A consistent and “normal” routine is recommended. <ul style="list-style-type: none"> <li>○ Consider a schedule/calendar that clearly outlines expectations and learning goals</li> </ul> </li> <li>● Self-Care Reminders: sleep habits, eating habits</li> <li>● Digital Tools - inform students and parents where to find class materials</li> </ul> |

## Elementary (K-5) Considerations

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| <b>Curriculum</b>  | <ul style="list-style-type: none"> <li>● Identified prioritized standards in literacy, math, social studies, science, and work habits will be implemented in the 2020-21 school year</li> <li>● approved core instructional resources for each content area will be utilized</li> <li>● approved supplemental resources for each content area will be utilized (print, manipulatives, digital)</li> <li>● Pacing guide will determine when prioritized standards will be reported each trimester to parents across all elementary schools</li> <li>● Pacing will be reviewed periodically or when the need has been identified due to a change in the Return to Learn delivery model</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Instruction</b> | <ul style="list-style-type: none"> <li>● Required learning may be live or offline (synchronous or asynchronous).</li> <li>● Synchronous (live) instructional time will be spent primarily in small groups and in one on one/small group conferring.</li> <li>● Asynchronous (offline) instructional time will be used primarily for whole group instruction and could be delivered by other grade level teachers.</li> <li>● 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.</li> <li>● Teachers will utilize an identified distance learning platform for use/access across traditional, hybrid, online starting on the first day of school.</li> <li>● 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.</li> <li>● Use the elementary required continuous learning schedule to deliver instruction.</li> <li>● Classroom teacher will model using manipulatives and inform parents on best practice with use of manipulatives.</li> <li>● Educate parents on the strategies and the why critical components that parents need background on.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>● use feedback loops to: inform and extend student progress, allow for student voice in classroom routines and practices</li> <li>● demonstrate engagement through various modes: Collection of evidence-submitting homework via platforms, email, video recording, pictures, talk moves, accountability partners, etc.</li> <li>● engage in collaborative conversations and partner work</li> </ul> |
| <b>Assessment</b>  | <p>State, district, and classroom assessment information will be gathered from students online.</p> <p>Teachers will use a variety of ways to assess. Some examples of ways to collect evidence of student progress are:</p> <ul style="list-style-type: none"> <li>● Running Records</li> <li>● Online discussion forums</li> <li>● Performance assignments (Demonstration of learning task)</li> <li>● Quizzes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                                         | <ul style="list-style-type: none"> <li>● Conferring (Teacher/Student conversations)</li> <li>● Recordings</li> <li>● Personal reflection - blogs/journals/write to learn</li> <li>● Surveys</li> <li>● Digital tool/adaptive learning programs that can be used at school and at home</li> <li>● State required assessments</li> </ul> <p>A critical piece of assessing includes providing feedback to students. Feedback to students will:</p> <ul style="list-style-type: none"> <li>● Be student-centered, including self-assessment</li> <li>● Include the use of rubrics and checklists to monitor the progression of student learning</li> <li>● Include discussion forums</li> <li>● Be given to students by teachers or peers digitally after they upload work</li> </ul> <p>Teachers will provide clear communication to parents and students regarding how to receive/gain feedback.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Reporting/<br/>Attendance</b></p> | <p><b>Reporting (No changes from traditional school year):</b></p> <ul style="list-style-type: none"> <li>● Teachers will have regular and ongoing communication with parents on the academic and behavior progress of their student.</li> <li>● Report cards will be sent home three times per year at the end of each trimester.</li> <li>● Parent/Teacher conferences will be held two times per year.</li> </ul> <p>In addition, parents will be notified of district required assessment results throughout the year:</p> <ul style="list-style-type: none"> <li>● FastBridge - Kdg-5th grade in literacy and math</li> <li>● Special education progress reports</li> <li>● CogAT - 3rd grade only</li> <li>● ISASP - 3rd through 5th grade</li> </ul> <p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>● Attendance is required and will be recorded in Infinite Campus.</li> <li>● Daily attendance will be based on whether a student accesses synchronous and asynchronous instruction.</li> </ul> <p>Student attendance will be monitored by a building attendance team. If there are concerns about your child's attendance or engagement in either synchronous or asynchronous learning, a representative from your child's building will be in contact with you. If you have concerns about your child's attendance or engagement please contact the teacher.</p> |
| <p><b>Culture</b></p>                   | <p>Staff will:</p> <ul style="list-style-type: none"> <li>● Build and maintain relationships that value agency and efficacy in students</li> <li>● Foster interactions/relationships among students as they collaborate through a variety of technology tools</li> </ul> <p>Establish relationships by:</p> <ul style="list-style-type: none"> <li>● Video conferencing as a way to replace back to school events</li> <li>● Building efficacy in families as educators</li> <li>● Seeking to understand and honor the uniqueness of each family and their situation</li> <li>● Teaming with families to maximize student success</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|  | <p>Staff will teach routines to address the following:</p> <ul style="list-style-type: none"> <li>● How to support students to begin their distance learning</li> <li>● How to enter a distance learning classroom (use of video, audio, chat, teach how to use technology before teaching content)</li> <li>● Asking questions and share their thinking</li> <li>● Explicitly teach work habits standards, using PBIS and/or Leader in Me lessons</li> <li>● Incorporate work habits while teaching goal-setting</li> <li>● The safe and comfortable use of technology at home.</li> <li>● Expectations for the most common virtual activities <ul style="list-style-type: none"> <li>○ End of the day wrap- up - Plus/Delta</li> <li>○ Teach routines for videoconferencing and online learning</li> </ul> </li> <li>● Continue tiered support for students struggling with behavior</li> <li>● Encourage self-care for staff and students</li> </ul> <p>Support families by:</p> <ul style="list-style-type: none"> <li>● Regular communication with caretakers/families</li> <li>● Creating and maintaining a schedule for learning at home. A consistent and “normal” routine is recommended. <ul style="list-style-type: none"> <li>○ Consider a schedule/calendar that clearly outlines expectations and learning goals</li> </ul> </li> <li>● Self-Care Reminders: sleep habits, eating habits, work space for school work</li> <li>● Digital Tools - inform students and parents where to find class materials</li> </ul> |
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### Secondary (6-12) Considerations

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| <p>Curriculum</p> | <p>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.</p> <ol style="list-style-type: none"> <li>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 required online learning.</li> <li>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.</li> <li>3. Teachers will refer to the Standards Not Taught document to determine which standards/skills/content may not have been addressed in 2019-2020.</li> <li>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.</li> <li>5. After collecting data, teachers will develop an order in which standards, skills, and content will be addressed.</li> <li>6. Teachers will take note of progress regarding instruction on standards throughout the year, so that implications for 2021-2022 can be considered.</li> </ol> |
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| Instruction | <ul style="list-style-type: none"> <li>● Teachers will establish connections with students and provide opportunities for students to develop connections with peers to optimize student achievement.</li> <li>● Teachers will be attentive to the ways student/teacher social/emotional needs might be impacting the learning environment and respond accordingly.</li> <li>● Teachers will provide direct instruction to students on how to navigate the online learning platform and provide norms and expectations with online learning.</li> <li>● Teachers will utilize strategies to foster productive communication with students and parents.</li> <li>● Teachers will utilize relevant and rigorous learning activities that engage students and provide opportunities for reflection.</li> <li>● Teachers will use a variety of methods to deliver instruction.</li> <li>● Teachers will provide instruction during synchronous class times. Additional learning tasks will be provided asynchronously.</li> <li>● Teachers will use evidence of student learning to differentiate instruction for students.</li> <li>● Teachers will collaborate to ensure instructional practices align and are accessible for all students.</li> </ul> |
| Feedback    | <ul style="list-style-type: none"> <li>● <u>Universal feedback</u>: 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.</li> <li>● <u>Targeted feedback</u>: Teachers will reach out to individual students to provide targeted feedback. Students can request specific feedback by emailing their classroom teacher.</li> <li>● Teachers will provide feedback that is related to skills and standards of the course</li> <li>● Teachers will provide timely feedback.</li> <li>● Teachers will provide clear communication regarding where/how students should ask questions and seek clarification.</li> <li>● PLCs will determine how, when, and where students can request feedback</li> <li>● PLCs will determine the best feedback strategies to use-teacher, self, peer</li> </ul>                                                                                                                                                                                                           |
| Assessment  | <ul style="list-style-type: none"> <li>● Teachers will use assessments aligned to the practices and principles in SRG Guidebook and IC map</li> <li>● 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.</li> <li>● PLC will determine evidence (quantity/type) of student learning needed to determine a mark</li> <li>● PLCs will develop assessments aligned to standards and skills</li> <li>● 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</li> <li>● Teachers will use pre assessment as needed to guide instruction and pacing</li> <li>● PLC will determine best assessment strategy (structure/location) to assess skill/standard to foster academic integrity</li> <li>● PLC will determine evidence (quantity/type) of student learning to determine a mark</li> <li>● Teachers and PLCs will utilize professional learning and ICs for support</li> <li>● Assessments such as ISASP and FastBridge will be given following district protocol guidelines</li> </ul> |
| Grading &   | <b>Courses Grades 6-12</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| Reporting  | <p>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.</p> <p>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.</p> <p><b>Work Habits</b><br/>Work Habits will be reported for all courses in grades 6-12 utilizing the Work Habits Rubrics.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Attendance | <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● Attendance is required and will be recorded in Infinite Campus.</li> <li>● Daily attendance will be based on whether a student accesses synchronous and asynchronous instruction</li> </ul> <p><b>Response to Absences</b></p> <p>Student attendance will be monitored by a building attendance team. If there are concerns about your child's attendance or engagement in either synchronous or asynchronous learning a representative from your child's building will be in contact with you. If you have concerns about your own child's attendance or engagement please contact the building principal.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Culture    | <p><b>Relationships</b><br/><b>Why:</b> 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.</p> <p>Build in ways for students to connect academically and socially</p> <ul style="list-style-type: none"> <li>● Student-Student</li> <li>● Teacher-Student</li> </ul> <p><b>How:</b> Using a variety of methods, some suggestions are noted below.</p> <p>Student-Student</p> <ul style="list-style-type: none"> <li>● Virtual chats that are non-academic</li> <li>● Intentional connection/relationship building activities</li> </ul> <p>Teacher-Student</p> <ul style="list-style-type: none"> <li>● Discussion Boards</li> <li>● Required weekly check-in</li> <li>● Intentional connection/relationship building activities</li> </ul> <p><b>Routines</b><br/><b>Why:</b> <u>Intentional</u> 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.</p> <p>Routines can include:</p> <ul style="list-style-type: none"> <li>● 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.)</li> <li>● Practicing using online learning environment (teachers model how to access and how to use)</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• Practicing self-care: sleep habits, eating habits, utilizing a work space for school work</li></ul> |
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## 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.

| <b>Special Programs<br/>(English Learners, At-risk/DOP, Ankeny Extended Learning Program)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Instruction                                                                                   | <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Home Supports                                                                                 | <p>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 are available to help support students and families. Parents and students will be able to communicate with teachers, counselors, social workers, administration and other staff members via email, phone, or virtual meetings.</p> <p>Ankeny Community Schools suggests that students and families develop a consistent 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. If teachers sense that a student/family could benefit from receiving support with routines and structures while at home, reach out to that student's counselor. Students should attend and participate in classes at the designated times set forth by ACSD.</p> |

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| Additional Supports | <ul style="list-style-type: none"><li>● Special programs teachers are available to support students and families. Please contact via email or phone for additional support..</li><li>● Ankeny Community School District is committed to communicating with families in the language and in the manner in which is conducive to them:<ul style="list-style-type: none"><li>○ To have materials translated, reach out to <b>Samantha Aukes</b> at <a href="mailto:samantha.aukes@ankenyschools.org">samantha.aukes@ankenyschools.org</a>.</li><li>○ To discuss the manner in which you prefer communication, reach out to your individual <b>student's teacher</b>.</li><li>○ To speak to the Equity Director, email <b>Ken Morris</b> at <a href="mailto:ken.morris@ankenyschools.org">ken.morris@ankenyschools.org</a>.</li></ul></li></ul> |
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## 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.

| Special Education |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Instruction       | <ul style="list-style-type: none"><li>• 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.</li><li>• In a continuous learning model, specially designed instruction will be provided in a combination of formats. Students can expect to experience specially designed instruction synchronously, via recorded mini lessons, and/or in an asynchronous format. On rare occasions, instruction will be provided face to face as it serves as the only format in which a student can access instruction.</li><li>• Progress monitoring procedures will be implemented as determined by the IEP team. Progress monitoring will primarily occur in the virtual setting.</li></ul> |

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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 Staff Expectations:

- Symptom screening of staff prior to attending school building.
- Social distancing by staff at all possible times.
- 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.
- Hand sanitizer offered to staff upon entry/exit of the building.
- Staff minimize sharing of supplies; wiped down with a cleaning solution prior to use by a new user.
- 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.

#### Lunch:

- Continue to offer off-site lunches to those learning virtually.
- PPE (cloth masks, gloves, etc.) worn by nutrition services staff.

#### Miscellaneous:

- Floor labeled in the office area to ensure proper spacing.
- Secretaries will use plexiglass barriers and will wear a face covering when greeting visitors.
- 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.
- Viability and safety protocols for extra-curricular activities based on guidance from state and local authorities.

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