



RETURN to LEARN



ANKENY COMMUNITY SCHOOL DISTRICT

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INTRODUCTION

Ankeny Community Schools is committed to fulfilling its mission of ***preparing every learner for a lifetime of personal success***. These unprecedented times, though challenging for us all, require we remain united in our commitment, passion, and vision in order to support students, families, and our staff in pursuit of the mission. The plan is designed to maximize the educational benefit for students. We believe that the best, most efficient way to maximize the educational benefit is to have all students in their classroom with their teacher each day. However, we acknowledge that the current pandemic may require flexibility in the school schedule in order to ensure the safety of students and staff.

The Return to Learn plan is intended to address educational services for the 2020-2021 school year. The offerings for learning will require students to participate in one of the following ways:

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.

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.

TRADITIONAL ON-SITE INSTRUCTION (OS)

as long as it is deemed safe by public health officials and the school has a plan for appropriate safety measures, learning can take place in the school buildings.

The Ankeny Return-to-Learn Model is based on the following public health assumptions (subject to change):

Public Health

- All persons will maintain 6 feet social distancing to the greatest extent possible
- Staff and student face coverings are required
- Symptom screening expectations
- Hand-washing and hygiene protocols
- Group gathering limitations
- Short-term school closures will be required by suspected and confirmed COVID-19 cases
- Additional building cleaning protocols will be required

Educating Students:

- In the case of school closure, remote learning options will be available for all students
- Hybrid learning (a mixture of in-person and remote learning)

MODEL COMPARISON TABLE

This chart presents a comparison of many aspects of teaching and learning in traditional and online learning environments and variations of models.

Required Continuous Learning Remote learning is a combination of synchronous and asynchronous learning that occurs remotely.	Hybrid Learning A combination of remote and on-site learning. Incorporating best practices of both models.	Traditional On-Site Instruction Students attend on-site daily with full academic load.
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.	Teachers and other assigned staff are on-site.	Teachers and other assigned staff are on-site.
Students are off-site.	Students attend on-site as needed/directed all or part of a school week.	Students attend school daily or as scheduled per student's usual school structure.
Students engage in synchronous and asynchronous learning fully online. The schedule is determined by the school staff.	Synchronous learning is on-site. Asynchronous learning is online.	Students move throughout the building as typically scheduled during the regular school day
Students have access to live and/or recorded lectures, assignments, projects, and assessments fully online instruction.	Students have access to live or recorded lectures/ etc.	Students move from class to class for instruction or special/elective activities.
Labs, workshops, and project-based assignments are done online.	Labs are done in person.	Labs are done in person.
Assessment is embedded in the plan for remote learning.	Assessment is embedded in the plan for both remote learning and on-site learning.	Assessment is embedded in the plan for remote learning.
Class length and meeting sequences vary by class.	Class length and meeting sequences vary by class.	All grade levels and courses follow the school schedule.
Students are accountable for learning, and attendance is expected.	Students are accountable for learning, and attendance is expected.	Students are accountable for learning, and attendance is expected.
The teacher's roster remains the same.	The teacher's roster remains the same though students will not all be on-site at the same time.	The teacher's roster remains the same.
Food service is available to students regardless of school delivery method.	Food service is available to students regardless of school delivery method.	Food service is available to students regardless of school delivery method.

PUBLIC HEALTH INFORMATION

Group Gatherings and Social Distancing Requirements

- State and local public health organizations suggest limiting the size of group gatherings and maintaining 6 feet social distancing expectations. We are preparing for similar orders to exist when the fall semester begins. Consequently, Ankeny Community Schools will limit the use of large group gathering areas
 - An area is considered any room or wherever instruction takes place including outside space.
 - Includes large areas - gymnasiums, cafeterias, hallways.

Social Distancing Requirements

DEPENDENT ON THE MODE OF INSTRUCTION - SEE ACADEMIC SERVICES

- Maintain 6 feet from other people to the extent feasible.
- Avoid mass gatherings in large groups such as assemblies, cafeterias, field trips, staff meetings.
- Maintain social distancing on buses to the extent feasible.
- Maintain social distancing outside - includes recess.
- Group gathering limitations and social distancing expectations requires ACSD to afford enough space per person in our buildings. To meet these needs, we may need to reduce building capacity.
 - To lower building capacity and preserve space for students and staff, visitors will be limited.
- To the extent possible, ACSD intends to keep the same student cohorts together.

Building Traffic Guidelines and Symptom Screening

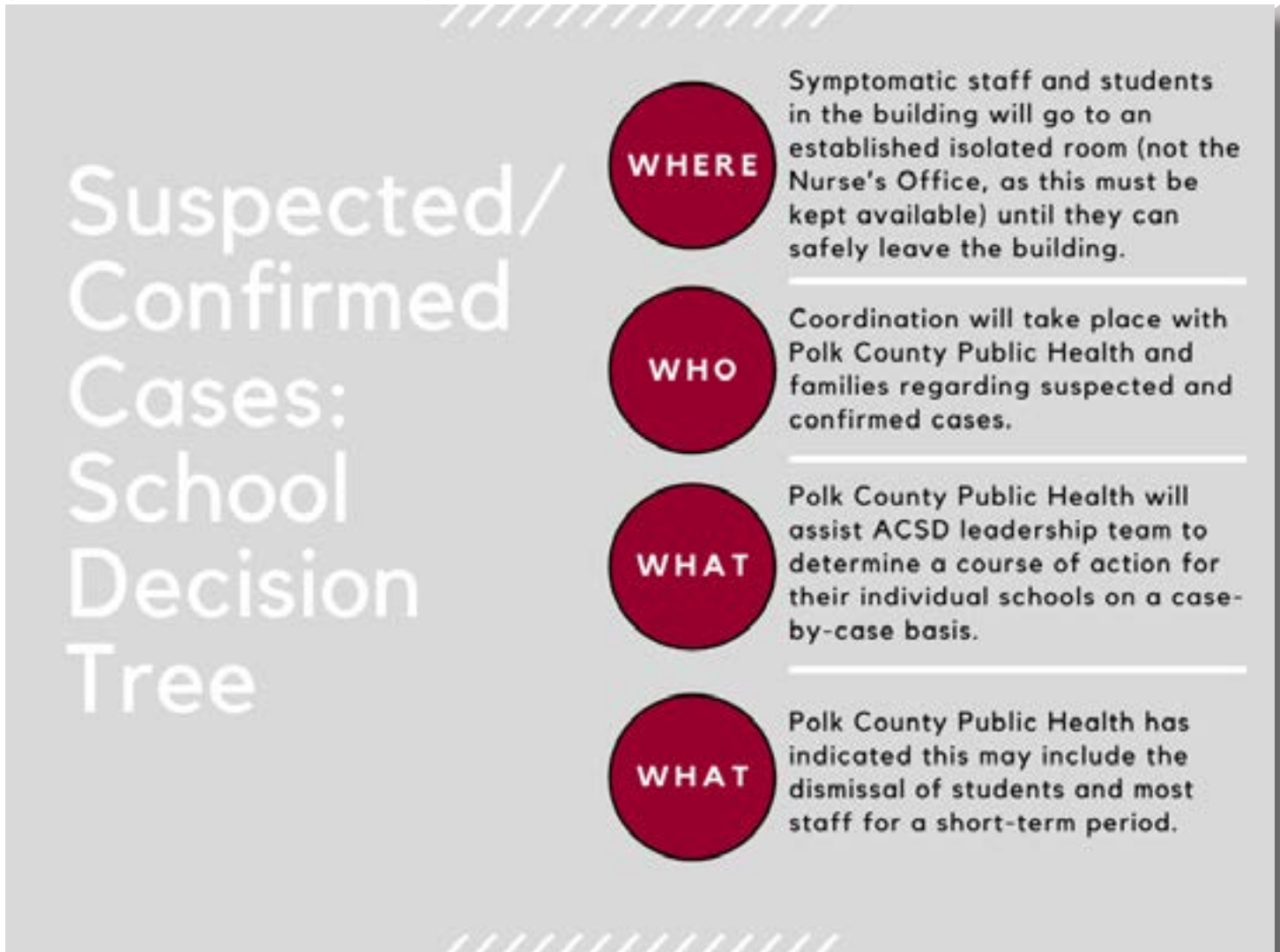
- Visitors to ACSD facilities will be limited. A station will be set up at each building for essential items to be labeled and dropped off.
 - Visitors with an essential need to enter an ACSD building will be screened with a series of symptom screening questions developed in partnership with Polk County Health Department.
- Parents are asked to screen student temperature each day before sending the student to school. A student with a temperature above 100.4 degrees should NOT attend school. [Students who have symptoms described by the CDC](#) should NOT attend school.
 - Staff will follow the same protocol when deciding whether to attend work.
- There will be multiple entry and exit points with staggered times for students to enter and exit the building. School staff will be trained and provided protocols in August on how to help students enter and exit facilities in the safest way possible. Protocols will be sent to families prior to the start of school.
- Each ACSD building will attempt to create safe traffic flow with separate entry and exit doors.
- Visual cues such as floor decals, colored tape, or signs to indicate to students and staff the flow and direction of one-way traffic. Additional signs may be used to indicate 6 feet intervals when standing in a line.
- Furniture will be arranged to support social distancing practices.
- Schools will control the flow of traffic into and out of the building to ensure that maximum capacity plans are adjusted and managed at each entry and exit point.

Health, Safety, and Hygiene Measures

- Face coverings (nose and mouth) will be used by students and staff in alignment with CDC, state, and local guidance. (Addendum A)
 - Guidance and recommendations on face coverings can be found on the Face Covering Recommendation Do's and Don'ts. (Addendum B)
 - When a six foot interval is not feasible and predictable, a mask is required.
 - A mask is required for visitors entering an ACSD facility.
- Health and Safety measures including face coverings (back-ups to personal face coverings), hand sanitizer, thermometers, and gloves will be provided to schools on a continual basis throughout the school year, beginning in August.
 - All staff will be provided with disposable face coverings and a face shield
- Additional health and safety measures and accommodations will be provided for staff and students who are in a higher health risk category.
- Additional signage on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures including face coverings will be on display in buildings.
- Consistent scheduled times and procedures will be established throughout the day for hand hygiene, promoting hand washing.

Suspected/Confirmed COVID-19 Cases - School Decision Tree

(More information in Addendum C)



Transmission Mitigation and Cleaning Procedures

- Increased circulation of outdoor air through the HVAC system.
- MERV-13 filters will be used in HVAC systems.
- To the extent possible, students and staff should limit the sharing of all supplies, utensils, devices, toys, books, and learning aids.
- Students and staff should wash their hands for at least 20 seconds with soap and water frequently.
 - If washing hands with soap and water is not available, hand sanitizer should be used.
- ACSD Staff will follow CDC guidelines on cleaning and disinfecting during the school day.
 - Hand sanitizer and gloves will be provided to schools on a continual basis throughout the school year, beginning in August.
 - Staff will clean surfaces using soap and water, then use disinfectant.
 - Cleaning with soap and water reduces the number of germs, dirt and impurities on the surface. Disinfecting kills germs on surfaces.
 - High touch surfaces such as student desks and chairs should be cleaned and disinfected before each use.
 - Elementary Schools
 - Teachers will clean and disinfect student desks and chairs during the school day before use by each unique student.
 - Secondary Schools
 - Disinfecting wipes will be available for students to wipe down desks and chairs before each use by a unique student.
- [Custodial cleaning practices](#) will be focused on cleaning for health, which includes an emphasis on disinfecting surfaces where bacteria or viruses are most likely to be transmitted.
- The Operations Department will consult with local, state, and federal health departments to ensure appropriate and timely measures are taken to preserve the health and safety of our students, staff, and community.
 - Outdoor areas, like playgrounds in schools and parks generally require normal routine cleaning, but do not require disinfection.
 - CDC recommends against the use of disinfectant on outdoor playgrounds- it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public.

ACADEMIC SERVICES

Overview

Our fundamental purpose is meeting the needs of all learners, including both children and adults in our organization. Collaborative work with stakeholders is essential as we continue to transform our district into a 21st century learning environment where all students are learning at high levels. Regardless of the mode of learning in which we engage our students, we will work collaboratively to meet the needs of EVERY learner.

No matter what limitations may be imposed on our instruction by public health guidelines, school staff will provide traditional on-site learning to the greatest extent possible and engage students in remote learning whenever necessary. For this reason we have developed separate but aligned plans for:

- required continuous learning,
- hybrid learning, and
- traditional on-site learning.

Both **required continuous learning** and **hybrid learning** include remote learning and neither simply re-create the traditional classroom experience. Remote learning can occur asynchronously and synchronously. Asynchronous learning is when instruction and learning do not happen at the same time for all learners. The teacher provides learning resources and tasks through online applications such as Google Classroom or Seesaw. Students access learning at a time that works for them and their family. Synchronous learning is when teachers and students are engaged online in learning at the same time. The teacher provides learning resources and tasks through video-conferencing during a specific time.

During **hybrid learning**, the in-person learning opportunities will look and be different. When students come to school, they will receive instruction that is most effectively delivered in an in-person environment while still accessing online resources. In-person time with students will include focused instruction that is directly connected to student needs and the expertise of professional educators. Some examples include: small group instruction (literacy, math, language development), hands on application of learning (such science laboratories or Career Technical Education experiences), and teacher-led assessments.

School Calendars & Schedules

[The 2020-21 school calendar developed by the district calendar committee and approved by the Ankeny Community School Board](#) will remain the same for the 2020-2021 school year.

The daily schedule for students will be determined by the modality of instruction. Teachers will be available during regular, required contract hours, regardless of modality of instruction. In other words, teachers will report to their buildings, work in their classrooms, and serve their students during the regular school day. When students are on site the schedule for arrival, transition between classrooms, lunch, recess, and dismissal will follow a schedule that allows for social distancing, frequent cleaning of touch surfaces, and frequent handwashing. These schedules will be communicated from the building level.

Student Learning Models

Each of the links below describe in more detail the learning environment in each delivery model.

- [Required Continuous Learning \(CL\)](#)
- [Hybrid Learning \(H\)](#)
- [Traditional On-Site Instruction \(OS\)](#)
- [Remote Learning Semester Two\(RL\)](#)

STUDENT SERVICES

Counseling/Social Workers, Nursing, and Crisis Response and Suicide Prevention

Overview

Whether In a traditional on-site environment, a required continuous learning environment, or a hybrid learning environment student services will continue to provide schools with the protocols and training necessary to support the mental and physical health needs of students.

Services with Counselors and Social Workers

- School Counselors will work with their teams and administrators to determine when their services will be provided in-person or remotely. Caseloads will be considered (by alphabet, by grade, etc.) when making these decisions, and programming will continue to be provided in the areas of social-emotional support, academic planning, and college and career planning.
- School Social Workers will continue to collaborate with school personnel to connect families with community resources and support.
- Families, staff, and students may complete a referral form to communicate a need for support, and staff will follow up accordingly. You will find the referral form on the school's website page.
- Staff, families, and students may access the [Employee and Family Resources \(EFR\) and Student Assistance Program \(SAP\)](#) for services. Up to six free counseling sessions are available per year. (link EFR/SAP contact information here)
- [LifeWorks](#) offers onsite counseling services: (link)
- Staff may access this [internal site of social-emotional resources](#) to utilize when working with students and families (website currently under development and will go live by August 10).

Crisis Response and Suicide Prevention

- For students who express concerning language or behaviors while in their school building, a mental health professional will administer an in-person suicide risk assessment and follow protocols established for in-person interactions.
- For students who express concerning language or behaviors while remote, staff will follow remote suicide risk assessment protocols (provided to all school administrators and mental health professionals).
- All crisis event responses will be made in collaboration with the District Office, the District Crisis Team, and building level administration using building or remote protocols as needed.
- An emphasis will be placed on training all staff on recognizing signs of depression and anxiety.
- Staff will receive training in mandatory reporting and recognizing signs of distress in remote learning environments.

School Nursing Services

- Staff and students displaying COVID-19 symptoms in the building will go to an established isolated room (not the Nurse's Office, as this must be kept available) until they can safely leave the building.
- Coordination will take place with Polk County Public Health and families on suspected and confirmed cases.
- The district will work to hire up to eleven (11) "substitute nurses" to be strategically staffed across the district. These individuals will report to their assigned schools each day. In addition to providing coverage for school nurses on breaks and/or during leave, these individuals will provide an additional layer of medical support on campus. They will partner with the school nurses at their assigned campuses to support the medical needs of the school community in a way that allows for care for students who require routine medical assistance (administration of medication, blood sugar

checking, etc.) to be delivered in a separate location from care for students who require aid due to illness, including coronavirus symptoms. Human Resources and Special Programs will collaborate to hire, train, and support these employees.

HUMAN RESOURCES

Overview

The Ankeny Schools workforce is large and varied, delivering direct and indirect service to critical components of education. As we implement our Return to Learn plan, we will prioritize the care and safety of our employees as they work together to meet the needs of the students we serve. Each model of educational delivery - required continuous learning, hybrid learning, and traditional on-site learning will pose challenges, and the human resources plan and implementation will follow the structures below.

Work Schedules and Daily Responsibilities

Ankeny Schools will work to create an environment in which employees can balance their personal needs and the needs of delivering education to each of our students. The district's intent is to keep the central purpose and daily work of each position as closely aligned to that position's job description as possible, even if the location in which that work occurs may shift.

As is usual practice, schedules will be set at the building level within parameters established to comply with the negotiated agreements, law, and policy. This includes making sure that lunch and rest breaks are provided and that hourly employees have a space other than their work station at which they may take these breaks. Human Resources will continue to partner with building administrators to ensure that schedules are structured in a way that meets these parameters.

To help ensure work sites remain as sanitary as possible, employees are encouraged to minimize their travel to and from their work sites during the workday and are asked to practice the CDC guidelines for protecting themselves and others in and outside of the work site. Additionally, employees are encouraged to limit their time in school buildings outside of work hours. Whenever possible, they should aim to arrive on time - not overly early - for the start of their workday, and they should aim to leave the facility as soon as possible after their scheduled work activities have ended.

Caring for Ill and Potentially Ill Employees, Students, and Others in the School Community

To ensure employees can efficiently access consistent, reliable information about how to respond when they are concerned that they, their families, the employees they manage, and/or the students they teach may be at risk for coronavirus, the district will establish a network of site-based Health Response Teams. Each school will have a team comprised of an administrator, the school nurse, and a counselor or social worker. The district office will also have a team.

Employees will contact their designated Health Response Team members with time-sensitive questions or concerns related to the coronavirus, such as what to do if they are exhibiting coronavirus symptoms, if they have been exposed to someone with coronavirus and/or coronavirus symptoms, and/or if they become ill while at work. Response teams will also be responsible for ensuring critical information is shared with relevant employees. This could include providing updates on adjustments to procedures and policies as the situation on the ground evolves, confidentially notifying individuals who may have been exposed to an individual with coronavirus, and sharing updates from public health agencies.

The Chief Officer of Human Resources and Legal Affairs and the Chief Officer of Operations will co-chair the districtwide Health Response Team. Health Response Team members will follow a specific protocol for sharing information with district leadership when necessary.

To ensure Response Team members are prepared to carry out this role, each team member will be

provided with comprehensive training and a toolkit of resources prior to the start of school. Additionally, Human Resources and Operations will meet on a regular basis with Response Teams throughout the year to provide updates, answer questions, and ensure accuracy and compliance in on-the-ground implementation.

Employee Staffing and Leave

The district is committed to ensuring the health and safety of everyone in the Ankeny Schools community and to making sure all students have access to a high-quality learning experience. The always-complex task of balancing these needs is more complicated - and more important than ever - as we prepare to Return to Learn in 2020-21. Decisions about staffing and leave will be guided by the following principles:

- All legally required leaves and leaves available through the negotiated agreements will be available, communicated, and honored. Human Resources staff is available to support educators with questions regarding absences and leaves.
- As we finalize staffing plans for each of our learning modalities, we will do everything reasonably possible to honor employees' personal needs and work location (onsite or offsite) preferences. In models that allow for remote learning for some or all students, we will collaborate with the associations to develop a process for thoughtfully, fairly, and confidentially determining which employees may be best served by working remotely. [CDC guidance](#), including providing for the health and safety of those at higher risk and those who need extra precautions, will be prioritized in these staffing decisions. The detailed process and criteria for making work location determinations will be transparently communicated to employees.
- It is important that employees who need to self-isolate, quarantine, or seek medical advice for COVID-19 related symptoms can prioritize their health and the health of those around them. The Families First Coronavirus Response Act (FFCRA) provides employees up to two weeks of fully and/or partially-paid sick leave if they need to stay home for [specific COVID-19 reasons](#). The FFCRA is in effect through December 31, 2020. Human Resources has created a form in TalentEd to allow employees to apply for this leave in a secure, confidential way. Employees are encouraged to reach out to their Coronavirus Response Team and/or Human Resources with any questions.
- It is also important that employees are able to care for their children if they face specific coronavirus-related childcare challenges. The FFCRA provides for [expanded family and medical leave in qualifying cases](#). Again, the FFCRA is in effect through December 31, 2020. Employees are encouraged to complete the FFCRA form in TalentEd if they are interested in exploring this option. They may speak with their Coronavirus Response Team and/or Human Resources with any questions.
- Staff with underlying health conditions that may make returning to an in-person work environment more challenging are encouraged to speak with Human Resources about possible accommodations and/or additional forms of leave that may be available.

Insurance

The district is working closely with United Health Care, our health insurance provider, to ensure employees have access to up-to-date information about coronavirus-related health insurance coverage. A dedicated page on the employee intranet will provide quick links to health insurance information and critical updates will be shared via staff communications channels. Employees are encouraged to visit the [United Health Care website](#) to access an online symptom checker, to use an interactive tool to find a COVID-19 diagnostic testing location, and/or to contact a representative for more support.

To supplement these services, the district is exploring a partnership with a local healthcare system that would provide staff with expanded access to coronavirus testing.

Substitutes

To guard against learning disruptions that may be caused by staff leave and to limit the amount staff who may need to travel between buildings, we will adjust our approach to substitute staffing in several key ways:

- **Substitute Teachers:** Each building will be assigned a cohort of substitute teachers who will be available exclusively to that building except in extraordinary circumstances. This will include 2-5 “building subs,” individuals with active Iowa teaching licenses who, for a slightly higher substitute pay rate, will report to the building each day and be prepared to teach any class that needs coverage. Each building’s dedicated sub pool will also include individuals that the school may hire for long-term or daily substitute assignments. These individuals will also be available exclusively to the assigned school except in extraordinary circumstances. It is expected that the need for substitute teachers may fluctuate by learning modality; Human Resources will work with building administrators and substitute teachers to make adjustments, as needed, during the year.

To maximize the likelihood that substitute teachers are available to provide coverage, Human Resources will collaborate with Academic Services to determine what opportunities exist to re-imagine offsite professional learning.

- **Substitute Nurses:** The district will work to hire up to eleven (11) substitute nurses to be strategically staffed across the district. Similar to “building subs,” these individuals will report to their assigned schools each day. In addition to providing coverage for school nurses on breaks and/or during leave, these individuals will provide an additional layer of medical support on campus. They will partner with the school nurses at their assigned campuses to support the medical needs of the school community in a way that allows for care for students who require routine medical assistance (administration of medication, blood sugar checking, etc.) to be delivered in a separate location from care for students who require aid due to illness, including coronavirus symptoms. Human Resources and Special Programs will collaborate to hire, train, and support these employees.
- **Substitute Associates:** The need for substitute associates will likely vary depending on the learning modality in place. Human Resources will collaborate with the Director of Special Programs to determine when substitute special education associates are needed to meet the needs of individual students’ IEPs and 504s. Typically, substitute associates will not be available to provide coverage for general education associates other than those associates who monitor study hall. Building administrators should contact Human Resources if extraordinary circumstances arise that may give rise to a need to deviate from this procedure.
- **Substitute Custodians:** Maintaining clean, hygienic facilities is paramount at all times, but especially as we Return to Learn. Therefore, the district will make sure sufficient custodial staff is available to all buildings every day. This may include providing substitute custodians, if needed.
- **Substitute Secretaries:** As a general rule, substitute coverage will not be provided for building secretaries. Building administrators are invited to contact Human Resources if extraordinary circumstances arise in which it is essential to provide coverage for an absent secretary.

Training and Professional Learning

The district knows employees need information and training to carry out new and changing responsibilities. Human Resources will work with Operations, AST, and building-level Health Response Teams to ensure relevant staff have access to the training they need to successfully and safely complete their work. This training began with the requirement that all employees working in district facilities this summer complete a coronavirus prevention course in SafeSchools. As we Return to Learn, all staff who have not yet completed this course will be required to do so.

Additional training may be required for some or all employees based on guidance from the Department of Education and/or public health agencies, responses to the district-wide staff survey, and input from the Employee Experience Working Group. Information about these requirements will be shared via regular staff communications channels and building-level Health Response Teams.

Evaluations

All district employees are professionals and actively accept the accountability to their assigned work and to the education of students and support of student learning. The district will await information from the Iowa Department of Education regarding any adjustments to evaluation requirements during the 2020-21 school year. Human Resources and Academic Services will partner to ensure employees have access to current information.

Mental Health

The district is committed to supporting the mental health and wellness of employees at all times and especially during this unusual period. As part of this effort, the district is working to expand its partnership with [Employee and Family Resources \(EFR\)](#) for the 2020-21 school year. The district's intent is to double the number of free counseling sessions (from three to six sessions per incident per year) all full- and part-time employees are eligible to receive through EFR. This expanded support will be coupled with increased on-site/virtual counseling available to students.

Attire

Handbook language on appropriate employee attire will remain firmly in effect regardless of the learning modality. However, the days on which employees may wear jeans, if they are not normally permitted to do so, may shift depending on the model in place. As a general rule, school building employees who are not normally permitted to wear jeans may wear work-appropriate jeans on Mondays and Fridays when the Required Continuous Learning or Traditional On-Site Instruction modality is in place; they may wear work-appropriate jeans on days without students when the Hybrid modality is in place. Employees are reminded that their attire will be visible when they are on camera in a remote learning environment and that they are expected to appear professional and appropriate at all times while at work.

Employees are expected to adhere to the district's requirements for health and safety measures, including the wearing of face coverings. Employees should see this plan's guidance on health and safety measures for more information and contact Human Resources if they are unable to meet these requirements for medical and/or religious reasons.

Staff Reductions

The district's goal is to avoid any reductions in staff. However, if it becomes necessary to consider changes to the staffing plan, the district will follow law, policy, the handbook, and language in agreements with employees.

Staff Safety, Reporting, and Problem Solving

The district is dedicated to protecting the safety of staff, and will respond to any requests or concerns made by staff regarding work conditions and safety. Requests to address issues of work conditions and safety should be made to direct supervisors then to building-level Health Response Teams. However, reports may be made anonymously to Human Resources with no concern for repercussions. Additional information about how to complete these reports will be made available in August.

COMMUNICATIONS

Overview

Clear, accurate, quality communication with the public is one of the primary goals of the Ankeny Community School District Communications Department. We work to ensure the community knows about the important issues and work of their school district. Our department is responsible for all media requests, internal and external communications, maintaining district websites, managing social media, district primary publications, and overseeing the use of ACSD logos and brand material. Regardless of learning model, we relay critical and necessary information for all audiences, support crisis situations, fortify the district's brand, respond to the media, and direct many other "business as usual" communications strategies. Our primary goals for the Return to Learn work include:

1. Internal Communication: Providing clear and concise information to staff through effective communications tactics while also working to build morale.
2. External Communication- Parents: Create an environment through strategic communications and public relations to enhance parent engagement and awareness of key information.
3. External Communication- Community: Advancing Ankeny Schools' brand in the community through our commitment to providing accurate, quality, and strategic communications support.

Internal Communications

The communication department provides crisis and regular updates to our Ankeny Schools team via multiple channels including an internal staff intranet on the website, email newsletters, and face-to-face or virtual meetings.

- Employee Newsletters- Return to Learn staff newsletter, Take Five, Principal Matters, individual building staff newsletters
- Staff Intranet (website)- Internal employee website built and managed by the communication department for all internal departments and operations.
- To be developed: Return to Learn dedicated section on the staff intranet to provide district plans, educator and school guidance, and access to district office-delivered support and services driven by the needs of the different learning models

External Communications- Parents

External communication will be situationally responsive. Major announcements and day-to-day messaging for the community will include emails, newsletters, text messaging, websites, media engagement, social media, and video.

Highlights of key communications tools to support the Return to Learn plan:

- External Website - [A new public-facing website is available to convey the Return to Learn plans](#), implementation, and supports for families and students.
- "Return to Learn e-newsletter" - A regularly scheduled e-newsletter which provides critical updates and information for all stakeholders. Specific information for each learning mode will be highlighted as needed.
- Email & Text - The district office and all schools provide important updates and crisis alerts in multiple languages utilizing the Blackboard Connect broadcast platform. With the potential for fluctuating schedules and plans in the hybrid model, these immediate contact tools become increasingly important.
- Crisis Communications - The health and safety of Ankeny Schools students and staff, whether in

an in-person, hybrid, or distance learning environment, is our top priority. Crisis communications encompasses community messaging and school support related to incidents and issues such as lockouts, lockdowns, threats, etc. For all learning models, schools will be the primary resource for determining and delivering building level emergency messaging under the direction of the communications department. Returning to in-person learning during the ongoing pandemic creates the potential for fluctuations in school status (open-closed) in response to virus outbreaks.

External Communications- Community

The district must continue to develop and nurture partnerships and relationships with community organizations, interest groups, and initiatives that align with and support Ankeny Schools' mission and strategic needs. The Communication Department provides leadership, coordination, and information dissemination for outreach and engagement initiatives conducted by, or in cooperation with, other district departments.

- Media Response - Reactive and proactive activity with local and national media to provide timely and accurate responses to media inquiries. Produce and promote Ankeny Schools' stories about schools, student achievement, and district activities. Our objective is to position the district as a leader in education and expert resource.
- Social Media - Maximize the use of our three district social media channels (Twitter, Facebook, and Instagram) to provide content to external audiences, which is a key tool to engage students and staff to share learning experiences with a wider audience.

OPERATIONS

Overview

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 disinfecting, 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.

Athletics / Activities

Ankeny Community Schools will continue to promote and support student participation in athletic and activity programs (to the extent permitted by state and local authorities) in the fall. The Activities Directors will work with coaches to develop plans prior to any practices or camps, including camps sponsored by the booster club.

- All camps and practices will require a detailed plan describing specific steps that align the activity with the health and safety requirements in this document
- Plans must be approved by the Activities Directors and District Administration prior to the start of camps or practices

Before and After School Program

B/ASP will be provided to our families in the Return to Learn plan. Social distancing and safety protocols will be in place in order to provide a safe experience for students and employees. The protocols are aligned with current guidance from the Centers for Disease Control, the Iowa Department of Public Health, the Iowa Department of Human Services, and the Iowa Department of Education.

Onsite programming will follow regular program hours for students in the traditional model. Registered students will attend according to their contract hours. In a hybrid model, regular program hours will also be provided before and after school on the days the student attends school on-site. In a continuous learning model, program hours will be dependent upon guidelines set forth at that time. In all three models, enrollment will be determined upon space and staffing availability.

Business Services

The Business Services Department will ensure necessary resources are available to support educational learning by providing the following services:

- Employee Payroll
- Purchasing
- Accounts Payable
- Accounts Receivable
- Fixed Assets and Inventory
- Budgeting
- Cash Management

We will adhere to the guidance of the Federal Emergency Management Agency, Iowa Homeland Security, Iowa Department of Education, and State Auditor's office in application, receipt, and expenditure of potential funding opportunities received in response to the COVID-19 pandemic.

The Business Services Department is committed to keeping our students, staff, and community safe while we continue to respond to the COVID-19 pandemic. In order to respect current social distancing requirements and to protect the health and safety of our staff and community, the procedures below outline how we will accept payment for fees and meal payments:

1. Online payment with credit/debit card (preferred)
2. In person credit/debit card payments - this option will require all individuals entering a district building to wear a mask.
 - School building: An appointment must be made by calling that building's main office. Please know office hours may be limited.
 - District office building: An appointment must be made by calling 515-965-9600. Please know office hours may be limited.
 - Credit/debit card numbers CANNOT be taken over the phone.
3. Check
 - Mail check to 306 SW School Street, PO Box 189, Ankeny 50021-0189
 - No checks will be accepted at any school building or the district office
4. Cash
 - No cash will be accepted at any school building or the district office

Maintenance and Facilities Management

The Maintenance and Facilities Department will provide necessary student accommodations, both internal and external, to support educational learning. The Operations Department will maintain all its working divisions:

- Construction Management
- Interior and Exterior sites
- Custodial

Regardless of the learning modality, maintenance will provide the following:

- Ongoing site repair, remodel, renovation, and reconstruction projects will continue.
- Facility cleaning and disinfecting following use will be completed and monitored.
- Work schedules modified depending on building and site use.
- Evaluate ventilation systems to maximize filtration and circulation of outdoor air.

Nutrition Services

Ankeny Community Schools will continue to provide meal service to students to the extent possible given on-site and remote learning environments. Therefore, the meal service program may be a combination of in-school serving and a "grab & go" program similar to the one implemented in the spring of 2020.

- Remote and on-site attendance dictates the serving model(s) used
- Health and safety standard protocols by staff and serving support
- Continued compliance with Federal requirements for meals served
- Cleaning and disinfecting of facilities aligned with CDC cleaning/disinfecting School Guidance

School Safety

The district will continue to provide ongoing daily coverage of all sites to ensure safe environments for students, staff, and our community. This includes:

- Emergency management
- Threat assessment
- Campus security

- Partnering with all local law enforcement agencies

Technology

The ACSD Technology Department will prioritize:

- Ensuring all students and staff have access to a working device;
- Collaborating with various departments, community partners, businesses, and others, as needed, in problem-solving efforts to ensure all students and staff have reliable internet access to complete their work remotely;
- Supporting ACSD students and their families, and our staff as they utilize our core digital learning tools and existing system applications;
- Modifying existing tools and applications to meet the needs of remote and hybrid environments;
- Optimizing efficiencies and minimizing changes that will impact our existing tools and applications to provide stability across our system for all end users;
- Introducing new tools and applications in a way that continues to offer flexibility, but also moves toward a model of standardization to provide more robust support for an overall portfolio of systems that are secure, stable, and effective.

Transportation

The district partners with Durham School Services to support students by providing safe and timely transportation services for eligible riders attending on-site programs regardless of the modality for learning. The district continues to serve special education and out-of-district student needs.

- Families are encouraged to provide transportation to and from school if feasible.
- Due to social distancing requirements, Pay-to-Ride will not be initially offered.
- Capacities of the transportation service will follow public health guidelines:
 - Number of students permitted to ride at any time.
 - Cleaning and disinfecting protocols following student pick up and drop offs.
- Scheduling of bus routes will be dependent on ridership and capacities.
- Routes will be designed to keep families together. For example, if the hybrid mode is required, a family with an elementary student, a middle school student, and a high school student will have all students attend school on the same day(s).
- Routes will be designed to minimize the changing of bus stops or pick up/drop off times if the modality of learning changes.

District Leadership Teams

<p>District Steering Team</p>	<p>Team Lead(s): Jen Lindaman & Darin Haack</p> <p>Team Members: Darin Haack, Jen Lindaman, Jennifer Jamison, Jessica Dirks, Samantha Aukes, Carol Eddy, Amy Dittmar, Jill Urich, Nancy Lehman, Jenn Riedemann, Catherine Parmerlee, Tim Simpkins, Brad Johnson, Scott Litchfield, Dallon Christensen, Jodie Graham, Ken Morris, Lori Lovstad, Jay Hudecek, Cindy Presler, Brooke McHose, Teresa Stoelk</p>
<p>Executive Cabinet Team</p>	<p>Team Lead(s): Jen Lindaman & Darin Haack</p> <p>Team Members: Darin Haack, Jen Lindaman, Jennifer Jamison, Jessica Dirks, Samantha Aukes</p>
<p>Elementary District Leadership Team (DLT)</p>	<p>Team Lead(s): Amy Dittmar & Tara Owen</p> <p>Team Members: Amy Miller, Morgan Carswell, Chris Mathews, Kristen Recher, Amber Mortenson, Lindsey Petersen, Mia Nelson, Brittany Ihle, Licia Pettit, Andrea Valdez, Donita Geetings, Rachel Aussenhus, Kaylee Cory, Kim Haack, Whitney Longtin, Kayla Feld, Victoria Nicholas, Lori Reha, Megan Dunlap, Tera Severseike, Joel Martin, Mark Moss, Andrew Burg, Al Neppl, Tom Muhlenbruck, Crystal Thomas, Ben Muller, Kate Cisney, Matt Dunsbergen, Erin Adair, Kim Sidwell Frame, Laura Ryan, Molly Buck</p>
<p>Secondary District Leadership Team (DLT)</p>	<p>Team Lead(s): Bev Kuehn</p> <p>Team Members: Andrea Warner, Kristi Deaver, Drew Cumings-Peterson, Stephanie Jones, Steffanie Elkin, Kristin Chipps, Carol Yager, Heather Telleen, Aaron Puffer, Jason Rottinghaus, Amanda Neitzel, Sarah Gubbels, Alicia Mateer (Lish), Nancy Bakke, Lisa Cook-Piccolo, Deborah Cote-Glander, Pete Apple, Dan Meyer, Jim Wichman, Jeff Schumacher, Joel Poppen, Jeremy Lapka, Jason Dagel, Nick Covington, Don Young, Alissa Jones, Julie Blevins</p>

Infrastructure	<p>Team Lead(s): Darin Haack & Ben Huebsch</p> <p>Team Members: Tim Simpkins, Brian Sharp, John Patterson, Brad Johnson, Jeff Johnson, Mandy Snyder, Jodie Graham, Krystal Stanford, Nicole Ritland, Sue Smith, Heidi Zwick, Scott Litchfield, Jessie Dirks</p>
Student Access - Disabilities Team	<p>Team Lead(s): Nancy Lehman & Nikki Heideman</p> <p>Team Members: Ashley Seiffert, Taya Donovan, Barbara Rohn, Jane Phillips, Heather Lynam, Chelsea Rutter, Brooke Tatz, Sarah Saladino, Niki Day, Mollie Kenne, Chrystal Opperman, Kelli Theilen, Nicki Meyer, Stacia Hawkins, Tania Fried, Tara Meyers, Chelsey Gooding, Logan Little, Tess Johnson, Cortney Hyland, Sara Fender, Kari Conley, Jenna Pressley, Amy Kolln, Rachelle Spencer , Nicole Wee , Audrey Bell , Danette Rieper</p>
Student Access - Special Programs Team	<p>Team Lead(s): Carol Eddy, Jill Urich, & Kelsie Goodman</p> <p>Team Members: Kristina Moller, Caleb Hales, Laurel Quinn, Melissa Iliobachie, Josh Lundahl, Katie Lacey, Angie Hood, Tiffany Romig, Jennifer Janes, Mallory Zielinski, Jason Steinkamp, Arin Renaud, Ashley Tatum, Amy Akers, Erryn O’Conner, Tammi McClain, Brandon Hargens, Angela Luttenegger, Emily James</p>
Parent & Family Committee	<p>Team Lead(s): Jessica Dirks & Samantha Aukes</p> <p>Tara Abbitt, Zakee Al-Hameed, Katy Anderson, Sarah Barthole, Sandra Bickford, Deshara Bohana, Lorena Camero, Betsy Cibula, Amy Gage, Jill George, Julie Gledhill, Karly Good, Angela Hall, Valerie Jansen, Laura Luetje, Amanda Kinna, Amy Kort, Brooke McHose, Michelle Messerschmidt, Luka Pelz, Emily Peterson, Angie Reeves, Brandon Repp, Ashley Sanders, Jen Sill, Jeanne Skinner-Thebo, Marti Skow, Marnae Wright</p>
Employee Experience Committee	<p>Team Lead(s): Jessica Dirks</p> <p>Team Members: Dallon Christensen, Jim Cowger, Jason Dagel, Lisa Daniels, Amy Dittmar, Cindy Dykstra, Misty Eiteman, Renata Eustice, Hannah Leidal, Paul Mahoney, Sarah Murphy, Heidi Olson, Sandy Opstvedt, Jesse Proehl, Cindy Presler, Candi Scheurman, Tera Severseike, Michelle Siefkas, Roni Stout, Sue Tarasi</p>

ADDEDUM A: CURRENT GUIDANCE ON MASKS

Polk County Health Department

CDC recommends wearing cloth face coverings in public settings where other social distancing measures are difficult to maintain (e.g., grocery stores and pharmacies), especially in areas of significant community-based transmission.

CDC also advises the use of simple cloth face coverings to slow the spread of the virus and help people who may have the virus and do not know it from transmitting it to others. Cloth face coverings fashioned from household items or made at home from common materials at low cost can be used as an additional, voluntary public health measure.

Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.

The cloth face coverings recommended are not surgical masks or N-95 respirators. Those are critical supplies that must continue to be reserved for healthcare workers and other medical first responders, as recommended by current CDC guidance.

Iowa Department Public Health

“We’re asking all Iowans to continue following public health measures such as washing your hands frequently, avoiding close contact with others and wearing a face covering when social distancing isn’t possible. These tried and true measures really work, and we need you to do your part to protect yourself and those you love from getting sick over this special holiday weekend,” said Dr. Caitlin Pedati, IDPH medical director and state epidemiologist.

Centers for Disease Control (CDC)

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

Everyone should cover your mouth and nose with a cloth face cover when around others

- You could spread COVID-19 to others even if you do not feel sick.
- The cloth face cover is meant to protect other people in case you are infected.
- Everyone should wear a cloth face cover in public settings and when around people who don’t live in your household, especially when other social distancing measures are difficult to maintain.
 - Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
- Do NOT use a facemask meant for a healthcare worker. Currently, surgical masks and N95 respirators are critical supplies that should be reserved for healthcare workers and other first responders.
- Continue to keep about 6 feet between yourself and others. The cloth face cover is not a substitute for social distancing.

American Association of Pediatrics

Cloth face coverings protect others if the wearer is infected with SARS CoV-2 and is not aware. Cloth masks may offer some level of protection for the wearer. Evidence continues to mount on the importance of universal face coverings in interrupting the spread of SARS-CoV-2. Although ideal, universal face covering use is not always possible in the school setting for many reasons. Some students, or staff, may be unable to safely wear a cloth face covering because of certain medical conditions (eg, developmental, respiratory, tactile aversion, or other conditions) or may be uncomfortable, making the consistent use of cloth face coverings throughout the day challenging. For individuals who have difficulty with wearing a

cloth face covering and it is not medically contraindicated to wear a face covering, behavior techniques and social skills stories (see resource section) can be used to assist in adapting to wearing a face covering. When developing policy regarding the use of cloth face coverings by students or school staff, school districts and health advisors should consider whether the use of cloth face coverings is developmentally appropriate and feasible and whether the policy can be instituted safely. If not developmentally feasible, which may be the case for younger students, and cannot be done safely (e.g., the face covering makes wearers touch their face more than they otherwise would), schools may choose to not require their use when physical distancing measures can be effectively implemented. School staff and older students (middle or high school) may be able to wear cloth face coverings safely and consistently and should be encouraged to do so. Children under 2 years and anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove a face covering without assistance should not wear cloth face coverings.

For certain populations, the use of cloth face coverings by teachers may impede the education process. These include students who are deaf or hard of hearing, students receiving speech/language services, young students in early education programs, and English-language learners. Although there are products (eg, face coverings with clear panels in the front) to facilitate their use among these populations, these may not be available in all settings.

Students and families should be taught how to properly wear (cover nose and mouth) a cloth face covering, to maintain hand hygiene when removing for meals and physical activity, and for replacing and maintaining (washing regularly) a cloth face covering.

National Education Association

Require all staff and students to wear masks of sufficient quality throughout the school day, except during meals. Schools must supply masks made of at least two-ply cotton to staff who are not carrying out disinfection procedures—which require greater protection—and students, in accordance with CDC recommendations.

Occupational Safety and Health Administration (OSHA)

OSHA generally recommends that employers encourage workers to wear face coverings at work. Face coverings are intended to prevent wearers who have Coronavirus Disease 2019 (COVID-19) without knowing it (i.e., those who are asymptomatic or pre-symptomatic) from spreading potentially infectious respiratory droplets to others. This is known as source control.

Consistent with the [Centers for Disease Control and Prevention \(CDC\) recommendation](#) for all people to wear cloth face coverings when in public and around other people, wearing cloth face coverings, if appropriate for the work environment and job tasks, conserves other types of personal protective equipment (PPE), such as surgical masks, for healthcare settings where such equipment is needed most.

Where cloth face coverings are not appropriate in the work environment or during certain job tasks (e.g., because they could become contaminated or exacerbate heat illness), employers can provide PPE, such as face shields and/or surgical masks, instead of encouraging workers to wear cloth face coverings. Like cloth face coverings, surgical masks and face shields can help contain the wearer’s potentially infectious respiratory droplets and can help limit spread of COVID-19 to others.

Harvard Study on School Safety

Wear masks, with breaks built into the day. Students, teachers and administrators should wear masks to and from school, in common areas and in classrooms when physical distancing is not possible. Schools should create “mask-free” time to reduce fatigue.

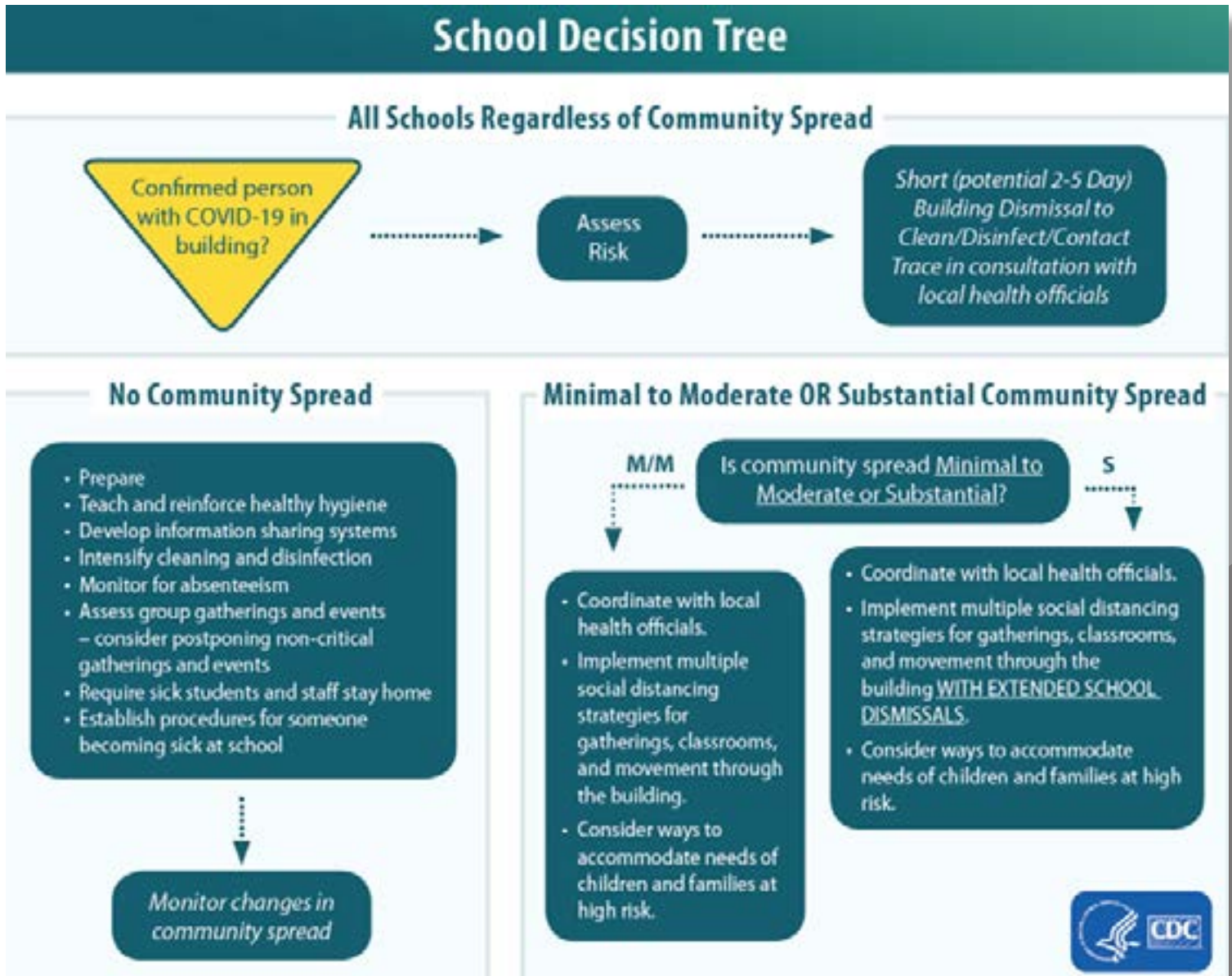
ADDENDUM B:

FACE COVERING RECOMMENDATIONS- DO'S AND DON'TS

DON'T

- Staff and Students: Use your own cloth face covering, if possible. If not, ACSD will provide you one. Face coverings should:
 - Be clean and in good repair.
 - Fit snugly, but comfortably against the side of the face.
 - Be secure and should cover the wearer's nose and mouth
 - Allow for breathing without restriction
 - Be able to be laundered and machine dried without damage or change to shape. They should be routinely washed depending on the frequency of use.
 - Be on the wearer's face.
 - Take breaks from wearing them:
 - Off when in a working space alone.
 - Off when eating as long as social distancing of 6 feet from others is being enforced.
 - Students should be sitting at desks when eating snacks and/or lunch.
 - Off when outside at recess as long as social distancing of 6 feet from others is being enforced.
 - Educators consider taking "Mask breaks" at certain, designated times of the days. Take students outside or remain in seats 6 feet apart from each other.
 - Educators will teach and reinforce proper mask practices.
 - Educators and associates wear them while instructing or working in close proximity (one-to-one) with a student.
 - Staff and students wear them upon entrance to the building and during passing times in hallways.
 - Use hand sanitizer or wash hands for 20 seconds, before putting on the face covering and after taking it off.
 - When using a medical grade face covering, make sure the metal piece is on the top and over the nose and colored-side faces outward. This will ensure the pleats of the face covering are downward.
 - Practice masking at home to get used to wearing a mask on the face prior to coming to school.
 - Face-Shields may be utilized in addition to face coverings by instructors, but not in lieu of masks.
 - Consider students/staff with disabilities/medical conditions that may not be able to wear a face covering.
- Touch your face and rearrange the face covering on the wearer's face.
 - Share face coverings with others.
 - Touch eyes, nose or mouth when removing mask.
 - Wear them under the nose, around the neck, rested under the chin or on the forehead or hanging off one ear.
 - Wear loose or ill-fitting masks.
 - Continue to wear a face covering that has holes, rips and tears in it.
 - Continue to wear a face covering that is wet from condensation or sweat. Replace the face covering if it is damp or wet.
 - Remove it to talk with someone.
 - Place face coverings on children younger than 2 years of age, anyone who has trouble breathing, sensory concerns, or is unconscious, incapacitated or otherwise unable to remove the cover without assistance.

ADDENDUM C: DECISION-MAKING PROCESS FOR POSITIVE CASES



The Polk County Health Department has local authority to manage illness outbreaks. It has extensive experience in following up on communicable diseases of all sorts. The methods used to investigate other communicable illnesses and respond in ways to break the chain of illness transmission also apply to the management of COVID-19.

The Polk County Health Department also has experience in working with schools to address illness outbreaks in school communities. The principles of managing outbreaks of communicable diseases used with other reportable illnesses will serve as the foundation for planning for managing COVID-19 in schools.

In the event a confirmed case of COVID-19 is found in a school, the building principal, the building school nurse and the Polk County Health Department will work together to investigate the situation and employ corrective actions to minimize the spread of illness and restore health and safety to the greater school community.

If the school learns of a confirmed or suspected case of COVID-19, they should immediately contact the CD Team of Polk County Health. If instead, the Polk County Health Department learns of a confirmed case in a school, a member of the CD Team will notify the building school nurse who in turn will notify the building principal. The school nurse will be asked to gather the following information about the person who has tested positive to aid in the contact investigation:

- Student's name, date of birth, and parent's contact information, (or staff contact information if employee is positive)
- Any other family members attending the school or another school in the district
- Student/staff members schedule and information about extracurricular activity participation, (bussing, description how the student's school day is organized including lunch, involved in before/after school child care, etc.)
- Class lists and seating charts for classes/activities for the student/staff member.
- The Polk County Health Department will help the school to prepare communications to share with parents, staff and the school community and will advise on how and when to release the notices.
- Recommendations by the Polk County Health Department about the duration of the school closure and other actions to be taken will be made on a case by case basis considering the findings of the contact investigation and the degree of community spread.

NOTE: It is anticipated that when a positive case is found in a building, the building may be closed temporarily (overnight to 2-5 days) to allow for additional cleaning and the completion of the health department to complete their investigation of that case. Local Health officials (Polk County Health Department) will determine the scope of the impact (single building, multiple schools, entire district) and duration of school dismissals on a case by case basis, using the most up-to-date information of COVID-19 information. Schools are not expected to independently make decisions about dismissal and cancellation of related school activities/extracurricular/large events/etc. but are encouraged to follow Polk County Health Department recommendations with these decisions.

During school closures, extracurricular activities, school-based before and after childcare programs and other large events will be cancelled. Staff, students and families will be advised and encouraged to remain at home and avoid gathering or socializing anywhere until more is known.

The Polk County Health Department will provide recommendations to schools as to instances of school exclusion, re-admittance to school, school closure and cancellation of school activities.