We are at an exciting juncture in Ankeny. The transition to a two-feeder system in 2013 was a great success. As we build on that and look ahead, we know the growth in Ankeny is not projected to slow down nor end. Therefore, we must be persistent in our planning for the future of Ankeny Community Schools now. A few of our current and recent plans include:

In reflecting on changes for future success, we know not all students prosper in a traditional K-12 setting. Last year, I asked a Superintendent’s Task Force to review our existing alternative high school program for those students at-risk of not graduating. As a result, we re-launched our alternative learning center as Summit and named Jeremy Braden the new principal. Our enrollment continues to grow, and we will do whatever it takes in order for all students to experience the pride of graduating high school and moving forward to personal success. Greg Child once said, “Somewhere between the bottom of the climb and the summit is the answer to the mystery why we climb.” We want our Summit students to know and experience that becoming a graduate is worth the climb.

Last year, we also piloted the new college and career readiness program Orbis. I am pleased to announce Orbis has fully launched this year with two full-time teachers, more than 50 enrolled students for the fall semester, 162 business contacts, and four participating colleges/universities. You will find an article on page 6 in this edition of the Ankeny Advance that further describes the work being done in Orbis. As we continue to grow in numbers and advance the world of education, work like this program will shape the future of learning in Ankeny.

Individuals who seek to be academically and professionally competitive must possess 21st century skills, such as critical thinking and technical skills. Consequently, the Ankeny Community School District must examine whether our programming, curriculum, instruction, and assessment is aligned to prepare Ankeny students to be college and career ready as they graduate. I have initiated a Superintendent’s Task Force comprised of parents, community members, staff members, administrators, and a board member to examine STEM in the district.

Through this study, utilizing questionnaires and focus groups, it is my goal for the task force to develop a priority list utilizing defined criteria. A goal I have is not to create a “STEM class.” Rather, I would like to emphasize not only the careers in these defined fields, but the collaborative nature they can play changing the world in other fields.

As we look ahead to this fork in the road, we are able to build on our past success to continue to prepare us to thrive in the future. In thinking about this, a natural question is, “Bruce, do we need to start thinking about the third high school?” I answer that unequivocally with, “yes!” These next few years and the success of these programs will help challenge us as a community to determine what a third high school in Ankeny would look like. When we pursue a task force to shape the vision of a third high school, I believe the work we are doing now will impact the answer to the question, “Will a third high school be a comprehensive high school building or a “magnet” school that draws a specific audience of students into it?” While
the need for this task force is a few years out, we need to keep this in mind as we carry out our work today. Our choices today will define the future of education in Ankeny.

I am looking forward to doing just that this school year. I believe 2018-2019 is well-poised to be an excellent year for our staff and students. I am honored to serve as your Superintendent.

Sincerely,

Bruce A. Kimpston

Dr. Bruce A. Kimpston

**FIRST DAY OF SCHOOL**

Staff and students enjoy kicking off the start of the 2018-2019 academic year!
This school year, our district began training on a new way to handle an active shooter situation called ALICE (Alert, Lockdown, Inform, Counter, Evacuate). While these plans were underway, the Iowa Legislature also passed a new bill, Senate File 2364, which requires all schools to have a plan in place for active shooters and to train school personnel on those plans annually. The ALICE program provides strategies for staff and students on what to do if an armed intruder enters their building or classroom.

This semester we are focusing on training our staff through online and in-person sessions to better acquaint them with this new program. This work is overseen by our District Safety Committee comprised of teachers, counselors, administrators, and a board member. In the spring, we will begin a second round of training with a student experience component. All trainings and communications will be grade-level appropriate for the building and population of students we are working with at the time.

While we are just getting started in the rollout of these trainings, we wanted to cover some of the basics of what ALICE is and is not.

**What is learned through the ALICE Training Institute?**

ALICE teaches safety strategies that enhance the traditional lockdown method. We often do not consider it, but we have tactful advantages in violent intruder situations and ALICE teaches us how to make the most of them. Each letter of ALICE provides a set of strategies that will be used only as needed, but the optimum goal we are trying to obtain is to evacuate and put distance between a violent intruder and our students and staff until law enforcement can contain the situation.

**How will our students and staff know if they are in danger?**

ALICE aims to educate individuals on how to safely communicate to others about potential danger. An entire building should know very quickly if they are in danger if they follow the Alert step in the training. Gone are the days when a vague code is used in emergency. In the instance of a violent intruder, announcements will be made in plain language describing the information currently available about any threat to the safety of the building including a description of the intruder.

In any emergency situation, parents will be notified with an email, phone call, and/or text message. The first instinct of many parents is to pick up the telephone and call their child or school and/or rush to the school to get their children. The truth is, this only complicates matters from a safety and security standpoint and can hinder the rescue...
attempts of the police and fire officials on the scene. Law enforcement officials will not allow entry to the school site during a lockdown (threat inside the school) or shelter-in-place (threat outside the school). Calling your child’s cell phone may prevent them from hearing important, even life-saving information. Students will be able to use cell phones if they need immediate assistance and once they are safe.

The school district is committed to providing parents and guardians with the latest and most accurate information available via our mass notification system. In today’s world, students will be texting and calling parents immediately. Be aware that information you receive from your child may not always be accurate as they may only have a portion of the information; ensure the information you are using is official and comes directly from the Ankeny School District.

If the school building is evacuated, how will I be able to locate my child?

Parents will be directed to a specific reunification site where they will be required to show valid identification. At the reunification site, school administrators, police, and fire officials account for students and provide aide to those who need it immediately. Students are released only to authorized individuals. If you are a non-custodial parent, you must be listed with your student’s emergency contact information as a guardian and show proper identification.

We know thinking about a potential threat can be very scary and concerning for all involved. As a district, we know it is better to be prepared for this type of an event through training and planning than to be caught off guard. In light of this, we ask our community to come alongside us in this work, so we can partner to provide the safest environment possible for our staff and students.

Dr. Adams conducts an ALICE training with a group of Ankeny School’s staff.
Orbis takes off on its Maiden Voyage
with Orbis Director Dr. Jill Urich

Maiden Voyage
Orbis, which means compass in Latin, officially launched in August 2018, and the three main components are engaging students as collaborators, problem-solvers, and leaders. Two elective courses for 11th and 12th grade students are currently underway:

Orbis Project-Based Experience: Orbis Project-Based Experiences engage teams of students in partnership with the workforce in solving real problems and contributing to the betterment of our local and global community. Experiences are grounded in the Universal Constructs (critical thinking, complex communication, creativity, collaboration, flexibility and adaptability, productivity and accountability). Student learning and performance will focus on 21st Century Employability Skills from the Iowa Core. Authentic problems will lead to project ideas, and students’ passions will be matched to projects.

In Orbis Project-Based Experiences, students work in a project-based learning environment where they engage in team-based experiences and solve real problems by partnering with outside organizations on authentic projects. The dynamics of this experience are very different than a traditional course as teams of students will drive what they do to solve problems they are working on. It is a very collaborative environment where students, project mentors, and project partners work together with a common goal.

Orbis Karl Business Academy: This course provides an integrated approach to learning about all aspects of a large organization in the transportation industry. Participants engage in authentic learning experiences in a business atmosphere as they explore various careers, solve problems, and engage in project work as a team.

Stages of the Orbis Onboarding Experience
Orbis Onboarding Experience occurs during the first few weeks of the semester, where students engage in activities, launching their focus on the big three: collaboration, problem-solving, and leadership. These activities include team-building, project management, including a simulation to apply their learning with SCRUM (framework for team collaboration), first formal project pitch, and talent profiles and interest surveys.

This semester, the students engaged in a common project experience with the Ankeny Economic Development Corporation where they created a video for the Salute to Industry event, one that showcases why Ankeny is a great place to live and work.

Compass Week is when students experience project pitches, determine which problems to solve and engage in, and project teams are formed. Students choose from inbound projects where a business brings a project idea or outbound project and students identify a problem to solve and design the project accordingly.

Navigation Collaboration is where experts from the
workforce are invited to share their expertise and provide input on projects.

What makes Orbis unique?
• Students from both high schools are in class together.
• Authentic projects within the community and workforce serve as a vehicle to teach students the Universal Constructs.
• The final destination of student work is not a teacher’s desk; rather, the work is reaching someone outside of the school setting and positively impacts the community.
• Students partner with teachers to direct and drive their day-to-day activities.

“For her to see success in her own thinking and learning while being supported by the Orbis authentic learning style has helped her start to see her talents and abilities as she gets ready for the real world. We are thrilled that she was able to experience this learning opportunity before she graduates from high school... Thank you!” - Orbis parent feedback

What are the benefits of Orbis?

Aesthetic: Orbis offers an experience to collaborate with students from both high schools as well as other central Iowa high schools.

Economic: Students meet real world deadlines on authentic project work, which prepares them for future success. Whether in the workplace or collegiate setting, Orbis allows students to demonstrate their learning through a dynamic portfolio encapsulating their completed work in the community.

Individualistic: Students are empowered to choose projects aligned to their interests and utilize their individual strengths to solve real world problems.

Political: Students gain valuable leadership and project management skills in managing real world responsibilities.

Altruistic: Students are given the ability to shape their own legacy as they work to create a lasting impact on the local and global community.

Regulatory: Students employ project management skills and processes utilized in the workforce.

Theoretical: Students discover learning in a new way as they strengthen their skills in collaboration, problem-solving, and leadership while honing their talents in project management.
This is the first in a series of articles about Standards-Referenced Grading Practices and the benefits to students at the secondary level that elementary students have benefited from for years. This article focuses on Ankeny’s “True North” - the commitment to accurately measure student learning.

The secondary buildings in Ankeny have been working to improve communication to students and parents regarding students’ academic strengths and areas of improvement leading us to the benefits of Standards-Referenced Grading. Our journey to learn more about the benefits of Standards-Referenced Grading Practices caused us to examine many of our current practices. One result from that assessment was the separation of academic standards from the work habits/behavior standards. By reporting them separately, it has provided the opportunity for teachers to focus on the content and skills for which a student needs additional extensions or support AND on the work habits/behavior standards they might need additional support in order to be successful. Both are critical to student success and focusing on both will help our students be successful in college and/or a career. Having said that, it is not enough to just change the information students and parents receive - rather it is our duty to strengthen our curriculum, instruction, and assessment practices as well. That led us to create a statement called our “True North.”

**True North**

Ankeny Community Schools believes Standards-Referenced Grading practices is the shared commitment and partnership between students, parents, and teachers to provide high-quality, consistent curriculum, instruction, assessment, and communication practices. When this commitment is kept, it will result in a clear and accurate picture of a student’s learning over time.

Let’s think about what that means. What is meant by a “True North?” The “True North” is agreed upon principles and practices regarding what is best for students in order to move their learning forward. Those principles and practices are a commitment from the school district to students and parents. What are the principles and practices we are committed to in order to move student learning forward?

Our “True North” includes principles and practices that lead to an accurate picture of student learning. In addition, they include our guiding philosophy and purpose for adopting a standards-referenced mindset. The purpose of grading is to:

1. Accurately communicate student learning
2. Represent students’ level of learning in relation to each grade level standard, which is aligned to the Iowa Core
3. Embed quality instruction and assessment practices
4. Make informed, focused decisions regarding students’ individual strengths and areas of improvement relative to the grade level standards.
5. Report academic content and work habits/behavior standards separately to provide an accurate picture of student learning in relation to the grade level standards.
STANDARDS BASED MINDSET

These practices are part of a larger context of a “Standards-Based Mindset” (O'Connor, 2018). The descriptors below directly align with Ankeny’s beliefs about student learning. They include, but are not limited to, the following practices.

MULTIPLE AND VARIED ASSESSMENT PRACTICES

New learning means making mistakes. When we are first learning to play tennis, to cook, learn a new technology, we are not proficient - it takes time to get “good” at new things. The same is for learning new concepts or skills. We must provide many opportunities to get better at the skill and to have a deep understanding of the content.

MOTIVATION

Research suggests that providing specific and helpful feedback to students during the learning process without penalty for early mistakes is much more motivating to students than merely giving a letter grade. When students use the feedback to demonstrate learning on future opportunities, it leads to deeper learning and builds drive in students to succeed.

PROFESSIONAL JUDGEMENT

Who knows better how a student’s learning is progressing? The teacher knows what extensions or supports students need to be successful. They provide the necessary feedback so students can learn and grow AND they make the determination on student performance on grade level standards. (O’Connor, p. 4-15).

MINDSET: FIXED OR GROWTH

The power of allowing students to grapple with content or a skill without fear of failure sends the message that it is part of the natural thinking process. Replacing scores with rich feedback develops student awareness and responsibility for learning.

References:
Ankeny SRG Guidebook (2017)
Department Feature: Community Engagement

with Community Engagement Manager Kim Moyle

Last year, Ankeny Community School District’s community education department rebranded to become community engagement. The department works within Ankeny schools to provide resources for students and opportunities for the community. For Community Engagement Manager Kim Moyle and the department’s advisory council, this was a significant rebranding.

“We’re not just about educating the community,” Moyle said. “It’s about, how do we get the community involved?”

Moyle said that too often, the focus of the department and the community’s perception of the work they do has been only on the courses they offer. Moyle said that the advisory council also wanted to shed light on their efforts of serving Ankeny and getting people involved. The rebranding to community engagement better encompasses all the department has to offer.

The program provides and facilitates a number of classes, services, and supplemental education programs. Classes are available for all ages, from STEM classes for elementary students to fitness classes for adults. The department’s learner-centered programs and services connect with business, civic, and community organizations to create lifelong enrichment.

Another area of focus is matching resources from local not-for-profit organizations with the district’s students. It is the goal of community engagement to make sure every student can succeed. No matter a student’s social or financial barriers. Moyle wants to send students out the doors of the high school at their very best, and into a situation where they can thrive and better their world.

“We want to take down the barriers to a child’s success,” Moyle said. “We find out who needs something, and we get them to what they need.”

Because of this goal, the community engagement department supports Project Fresh Start. Volunteer Dave Kissinger started Project Fresh Start in 2004. After five years as a teacher and 29 years as a counselor at Ankeny Schools, Kissinger retired and proposed an idea to disperse school supplies to Ankeny students who could not afford them. His plan went through the Education Task Force, a group made up of educators and members from the Ankeny Chamber of Commerce. The group accepted the proposal and began work on a program to give school supplies away for the 2005-2006 school year.

In its first year, the Days of Giving program distributed 170 backpacks filled with school supplies. This year, volunteers came together to distribute 653 backpacks in four hours to Ankeny’s students. The program was so successful that there are many backpacks and supplies leftover that will likely be distributed throughout the year or carried over to next year’s supply giveaway.

Days of Giving sparked a system of charitable services called Project Fresh Start, all originally organized by Kissinger. The most recent of Kissinger’s projects, in partnership with former school board member George Tracy, is Fresh Start for Success. The program to assist students who cannot afford professional clothing launched September 7 of this year. Students with a job or desire to obtain a job can now apply to receive a voucher to buy the clothing they need to pursue their goals.

“What we want to do is give them a fresh start,” Kissinger said. “These kids are great
kids. They just have a need.”

Of the Project Fresh Start programs, Moyle said it’s essential to the school district and the city of Ankeny as a whole that they succeed and continue.

CONTINUING EDUCATION AND YOUTH ENRICHMENT

Ankeny Community Engagement is proud to offer quality continuing education courses for students and adults in the Ankeny community and surrounding areas. Whether it’s an adult fitness class, after-school or evening enrichment for kids, or a class to keep your finances in check, you’ll find a wide variety of courses. View the Fall/Winter 2018-2019 course booklet at www.ankenyschools.com/Community-Engagement.

FACILITY RENTAL

The Ankeny Community School District actively seeks to promote and respond to the educational, recreational, civic and cultural needs of the Ankeny community through the resources of its schools. However, all school facilities have been primarily erected and maintained for the use of the students of Ankeny Schools and shall not be used for another purpose that will conflict with that use. The district requires at least a two-week notice and reserves the right to deny, move, cancel, and postpone any activity. For more information about renting a district facility, please contact Community Engagement at (515) 289-3962.

VIRTUAL BACKPACK

The information distributed in the Virtual Backpack (vBackpack) is provided as a community service of the district to inform members of the community of available activities or services. The majority of information included in the vBackpack is from community organizations. Community groups can submit their information within certain guidelines, governed by Board Policy #1004.25. To find out if your information meets the criteria or to submit information, please visit https://www.ankenyschools.org/Page/3390.

ANKENY CARES

Ankeny Community Education looks to serve the needs of our community by connecting community-driven ideas and resources. These connections include:
- Ankeny Substance Abuse Project (ASAP)
- Project Fresh Start
- Fresh Start for Success
- Trailhead Local Scholarships
STADIUM RENOVATIONS MOVE FORWARD

If you’ve recently visited Ankeny Stadium, home to the Hawks and Jaguars, you notice a lot has changed! Last fall, phase one of renovations were completed. This included 3,000 new seats and press box on the west side of the stadium which now serves as the “home” bleachers. A new concession complex was added and includes more restrooms. Additionally, updates were made to accommodate those with disabilities including ramps, handrails, and shorter steps. A state-of-the-art scoreboard was also installed. Prior to these improvements and the installation of artificial turf in 2013, the stadium had remained largely unchanged since opening in 1977. This is only the beginning of the renovations, phases two and three are on the horizon.

Phase Two

Phase two is set to begin after the last home/playoff football game of the 2018 season. Crews will begin work on the entry plaza. This structure will serve as a grand entrance for fans. The pavilion will include six ticket booths. As guests enter, they will notice an open plaza area, complete with commemorative brick pavers and an area that pays tribute to Ankeny’s outstanding girls’ and boys’ track and football athletes. Fans have an opportunity to leave their “mark” on Ankeny Stadium and share in this piece of Ankeny Schools history. The brick pavers can be purchased through the Ankeny Booster Club for $100 for members and $150 for non-booster members. The club is also offering membership options to include a paver as part of the package. For more information, visit their website - www.ankenyboosters.com.

In addition, phase two includes upgrades to the existing concession area on the visitors’ side of the stadium. Since the home bleachers were flipped from the east to the west side, the track will be flipped this spring to face the home side of the stadium.

“The stadium renovations allow for the continued success of our district and build a sense of community as our athletes and fans come together,” said Dr. Bruce A. Kimpston, Superintendent. “It will accommodate the growth we are experiencing in Ankeny and better serve our student activities.”

Phase two is set to be complete for the 2019 football season.

Phase Three

Phase three will focus on the north side of the stadium where a new building will house team/locker rooms and more restrooms. Currently, teams use Northview Middle School for locker space and meeting areas. This new structure will give players and coaches the ability to stay inside the stadium. There is not yet a projected start date for phase three.
Annual Notices to Parents for 2018-2019

Each year, various state and federal laws, as well as Ankeny School Board policies, require a variety of annual notifications to parents. Many of the following notifications can also be found in student/parent handbooks, or on the district website.

Asbestos Notification

Asbestos has been an issue of concern for many years. The Asbestos Hazard Emergency Response Act of 1986 (AHERA) was designed to determine the extent of asbestos concerns in the schools and to act as a guide in formulating asbestos management policies for the schools. The school district facilities have been inspected by a certified asbestos inspector as required by AHERA. The inspector located and determined the condition and hazard potential of all material in the district’s facilities suspected of containing asbestos.

A certified management planner has developed an asbestos management plan for the school district facilities which includes: notification letters, training for employees, a set of procedures designed to minimize the disturbance of asbestos-containing materials, and plans for regular surveillance of the materials. A copy of the management plan is available for inspection in the district office.

Level 1 Investigator: Abuse

It is the policy of the district that school employees not commit acts of physical or sexual abuse, including inappropriate and intentional sexual behavior, toward students. Any district employee who commits such acts is subject to disciplinary sanctions up to and including discharge.

It is the policy of the district to respond promptly to allegations of abuse of students by district employees by investigating or arranging full investigation of any allegation, and to do so in a reasonably prudent manner. The processing of a complaint or allegation will be handled confidentially to the maximum extent possible. All employees are required to assist in the investigation when requested to provide information and to maintain the confidentiality of the reporting and investigating process.

Corporal Punishment, Restraint, and Physical Confinement and Detention

State law forbids school employees from using corporal punishment against any student. See Board Policy #503.05. Certain actions by school employees are not considered corporal punishment. Additionally, district employees may use “reasonable and necessary force, not designed or intended to cause pain” to do certain things, such as prevent harm to persons or property. Employees are provided annual training on this law.

State law also places limits on district employees’ abilities to restrain or confine and detain any student. The law limits why, how, where, and for how long a district employee may restrain or confine and detain a child. If a student is restrained or confined and detained, the district must maintain documentation and must provide certain types of notice to the student’s parent.

If you have any questions about this state law, please contact your student’s school. The complete text of the law and additional information is available on the Iowa Department of Education’s website: www.educateiowa.gov.

Equal Educational Opportunity

Ankeny Community School District does not discriminate in its education programs or educational activities on the basis of race, color, gender, national origin, creed, sexual orientation, gender identity, age, religion, marital status, socioeconomic status, or abilities/disabilities in its education programs, activities or employment policies as required by Title VI and Title XIII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendment, Federal Rehabilitation Act of 1973, and the Iowa Code #216.9. Students are educated in programs which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society.

Students who feel they have been discriminated against are encouraged to report it to the school district Equity Coordinator, Jenifer Owenson, J.D. at (515) 965-9600, jenifer.owenson@ankeny schools.org. Inquiries may also be directed in writing to the Iowa Civil Rights Commission, Grimes State Office Building, Des Moines, IA, 50319-0201, (515) 281-4121; or the U.S. Department of Education, Office for Civil Rights, 500 West Madison Street, Suite 1475, Chicago, IL 60661.

Annual Notice of NonDiscrimination

The Ankeny Community School District offers career and technical programs in the following areas of study:

• Applied Science, Technology, Engineering, and Manufacturing
• Arts, Communication, and Information Systems
• Business, Finance, Marketing, and Management
• Human Services

It is the policy of the Ankeny Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. If you have questions or a grievance related to this policy please contact the district’s Equity Coordinator, Jenifer Owenson, Chief Officer of Human Resources, 306 SW School Street, Ankeny, Iowa 50023, (515) 965-9600, jenifer.owenson@ankeny schools.org

Fees

Iowa Code section 301.1 authorizes school district to collect a rental fee for textbooks, including electronic textbooks, and supplementary instructional materials which convey information to the student or otherwise contribute to the learning process. The school district charges fees for certain items, such as textbook rental and pay-to-ride transportation services.

Students whose families meet the income guidelines for free and reduced price lunch, from Food Assistance (FA), the Family Investment Program (FIP), another DHS assistance program, or students who are in foster care, are eligible to have their student fees waived or partially waived. Also, children who meet the definition of homeless, runaway or migrant are eligible for fully or partially waived fees.
2018-2019 Free & Reduced-Price Meal Guidelines

If your total household income is within the limits listed in the table below, your child/children may be eligible for either free or reduced-price school meals. If your child/children qualify for free or reduced-price meals, you may also be eligible for food assistance benefits from the State of Iowa Department of Human Services (DHS).

Does My Family Qualify?

<table>
<thead>
<tr>
<th>Household Size</th>
<th>Total Household Income Paid:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yearly</td>
</tr>
<tr>
<td>1</td>
<td>$22,459</td>
</tr>
<tr>
<td>2</td>
<td>$30,451</td>
</tr>
<tr>
<td>3</td>
<td>$38,443</td>
</tr>
<tr>
<td>4</td>
<td>$46,435</td>
</tr>
<tr>
<td>5</td>
<td>$54,427</td>
</tr>
<tr>
<td>6</td>
<td>$62,419</td>
</tr>
<tr>
<td>7</td>
<td>$70,411</td>
</tr>
<tr>
<td>8</td>
<td>$78,403</td>
</tr>
</tbody>
</table>

For each additional family member, add:

|                      | $7,992 | $666 | $333 | $308 | $154 |

A family must annually complete the waiver of confidentiality form and return to the Ankeny School Nutrition Services program. This waiver does not carry over from year-to-year.

Free and Reduced Meals Program

A new free/reduced meal eligibility application must be completed and submitted each year.

If your total household income is within the limits set by the federal government, you may be eligible for either free or reduced-price school meals. If you qualify for free or reduced-price meals, you may also be eligible for food assistance benefits from the State of Iowa, Department of Human Services (DHS).

Free and reduced price meal eligibility application for each new school year will become available in late July. You can apply for eligibility through the online application or by filling out a paper application. An application for free and reduced meals can be found at the district website, www.ankenyschools.org under Parents >> Nutrition Services >> Free and Reduced Price Information. Applications are also available at orientation, from building secretaries, or at the central office. If you have questions about free and reduced meals or the application process, please contact Nutrition Services Assistant LeeAnna Vigor at (515) 963-4964 or email leeanna.vigor@ankenyschools.org.

If you qualify for free or reduced-price meals, you may also be eligible for food assistance benefits from the State of Iowa, Department of Human Services (DHS).

For information about state food assistance benefits, contact 1-877-937-3663 (1-877-YES-FOOD), or apply online at www.yesfood.iowa.gov.

General Education Interventions

Each Local Education Agency (LEA), in conjunction with the Area Education Agency (AEA), shall attempt to resolve any presenting problem or behaviors of concern in the general education environment prior to conducting a full and individual evaluation. In circumstances when there is a suspicion that a child is an eligible individual, the AEA, in collaboration with the LEA, shall conduct a full and individual initial evaluation. Documentation of the rationale for such action shall be included in the individual’s educational record.

Each LEA shall provide general notice to parents on an annual basis about the provision of general education interventions that occur as a part of the agency’s general program and that may occur at any time throughout the school year.

General education interventions shall include consultation with special education support and instructional personnel. General education intervention activities shall be documented and shall include measurable and goal-directed attempts to resolve the presenting problem or behaviors of concern, communication with parents, collection of data related to the presenting problem or behaviors of concern, intervention design and implementation, and systematic progress monitoring to measure the effects of interventions.

If the referring problem or behaviors of concern are shown to be resistant to general education interventions or if interventions are demonstrated to be effective but require continued and substantial effort that may include the provision of special education and related services, the agency shall then conduct a full and individual initial evaluation.

The parent of a child receiving general education interventions may request that the agency conduct a full and individual initial evaluation at any time during the implementation of such interventions.

Handbooks and Board Policies

Each year, students receive a copy of the student/parent handbook for their grade-level, and handbooks and school board policies are posted on the district website at www.ankenyschools.org. Parents are strongly encouraged to review the handbook and policies of the Board of Education with their student so both understand the regulations and expectations of the district for students. Handbooks include many important annual notices and information about policies students and their parents are responsible for knowing and
understanding. Ignorance of the contents of handbooks and policies of the Board of Education excuses no one from complying with these regulations.

**Homeless Students**

In accordance with 281 IAC Chapter 33, Iowa Administrative Code, the Ankeny Community School District is required to give written notice to homeless children and families if the district is going to deny access to their educational programs. Homeless children and families may obtain free legal services by contacting:

Legal Aid Society of Polk County  
1111 9th Street – Suite 230  
Des Moines, Iowa  50314  
1-515-243-1193

Chapter 33 of the Iowa Administrative Code defines “homeless child or youth” as a child or youth from the age of three years through 21 years who lacks a fixed, regular, and adequate nighttime residence and includes the following:

1. A child or youth who is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; is living in a motel, hotel, trailer park, or camping grounds due to the lack of alternative adequate accommodations; is living in an emergency or transitional shelter; is abandoned in a hospital; or is awaiting foster care placement;

2. A child or youth who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

3. A child or youth who is living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; or

4. A migratory child or youth who qualifies as homeless because the child or youth is living in circumstances described in paragraphs “1” through “3” above.

**Use of District Technology**

Technology integrated into effective instructional practices will support students and staff to grow as creators, contributors, and empowered, connected learners so that each person is prepared to achieve a lifetime of personal success. The PBIS expectations of respect, responsibility, and safety apply to all students when using technology. Staff may establish additional expectations for the use of technology depending on their instructional objectives, and students are required to follow the terms and protocols outlined by the teacher. Technology should never be used in a manner that disrupts the educational environment and is strictly forbidden in restrooms and locker room areas. At all times, students are subject to Board Policy #605.70: Technology Use by Students.

**Use of the Network**

Students may be able to access the Internet at school. Individual student accounts will be issued to students. It is the student’s responsibility to protect their account information. Our intent is to protect the rights of students and parents who choose not to risk exposure to questionable material.

The use of the network is a privilege and may be restricted or taken away for violation of Board policy or regulations. It is the user’s responsibility to abide by the policies and procedures of any accessed network or site.

Students will adhere to appropriate online behavior at all times including respect for all copyright and license agreements and citation of all references and sources. Students are also expected to apply the same privacy, ethical, and educational considerations utilized in other forms of communication.

**Social Media Guidelines for Ankeny Students**

Due to the wealth of new social media tools available to students, student products and documents have the potential to reach audiences far beyond the classroom. This translates into a greater level of responsibility and accountability for everyone. Below are guidelines students in the Ankeny Community School District should adhere to when using social media tools for schoolwork in and outside the classroom.

- Be aware of what you post online. Social media venues are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you would not want friends, enemies, parents, teachers or a future employer to see.
- Your online behavior should reflect the behavior goals of the Ankeny Community School District: being respectful, responsible and safe.
- It is acceptable to disagree with someone else’s opinions, however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.
- All online behavior is expected to comply with the ACSD policies regarding harassment and bullying.
- Be safe online. Never give out personal information including, but not limited to, last names, phone numbers, addresses, exact birth dates, school name, and pictures. Do not share your password with anyone besides your teachers and parents.
- While it is standard practice to link to other websites for support, be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.
- Do not use other people’s intellectual property (i.e., their words or ideas) without citing your sources. It is a violation of copyright law to copy and paste others’ thoughts without giving proper credit.
- When using exact language as evidence, place the text in quotes and
cite your source.

• Even when paraphrasing or summarizing another's idea(s), be sure to cite your source.

• Always include a works cited page. Some teachers may ask you to hyperlink your sources.

• Treat all images and other media as if they are protected by copyright unless you get permission from the author or have searched with the appropriate usage rights filter. Consult your teacher librarian for assistance.

• Blog and wiki posts should follow writing conventions including proper grammar, capitalization, and punctuation. If you edit someone else's work, be sure it is in the spirit of improving the writing.

• Your online presence is an extension of yourself. Do not misrepresent yourself by using someone else's identity.

If you find inappropriate material that makes you feel uncomfortable or is not respectful for a school setting, tell your teacher right away.

Physical Exams and Concussion Forms

Regulations of the Department of Education, IHSAA and the IGHSAU states: The school shall require of each student participating in athletics a physician's certificate stating that he or she is physically able to participate in athletic contests of his or her school. The physical and concussion forms are valid for the purpose of this rule for one calendar year. The physical and concussion forms must be on file before the student will be allowed to practice with any of the high school/middle school's athletic teams. Physical and concussion forms may be found on the high school website at www.ankenyschools.org, or you may pick one up in the high school activities office.

Also, a medical release card must be filled out and given to the coach for each sport in which the student participates.

Open Enrollment

Iowa's open enrollment law allows students residing in one school district to request transfer to another school district upon the parents' request.

Students wishing to open enroll to another school district must apply for open enrollment by March 1 of the school year preceding the school year in which they wish to open enroll unless there is good cause. Open enrolled students from low-income families may qualify for transportation assistance. Open enrollment may result in loss of athletic eligibility for students. Students interested in open enrolling out of the school district must contact the registrar's office for information and forms.

You may reference Ankeny Board of Education policies on open enrollment on the Ankeny School District website. Please contact Kristy Hansen for open enrollment questions at kristy.hansen@ankenyschools.org or (515) 965-9600.

Notice Concerning Highly Qualified Teachers/Professionals

Parents and guardians in the Ankeny Community School District have the right to learn about the following qualifications of their child's teacher: state licensure requirements for the grade level and content areas taught, the current licensing status of your child's teacher, and baccalaureate/graduate certification/degree. You may also request the qualifications of an instructional paraprofessional who serves your students in a Title I program or if your school operates a school-wide Title I program.

Parents and guardians may request this information from the office of the superintendent by calling 515-965-9600, or sending a letter of request to:

Office of the Superintendent
Ankeny Community School District
306 SW School Street
Ankeny, Iowa 50023

Ankeny Community School District ensures parents will be notified in writing if their child has been assigned or has been taught by a teacher for four or more consecutive weeks by a teacher who is not considered highly qualified.

Parents' Role During Emergencies

In a school emergency, the first instinct of many parents is to pick up the telephone and start calling their child or school and/or rush to the school and get your children. But the truth is, this only complicates matters from a safety and security standpoint. Parents too close to an incident often hinder rescue attempts of the police and fire officials on the scene. Calling your child's cell phone may prevent them from hearing important, even life-saving information. Too many parents calling the school can also tie up needed phone lines and hinder efforts to communicate. Students will be able to use cell phones if they need immediate assistance and once they are safe.

The best action parents can take in an emergency is to monitor their phone, e-mail and district web site for regular updates and instructions.

• Do not report to your child's school during emergency situations. Law enforcement officials will not allow entry to the school site during a lockdown or shelter-in-place.

• Avoid calling the school or the district during the emergency. This will allow complete focus of the school and responders to be on the emergency.

Notification and Communication:
The school district is committed to providing parents and guardians with the latest and most accurate information available. In most cases the district will send brief phone messages or emails via its notification system in an emergency. Parents will be asked to also monitor more extensive official emergency updates at the district's web site. Additional updates will also be sent depending upon the nature of the emergency.

In today's world, it is likely that students will be texting and calling parents immediately. Be aware that information you receive from your child may not always be accurate; ensure the information you are using is official and comes directly from the Ankeny Community School District.

School Emergency Response Protocols - A school crisis can take a number of forms including an environmental event, such as a chemical spill or gas leak; a weather emergency, such as a tornado warning; or an intruder in or near the school. The nature of a school crisis dictates whether school officials will put in place a lockdown, shelter-in-place, evacuation, or any combination of two of these protocols, as a means to ensure the safety and wellbeing of students and staff.

When and Why are Students and Staff Asked to Lockdown, Shelter-in-
Place or Evacuate?

- **Lockdown** — A lock down is normally in effect when there is a threat inside the school. Students and staff are removed from harms way by having them safely located inside secure classrooms or other areas inside the school to reduce the risk of being exposed to the source of potential harm. During lockdowns access to the building is prohibited.

- **Shelter-in-Place** — Shelter in place is instituted when the threat is outside the school. Students and staff are secured inside a classroom or other areas inside the school reducing the risk for exposure to inclement weather or other potential harm such as a gas release.

- **Evacuation** — Evacuations are typically conducted to remove students and staff from harms way by having them safely vacate the school and reassemble in a more secure location.

If the school building is evacuated, how will I be able to locate my child? Parents will be directed to a specific location where they will be required to show proper identification. At the reunification site, school administrators, police and fire officials account for students and provide aid to those who need it immediately. Students are released only to authorized individuals. If you are a non-custodial parent, you must be listed with your child’s emergency contact information as a guardian and show proper identification.

**Protection of Pupil Rights Amendment**

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education:

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use:

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under state law.

Ankeny Community School District will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in

the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Ankeny Community School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes.

Ankeny Community School District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The district will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

**Section 504 - Notice of Rights**

Ankeny Community School District does not discriminate in admission or access to, or treatment or employment in, its programs and activities. Section 504 of the 1973 Rehabilitation Act is
a non-discrimination statute barring discrimination on the basis of disability. It is the policy of the district not to discriminate on the basis of disability in its educational programs, activities, or employment policies as required by the Act. The 1973 Rehabilitation Act requires the district to locate, evaluate, and determine if the student is a qualified individual requiring accommodation necessary to provide access to educational programs.

Parents are entitled to have the opportunity to review relevant educational records under the Family Education Rights and Privacy Act (FERPA). The requirements are described in the Board of Education Policy Manual that is available at the Central Administrative Office or on the district’s web site (www.ankenyschools.org). Parents/guardians disagreeing with the decisions reached by district personnel regarding necessary accommodations for access to the educational program may request a hearing before an impartial hearing officer by notifying the district’s ADA/Section 504 Coordinator. The parent/guardian is entitled to participate in the hearing and to be represented by counsel.

The district’s designated ADA/Section 504 Coordinator is: Carolyn Manard, Special Education Director; 306 SW School St., Ankeny, IA 50023 (515) 965-9600.

Student Media Interviews

During the course of the school year, students may be interviewed from time to time by newspaper, television, radio or other reporters in regard to projects, activities and other school events. This is considered a part of the district’s directory information consent policy, along with photos, video, and other media. If you object to your student being interviewed in this manner, please read and fill-out the district’s directory information opt-out form. To obtain a copy of this form, please contact your school’s main office.

Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to contest placement of a controversial record in the student’s education records. Parents or eligible students may ask the Ankeny Community School District to amend a record that they believe is inaccurate, misleading or a violation of the student’s right to privacy. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent of eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a meeting with a district employee who is not directly interested in the outcome. Additional information regarding the meeting procedures will be provided to the parent or eligible student when they are notified of their right to the meeting.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. An exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, faculty member, staff member, member of the Board of Directors, or others acting on their behalf who the Superintendent has determined to have a legitimate educational interest in obtaining access to information in a student’s education records. A legitimate educational interest exists when the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to inform the district that the parent or eligible student does not want the district’s designated directory information, as defined below, to be released to the public. To object to the designation and release of certain student records as directory information, the parent or eligible student must notify the principal in writing, prior to August 1 of each school year (or two weeks from the date of enrollment in the district if such enrollment occurs after August 1), of the information not wished to be released. This objection to the release of directory information must be renewed annually. Examples of school or media publications include; but are not limited to:

- A playbill showing student’s role in a drama production
- The annual yearbook
- Academic or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling, showing weight and height of team members
- Newspaper articles or television news stories
- Photos, podcasts, videos or information posted on the district website
- Athletic or activities team photos or class photos
- Website articles

Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. The Ankeny Community School District has designated the following student information as directory information:

- Student’s name
- Curriculum (major field of study)
- Section/Team
- Year in school
- Participation in recognized organizations, activities and sports
- Weight and height of members of athletic teams
- Degrees, awards and honors received
- The most recent educational insti-
Any information not designated by the district as directory information will be considered an educational record under FERPA and may not be released to the public without parental or eligible student consent. Two federal laws require local school districts receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the school district that they do not want their student’s information disclosed to the military recruiters without their prior written consent. (1) If you do not want the district to disclose directory information from your child’s education records without your prior written consent, you must notify the district in writing by August 1.

1. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

   Family Policy and Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, D.C. 20202-4605

2. The district may share information contained in a student’s record with officials of the juvenile justice system if such information will assist in their ability to serve the student.

   These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation’s armed forces.

   If there are no objections to use of your student’s information as defined above, no further action is necessary and you do not need to fill out the form.

Water Testing

The Iowa Department of Public Health requires school districts to conduct testing of all water coolers and fountains for lead-containing sediments. The Ankeny Community School District has completed the required testing of all district water coolers and fountains. All water dispensers have been identified below 20 ppb (0.020 mg/liter) as required by law. Additional information regarding specific testing results may be obtained by contacting the Director of Construction at 515-965-9600.
306 SW SCHOOL STREET
ANKENY, IOWA  50023-3033

Board of Education
Lori Lovstad, President
Mike Rooney, Vice-President
Jim Ford, Director
Dustin Graber, Director
Brad Huss, Director
Aaron Johnson, Director
Stephanie Judd, Director

Superintendent of Schools
Dr. Bruce A. Kimpston

Ankeny Community School District does not discriminate based on race, color, creed, religion, national origin, sex, gender identity, age, disability, marital status, sexual orientation, physical attributes, physical or mental ability or disability, ancestry, political party preference, military affiliation, socioeconomic status, or familial status. Inquiries or grievances may be directed to Jenifer Owenson, Chief Human Resources Officer, 306 SW School Street, P.O. Box 189, Ankeny, IA, 50021-0189, (515) 965-9600, jenifer.owenson@ankenyschools.org; or the Iowa Civil Rights Commission, Grimes State Office Building, Des Moines, IA, 50319-0201, (515) 281-4121; or the U.S. Department of Education, Office for Civil Rights, 500 West Madison Street, Suite 1475, Chicago, IL 60661.