

FORT DODGE COMMUNITY SCHOOL DISTRICT
RETURN TO LEARN:
HYBRID
LEARNING MODEL



Fort Dodge Community School District

Hybrid Learning Model

INTRODUCTION AND OVERVIEW

The introduction of COVID-19 has changed our world. However, it has not changed the need to educate all of our students. The Fort Dodge Community School District (FDCSD) is committed to providing the resources needed for our students to continue to receive a high quality education. While the way we deliver lessons may change, our priority of student achievement and well-being has and will remain.

The FDCSD is working diligently to provide and implement a learning model for instruction that continues to allow for student learning and mastery of the Early Learning Standards and the Iowa Core Academic Standards. No matter what the public health landscape looks like and what limitations may be placed on instruction by the Iowa Department of Public Health and the Iowa Department of Education, our commitment will continue to be on teaching and learning for the 2020-2021 school year.

The safety of our students and staff is a top priority for the FDCSD. The needs of all students will continue to be met through meaningful and purposeful instruction regardless of the delivery method.

This document provides guidance for students, families and employees regarding the Hybrid Learning Model. It is broken down into seven categories: leadership, infrastructure, health and safety, Iowa academic standards, equity, social emotional behavioral health and communications.

DISTRICT MISSION STATEMENT

The mission of the Fort Dodge Community School District is to provide quality learning experiences and build relationships that develop productive citizens ready for their futures.

DISTRICT VISION STATEMENT

The Fort Dodge Community School District is an innovative school community that exceeds expectations, builds meaningful relationships and creates the foundation for all learners to excel.

LEADERSHIP

The Fort Dodge Community School District will continue to focus learning on strong relationships and instruction for students. Regardless of the learning model, resources and systems will be in place to support teachers and staff in meeting the needs of all learners. District leaders will work to continuously ensure the academic and social emotional needs of students and staff are being met.

The FDCSD strives to keep our Dodger families and the community informed and engaged in the happenings of the school system. With the expected changes in the public health landscape for 2020-2021 school year, we anticipate the need for increased communication efforts around things like the status of schools (open or closed in response to virus outbreaks), health advisories and guidelines, operational modifications, resources, government actions and crisis situations.

There will likely be a need to move through our three learning models (At School, At Home and Hybrid). The models are flexible and fluid to allow for this movement. Learning in all the models, including At Home, will be required.

MOVING FORWARD

The health and safety of our students and staff will continue to be our top priority. The FDCSD leadership team will work to ensure consistency, fluidity and continuity in how information and learning are provided.

INFRASTRUCTURE

Infrastructure includes organizational structures critical in day-to-day operations. This includes ensuring everyone has access to the technology needed to support student learning, establishing district/school calendars to maximize student learning opportunities, understanding how to approach attendance and grading/promotion across learning models, supporting needed professional development opportunities for teachers and staff, and adhering to privacy/FERPA concerns.

TECHNOLOGY ACCESS

For the purpose of Hybrid learning, the FDCSD will provide each TK-12 student with a device (Chromebook or iPad). This will limit the sharing of devices, which are considered high touch surfaces, while students are learning at school.

The District has external internet access points at Butler Elementary, Cooper Elementary, FDMS, FDSH and the Central Office. Maps showing the best coverage areas are posted on the COVID-19 update page of [fdschools.org](https://www.fdschools.org). Weather and distance do affect the Wi-Fi signal, so the closer students can park/get to the access point, the better.

For families without internet access, in addition to online learning options, learning guidebooks will also be provided for required at home learning.

CALENDAR

During use of the Hybrid Model, students will be divided into two groups. Group A will learn at school Monday and Tuesday and at home Wednesday, Thursday and Friday. Group B will learn at home Monday, Tuesday and Wednesday and at school Thursday and Friday. All students will learn at home on Wednesdays to allow for deep cleaning of buildings between groups of students.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	At School	At School	At Home	At Home	At Home
Group B	At Home	At Home	At Home	At School	At School

The 2020-2021 calendar has student learning beginning on August 25 and concluding on May 28. There are teacher professional development days built into six months (August, October, November, January, March and May). The District will maintain the calendar and school day times as previously adopted to expand educational instruction opportunities.

20-21 School Hours

- TK and Elementary: 8 a.m. – 3:10 p.m. (addition of 25 minutes/day)
- Middle School: 8 a.m. – 3:05 p.m. (addition of 15 minutes/day)

- Senior High: 8 a.m. – 3 p.m.
- Preschool: 8 a.m. – 2:45 p.m.

[20-21 Calendar](#)

ATTENDANCE

In all learning models (At Home, At School or Hybrid) learning is required which makes regular attendance important.

In the Hybrid Model when students are learning at school, attendance will remain as past practice. On the days students are learning at home, a special COVID-19 code will be used to track attendance in Infinite Campus. Use of this code by the District will shut off the automatic attendance dialer.

On days students are learning at home, learning will take place through both asynchronous (instruction and learning do not happen at the same time for all learners, resources and tasks provided by the teacher can be completed at a time of day that works best for the student and family) and synchronous (learning takes place at the same time for all students through resources provided by the teacher at a specific time) learning. This means attendance may be taken at a specific time or may be based on completion of tasks by a deadline.

The District is working to determine an attendance plan for students who need to learn remotely at home every day due to health concerns during use of the Hybrid Learning Model.

GRADING/PROMOTION

In any mode of instruction, At Home, At School or Hybrid, the FDCSD's current grading policies and practices will be used to assess student learning. This will help ensure consistency for staff, students and families if the need to move between learning models occurs during the year. Since learning is required through all models, grades will be assigned and credit accrued for all classes. Teachers will update grades in Infinite Campus a minimum of weekly to help families keep track of how students are doing.

STAFF PROFESSIONAL DEVELOPMENT

Professional learning opportunities for staff will focus on health and safety, technology (engagement, assessment and feedback strategies for at home learning), and social emotional behavioral health. There are six days prior to school starting that are designated as staff professional development and work days. There are an additional six days built into the calendar for staff professional development. In addition, staff will continue to meet regularly in their Professional Learning Communities.

PRIVACY/FERPA

The FDCSD will continue to adhere to all privacy and FERPA laws.

HEALTH AND SAFETY

The health and safety of our Dodger students, families and staff are first and foremost in planning for the 2020-2021 school year.

Privacy and confidentiality (HIPAA and FERPA) will be ensured for those seeking healthcare. Counselors will be available to address emotional/behavior needs in relations to COVID-19/PPE use.

There are several considerations that cut across delivery models. During use of the Hybrid Learning Model the following recommendations and guidelines will be used.

Health and Safety of Staff

- Immunocompromised staff will be encouraged to seek advice from their health care provider to determine re-entry into school
- Staff will be reminded to stay home if they are sick/not feeling well
- Staff will follow the CDC guidelines if testing positive for COVID-19, have an exposure to COVID-19, or if returning from travel to a high risk area
- Staff who develop COVID-19 like illness/symptoms at school will be required to wear a face covering until they can exit building
- Staff should wear a face covering when social distancing is not feasible

Health and Safety of Students

- Immunocompromised students will be encouraged to seek advice from their health care provider to determine re-entry into school
- Students should wear a face covering when social distancing is not feasible
- Students will be required to follow CDC guidelines if testing positive for COVID-19, have an exposure to COVID-19, or if returning from travel to a high risk area
- Students who develop COVID-19 like illness/symptoms at school will be required to wear a face covering (if feasible) until they can be picked up by a parent/guardian or exit building
- Teachers will notify the nurse if an ill student needs seen and the nurse will go get the student
- Students must be free of fever without the use of medication for 72 hours before returning to school. A fever is considered 100.4 degrees or higher.
- Students will not be truant for attendance issues related to COVID-19. Counseling staff will reach out to parents if students are gone for two or more days to review the reason for the absence and to see if additional support is needed
- All food items for breakfast and lunch will be served by staff. No self-serve or buffets. Food may not be shared between students

PPE, Hand Sanitizer and Cleaning Supplies

- Will be obtained and provided as needed for staff and students by the custodial department
- Disinfecting wipes and hand sanitizer are optional on student school supply lists
- Paper towels and sanitizer spray bottles will be supplied to each teacher for the classroom
- Chromebooks will be disinfected in between students if devices are shared
- Each school nurse will order/maintain adequate PPE and cleaning supplies for the health office
- Building and grounds will oversee ordering and maintaining adequate PPE and cleaning supplies for custodial staff
- PPE education for staff will be done with annual blood borne pathogens training
- Education will be provided as needed and as wanted by staff

Nurse Office Structure

- Sick kids will be sent to a designated area if feasible
- Each office has appropriate ventilation requirements per building
- Each office area will be cleaned/disinfected after each child

- Students with possible respiratory illness will be required to wear a face covering until parent arrives or they are able to exit the building (if feasible)
- Teachers will notify nurse if ill student needs seen and nurse will go to get students
- Students will have scheduled times to take medication in morning, lunchtime and afternoon
- Nurses will not accept ill student visits during medication times unless it's an emergency
- Nebulizer treatments will not be provided at school at this time

Cleaning Time and Routine

- Daily cleaning will be continued with additional time for high touch areas as designated by custodial crew
- Electrostatic sprayers will be used for deep cleaning coverage
- Lockers and walls will be sprayed down
- Surfaces not considered high touch will receive extra focus
- Custodial staff will work the same shift to allow for collaboration

Buses/ transport vehicles

- Buses will be disinfected after each use (morning route, afternoon route, special events) using a tank sprayer with disinfectant with extra focus on high touch areas like handrails, seats, and windows.
- No students will be transported in staff personal vehicles (if feasible)
- Students and staff should wear a face covering

Social distancing

- Social distancing will be practiced in lunchrooms and classrooms as feasible
- Locker rooms will not be used for PE at this time (students will not change clothes)
- Volunteers, community partners and parents will not be permitted in the buildings at this time
- Community use of buildings will not be permitted at this time
- Online meetings will be held if possible for parents, community partners, etc. as needed. In person parent meetings will practice social distancing as feasible
- Students will not line up in lines before classes in the morning if feasible
- No assemblies or hallway parades will be allowed at this time
- No book fairs will be allowed at this time
- Fire and tornado drills will be held per state requirements and recommendations

Mitigation Strategies

- Education and frequent reminders on physical distancing, PPE, frequent hand washing, how/when to use hand sanitizer, cough/sneeze etiquette, keeping hands away from face, etc. will be provided to staff and students
- Staff and students should wear a face covering when social distancing is not feasible - with education on proper use, removal, and care/cleaning
- PPE will be provided for teachers and staff as feasible. Education will be provided on use of PPE as needed and as requested
- Hand washing posters will be placed in halls
- Hand sanitizer will be placed at all entries to lunch rooms

- Group screenings (physicals, vision, etc.) will not be conducted at this time
- Sports will follow IGHSAU and IAHSAA guidelines and restrictions as feasible
- Choir/Band will follow IHSMA guidelines and restrictions as feasible

Day Custodian

- Disinfect areas frequently touched twice daily; such as drinking fountains, toilet handles, soap and toilet paper dispensers, sinks, high traffic door handles (office, gym, and library).
Spray and wipe
- Disinfect lunch tables after each lunch period
- Disinfect nurse's office twice daily
- Disinfect playground equipment daily using a tank sprayer with disinfectant

Night Custodian

- Disinfect areas frequently touched inside/outside classrooms nightly; such as doors/door handles, table/desk tops, pencil sharpeners, classroom bathrooms/sinks, locker handles using a tank sprayer
- Disinfect main bathrooms thoroughly, clean walls, toilets, sinks, partition walls and doors using a tank sprayer with disinfectant
- Disinfect locker rooms using a tank sprayer with disinfectant
- Chromebooks - Spray disinfectant on towel then wipe down. DO NOT spray disinfectant directly on computers. Disinfect shared devices nightly at all levels

Teachers

- Elementary - Disinfect student table/desktops and highly touched areas at their discretion
- MS/HS - Disinfect table/desktops between periods - Wipes or cleaning supplies will be provided by custodial staff. If possible have students assist with wiping down areas prior to dismissal
- Specials (PE/Music/Art) - disinfect table/desktops or equipment used between classes
- Library - disinfect books, tables/chairs, and computers after each usage
- Playground and PE equipment will be cleaned as feasible
- Hand washing breaks will be scheduled into the day with all staff and students being encouraged to participate as feasible. Handwashing and use of hand sanitizer will be regularly encouraged. Hand sanitizer will be strategically placed throughout buildings as feasible
- Work areas/team rooms will be restricted to staff/teachers only, no student access. Cleaning/disinfection should be done before/after lunch/break
- Materials that need distributed will be mailed home or picked up through a drive thru line

IOWA ACADEMIC STANDARDS

At the FDCSD, academic learning will continue to be a priority, regardless of the methods by which students return to learning for the 2020-2021 school year. While some planning considerations will be similar across different return to learn delivery models, there are also unique factors that need to be considered.

During use of the Hybrid Model, learning takes place both at school and at home. At school learning will follow protocols set forth by state and county directives, as well as Fort Dodge Public Schools safety standards.

Student group A will learn at school on Monday and Tuesday and at home Wednesday, Thursday, and Friday. Student group B will learn at home on Monday, Tuesday, and Wednesday and at school on Thursday and Friday. Wednesday will be at home learning for all students so buildings can be deep cleaned between student groups.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	At School	At School	At Home	At Home	At Home
Group B	At Home	At Home	At Home	At School	At School

Students will be divided by household or alphabet and assigned Monday/Tuesday or Thursday/Friday for at school learning. The goals of learning will stay regardless of the delivery method.

A major goal for learning during the 20-21 school year is compacting curriculum. The major goal of this is to continue to teach students current grade level standards while efficiently identifying individual gaps in learning due to the Covid-19 closure in the spring of 2020 and efficiently and effectively giving students in-time learning to successfully engage in the current grade level learning. That will mean the following:

- Identify and communicate (all stakeholders) universal core skills and knowledge
- Access for all students to core instruction based on universal core skills and knowledge
- Identify pre-requisite skills for each universal core skill and piece of knowledge (communicate to all stakeholders regular progress)
- Pre-assess students/continuous formative assessment (communicate to all stakeholders regular progress)
- Intervention time embedded in each master schedule
- Use opportunities to embed blended/flipped learning and teach expectations and protocols of those

During use of the Hybrid Learning Model, some of the learning occurs in a traditional classroom setting with accommodations for social distancing (as feasible), cleaning and disinfecting, and symptom monitoring. Additional learning and practice of skills with consistent teacher feedback will occur on days the students are learning from home. Teachers will use assessments to determine appropriate entry points to begin the year with their students with the goal of mastering their current grade level standards. These assessments will also be used to identify instructional needs to be incorporated into current grade level learning. As always, students will be provided with multiple opportunities to meet learning targets of the current grade level while supporting students with unfinished learning from the previous year as necessary.

The Academic Standards team identified critical action steps that will address the learning needs of all students in a Hybrid Learning Model. The action steps include:

- Determining Universal Power Standards
- Use of pacing guides for content areas
- Use of Professional Learning Communities by staff to access student progress
- Professional development on how to use student voice, differentiation, scaffolding, and online instruction as well as social emotional behavioral health
- Planning for teachers who may be at health-risk and/or students who will not attend on site because of a health-risk to themselves or family and may have extended absences
- Regular check ins between students and staff specifically on the days students are learning at home
- Practice online learning norms in case of use of the hybrid or at home learning models

- Develop and expose students to a virtual planner for lesson plans

EQUITY

The FDCSD is committed to creating equitable learning opportunities for all students. Equity in this context is focused on ensuring all students, including students with individualized education plans, English language learners, students at risk and talented and gifted students, have access to a free and appropriate public education, are able to access the Iowa Content Standards and have the supports needed to progress in their learning.

EQUITY FOR STUDENTS ON IEPS

Parents/guardians will be provided necessary passwords and video tutorials for programs used. Back to school events will focus on teaching technology used. Links to how to videos will be posted online. IEP meetings will be held with the parent/guardian, principal and special education teacher physically together when possible with all others participating via Zoom.

Teachers and staff will have set collaborative time for special education and general education every week. All teachers will receive the power standards that will be worked on vertically and horizontally for specific grade level. All staff will have office hours and schedules including one night a week after school hours for families who need evening access to teachers. Schedules for every teacher will be provided to all staff. Special education staff will be responsible to taking inventory of their students' needs. They will also be responsible for gathering outside information and resources including testing needed to determine eligibility.

General education teachers who have a student who is identified as a special education student, TAG student, ELL student, or At-Risk student will have all lesson plans to the support staff by the Monday before they will be delivering the lessons to all students. This will allow for all support staff to plan for differentiation and support with the lesson to meet IEP goals and FEPA guidelines for each identified student. All lessons from the general education teacher must be submitted electronically by 4 pm to the support staff's school issued email on Monday.

Special education students are general education students first. They will get core instruction in the general education classroom with support from special education staff. Services for medically fragile students will be determined by the IEP team in their Return to Learn Plan in the IEP. Students who are identified as needing alternate assessment and or Family Service Plans will receive in person instruction with a location to be determined by IEP team. Services for students who are unable to be served remotely will be determined by the IEP team and return to learn section of the IEP. Students who are identified as alternate assessment and or Family Service Plans will be in person instruction location to be determined by the IEP team.

504 plans will be reviewed, and changes made as a team to address at home learning with support needed in place for student success. These plans will need to be completed by September 30, 2020. 504 meetings would follow IEP protocol for meeting with families, administration and counseling staff on site for these meetings.

EQUITY FOR ENGLISH LANGUAGE LEARNERS (ELL)

Parents/guardians will be provided recordings in their Spanish as well as in English.

Parents/guardians will be provided necessary passwords and video tutorials for programs used. Back to school events will focus on teaching technology used. Links to how to videos will be posted online.

ELL students will each have a device and access to the internet. All ELL students will have access to the Imagine Learning program.

Teachers and staff will provide communication in English and Spanish.

General education teachers who have a student who is identified as an ELL student, will have all materials to the ELL staff by the Monday before they need the materials for class or home communication. This will allow for all support staff the time to translate materials for learning and or communication with our families. All translations from staff must be submitted electronically by 4 pm to the support staff's school issued email on Monday. When staff send in materials to be translated, the materials need to be in Google docs with the edit feature turned on.

General education teachers who have a student who is identified as a special education student, TAG student, ELL student, or At-Risk student will have all lesson plans to the support staff by the Monday before they will be delivering the lessons to all students.. This will allow for all support staff to plan for differentiation and support with the lesson to meet IEP goals and FEPA guidelines for each identified student. All lessons from the general education teacher must be submitted electronically by 4 pm to the support staff's school issued email on Monday.

EQUITY FOR STUDENTS AT-RISK

Parents/guardians will be provided necessary passwords and video tutorials for programs used. Back to school events will focus on teaching technology used. Links to how to videos will be posted online.

Schedules for every teacher will be provided for all staff to reference. At-risk teams will meet weekly to determine needs of students, review interventions and provide tools for support for students. Intervention tools for academics and behavior will be provided as needed by staff. Staff will be available to pick up hard copy materials from students without internet access. Staff will check in with students/families to help determine basic needs such as food, shelter, clothing and mental and physical health. Each building will keep a list of needs, how they can be met and who is following up with the family.

General education teachers who have a student who is identified as a special education student, TAG student, ELL student, or at-risk student will have all lesson plans to the support staff by the Monday before they will be delivering the lessons to all students. This will allow for all support staff to plan for differentiation and support with the lesson to meet IEP goals and FEPA guidelines for each identified student. All lessons from the general education teacher must be submitted electronically by 4 pm to the support staff's school issued email on Monday.

Students identified as at-risk will meet with staff a minimum of weekly for academic/behavior supports. All students will have a device and access to the internet.

EQUITY FOR TAG STUDENTS

Parents/guardians will be provided necessary passwords and video tutorials for programs used. Back to school events will focus on teaching technology used. Links to how to videos will be posted online.

TAG students will meet at least once a week. There will be consistency across the District for when elementary students meet.

Teachers will communicate with families to take stock of student needs.

General education teachers who have a student who is identified as a special education student, TAG student, ELL student, or at-risk student will have all lesson plans to the support staff by the Monday before they will be delivering the lessons to all students.. This will allow for all support staff to plan for differentiation and support with the lesson to meet IEP goals and FEPA guidelines for each identified student. All lessons from the general education teacher must be submitted electronically by 4 pm to the support staff's school issued email on Monday.

SOCIAL EMOTIONAL BEHAVIORAL HEALTH

The social emotional behavioral health of the FDCSD teachers, staff, students and families is first and foremost as we plan for the 2020-2021 school year. Our priority will be securing and enhancing supportive relationships with staff, students and their families when a transition between learning models is needed.

During use of the Hybrid Learning Model:

Zoom etiquette and safety will be taught to staff, students and families. Expectations, schedules and routines will be communicated and taught as well.

Staff will be provided guidance on how to develop culture and routines. Social emotional learning activities will be conducted through both at school and at home learning. Morning meetings, closing circles, and community circles will be held.

Conversations with families will take place at the beginning of the school year and as needed throughout to help identify needs of students and families.

Virtual staff gatherings will be held to help build culture and relationships in buildings.

COMMUNICATIONS

The FDCSD Communications department will continue to keep staff, families and students and the Fort Dodge community informed about the work of the District.

Regardless of the learning model being used, important information will need to be shared. The Communication department's goal is to produce clear and consistent messages across all channels to educate and inform our stakeholders.

In order to ensure all families receive important messages, translation services will be used for Spanish speaking families.

INTERNAL COMMUNICATION

The FDCSD Communications department provides regular and urgent messages to our staff in multiple ways including email, phone calls, text messages, face-to-face and/or virtual meetings the staff intranet site, website and social media channels.

- Email is our primary mode of communication with employees. All staff should check their email a minimum of once a day during periods of at home learning.
- Phone and text is used for urgent messages and as a reminder for staff to check their email.
- Face-to-face/virtual meetings may be used by building and/or department leaders to share updates and information.

- Staff are encouraged to like or follow the District on Facebook and Twitter for updates and reminders.

EXTERNAL COMMUNICATION

These are the messages sent to all audiences outside of the employees. They include day-to-day messaging, urgent information and changes to health/safety status. In many instances these messages will also be sent to staff. Delivery method will include emails, phone and text messaging, the website and social media. It may also include traditional media coverage.

- Email is our primary mode of communication. Families can sign up to receive emails from the District through their Infinite Campus Parent account.
- Phone and text is used to provide important updates and crisis alerts. With the potential for movement between the three learning models, these immediate contact tools become increasingly important. Families can sign up to receive calls and/or texts through their Infinite Campus Parent account.
- Website announcements are used for timely updates and announcements. Information will be placed in a banner near the top of the homepage, www.fdschools.org.
- Social media is used for updates and reminders. Much of the content will encourage interaction and participation. Follow or like the District on Facebook and Twitter for updates.
- Media coverage can be reactive or proactive. When possible media stories will be shared on our social media.

CRISIS COMMUNICATION

Returning to school during an ongoing pandemic will likely create the need for day-to-day health and status updates. To communicate our updates and responses, the District will rely on Infinite Campus for calls, emails and texts, our website and social media channels.