



Dallas Center-Grimes

Teaching and Learning Hybrid Learning

This document provides guidance for students, families and employees regarding our Hybrid Learning Model which will run from August 27th, 2020 through January 18th, 2021.

The hybrid instructional classroom will look very similar to onsite classroom instruction prior to Covid-19 with adjustments to the number of students in each building on a rotating basis.

On days where students are not physically present, video lessons and/or assignments (hard copy and/or digital) and learning activities will be provided for students to work on. These assignments are required. Emphasis will be placed on focusing on standards and essential learning.

Videos may be pre-recorded and align to learning that took place on-site.

Virtual class meetings will not take place in this model.

Learning will take place both when students are in person and days when students are offsite. When off-site, a target timeframe for students' engagement in learning activities would be:

Kdg.-5th grade approximately 4 hours
6th-7th grade approximately 5 hours
8th-12th grade activities approximately 6 hours

That general schedule is as follows:

Two groups of students - Group A and Group B
50% attend on site and 50% has offsite activities/learning over a two-week period
Alternating weeks
Week 1: AAA/BB
Week 2: AA/BBB

Week One

Monday, Tuesday and Wednesday

Group A will attend on site and Group B has offsite activities/learning

Thursday and Friday

Group B will attend on site and Group A has offsite activities/learning

Week Two

Monday and Tuesday

Group A will attend on site and Group B has offsite activities/learning

Wednesday, Thursday and Friday

Group B will attend on site and Group A has offsite activities/learning

Beginning in September, early outs will occur each Wednesday of the month for planning, collaboration and Professional Development.

Health and Safety Goals

- It will be impossible to mitigate all risk for students and staff in an on site learning environment therefore, we will target the needs of high risk students and staff and accommodate for their needs
- We will take health and safety precautions to increase the general level of safety for students and staff without risk factors

Helpful Precautions

- Prop open interior doors to alleviate using door knobs
- Turn off drinking fountains. Bottle filling stations will remain in use.
- Involve parents in doing a health screening at home before their child comes to school. If there are any unhealthy indicators, the child needs to stay at home
- Dosage equates to being within six feet of an infected person or item for 15 minutes, according to Public Health Office
- Staggered passing when possible can also help alleviate congestion in hallways between classes. This will vary between buildings
- Students and staff will wear a mask or other personal safeguarding measures.
- Frequent hand washing or use of hand sanitizer is recommended

Classroom

Do I need to wear a mask?	Students and staff will wear facial coverings.
What about social distancing?	Use social distancing when possible. This may mean less carpet time for younger students. This may not be possible in crowded classrooms with older students. Tables that allow students to face one another are to be avoided. Individual desks should face the same direction.
Can students share materials?	Shared materials should be avoided. As a district, this may mean purchasing extra materials, so each student has their own supply. Shared materials need to be

	cleaned as much as possible between users.
Will we take student temperatures each day?	No. We are asking parents to do a health screening each morning and keep students home who exhibit unhealthy indicators. We do recommend checking with students each morning to see how they are feeling physically and involve the nurse if you have concerns about a student.
What time is built in for hand washing and related hygiene behaviors? Handwashing link	Teachers will encourage frequent hand washing and/or hand sanitizer throughout the school day.

What about cleaning my room?	Custodians will continue to clean your classroom according to their schedule. We ask that teachers find one additional time during the day (recess, lunch or plan time) to wipe down student desks. (Custodians will provide cleaning supplies to accomplish this task.)
Will there be other cleaning?	Custodians will clean frequently touched surfaces multiple times throughout the school day.
What about hand sanitizer and hand soap? Handwashing link	We suggest finding time during the day to wash hands or use hand sanitizer more frequently. Hand sanitizer stations will be placed in all buildings to facilitate this process.

Common Areas

Common areas such as the lunchroom, playground, hallways or waiting areas can be challenging as they contain large numbers of students.

<p>How will lunch be handled?</p>	<p>Meals may be consumed in classrooms unless students can be seated 6 feet apart and face the same direction in designated eating locations. Wherever meals are consumed, staff will clean the areas following sanitizing guidelines. Taher Lunch Program will provide boxed or sealed lunches. Schools will potentially stagger lunch times to help reduce the number of students present and increase opportunities for social distancing.</p>
<p>Where will students wait before school starts?</p>	<p>Buildings will designate areas for students who arrive before school begins.</p>
<p>What about passing times in hallways?</p>	<p>Quantity of students would be reduced in the hallway at one time in this model. The short duration of students in hallways falls under the dosage guideline of being within six feet of someone for 15 minutes.</p>
<p>Can students do outside recess?</p>	<p>Yes. Being outside is actually a good thing as it greatly dilutes airborne germs. If social distance guidelines cannot be met, the students outside at one time will be reduced. Students should use hand sanitizer or wash hands before going outside and when they come back inside the building from recess.</p>
<p>What about field trips?</p>	<p>Trips will be canceled during this time as it increases levels of exposure due to outside influences and/or large groups of people in one place.</p>

Transportation

Buses will run their regular routes during on-site instruction and will utilize health and safety precautions. These precautions apply to all modes of district transportation. [Transportation guidance link](#)

Will riders have to wear face mask?	Students and staff will wear a facial covering.
Will the district vehicles be cleaned?	District vehicles will be cleaned at the end of their shift daily
What about social distancing?	When a smaller number of students are on the bus, social distancing could be possible. With a full bus, students will wear a mask.
Are there other safety procedures on the bus?	The seat directly behind the driver should remain open to provide some safety for the driver. Some windows will be open (weather permitting) to create increased air flow during the bus ride.

Health Care Staff

Will nurses wear full personal safeguarding measures during the day?	Nurses may choose what level of protection they deem necessary based on the students they serve and their own safety needs. The district will provide full personal safeguarding measures (face coverings, gloves, gowns and face shields) for the nursing staff.
What happens if there is a positive case in a school building?	Public Health guidelines for schools will followed.
What happens if someone thinks a student is sick with Covid-19?	Students demonstrating symptoms of Covid 19 will be quarantined in a separate space outside the nurses office to wait until parents can pick up their child. Nurses will wear personal safeguarding measures when assisting the student in

	question. Parents will be encouraged to take their child for testing. Students with a fever must remain home 24 hours with no fever and no fever reducing medications.
Will we take temps at school?	No. We are expecting parents to do a health screening at home before sending students to school. If a student has a fever of 100.4 or higher, they are to stay home.
Can staff help students with face coverings? Mask management video Nurse mask letter to parents	Staff should assist a student with their mask. Due to contagion issues, staff will need to wash their hands or use sanitizer before and afterwards.

How will we support needs of students who have identified chronic health needs that present higher risk?	School nurses will communicate with families of high risk students to determine the safety of them attending school. If it is determined that the risk is too high to attend on site, online learning will be made available to the student.
If a staff member is fearful of their health, how do we respond? What are our expectations for them?	Face coverings will be provided to staff members as needed to allow them to complete their job. Each staff person provides a valuable service to our district which can only be fulfilled when the employee is present at work. If an employee displays symptoms, they need to stay home and inform their supervisor. Staff members need to share concerns with their direct supervisor.
How will we support staff members with compromised immune systems?	High risk staff members should consult their doctor for guidance on working in a child centered environment. Staff members with identified risks will be supported with personal safeguarding measures.
Who and what will determine when a staff member can return after they have been sick?	We will follow public health guidelines for Covid related illnesses as well as other illnesses that may necessitate an

	employee absence.
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If a staff member is fearful of their health, how do we respond? What are our expectations for them?	Face coverings will be provided to staff members to allow them to complete their job. Each staff person provides a valuable service to our district which can only be fulfilled when the employee is present at work. If an employee displays symptoms, they need to stay home and inform their supervisor. Staff members need to share concerns with their direct supervisor.

What procedures will be built to monitor people as they enter the building?	There will be signage at the entrances requesting people who show positive symptoms to not enter.
Who communicates positive test results to families and how is it communicated?	This will be determined, based on County Health decisions for schools.

General Topics

How will we determine who is considered essential staff that can meet on site and who should remain remote?	It is believed all staff serve an important function in the district and should be available to work on site as long as students are present.
Will the district provide personal safeguarding measures for staff during on site instruction?	Yes, the district will provide personal safeguarding measures as needed for staff members. Staff can also wear their own face covering while on site.
Do all staff need additional training to deal with increased Covid risks?	Training may be provided to all staff in proper mitigation strategies, as needed.
What training will students/families need in the safe handling of school materials?	Our goal is to minimize the use of shared materials. This may mean modifying class supply lists. When using shared materials, increased cleaning will need to happen preferably between users. Teachers will be responsible for knowing

	which materials need to be shared and thus cleaned more often.
What are expectations for cleaning and wiping classroom materials?	There will be increased frequency of cleaning by custodial staff, particularly for frequently touched surfaces. Custodians will provide cleaning supplies.
What supplies need to be ordered for all buildings?	Hand sanitizer will be provided in buildings as well as necessary personal safeguarding measures equipment. personal safeguarding measures equipment will include face coverings and face shields, as needed.
What cleaning protocols will be in all buildings?	All areas of each building will be cleaned daily according to regular schedules. Frequently touched surfaces will be cleaned multiple times per day by custodial staff. Classroom desks and shared materials will be wiped down by teachers once daily in addition to regular cleaning by custodians.
What happens when people refuse to follow safety protocols?	Inform the supervisor of the issue and they will meet with those involved to seek a solution.

Who communicates health and safety protocols and how are they communicated?	We will use the school website and other forms of media.
What is the system for staff to communicate exposure, positive test results or other health updates?	This will need to be communicated to the direct supervisor.
Who monitors and enforces safety protocols at each building?	The building principals will be responsible for monitoring and enforcing safety protocols.
Who is responsible for being informed of CDC and state recommendations and other health issues?	The school nurses and the Cabinet team.
What is frequency for sanitizing rooms, hallways and lockers throughout the day?	Custodians will be doing their normal clearing duties. They will increase their cleaning on critical touch points, desktops and other hard surfaces.

What mitigation strategies will be added?	Face coverings and /or personal safeguarding measures will be required and social distancing will be practiced. Shared materials will be minimized.
What is the protocol for visitors/vendors on our properties?	Entrance into the building will be limited during the school year.
Can parents send students to school with their own personal safeguarding measures?	Yes, however school staff will not be responsible for maintaining and cleaning personal student personal safeguarding measures.

Teaching and Learning (Infrastructure and Iowa Academic Standards) Hybrid Learning

Determining student learning needs

The district analyzes student needs each year with screening tests for reading in grades K-8. Number Corner K-5, FAST Math 6-8. These assessments, called FAST, will be administered early in the year to allow for the identification of those needs. IXL Learning (a K-12 standards-aligned personalized online curriculum) Real-Time Diagnostic will also be used to pinpoint students' proficiency in key math and language arts strands. Pre-School will develop/identify assessments to determine student learning.

Once the needs have been identified, decisions will be made as to whether the scope of the need justifies a classwide intervention or whether the effort will be restricted to a smaller number with the need. This would happen through our multi-tiered system of support. (MTSS) Teachers will use previously established guidelines for proficiency to make these decisions.

The high school courses will look at needs on a case by case basis. This will involve referrals to the student assistance team based on early student performance in courses. While this

happens every year, our emphasis will be enhanced this year to provide remediation as soon as possible.

Standards recovery guidelines

Teachers have targeted potential missing skills through curriculum adjustment documents. This work involved identifying the skills and standards in our curriculum that would have been taught after March 12th to June 4th last school year. We also identified if the skills were vital to understanding and learning at the next level. This led to documentation of the steps necessary to plan for the recovery of those standards in the 20-21 school year. These standards will be discussed regularly in PLCs this year and adjustments will be made as data indicates throughout the year.

MTSS planning

All buildings either have an MTSS Framework in place. The data is analyzed to determine if the need can be met in the classroom or if it requires more intensive intervention work. Once the need has been identified, interventions are matched to student need. The intervention is implemented and progress monitored to ensure increased understanding. This allows us to make real time decisions that are supported by data for individual, small group and whole class.

Logistics

Groups of students will attend by their assigned schedules. Groups will be identified as Group A and Group B.

The first week of school, each group will attend one full day: Group A on Thursday, August 27th and Group B on Friday, August 28th. The following week beginning August 31st, Group A will attend **Monday, Tuesday and Wednesday** and Group B will attend **Thursday and Friday**. The next week, Group A will attend **Monday and Tuesday** and Group B will attend **Wednesday, Thursday and Friday**.

Each week, Wednesday, will be an early out for each building. Staff will be onsite on Wednesday afternoons. Those days will be used for currently scheduled PD dates and the other Wednesdays in the month will be planning and collaboration time for classroom teachers (K-5) and course alike teachers (6-12).

Week One

Monday, Tuesday and Wednesday

Group A will attend on site and Group B has offsite activities/learning

Thursday and Friday

Group B will attend on site and Group A has offsite activities/learning

Week Two

Monday and Tuesday

Group A will attend on site and Group B has offsite activities/learning

Wednesday, Thursday and Friday

Group B will attend on site and Group A has offsite activities/learning

Instructional planning

We will have an early out every Wednesday in the Hybrid Model. Grade level (PK-5) and course (6-12) teachers will create lesson plans for each group weekly, on the non-PD Wednesday afternoons. Wednesday afternoons will be time for teachers to discuss Pathways/Scope & Sequence; adjust planning, discuss student data (which includes- attendance, engagement, scores from the assignments), update Curriculum Adjustment Documents, have PD as determined, and hold office hours in the afternoon, if needed.

While one group is onsite, the other group will be working on review and preview skill assignments and activities remotely, which will prepare them for their upcoming onsite instruction.

Building Specific Plans

Each building will create their own detailed Hybrid Learning Plan that will be shared with families, parents and staff. Building Hybrid Plans will be created for the time period, August 27th through January 19th, 2021. Schedules will be created for the Hybrid Learning Model, which must include core instruction time, encore times, shared staff traveling between buildings in the district, intervention and special education services, lunch, recess and assessment schedules for fall testing PK-9.

Learning activities/instruction for students learning off-site in the Hybrid model will be prepared and posted for families by Friday morning at 9:00 AM for the upcoming week.

Equity Hybrid Learning

Meeting the needs of students with IEPs

<p><i>How will we develop a comprehensive list of students with an IEP, including learning needs and supports?</i></p>	<p>PK-12 This list can be generated in two ways:</p> <ol style="list-style-type: none"> 1. DeEtta Rosa (district information) and Mary Jane Stites (Director of Student Services) can developed a spreadsheet with SPED teachers that has many of these components 2. Admin assistant at Heartland AEA (in Adel) can be contacted to run a report to include any components deemed necessary to plan for students.
<p><i>How will SPED teachers collaborate with colleagues?</i></p>	<p>PK-12 SPED teachers will collaborate with regular education teachers and support staff in a manner consistent with page F of each student's IEP.</p>
<p><i>How will we ensure the engagement of students with an IEP?</i></p>	<p>PK-3 SPED teachers, after consulting page F on each student's IEP, will collaborate with classroom teachers to develop a schedule of instruction that meets the learning needs as documented on the IEP. This includes pull out and coteaching options for instruction. SPED teachers will also assign associates to specific instruction and tasks with students to best provide supports outlined in the IEP.</p> <hr/> <p>4-6 SPED teachers, after consulting page F on each student's IEP, will collaborate with classroom teachers to develop a schedule of instruction that meets the learning needs as documented on the IEP. This includes pull out and coteaching options for instruction. SPED teachers will also assign associates to specific instruction and tasks with students to best provide supports outlined in the IEP.</p> <hr/> <p>7-8 SPED teachers, after consulting page F on each</p>

	<p>student's IEP, will collaborate with classroom teachers to develop a schedule of instruction that meets the learning needs as documented on the IEP. This includes pull out and coteaching options for instruction. SPED teachers will also assign associates to specific instruction and tasks with students to best provide supports outlined in the IEP.</p>
<p><i>What will be the process for how IEP meetings will be held?</i></p>	<p>9-12 SPED teachers, after consulting page F on each student's IEP, will collaborate with classroom teachers to develop a schedule of instruction that meets the learning needs as documented on the IEP. This includes pull out and coteaching options for instruction. SPED teachers will also assign associates to specific instruction and tasks with students to best provide supports outlined in the IEP.</p> <p>PK-12 IEP meetings will be held in a manner consistent with IDEA expectations outlined in the State of Iowa Special Education Procedures Manual and our district's Service Delivery Plan.</p> <p>Special Education Procedures Manual</p>
<p><i>How will services for IEP students be adapted, accommodated, or modified to fit individual needs? How does this include methods for providing parents or other household members instructions to support students to access, participate and progress in the curriculum?</i></p>	<p>PK-12 SPED teachers will work with classroom teachers to provide accommodations and modifications that allow rostered students to access, participate and progress in the curriculum. Parents will be a part of this process via regularly scheduled IEP meetings.</p>
<p><i>How will assistive technology and other supports be provided to families?</i></p>	<p>PK-12 Assistive technology will be provided in a manner consistent with the language documented in the student's IEP.</p>
<p><i>How will progress in regard to goals be monitored and adjustments in services (if necessary) be made for students with an IEP?</i></p>	<p>PK-12 SPED teachers will use the results of weekly progress monitoring to determine where rostered students are performing in relation to their IEP goals. SPED teachers will use the data-based decision making rules that are outlined in the IEP to determine whether</p>

	adjustments are necessary to instruction. Progress monitoring will be done in a face-to-face fashion using tools defined in the IEP.
<i>How will we ensure that all rights and responsibilities under IDEA are provided?</i>	<p>PK-12</p> <p>Two things will directly impact the degree to which IDEA rights and responsibilities are fulfilled:</p> <ol style="list-style-type: none"> 1. During the most recent annual review IEP meeting, has the team used multiple data sources, including ongoing progress monitoring data to write challenging and attainable goals, provide formative, actionable feedback to the student and provide supports that move the student's performance toward closing the learning gap? 2. There is a team of people, including the SPED teacher, support personnel (AEA district team) and building administrator who are reviewing weekly data in regard to rostered students' progress.

Meeting the needs of at-risk students

- Monitoring student data
- SAT / MTSS (Student Assistance Team) Collaboration and monitoring
- Student Services Team interventions and monitoring
- Building level At-Risk Staff and/or counselors connect and monitor daily

Meeting the needs of ELL students

- Building ESL Staff monitor and support
- PD to support staff skills
- Instructional coach supports

Meeting the needs of students needing extension

- Building TAG/ELP staff
- Classroom Teacher differentiation
- PD to support staff skills
- Instructional coach supports

Internal

- Ensure IEPs are updated and relevant
- Special ed teachers determine plans for students who have regressed due to not being in session.
 - These decisions will be made at IEP team meetings.
- TAG/ELP teachers provide resources to TAG/ELP students.
 - TAG/ELP teachers will use the same screeners and identifying assessment materials they have used in the past to determine students who qualify for TAG/ELP services.
- ESL teachers provide resources to ELL students
 - ESL teachers will use the same screeners and identifying assessment materials they have used in the past to determine students who qualify for ESL services.

Social-Emotional-Behavior Health Needs Hybrid Learning

Social-Emotional-Behavioral Health Needs (SEBH) Hybrid Learning	
Assessing Staff SEBH Needs	
How will we assess our teacher/staff SEBH needs?	<ul style="list-style-type: none"> • Consider a check-in method from last school year. A simple click to measure how staff is feeling. Possibly a selection of reasons why. • Staff Survey with option for 1:1 check in from admin • Staff PD - Suldo • Admin all-group check in - Face 2 Face <p style="text-align: center;">District-wide coordinated to Dr. Suldo content</p>
How will we monitor our teacher/staff SEBH needs?	<ul style="list-style-type: none"> • Reference measure of how staff is feeling • Building monitoring - Admin or Coalition • Data collected weekly (may look different in this model)

<p>How will we determine the responsibilities teachers/staff have outside their job responsibilities that may impact their ongoing SEBH needs?</p>	<ul style="list-style-type: none"> ● Encourage staff to discuss personal situations with the Principal and/or Supervisor ● Provide contact information for the EAP (Employee Assistance Program) and EFR resources.
<p>Meeting Staff SEBH needs</p>	
<p>How will we respond to needs as they arise?</p>	<ul style="list-style-type: none"> ● EFR Supports ● Newsletters and other resources from EAP or EFR ● Reach out to your building counselors ● Promote interactive communication process with Supervisor and/or Principal ● Continue to offer resources through EAP and EFR as needed.
<p>How will we coordinate and communicate resources that will assist teachers/staff with SEBH needs?</p>	<ul style="list-style-type: none"> ● Survey to determine level of needs/resources. <ul style="list-style-type: none"> ○ Get to the root of the cause and address ○ Be transparent with the data/results but keep personal information confidential ● Reminders for staff <ul style="list-style-type: none"> ○ Emails reference card for staff ● Promote EAP resources and possible Wellness Program resources relative to survey response. ● Promote self-care resources such as <u>Tips for Taking Care</u> ● District wide platform for all teachers/staff
<p>Assessing Student SEBH needs</p>	
<p>What method will we use to assess the SEBH needs of students?</p>	<ul style="list-style-type: none"> ● Five-minute morning meeting <ul style="list-style-type: none"> ○ Structure - what does this look like? ○ Staff Training TBD ○ Student Training TBD ○ Check-in samples: <ul style="list-style-type: none"> ■ <u>Emoji check-in</u> ■ <u>Google form check-in</u> ● Engagement & Participation ● Student Culture & Climate Surveys (when TBD)
<p>What method will we use to monitor the SEBH needs of students?</p>	<ul style="list-style-type: none"> ● Formative check monitored by MTSS, PBIS, BLT, BHT

<p>How will surveys be delivered to students if we are in an on-site setting?</p>	<ul style="list-style-type: none"> ● 2nd - 12th online surveys ● PK - 1st information from parents - parents complete survey ● Daily checks by teachers <ul style="list-style-type: none"> ○ Engagement & Participation will also support
<p>What groups or staff will break down the data gathered from a student survey?</p>	<p>Teams: Teams: School Improvement team (SIT), MTSS, PBIS, BLT</p>
<p>Meeting Student SEBH needs</p>	
<p>How will we meet the needs?</p>	<ul style="list-style-type: none"> ● All staff will monitor and respond to students that appear to be struggling with the SEBH, and when students need further support, a school counselor will be consulted to support. ● Team meetings and/or boosters will be used to connect, support, and provide tools to support students ● Tips for the new beginning: Article - Communication, Consistency, Control
<p>How will we respond to the needs?</p>	<ul style="list-style-type: none"> ● For students who express concerning language or behaviors, staff will follow these steps. <ul style="list-style-type: none"> ○ Teacher contact <ul style="list-style-type: none"> ■ If no response to initial teacher contact ○ SAT team responds (including at risk staff, student services team, special education teachers) <ul style="list-style-type: none"> ■ If no response after two weeks: ○ Admin contact ● See Control: Self Care Plan in article
<p>How will we ensure needs are being met?</p>	<ul style="list-style-type: none"> ● Staff will monitor student participation, engagement, language, body language, and behaviors of students. ● For students expressing concerning language or behaviors while in their school building, a school counselor will be in contact with them.
<p>Assessing Family SEBH needs</p>	
<p>How will we assess our family SEBH needs?</p>	<ul style="list-style-type: none"> ● Staff will monitor student participation, engagement, language, body language, and behaviors of students. ● Family Survey - Consider a regular email or text questionnaire for families -

	<ul style="list-style-type: none"> • See <u>Script for reach-out conversations</u>
How will we monitor our family SEBH needs?	<ul style="list-style-type: none"> • Review questionnaire/check-in data
Meeting Family SEBH needs	
How will we respond to needs as they arise?	<ul style="list-style-type: none"> • Offer resources such as those listed below • Have them talk to a school counselor about a child they are worried about
What resources can we guide families to if they exhibit SEBH needs?	<ul style="list-style-type: none"> • Offer <u>fun free activities</u> young kids can do at home • Provide <u>strategies</u> to help them cope as a family at home. • Offer <u>parent resources</u> on how to talk to children about COVID concerns