



Creston Community Schools

Safety, Health, & Wellness

Return to Learn Plan

Subject to change based on community, county, and state health guidelines

In the interest of safety, health, and wellbeing, the district has developed learning plans to support students, staff, and families to support and provide educational services dependent upon local, state, and federal guidelines. Family and community involvement in our schools is important to the learning, development, and health of our students. When schools engage families in meaningful ways to improve student health and learning, families can support and reinforce healthy behaviors in multiple settings-at home, in school, and in the community. Each of us is responsible for recognizing appropriate practices and preventive behaviors to support the safety, health, and wellness of others.

Our schools are a fundamental part of the infrastructure of the community and provide safe and supportive environments, structure, and routines for children, as well as other needed support services to children and families. The main role and priorities of our schools are to provide age-appropriate instruction and support students' academic development.

Students are expected to be onsite and in-person to receive their instruction and educational services for the 2021-2022 school year. This practice supports instruction for students, facilitates increased communication between teachers and students, and provides students with critical academic services, including school-based tutoring, special education, and other specialized learning supports. Face coverings are optional and the school board or their designee reserves the right to require face coverings and adjust plans in the interest of safety and effective learning and instruction.

The district return to learn plan complies with the Iowa Department of Education's guidance to local districts. The district plan includes models of instruction & learning for multiple scenarios that can be implemented as necessary.

A Plan for Multiple Scenarios: Safety and preparedness is paramount. Students shall attend school onsite and participate in learning. If necessary, the district is ready to implement one of the three models to provide students with engaged instruction:

Plan 1: Onsite learning (traditional approach)

Plan 2: Hybrid learning (on-site & on-line learning)

Plan 3: Required continuous learning (online)

The instructional model will be based on public health conditions and guidance from state health officials and Union County Public Health. Current guidance indicates that staff and students can return to school and should continue to practice health and safety measures.

Public Health Orders and Guidance: The district works closely with Union County Public Health to monitor public health conditions and for guidance. The district will follow up-to-date public health orders and guidance. Guidelines will be adjusted as necessary to reflect the latest public health conditions. Staff and students must stay home if sick or displaying symptoms. The district is increasing the frequency of cleaning and sanitation, particularly high-touch surfaces and common/shared areas.

Health and Safety: District facilities have been altered to accommodate physical distancing as much as reasonably possible, including increased sanitation, hand hygiene, and other public health provisions as recommended by the CDC, Iowa Public Health, and Union County Public Health. The district is prepared to implement the following measures if necessary:

- Post information about physical distancing, cleaning, and other public health measures.
- Plan for adjustments to transportation routes and schedules, including asking parents to transport their own children where possible.
- Adapt schedules to facilitate levels of physical distancing (outdoor classrooms, frequent and staggered hand-washing breaks, staggered recesses and lunch breaks, physical distancing measures in place in classrooms, and bathrooms).
 - To minimize large groups during lunch, the cafeteria space may expand into additional spaces such as gymnasiums, hallways, auditoriums, bleachers, etc.
- Orient students and staff on new public health protocols that must be followed in the school, before resuming in-class learning.
 - Include all staff in orientation, including bus drivers, custodial staff, food service, paraprofessionals, etc. If volunteers are on-site in a limited way, ensure they receive orientation when they begin.
- Identify staff who may need to work at home due to underlying health concerns that make them more vulnerable to exposure to viruses, and make any necessary adjustments.
 - The district may require a medical note to work from home.

- Identify students with disabilities and those who are vulnerable to disengage from school, develop and implement strategies to re-engage them, and prioritize these students for five days a week in-class learning, where possible.
- Students who are unable to return to school due to personal or family health factors shall provide a formal medical or religious exemption and will be supported in distance learning.
- Students are expected to attend in-class learning. If distance-learning is included as part of their learning plan, students will be expected to participate.
- Develop comprehensive strategies for regular communication with families to raise awareness of the health and safety measures implemented at the school, and ensure the understanding that students may not attend school when sick or exhibiting symptoms of illness.

Physical Protective Equipment (PPE): The district will follow Union County Public Health guidelines to support PPE for students and staff at risk. The following guidelines may be implemented if deemed necessary:

1. **Masks Face Covering.** ~~Masks~~ Face coverings are ~~required~~ recommended but not required for students and staff. ~~This includes:~~
 - ~~a. Hallways between classes~~
 - ~~b. In common areas~~
 - ~~c. In classroom activities that require students to be closer than six feet~~
 - ~~d. On school buses~~

Masks are considered a personal supply and families are responsible for providing masks for their children. ~~It is recommended that each student have two masks available on a daily basis.~~

2. **Sanitizer.** While the district has increased sanitizer stations, we encourage our families to supply their children with small portable bottles.
3. **Face shields.** Will be provided to staff and students as deemed necessary.
4. **Gloves.** Will be provided to staff and students as deemed necessary.

Physical Distancing Measures: Resuming in-class learning still requires physical distancing to the greatest extent possible during the school day. The district has designed strategies to manage foot traffic at entrances and hallways to avoid congregation. If necessary, only essential staff will be allowed into district facilities as the district monitors students, staff, and their safety. The district will work with public health to determine the scheduling of assemblies and gatherings that exceed public health advice.

Priorities for In-class Learning: Schools are critical to the mental health and well-being of our students. The plan focuses on returning as many students to in-class learning as possible while following public health advice and subject to available physical space and resources. Full-time

in-class learning is a priority for the youngest students and students with special needs, both of whom benefit from face-to-face interaction with educators and who may have difficulties navigating remote learning independently.

District Transportation: Physical distancing and/or cohorts will be implemented as much as reasonably possible. Parents are encouraged to transport their own children if at all possible. Public transportation is not required within two miles of an attendance center and dependent upon available transportation and guidelines, the district may need to suspend transportation or place limitations on it. The district has developed the following strategies when considering transportation:

1. Rural route and intown
 - a. ~~Masks will be required of all passengers~~ Face coverings are recommended.
 - b. Intown routes may be implemented to eliminate grouping

Personal Risk Factors: Upon request, arrangements may be made for students, teachers, administrators, and school staff who may be at higher risk of exposure due to underlying health conditions or other risk factors

Distance Learning Attendance:

- Attendance and learning expectations are the same as onsite learners.

Grading:

- Grading is based on the demonstration of acquired knowledge (assessment) and skills (projects and skill application).
 - Students who are caught cheating or violating learning and assessment codes of conduct shall be subject to discipline, suspension, and expulsion.

Plan 1: Onsite learning (traditional approach)

1. In-class learning for all PK-12 students; near normal.

- Follow public health guidance.
- Group size is increased to allow full in-class learning.
- Prioritize core curriculum and required courses.
- In-class learning resumes five days per week, for all students.
- May physical distance.
- Create more space for students as possible.
- In classrooms, on buses, and during activities when physical distancing may not be possible, extra emphasis is put on other public health measures, with an emphasis on limiting interaction between groups.
- Single classes may stay together to limit interactions with other groups/classes.

Plan 2: Hybrid learning (on-site & on-line learning)

1. Instructional services are provided both remotely and at district facilities: near normal with public health measures.

- This re-opening scenario will be initiated based on public health advice when the risk of transmission is low, and when physical distancing protocols support in-school learning.
- Families that choose to receive online instruction shall register and indicate their instructional preference.
- All public health measures remain in place.
- Group size is reduced to allow full in-class learning.
- Students who participate in distance learning will receive instructions and support that demonstrate best practices for learning digitally.
 - The district will provide each student with a learning device.
 - The district, upon request, will provide each family with an internet device (hot spot, etc.).
- Prioritize core curriculum and required courses.
- Electives may be limited where feasible if they are not affecting educational requirements.
- All other public health measures remain in place.
- Prioritize core curriculum and required courses.
- Electives may be limited where feasible if they are not affecting educational requirements.

Hybrid Learning Models

The district may divide students into smaller groups to provide instruction while minimizing crowding. Several options exist and the option utilized will depend on the current health conditions, guidelines, and recommendations from public health agencies. Below are models the district may consider.

1. Grouping:

Divide students into three groups (A, B, C) and have students take classes in-person every third day. In this model, special education students, English-language learners, and other vulnerable children attend classes in person every day.

2. Spreading:

Students PK-8 receive on-site or distance learning and students in 9-12 grade receive all instruction through distance learning. This model creates learning opportunities for the youngest most at-risk learners who require personalized instruction, support, and assistance. Students in grades PK-8 may be split to reduce the number of students in a

cohort and classes spread throughout the three buildings. Grade 6-8 may be housed at the high school while grades 1-5 are spread throughout the elementary-middle school.

- Teachers may rotate (what is best each hour half day every other day) between cohorts to provide direct instruction and support. A paraprofessional(s) will be in the cohort classroom opposite of the teacher to supervise and support students.

Plan 3: Required Continuous Learning

1. Instructional services are provided through distance learning with limited access to school facilities for at-risk and vulnerable students.

2. Limited Use of Schools

- In-class learning is suspended.
 - The district will provide each student with a learning device.
 - The district, upon request, will provide each family with an internet device (hot spot, etc.) to support learning.
- Teacher-led or supported virtual programming for remote learning of all PK-12 students.
- In the event of moderate to widespread transmission, in-class learning will be suspended, but school facilities may be used for specific programming, following the guidelines for the limited use of school facilities.
- The district will make decisions around the use of school facilities based on local needs.
- Key focus on literacy, numeracy, and other curricular areas.
- Facilitate contact with students to keep them engaged in distance learning.
- Ensure access to learning resources for all, including technology and addressing connectivity issues.
- Schedule student appointments and small groups for assessment, planning, and special programming.

Appendix

A. Safety, Health, & Wellness

Key Aspects

Social Distancing - The district will be adjusting several routines and classrooms in accordance with specific social distancing requirements to meet recommendations from Union County Public Health, Iowa Department of Public Health, and other organizations.

- Classrooms will be organized to allow for social distancing possible.
- Hallway social interactions will be a challenge, especially at the Creston MS/HS, but some options of staggered dismissal times from classes may be considered to limit social gatherings in the hallways between classes.
- Busing options may be considered to reduce the number of students on buses, therefore maintaining more social distance space for students.

The district adjusted in town bus routes to provide social distancing.

Cleaning: Cleaning procedures will be enhanced during the school year, and additional equipment has been purchased and staffing added to increase the cleaning effectiveness in classrooms, buses, hallways, and other areas.

Handwashing: While handwashing has always been promoted, this practice will be emphasized more in the district for the 2021-2022 school year. Additionally, the proper techniques for handwashing, covering a cough/sneeze, etc. will also be covered extensively for all students.

Hand Sanitizer: Hand Sanitizer will be available at all entrances, in all classrooms, in the food service areas, in hallways, locker rooms, and similar areas, along with other mobile hand sanitizing stations located at entrances for activities and events (gym area, football field, concession stands, etc.). The proper technique for utilizing hand sanitizer will also be emphasized.

Water Fountains: Water foundations will be turned off except those that have bottle filling stations. We recommend students bring their own water bottle (water only) that can be filled at specific bottle filling stations.

Lunch: The district will monitor space concerns and adjust plans accordingly.

Recess: Students will have access to the playground. The district will monitor the space and adjust plans accordingly.

Screening of Students: The district is not screening students. Parents are asked to perform a routine health check with their students daily and to keep children home if they have symptoms, such as fever, cough, chills, muscle pain, shortness of breath or difficulty breathing, sore throat, and a loss of taste or smell.

B. Safety, Health, & Wellness

Return to Learn Work Teams Seven Essential Areas

District Leadership Team:

1. Deron Stender, Superintendent
2. Bill Messerole, High School Principal
3. Brad Baker, Middle School Principal
4. Callie Anderson, Early Childhood Center, Principal/Curriculum Coordinator
5. Julie Plant, Elementary Principal
6. Mollie Frazier, Special Education Director
7. Scott Driskell, High School Assistant Principal/Activities Director
8. Lesa Downing, High School TLC Coach
9. Trish Dickinson, Middle School TLC Coach
10. Karlie Hyde, Elementary/ECC School TLC Coach
11. Joni Gillam, Elementary School TLC Coach
12. Sarah Stephens, Special Education Coach
13. Billie Jo Greene, School Business Official
14. Casey Tanner, Elementary/Middle School SAM
15. Tawnya Jones, Food Service Director
16. Bob Beatty, Transportation Director
17. Melissa Zellmer, ECC Parent
18. Jenny Veitz, Elementary School Parent
19. Mindy Stalker, Middle School Parent
20. Tami Hulett, High School Parent
21. Sherri Cramer, ECC Teacher
22. Courtney McCabe, Elementary Teacher
23. Audrey Linke, Middle School Teacher
24. Margo Fuller, High School Teacher

Communications:

1. **Deron Stender, Superintendent**

Infrastructure Team:

1. **Deron Stender, Superintendent**
2. Bill Messerole, High School Principal
3. Brad Baker, Middle School Principal
4. Callie Anderson, Early Childhood Center, Principal/Curriculum Coordinator
5. Julie Plant, Elementary Principal
6. Mollie Frazier, Special Education Coordinator
7. Scott Driskell, High School Assistant Principal/Activities Director
8. Lesa Downing, High School TLC Coach
9. Trish Dickinson, Middle School TLC Coach

10. Karlie Hyde, Elementary/ECC School TLC Coach
11. Joni Gillam, Elementary School TLC Coach
12. Sarah Stephens, Special Education Coach
13. Billie Jo Greene, School Business Official
14. Casey Tanner, Elementary/Middle School SAM
15. Tawnya Jones, Food Service Director
16. Bob Beatty, Transportation Director
17. Melissa Zelmer, ECC Parent
18. Jenny Veitz, Elementary School Parent
19. Tami Hulett, High School Parent
20. Sherrie Cramer, ECC Teacher
21. Courtney McCabe, Elementary Teacher
22. Audrey Linke, Middle School Teacher
23. Margo Fuller, High School Teacher
24. Peyton Rice, Student
25. Mindy Stalker, Middle School Parent

Health & Safety Team:

- 1. Deron Stender, Superintendent**
 - a. Co-Lead - Scott Driskell, High School Assistant Principal/Activities Director**
2. Billie Jo Greene, School Business Official
3. Tim Foglesong, Director of Custodial Services & Grounds
4. Scott Driskell, High School Assistant Principal/Activities Director
5. Katlin Weinkoetz, School Nurse
6. Jodi Johnson, School Nurse
7. Bob Beatty, Transportation Director
8. Tawnya Jones, Food Service Director
9. Robin Sevier, Greater Regional Public Health
10. Brad Baker, Middle School Principal
11. Trish Dickinson, Middle School TLC Coach
12. Mindy Stalker, Parent

Iowa Academic Standards Team:

- 1. Callie Anderson, Early Childhood Center, Principal/Curriculum Coordinator**
 - a. Co-Lead - Julie Plant, Elementary Principal**
2. Mollie Frazier, Special Education Director
3. Lesa Downing, High School TLC Coach
4. Trish Dickinson Middle School TLC Coach
5. Joni Gillam, Elementary School TLC Coach
6. Karlie Hyde, Elementary School TLC Coach
7. Sarah Stephens, Special Education Coach

Social-Emotional Behavioral-Health Team:

- 1. Scott Driskell, At-Risk Coordinator**

a. Co-Lead - Casey Tanner

2. Nicole Pellman, Counselor
3. Jessie McClellan, Counselor
4. Angie Bolinger, Counselor
5. Audrey Wheeler, Social Worker GHAEA awheeler@ghaea.org
6. Jane Shantz, Success Coordinator
7. Courtney McCabe, Elementary Teacher
8. Melissa Zelmer, ECC Parent
9. Jenny Veitz, Elementary School Parent

Equity Team:

1. Callie Anderson, Early Childhood Center, Principal/Curriculum Coordinator

a. Co-Lead - Julie Plant, Elementary Principal

b. Co-Lead - Mollie Frazier, Special Education Director

2. Lesa Downing, High School TLC Coach
3. Trish Dickinson Middle School TLC Coach
4. Joni Gillam, Elementary School TLC Coach
5. Karlie Hyde, Elementary School TLC Coach
6. Sarah Stephens, Special Education Coach
7. Sherrie Cramer, ECC Teacher

Data Team:

1. Callie Anderson, Early Childhood Center, Principal/Curriculum Coordinator

a. Co-Lead - Lesa Downing, High School TLC Coach

2. Deron Stender, Superintendent
3. Bill Messerole, High School Principal
4. Brad Baker, Middle School Principal
5. Julie Plant, Elementary Principal
6. Mollie Frazier, Special Education Director
7. Trish Dickinson, Middle School TLC Coach
8. Karlie Hyde, Elementary/ECC School TLC Coach
9. Joni Gillam, Elementary School TLC Coach
10. Sarah Stephens, Special Education Coach
11. Kim Fourez, Technology Integrationist
12. Margo Fuller, High School Teacher
13. Tami Hulett, High School Parent

Plan Authoring:

- 1. Co-Lead - Joni Gillam, Elementary School TLC Coach**
- 2. Co-Lead - Karlie Hyde, Elementary School TLC Coach**

C. Safety, Health, & Wellness

Parent Online Technology Guidance

The district strives to promote a positive and safe learning environment for our students and encourages students and families to practice good digital citizenship and understand how their actions impact others. It is important for students to understand the norms and expectations for appropriate online communication. Students may be used to texting or chatting with friends on social media, but how they interact in a school setting is different. Help them learn what to do if they encounter hurtful language, how to switch their communication style based on the setting, and ways to debate and communicate with civility. Some students might witness or be the target of cyberbullying and it should be reported to a school administrator so it can be addressed.

As students participate in online learning it is important to review and be mindful of the three district technology policies and the expectation that district technology and resources will be used safely, responsibly, and for educational purposes.

1. [625 APPROPRIATE USE OF COMPUTERS, COMPUTER-LIKE EQUIPMENT, COMPUTER NETWORK SYSTEMS, AND THE INTERNET](#)
2. [626 IMPLEMENTATION OF TECHNOLOGY PROTECTION MEASURES REGARDING THE USE OF THE DISTRICT'S COMPUTERS, COMPUTER-LIKE EQUIPMENT, COMPUTER NETWORK SYSTEMS, AND INTERNET ACCESS](#)
3. [627 LAPTOP COMPUTER AND/OR TABLET POLICY](#)

We have designated a technology integrationist to assist and support our online students and families with technology questions, support, and integration. Please contact:

Mr. Jon Thomson, Technology Integrationist
jtomson@crestonschools.org
M-F
8:00 a.m. to 3:00 p.m.

Online Learning Attendance:

- Based on engagement and completion of educational prompts and assessments.

Online Learning Grading:

- Grading is based on the demonstration of acquired knowledge (assessment) and skills (projects and skill application).
 - Students who are caught cheating or violating learning and assessment codes of conduct shall be subject to discipline, suspension, and expulsion.

Tips for successful online learning:

- Reinforce that online courses are as important as face-to-face courses.
- Help your student establish and maintain a regular schedule for working on his/her virtual course daily.
- Review the syllabus with your student and define expectations.
- Agree on incentives and consequences.
- Set up a study space, including the technology required, and be prepared to resolve technical issues that may come up.
- Monitor your student's progress weekly.