

Guidelines to Re-Open Catholic Schools 2020-2021 School Year



Diocese of
Green Bay

July 13, 2020

Lord, may you bless the world, give health to our bodies and comfort our hearts. You ask us not to be afraid. Yet our faith is weak and we are fearful. But you, Lord, will not leave us at the mercy of the storm. Tell us again: "Do not be afraid" (Mt 28:5). And we, together with Peter, "cast all our anxieties onto you, for you care about us" (1 Pet 5:7).

-Pope Francis

Strong in the Face of Tribulation: A Sure Support in Time of Trial

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From the Superintendent

In the spring of 2020 we were impacted by the worldwide COVID-19 pandemic and national civil unrest. Governor Evers's Safer at Home order went into effect on March 18, 2020 – closing all K-12 schools. The closure of K-12 schools ends on June 30, 2020. The Catholic Schools in the Diocese of Green Bay will be open for the 2020-2021 school year.

This guide is an effort to help our Catholic Schools open successfully. Educating children in the faith, to know, love and serve God is our top priority. We want all students, parents, faculty, administrators, and support staff to feel safe, happy, and holy throughout the entire 2020-2021 school year.

The Office for Catholic Schools knows you are striving to provide a safe educational environment for everyone. If the situation mandates or the government issues another school closure, we will support you in those efforts.. We have a responsibility to our almost 10,000 students to do everything we can to continue a high-quality Catholic education.

As we move forward, the most important thing we can all do is to remain positive and trust in Christ to lead us. Here are two quotes from Saint Pope John Paul II to help inspire you through this time.

"Although I have lived through much darkness, I have seen enough evidence to be unshakably convinced that no difficulty, no fear is so great that it can completely suffocate the hope that springs eternal in the hearts of the young... Do not let that hope die!"

"There is no evil to be faced that Christ does not face with us. There is no enemy that Christ has not already conquered. There is no cross to bear that Christ has not already borne for us, and does not now bear with us."

I wish all of you safety, good health, happiness, and holiness.

God's Grace be With You,



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This document outlines and summarizes the Diocese of Green Bay guidelines for school opening based on evidence and guidance from the Department of Public Instruction, CDC, and Wisconsin Department of Health Services. While we can not conceive of every possible situation, this document provides a broad view of guidelines for the school. The Diocese of Green Bay recognizes that operations may vary between schools and is committed to providing the most current information from state and local authorities to our 54 Catholic schools.

While no school is removed from the possible risks of infection as COVID-19, careful and thoughtful planning and precautionary measures will help in protecting staff and students, while mitigating risk to the community.

Mission and Vision

Match the school mission and vision to the plan.

1. What is the Mission of the school?
2. What is the Vision of the school?
3. Are school personnel taking time for personal reflection and prayer on the mission and vision?
4. For a parish school, what are the expectations from your parish/priest in alignment to the mission and vision?
5. In all communication, acknowledge the school is being good stewards and citizens when we “love your neighbor as yourself” through the precautions being taken.

Governance

1. Develop a team to put details into a general plan
 - a. The team needs to recognize their role as servants called upon to assist in leadership within their school community.
 - b. The committee should include staff, a healthcare professional, pastoral team representatives, a parent/home and school representative, administration, school maintenance personnel and school board representatives. If your school is used for Religious Education classes, you should include your Religious Education Director on your team.
 - c. Designate one team member to be your “Covid Leader” so that all communication can flow through them. The responsibilities of the Covid Leader include:
 - i. isolating possible COVID positive staff and students
 - ii. notifying staff and parents of COVID outbreak
 - iii. notifying local health agencies of COVID outbreak
 - iv. working with the Office of Catholic schools on communication of COVID outbreak
 - v. maintaining student confidentiality
2. Reach out to other administrators in the Diocese of Green Bay, your DASA region and your public school district.
 - a. Discuss and share with others the school plans and listen to their plans.
 - b. Every school has its own needs, but there are many similarities.
3. Complete the State of Wisconsin Department of Health Services Reopening School Buildings Risk Assessment Tool.
4. Determine the spread within your community. DHS has an assessment by county to use as a reference
 - a. High Risk

- b. More Risk
 - c. Low Risk
5. For medically vulnerable individuals (both staff and students), consider having the opportunity for people to complete a waiver acknowledging the potential risk and noted opportunity.
 6. Review school space capabilities
 - a. Determine what extracurricular activities could resume that would allow for social distancing and prevent potential spread.
 7. Conduct a staff assessment to identify personnel needs (who can be in the classroom).
 8. Review and update budgets
 9. Review technology capabilities and needs
 - a. Identify a single person to plan and communicate technology
 10. If the school provides before and/or after school care, determine where children will be supervised and insure appropriate sanitation of the area.
 11. If the school is used for Religious Education, determine how the school will be sanitized to prevent the spread of illness both before and after RE classes.
 - a. Should the school clean the end of the day and RE is responsible for cleaning when they leave? OR
 - b. Should RE clean when they arrive and the school is responsible for cleaning after RE is done?
 12. If the school is used for parish events, (funerals, Knights of Columbus meetings) determine how the school will be sanitized to prevent the spread of illness.
 13. If the school is used for community events (bridal showers, Christmas craft shows) determine how the school will be sanitized to prevent the spread of illness.
 14. Conduct weekly meetings (or as needed) as a Committee
 15. Provide bi-monthly updates to parents/staff/community
 16. All website/social media must be updated with information on a timely basis.
 17. In keeping with our Catholic faith tradition and Catholic identity, immersion of faith and conversation about Catholic world-view in how we take care of one another is essential in all areas of the planning process.

Hygiene and Cleanliness

1. Adequate personnel are needed to clean the building
 - a. Budgets may need to be reviewed.
 - i. Will the school need to create a new cleaning position or increase hours to accommodate more time to disinfecting?
 - b. Will faculty need to help clean their classrooms and other areas of the building during the day?
2. All employees and students should minimally wash or sanitize their hands as appropriate. Hands should be scrubbed with soap for twenty or more seconds.
3. Hand sanitizers and/or wipes should be readily available in all classrooms and common areas.
 - a. Adults must make certain younger students are using these properly.
 - i. The high alcohol content of hand sanitizers means younger students cannot be licking or chewing on their hands.
 - b. If a student, teacher, or aide leaves a classroom, he or she needs to sanitize their hands when reentering the classroom if they have not already done so.
4. Areas of the school where illnesses are commonly spread, should consider being cleaned between the beginning of the day and lunchtime, then again after the school day is completed.
 - a. Consider cleaning high touch areas at least two times a day - railings/door knobs/etc.
5. Classroom teachers should consider evaluating the way students are sent to the restroom to limit the number of people in the small space at once.
6. Each school building should be deep cleaned once a week. Schools may consider using a fog chemical that is safe for schools to accomplish this deep clean.
7. Employees should try to limit physical contact with students and other staff. (no handshakes, high fives, fist bumps etc.).
8. Students need to be instructed that they should do their best to always cough or sneeze into a tissue (discarded) or their elbow. At all times, this needs to be modeled well by school employees.
9. Instruct students on proper hygiene of blowing nose or coughing. The student should discard the used tissue and wash or sanitize their hands. Adults working in the school must model this practice.
10. Administrators should post appropriate sanitary methods for the students to have a visual reference on how to stop the spread of germs.
11. **IF** cloth masks are used, communicate the behavioral expectations and appropriate cleaning practices.
 - a. Mask guidelines will be developed as more information is provided by appropriate state and local authorities.
12. Consider holding mail and packages for 72 hours.

Be aware: Some parents and employees will be very sensitive to cleanliness. Anything that looks disorganized or dirty will translate to unclean in their minds. Every classroom and work area should be kept tidy.

Schools in counties that issue regulations for school reopening will need to work with those regulations. It is the recommendation of the Office of Catholic Schools that when counties do not issue their own guidance or regulations, schools should review the CDC, DPI, and DHS information. Schools must determine their ability to comply with these recommendations. Some recommendations however, may not be feasible.

New Procedures and Guidelines.

1. A student or employee who is diagnosed with COVID-19 must receive documented permission from a medical doctor to return to school.
 - a. Administration and faculty must make accommodations and work with students and employees who are unable to come to the school building.
 - b. Confidentiality must be maintained to protect staff and students health information in all school records (Powerschool, etc)..
 - c. Protocols for contact tracing should be included.
2. Consider having students bring all materials required for school in a rubber tote that will be left, untouched, in their classroom for 72 hours before being handled again.
3. Masks/Face Shields - **Please note this area will be updated if information changes.**
 - a. In areas where there is student density (moving between classrooms/gym/cafeteria and while in hallways), masks covering the nose and mouth are recommended to be worn by adults and students over the age of 2.
 - b. Schools should consider the use of masks when students and/or staff are in close proximity to each other.
 - c. Staff and students will be supplied with a washable cloth mask from the school, but the school should also have a supply of disposable masks in case someone forgets to bring his or her own. Staff and students are also allowed to obtain additional cloth masks if they choose but the masks must be appropriate and/or follow school dress code.
 - d. Staff with underlying health conditions or concerns, should consider obtaining a plastic shield that will cover their face when moving between classrooms and hallways.
 - e. Administration should work with those that are uncomfortable or unable to wear a cloth face mask due to health, sensory or racial discrimination concerns to develop an alternative.
 - f. Schools should consider communicating behavioral expectations of the use of masks if facial coverings will be recommended or required.
 - g. School ventilation systems should be reviewed to determine if adequate air supply is occurring in the classroom.
 - h. School filters should be checked and cleaned as appropriate.
4. Social distancing should be practiced by adults and encouraged among students.
 - a. Discuss with students the idea of personal space or each person's circle of grace.
 - b. Where possible, classrooms need to be arranged to allow students to socially distance themselves.
 - c. When it is not possible to arrange a classroom so students can socially distance or in situations that need cooperative learning like science labs, students and teachers should consider wearing masks.
 - i. Teacher desks should face in the same direction (rather than facing students) to reduce transmission.

- d. Stagger recess and lunch hours as needed.
 - e. Establish controlled entrances and exits as needed.
 - f. Only allow the students in the building when being dropped off or picked up.
Schools should consider the process, especially when working with younger students.
5. Schools should consider developing procedures to limit the number of students passing in a hallway.
- a. For some smaller schools this may be an unnecessary recommendation.
 - b. Possible Ideas:
 - i. Have different start and end times for multiple classes
 - ii. Students stay in a classroom for most of the day. Teachers switch classrooms.
 - iii. Divide the hallway in half and have students move in one direction on one side of the hall and the other direction on the other side of the hall.
6. Limit people visiting a school to essential education experiences or vital business. For example:
- a. Evaluate the need for a speaker and whether there is another way to achieve the same outcome including a virtual presentation. Some examples include:
 - i. A speaker was scheduled to present to the students on the Joyful Mysteries of the Rosary. This is important but could another person in the building be the presenter?
 - ii. A charitable family friend wants to help stuff classroom folders. While this is nice, it is not essential.
 - b. Consider moving parent-teacher conferences to have an on-line option as well.
 - c. All Visitors (including parents) permitted inside must wear a mask while in the building.
7. Smaller rooms (bathrooms, offices, maintenance work areas, etc.) should be limited based on total space. The practice of wearing a mask in a small space is advised.
8. Schools should consider having students sanitize their hands when sharing books, materials, or equipment. For example, a student in the band's percussion section cannot share drum mallets with another student until the mallets have been sanitized.
9. Breakfast and/or Lunch
- a. Students will wash or sanitize hands before and after breakfast and/or lunch.
 - b. Students should be socially distanced in line.
 - c. Food must be served by one or two designated individuals. Students should not serve themselves.
 - i. Those serving must wear masks and gloves.
 - d. If possible, students should sit with one seat in between the next student and stagger across from each other. (a zig-zag pattern)
 - e. Consider having students eat in their classroom. Meals will be brought to the classroom from the cafeteria to minimize exposure.
 - f. Avoid shared salt and pepper shakers, water pitchers, condiments, etc. Consider obtaining individual condiment packages.
 - g. All dishes, utensils, etc. must be thoroughly cleaned after each use.
10. Playgrounds/Recess -
- a. Schools should consider having games that do not involve close proximity or contact.
 - b. Schools should consider disinfecting playground equipment minimally once a day.

- c. Schools should provide playground equipment for individual use that can be easily disinfected after each use.
- d. Playground supervisors need to monitor and sanitize toys, balls, jump ropes, etc. Like other playground equipment, these items need to be disinfected daily.
- e. This area to be monitored and updated as additional information available.

Mass

The Holy Eucharist is the summit of our Catholic Faith. As Masses throughout the Diocese have resumed, Bishop Ricken and the Diocese have offered clergy and pastoral leaders in our parishes/schools directives and guidance on how to resume Masses in a way that is reverent and safe. Masses resumed on June 13, 2020. Going forward, it is important that we follow the guidance that has been provided. Please consult with the pastor, deacon, or pastoral leader on the best way to offer school Masses that adhere to the guidance provided.

Bishop Ricken's preference is that all schools continue to follow the rule of minimally one school Mass a week (Monday-Friday). If, due to safety challenges or difficulty following the recent Mass guidance, students are not able to attend Mass once a week, a prayer service or other reflection time should be offered.

Illness and Absenteeism

Exposure to COVID 19 -

In the case of a widespread illness in the state, county, or community, the school could be required to close for an extended time period out of concern for the health students, staff, and community.

If there is potential for seasonal or pandemic illness affecting your school:

1. Monitor daily attendance and reasons for absences.
 - a. If student absences reach a level beyond 20%, alert the county or municipal health department.
 - b. If absences go beyond 20% of the student body consider consulting with the local health department and the school governing board on whether or not to close the school.
 - i. The decision to close school due to high absenteeism is serious; you must have the permission from the superintendent of schools to close the school.
 - c. Administration will need to locally decide what the threshold is for staff absenteeism to consider school closure.
2. A student or employee who is directly exposed to a person who is carrying COVID-19 must quarantine for fourteen calendar days.
 - a. Schools must be prepared for an entire class needing to engage in distance learning for fourteen days.
 - b. If a classroom(s) is impacted by a student or employee diagnosed with COVID-19, the room must remain unused for three calendar days and be deep cleaned before it can be used again.
 - c. In order to maintain confidentiality, the Covid Liaison will contact and work with the county health department for contact tracing.

3. If the local public school closes for reasons of wide-spread illness and your school relies on them for bus service, your school should work with the bus company. The bus company, in conjunction with the local public school system, is legally required to provide transportation.

According to the Department of Health and Human Services, you are considered in "close contact" if **any** of the following situations happened while you spent time with a person with COVID-19, even if they didn't have symptoms:

- Had direct physical contact with the person (for example, a hug, kiss, or handshake).
- Were within 6 feet of the person for more than 15 minutes.
- Had contact with the person's respiratory secretions (for example, coughed or sneezed on; contact with a dirty tissue; shared a drinking glass, food, towels, or other personal items).
- Stayed overnight for at least one night in a household with the person.

Screening of students

1. Catholic Schools should consider if they want to screen (take temperatures or ask health related questions) for students as they enter the school building. However, schools will need to take temperatures and/or screen if required by state and/or local health agency.
2. It is the responsibility of the parent (guardian) to make certain a child is healthy and able to attend school. Parents should send their child to school if they have answered NO to all of the following questions:
 - i. Have you been in close contact with a confirmed case of COVID-19?
 - ii. Have you had a fever in the last 48 hours?
 - iii. Have you had a new loss of taste or smell?
 - iv. Have you had muscle pain or chills?
 - v. Have you had a new headache?
 - vi. Have you had nausea, vomiting or diarrhea?
- b. If, during the school day, a student appears to have an illness, the school will help the student and also proceed with a standard medical response like taking the student's temperature. Any student who seems ill, for any reason, will be placed in a separate area and parents immediately notified.
3. Catholic Schools will cooperate with county or municipal health departments if they believe that a student has COVID-19 or another serious illness. The following steps will be taken:
 - a. Confidentiality of the student will be maintained at all times.
 - b. Students must contact their doctor and ask to be tested. The clinic will advise you of the appropriate steps.
 - c. If you test positive, please notify the school Covid Liaison immediately for further instructions. Please refer to the document Next Steps After You Are Diagnosed flyer.

Screening of staff -

1. Catholic Schools will screen (take temperatures and/or ask health related questions) of staff as they enter the school building.
 - a. Any form created with information must be destroyed at the end of the day?
2. It is the responsibility of the staff to determine if they are healthy and able to perform their job duties as described. Staff are able to be in the school if they have answered NO to all of the following questions:

- i. Have you been in close contact with a confirmed case of COVID-19?
 - ii. Have you had a fever in the last 48 hours?
 - iii. Have you had new loss of taste or smell?
 - iv. Have you had muscle pain or chills?
 - v. Have you had a new headache?
 - vi. Have you had nausea, vomiting or diarrhea?
 - d. If, during the school day, a staff member appears to have an illness, the school will help the staff person and also proceed with a standard medical response like taking their temperature. Any staff person who seems ill, for any reason, will be asked to leave the school premises.
- 3. Catholic Schools will cooperate with county or municipal health departments if they believe that a student has COVID-19 or another serious illness. The following steps will be taken:
 - a. Confidentiality of the staff will be maintained at all times.
 - b. Staff must contact their doctor and ask to be tested. The clinic will advise you of the appropriate steps.
 - c. If you test positive, please notify the school Covid Liaison immediately for further instructions. Please refer to the document Next Steps After You Are Diagnosed flyer.

Physical Health

1. Make certain all student and employee health files are complete and up-to-date.
2. Be prepared and know local health clinic and hospital information.
3. Establish an “isolation room” for ill students. Sick students need to wait in an isolation room until a parent arrives to take them home.
4. Travel Protocol for Students and Staff
 - a. If someone travels outside Wisconsin, ask for destination information to determine if it will be necessary for that person to be kept out of the school building for fourteen calendars after the date he or she returns.
 - b. Any international travel is discouraged but if necessary that person is required to self quarantine for 14 days.
5. Make certain all employees understand there are health risks to working with children and young adults.
6. Invest in contactless thermometers if enough were not provided by DPI.
 - a. Students who have a temperature over one hundred degrees will need to be sent home with a guardian immediately.
 - b. Employees who have a temperature over one hundred degrees will need to be sent home immediately.

Emotional/Mental Health

It is important to understand that children and families have just gone through a traumatic time. For many children, their stable and safe routines were destroyed.

1. Use the power of prayer to begin to work through difficult situations and problems.
2. Take it Slow - Do not force “back to normal” as the classroom is not normal right now and children will need time to adjust. Forcing “back to normal” may increase anxiety and cause needless stress on children. Let kids talk things out and share their feelings with each other as a group. It will be helpful for kids to know they are not the only ones feeling a certain way.

3. Prepare surveys or assessments to determine students' emotional health individually and as a student body. This should help guide the beginning of the school year activities.
 4. All crisis plans should be up-to-date, and employees need to be trained according to the plans.
 - a. Monitor for signs of possible neglect and abuse and report as mandated by law.
 - b. Work with Catholic Charities for help in mental health diagnosis and treatment.
 - c. Work with Catholic Charities if any family needs help in housing due to possible increase in evictions for students when the statewide and federal eviction moratoriums end.
 5. Without violating HIPPA laws, make priests, counselors, and social workers aware of families in need or at risk.
 - a. Anticipate that some children may act out or their behavior may be different as school begins. Some may be more fragile emotionally or anxious and frightened. Work to determine the underlying causes.
 - b. Adapt behavioral expectations to different learning environments.
 6. Monitor the emotional health of the faculty and staff. Offer retreats and in-services that help employees stay strong spiritually, mentally, and physically. Provide information on tele-health services provided by insurance.
 7. Review school anti-bullying policies with all staff and students.
- Please contact Catholic Charities if you need any help or guidance with students at your school.

Student Absent

1. We must work with parents to promote healthy practices within each school and family.
2. Teachers need to prepare for prolonged student absences. Every teacher needs a plan to work with individual students who miss many days of school in a row; simply having the student "catch-up" is not an option.
3. Administrators and administrative assistants need to monitor student absenteeism closely. Administrators must communicate with families who are dealing with prolonged illnesses and create a plan for connecting.

Staff Absenteeism and Benefits -

1. Each teacher and administrator must have a documented plan for working from home.
2. Employees who are obviously ill should not come to work.
 - a. Per the Families First Coronavirus Response Act – FFCRA Diocesan schools are required to offer "additional sick pay" for those who test positive. Benefits for those that test positive would not be affected. Please contact the Diocese HR Department for more information or assistance for any staff that test positive.
 - b. Depending on the number of students, the school may need a plan to minimally supervise an absent teacher's classroom.
 - c. If the teacher is quarantining but is strong enough to teach virtually from home, this option should be explored. (Thus, another staff person could monitor the absent teacher's classroom.)

Communication

1. Short, succinct communication is typically better than overly descriptive communication. Ensure communications are honest, sincere, and understandable.

2. Take measures to provide clear, frequent and effective communication with faculty, parents and other stakeholders.
3. Employee communications should be on a regular basis, minimally once a week.
 - a. During the first two to three weeks of the school year check with employees:
 - i. Are they receiving your communications?
 - ii. What do they understand was communicated?
 - iii. Do they need more information?
 - b. Make necessary changes or adaptations if you are not effectively communicating with faculty and staff.
4. At no time should an employee comment to the media regarding the school. All media inquiries should be directed to the principal or administrator.
5. Make sure all appropriate staff have the contact information for:
 - a. County health department
 - b. Local clinics and hospitals
 - c. Local schools
 - d. Diocesan offices
6. Effectively communicate with all stakeholders reopening, crisis, and health plans that impact them.
 - a. Consider having specific plans for parents to follow if the school is closed while parents are still working.
7. Train school office employees how to communicate effectively when challenged with difficult comments and/or questions.
8. Politely, but strongly, communicate with guardians the expectations regarding student attendance.
 - a. Guardians need to be made aware that sending children with obvious COVID-19 symptoms is unacceptable and that the school will provide alternative learning opportunities to accommodate the child.

Planning for Instruction

Every school should develop a documented plan on how they will quickly transition to a distance or blended learning model should the need arise. The plan should document necessary student and teacher material as well as what students and teachers will need in their homes. The plan should include expectations of the administrator, teachers, students, and parents, taking into account the delicate balance of home life during quarantines.

The plan should also include attendance monitoring, curriculum adaptations, differentiated instructional strategies, and appropriate formative and summative assessment practices.

Attention must continue to intentionally integrate faith across the curriculum in every type of learning environment. Continue to use the nine guiding principles, environment, community, mission, witness, prayer, spirituality, scripture, moral life, and social justice as a guide to embed faith and our Catholic world-view in all areas..

Other items to consider include:

1. Teacher collaboration is an important process in filling in the gaps from the final quarter of the 2019-2020 school year. Develop processes for teachers to work together to identify the strengths and weaknesses of students to the upcoming teachers as students enter the 2020-2021 school year.
 - a. Provide professional learning time for teachers to reflect and adjust on curriculum.
2. As always, differentiation is a key to student success.
 - a. Differentiation is necessary as students come back with different levels
3. Students have a hierarchy of needs. Planning for the basic needs in social and emotional health needs to be addressed before a student will be academically successful. Utilizing Maslow's hierarchy of needs, think about each area when planning.
 - a. <https://www.readytoblend.com/mindthegap>



4. Social Emotional Learning -
 - a. Plan for whole child support including spiritual, emotional and social needs.
 - b. Integrate prayer circles in which students can bring intentions to the circle. (For whom or what should we pray?)
 - c. Invite students to journal.
 - d. Utilize programs such as Second Step (or others)
5. Continuity of Learning

- a. Assess where students are to get them to their “just right” learning. Prior to a skill or unit of instruction, do a short diagnostic “quiz” or pretest to determine what may need to be retaught or scaffolded, or if the student already “has” it and can move on.
 - b. Assessments such as Fountas and Pinnell, NWEA MAP Skills, Chapter or Unit pretest, [Dibles \(free reading screener\)](#)
 - c. All documented plans (IEPs, etc.) must be carefully reviewed. These need to be followed until updates can be put into place.
 - d. Make adjustments in instructional time. K-2 may need more reading and math, integrating other areas of curriculum.
6. Instructional or Learning Models
- a. Be prepared to shift between in-person, physically-distanced, and virtual learning throughout the year.
 - b. Continue to teach using best practices in large groups, small groups, and individual instruction.
 - c. After three months of learning at home on a somewhat flexible basis, students were able to be engaged in a student centered learning approach. A return to more structured learning will need to include some of the techniques that were used at home including a learning management system, face to face, computer assisted platforms, and flexibility.
 - d. Make use of a blended learning model to personalize instruction including virtual enriched curriculum such as Khan Academy, iXL, iReady, Moby Max, Learning A-Z... A blended model takes advantage of best practices in group instruction and discussion, independent work, small group collaboration and follow up with the group through the use of station rotation. The model is flexible and can be used in the classroom and can be easily modified for at home or distanced instruction if needed. Station rotation can include flipped classroom methodology to enhance student engagement.
 - e. Utilize a LMS, Learning Management System, such as Google Classroom, SeeSaw, Schoology, Edmodo, Flipgrid or others. (choose a school wide platform or perhaps two based on grade level). An LMS helps to provide consistency and is beneficial for students to take ownership of their learning. Teacher made instructional content can be posted in a flipped classroom methodology and students can respond to the teacher through the LMS.
 - f. Don’t over complicate things and don’t try to “cover” everything in a mad rush to “catch up” Take it one step at a time. Identify essential learning targets.
 - g. Create a type of station rotation schedule that could be adapted to at home learning. The schedule should include breaks, work and reflection time and off-line learning activity time.
 - h. Special attention should be paid to students who generally have a difficult time attending to and completing tasks. Differentiated tasks may be needed to accommodate these learners.
 - i. Generally, in virtual learning and in-person a 20 minute rule may be beneficial to apply, keeping in mind, individuals can have *focused* listening and attention for approximately 1 minute per age. The 20 minute rule is 20 minutes focused, 10-20 minutes of reflection and practice or task.
7. Music
- a. Discourage the sharing of music stands and other materials unless able to disinfect .
 - b. If possible, hold music class outside to encourage distancing.

8. Physical Education

- a. Whenever possible, hold physical education class outside
- b. Teachers should plan for best practices in activities that minimize personal contact and practice distancing in the best way possible. If possible, avoid the handling of equipment by multiple people.
- c. To limit physical contact and the need to share equipment, Physical Education classes may need to focus on individual skill development.
- d. If equipment is used, students will need to clean and sanitize their hand and/or equipment before a new student or the next class utilizes the equipment.
- e. Schools should consider cleaning locker rooms between uses and students should wash hands and maintain social distancing when in the locker rooms.

9. Libraries

- a. Arrange seating so students all face in one direction.
- b. Stagger number of students at any given time.
- c. If possible, create a traffic flow with one entrance and one exit.
- d. Close all unused or infrequently used rooms unless being used for isolation.
- e. Put a small book selection on a display for the youngest students to use.
- f. Place hand sanitizer near shelves.
- g. Provide a means to request books without physically touching.
- h. Provide book return area where items are placed for 72 hours before being handled by staff.

10. Special Education

- f. Assess students' present levels of performance and regression of skills when students return that includes progress toward IEP goals.
- g. Provide accommodations, instruction, and services to the greatest extent possible.
 - i. Anticipate additional sensory accommodations.
- h. Communicate with families and therapists/specialists frequently.
- i. If needed, convene IEP teams to consider, on an individual basis, whether and to what extent additional services may be required due to the impact of school closure.
- j. Prepare contingency plans in case of prolonged virtual learning.
- k. Ensure educators and paraprofessionals have reviewed current state and national resources to support in-person learning for students with significant adaptive and behavioral needs.
 - i. DPI identified and is updating resources to support in-person instruction for these groups of students at the following web links:
 1. • Supports for Students with Neurodiverse and Social Emotional Needs
 2. • NS website (COVID page)
 3. • Resources to Assist with Virtual Learning for Students on Alternate Standards
 4. • TIES Center: DL #9: Start Now to Plan for Students Transitioning Back to School

11. English Language Learners

1. This group of students will, more than likely, be highly affected by the time away from school. They may not have opportunities to communicate in English with peers, therefore, their conversational language may have lapsed as well as their academic language.

2. Assign target language mentors to these students to assist them with conversational and academic language and to cultivate relationships.
3. Speak slowly and increase your wait time
4. Teach language skills across the curriculum.
5. Emphasize productive language skills.
6. Differentiate and use multiple modalities.
7. Incorporate student's native language if possible and don't be afraid of technology assistive tools including audio and video.
8. [Six Essential Strategies](#) for Teaching English Language Learners

Transportation of Students

In the state of Wisconsin, the public school districts are required to bus students to and from school; this includes bussing students to and from private schools. As long as the public school district is legally providing transportation for your students to and from school, your families are advised to follow the policies and regulations of the public school district issues in regard to expectations of students on busses.

Catholic schools will cooperate and collaborate with public schools as they review and communicate transportation options for students. Catholic schools should consider a survey to their families to determine those that will personally transport students next year.

For field trips, it is recommended that schools follow the bus guidelines of the public school district. This will cause less confusion for students. If using district owned buses, you may be required to follow their guidelines.

If the school's make it financially impossible for a class to take the field trip, you and the teacher should prayerfully reflect if the field trip is necessary. If the field trip is necessary, work with the public school district and the classroom teacher to see what options may be available. If no reasonable transportation options exist, then a virtual trip should be used.

Do not forget, the regulations within the Safe Environment Program have not changed. Creative ways of transporting students cannot violate Safe Environment policies.

Athletics

All consideration for athletics will be handled by WIAA and local health departments.

Checklist to Consider

This checklist allows each school to identify all areas that need to be considered when anticipating reopening into the school after a pandemic. Each administrator should review this checklist with his or her reopening committee.

PHASE 1: FULL SCHOOL OPENING

- Spacing within school
 - Signs for safe distancing
 - Use of specified doorways
- Lunch service procedures
 - Cleaning
 - Use of space
 - Protection of surfaces
- Classroom occupancy
 - Consider lay-out of classroom, spacing of desks, etc.
 - Cohort groups of students and staff (keeping the same group of children with same staff all day, limiting the mixing between groups)
 - Scheduling
- Removal of non-essential items in classrooms
 - Discourage sharing of items
 - Keep individual belongings separated
- School Sanitizing
 - Hand Sanitizer - at entryways
 - Playground
 - Public areas (office, halls, bathrooms, etc.)
 - Sneeze guards, partitions, spacing
 - Use of drinking fountains
 - Options for supplies if can't get hand sanitizer, cleaning supplies, or other supplies needed
- Use of Masks and when to wear (teacher, students and / or visitors)
- Limiting school access to visitors
- Field Trip alternatives
- Temperature (staff and students)
 - No touch thermometers
 - Parents take temperature at home
- Automatic paper towels, soap, and hand sanitizer dispensers
- Automatic faucets, toilets, and light switches
- Plan for sick students or employees
 - At school
 - Calling in absent
 - Monitor absences
 - Assign a point of contact for response
- Assessments upon return to determine student readiness
- Mass and Worship plans
- Athletics
- Before and After School Care
- Handling of mail, tuition payments, etc.
- Student and teacher mental health awareness
- Training of students for online platform usage in preparation for possible closure

- In-service parents for online platform usage in preparation for possible closure
- Teacher professional development for online platform usage in preparation for possible closure
- Communication process for families, teachers, and parishes
 - Clarify and re-communicate personnel expectations, i.e. attendance, etc.
- Bussing / transportation to and from school
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible.

PHASE 2: PARTIAL SCHOOL OPENING

- Same considerations for in school time as Phase 1.
- Schedule considerations: four day week, two day rotation, A/B week, partial days, staggered drop off, staggered days, or staggered breaks
- Plan for fluid movement between face-to-face and virtual instruction
- Plan for teacher professional development for virtual learning
- Have textbook and possible devices for home use updated and signed by all families
- Guidelines for instructional minutes / time – collaborative process for teachers to regulate home instruction time
- Communication plans – consistent communication with families and teachers
- Grading plans
- Offer school access to staff for teaching purposes
- Considerations for staff and students who may live in a different county where the restrictions are different than the school location
- One day for deep cleaning and teacher planning/professional development

PHASE 3: SCHOOLS CLOSED, VIRTUAL LEARNING

- Plan for teacher professional development for virtual learning
- Have textbook and school devices used at home contracts updated and signed by all families
- Schedule meeting times for classes - recorded for family convenience – ensure teacher collaboration to regulate home instruction time
- Guidelines for instructional minutes/ time
- Communication plans – consistent communication with families and teachers
 - Increase communication, especially marketing the added-value of a CATHOLIC School
- Grading plans
- Offer school access to staff for teaching purposes
- Considerations for staff and students who may live in a different county where the restrictions are different than the school location

Potential Letter to Use for Illness Concern

School Letterhead

Date

Dear Parents:

<school name> values the health and well-being of our students, staff, and families. We work throughout the year to provide a safe place for your children to learn.

You may have heard in the news this week about increased cases of <illness> in <city, county or state>. Schools and communities are being encouraged to begin planning for the spread of this illness. The immediate health risk for <illness> to our local residents is considered <low, medium, or high> at this time. For the most up-to-date information, please visit:

- <county health department website>
- Wisconsin Department of Health Services - <https://www.dhs.wisconsin.gov/>, or
- The Centers for Disease Control and Prevention - <https://www.cdc.gov/>.

<school name> has been proactive in its planning. School administration and staff are ready to respond to increased illness in our school should we experience it. If we have a situation of significantly increased illness, or if there are local cases of <illness>, we will work closely with the other local schools, county health department, Wisconsin Department of Health Services and Diocese of Green Bay, and follow and adhere to their directions.

<school name> takes routine steps to reduce the spread of illness in our school. Our office closely monitors and tracks absence rates and reports to the county health department. Our facilities staff completes targeted and more frequent cleaning and disinfecting of specific spaces in our school. We work to engage parents and guardians to ensure students who are ill stay home and know how to get well.

Parents and guardians should work closely with school office staff about absences due to illness. Student illness details (e.g., fever, cough) help us track trends. When reporting an ill student, please let us know if your child has the flu or symptoms of another illness as this helps us monitor illness trends, inform the county of these trends, and implement appropriate prevention steps.

We encourage you to talk with your child(ren) about ways to stay healthy. This includes:

- Washing hands often,
- Covering coughs and sneezes, and
- Staying home when sick.

The current situation is constantly evolving and changing. We understand there is uncertainty involved. We will continue to update families with new information or guidance as it is made available. We encourage you to contact your health care provider of the county health department if you have further questions.

In Christ,

Example of Parent Survey to Ascertain Home Accessibility to Resources

In case the school would need to be closed for a period of time, <school name> still intends to provide the high-quality education that your family is accustomed to. To help us determine the needs of our families, please complete the survey below.

Parent Survey Home Accessibility to Educational Resources

What type of internet connection do you have in your home?

- None - we don't have internet access at home.
- DSL (internet service from a landline telephone company)
- Cable (internet service from a cable TV company)
- Cellular (internet service from a cellular phone company)
- Satellite (internet service from a dish installed on or near our home)
- I don't know
- Other _____

If you only have cellular internet, do you have a data limit?

- Yes
- No

Do you have access to a device that you can use to take an online course beyond a cell phone?

- Yes
- No

How many people in your home share this device or connection?

- 1-3 people
- 4-8 people
- more than 8 people

Do you use <information system>?

- Yes
- No
- We would like to but need our log-in information shared with us again.

Do you use <classroom communication tool>?

- Yes
- No
- We would like to but need our log-in information shared with us again.

Do you have access to basic school supplies in our home? (loose leaf paper, pencils, crayons, rulers, etc.)

- Yes
- No
- Some. Please list which supplies you might need: _____

Family Name: _____

Example of Letter to Send to Parents on Returning to School

Dear Parents and Families,

Given the COVID-19 (Coronavirus) crisis, we want to assure you that we are monitoring the situation closely. Based on information we have at this time, we will be resuming school on DATE with the schedule being TIMES. If the situation should change, we will notify you immediately.

Effective with the very first day school and for the foreseeable future, we will be taking extra precautions to ward off Coronavirus. We are taking these extra steps to support the health and safety of your children, your family and our staff.

While things may seem a little different than in years past, the education, fun, excitement and creativity that our dedicated staff pack into each day will continue to guarantee smiles and laughter from everyone involved.

Please take note of the following changes to our policies and procedures:

Check-In and Pick-Up

If you are dropping off your child, a staff member will greet you and your child(ren) at the door. Parents and other family members will not be allowed inside. We ask that you take your child's temperature daily prior to arriving at school. Parents should also be able to answer NO to will be asked the following questions upon arrival:

- o Do you live with anyone or have you had close contact with anyone who has been diagnosed with COVID-19 within the past 14 days?
- o Do you, your child or anyone in your household have a fever, cough and/or shortness of breath?
- o Do you or your child(ren) have any other signs of communicable illness such as a cold or flu?

Children and staff will be required to wash their hands immediately upon entering the building and regularly throughout the day.

Healthy Environment

We will maintain smaller group sizes and distancing upon children participating in activities. We ask that you send your child with a rubber tote that includes their own personal set of items (ie. markers, colored pencils, crayons, glue) to help curb the sharing of these highly used items by many children. Other items like scissors, rulers, etc will be cleaned after each use.

Staff will teach and reinforce with children the appropriate hand washing techniques as well as how to appropriately cover coughs and sneezes.

Staff will disinfect high-touch surfaces, such as door handles, light switches, faucets, tables, and items that children may use multiple times throughout the day.

We will perform an enhanced deep cleaning on all touched surfaces.

Staff will have access to anti-bacterial hand sanitizers and disposable gloves and use them as needed. Staff will wash/scrub their hands and children's hands frequently (noted by the CDC as the most effective preventive measure).

Breakfast and/or Lunch Service

All surfaces will be disinfected before meals are served using CDC- or EPA-approved products. All staff will wash hands before and after any meal or snack.

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Child Health

Staff will receive education on COVID-19 symptoms as well as preventive measures.

Children who start to experience symptoms of respiratory illness or possible fever while at the program, will be isolated from other children until they can be picked up. Staff will use a non-touch thermometer to perform a temperature check of the child.

Children are able to wear a cloth face covering or mask if you or they feel more comfortable throughout certain times of the program or its entirety.

Until further notice, all program off site field trips will be suspended.

Staff Health & Wellness

Staff will receive additional training on infection control and workplace disinfection.

Staff will not share their phone, devices or meal or utensils with one another or children.

Staff will check their temperature each day and notify their supervisor if >100.4 as well as self-monitor for signs and symptoms of COVID-19 and notify their supervisor if any develop (fever or respiratory symptoms).

Staff will be required to wear a cloth face covering or mask while working and wash their hands immediately upon entering the classroom and immediately prior to leaving.

Staff will not be allowed to work if they are feeling ill or experiencing respiratory symptoms.

Communication

If a child or staff develops symptoms of COVID-19 they will not be allowed to return to the program until they have had no fever for at least 72 hours (without the use of medicine that reduces fevers) and other symptoms have improved (ie. cough or shortness of breath).

If a child or staff is confirmed to have COVID-19, the principal should be contacted immediately and they will in turn contact the local public health department. We will follow their guidance for next steps. This person must remain out of the program for a minimum of 14 days after the onset of first symptoms.

The school will notify families of any confirmed staff or child cases of COVID-19.

Thank you for your understanding and patience as we implement these new procedures. Our goal is to minimize disruption while at the same time keeping you, your family and our staff healthy and well.

Sincerely,

Sample Checklist for Staff

COVID-19 SELF MONITORING CHECKLIST

Employee Name: _____ Date: _____

With the ever-changing nature of COVID-19, there remains the possibility of exposure. (Our School) has established guidelines for any employee who will be working on-site. You may work on-site as long as you are able to honestly answer NO to the following questions. However, please remember, if you develop any of the symptoms below, STAY HOME. Please do NOT come to work for your safety and the safety of others. CALL (COVID CONTACT PERSON).

SYMPTOMS OF INFECTION	YES	NO	ACTUAL TEMP
Fever of 100.4 or higher	_____	_____	_____
Cough	_____	_____	
Headache	_____	_____	
Sore Throat	_____	_____	
Shortness of Breath	_____	_____	
Fatigue	_____	_____	
Loss of taste or smell	_____	_____	
Unexplained body aches	_____	_____	

In the last 14 days have you had contact with anyone who has been diagnosed with or who may have symptoms associated with COVID-19 without personal protection equipment (PPE). _____

If you answered Yes to any of the above, then it is not safe to be on-site. Please return to your car and immediately contact (COVID CONTACT).

In addition to self-monitoring your symptoms, please continue to:

- Wash your hands often, and for at least, 20 seconds at a time
- Avoid touching your face
- Practice social distancing by staying at least 6 feet away from other people.
- Cover your coughs and sneezes with the sleeve of your shirt or coat.
- Clean and disinfect frequently touched objects such as workstations, keyboards, computer mouse, telephones doorknobs, light switches, chair armrests, countertops, and handrails.
- Not use other workers' phone, desk, office, or computer.
- Call your doctor if you have a fever, cough, and shortness of breath.

Resources:

- Heather Staker, Blended <http://www.readytoblend.com>
- Khan Academy - Khan Mappers links with MAP assessment
<https://www.khanacademy.org/math/mappers>
- Blended learning models described www.study.com
- DPI Teaching and Learning <https://dpi.wi.gov/cal>
- Wisconsin Digital Learning Collaborative <https://www.wiwdlc.org/>
- WIAA guidelines for athletics -
<https://www.wiaawi.org/Portals/0/PDF/Health/Covid/WIAA-Reopen-School-Sports-Summer.pdf>
- Wisconsin Department of Health and Human Services ReOpening School Buildings Risk Assessment Tool -
https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/Reopening_School_Building_Risk_Assessment_Tool.pdf
- Wisconsin Department of Health and Human Services Threat by Count -
<https://www.dhs.wisconsin.gov/covid-19/local.htm>
- CDC Stop the Spread of Germs Poster - https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread_poster.pdf
- CDC Wash Your Hands Poster - https://www.cdc.gov/coronavirus/2019-ncov/downloads/wash-your-hands-bubbles_poster.pdf
- CDC Germs are All Around You Poster - https://www.cdc.gov/coronavirus/2019-ncov/downloads/germs-all-around-you_poster.pdf
- Diocese of Green Bay - Returning to Mass Guidelines -
<https://www.gbdioc.org/docman/resource-and-support/communications/covid19/re-engagement/738-phase-ii-guidelines-public-mass-with-moderate-limits/file>
- Next Steps after you are Diagnosed with Covid 19 (english version) -
<https://www.dhs.wisconsin.gov/publications/p02627.pdf>
- Next Steps after you are Diagnosed with Covid 19 (spanish version) -
<https://www.dhs.wisconsin.gov/publications/p02627s.pdf>
- Covid Planning for Schools by American Academy of Pediatrics -
<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>
- WCRIS ReOpening Resource Page - <https://www.wcris.org/coronavirus-2020-covid-19/covid-19-restrictions-on-school-operations/>
- Harvard School of Public Health, (June 2020)- Schools for Health: Risk Reduction Strategies for Reopening Schools <https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-Program-Schools-For-Health-Reopening-Covid19-June2020.pdf>
- Resources for Catholics during COVID-19 -
<http://www.usccb.org/about/communications/usccb-president-reflection-and-prayer-during-coronavirus.cfm>