Guidelines for 2021-2022 School Year
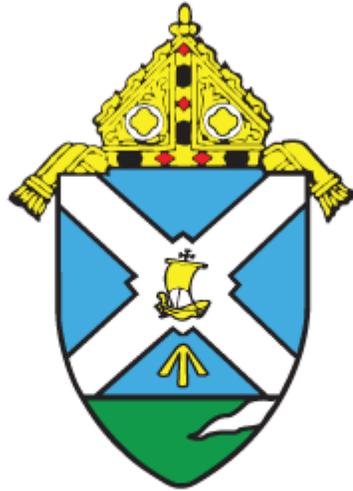
Diocese of
Green Bay

Office of Catholic Schools
May 25, 2021

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

Thank you for all you did to make the 2020-2021 school year a success! Our schools were open and offering both in-person and virtual learning. We met this challenge through the strength of our faith and the determination to continue to provide our students with a strong education, both in-person and virtually.

Looking forward to the next school year, we are pleased to be able to give our schools the ability to make decisions based on the current situation in their community. With schools from Antigo to Oshkosh, we know that things are different between counties and cities. These updated guidelines provide our schools with the best practices and ideas to use in their area.

As we move forward, the most important thing we can all do is to continue 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,

Todd Blahnik
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This document outlines and summarizes the Diocese of Green Bay guidelines for schools during a pandemic. 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 help in protecting staff and students, while mitigating risk to the community.

All Schools will be required to abide by any State of Wisconsin mandate. Schools in counties, cities or municipalities that issue regulations in lieu of a State mandate will need to follow 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 and if the recommendations are feasible.

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. Continue to utilize the Task Force that your school put in place regarding all decisions related to the pandemic.
2. Reach out to other administrators in the Diocese of Green Bay, your DASA region and your public school district with questions.
3. Determine the spread within your community. The Diocese of Green Bay has an assessment by county based on data from the DHS to use as a reference and it can be found at Diocese of Green Bay COVID-19 Dashboard | COVID19 (gbdioc.org).
4. Conduct a staff assessment to identify personnel needs (who can be in the classroom).
5. Review and update budgets.
6. Review technology capabilities and needs
7. If the school provides before and/or after school care, determine where children will be supervised and insure appropriate sanitation of the area.
8. 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 at 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?

9. 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.
10. 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.
11. Conduct meetings (as needed) as a Committee.
12. Provide updates to parents/staff/community.
13. All websites/social media must be updated with information on a timely basis.
14. 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.

<u>Hygiene and Cleanliness</u>
1. Adequate personnel are needed to clean the building.
2. All employees and students should wash or sanitize their hands as appropriate.
3. Hand sanitizers and/or wipes should be readily available in all classrooms and common areas.
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. 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.
8. 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.
9. Administrators should post appropriate sanitary methods for the students to have a visual reference on how to stop the spread of germs.

<u>Updated Procedures and Guidelines (as of May 10, 2021)</u>.
According to the CDC, although children can be infected with SARS-CoV-2, can get sick from COVID-19, and can spread the virus to others, less than 10% of COVID-19 cases in the United States have been among children and adolescents aged 5–17 years (<u>COVID Data Tracker</u>).

Compared with adults, children and adolescents who have COVID-19 are more commonly asymptomatic (never develop symptoms) or have mild, non-specific symptoms.   Children are less likely to develop severe illness or die from COVID-19.   Children generally have a lower risk of cumulative exposures and a lower likelihood of being tested compared with adults.

Younger children (<10 years of age) are even less likely to be infected than adolescents. This possibility is supported by contact tracing studies; test positivity data from children, adolescents, and adults; and population screening studies using seroprevalence data.   The entire report can be accessed <u>HERE</u>.

Given this updated data, the following guidelines are recommended for schools:

1. A student or employee who is diagnosed with COVID-19 must follow procedures as outlined by their county health department.
2. Masks-
   a. The use of masks is at the discretion of the school. Due to the varying rates between counties, each school will need to determine whether or not the use of masks is needed at their school.
   b. Schools may consider in areas where there is student density and close contact in excess of 15 minutes that masks covering the nose and mouth are worn by adults and students.
   c. Students in a singular cohort group may not be required to wear masks when they are with their cohort group (for example, a first grade class that is always together each day).
   d. Masks are required if a school has over 10% of the student body with a positive COVID 19 test. Masks will continue to be required until the school achieves an infection rate of less than 5%.
   e. Students with underlying health conditions or concerns should consider wearing a mask for preventative purposes.
3. Ventilation-
   a. School ventilation systems should be reviewed to determine if adequate air supply is occurring in the classroom.
   b. School filters should be checked and cleaned as appropriate.
4. Social distancing of 3 feet should be practiced by adults and encouraged among students.
5. Schools should consider developing procedures as appropriate to your community. Some areas to consider include:
   a. ***For some smaller schools or those with adequate capacity 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 volunteers, education experiences or vital business as appropriate to your community.
7. Smaller rooms (bathrooms, offices, maintenance work areas, etc.) could be limited based on total space.
8. Schools could have students sanitize their hands when sharing books, materials, or equipment.
9. Schools should have students sanitize their hands before and after Breakfast and/or Lunch
   a. Food must be served by one or two designated individuals. Students should not serve themselves.
      i. Those serving must wear masks and gloves.
   b. Avoid shared salt and pepper shakers, water pitchers, condiments, etc. Consider obtaining individual condiment packages.
   c. All dishes, utensils, etc. must be thoroughly cleaned after each use.

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. Schools should work with their pastoral leader on how to provide Mass and follow appropriate procedures. Bishop Ricken's preference is that all schools continue to follow the rule of minimally one school Mass a week (Monday-Friday).

Illness and Absenteeism

If there is potential for seasonal or pandemic illness affecting your school:
1. Monitor daily attendance and reasons for absences.
   a. Administration will need to locally decide what the threshold is for staff absenteeism to consider school closure.
2. Anyone who has been vaccinated or who has had a positive COVID test in the past 90 days does not need to quarantine. Schools will need to determine how quarantine will occur for close contact.
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.

Screening of students
1. Schools are not required to take temperatures or ask health related questions for students as they enter the school building.
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.

Screening of staff -
1. Schools are not required to take temperatures or ask health related questions for staff as they enter the school building.
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.

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. Staff and students should follow all current and relevant travel protocols.

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.

Student Absenteeism
1. Schools 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
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. Depending on the number of students, the school may need a plan to minimally supervise an absent teacher's classroom.
    b. 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 and effective communication with faculty, parents and other stakeholders.
3. Schools should consider maintaining a weekly dashboard of general illness and/or COVID for the 2021-2022 school year.
4. Employee communications should be on a regular basis.
    a. Make necessary changes or adaptations if you are not effectively communicating with faculty and staff.
5. At no time should an employee comment to the media regarding the school. All media inquiries should be directed to the principal or administrator.
6. Train school office employees how to communicate effectively when challenged with difficult comments and/or questions.
7. Politely, but strongly, communicate with guardians the expectations regarding student attendance.
    a. Guardians need to be made aware that sending a child 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. Provide professional learning time for teachers to reflect and adjust 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. 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.
   d. 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.
   e. 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.
   f. 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.
   g. 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 and Choir
   a. Music and Choir classes are allowed.
   b. Consider holding music and choir class in larger spaces (gym) to encourage distancing.

8. Physical Education
   a. Consider holding a physical education class outside.
   b. If possible, avoid the handling of equipment by multiple people.
   c. 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.
   d. 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. Stagger number of students at any given time.
   b. Close all unused or infrequently used rooms unless being used for isolation.
   c. Place hand sanitizer near shelves.

      d.   Provide a means to request books without physically touching.
10. Special Education
      d.   Assess students' present levels of performance and regression of skills when students return that includes progress toward IEP goals.
      e.   Provide accommodations, instruction, and services to the greatest extent possible.
          i.   Anticipate additional sensory accommodations.
      f.   Communicate with families and therapists/specialists frequently.
      g.   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.
      h.   Prepare contingency plans in case of prolonged virtual learning.
      i.   Ensure educators and paraprofessionals have reviewed current state and national resources to support in-person learning for students with significant adaptive and behavioral needs.
11. English Language Learners
      1.   Assign target language mentors to these students to assist them with conversational and academic language and to cultivate relationships.
      2.   Speak slowly and increase your wait time
      3.   Teach language skills across the curriculum.
      4.   Emphasize productive language skills.
      5.   Differentiate and use multiple modalities.
      6.   Incorporate a student's native language if possible and don't be afraid of technology assistive tools including audio and video.
      7.   [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.

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 will be required to follow their guidelines.

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.

<u>Checklist to Consider</u>

This checklist allows each school to identify all areas that need to be considered if a school has to transition back to virtual learning.

<u>PHASE 1: FULL SCHOOL OPENING</u>
- 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 the 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

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