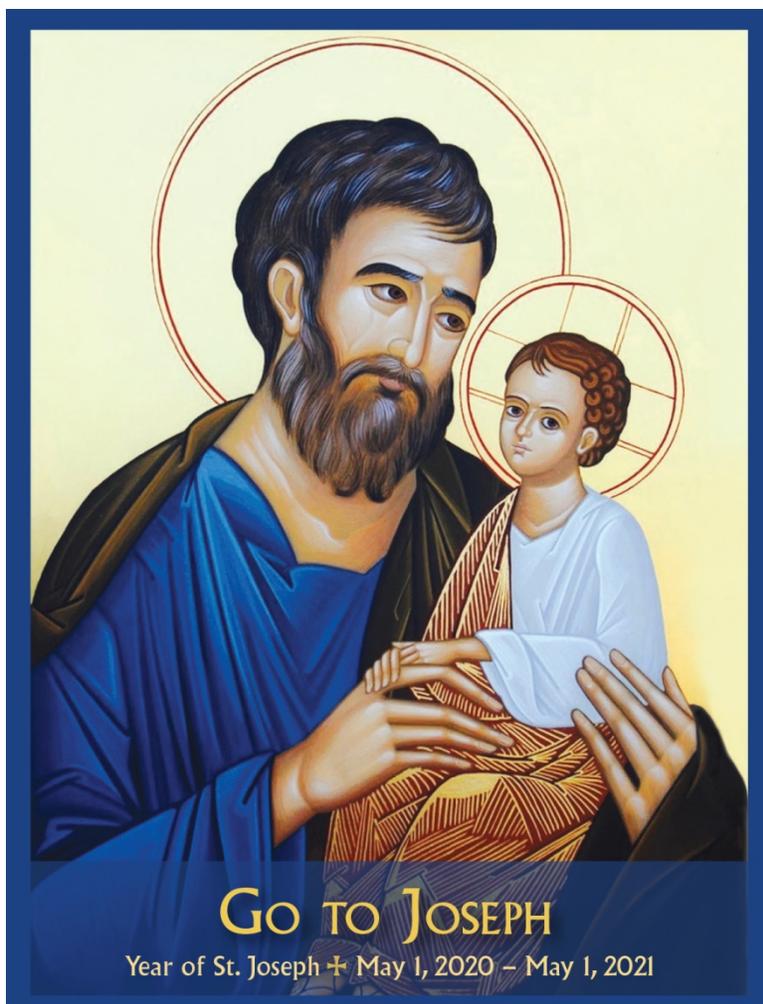Directive and Guidance
for Catholic School Administrators
In a Time Reshaped by:
COVID-19
and
Civil Unrest

June 26, 2020

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GO TO JOSEPH
Year of St. Joseph ✝ May 1, 2020 – May 1, 2021

On May, 1, 2020, Bishop William Patrick Callahan declared a year to St. Joseph. It is appropriate that we ask for the intercession of this great saint. May his prayers combined with our own lead to greater understanding of how to faithfully educate the children in the Diocese of La Crosse.

Why Turn to St. Joseph?
The year 2020 marks the 150th anniversary of Blessed Pius IX's decree naming St. Joseph Patron and Protector of the Universal Church. He is also the primary patron of the Diocese of La Crosse, and of course, the Cathedral of St. Joseph the Workman is named for him.
In this challenging time, we can turn to St. Joseph with great hope:

- We can turn to him as protector from harm, even as he protected Mary and the child Jesus from Herod's wrath;
- St. Joseph was worker and provider for the Holy Family, so to him we can entrust ourselves, our schools, and our nation in the face of unprecedented spirit, health, and financial uncertainty;
- As model husband and father, we turn to St. Joseph at a time when good examples of both are so desperately needed. We can ask him to help strengthen our families – as well as the bonds of our "school family" – at a time when these can be fragile.
- As patron of the dying, we can invoke the intercession of St. Joseph on all who are in their last moments of life, including the elderly and others with terminal disease.

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 25, 2020 – closing all K-12 schools. The closure of K-12 schools ends on June 30, 2020. On May 25, 2020, George Floyd was killed by a police officer in Minneapolis, MN; Floyd's death led to both peaceful protest and rioting throughout the nation. This unrest continues today. The Catholic Schools in the Diocese of La Crosse will open the 2020-2021 school year to a new "normal."

Although this guide is open to be read and reviewed by the general public, it is written for the deans, pastors, and administrators. This guide is an effort to help our Catholic Schools open successfully. We desperately want all students, parents, faculty, administrators, and support staff to feel safe, happy, and holy throughout the entire 2020-2021 school year. And, we want to make certain we are educating each student in the Catholic Faith.

Except for the "Mandated Items," this guide should be read as recommendations. Catholic School administrators must work with their local county health department and the other schools in their geographical area to determine the best way to reopen.

Prepare for criticism because no matter what you do; it will come. But, if you are prayerfully reflecting and working to follow God's will, the negativity will not pierce as deeply. 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 be here to support you. We have a duty to our 6500+ students to do everything we can to continue a high quality Catholic education.

Thank you to the other Catholic School superintendents in the state of Wisconsin for their friendship and contributions to this guide.
1. Dr. Kathleen Cepelka – Archdiocese of Milwaukee
2. Todd Blahnik – Diocese of Green Bay
3. Peggy Schoenfuss – Diocese of Superior
4. Michael Lancaster – Diocese of Madison

In the words of Father Woodrow Pace, I wish all of you safety, good health, happiness, and holiness.

God's Grace be With You,

Thomas Philip Reichenbacher
Superintendent for the Diocese of La Crosse
treichenbacher@diolc.org
www.diolc.org

Mandated items

All Catholic School administrators and teachers in the Diocese of La Crosse will complete this list of items as part of the reopening process.

1. Before a Catholic School reopens the administration must receive approval from:
   a. Bishop William Patrick Callahan
      i. (This approval was given to all Catholic Schools in the Diocese through Bishop Callahan's letter on June 17, 2020.)
   b. The schools system's Dean or the parish school's Pastor
2. Administration needs to work with its local county health department to insure the school reopening goes smoothly.
3. Students will be taught or review the importance proper hygiene:
   a. Washing hands often with soap and water for twenty or more seconds
   b. Sanitizing hands when soap and water are unavailable
   c. Keeping hands away from one's face (Don't touch your face)
   d. When sneezing or coughing, sneeze or cough into a tissue or an elbow
4. Students who do not feel well should stay home.
   a. Documented instructions to guardians must be communicated before the first day of school.
5. Employees who do not feel well should stay home.
6. School entryways, hallways, bathrooms, and classrooms need adequate signage to help encourage proper hygiene.
7. The following plans must be on file, ready to use, and updated regularly:
   a. These three may be kept separately or under one plan:
      i. Distance learning
      ii. Response to a student diagnosed with COVID-19
      iii. Response to an employee diagnosed with COVID-19
   b. Safety (Security)
8. Review the Student / Parent Handbook
   a. If you state you are going to do something, you need to follow through and do it.

Have a Plan and Vision

1. Are you taking time for personal reflection and prayer? (Thy will be done.)
2. What is your pastor, president, or dean asking of you?
3. Are you communicating with your community? Do you have sense of what people want from your Catholic School?
4. What is your school's mission statement?
5. What are your school's priorities?
6. Develop a team to put details into a general plan you develop.
   a. The team needs to recognize their role as servants called upon to assist in leadership.
7. Reach out to other administrators in the Diocese of La Crosse. Discuss with others your plans and listen to their plans.
   a. Every school has its own needs, but there are many similarities.

Mass

The summit in Catholic Church is the celebration of the Holy Mass. On May 14, 2020, Bishop William Patrick Callahan instructed the priest in the Diocese of La Crosse on how the Holy Mass would be publicly celebrated starting on May 31, 2020. We must follow the instructions Bishop Callahan gave to his brother priests. Please talk with your dean, pastor, or chaplain on the best way to stay within the Bishop's instructions for the school Masses.

Bishop Callahan's preference is all schools continue to follow the rule of minimally one school Mass a week (Monday-Friday). If, due to the recent Mass instructions, students are not able to attend Mass once a week, students must have reflection / prayer time during the week that they miss Mass.

Center for Disease Control and Prevention (CDC) and the Department of Public Instruction (DPI) recommendations

Schools in counties that issue regulations for school reopening will need to work with those regulations. It is the recommendation of the Diocese of La Crosse that when counties do not issue their own guidance or regulations, schools should review the CDC and DPI information. Schools must determine their ability to comply with these recommendations. Some recommendations however, may not be feasible. Strict compliance with CDC and DPI guidance is not recommend nor is it possible in some areas, so schools may need to be creative and imaginative as they determine how to ensure student and staff safety. The following elements are key:

1. Communication and involvement of both parents and teachers in the decision making process. While no solution will work for everyone, new ways of operating will succeed only with parent and faculty support.
2. Consultation with the local public school districts, especially regarding school bus transportation and schedules.
3. Flexibility
4. Agility to move between modes of instruction during the school year

The link to the CDC's guidelines for reopening schools is https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

The link to the DPI's guidebook, *Education Forward*, for reopening schools is https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/Education_Forward_web.pdf

Empathy for Racial and Civil Unrest

1. With employees, review and discuss of the Seven Themes of Catholic Social Teaching
   a. USCCB link - http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching.cfm
2. Use sacred scripture and tradition with students and the community. Use the Church's teachings on the dignity of the human being to teach what is true.
3. Utilize Catholic media services like EWTN to update your community on the latest events.
4. Pay attention to Pope Francis. It is a definitely a priority of his that we recognize the Image of God in our fellow human beings.
5. Use your own experts. Your pastors, chaplains, Religion teachers, and Social Studies teachers should have good information and resources.

Hygiene and Cleanliness
1. People to clean the building
    a. Budgets may need to be reviewed. Will you need to create a new cleaning position?
    b. Will faculty need to help clean their classrooms and other areas of the building?
2. All employees should be minimally washing their hands every forty-five minutes. Hands should be scrubbed with soap for twenty or more seconds.
3. Hand sanitizers and wipes should be readily available.
    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 should sanitize his or her hands when reentering the classroom.
4. Areas of the school where illnesses are commonly spread should be cleaned after the school day starts but before the middle of the day (lunchtime) and then again after the school day is completed. (Try to clean these areas two times a day.)
5. 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.
6. Employees should try to limit physical contact with students and other staff. (no handshakes, high fives, fist bumps, etc.).
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. After blowing their noses, students should discard the used tissue and wash or sanitize their hands. Again, adults working in the school should model this practice.
9. Administrators and faculty should discreetly correct students who do not have good hygiene practices.

Be aware: Some parents and employees will be very sensitive to cleanliness. Anything that even looks disorganized or dirty will translate to unclean in their minds, so everyone's classrooms and work areas should be tidy and spotless. Plus, all employees should be conscious of their personal appearance; an employee who appears messy risk being judged as unhealthy.

New Procedures and Policies
Teacher Distance Learning Plans
1. Every teacher should have a documented plan on how he or she will quickly move to distance learning or blended learning.
    a. The plan should document necessary student and teacher materials.
        i. What will the students and teachers need in their homes?
    b. This plan should be on file with the principal.

COVID-19 Case Procedure
1. A student or employee who is diagnosed with COVID-19 should receive documented permission from a medical professional (doctor, nurse practioner, PA, etc.) to return to school.
    a. Administration and faculty should make adjustments to work with students and employees who are unable to come to the school building.

b. If a classroom(s) is impacted by a student or employee diagnosed with COVID-19, the room should remain unused for three calendar days and be deep cleaned before it can be used again.
2. A student or employee who is directly exposed to a person who is carrying COVID-19 should quarantine for fourteen calendar days (or as recommended by your county health department.)
   a. Schools should prepare for an entire class needing to engage in distance learning for fourteen days.

Masks / Face Shields and Social Distancing
1. When moving in a classroom and while in hallways, masks or clear shields covering the nose and mouth should be worn by adults and all students in and above sixth grade.
   a. These should be provided by the individuals entering the school building, but the school should also have supply of masks in case someone forgets to bring his or her own.
2. It is important that social distancing is practiced by adults and should be encouraged among students. The recommendation is that this not be made into a rule with consequences.
   a. Discuss with students the ideal of personal space, each person's circle of grace.
   b. When possible, classrooms could 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 wear masks or clear shields.
3. It is recommended that schools develop procedures to limit the amount of students passing in a hallway.
   a. For some smaller schools this may be an unnecessary recommendation.
   b. Possibilities:
      i. Have different start and end times for multiple classes
      ii. Students stay in a classroom for most of the day. Teachers switch classrooms.
   c. An alternative may be dividing the hallway in half and having students move in one direction on one side of the hall and the other direction on the other side of the hall.
4. Smaller rooms (bathrooms, offices, maintenance work areas, etc.) should not have more than nine people in them at one time.

Visitors
1. People visiting a school should visit for essential education experiences or vital business.
   a. A national speaker to present to the students on the Joyful Mysteries of the Rosary is important.
   b. A charitable family friend who wants to help stuff classroom folders is nice, but this is probably not an essential visit.

Drinking Fountains
1. It is recommended that drinking fountains be turned off. Students should be instructed to bring their own water bottles.

Shared Materials
1. Unless they are sanitized between each use, students should not share books, materials, or equipment. For example, a student in the band's percussion section should not share drum mallets with another student.

Physical Education
1. To limit physical contact and the need to share equipment, Physical Education classes should focus on individual skill development.
    a. If a team competition is used, students should sanitize their hands before and after the competition.
    b. If team competitions are used, equipment should be sanitized before and after use.
2. Students should clean equipment they used before a new student or the next class utilizes the equipment.
3. Locker rooms should not be used. Students should participate in P.E. in their dress code clothing.

Library (suggestions from DPI's *Education Forward*)
1. Use online catalog to place holds on materials and have library staff retrieve items and check them out to students and staff.
2. Pull small selections of books from shelves, set out on display, and allow youngest students to select from them.
3. Limit student browsing directly from shelves by having them select options in catalog before retrieving items.
4. Provide hand sanitizer near shelves.
5. If students are selecting books for check-out in physical space, limit contact during process.
6. Have library staff operate computer with students scanning their book choices.
7. Older students can do self check-out by scanning ID barcode and book choices.
8. Provide book return containers that can be dated and placed in quarantine for at least 72 hours (3 days) before being handled by staff.

Lunch
1. Students should sanitize their hands before going to lunch and when returning from lunch.
2. Students should be socially distanced in the line.
3. Lunch must be served. People should not serve themselves lunch.
    a. One or two designated people need to serve the lunch.
4. If possible, students should sit with one seat in between the next student and not across from another student (zig-zag).
5. There should not be shared salt and pepper shakers, water pitchers, condiments, etc.
6. All dishes, utensils, etc. must be thoroughly cleaned after each use.

Playgrounds / Recess
1. Students should sanitize their hands before going to recess and when returning from recess.
2. Students should not be able to play competitive team games that involve a lot of physical contact.
3. Playground equipment should be cleaned once a week.
4. Playground supervisors need to monitor and try to limit the sharing of toys, balls, jump ropes, etc. These items should be disinfected daily

Illness and Absenteeism

Screening

1. Catholic Schools will not screen (take temperatures or ask health related questions) students as they enter the school building.
    a. It is the responsibility of the parent (guardian) to make certain a child is healthy and able to attend school.
    b. If a local school chooses to screen students as they enter the building, the school should review information provided by Jessica Kirchner, attorney to the Diocese of La Crosse.
    c. 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. (and isolate)
        i. We need to be vigilant and not ignore possible symptoms of an illness.
2. Catholic Schools will cooperate with county or municipal health departments if a student or employee is diagnosed with a COVID-19 or another serious illness.
    a. You need to document well.

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 should wait in an isolation room until a parent arrives to take them home.
4. It is recommended that school leadership strongly discourage travel for students and employees.
    a. If someone travels outside Wisconsin, administrators may ask for destination information to determine if it will be necessary for the returning student(s) or employee(s) be kept out of the school building for fourteen calendars after the date he or she returns.
5. Make certain all employees understand there are health risks to working with children and young adults.
6. Invest in multiple contactless thermometers.
    a. Students who have a temperature over 100.4 degrees Fahrenheit will need to be sent home with a guardian immediately.
    b. Employees with temperatures over 100.4 degrees Fahrenheit need to be sent home.

Emotional Health

1. Use the power of prayer to work through difficult situations and problems.
2. All proper crisis plans should be up-to-date, and employees trained according to the plans.
    a. Communicate with other local schools and county or municipal services to make sure support is readily available if needed.
3. Without violating HIPAA laws, make chaplains, counselors, and social workers aware of families in need or at risk.
4. Prepare surveys or assessments to determine students' emotional health individually and as a student body. This should help guide beginning of the school year activities.
5. If a student, parent, or employee is particularly anxious, consider having another individual be his or her "buddy."
6. Monitor the emotional health of the faculty and staff. Offer retreats and in-services that help employees stay strong spiritually, mentally, and physically.

Student Absent
1. We must work with parents to promote healthy practices within each school and family.
2. Guardians should keep a child home when the child has obvious symptoms of being ill (fever, stomach ailments, severe running nose, a bad cough, difficulty breathing, headaches, sore throat, etc.).
3. Teachers need to prepare for prolonged student absents. 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.
4. Administrators and administrative assistants need to monitor student absenteeism closely. Administrators must communicate well with families who are dealing with prolonged illnesses.

School closure due to absenteeism
In the case of a widespread illness in the state, county, or community, the school could 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.
2. If student absences reach a level beyond 20%, alert the county or municipal health department.
3. If absences go beyond 20% of the student body consider closing the school.
   a. The decision to close school due to high absenteeism is serious; you must have the permission of your pastor or dean to close the school.
4. Administration will need to locally decide what the threshold is for staff absenteeism to consider school closure.

If the local public school closes for reasons of wide-spread illness and your Catholic school relies on them for bus service, your Catholic school may have to close as well. If the Catholic school administration feels it is prudent to close school while the public school remains open, with pastor or dean permission the Catholic School administrator may do so.

Staff Absent
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.
3. The school will need a plan to minimally supervise an absent teacher's classroom.
   a. If the teacher is quarantining but is strong enough to teach virtually from home, this option should be explored. (Thus, a responsible adult could monitor the absent teacher's classroom.)

H.R.
As stated in the letter from the superintendent, most of this guidebook is to be read as a series of recommendations. But, these H.R. guidelines should be seriously considered as they were developed in consultation with Jessica Kirchner, the Diocese of La Crosse's attorney.

Employee Without Medical Condition
If an employee who is 59 years old or younger and has no medical reason, refuses to report to work, he or she is being insubordinate and must be instructed to return to work or face disciplinary action. The disciplinary action could include termination.

<u>Employee With Medical Condition</u>
If an employee has a legitimate medical reason to not report to work due to the COVID-19 pandemic, he or she must present the school with a documented medical excuse from a licensed medical professional. This employee can then work with administration to establish leave that would fall under the guidelines of the Family Medical Leave Act (FMLA), if applicable to the school, and/or paid leave under the Families First Coronavirus Response Act.
If the school is a covered employer under the Family Medical Leave Act, the employee could be eligible. (Remember, an employee may use sick and personal days to be paid during part or all of his or her FMLA leave.) Prior to December 31, 2020, if the employee has not used leave available to him/her under the Families First Coronavirus Response Act, the employee may be eligible to receive up to two weeks of his or her medical leave as paid leave if advised by his or her health care professional to self-quarantine.
It is also important that the school and the employee understand when the employee will return to work. A school may choose to extend an employee's leave (paid or unpaid) beyond the normal twelve weeks for FMLA.
If the employee can work from home so he or she does not miss a work day, he or she should be allowed to do so.

<u>Employee 60 Years Old or Older</u>
Following the recommendations of the Wisconsin Department of Public Instruction, if an employee is 60 years old or older, he or she may choose to take a leave of absence from his or her position at the school. Although this leave does not qualify for FMLA, this employee should be treated in the same manner as an employee who files for FMLA. The difference is this employee does not need a medical excuse from a licensed medical professional.
If the employee can work from home so he or she does not miss a work day, he or she should be allowed to do so.

<u>Employee With Household Member with Serious Health Condition</u>
If an employee who has no serious health condition himself or herself lives with a household member who suffers from a serious health condition that makes that household member more susceptible to COVID-19, one (or more) of several situations may present.
If the household member's serious health condition requires that the individual receive care from the employee (e.g., medical care, personal cares, transportation/attendance at medical appointments, etc.), then the employee would be able to request an unpaid FMLA leave (concurrently running with accrued paid leave), if FMLA is applicable to the school. The employee can be required to submit any necessary FMLA forms, like the Certification of Health Care Provider for Family Member's Serious Health Condition (WH-380-F).
If the household member's serious health condition does not require the employee to provide care, but the desire was to exercise precaution related to the householder member's potential contraction of COVID-19, the employee is not entitled to FMLA. The school can choose to provide an unpaid leave (after the exhaustion of accrued paid leave) to employees who have household family members with serious health conditions about whom they are concerned about contracting COVID-19. If leave is permitted by the school, the leave can be handled like FMLA with requiring a Certification of Health Care Provider for Family Member's Serious Health Condition (WH-380-F).

<u>Employee not Allowed by School to Come to Work</u>
Employees who are (1) ill or experiencing any symptoms of COVID, including, limitation, fever, cough, shortness of breath, and excessive fatigue, (2) have a suspected or diagnosed/confirmed case

of COVID, (3) have been exposed to any person with a suspected or diagnosed/confirmed case of COVID, (4) returning from outside the United States, any cruise, or any domestic location that has been identified as a viral hotbed by the local county department of health, or (5) have been exposed to any person returning from outside the United States, any cruise, or any domestic location that has been identified as a viral hotbed by the local county department of health are prohibited from being able to return to work for a period of not less than fourteen (14) days from the occurrence of illness or exposure.

During the fourteen (14) day period of absence, employees must use any accrued sick leave and/or personal days, after which time, any remaining period will be an unpaid leave. If the employee can work from home so he or she does not miss a work day, he or she should be allowed to do so.

*With respect to all variations of leave, schools should be consistent in their practice and ask for guidance when clarification is needed on what leave(s) may be legally required versus the leave that a school could voluntarily elect to provide to employees.

Communication
1. Make certain you are always honest, sincere, and understood when communicating. Short, succinct communication is usually better than overly descriptive communication.
2. Make certain you are effectively communicating with faculty staff. 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.
3. All employees must know how to conduct themselves if approached by media.
4. Make sure you have the contact information for:
    a. County health department
    b. Local clinics and hospitals
    c. Local schools
    d. Diocesan offices
5. Effectively communicate with all stakeholders reopening, crisis, and health plans that impact them.
6. Train school office employees how to communicate effectively when challenged with difficult comments and / or questions.
    a. Practice!
7. Politely, but strongly, communicate with guardians the expectations regarding student attendance.
    a. Guardians need to made aware that sending children with obvious COVID-19 symptoms is unacceptable.

Plans for Students (Differentiate!)

1. Teachers must talk with one another. Teachers from the 2019-2020 school year should communicate student strengths and weaknesses to the upcoming teachers as students enter the 2020-2021 school year.
2. Faculty will need to know that differentiation will be a key to student success.
    a. Differentiation is necessary as students come back with different levels.
3. All documented plans (IEPs, etc.) must be carefully reviewed. These need to be followed until updates can be put into place.

Stay Positive!

Two quotes from Saint Pope John Paul II

1. 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!
2. 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.

Transportation of Students

In the state of Wisconsin, the public school districts are generally 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 the public school district issues in regard to expectations of students on busses. Simply, you need to have reasonable conversations with your local public school district(s).

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

If a public school district's guidelines 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 must be used.

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

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.

It is important to always refer to suggestions / directives given by the CDC and DPI

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 are there for supplies if can't get hand sanitizer, cleaning supplies, or other supplies needed
- Mask (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: 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

PHASE 3: SCHOOLS CLOSED, VIRTUAL/DISTANCE 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 La Crosse, 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.

Sincerely,

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: _____

Lesson Plan Example for Creating an At-Home Lesson

STEP 1:
Take a moment and decide what lesson might work with your at-home experience. While it is best to always continue the flow of learning in your classroom, there may also be some ongoing themes that might be valuable to reinforce using an at-home environment, such as:
- Blending the learning happening at this time period in the classroom.
- Focusing on an at-home topic in relationship to digital citizenship.
- Focusing on an at-home topic in relationship to learning online.
- Practicing important recurring power standards such as literacy themes.
- Facilitating regular repeating classroom activities with a twist (example… independent reading with a meta-cognitive piece)
- Supporting 21st century skill acquisition including critical thinking, communication, collaboration and creativity.

At the same time, there are several items to keep in mind:
- What is the goal for the lesson, the unit?
- What do the students need to know; what is essential?
- How much time will it take for the students?
- Will there be at home guidance and supervision needed?
- How have you prepared your students to work from home?
- Have students been informed of what to do if technology is not working?
- Is activity grade level and age appropriate and copyright clear?
- Can you support the activity through standards?
- Will any front loading be needed? *(strategies the teacher uses to provide students predetermined guidance and reminders for applying necessary skills, strategies, and behaviors to be successful in the day's learning)*
- How can you support offline?
- Are all tools used available to all students?
- Is it possible to include some of Bloom's higher order skills?
- How might you assess the at-home activity?
- Is differentiation needed… if so, how will it be done?
- How might you inform parents and keep them in the loop?
- How might you be able to support students on the at-home day?
- Might there be a need for flexibility on due dates on the assignments?

STEP 2:

- Subject: _____ (list multiple if utilizing cross-curriculars)   - Lesson Name: _____   - Content Standard(s): _____   - Learning Target(s):   _____ _____   - Blooms (circle): remember | understand | apply | analyze | evaluate | create   - Timeframe (minutes): >10 | 20 | 30 | 40 | 50 | 60   - Relationship to class (circle): isolated | blended   - Lesson Description: _____ _____ _____ —

Content Standards = It is helpful to write down the standard and unpack it if that will help you plan. When you unpack, take a look at nouns and verbs. Many times the nouns will help you determine the content to be learned and the verbs will help you decide what students should be able to do. With this in mind, you can then write a learning target.

Learning Targets/Outcomes = A learning target is a student friendly statement of what a student should be able to do once they have participated in the activity. As a standard is unpacked, the nouns and verbs should point the teacher to what the learning target(s) should be. (To understand learning targets/outcomes, watch video.)

STEP 3:

Technology Integration
- Approved Learning Management System(s): *This is where the school approved sites would be listed in which the teacher would circle the ones (if any) to be used.*
  Example: Edmodo | Canvas | Moodle

- Web 2.0/Internet Tools: *this is where the school approved sites/tools would be listed in which the teacher would circle the ones (if any) to be used.*
  Example: Google Drive | Edmodo | Moodle

- Web 1.0/Websites and Internet Resources: *This is where the school approved websites and resources would be listed in which the teacher would circle the ones (if any) to be used.*
  Example: YouTube | PBS Kids | Documents

- Online Resources: *This is where the school approved online links would be listed in which the teacher would circle the ones (if any) to be used.*
  Example: Discovery Streaming | Brain Pop | Atomic Learning | SuperKids

- Software/Apps: *This is where the school's legally purchased software and apps would be listed in which the teacher would circle the ones (if any) to be used.*
  Example: Word | Excel | PowerPoint | Movie Maker

Learning Management Systems(s) (LMS) = allows teachers to post lessons and assignments and for students to interact with teachers and other students.

Web 2.0 Tools and Internet Tools = sites that allow students to have a two-way interaction. In many cases, this involves a student account, or at least causes the students to leave some sort of digital footprint. It is usually best to use tools either in the LMS or Google Drive since in most cases these are behind the school's security wall.

Web 1.0/Websites and Internet Resource(s) = sites that deliver information to students that do not leave a footprint or require a student account.

Online Resources = usually paid access by the school. These are rich in content and possible student engagement.

Software/Apps = any legally installed software or app on a computer or iPad.

STEP 4:

> - Needed front loading in class:
>   _____
> - Clear directions and
>   accessibility: _____
> - Differentiated and special needs:
>   _____
> - Classroom follow-
>   up/integration: _____
> - Assessment
>   (formative/summative): _____

Needed Front Loading in Class = A culture must be built fostering an at-home classroom atmosphere. This happens long before the first at-home assignment. Students and parents must be aware of at-home expectations. Students might need to practice and learn how to use certain tools. Ideas for front loading are:
- Discussion involving… what is learning at-home
- Digital citizenship and safety information, instruction and expectations
- Practice sessions in class… involve curriculum content (don't just practice for practice sake)
- Instruction on using necessary software, apps, or websites
- When it might be important for a student to include a parent in a learning activity
- How to communicate technical problems when taking part in an at-home activity
- How to make decisions about how to learn when given choices
- Discuss how one can assess oneself when working at-home

Clear Directions and Accessibility = Make sure that students have directions both in a printed form on how to participate in an at-home activity along with specific and easy to follow directions while in the activity. Providing these directions in a parent website or newsletter could be helpful. Accessibility can also be a factor. Providing some choice in activities that play out to the lowest common technology denominator could be useful. Always consider that child with no outside access or technology.

Differentiated and Special Needs = By giving students some choice in the demonstration of their learning, one can also naturally differentiate. When selecting activities that promote information, think about multiple reading levels and also delivery of information through multimedia. When using video, turn on the closed captioning if available. You will assist more than the hearing impaired. Be aware of students with IEPs and determine how accommodations can be met.

Class Follow-up and Integration = Think of how an at-home activity will connect when students are in the brick and mortar classroom. The at-home and classroom experience should compliment each other.

Assessment Formative/Summative = How will you assess the at-home experience? Some ideas:
- Teach and facilitate self and peer assessment techniques
- Provide rubrics
- Use formative assessment tools
- Integrate discussion as part of formative assessment
- Use polling software and/or Google Forms to get feedback
- Provide "office hours"
- Encourage collaborative work when students have gained skills in this area
- Find ways to include and incorporate parents if applicable.