COVID-19 PREPAREDNESS GUIDANCE:
A PATH FOR STUDENTS' RETURN TO SCHOOL
FALL 2020

Everything has suddenly changed. What we previously took for granted seems to be uncertain: the way we relate with others at work, how we manage our emotions, study, recreation, prayer, even the possibility of attending Mass…"

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

DISCLAIMER: As a result of the COVID-19 pandemic, things are changing quickly and the effect, enforceability, applicability, and interpretation of laws and guidance are likely to change from time to time. The information contained in this guidance does not constitute legal advice and does not attempt to address the potential impacts of all local, state and federal laws and recommendations that may have been issued in response to COVID-19. Rather, this guidance is intended to be used for general planning purposes and is written solely to assist schools in creating their own reopening plans. Please review the applicability of the provisions of this guidance, and applicable laws and recommendations, to your specific school. Schools are encouraged to consult with their own legal counsel to address laws and guidance applicable to their locality. Compliance with this Plan does not guarantee the absence of COVID-19 or other illnesses in a school.

DIOCESES OF:
CROOKSTON | DULUTH | NEW ULM | ST. CLOUD | WINONA-ROCHESTER

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INTRODUCTION

The final months of the 2019-2020 school year presented new experiences for students, teachers, and parents that we were able to learn so much from. We learned that Catholic schools are adaptable, that students and teachers are more resilient than ever, and that collectively, the Domestic Church is alive and well.

We also learned that a meaningful Catholic education, especially for our youngest learners, is less effective when physically separated from their peers and teachers. At the heart of Catholic Schools is relationship and community - relationships with Jesus Christ, classmates, and teachers. Those relationships blossom and develop most profoundly when our community members can interact, learn, and pray together. Collectively, we believe that fundamental connectedness can and will happen in a safe and nurturing way this Fall. This does not suggest a complete 'return to normalcy'. We acknowledge that local realities and situations may require schools to temporarily close or provide a hybrid structure based on local realities and situations, but it is our hope that Catholic schools in Minnesota may retain the community structure at the heart of Catholic education.

In a true collaborative effort, Catholic school leaders from across Minnesota have developed this "Path for Students' Return" to guide individual schools in their planning for Fall. It is an understatement to say that each Catholic school across the state of Minnesota is different; the guidance herein is developed with the understanding that the application of the guidance will look different in each of our beautifully unique schools.

Using the guidance and action plan templates provided herein, our schools are tasked to collaborate with their local stakeholders (pastors, staff, parents, advisory councils, boards and community members) to establish new protocols to maintain the health, safety, and Catholic identity of our schools.

The development of this guidance took into consideration the following publications and organizations:
- "Leading with Hope" developed by the Andrew M. Greeley Center for Catholic Education
- Guide to Reopening Schools, Catholic Mutual Group
- Considerations for Schools, Centers for Disease Control and Prevention
- Minnesota Catholic Conference
- Minnesota Independent School Forum
- Minnesota Department of Health

Though much uncertainty lies ahead, there are a few things we know for sure. We are constantly evaluating our circumstancess, reflecting on the health and well-being of our students and staff, and adapting to unforeseen changes. This guidance and the development of individual school plans cannot guarantee the absence of COVID-19 cases in our community or buildings, this is a reality we understand. The implementation of this guidance does allow schools to mitigate and God-willing, lessen the likelihood of exposure to our students, staff, and community.

Together, with Christ at the center, our schools will continue to be places of spiritual, academic, social, and emotional development for our students.

FOR I KNOW THE PLANS I HAVE FOR YOU," DECLARES THE LORD, "PLANS TO PROSPER YOU AND NOT TO HARM YOU, PLANS TO GIVE YOU HOPE AND A FUTURE.
JEREMIAH 29:11

SECTION 1 – OPERATIONAL PRACTICES

The processes and planning of returning students and staff to school will be an ongoing process and must put the best interests of students and staff first.

1. Training/Communication with Staff and Stakeholders – It is essential for all stakeholders of the school to understand and participate in the work and planning process.
   a. Staff: School leaders will train the teachers and staff members of their buildings on the specific protocols, action plans, and details of the plan to return to school in the fall. This training process needs to be signed off as completed to assure each staff member is aware of the procedures and processes that are included in the planning.
      i. Schools will designate a staff member as point of contact for all COVID-19 related concerns, questions, or practices.
   b. Parents: School leaders, with support of the diocese, will share the plans for returning to school in the fall. This will include articulation of the practices in place, understanding of risk, and outlining processes that parents and guardians will need to participate in for the plan to come to fruition.
   c. Students: Students will be trained in new operating procedures (i.e. handwashing/ sanitizing, use of face coverings and social interactions for various locations).
   d. Advisory councils, boards and community members: Other stakeholder should be informed of the actions the school is taking to address COVID-19 prior to the reopening in the fall.
2. Adaptability – With an ever-changing reality, schools must be flexible and able to adapt to necessary changes to keep staff and students healthy and well.
   a. Adjusting to Circumstances - State and local realities related to COVID-19 will be constantly changing. Each school will need to be prepared to evaluate and adjust the developed Action Plans to assure they are best suited to meet the needs of students.
   b. Amendments to Practice - Changes made to Action Plans should be shared with stakeholders appropriately (staff, parents, boards/councils, students and diocese).
3. Entrance / Dismissal Protocols – Establishing plans for how students, staff, and guests enter and exit the building will allow for traffic patterns that promote best practices in physical distancing.
   a. Evaluate the entrance and exit points of the school to assure the health checks and hand sanitizing stations are accessible.
   b. Develop alternative plans to traditional congregated 'holding' spaces to reduce the number of students in a single space.
   c. Evaluate established dismissal of student's procedures to reduce the likelihood of large numbers of students using the same exits at the same time.
4. Health Checks – Efforts to identify students, staff, or guests who may have symptoms of illness will be essential in reducing exposure possibilities.
   a. Clearly communicate the expectation that staff and students are to remain home if symptomatic of illness, especially symptoms of COVID-19.

        i. When receiving notification of students or staff that are ill, the school should ask specific questions to identify the possibility of COVID-19, subject to ADA requirements applicable to medical inquiries.

    b. Establish a process to assess the health of students and staff arriving at the school building each day (including observable signs of illness and temperature checks).

        i. Students or staff who become ill during the school day must be assessed and provided a safe and appropriate place to isolate until child/staff can leave the school building.

    c. Refer to the Minnesota Department of Health's or local health department's latest guidelines on the return of symptomatic or diagnosed individuals.

5. Physical Distancing in School – School is a place that natural and meaningful interaction occurs and finding opportunities to maintain that culture while reducing interaction between students from other classrooms will support the goal of reducing exposure possibilities.

    a. Develop processes that encourage physical distancing during the school day but do not diminish the mission and integrity of the school. Ideally, this is a 6-foot distance, with the understanding it is not always realistic during instructional settings. This may include:

        i. Directional signs and markings in hallways, physical distancing lines, and furniture arrangement

        ii. Schedules that allow for the flow of students to discourage mingling of students from other classroom settings

    b. Avoid congregated settings as much as possible. Schools should work to alleviate opportunities for groups of students to overlap (i.e. combining classrooms at a lunch table or grouping students together for project work)

6. Communication and Signage – Communication is key for any plan to be effective. Schools and administrators must be proactive in sharing and communicating the safe and healthy protocols that are in place for the safe return of students to school.

    a. Provide clear instructions for students, staff, parents, and visitors regarding how to enter the buildings and grounds. Consider posting communication at all points of entrance, on the website, in handbooks and bulletins, social media, e-mail and other appropriate means. Those instructions must be clear regarding:

        i. Employees, students, and anyone else entering the school who are sick or experiencing symptoms of COVID-19, have tested positive for COVID-19, or recently had close contact with a person with COVID- 19 must stay home.

        ii. Anyone with a fever or flu-like symptoms may not enter the school.

    b. Communication regarding special protocols during COVID-19 should occur regularly to reinforce policies and procedures as well as to share changes or modifications that take place.

7. Attendance Practices – Review, adjust, and clearly communicate attendance policies and expectations, considering the following:

    a. Sick absences should not require a doctor's note to return as medical facilities are under increased strain.

    b. Procedures for staff, student, and/or parent/guardians to self-report to the school if they have tested positive or were exposed to someone with COVID-19 within the last 14 days.

    c. Procedures to accommodate for student coursework may be flexible and adapted to support continued learning from home.

    d. Procedures for staff and students to return to school following absences related to COVID-19 precautions, infection, or other sickness.

8. Transportation – Evaluate logistics of how students arrive at school and the processes for parents/bus transport to assure distancing occurs to the extent possible.
   a. Consider how to maintain physical distancing while bussing students.
   b. Ensure that transportation staff are following safety and hygiene protocols according to the CDC's guidance for bus operators.
   c. Systematically review and evaluate school transportation capacity with the goal of creating as much space between riders as possible, recognizing that it is not always feasible to have 6 feet of social distancing.
   d. Establish curbside drop-off and pick-up to limit direct contact between parents and staff and adhere to social distancing recommendations.
9. Preparedness for Temporary Closure – Schools may have to quickly pivot from in-person instruction to a distance learning model based on the realities of the school or local community.
   a. Understand that if COVID-19 metrics worsen (locally or in facility), schools may need to implement distance learning as directed by local, regional, or state level agencies.
   b. Implement procedures for closing of school. (Cleaning, communications, school care, etc.)
10. Liability Waivers – Schools may want parents to sign return-to-school liability waivers on behalf of their children
11. Assessment of Plan Compliance and Effectiveness – Schools should regularly assess the effectiveness of their COVID-19 policies and procedures and the compliance of those policies and procedures with applicable local, state. And federal guidance and laws.
    a. Be prepared to change COVID-19 policies and procedures to address changing conditions and guidance/laws, or to increase efficacy.
    b. Consider how the school will enforce compliance with its COVID-19 polices and procedures.

OPERATIONAL PRACTICES – ACTION PLAN FOR   SCHOOL

- Designated COVID-19 Point of Contact:
- Training of Staff and Stakeholders – Indicate when and how this plan is communicated:

Staff	Parents	Students

- Adaptability – Indicate how evaluation of this plan will occur (survey staff/families, discussion at staff meetings, small group discussions with students, consult with community members/organizations, etc.).
- Share any changes of plans with: Staff, Families, Diocese, and other Stakeholders
- Entrance / Dismissal Protocols

	Procedure
Building Entrance Protocols	
Dismissal	

- Health Checks – Assure the following have been completed:
    - ☐ Communicate symptoms of COVID-19 that would require staff/students to refrain from attending school
    - ☐ Establish Screening Protocol for staff, students, and visitors entering the building

    Details:
    - ☐ Review current guidance on returning to school/work for individuals with symptoms or diagnosis.
- Physical Distancing in School

    Evaluate and share necessary markings, schedules, or structural changes that will go into effect to promote physical distancing:

    Evaluate and plan how to accommodate typically congregated settings so that the integrity of Department of Health and Diocesan requirements are adhered to (Mass/liturgies, lunch, school-wide prayer, back to school events, etc.):

- Communication and Signage
  - ☐ Signs posted to educate students, families, and guests of what common symptoms of COVID-19 look like.
  - ☐ Signs posted at entrance(s) to building restricting entrance to COVID-19 symptomatic/exposed individuals.
  - ☐ Communication of this plan to families and appropriate stakeholders.
- Attendance

  Upon review of attendance / sick leave policies, the following considerations will be made:

- Transportation: Consult with LEA on transportation plans for the Fall. In the event the local public school is not in session. This consultation should include how transportation funds can be used to transport students.
  - ☐ Consultation has occurred with LEA
- Preparedness for Temporary Closure
  - ☐ Distant Learning Plan in place
  - ☐ Point of Contact at local Public Health Department is identified
- Liability Waivers
  - ☐ Communication with parents regarding return-to-school liability waivers Receipt of
  - ☐ liability waivers from all parents.
- Assessment of Plan Effectiveness

  Process and procedure for regular review of COVID-19 plans and procedures:

- Consider how the operational procedures within this new reality allow for promoting the Catholic identity and mission that guides the school:

BLESSED BE THE GOD AND FATHER OF OUR LORD JESUS CHRIST, THE FATHER OF MERCIES AND GOD OF ALL COMFORT, WHO COMFORTS US IN ALL OUR AFFLICTION, SO THAT WE MAY BE ABLE TO COMFORT THOSE WHO ARE IN ANY AFFLICTION, WITH THE COMFORT WITH WHICH WE OURSELVES ARE COMFORTED BY GOD.
II CORINTHIANS 1:3-4

SECTION 2 – HEALTH AND WELL-BEING

1. Cleanliness and Disinfecting Processes
   a. Establish a schedule for routine environmental cleaning and disinfection of frequently utilized spaces, high-touch surfaces and shared equipment throughout the day using EPA-approved disinfectant for COVID-19. Increase the frequency of disinfection during high-activity periods during the school day.
   b. Provide appropriate PPE for individuals responsible for the disinfecting processes.
   c. Ensure adequate classroom supplies to minimize sharing of high-touch materials to the extent possible or limit the use of supplies and equipment to one small classroom cohort group at a time, allowing for time to clean and disinfect between uses.
   d. Confirm that maintenance staff who are carrying out the cleaning or disinfecting of facilities are provided appropriate tools and supplies to effectively apply the procedures.
   e. Avoid cleaning products near children and ensure there is adequate ventilation to prevent children or staff from inhaling toxic fumes.
   f. Restrict playgrounds and gymnasium use to consistent groupings of students at like times (to the extent possible, avoid combining students that are not typically combined at these settings)
2. Hand Hygiene and Respiratory Etiquette
   a. Staff and students must be trained (and re-trained as needed) in appropriate hand washing and respiratory etiquette. Hand sanitizer that contains at least 60% alcohol must be made available when hand washing is not possible.
   b. Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water.
   c. Parents should be encouraged to provide hand sanitizing products for their children's personal use.
3. Face Coverings
   a. Wearing face coverings or a nonmedical face shield should be required for staff and is recommended for students that can manage appropriate use of coverings.
   b. Provide a supply of face coverings for staff and students who do not have their own.
   c. Face coverings are most essential in times when physical distancing is difficult.
   d. Instruct students and families in proper use, removal, and washing of cloth face coverings.
   e. Reasonable accommodations to face covering requirements for those with disabilities will need to be considered.
4. Drinking Fountains
   a. Take steps to ensure that all water systems are safe to use after any prolonged shutdown.
   b. Clean and sanitize drinking fountains regularly.
   c. Encourage staff and students to bring their own water to minimize use and touching of water fountains.
   d. Consider viable alternatives that would allow the school to limit or discontinue the use of drinking fountains.

5. Facility Ventilation
    a. Ensure that ventilation systems are operating properly and that there is as much outdoor air circulation as possible using windows and fans.

HEALTH AND WELL-BEING – ACTION PLAN FOR _____ SCHOOL

- Cleanliness and Disinfecting Processes

Space	Frequency of Disinfecting	Person(s) Responsible	Product(s) Used
Classrooms, restrooms, and commonly used spaces			
High-touch areas (including drinking fountains)			

- Hand Hygiene and Respiratory Etiquette
  - ☐ Signage for appropriate handwashing etiquette posted appropriately
  - ☐ Signage for appropriate respiratory etiquette (covering coughs and sneezes)
  - ☐ Students and staff trained on proper hand washing and respiratory etiquette
- Cloth Face Coverings
  - ☐ Communication to staff/families in proper use of face coverings
  - ☐ Procurement of face coverings for those that do not have their own
  - ☐ Procedure to address requests for reasonable accommodations
- Drinking Fountains
  - ☐ Communication to staff/families encourage individual water bottle use
- Facility Ventilation
  - ☐ Collaboration with building facilities department to assure ventilation systems are working adequately
- Consider how the Health and Well-being planning can allow for promoting the Catholic identity and mission that guides the school:

WE REMEMBER BEFORE OUR GOD AND FATHER YOUR WORK PRODUCED BY FAITH, YOUR LABOR PROMPTED BY LOVE, AND YOUR ENDURANCE INSPIRED BY HOPE IN OUR LORD JESUS CHRIST.
I THESSALONIANS 1:3

SECTION 3 – CURRICULUM AND INSTRUCTION

Differentiated Instruction – Whether in-person or in distance learning, teaching staff must make meeting individual academic needs a priority. Some students may require distance learning due to illness or underlying health concerns. Students may require extra time to learn the routine of school and new processes implemented for reopening.

1. Approach to Curriculum Planning
   a. Review yearlong plan for each subject area to ensure a defined unit topic, standards/objectives, and formative/summative assessment exists.
   b. Planning by unit rather than by week or by day ensures that the learning is building toward important outcomes (teach the concept, not limited to time constraints).
   c. Determine what is reasonable in the current situation.
   d. Adhere to the curriculum planning alignment of standards.
2. Assessment
   a. Provide formative assessments and summative assessments for understanding.
   b. Utilize formative assessment frequently during and after instruction.
   c. Align summative assessments with unit goals to measure student progress.
   d. Allow for flexibility including application of skills especially in distant learning.
   e. Prepare to assist students with learning gaps and plan strategic interventions to re-teach and fill the gaps.
3. Feedback and Reporting (Grading)
   a. Adhere to best practices in grading policies to best serve student academic progress.
   b. Provide frequent feedback on priority objectives to students.
   c. Assure grades accurately reflect students' progress on standards rather than responsibility in completing tasks.
   d. Use a variety of assessment measures to determine students' developmental levels and learning needs.
   e. Consider if alternative grading metrics are reasonable for closure periods.
4. Supporting Unique Academic, Social, and Emotional Needs
   a. Assure staff are prepared to provide accommodations and modifications as necessary to meet student needs.
   b. Proactively contact your LEA to discuss any services provided to your students through proportionate share.
   c. Ensure non-English parents and students are trained on translation tools and when and how they can use them.
   d. Identify and respond to students' social and emotional needs, especially related to COVID-19 issues.
5. Addressing Students/Families on Distance Learning
   a. Set norms about student expectations
   b. Support the student and the family through collaboration
   c. Meet with the student and set goals, create a schedule, break assignments down, and provide off-line options if connectivity is the problem.
   d. Review Acceptable Use Policy for distance learning.
   e. Alert families of the Children's Online Privacy Protection Act (COPPA)

6. Administrative Considerations
    a. Staff roles and responsibilities may shift. Administration of schools may need to devote time and training for staff to make these shifts.
    b. Balance adopting any new initiatives this school year.
    c. Focus on improving, designing, and delivering flexible instruction both in-person and remotely.
    d. Provide teachers opportunities for collaboration, adjustments, and peer coaching.
    e. Principal manages federal and state funds (Title programs, CARES Act)
    f. Adjust supply and material lists as related to COVID-19.
    g. Consider modifications of teacher evaluations to support different models of instruction.
    h. Establish a plan in the event the school is short-staffed due to COVID-19.

CURRICULUM AND INSTRUCTION – ACTION PLAN FOR   SCHOOL

- Approach to Curriculum Planning
  Evaluation of instructional planning addresses:
  - ☐ Definitive objectives and assessment tools
  - ☐ Long range planning
  - ☐ Reasonableness considering Spring closure and possibility of future temporary closures
  - ☐ Alignment to standards
- Assessment
  Learning gaps are identified by:

  Modifications considered to address learning gaps due to extended time away from school:

- Feedback and Reporting (Grading)
  - ☐ Assured grading practices reflect academic progress separate from behavior
  - ☐ Plan for alterative grading practices if school experiences temporary closure
- Supporting Unique Academic, Social, or Emotional Needs
  - ☐ Consultation with LEA for continuation of special educational services
  - ☐ Review student accommodation/modification plans to maintain the integrity of student supports in place during the COVID-19 pandemic.

  How student social/emotional needs are identified and supported, specifically related to the current pandemic concerns:

- Addressing Students/Families on Distant Learning
  - ☐ Communication of distant learning plans in the event of temporary closure

- Administrative Considerations

Identify where staff responsibilities need adjusting to support planning:

[ ]

Adjustments to strategic plans to balance the availability of time and resource:

[ ]

Adjustments to teacher and staff evaluations due to school operational adjustments:

[ ]

Established plan in the event of staffing shortage due to COVID-19:

Consultation by administration with LEA regarding:

- ☐ Title Services
- ☐ Transportation
- ☐ Health Services
- ☐ Counseling Services
- ☐ CARES (ESSER/GEER) Funding

- Consider how the Curriculum and Instruction planning can allow for promoting the Catholic identity and mission that guides the school:

[ ]

"FOR WHERE TWO OR THREE GATHER IN MY NAME, THERE AM I WITH THEM."
MATTHEW 18:20

SECTION 4 – CREATING AND MAINTAINING COMMUNITY

Creating and Maintaining Community - Relationship-building is a hallmark of Catholic education. Even amidst these unique changes, strong communication and relationships should remain a priority. At the very heart of our schools is the celebration of Mass, liturgies, and prayer- these integral pieces of Catholic education should be a priority in developing plans.

1. Internal Relationships
    a. Develop plans for orienting new students and families.
    b. As Catholic schools, we are called to respect and honor the dignity of each individual person. Schools should consider creating a "safe space" for staff and students to share and cope with fears, stresses, and anxieties, especially related to the pandemic.
    c. Structure social opportunities for students and families.
    d. Consider ways to maintain rituals, especially daily prayer, and liturgies. Examine ways to form new rituals and traditions that celebrate your school community.
    e. Develop a plan for maintaining connectedness in the event of school closure.
2. External Relationships
    a. Develop authentic ways to maintain connections with parents, alumni, and the wider community.
    b. Connect with local public health officials to develop a working relationship.
    c. Adjust recruiting and marketing practices to attract new families.

CREATING AND MAINTAINING COMMUNITY – ACTION PLAN FOR _____ SCHOOL

- Internal Relationships

Orientation of Stakeholders During Pandemic	
Students/Families (back to school events, marketing, etc.)	
Staff Orientation (in-services, meetings, expectations)	

Plans to continue liturgies:

Plan for maintaining connectedness in the event of closure:

- External Relationships

Considerations for maintaining relationships outside of the school building:

Point of Contact at local public health department:

- Consider how Creating and Maintaining Community can allow for promoting the Catholic identity and mission that guides the school:

CLOSING

As schools continue to navigate the changes, planning, and procedures related to the Coronavirus pandemic, we are reminded that repeatedly God instructs us to 'be not afraid' in times of crisis. Catholic schools are not only rooted in faith but are led by the Spirit- we have a collective mission to bring our students, families, and staff closer to Christ even during the challenging reality that we are experiencing. We should not be afraid to act cautiously, pray boldly, and continue to be unified in bringing that mission of our Catholic schools to life. Our work is more important now than ever.

While no guidance or planning can assure absence of illness, COVID-19 or otherwise, we can and must take precautions to assure our students' and staffs' spiritual, physical, emotional, social, and academic health are being met to the best of our abilities. Continued collaboration among schools, dioceses, local/state/federal organizations, and the many invested stakeholders of our communities will be required by schools to complete a quality and supported plan.

This guidance has been drafted by the dioceses of greater Minnesota and is expected to be used by Catholic schools to develop site specific action plans. These plans will need to be living documents as we can be assured of changes as realities, needs, and resources evolve on the local level. It will be essential that communication of these changes occur broadly with all stakeholders.

Be not afraid… as you take the next steps in planning and preparing to welcome students back into their school buildings this fall!

Revised 07/07/2020

RESOURCES

Resource	Access / Use
'Leading with Hope' from the Andrew Greeley Center for Catholic Education	https://www.luc.edu/gcce/index.shtml - Logistics and planning guidance - Maintaining community guidance - Curriculum and instruction guidance - Promoting Catholic identity guidance - Technology support guidance
'Guide to Reopening' from Catholic Mutual Group	http://catholicmutual.org/en-us/home/covid-19caresresources.aspx - Staying home guidance - Health screening - Social distancing directives - Facility cleanliness and disinfecting considerations - Facility operational considerations - Transportation recommendations
Minnesota Department of Health	https://www.health.state.mn.us/diseases/coronavirus/schools/ - Decision Tree for People with COVID-19 Symptoms - Public School Planning Guide - Masking Recommendations - Food Service Information - Cleaning and Disinfecting Guidance
Center for Disease Control	https://www.cdc.gov/coronavirus/2019-ncov/community/index.html - Signage for posting - Screening checklist - Best practices in hand and respiratory etiquette - Cleaning and disinfecting guidance - Working with higher risk individuals - Congregated setting recommendations - Preparations for outbreak or diagnosis in facility
Additional Planning Resources	
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/ - Recommendations for age categories - Recommendations for cleaning and disinfecting - Use of masks and PPE - Guidance on mental health of students and staff