

**Marshfield High School
Student and Family
Resource Packet**



2020-2021

Table of Contents

Part 1: Academic and General Operations Information

- 2020: General Information.....Page 1
- Daily Operations: Student Expectations.....Page 4
- MHS Cohort Calendar.....Page 6
- MHS Rotating Block Schedule.....Page 8
- MHS Daily Tiger Time (9 bell) Schedule.....Page 9
- Technology Information for Families.....Page 10
- Food Service Information.....Page 14

Part 2: Mental and Emotional Wellbeing Information

- Teen Mental Health.....Page 15
- Support Personnel Information.....Page 17
- Protective Factors.....Page 18
- Coping Strategies.....Page 19
- Stress Management.....Page 20
- Parenting Tips for Remote Learning.....Page 22

Part 3: Healthy and Safety Precautions Information

- How to Use a Face Mask.....Page 23
- How to Safety Wear and Take Off a Cloth Face Covering.....Page 24
- Returning to School After Covid-19Page 25

Greetings Marshfield High School students and families,

We hope all are doing well during these challenging times. As we all continue to navigate through the impacts related to COVID-19, we wanted to provide you with an informative resource packet that outlines a few upcoming changes for the 2020-2021 school year. Please note, while instructional staff are still finalizing their plans for the upcoming 2020-2021 school year, we hope the information below provides some insight on what students and families may expect.

School Calendar and Rotating Bell Schedule

- School will start on Tuesday, September 1st for all students. Only students in group **A** will attend school in-person learning on September 1st. On Wednesday, September 2nd, only students in group **B** will attend in-person learning. On Thursday, September 3rd, only students in Group **C** will attend in-person learning. On Friday, September 4th, only students in Group **D** will attend in-person learning.
- Groups B, C, and D will begin remote learning on Tuesday, September 1st. Details on what this will look like for students in cohorts B, C, and D will be shared in the next week or two.
- All course offerings will be delivered in a “blended” format. Initially, this blended format will include both in-person and on-line learning.
- Starting Tuesday, September 8th, MHS will follow a cohort (A-B-C-D) rotating master schedule. This cohort schedule reduces the number of students in the building throughout the day for risk mitigation and safety purposes.
- In addition to the cohort (A-B-C-D) rotating schedule, the daily schedule for all students (in person and remote learners) will alternate between the following periods listed below.
 - **ORANGE** day (periods 1,2,0,3,4)
 - **BLACK** day (periods 7,8,9,5,6)
- Students who do not have a early bird hour 0 should report to their Tiger Time Location to receive support for online learning.
- Please note: The primary reason for the daily bell schedule change was to reduce the amount of travel within the day, provide teachers with more class time to complete labs, discussions, etc., and ultimately lighten the daily course load for students who are expected to engage remotely.
- To clarify, all students (in-person and remote learners) will follow the rotating **ORANGE** and **BLACK** bell schedule starting September 8th.
- For additional information regarding the cohort schedule and **ORANGE/BLACK** bell schedule, please reference the schedules attached in this packet. Due to the constant rotation, we strongly recommend that students and families always have easy access to this calendar for referencing purposes.

Grading

- Normal grading procedures will apply. Students will be graded on an A/B/C/D/F/I scale.
- Grades will impact a student’s G.P.A.
- Grades will be entered on Skyward so students and families can monitor student progress throughout the duration of the school year. Students/Families are strongly encouraged to frequently check the student/family access to monitor student progress in each respective course.

Attendance

- Staff will complete attendance checks for students who attend in person on their assigned day. Remote learners should still follow the rotating **ORANGE/BLACK** bell schedule and complete learning assignments as they are provided. Additional information regarding this process will be delivered the first week of school.
- Due to the online format of course offerings, student's online attendance will be connected to students turning in the daily and/or weekly assignments via Canvas and/or other online learning platforms. It is imperative that students' complete coursework and/or assessments and submit within the due date as this reflects their daily and weekly attendance.
- Failure to complete and submit assignments on time may result in a reduction of points as usual. This may impact a student's grade and ultimately their G.P.A. Students are encouraged to keep ongoing communications with their respective teachers to avoid missing deadlines or submitting incomplete assignments.

Instructional Delivery and Student Support

- Professional staff will use online learning platforms such as Canvas and Skyward to deliver curriculum, monitor student progress, grade students, and provide feedback.
- Staff will send weekly notifications (check list) to students regarding upcoming learning activities, assignments, etc. This will take place exclusively on Canvas (via Canvas Announcements)
- Given that students may receive learning opportunities ahead of time, students may be afforded the opportunity to work ahead and submit coursework prior to due dates for some courses.
- If needed, students can communicate with staff via email, phone call, video chat, or Canvas messenger.
- Students should be checking emails, Canvas and Skyward daily to keep up with class expectations and learning opportunities.
- Many staff will be holding daily and/or weekly virtual class check ins to teach content, have discussions, and check for understanding. Teachers will cover course expectations during the first week of school.

Parent/Family Access and Communication

- A new change this school year is that all written communications from teachers regarding student learning and expectations will occur on Canvas. Parents/families who prefer to get weekly updates on course work expectations are encouraged to sign up to be an "observer" in Canvas.
- Parents who sign up to be an "observer" can link their Canvas account to their student's account so they can see assignment due dates, announcements (check list), and other course content. Observers can view the course content but cannot participate in the course.
- Because students still complete many assignments and assessments that are NOT online, you should still rely on Skyward to see your student's overall class grades.

Remote Learning Recommendations

- Strong and open lines of communication between the student and teacher will make a significant impact on the students learning and course outcomes. Students should be consistently communicating with their respective teachers when they have questions, comments, or concerns.
- Students should take time to navigate on each Canvas course. If there are specific questions regarding the online classroom expectations (turning in assignments, etc.), students should be proactive and communicate directly with the respective teacher.
- One of the most important things students can do is keep a consistent routine at home. The more students can make the week “feel” like a normal week at school the better. The work from home cannot always be equated to an exact minute for minute match to a day at school, but students should understand that successful completion of their coursework will require a reciprocal effort on their parts. Budget and schedule the time and energy needed to stay on top of expectations.
- We recommend remote at home students try to keep a consistent routine of beginning schoolwork 8:00 a.m. and ending schoolwork around the time their normal day ends (3:05 PM). Families are encouraged to promote “traditional” hours for student access as teachers are available from 7:45 a.m. to 3:30 p.m. daily to respond to student outreach in a timely manner.

Materials

- Majority of classes will only require the use of an iPad or computer.
- Students may be provided additional resources to assist in their learning. Materials include, but are not limited to textbooks, lab books, packets, etc.

Additionally, because this process is new for all, staff are currently working on updating their course outlines, calendars and online learning platforms to be made available for students/families soon. Each staff member will cover their new course expectations, learning environment protocols, and other important details throughout the start of the school year.

We wish all students have the best start to the year as possible. We know with the safety protocols in place and cohort model we are using, the experience students are used to in the traditional setting will not be the same. We hope with a successful implementation to the year and positive trend with COVID-19, that we will eventually be able to bring a greater number of students back into the building for traditional learning and educational experiences.

Sincerely,

Michael J. Nicksic – Principal
Jackson Hein – Assistant Principal
Jamie Defelice – Assistant Principal
Nathan DeLany – Athletics and Activities Director

Daily Operational Student Expectations

Greeting Students,

With the reopen of schools, many precautionary measures are being put in place for the safety of all. It is imperative these expectations are carried out. We know the start to this year and perhaps for much of this school year, will not have the “traditional” feel to your school experience; we empathize with you. The following are the expectations and guidelines that we will be requiring to help keep the building open for face-to-face instruction. Please, help us maintain the safest learning place possible to prevent any temporary school shut down. Thank you in advance for your cooperation.

Sincerely,

Mr. Nicksic
Mr. Hein
Mr. Defelice
Mr. Delaney

Basic Routine Safety Measures and Expectation

- Masks are required for admittance into the building and all classrooms/spaces contained within
- Masks are always to remain on during passing time, bathroom use, waiting in lunch line, etc.
- Wash hands or use disinfectants for hand sanitation at every opportunity
- Sit where desks and seats are assigned to maintain the 6-foot social distancing requirements
- Any student displaying symptoms that may be related to COVID (as per CDC and Health Dept. guidelines) will be placed in isolation until he or she can safely leave campus; this is not negotiable.
- Water fountains will be closed. Students are permitted to carry water bottles and fill water at water bottle filling fountains or stations.

School Arrival (Try to arrive no earlier than 7:40)

- If arriving before 7:30, find a desk in the commons and be seated until dismissed into the hallways
- When dismissed or allowed into the academic wing, immediately proceed to your first hour class (Period 1 on **ORANGE** Days and Period 7 on **BLACK** Days).
- If teachers permit you in prior to the new start time of 7:50 a.m. please enter and take a seat
- While passing or waiting in the hallway to enter the classroom, socializing is acceptable with your peers but please remember social distancing is required.

Passing Times

- Please follow the one-way traffic flow in the central part of the academic wing (Rooms 1-45)
- Keep to the right in all other hallways
- Masks remain on
- Do not stop to congregate and talk. Please keep moving with traffic flow
- Lockers will not be assigned
- If your next class is only a couple of rooms down the hall, but work against the one-way traffic, please go around or down under the LMC and come up and around to your next classroom
- Wash hands after using the bathroom
- Hall Passes will be severely limited. Please use bathrooms during passing time.

Lunch Time

- All students eating hot lunch must use the north hallway leading directly to the food lines. Remain on marked spots in the hallway to maintain social distancing.
- Cold Lunch and Ala Carte students must use the south hallway (music hallway) when entering the cafeteria. Maintain social distancing as you move through the hallway.
- Masks must remain on while in the serving lines. Masks can be removed once you are seated to eat.
- Students will sit in regular classroom desks this year while in the cafeteria or in the hallways leading to the cafeteria. Desks are placed to meet minimum social distancing requirements. Please, do NOT move desks.
- Tables will be set up in the Field House. Three students to a table only. Please sit on seats marked with an **ORANGE** vinyl tag.
- Please use garbage bins located closest to you.
- We will need to account for all student's whereabouts in case we need to contact trace if someone is identified as testing positive for COVID-19. Therefore, we will need to keep a seating chart of where students sit at lunch. We ask you find a peer group and remain at the same desk/table for your lunch until further notice.
- When the lunch bell rings, please cover with your mask, and promptly move to your next assigned location. Either hallway may be used for dismissal.
- Vending machines will not be made available.
- All students must remain at their assigned seats until the lunch dismissal bell rings (no congregating into hallways leading up to the academic wing can be allowed for social distancing reasons.).

Hour Zero

- Students will report to their Tiger Time/ACP teacher and classroom during this hour. For the early part of the year, it is an opportunity to keep up with virtual learning. As time passes, we may try to find ways for students to see other teachers.
- For students scheduled for an Early Bird class, this is when your class will meet (not before school).
- Students who have Mr. Karrels, Mr. Kopitzke, Mr. Neidner, or Ms. Uecker for Tiger Time, will be reassigned to other rooms for hour zero.

After School

- Congregating in the commons after school will not be an option due to social distancing concerns. We ask students promptly collect all belongings and exit for the day.
- The bus parking lot for this year will be relocated to the back-student parking lot area. Bus students will exit the main commons doors.

REMINDER: "ORANGE" DAY STUDENT FOLLOWS A.M ROTATION. "BLACK" DAY STUDENTS FOLLOW P.M ROTATION. "REINFORCEMENT" DAYS:
ALL STUDENTS WORK REMOTELY FROM HOME COMPLETING REMEDIAL AND ENRICHMENT OPPORTUNITIES.

SEPTEMBER 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Group A 9 bell schedule	2 Group B 9 bell schedule	3 Group C 9 bell schedule	4 Group D 9 bell schedule	5
6	7 Labor Day	8 Group A	9 Group B	10 Group C	11 Group D	12
13	14 Group A	15 Group B	16 Group C	17 Group D	18 Reinforcement Day	19
20	21 Group A	22 Group B	23 Group C	24 Group D	25 Group A	26
27	28 Group B	29 Group C	30 Group D	Reinforcement Day		

OCTOBER 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			30	1 Reinforcement Day	2 Group A	3
4	5 Group B	6 Group C	7 Group D	8 Group A	9 Group B	10
11	12 Group C	13 Group D	14 Reinforcement Day	15 Group A	16 Group B	17
18	19 Group C	20 Group D	21 Group A	22 Group B	23 Group C	24
25	26 Group D	27 Group A	28 Group B	29 Group C	30 Group D	31 Halloween

NOVEMBER 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Reinforcement Day	3 Group A	4 Group B	5 Group C	6 Group D	7
8	9 Group A	10 Group B	11 Group C	12 Group D	13 Reinforcement Day	14
15	16 Group A	17 Group B	18 Group C	19 Group D	20 Group A	21
22	23 Group B	24 Group C	25	26 Thanksgiving Break	27	28
29	30 Group D					

REMINDER: "ORANGE" DAY STUDENT FOLLOWS A.M ROTATION. "BLACK" DAY STUDENTS FOLLOW P.M ROTATION. "REINFORCEMENT" DAYS:
ALL STUDENTS WORK REMOTELY FROM HOME COMPLETING REMEDIAL AND ENRICHMENT OPPORTUNITIES.

DECEMBER 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Group A	2 Group B	3 Group C	4 Group D	5
6	7 Reinforcement Day	8 Group A	9 Group B	10 Group C	11 Group D	12
13	14 Group A	15 Group B	16 Group C	17 Group D	18 Group A	19
20	21 Group B	22 Group C	23 Group D	24	25 Christmas	26
27	28	29	30	31		

JANUARY 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 New Year's Day	2
3	4 Group A	5 Group B	6 Group C	7 Group D	8 Group A	9
10	11 Group B	12 Group C	13 Group D	14 Group A	15 Group B	16
17	18 Group C	19 End of S1 Group D	20 Reinforcement Day	21	22	23
24	25	26	27	28	29	30
31						



MHS ROTATING BLOCK SCHEDULE



ORANGE DAY

BLACK DAY

Period 1	7:50-8:59	Period 7	7:50-8:59
Period 2	9:04-10:13	Period 8	9:04-10:13
Period 0	10:18-11:27	Period 9	10:18-11:27

Daily Lunch and Tiger Time Schedule

Lunch Time Grades 9-10 * **11:32 – 12:02** **Tiger Time Grades 11-12**

Lunch Time Grades 11-12 * **12:07 – 12:37** **Tiger Time Grades 9-10**

Period 3	12:42-1:51	Period 5	12:42-1:51
Period 4	1:56-3:05	Period 6	1:56-3:05

Note: We will begin using this schedule starting on Tuesday, September 8, with Cohort A. Early Bird students will meet during Hour 0. All students during Hour 0 will report to their assigned Tiger Time teacher. Students will be assigned a study hall on this BLOCK SCHEDULE during the periods that they were assigned lunch on the traditional 9 Bell Schedule.

Hours are arranged to accommodate programming in our Career and Technical Education classes.

***** Once cohorts are determined, we will pair grades to balance out all lunch periods for social distancing and seating purposes. Students will be notified of any final lunch assignments during the first week of school.

MHS DAILY **Tiger Time** SCHEDULE

BEGIN	END	PERIOD		
7:00	7:42	EARLY BIRD (M-F)		
7:45		Warning Bell		
7:50	8:32	PERIOD 1		
8:37	9:19	PERIOD 2		
9:24	9:47	Tiger Time 23' (With Announcements)		
9:52	10:34	PERIOD 3		
10:39	11:09	LUNCH 4C	PERIOD 4	
11:14	11:21	PERIOD 5A		
11:26	11:56		LUNCH 5C	PERIOD 5B
12:01	12:08	PERIOD 6A		
12:13	12:43			LUNCH 6C
12:48	12:55	PERIOD 7		
1:00	1:30			
1:35	2:17	PERIOD 8		
2:22	3:05	PERIOD 9 (1 minute for Announcements)		



**PARENT/
STUDENT
CANVAS
GUIDE**



**BROKEN
IPAD
PROCEDURE**

PARENT TECH INFO



**IPAD
CLEANING
TIPS**



**OUTLOOK
SETUP
GUIDES**



**STUDENT
TROUBLESHOOTING
TIPS**



**TEAMS
SETUP**

HOW DO I SIGN UP FOR A CANVAS ACCOUNT AS A PARENT FROM THE CANVAS APP?

Parents can sign up as an observer in Canvas. Observers can link their Canvas account to their student's account so they can see assignment due dates, announcements, and other course content. Observers can view the course content but cannot participate in the course.

- Once you have an account, you may be able to view student information through the district Canvas web login or the Canvas Parent app (available on the Google Play Store and Apple App Store).
- Because students still complete many assignments and assessments that are NOT online, you should still rely on Skyward to see your student's overall class grades.

STEP 1: GENERATE PAIRING CODE FROM CANVAS STUDENT APP

Students can access the App version from their iPad by using the Canvas student app located on the iPad.

A Have your student open the Canvas Student App.

B Click the Menu Icon (3 bars in the top left)



C Click Settings



D Click "Pair with Observer"



E Copy or write down the pairing code (this is the code that will need to be entered for parent/guardian account creation), from the app your student is able to share this with you via e-mail by clicking the share button in the top right of the screen.



HOW DO I SIGN UP FOR A CANVAS ACCOUNT AS A PARENT FROM A COMPUTER?

Parents can sign up as an observer in Canvas. Observers can link their Canvas account to their student's account so they can see assignment due dates, announcements, and other course content. Observers can view the course content but cannot participate in the course.

- Once you have an account, you may be able to view student information through the district Canvas web login or the Canvas Parent app (available on the Google Play Store and Apple App Store).
- Because students still complete many assignments and assessments that are NOT online, you should still rely on Skyward to see your student's overall class grades.

STEP 1: Generate pairing code from Canvas Student

Students can access the web version from any computer by using the Canvas link located on the "My Apps" page of the district website.

A Go to the Canvas link on the My Apps page of the district website.

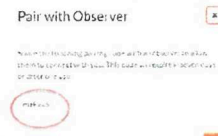
B Student(s) Login with district username and password

C Click on Account/Profile Picture (top left)

D Click Settings



E Click Pair with Observer (right side)



F Copy or write down pairing code



STEP 2: Login or Create Parent Canvas Account

Parents must use a specific portal on the School District of Marshfield website to access or create the parent account. To find the Canvas portal choose "Families" at the top of the webpage. On the left hand side of the family's page you will see a clickable Canvas logo.

If you already have credentials for Canvas Parent Access created, sign in.

To create your parent login

A Click "Parent of a Canvas User? Click Here For an Account."



B Enter Sign up Details [picture]
Enter pairing code generate from Canvas student (#5)

Click Start Participating



STEP 2: LOGIN OR CREATE PARENT CANVAS ACCOUNT

Parents can download the Canvas app from the Apple App Store or Google Play. For instructions on how to do that click here

A Once you open the Parent App you will have to find the Marshfield parent login portal. Click "Find School"



B Type in "Marshfield"

C Select "School District of Marshfield-Parent"

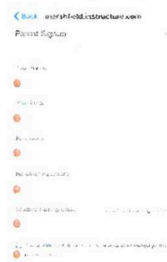


D To create your parent login, choose "Parent of a Canvas User? Create Account" by clicking on it. If you already have credentials for Canvas Parent Access created, you can enter them here.



E Enter Sign up Details [picture]
Enter pairing code generate from Canvas student (#5)

F Click Start Participating



STEP 3: Observe Additional Students

If you would like to observe additional students click here for additional information or follow the directions below:

A In Canvas Parent, go to "Account", then "Observing"



B Add students by typing in the Student Pairing Code, generated by your student. (STEP 1)

C Click the "+ Student" Button
Below you will be able to see your paired students

Observing
Student Pairing Code

+ Student

Students Being Observed

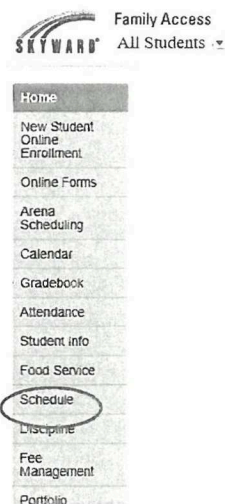
QUICK TIP



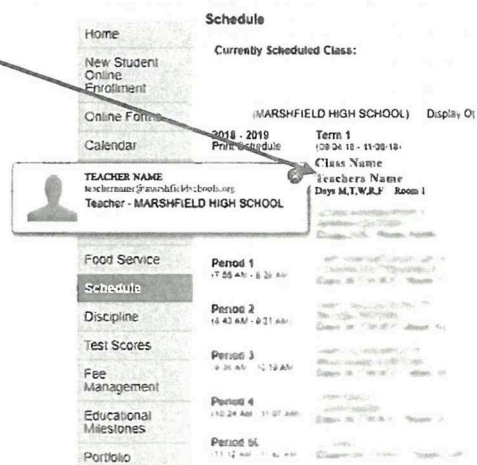
QUICK TIP
USE THIS LINK TO GET DIRECTLY TO

How to Email Teachers from Skyward Family Access

- Log into Skyward Family access
- Select Schedule on the left menu bar
- If you have more than one student, all student schedules will display here.

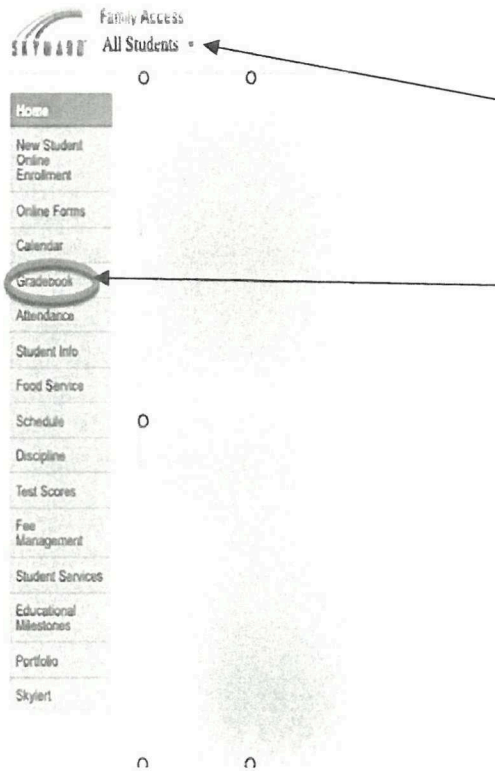


- Click on the Teachers name you would like to e-mail
- A box will appear with the teacher's name, email, title, and location
- Click on the blue e-mail address
- A "Send an Email" Box will appear pre-filled to send to the teacher you selected.



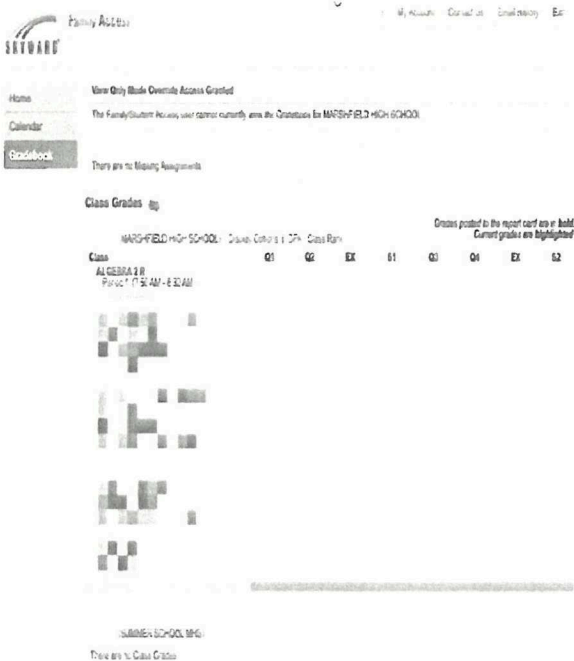
- Enter the subject of the email under the subject line
- Click into the large box on the bottom to compose your message.
- If you would like to receive a copy of the email you are sending put a check mark in the "send a copy to me" box
- If the teacher responds with an e-mail, the response will go to the email address listed in the "from" line.

How to Access Student Grades from Skyward Family Access



Step 1:

- Log into Skyward Family access
- If you have more than one student, make sure you select the respective name with drop down arrow under "Family Access"
- Select Gradebook on the left menu bar



Step 2:

- Your student's academic courses will appear on the screen.
- Reminder: You can click on any letter grade to get additional information for each respective course.

OPERATIONS – Food Service

BREAKFAST

- Grab N Go Breakfast bags available at each entrance on first day as student's enter school
- To prevent congregating, students will grab bag and head to classroom
- Teachers will keep track of who eats breakfast each morning and obtain lunch and breakfast counts for the next day
- From the second day of school on, breakfast will be delivered to classrooms by food service staff by 7:30am (7:15 am Nasonville)

CAFETERIA

- Students will wear face coverings into cafeteria and through lunch line
- Face coverings will be taken off so students can consume lunch
- Assigned seating so social distancing can occur throughout gym/cafeteria
- No self-service, except for milk.
- All silverware will be disposable and if condiments are needed staff will put on trays for students
- Reusable trays will need to be placed in dish return area when students are done eating. To avoid congregating students may need to be released by table or individually.

LUNCH

- Students will eat in cafeteria, except for Grant Elementary where students will eat in classrooms
- Students will not have the option to choose their own fruits or vegetables as was done in the past. All menu items for that day will be placed on the student's tray
- Teachers will have student's ID (by classroom) to scan as students go through lunch line to charge for lunch and/or extra milk

SKYWARD ACCOUNTS

- Families are asked to maintain positive food service balance
- Families are also encouraged to make online payments when possible

VIRTUAL STUDENTS

- Meals can be ordered at marshfieldschools.nutrislice.com
- Families or students picking up meals are asked to do so at one of the following schools between 10:00 am and 10:15 am. Marshfield High School, Marshfield Middle School, Grant Elementary, Lincoln Elementary, Nasonville Elementary, or Washington Elementary

Teen Mental Health

Teenage years are filled with physical changes, social challenges, heightened mental health needs, and possible substance use/misuse. The uncertainty and disruption that are part of the current world can increase mental health concerns for many.

Some concerns that may be increasing for teens may include (list is not all inclusive):

- Anxiety
 - Nation-wide and locally there has been an increase in teen anxiety in recent years.
 - High expectations, pressure to succeed, scary world issues, and social media pressures all contribute. Fears regarding the pandemic may lead to increased anxiety.
 - Watch for increased worries and fears, avoidant behavior, chronic physical complaints and fatigue, agitation, etc.
- Depression –
 - Teens face social challenges, changing bodies, internal struggles regarding identity/roles and increased pressures.
 - Sometimes these things, as well as family struggles and trauma, lead to sadness and depression. Social distancing, lack of routine, and uncertainty can increase depression.
 - Watch for persistent sadness/hopelessness, suicidal statements, loss of interest in activities, behavior changes, increased irritability/agitation, social isolation, poor school performance self-harm, etc..
- Risk of substance use/misuse
 - Stress can increase substance use, when products such as alcohol, nicotine and other substances are used as a coping strategy to reduce the discomfort of difficult emotions.
 - Changes in routine and social distancing policies may also increase the temptation to use substances to cope or escape these realities.
 - Individuals who smoke, vape, or have a substance use disorder are more likely to have suppressed immune systems and are at greater risk for respiratory diseases. This could present a greater risk for COVID-19 infection, or lead to more serious cases of the disease

The Marshfield High School Student Services Team and all the staff will be monitoring mental health needs of our students as we begin this school year.

- There will be ongoing educations and information to all students about social and emotional health.
- All staff will check in with at risk students and students who are disengaged in the educational process.
- School counselors will be available for academic and career planning, social emotional support, parent concerns and resource referrals.
- School psychologist will be available for special education needs, social emotional support, and resource referrals.
- School social workers will be available for challenging resource needs and mental health supports.

Parents and families can also assist students to deal with the challenges of mental health and substance use.

- Check in with your teen – about their emotional health, social interactions, and general well-being.
- Monitor for changes in behavior, mood, reactivity, and engagement.
- Listen to your teen – find time to have conversation and time to just listen
- Encourage positive coping/calming strategies (teach, model and practice).
- Ask for help.
- Contact the school (teachers or student services staff) if you are concerned.
- Talk to your child's physician regarding your concerns.
- Consider counseling/therapy services.
- If you are concerned that a loved one is increasing use of substances during this pandemic, help them connect to supportive resources. Recovery support resources for individuals and families are available online through organizations such as the Substance Abuse and Mental Health Service Administration (SAMHSA), National Institute on Alcohol Abuse and Alcoholism (NIAAA), and the Center on Addiction.

Support Services

If you or your teen has concerns regarding social emotional well-being or academic and career planning, Student Services Staff can assist. Please call for information, assistance, support, and/or referrals.

High School Counselors

715-387-4332

Jane Loll (M-Ra)

#4 or x4223

Jeanna Carlson (Rb-Z)

#5 or x4224

Krystal Salzmänn (Gf-L)

#3 or x4222

Renaë Guldán (A-Ge)

#2 or x4225

School Psychologist

Becky Lee

715-387-8464 X 4226

School Social Worker

Kim Heeg

School Cell 715-305-4856

Counseling Office Secretary/Registrar

Reneë Burkhardt

715-387-4332 #1 or x4220

If your teen needs immediate help:

Contact a 24/7 helpline:

- Wood Co. Crisis: 715-384-5555
- Marathon Co. Crisis: 715-845-4326
- Clark Co. Crisis: 715-743-3400
- National Crisis Line: 800-273-TALK
- Text HOPELINE: 741741
- For Immediate or Emergency Safety concerns dial 911

Protective Factors

(for Mental Health and Substance Use)

Individual

- Positive physical health and development
- Academic achievement/curiosity
- Positive self-esteem
- Emotional self-regulation skills
- Good problem-solving skills
- Good language skills
- Engagement and connections in two or more of the following contexts: school, with peers, in athletics, employment, religion, culture
- Sense of purpose – goals for future
- Cultural and religious beliefs that discourage suicide and support instincts for self-preservation

Family

- Family provides structure, limits, rules, monitoring, and predictability (stability)
- Supportive relationships with family members
- Clear expectations for behavior and values
- Support for Mental Health and Mental Health interventions

School/Community

- Presence of mentors and support for development of skills and interests
- Opportunities for engagement within school and community
- Positive norms
- Clear expectations for behavior
- Physical and psychological safety
- Effective clinical care for mental, physical, and substance abuse disorders
- Easy access to a variety of clinical interventions and support for help seeking

From SAMHSA and CDC

STUDENT COPING STRATEGIES

Activities

- Physical things you can do to distract yourself
- Examples: lift weights, walk, run, read, TV, gaming, clean, movie, cook

Contributing

- Put attention on others
- Examples: Connect with adults or friends who are supportive, avoid rumor talk, volunteer work, help someone with homework

Comparisons

- Recast yourself in a more positive light
- Example: reflect on past times that you worked through, think of others who have more difficult situations than you

Emotions

- Generate opposite emotions
- Example: if you are mad then watch a funny movie, if you are sad listen to happy upbeat music

Pushing Away

- Leave the situation or block it
- Example: write situation on paper and tear it up

Thoughts

- Fill mind with other thoughts
- Example: crossword puzzles, sudoku, read, color

Sensations

- Physical Sensations
- Example: Hold or chew ice, hot or cold shower, squeeze stress ball, pet your dog or cat, TIPP

Strategies for intense feelings

T=Temperature (cold on face, hands, neck, etc.)

I= Intense exercise (jumping jacks, run, etc.)

P= Paced breathing

P=Paired muscle relaxation (breathing plus progressive muscle relaxation)

How do you access your supports?

- Talk to your parents. Let them know how you are feeling.
- Talk with any trusted adult in the building—teachers, coaches, counselors, etc.
- Talk with peers to support each other in healthy ways
- If you would like to talk to a counselor or another Student Services staff member, come to the counseling office. We are here to help.



5 Things You Should Know About Stress

From the **NATIONAL INSTITUTE of MENTAL HEALTH**

Everyone feels stressed from time to time, but what is stress? How does it affect your overall health? And what can you do to manage your stress?

Stress is how the brain and body respond to any demand. Any type of challenge—such as performance at work or school, a significant life change, or a traumatic event—can be stressful.

Stress can affect your health. It is important to pay attention to how you deal with minor and major stressors, so you know when to seek help.

Here are five things you should know about stress.

1. Stress affects everyone.

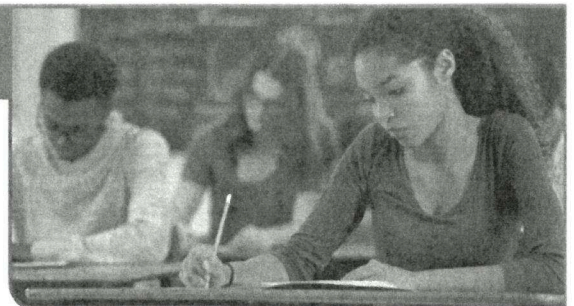
Everyone experiences stress from time to time. There are different types of stress—all of which carry physical and mental health risks. A stressor may be a one-time or short-term occurrence, or it can happen repeatedly over a long time. Some people may cope with stress more effectively and recover from stressful events more quickly than others.

Examples of stress include:

- Routine stress related to the pressures of school, work, family, and other daily responsibilities.
- Stress brought about by a sudden negative change, such as losing a job, divorce, or illness.
- Traumatic stress experienced during an event such as a major accident, war, assault, or natural disaster where people may be in danger of being seriously hurt or killed. People who experience traumatic stress may have very distressing temporary emotional and physical symptoms, but most recover naturally soon after. Read more about Coping With Traumatic Events (www.nimh.nih.gov/copingwithtrauma).

2. Not all stress is bad.

In a dangerous situation, stress signals the body to prepare to face a threat or flee to safety. In these situations, your pulse quickens, you breathe faster, your muscles tense, and your brain uses more oxygen and increases activity—all functions aimed at survival and in response to stress. In non-life-threatening situations, stress can motivate people, such as when they need to take a test or interview for a new job.



3. Long-term stress can harm your health.

Coping with the impact of chronic stress can be challenging. Because the source of long-term stress is more constant than acute stress, the body never receives a clear signal to return to normal functioning. With chronic stress, those same lifesaving reactions in the body can disturb the immune, digestive, cardiovascular, sleep, and reproductive systems. Some people may experience mainly digestive symptoms, while others may have headaches, sleeplessness, sadness, anger, or irritability.

Over time, continued strain on your body from stress may contribute to serious health problems, such as heart disease, high blood pressure, diabetes, and other illnesses, including mental disorders such as depression (www.nimh.nih.gov/depression) or anxiety (www.nimh.nih.gov/anxietydisorders).

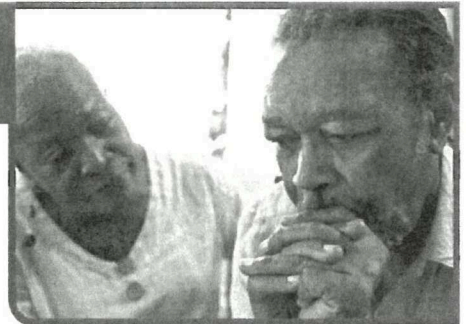
4. There are ways to manage stress.

If you take practical steps to manage your stress, you may reduce the risk of negative health effects. Here are some tips that may help you cope with stress:

- **Be observant.** Recognize the signs of your body's response to stress, such as difficulty sleeping, increased alcohol and other substance use, being easily angered, feeling depressed, and having low energy.
- **Talk to your health care provider or a health professional.** Don't wait for your health care provider to ask about your stress. Start the conversation and get proper health care for existing or new health problems. Effective treatments can help if your stress is affecting your relationships or ability to work. Don't know where to start? Read our Tips for Talking With Your Health Care Provider (www.nimh.nih.gov/talkingtips).
- **Get regular exercise.** Just 30 minutes per day of walking can help boost your mood and improve your health.
- **Try a relaxing activity.** Explore relaxation or wellness programs, which may incorporate meditation, muscle relaxation, or breathing exercises. Schedule regular times for these and other healthy and relaxing activities.
- **Set goals and priorities.** Decide what must get done now and what can wait. Learn to say "no" to new tasks if you start to feel like you're taking on too much. Try to be mindful of what you have accomplished at the end of the day, not what you have been unable to do.
- **Stay connected.** You are not alone. Keep in touch with people who can provide emotional support and practical help. To reduce stress, ask for help from friends, family, and community or religious organizations.
- **Consider a clinical trial.** Researchers at the National Institute of Mental Health (NIMH) and other research facilities across the country are studying the causes and effects of psychological stress as well as stress management techniques. You can learn more about studies that are recruiting by visiting www.nimh.nih.gov/joinastudy or www.clinicaltrials.gov (keyword: stress).

5. If you feel overwhelmed by stress, ask for help from a health professional.

You should seek help right away if you have suicidal thoughts, are overwhelmed, feel you cannot cope, or are using drugs or alcohol more frequently as a result of stress. Your doctor may be able to provide a recommendation. You can find resources to help you find a mental health provider by visiting www.nimh.nih.gov/findhelp.



Call the National Suicide Prevention Lifeline

Anyone can become overwhelmed. If you or a loved one is having thoughts of suicide, call the confidential toll-free National Suicide Prevention Lifeline at 1-800-273-TALK (8255), available 24 hours a day, 7 days a week. Lifeline chat is available at <https://suicidepreventionlifeline.org>.

The service is available to everyone.



National Institute
of Mental Health

www.nimh.nih.gov

NIH Publication No. 19-MH-8109

Set clear expectations

Help your teen set and **keep** a routine/schedule.

Communicate with school and teachers. Communication may come from school via skyward, canvas, email or district website.

Make space for learning and organize the learning environment.

Parenting Tips for Remote Learning

Monitor progress and follow up as needed.

Pay attention to your teen's mental health

Help your teen find their own motivations

Make sure materials are available and encourage use of supplemental resources/materials.

Show empathy—there will be frustration and other intense feelings

Identify barriers, problem solve and ask for help when needed.

HOW TO WEAR A NON-MEDICAL FABRIC MASK SAFELY

[who.int/epi-win](https://www.who.int/epi-win)

Do's →



Adjust the mask to your face without leaving gaps on the sides



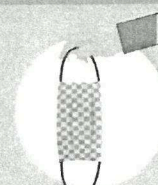
Cover your mouth, nose, and chin



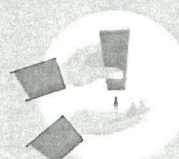
Avoid touching the mask



Clean your hands before touching the mask



Inspect the mask for damage or if dirty



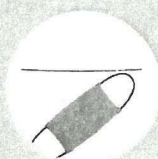
Clean your hands before removing the mask



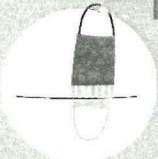
Remove the mask by the straps behind the ears or head



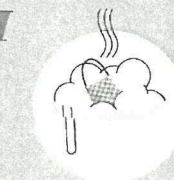
Pull the mask away from your face



Store the mask in a clean plastic, resealable bag if it is not dirty or wet and you plan to re-use it



Remove the mask by the straps when taking it out of the bag



Wash the mask in soap or detergent, preferably with hot water, at least once a day



Clean your hands after removing the mask

Don'ts →



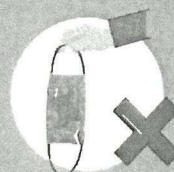
Do not wear the mask under the nose



Do not remove the mask where there are people within 1 metre



Do not use a mask that is difficult to breathe through



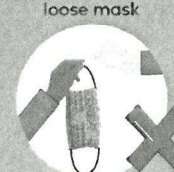
Do not use a mask that looks damaged



Do not wear a loose mask



Do not wear a dirty or wet mask



Do not share your mask with others

A fabric mask can protect others around you. To protect yourself and prevent the spread of COVID-19, remember to keep at least 1 metre distance from others, clean your hands frequently and thoroughly, and avoid touching your face and mask.



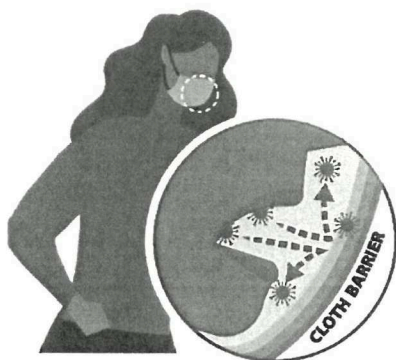
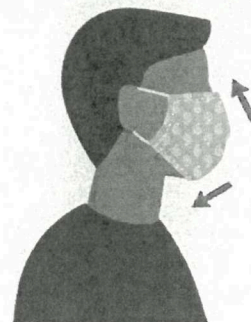
World Health Organization

How to Safely Wear and Take Off a Cloth Face Covering

Accessible: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

WEAR YOUR FACE COVERING CORRECTLY

- Wash your hands before putting on your face covering
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily
- Do not place a mask on a child younger than 2

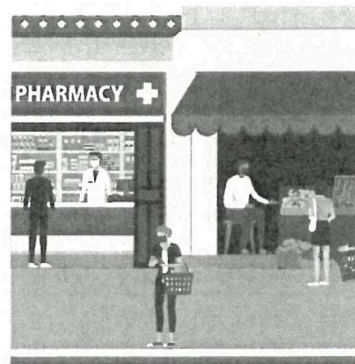


USE THE FACE COVERING TO HELP PROTECT OTHERS

- Wear cloth face coverings in public settings and when around people who don't live in your household, especially when other social distancing measures are difficult to maintain
- Don't put the covering around your neck or up on your forehead
- Don't touch the face covering, and, if you do, clean your hands

FOLLOW EVERYDAY HEALTH HABITS

- Stay at least 6 feet away from others
- Avoid contact with people who are sick
- Wash your hands often, with soap and water, for at least 20 seconds each time
- Use hand sanitizer if soap and water are not available



TAKE OFF YOUR CLOTH FACE COVERING CAREFULLY, WHEN YOU'RE HOME

- Untie the strings behind your head or stretch the ear loops
- Handle only by the ear loops or ties
- Fold outside corners together
- Place covering in the washing machine
- Wash your hands with soap and water



Cloth face coverings are not surgical masks or N-95 respirators, both of which should be saved for health care workers and other medical first responders.

For instructions on making

[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

Returning to School After COVID-19

INFORMATION FOR PARENTS AND GUARDIANS

COVID-19 is still spreading in Wisconsin communities—which means it is still a threat to your health. We care about you and your family's health. So while the virus is still new, we worked with our state, local, and federal partners to give you the best information we have.

What are the symptoms of COVID-19?

- Fever (at least 100.4°F)
- Chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

As we learn more about the symptoms of COVID-19, we continue to update the list. For the most up-to-date list of symptoms, visit www.dhs.wisconsin.gov/covid-19/symptoms.htm.

What steps can I take to prevent my student from getting COVID-19?

You can talk with your student about taking everyday steps to prevent getting sick:

- Help them wash their hands often.
- Help them avoid close contact with people who are sick, even inside your own home.
- Remind them to stay 6 feet apart from other people.
- Cover mouth and nose with a cloth face cover when they are around others, if health or racial biases are not a concern.
- Teach your students to clean and disinfect frequently touched surfaces daily.
- Help your student monitor their health—look for symptoms and take their temperature daily.

For more detailed information about protecting your student from COVID-19 visit: www.dhs.wisconsin.gov/covid-19/protect.htm.

How long does it take for symptoms to start?

It can take up to 14 days for people with COVID-19 to start showing symptoms. Some people have very mild symptoms, some people become really sick, and some people with COVID-19 don't have any symptoms at all.



Why does my student need to stay home?

Your student should stay home if they have symptoms of COVID-19, have been tested for COVID-19 (while waiting for results), or have been exposed to someone who tests positive for COVID-19.

Keeping ill students, and students who have been exposed to COVID, away from others, we can stop the spread of the virus. It is possible for people who do not have symptoms to spread the virus to others.

What does isolation and quarantine mean?

These are terms that public health scientists use to describe why someone needs to stay home. They are public safety tools that have been around for centuries to stop the spread of germs.

Isolation means keeping sick people away from healthy ones. This usually means that the sick person rests in their own bedroom or area of your home and keeps away from others as best as possible.

Quarantine means separating people who were exposed to a sick person away from others. Because someone can spread COVID-19 before they have symptoms, quarantine stops them from accidentally spreading the virus to other healthy people. Usually people who are in quarantine stay at home and avoid being around others.

How do I know if my student was around someone who was sick?

Your local public health department has a system to tell whether someone should stay at home. Local public health staff will call you if your student falls into that group.

How long does my student need to stay home if they tested positive OR a doctor said they likely have COVID-19?

If your student has symptoms they should stay at home and away from others as much as possible until all three of the following have happened:

1. At least 10 days have passed since their symptoms started and;
2. They haven't had a fever (100.4°F or greater) in at least 72 hours without using any medication to lower fever and;
3. Their cough or breathing problems get better.

What if my student tested positive for COVID-19, but doesn't show symptoms?

They should stay home 10 days after the day they were tested and keep away from other people as much as possible. This is because even if they don't have symptoms, they can still spread the virus.

What if my student becomes sick but isn't tested for COVID-19?

They should stay home, in isolation, until they are feeling better and all the following have happened:

1. At least 10 days have passed since their symptoms started and;
2. They haven't had a fever (100.4°F or greater) in at least 72 hours without using any medication to lower fever and;
3. Their cough or breathing problems get better.

What if my student becomes sick but tests negative for COVID-19?

They should stay home until they are feeling better and they have not had a fever for 24 hours without using any medication to reduce fever.

If they visit a doctor and they tell you your student has something other than COVID-19 (like the flu or hand, foot, and mouth) then you should follow the doctor's guidelines for exclusion requirements for that disease. Review the **Wisconsin Childhood Communicable Diseases Wall Chart, P-44397** for additional information.

What is a "Close Contact"?

Casual contact like passing someone in the grocery store is low risk for spreading COVID-19.

Close contact with someone with COVID-19 makes you at higher risk for getting sick or spreading COVID-19. Examples of close contact are being within 6 feet of someone with COVID-19 for more than 15 minutes, sharing a drinking glass or eating utensil, physically touching the person or things that may have their germs on them like dirty tissues, or being coughed or sneezed on.

What if my student came in "close contact" with someone who has COVID-19?

They should stay home for 14 days since the last time they were around that person to see if they develop symptoms. If they do get symptoms, then:

1. Call their doctor.
2. Ask to get tested.
3. Follow their instructions for staying home while you wait for the test results.

If there are other children in our home, who do not have symptoms should they stay home, too, or continue coming to school?

No, your other students may continue to go to work and school. If the child who was in close contact gets sick, then your other students should stay home.

What if we live with someone who has COVID-19?

People who live together usually have close contact with each other. Everyone you live with should stay home until the all of following have happened:

1. The sick person gets better:
 - a. At least 10 days have passed since their symptoms started and;
 - b. They haven't had a fever (100.4°F or greater) in at least 72 hours without using any medication to lower fever and;
 - c. Their cough or breathing problems get better.
2. **PLUS** 14 days have passed since the sick person was better to see if other people in your home get symptoms.

What if my student that had "close contact" with someone with COVID-19 and gets sick but isn't tested COVID-19?

Your student should stay home and away from others as much as possible until they get better and all the following have happened:

1. At least 10 days have passed since their symptoms started and;
2. They haven't had a fever (100.4°F or greater) in at least 72 hours without using any medication to lower fever and;
3. Their cough or breathing problems get better.
4. **PLUS** 14 days have passed since they were last around the person with COVID-19.

How do I talk with my student about staying home from school and COVID-19?

Here are some tips for talking with children:

- Remain calm while talking.
- Let them know they are safe and it is okay to feel upset.
- Make yourself available to listen and to talk.
- Avoid language that might blame or stigmatize others.
- Pay attention to what children see or hear on the media.
- Provide truthful and developmental appropriate information.
- Talk about new actions that may be taken at school to help protect your students and staff.

Visit the [Centers for Disease Control and Prevention](#) and [Department of Public Instruction](#) for even more tips on taking with your children about COVID-19.

What learning opportunities are there for my student while they are staying home?

School has a plan in place to offer alternative or distance learning for children who need to be absent from school due to illness or potential exposure. The expectations of participation in alternative learning for students who are sick compared to asymptomatic students who have been sent home due to potential exposure will be clarified.

What if we don't have Wi-Fi or technology?

School will offer distance learning that does not rely on internet or technology.

What do I do if I can't take 14 days off to stay home with my student?

There are some communities in Wisconsin that offer local support. You can try calling 211. You can also visit the [Resilient Wisconsin](#) program website for support for food, mental health, housing and other resources.

If all of my children need to stay home, how will all of them have access to learning opportunities while home?

School will work with you to offer distance learning materials appropriate for your children.

What if I am a health care provider and work with COVID-positive patients—what should my student do?

Your student may continue to attend school unless they develop symptoms. If they develop symptoms, keep them home and call their doctor.

If my student stays home, I am working from home and I can't help with schoolwork as I will be busy working—what should I do?

School will work with you to support your student's distance learning.

Where can I find programs that help provide food?

- The [FoodShare Wisconsin](#) program has resources to support people of all ages to stop hunger and improve nutrition.
- You can also call **211** to learn about congregate meal programs or food pantries in your area.

Where can I find support around mental or behavioral health?

- Check-out the [Resilient Wisconsin](#) website. There are many resources available for people who are looking for mental or behavioral health support.
- You can also take a look at [BadgerCare](#) which is a health care coverage program for low-income Wisconsin residents.

Where can I find resources around rental assistance or housing assistance?

You can contact your local Community Action Program Association to learn how to apply for rental assistance.

Where can I find resources to assist with employment support?

The Resilient Wisconsin website has resources for coping tips for disrupted workers and families. The Department of Workforce Development has posted frequently asked questions about COVID-19 and Wisconsin Unemployment.

Where can I find information about crisis support?

It's okay to ask for help. If sadness or anxiety is overwhelming your ability to cope, you are having thoughts of self-harm or suicide, or you face difficult or dangerous circumstances and need help, call 911 or reach out for crisis support right away.

General Resources

211wisconsin is a free, confidential service that connects you with food and nutrition programs, housing and utilities assistance, mental health and harmful substance use services, financial and employment assistance.

- **Call:** 211 or 877-947-2211
- **Text:** TextWithUs to 66746

Violence-Based Resources

211wisconsin is a free, confidential service that connects you with food and nutrition programs, housing and utilities assistance, mental health and harmful substance use services, financial and employment assistance.

National Domestic Violence Hotline

1-800-799-7233 or TTY 1-800-787-3224
thehotline.org

National Sexual Assault Hotline

1-800-656-HOPE (4673)

Wisconsin Coalition Against Sexual Abuse

wcasa.org/survivors/service-providers

End Domestic Abuse Wisconsin

endabusewi.org/get-help

DOJ Victim Services

doj.state.wi.us/ocvs/find-local-crime-victim-resources

Substance Abuse Resources

Wisconsin Addiction Recovery Helpline, available 24/7

- **Call:** 211 or 833-944-4673
- **Text:** Your zip code to 898211

Mental Health Resources

Mental & Behavioral Health Crisis Support

HOPELINE

Available 24/7

Text: HOPELINE to 741741

NAMI Helpline

Call: 1-800-950-NAMI (6264)

National Suicide Prevention Lifeline

Speak with a counselor

Call: 1-800-273-8255

Trans Lifeline

Available 24/7

Call: 877-565-8860

Trevor Project

Available 24/7

Call: 866-488-7386

Text: START to 678678

Veterans Crisis Line

Available 24/7

Call: 1-800-273-8255, press 1

1-800-799-4889 (for the deaf and hard of hearing)

Text: 838255