

Overall Score



★★★★★

Significantly Exceeds Expectations

April 19, 2021
(262) 662-3466

Washington Caldwell

Parent Update



kmccormick@washcald.com

(262) 534-2191 Dousman Transport

Topics of Interest

Open Enrollment

Open Enrollment for the 2021-2022 school year and will close on Friday, April 30, 2021. If you know of any families looking to be part of the Washington Caldwell School District, please have them contact the District at 262-662-3466 for more information.

4K/5K New Students for Next School Year

Please contact the school office or email if you have a child that will be starting school next year. We would like to send you a pre-registration packet.

Student and Family Assistance Program (SFAP)

Washington Caldwell partners with Advocate Aurora to offer family and individual assistance in the areas of : stress, relationships, substance abuse, child development, legal, finance, elder care and child care support services. They offer free 30 minute consultation services for all families and staff. Please contact them at 800-236-3231 to set up an appointment. **Please see the attachment for further information as well.**

Bulldogs Set Two Records for Kindness

This school year, Washington-Caldwell families have shown themselves to be extremely generous. The fundraising efforts supported by Washington-Caldwell's National Junior Honor Society for the Leukemia and Lymphoma Society raised over two thousand dollars to help children and families in need. Thank you Bulldog families for your generosity.

On Monday, April 12, the NJHS also sponsored a Red Cross blood drive at the Tichigan Civic Center. This blood drive combined with the blood drive earlier this school year in October resulted in 94 blood donations. Again, another record, and again thank you so much for your wonderful giving spirit. Both of these efforts are tremendous records for Washington-Caldwell.

School Board Meeting

School Board Meeting on Monday, April 26 at 6:30 pm.

Waterford Union High School Youth Sports Camps Sign up

Starting this year we have a one stop shop boys/girls soccer (Grades K - incoming 9th), boys/girls basketball (incoming 4th - 9th) and girls volleyball (incoming 9th). Ms. Vogt has put the link to sign up on the Washington Caldwell website. If there are questions or concerns, families will find High School contact information in the form that will allow them to reach out to the respective head coach of the program.

Dates/ages for the camps are as follows:

Boys Basketball camp is June 14-17 (4th-9th grade) - Register by June 1 for T-shirt

Girls Volleyball camp is June 21-24 (4th-9th grade) - Register by June 4 for T-shirt

Girls Basketball camp is July 19-22 (4th-9th grade) - Register by July 2 for T-shirt

Girls and Boys Soccer camp is July 12-15 (K - 9th grade) - Register by June 28 for T-shirt

Go to the link and click through to see times of the camps. Your form will not be submitted unless you click 'SUBMIT'.

Calendar of Events

Monday, April 19

- Girls Volleyball Practice
3:45-5:30 pm
- Middle School Gardening Club
3:45-4:30pm

Tuesday, April 20

- 5th & 8th Grade Forward Test AM
- 6 - 8th Grade Drama Club
3:40- 4:30 pm
- Girls Volleyball Practice
3:45-5:30 pm

Wednesday, April 21

- 5th & 8th Grade Forward Test AM
- 5th-8th Grade Chess Club
3:40 - 4:30 pm

Thursday, April 22

- 5th & 8th Grade Forward Test AM
- Girls Volleyball Home Game vs. Kansasville
5:00-6:30 pm

Friday, April 23

- 8th Grade Graduation Pictures
9:00-10:30 am

Weekly Lunch Menu

Monday 4/19	Tuesday 4/20	Wednesday 4/21	Thursday 4/22	Friday 4/23
<i>Blueberry Pancakes & Sausage Patty Or Crispy Chicken Sandwich OR Cereal Pack</i>	<i>Crispy Chicken Nuggets OR Macaroni & Cheese OR Cereal Pack</i>	<i>Hot Dog OR Cheeseburger on Bun OR Cereal Pack</i>	<i>Beefy Nachos OR Chicken Tacos OR Cereal Pack</i>	<i>Cheese Pizza OR Pretzel Bites w/ Cheese OR Cereal Pack</i>

Hello Bulldog families,

We recently started our athletics program with our girls volleyball team. It was very exciting to see student/athletes in action and to see spectators in the gym. I want to commend the girls volleyball team for their efforts in team play. I also want to thank Mrs. Opgenorth and Mr. Zierath for their commitment and leadership as coach and athletic director, respectively.

Included in this week's Parent Update are two attachments related to our ALiCE safety protocols. I also shared this same information with all families in an email this past Wednesday. Please keep in mind that if you, as a parent/guardian, would like to remove your child/ren from the lockdown/barricade and/or evacuation drill, please contact me directly to discuss your concerns and make any necessary arrangements.

As a reminder, I have dedicated office hours for parents each Wednesday we are in session. The hours are 9:00 a.m. to 10:30 a.m. Please contact me to set up a visit if you have any questions, concerns or ideas on how we can grow and become better as a district and school.

Sincerely,

Kevin McCormick
Superintendent/Principal

GO BULLDOGS!





**WASHINGTON
CALDWELL
SCHOOL DISTRICT
EMPOWER - ENGAGE - EDUCATE**

April 14, 2021

Dear Bulldog families

Providing a safe and secure learning environment for your child is one of Washington Caldwell's top priorities. To ensure we accomplish this, we regularly review and update our safety and security procedures.

As you may be aware, Washington Caldwell implemented the ALiCE protocols a few years ago. With this in mind, we are continuing the practice of using the ALiCE protocols to provide a plan of action in the event there is an intruder or dangerous situation at school. I have provided an ALiCE information sheet with this letter for your reference. ALiCE stands for the following:

A - Alert

L - Lockdown

i - Inform

C - Counter

E - Evacuate

Students in all grades will undergo age-appropriate ALiCE training over the next few weeks so they are prepared to react appropriately in the unlikely event of an intruder or violent situation at their school. We will be holding a lockdown/barricade drill in April, and we plan to hold an evacuation drill in May.

Thank you for your understanding and support. It is our responsibility to make sure our students and staff are safe at school – that starts with making sure everyone is equipped with the tools to react appropriately. Please contact me directly with any questions.

Sincerely,

Kevin McCormick
Superintendent/Principal

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Tim Szeklinski, President
Stacey Forkner, Vice President
Jim Filicetti, Treasurer
Todd Galkowski, Clerk
Kay Borgwardt, Director

ALICE ACRONYM

ALICE is not designed to be sequential but rather to be utilized dynamically in each unique situation. ALICE training addresses each component in detail. The ALICE Training Institute provides comprehensive, hands-on instruction on these components as well as access to tools and resources to aid in implementing and maintaining ALICE at your organization.



ALERT: Use plain and specific language to *Alert others to the danger*. The purpose of the ALERT is to make as many people as possible within the danger zone aware that a potentially life-threatening situation exists. This can be facilitated via many different methods (PA, text, email, personal senses). No matter the method of delivery, the objective should be a conveyance of information, not an issuance of a command. The use of plain language, delivered through as many delivery channels as possible, is the best way to ensure awareness within the danger zone. It will empower as many as possible with the ability to make an informed decision as to their best option that will maximize survival chances. ALICE, along with the Department of Homeland Security (DHS) and Federal Emergency Management Agency (FEMA), recommends plain and specific language. ALICE Training discusses methods for clearly conveying warnings and the ways various communication technologies can facilitate those messages.



LOCKDOWN: *Barricade the room. Prepare to Evacuate or Counter if needed.* Lockdown is an important response in the event of an active shooter or violent intruder, but there has to be a semi-secure starting point from which survival decisions can be made. The ALICE training program explains scenarios where lockdown is the preferable option and dispels myths about traditional lockdown procedures. Relying on lockdown alone will significantly endanger occupants in a violent intruder situation. Traditional lockdown creates readily identifiable targets and makes a shooter's mission easier, whether that is a hospital, a school, a church, or a business. ALICE trainers instruct on practical techniques for how to better barricade a room, what to do with mobile and electronic devices, how and when to communicate with police, and how to use your time in lockdown to prepare to use other strategies (i.e. Counter or Evacuate) that might come into play should the active shooter gain entry.



INFORM: *Communicate the violent intruders location and direction in real time.* Inform is a continuation of Alert and uses any means necessary to pass on real-time information. Video surveillance, 911 calls and PA announcements are just a few of the channels that may be used by school employees, safety officers, and other personnel. An emergency response plan should have clear methods outlined for informing school employees, hospital workers, or any other employees of whereabouts of a violent intruder. No one wants to have to deploy such methods, but in the horrible event that an armed intruder would enter a facility, emergency preparedness training could take over. Information should always be clear and direct and, as much as possible, communicate the whereabouts of the intruder. Effective information can keep the shooter off balance, giving people in the school more time to further lockdown, or evacuate to safety. Active shooters work alone 98% of the time. If the shooter is known to be in an isolated section of a building, occupants in other parts of the school can safely evacuate while those in direct danger can perform enhanced lockdown and prepare to counter. Knowledge is the key to survival.



COUNTER: *Create Noise, Movement, Distance and Distraction with the intent of reducing the shooter's ability to shoot accurately. Counter is NOT fighting.* ALICE Training does not believe that actively confronting a violent intruder is the best method for ensuring the safety of all involved, whether in a school, a hospital, a business, or a church. Counter focuses on actions that create noise, movement, distance and distraction with the intent of reducing the shooter's ability to shoot accurately. Creating a dynamic environment decreases the shooter's chance of hitting a target and can provide the precious seconds needed in order to evacuate. ALICE does not endorse civilians fighting an active shooter, but when confronted directly in a life-and-death situation, individuals should use any actions necessary to defend themselves. **Counter is a last-ditch and worst-case scenario option.** In the horrible event that an active shooter makes his or her way into a school there are steps that can be taken as an effort to survive an attack. The ALICE Training Program provides examples for real, effective ways to counter an active shooter, when there is no other option left. Counter is about survival, the last barrier between a shooter and a potential victim, and anything a person can do to gain control is acceptable. It's the opposite of being a sitting duck, and every action taken is a step towards survival.



EVACUATE: *When safe to do so, remove yourself from the danger zone.* Our human instinct in the face of danger is to remove ourselves from that threat. ALICE training provides techniques for safer and more strategic evacuations. An active shooter in a building presents a situation like no other. Evacuating to a safe area takes people out of harm's way and hopefully prevents civilians from having to come into any contact with the shooter. By evacuating, citizens can avoid having to employ the techniques learned in ALICE training for how best to Counter an active shooter. Did you know that you should break a window from the top corner as opposed to the center? Many useful techniques that civilians do not know exist and can save your life. ALICE trainers teach strategies for evacuating through windows, from higher floors and under extreme duress. ALICE trainers also give instructions on what to do at rally points, including communicating with law enforcement and administering first aid. Evacuation is the number one goal. Hopefully, evacuating a school is always an option in the event of an active shooter. The ALICE Training Program provides lessons and information for all facets of a violent intruder gaining access to a building. Safety is our primary focus for this program, and we do not endorse risking lives of students or employees.

Forward Testing Schedule 2021 - Testing 9am to 11am

Date	Grade 3 in Lab	Grade 4 in Lab	Grade 5 in Lab	Grade 6 in class	Grade 7 in class	Grade 8 in class
Tuesday, April 13	ELA			ELA	ELA	ELA
Wednesday, April 14	Math			Math	Math	Math
Thursday, April 15	Test Continuation if needed			Test Continuation if needed	Test Continuation if needed	Test Continuation if needed
Tuesday, April 20			ELA			Social Studies
Wednesday, April 21			Math			Science
Thursday, April 22			Test Continuation if needed			Test Continuation if needed
Tuesday, April 27		Social Studies				
Wednesday, April 28		ELA				
Thursday, April 29		Test Continuation if needed				
Tuesday, May 4		Math				
Wednesday, May 5		Science				
Thursday, May 6		Test Continuation if needed				



Interconnected Families: All for One, One for All

April 2021

Like a ship sailing the high seas where the captain, crew, and passengers all pray for smooth sailing, family members desire the same thing- to sail seamlessly through calm waters in life. But like ships that encounter inclement weather and rough seas, families, too, may struggle with rough patches. In a perfect world, our families would consistently surround us with unconditional love, support, and all the essentials to meet our needs in healthy and productive ways. However, in reality, families often encounter challenges and meet these with differing needs, strengths and coping abilities.

Even families that find things run smoothly for the vast majority of time may go through occasional periods of significant stress that may result in difficulties functioning. Family members are interconnected, and changes and struggles impacting one member can have a ripple effect on the family as a whole. While we hope that our families can weather whatever stress we may face, there are times we may need additional support and guidance.

Depending on the nature and circumstances surrounding change, emotional, psychological, or behavioral concerns can crop up and may threaten the very stability and security of the family. This past year has found many families in uncharted waters and metaphoric rough seas. Recent events have brought unique challenges to families as parents and children alike have been forced into roles far different than those in the past, resulting in increased stress, uncertainties, and anxieties they might not have been prepared to face.

Likewise, school administrators and teachers have also been forced out of their comfort zones. Faced with the unique challenges of adapting and implementing modified classroom instructional strategies and remote learning activities into their educational routines, they, too, have found themselves in new roles with respect to the families they serve as they work more closely inside students' home via video chat platforms.

Interconnected Families

Regardless of the complexity of the issue(s) an individual or family may face, we at AAH Student and Family Assistance Program (SFAP) are always amazed by the resilience and progress that families are able to make, even in short periods of time. In the process, families find ways to continue to improve, grow, and better meet the needs of all involved. And while we rejoice with those families who have been successful over this past year in coping and adapting, we also recognize that not everyone has been able to weather such storms or do as well as they would have liked. It is to those families that we at AAH SFAP would like to reach out to offer our assistance and support.

To this end, we have found that SFAP Counselors can be helpful in a variety of ways, some of which are listed below:

- Creating a free, safe and confidential place to start acknowledging a problem.
- Facilitating communication between family members so that problems can be talked about openly, and maybe in a new or different way.
- Offering information and skills so the family can more effectively deal with concerns.
- Exploring some practical ideas and beginning to change important contributors to the problem.
- Providing structure and support until the child, parent or family is ready or willing to seek longer-term counseling, if needed.
- Encouraging ways for students and families to connect with school staff and to build a support system.
- Identifying when parents or children need individual counseling.

If you have concerns about how you, your child or your family are coping during these stressful times or would like additional resources,

[Click Here](#) to visit AAH SFAP's website or call us at **800.236.3231**.



Advocate Aurora SFAP offers free, confidential assistance for you and your household family members.



Washington Caldwell School Lunch Menu

April
2021

Fresh Vegetables and Seasonal fruits are offered daily at the Garden Bar

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>ChooseMyPlate.gov</p>	 <p>This is for Food 4 Thought</p>		<p>1</p> <p>Crispy Chicken Nuggets Whole Grain Dinner Roll</p> <p>Toasted Cheese Sandwich</p> <p>Weekly: Bagel Yogurt Pack</p> <p>Cauliflower Floret Celery Sticks Fruit Choice</p>	<p>2</p> <p>No School</p>
<p>5</p> <p>No School</p>	<p>6</p> <p>Crispy Chicken Tenders Whole Grain Dinner Roll</p> <p>BBQ Rib Sandwich</p> <p>Weekly: Yogurt Pack w/Bagel</p> <p>Baby Carrots Golden French Fries Fruit Choice</p>	<p>7</p> <p>Popcorn Chicken Whole Grain Dinner Roll</p> <p>Walking Taco</p> <p>Weekly: Yogurt Pack w/Bagel</p> <p>Refried Beans Broccoli Florets Fruit Choice</p>	<p>8</p> <p>Corn Dog</p> <p>Crispy Chicken Sandwich</p> <p>Weekly: Yogurt Pack w/Bagel</p> <p>Baby Carrots Cucumber Slices Fruit Choice</p>	<p>9</p> <p>Hamburger on a Bun</p> <p>Cheese Pizza</p> <p>Weekly: Yogurt Pack w/Bagel</p> <p>Cook's Choice Veggie Cook's Choice Fruit</p>
<p>12</p> <p>Pancakes Egg Patty</p> <p>Ham Deli Sub Sandwich</p> <p>Weekly: Chicken Nuggets/Roll</p> <p>Tator Tots Cherry Tomato Fruit Choice</p>	<p>13</p> <p>Pasta with Meat Sauce Bread Stick</p> <p>Cereal Pack</p> <p>Weekly: Chicken Nuggets/Roll</p> <p>Peas Baby Carrots Fruit Choice</p>	<p>14</p> <p>Cheeseburger on Bun</p> <p>Crispy Chicken Salad</p> <p>Weekly: Chicken Nuggets/Roll</p> <p>Garbanzo Beans Broccoli Florets Fruit Choice</p>	<p>15</p> <p>Toasted Cheese Sandwich Tomato Soup</p> <p>Yogurt Pak with Bagel</p> <p>Weekly: Chicken Nuggets/Roll</p> <p>Cauliflower Floret Celery Sticks Fruit Choice</p>	<p>16</p> <p>Pepperoni Pizza</p> <p>Pretzel Bites w/Cheese</p> <p>Weekly: Chicken Nuggets/Roll</p> <p>Cook's Choice Veggie Cook's Choice Fruit</p>
<p>19</p> <p>Blueberry Pancakes Sausage Patty</p> <p>Crispy Chicken Sandwich</p> <p>Weekly: Cereal Pack</p> <p>Cherry Tomato Peas Fruit Choice</p>	<p>20</p> <p>Crispy Chicken Nuggets Whole Grain Dinner Roll</p> <p>Macaroni & Cheese</p> <p>Weekly: Cereal Pack</p> <p>Golden French Fries Baby Carrots Fruit Choice</p>	<p>21</p> <p>Hot Dog</p> <p>Cheeseburger on Bun</p> <p>Weekly: Cereal Pack</p> <p>Cucumber Slices Broccoli Florets Fruit Choice</p>	<p>22</p> <p>Beefy Nachos</p> <p>Chicken Tacos</p> <p>Weekly: Cereal Pack</p> <p>Cauliflower Floret Refried Beans Fruit Choice</p>	<p>23</p> <p>Cheese Pizza</p> <p>Pretzel Bites w/Cheese</p> <p>Weekly: Cereal Pack</p> <p>Cook's Choice Veggie Cook's Choice Fruit</p>
<p>26</p> <p>French Toast Sticks Hard Boiled Egg</p> <p>Yogurt Pak with Bagel</p> <p>Weekly: Mini Corn Dogs</p> <p>Cherry Tomato Breakfast Potatoes Fruit Choice</p>	<p>27</p> <p>Crispy Chicken Tenders Whole Grain Dinner Roll</p> <p>Turkey Deli Sub Sandwich</p> <p>Weekly: Mini Corn Dogs</p> <p>Baby Carrots Mashed Potatoes Fruit Choice</p>	<p>28</p> <p>Hot Dog</p> <p>Pretzel Bites w/Cheese Cubes</p> <p>Weekly: Mini Corn Dogs</p> <p>Garbanzo Beans Broccoli Florets Fruit Choice</p>	<p>29</p> <p>Turkey BLT Salad</p> <p>Cheeseburger on Bun</p> <p>Weekly: Mini Corn Dogs</p> <p>Cauliflower Floret Celery Sticks Fruit Choice</p>	<p>30</p> <p>Pepperoni Pizza</p> <p>Cereal Pack</p> <p>Weekly: Mini Corn Dogs</p> <p>Cook's Choice Veggie Cook's Choice Fruit</p>

PRICES	Regular	\$0
	Reduced	\$0
	Adult	\$3.80
	Milk	\$0.40
	Extra Entree	\$2.25

EXTRA INFO

The USDA has extended their free meal program for the remainder of the school year! all students are eligible for free meals. Students must select 3 components 1 one being a fruit or vegetable to be a meal. ALA carte charges to students will be Milk alone, extra or incomplete meals. Questions: Chrissy Koerner @ 262-971-1790 x4522
Chrissy.Koerner@muskegonorway.org



Your MENU plus more information on our app
Taher Food4Life®



www.taher.com

Health Screening Checklist

COVID-19 Health Screening Checklist for CHILDREN

Person conducting screening should maintain 6 feet of distance from child while asking questions. Questions should be posed to parents of small children; children old enough to understand and answer for themselves may be asked directly. Tool intended to assist programs to screen for COVID-19, but should not replace other communicable disease screening tools or protocols for school programs.

Part 1

	YES	NO
Has your child been in close contact with anyone who tested positive for COVID-19 or was diagnosed with COVID-19 in last 14 days?	<input type="checkbox"/>	<input type="checkbox"/>
Has your child been diagnosed with COVID-19 by a health care provider in the last 10 days?	<input type="checkbox"/>	<input type="checkbox"/>
Has your child developed any of the following symptoms within the past 24 hours?		
• Cough	<input type="checkbox"/>	<input type="checkbox"/>
• Shortness of breath/trouble breathing	<input type="checkbox"/>	<input type="checkbox"/>
• New loss or sense of taste or smell	<input type="checkbox"/>	<input type="checkbox"/>
• Has your child taken medication in past 24 hours to lower temperature (Tylenol, ibuprofen)?	<input type="checkbox"/>	<input type="checkbox"/>



**If YES to any question in Part 1, the child should be sent home.
If NO to all questions in Part 1, proceed to Part 2.**

Part 2

Has your child developed any of the following symptoms within the last 24 hours?

	YES	NO		YES	NO
Sore throat	<input type="checkbox"/>	<input type="checkbox"/>	Headache	<input type="checkbox"/>	<input type="checkbox"/>
Unusual fatigue	<input type="checkbox"/>	<input type="checkbox"/>	Muscle or body aches	<input type="checkbox"/>	<input type="checkbox"/>
Nausea (<i>sick to stomach</i>) or vomiting▲	<input type="checkbox"/>	<input type="checkbox"/>	Fever ($\geq 100.4^{\circ}\text{F}$) or chills (<i>would indicate fever</i>) ▲	<input type="checkbox"/>	<input type="checkbox"/>
Runny nose or nasal congestion	<input type="checkbox"/>	<input type="checkbox"/>	Diarrhea▲	<input type="checkbox"/>	<input type="checkbox"/>



If YES to 2 or MORE questions in Part 2, child should be sent home.

If YES to 0 or 1 question(s) in Part 2, child may remain at facility.

Child to be sent home

- Record child's name, symptoms, and the date symptoms started in your illness log/line list.
- Child should be **immediately sent home** to isolate and should be tested for COVID-19.

Child may remain at facility

Child should wash (or sanitize) hands before having contact with other children or staff.

▲Vomiting, diarrhea, and fever—alone or together—should exclude a child from school. However, they do not necessarily indicate the need to test for COVID-19 or for COVID-19 isolation.

January 6, 2021

On December 2, 2020, the CDC issued new options on quarantine for COVID-19. Local public health authorities, such as the Central Racine County Health Department determine and establish the quarantine options for our jurisdiction. CDC currently recommends a quarantine period of 14 days. However, based on local circumstances and resources, the following option to shorten quarantine is an acceptable alternative.

- **Quarantine can end after Day 10 without testing and if NO symptoms have been reported during daily monitoring.**
Persons can discontinue quarantine at these time points only if the following criteria are also met:
 - **No clinical evidence of COVID-19 has been elicited by daily symptom monitoring during the entirety of quarantine up to the time at which quarantine is discontinued; and,**
 - **Daily symptom monitoring continues through day 14; and,**
 - **Persons continue to adhere strictly through day 14 to all recommended non-pharmaceutical interventions (NPIs, a.k.a. Mask wearing, hand hygiene, social distancing), especially.**
 - **If any symptoms develop, the person should immediately self-isolate and contact the local public health authority or their healthcare provider to report this change in clinical status.**
- ***Daily symptom monitoring for COVID-19 illness both during quarantine and after its discontinuation through Day 14 is the responsibility of the parent/guardian.**

“With this strategy, residual post-quarantine transmission risk is estimated to be about 1% with an upper limit of about 10%.”(*Options to Reduce Quarantine for Contacts of Persons with SARS-CoV-2 Infection Using Symptom Monitoring and Diagnostic Testing 2020*).

Quarantine Definition: “Quarantine is used to separate someone who might have been exposed to COVID-19 and may develop illness away from other people. Quarantine helps prevent spread of disease that can occur before a person knows they have the virus” (*Options to Reduce Quarantine for Contacts of Persons with SARS-CoV-2 Infection Using Symptom Monitoring and Diagnostic Testing 2020*).

When students are called in by a parent or guardian as “self-quarantine” (not actively infected with COVID-19), the attendance office staff will code the student for an absence length of ten days since the last contact with the positive covid case. (Last day of contact is Day Zero. Day Ten is a “through” day. Day 11 a person may return to normal activity).

Parents and Guardians will have the option to keep their student home for a 14 day quarantine if they chose to without penalty. It will be the responsibility of the parent to notify the school attendance office of the additional days out (4 days). Persons can continue to be quarantined for 14 days without testing per existing recommendations. This option maximally reduces risk of post-quarantine transmission risk and is the strategy with the greatest collective experience at present.

These recommendations are based on the best information available in November 2020 and reflect the realities of an evolving pandemic. The CDC, Wisconsin DHS, Wisconsin DPI and our local health department, will continue to closely monitor the evolving science for information that would warrant reconsideration of these recommendations.

References

Options to Reduce Quarantine for Contacts of Persons with SARS-CoV-2 Infection Using Symptom Monitoring and Diagnostic Testing. (2020, December 2). Retrieved January 05, 2021, from <https://www.cdc.gov/coronavirus/2019-ncov/more/scientific-brief-options-to-reduce-quarantine.html>

DON'T FEEL WELL? STAY HOME WHEN YOU ARE SICK

Tell your mom, dad, or caregiver before you come to school. Tell your teacher or an adult if you become sick at school



cough



**Shortness of breath
or problem breathing**



chills



sore throat



**loss of taste
or smell**



muscle pain

OTHER SYMPTOMS INCLUDE:

*fever, runny nose, diarrhea, feeling nauseous
or vomiting, feeling tired, headache,
and poor appetite*



cdc.gov/coronavirus