



DEPARTMENT OF  
CATHOLIC SCHOOLS

**2020-2021  
RETURN TO SCHOOL  
FRAMEWORK**



**ARCHDIOCESE  
OF PORTLAND IN  
OREGON**

Last Updated: June 8, 2020

# INTRODUCTION

In early May, a task force was established by the Department of Catholic Schools (DCS) to create a plan to assist all schools as they prepare to reopen their sites in the fall of 2020. The highest priority is to provide a faith-filled learning environment where the safety of employees, students, and families are the main focus as we all continue to work towards reducing the impact of COVID-19 in our local communities. This framework is based on the guidance from the Centers for Disease Control and Prevention (CDC) as well as state and local health and educational agencies. Regular updates will be made to this plan as necessary to ensure the latest information is shared with all of our shareholders.

All decisions by the Department of Catholic Schools are made after consultation with the Archbishop of Portland and in light of the mandates of the governor of Oregon. Individual sites will utilize this framework to put together a template for the fall with guidance from the DCS.

## A FUTURE NOT OUR OWN

In memory of Oscar Romero (1917–1980)

It helps now and then to step back and take a long view.  
The Kingdom is not only beyond our efforts, it is beyond our vision.  
We accomplish in our lifetime only a fraction of the magnificent enterprise that is God's work.  
Nothing we do is complete, which is another way of saying that the kingdom always lies beyond us.  
No statement says all that could be said.  
No prayer fully expresses our faith.  
No confession brings perfection, no pastoral visit brings wholeness.  
No program accomplishes the Church's mission.  
No set of goals and objectives include everything.  
This is what we are about.  
We plant the seeds that one day will grow.  
We water the seeds already planted knowing that they hold future promise.  
We lay foundations that will need further development.  
We provide yeast that produces effects far beyond our capabilities.  
We cannot do everything, and there is a sense of liberation in realizing this.  
This enables us to do something, and to do it very well.  
It may be incomplete, but it is a beginning, a step along the way, an opportunity for the Lord's grace to enter and do the rest.  
We may never see the end results, but that is the difference between the master builder and the worker.  
We are workers, not master builders, ministers, not messiahs.  
We are prophets of a future not our own.

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# School Decision Tree from CDC

## Decision Making Process for Temporary Campus Closure

### SCHOOLS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

#### Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at higher risk for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

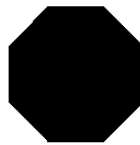
ANY NO



#### Are recommended health and safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ANY NO



#### Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY NO



ALL YES

OPEN AND MONITOR



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

# SECTION 1: OPERATIONAL VITALITY

## STAGES AND TIMELINES

All stages and timelines will be shared with all shareholders in our school communities in the Archdiocese of Portland prior to implementation. These stages are guidelines and they will be updated to continually align with policies established by the Archdiocese, DCS, and all state and local health and educational agencies.

Stage	Timing	Focus
Planning	May/June	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consider when and how to reopen in 20/21</li> <li><input type="checkbox"/> Refer to School Decision Tree from CDC</li> <li><input type="checkbox"/> Establish timeline for planning and roll out of plan(s)</li> <li><input type="checkbox"/> Establish planning teams</li> <li><input type="checkbox"/> Use job alike task forces to examine routines and develop alternative means to address issues</li> <li><input type="checkbox"/> Prepare detailed work schedule for phases</li> </ul>
Stage 1	June	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct general analysis of baseline readiness for the plan</li> <li><input type="checkbox"/> Prepare orders for purchases needed to actualize the plan</li> <li><input type="checkbox"/> Begin preparations of building and protocols, including classroom configurations, circulation maps, sanitation stations, signage, sanitation of buildings</li> <li><input type="checkbox"/> Implement social distancing protocol</li> <li><input type="checkbox"/> Open facilities with limited access/use</li> <li><input type="checkbox"/> Communicate with shareholders</li> </ul>
Stage 2	July	<ul style="list-style-type: none"> <li><input type="checkbox"/> Expand use of school based on recommendations and data from applicable state and local agencies</li> <li><input type="checkbox"/> Continue preparations of building and protocols, including classroom configurations, circulation maps, sanitation stations, signage, sanitation of buildings</li> <li><input type="checkbox"/> Communicate with shareholders</li> </ul>
Stage 3	August	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct trainings</li> <li><input type="checkbox"/> Complete preparations of building and protocols, including classroom configurations, circulation maps, sanitation stations, signage, sanitation of buildings. Expand full operation based on recommendations and data from applicable local and state agencies</li> <li><input type="checkbox"/> Determine what restrictions/guidelines stay in place</li> </ul>

The most current information will be posted to the community via websites or other communication tools utilized by the schools.

## **FINANCIAL CONSIDERATIONS**

COVID-19 has had a significant impact on Catholic schools. Public schools in the United States are largely supported by tax dollars collected by states and local governments or school districts. In contrast, Catholic schools rely primarily on tuition revenue, charitable donations, endowments, and fundraisers to support their operations. Restrictions on gathering have eliminated fundraisers. Closure of our church doors has eliminated access to offertory collection, which impacts the parish's ability to support the local school. Tuition does not cover the full cost of educating a student. As noted above, the missing revenue ("the gap") is supplemented through various paths: fundraising, volunteers, donations, etc.

### **Enrollment**

The financial impact on families, from lost wages, closed businesses, and lost jobs, has had a direct impact on Catholic school enrollment. Although Catholic schools continue to provide quality, Catholic education, families are having to make choices between paying for education and meet the financial needs of the family.

The determination of enrollment will be important in determining what can and cannot be done, e.g, low class size meets state ratio mandates, purchasing desks for single seating, creating schedule and space maps, etc... Enrollment will also be key in determining staffing numbers.

A key consideration in this unique situation is how low class sizes, particularly early on in the school year, may be a key factor for maintaining or increasing enrollment numbers. A full return to school is what families who are paying tuition are seeking; low class sizes might allow for that.

### **Other Revenue Streams**

With the COVID-19 pandemic, there has been a decrease in tuition collection, offertory collections, deferred registration fees and the ability to host fundraising events. Families will be unable to fund additional costs or pay fees to make up the differences.

At the same time, there has been an increase in state and federal dollars that have not been previously within the reach of private schools. As the pandemic continues, it will be important to watch for and monitor the use of these additional revenue streams, particularly with ESSER and CARES Acts. Grants might also be a lucrative source for some schools who may not have previously qualified might qualify now.

### **Expenditures**

#### **Staffing**

Typically, staffing numbers are directly tied to enrollment/budget. This year, staff: student ratio will need to be carefully monitored. For example, releasing staff may cause out of compliance ratios and so a hybrid model of the day may be required. This could reduce enrollment. At the same time, keeping a staff member may enable a full day program to be viable and keep current levels of enrollment, and or gain enrollment in the future.

A key consideration for teacher contracts is whether combined classes is a viable option for the school. It may work in some environments, while not in others. Although it can be lucrative by saving payroll and benefit expenses, the loss of enrollment may not make it a feasible option, either in the short term or long term.

Job descriptions for support staff, who are generally hourly employees, needs to allow for different roles and considerations in this new environment. When looking to create appropriate social distanced cohorts, staffing roles may be different than in previous years. Support staff ratio needs to be solidified once enrollments and local and state student: teacher ratios are finalized

Contracted services (custodial, landscaping.) may be a viable option for increased cleaning needs and to avoid the cost of benefits.

### **Purchases**

To ensure compliance with state and local distancing and cohort mandates as well as sanitation and hygiene protocols, it may be necessary to make purchases or leases for single student desks, hand sanitizer stations, hand sanitizers, personal cleaning supplies, school-wide cleaning supplies, signage, partitions, etc.

## FINANCIAL CONSIDERATIONS

### ACTION ITEMS

When	Who	What
		<input type="checkbox"/> Complete spreadsheet with overview of finance and implications of staffing and enrollment changes
		<input type="checkbox"/> Create/Establish non negotiables ( i.e. face coverings for staff)
		<input type="checkbox"/> Create timeline for decision making
		<input type="checkbox"/> Conduct general analysis of baseline readiness for the plan
		<input type="checkbox"/> Conduct a facilities audit for repurposing of spaces
		<input type="checkbox"/> School leadership teams will examine routines and develop alternative means to address issues and create list of associated costs
		<input type="checkbox"/> Begin preparations of building and protocols, including classroom configurations, circulation maps, sanitation stations, signage, sanitation of buildings
		<input type="checkbox"/> Continue marketing efforts while monitoring enrollment numbers and impact, e.g., staffing, spaces
		<input type="checkbox"/> Seek additional revenue sources, e.g., grants, gov't funding (as appropriate), foundations
		<input type="checkbox"/> Prepare orders for purchases, including furniture, needed to actualize the plan
		<input type="checkbox"/> Consider redefined job descriptions for staff
		<input type="checkbox"/> Amend staff-related documents as needed



## COMMUNICATION

A comprehensive communication plan for shareholders will be important. The focus of this plan will be to keep shareholders abreast of the plans for re-opening; to receive input or feedback as appropriate; and to generate excitement.

### Key shareholders are identified as:

- Current Parents
- Students
- Faculty & Staff, including contracted services
- Parent Club
- Advisory Council
- Local Foundations
- Donors
- Pastor & Parish Office
- Connected parish ministries, e.g., Faith Formation, CYO, local Catholic high schools, ministries who use the facilities during the week, etc...
- Prospective Families

**Key Topics:** Key topics to share with all or most might include:

Topic	To Whom	By Whom	Frequency
Reopening decision and roll out plans			
Calendaring and scheduling information, short and long term plan			
Details regarding reconfigurations, changes to current layouts, added equipment, etc...			
New procedures, including drop off, pick up, daycare			
Location for latest news and updates			
Upcoming events (virtual or in-person)			
Enrollment Information, including health records			
Training Information			
Facilities Preparation Protocols			
Opportunities to learn more about the school			

## **Additional Communication Considerations**

### **Parents**

- Begin messaging to parents on the immunization requirements for school enrollment.
- Encourage parents to contact their health care provider (HCP) on the steps they have taken to ensure their offices are safe for well-child checks and mandated immunizations for school.
- Promote flu vaccination as a proactive measure parents can take to lessen the likelihood of school closures due to the combined impact of seasonal influenza and COVID-19.
- Share required training, if applicable

### **Faculty/Staff**

- Promote flu vaccination as a proactive measure employees can take to lessen the likelihood of school closures due to the combined impact of seasonal influenza and COVID-19.
- Share expectations, including classroom set up, social distancing requirements, cohort restrictions. Communications, support services for high-risk students/families
- Share required training, if applicable

### **Parish Ministries**

- Share and coordinate plans with ministry needs, if and as possible
- Discuss impact on both programs

### **Funding Sources**

- Share with local funders/foundations plans and possible needs
- Update frequently

### **Other**

- Identify signage needed
- Identify language of signage

## COMMUNICATION

### ACTION ITEMS

When	Who	What
		<input type="checkbox"/> Create comprehensive list of key shareholders
		<input type="checkbox"/> Create Group Contacts
		<input type="checkbox"/> Identify what information is needed to be shared
		<input type="checkbox"/> Identify person or persons who will be responsible to communication out information to all or to specific cohorts
		<input type="checkbox"/> Identify person to create and post on social media preparations
		<input type="checkbox"/> Identify frequency of communication out to all or to specific cohorts
		<input type="checkbox"/> Establish expectations for safety and hygiene protocols
		<input type="checkbox"/> Establish expectations for instructional delivery model
		<input type="checkbox"/> Create Signage

## PROTOCOLS

To ensure the safety of students and staff, as well as family members and the viability of a full return to in-person instruction on campus, clearly defined protocols, which are followed, are necessary.

### Social Distancing

Social distancing is an effective way to prevent potential infection. To this end,

- ❑ Employees, students, parents, and visitors are to practice staying the recommended distance from others and eliminating contact with others whenever possible.
- ❑ Traffic Flow Maps will be established with taped lines on the floor and will mark the walking direction throughout the campus in order to maintain the social distancing requirements.
- ❑ All Extracurricular events/activities, including informal meet-ups and visiting, are to be suspended/to be avoided until further notice.

### Student Related Protocols - Cohorts

- ❑ Cohorts will consist of groups of same grade/class students up to state/county restrictions.
- ❑ Students will remain with their classmates at all times, including structured recess.
- ❑ Students are not to visit another classroom outside of their team or grade level.
- ❑ Any student showing signs of illness will have their temperature taken in the office, and students with a temperature above 99.5 degrees or showing any respiratory symptoms will be isolated and sent home.
- ❑ Students will be trained on social distancing protocols and health practices.
- ❑ Students will be mindful of the social distancing and health practices or they will not be allowed on campus.
- ❑ Students will have a designated space, solely for their use in their classrooms and in the extended care space.
- ❑ Students will not share spaces, supplies, or work in small groups (distancing will remain throughout the day).
- ❑ Students will use restrooms at designated times; the number of students admitted into a restroom at a time will be no more than the number of sinks in the restrooms.

### Screening - Non-negotiable

To help prevent the spread of COVID-19 and reduce the potential risk of exposure to members of our community, students will be required to submit daily to a temperature reading and complete a self-screening COVID-19 symptoms survey regarding:

- ❑ Cough

- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- Loss of taste or smell
- Diarrhea
- Feeling feverish or a measured temperature of 100.4 degrees Fahrenheit or greater
- Known close contact with a person who is lab-confirmed to have COVID-19

***All screening information will be kept confidential.***

### **Personal Protective Equipment (PPE)**

In order to minimize exposure to COVID-19, **mask/face coverings and glove requirements will follow guidelines for schools established by state and local agencies.**

- Masks/Face Coverings:** Face masks are an important part of student protection, as well as personal hygiene, social distancing, and frequent cleaning efforts.
- Gloves:** Touching of the face with contaminated hands, whether gloved or not, poses a significant risk of infection. Wearing gloves does not diminish the need to wash hands. Students must remember to wash hands properly as it is the number-one defense against any virus. Additionally, the proper removal of gloves reduces the risk of being exposed to contamination.
- Additional PPE may be needed to prevent certain exposures.

***Please note that social distancing should still be practiced even with the use of gloves and masks.***

In addition to using PPE, students are to be trained and reminded daily to remember to use appropriate hygiene practices:

- Wash hands often with soap and water for at least 30 seconds.
- Use hand sanitizer with at least 70% alcohol if soap and water are not available
- Avoid touching eyes, nose, and mouth
- Cover mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.

### **Student Illness**

- If a student becomes ill at school, he/she may be instructed to go home or to the nearest health center.
- If another classmate is considered to have been exposed to COVID-19 at school, he/she may be instructed to go home or to the nearest health center.
- Students returning to school from an approved medical leave are to contact the principal and submit a healthcare provider's note before returning to school.

Students diagnosed with COVID-19, may return to school when the following criteria are met:

- At least 3 days (72 hours) have passed since recovery (no fever without the use of fever-reducing medications); and
- Respiratory symptoms (cough, shortness of breath, etc) have improved; and
- Local county Department of Health releases student to return to school safely.

If a student exhibits symptoms that could be COVID-19 related and does not get evaluated by a medical professional or tested for COVID-19, administration is to work under the premise that the student has contracted COVID-19 and may not return to school until the three criteria listed above have been met.

## **Staff Related Protocols**

### **Screening**

To help prevent the spread of COVID-19 and reduce the potential risk of exposure to our employees, employees will be required to submit daily to a temperature reading and complete a self-screening COVID-19 symptoms survey regarding:

- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- Loss of taste or smell
- Diarrhea
- Feeling feverish or a measured temperature of 100.4 degrees Fahrenheit or greater
- Known close contact with a person who is lab-confirmed to have COVID-19

***All screening information will be kept confidential.***

### **Personal Protective Equipment (PPE)**

In order to minimize exposure to COVID-19, **masks/face coverings and glove requirements will follow guidelines for schools established by state and local agencies.**

**Masks/Face Coverings:** Face masks are an important part of employee protection, as well as personal hygiene, social distancing, and frequent cleaning efforts.

**Gloves:** Touching of the face with contaminated hands, whether gloved or not, poses a significant risk of infection. Wearing gloves does not diminish the need to wash hands. Staff must remember to wash hands properly as it is the number-one defense against any virus. Additionally, the proper removal of gloves reduces the risk of being exposed to contamination.

Additional PPE may be needed to prevent certain exposures.

***Please note that social distancing should still be practiced even with the use of gloves and masks/face coverings.***

In addition to using PPE, staff are to remember to use appropriate hygiene practices

- Wash hands often with soap and water for at least 30 seconds.
- Use hand sanitizer with at least 70% alcohol if soap and water are not available
- Avoid touching eyes, nose, and mouth
- Cover mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow

### **Staff Illness**

- If an employee becomes ill at work or if another person is exhibiting symptoms of COVID-19 at work, he/she may be instructed to go home or to the nearest health center.
- Employees returning to work from an approved medical leave are to contact their principal. and submit a healthcare provider's note before returning to work.

Staff diagnosed with COVID-19 may return to work when the following criteria are met:

- At least 3 days (72 hours) have passed since recovery (no fever without the use of fever-reducing medications); and
- Respiratory symptoms (cough, shortness of breath, etc) have improved; and
- Local county Department of Health and Human Services releases employee to return to work safely.

If a staff member exhibits symptoms that could be COVID-19 related and do not get evaluated by a medical professional or tested for COVID-19, administration is to under the premise that the employee has contracted COVID-19 and may not return to work until the three criteria listed above have been met.

### **Modified Job Descriptions/Roles**

Support staff who are high-risk candidates for contracting COVID-19 may be offered alternative job responsibilities to reduce their chances of exposures. Alternatively, support staff may be asked to work with a small cohort of high-risk students to limit their exposure. (HR Policies)

### **Shared Spaces**

Employees are to disinfect their own workspace multiple times throughout the day, giving special attention to commonly touched surfaces. Alcohol-based hand sanitizers and cleaning products are accessible throughout the workplace to disinfect frequently touched objects and surfaces such as telephones and keyboards. The site custodial team will clean all workspaces at their designated cleaning time.

*Please note that proper equipment such as acceptable disinfectant and PPE will be used when cleaning individual workspaces.*

There will be limited access to certain workspaces to reduce exposure to risks and ensure employee safety. Workspace usage is as follows:

- ❑ **Office Capacity** – Site will monitor the number of persons in the offices
- ❑ **Breakrooms/Conference Rooms or Teacher Lounge/Multipurpose Room** – Use of shared spaces is allowed if CDC guidelines can be followed. Cleaning guidelines should be followed for the use of shared appliances such as coffee machines, refrigerators, and microwaves.
- ❑ **Copy Room** – There will be limited access to the copy room. Signage indicating restrictions will be posted as each phase is implemented.

### **Visitor Restrictions**

Only archdiocesan scheduled personnel are allowed on campus during preparation for reopen. Once school is back in session on campus, visitors will still be limited while COVID-19 risk persists as determined by county health agencies.

Approved visitation by the principal will be conditional on the visitor passing the same screening process as staff. Protocols for visitors to campus will be established closer to the reopen date.

### **Deliveries**

All non-essential deliveries, including food/forgotten lunches, personal items, are suspended until it is deemed safe.

### **Personal Items**

Food and any personal items are to be kept at assigned space. Bringing or sharing refreshments during meetings is prohibited in order to limit the risk of contamination. Snack items, candy, and drinks will not be provided until further notice.

### **Travel Restrictions**

Archdiocesan schools will discontinue staff travel to conferences and workshops until further notice.



# PROTOCOLS

## ACTION ITEMS

When	Who	What
		<input type="checkbox"/> Confirm Distancing Protocols from state/county
		<input type="checkbox"/> Confirm square footage for classroom and additional rooms
		<input type="checkbox"/> Create Traffic Flow Maps for facilities and possible repurposed spaces
		<input type="checkbox"/> Identify all Extracurricular events/activities (See Extracurricular)
		<input type="checkbox"/> Identify training and trainers needed for protocols
		<input type="checkbox"/> Create signage for protocols, instructions on how-tos and reminders.
		<input type="checkbox"/> Consider modified job descriptions for at-risk staff or to support high-risk student
		<input type="checkbox"/> Amend job descriptions, as needed
		<input type="checkbox"/> Establish who will take and register student temperatures.
		<input type="checkbox"/> Coordinate the purchase of PPE, sanitation supplies and related supplies for classrooms, staff and students.
		<input type="checkbox"/> Identify high-risk employees and high-risk student cohorts to determine options to reduce exposure; modify job description as necessary.
		<input type="checkbox"/> Establish office capacity
		<input type="checkbox"/> Create signage for restricted rooms and capacity restrictions
		<input type="checkbox"/> Establish and publish Visitor Protocols
		<input type="checkbox"/> Create cleaning schedule for custodial staff
		<input type="checkbox"/> Establish storage space for food and personal items

## TRAINING

Training on strategies to prevent the transmission of COVID-19 and other infectious diseases is essential for a full re-opening of the campus. Training in the area of classroom instruction will also be important to ensure the smooth transition back to the classroom and to support students with varied levels of academic success during the last term of the previous year.

### Preventative Training

The goal of the preventative training is to limit symptomatic and asymptomatic spread of COVID-19 or any infectious disease.

#### Student Training

- Teachers will provide initial and routine instruction in
  - social distancing and health practices in the classroom and on the play yard
  - use and storage of personal items
  - following flow maps
  - beginning of the day and end of the day procedures
  - Restroom and recess routines

#### Staff Training

- Staff will be trained in
  - sanitation and hygiene instruction
  - social distancing and health practices for self and students
  - use of flow charts
  - beginning of the day and end of the day procedures
  - restroom and recess routines
  - identifying COVID-19 related symptoms
  - proper temperature screening

#### Parent Training

- identifying COVID-19 related symptoms
- proper temperature screening

## TRAINING

### ACTION ITEMS

When	Who	What
		<input type="checkbox"/> Use CDC guidelines for cleaning and hygiene
		<input type="checkbox"/> Establish expectations for safety and hygiene protocols
		<input type="checkbox"/> Establish sanitation/disinfection protocols
		<input type="checkbox"/> Create comprehensive list of required and desired training
		<input type="checkbox"/> Determine if training sessions are to be virtual and/or in-person and if there could be training across schools.
		<input type="checkbox"/> Secure qualified trainers (may be current staff member)
		<input type="checkbox"/> Schedule trainings
		<input type="checkbox"/> Identify all settings and times where social distancing must occur
		<input type="checkbox"/> Determine standards by which you will measure (6' between student desks unless a partition is in place)
		<input type="checkbox"/> Determine physical measure for distancing (room configurations, lines for spacing, signage, barriers)
		<input type="checkbox"/> Determine guidelines to support/maintain measures (Distance required between desks)
		<input type="checkbox"/> Consider job responsibilities or working conditions impacted by measures
		<input type="checkbox"/> Determine how to communicate guidelines to shareholders
		<input type="checkbox"/> Employees are to disinfect their own workspace multiple times throughout the day, giving special attention to commonly touched surfaces

## SCHOOL SCHEDULE AND ROUTINES

To execute the plan to return to campus, procedures, timetables and defined spaces will be necessary.

### Morning Drop-Off

**Protocol:** All entry doors will be open 10 minutes before the starting bell and will be closed no later than 5 minutes after the bell. Students, once dropped off at designated entrance, will complete a health check, and then be directed to their next destination. Teachers will be at their doors to admit students. Students will enter and go directly to their assigned seat.

- ❑ **Drop-Off Hours and location:** site based
- ❑ **Staffing:** Teachers
- ❑ **Student to Staff Ratio:** TBD

### Lunch Food Service

**Protocol:** Students will eat lunch at their assigned seat in their classrooms. The lunch program may be discontinued for a time period depending on how it is managed by the school. Contracted/School food service programs must prepare individually packaged lunches. No lunch delivery for individual students (i.e. doordash, postmates, etc).

### Recesses and Physical Education

**Protocol:** Recesses and Physical education will be similarly structured, limiting free play to ensure distancing. Non-contact activities such as jump rope, calisthenics, etc. will be the standards. Teachers will clean doorknobs after each recess/PE. Students will recess in separate areas of the campus. Play structures will not be in use.

- ❑ **Staffing:** Teachers and Aids
- ❑ **Student to Staff Ratio:** TBD

### After School Pick-Up

**Protocol:** The exit door will be opened by a staff member and parents will not be admitted prior into the school office. Parents will line up outside classrooms or designated school entrance(s) to pick up students one at a time. Parents will not enter the classroom.

- ❑ **Time and location:** site based
- ❑ **Staffing:** Teachers and Aids
- ❑ **Student to Staff Ratio:** TBD

### Extended Care

**Protocol:** Extended Care will be held with distanced and assigned student areas. Each

student will have their own supplies, and the space has its own set of restrooms. Extended Care will be the only population to use the space during the course of the day. The facility will be cleaned before and after morning shift. Parents will pick-up and drop-off at the one entrance, and they will not be admitted into the space.

- ❑ **Hours of Operation:** Site-based
- ❑ **Staffing:** Extended Care Staff
- ❑ **Student to Staff Ratio:** TBD

### **Other Considerations**

- ❑ Alternating bells, staggering start times, creating multiple recess and lunch periods
- ❑ Creating block schedules for upper and HS students
- ❑ Consider Preschools and Extended Care in planning

## SCHOOL SCHEDULE & ROUTINES

### ACTION ITEMS

When	Who	What
		<input type="checkbox"/> Identify distinct play spaces for each cohort
		<input type="checkbox"/> Create Play Area Map
		<input type="checkbox"/> Create procedures for morning drop off and after school pick up
		<input type="checkbox"/> Create signage
		<input type="checkbox"/> Create recess and lunch schedules
		<input type="checkbox"/> Create recess and lunch supervision assignments
		<input type="checkbox"/> Establish Extended Care Area which is not used at other times of the day
		<input type="checkbox"/> Create Extended Care environment according to guidelines
		<input type="checkbox"/> Decide on Lunch Program

## **HUMAN RESOURCES**

The Archdiocese of Portland has published [Guidelines for Returning to the Workplace](#). Please read this document for information

The guidelines are established to assist with inviting employees back to the workplace. Please keep in mind that employees may only be recalled to the workplace once health and state authorities allow it.

In addition, Human Resources has published supporting letters and form examples. The following documents can be found in [Appendix E](#) of this document:

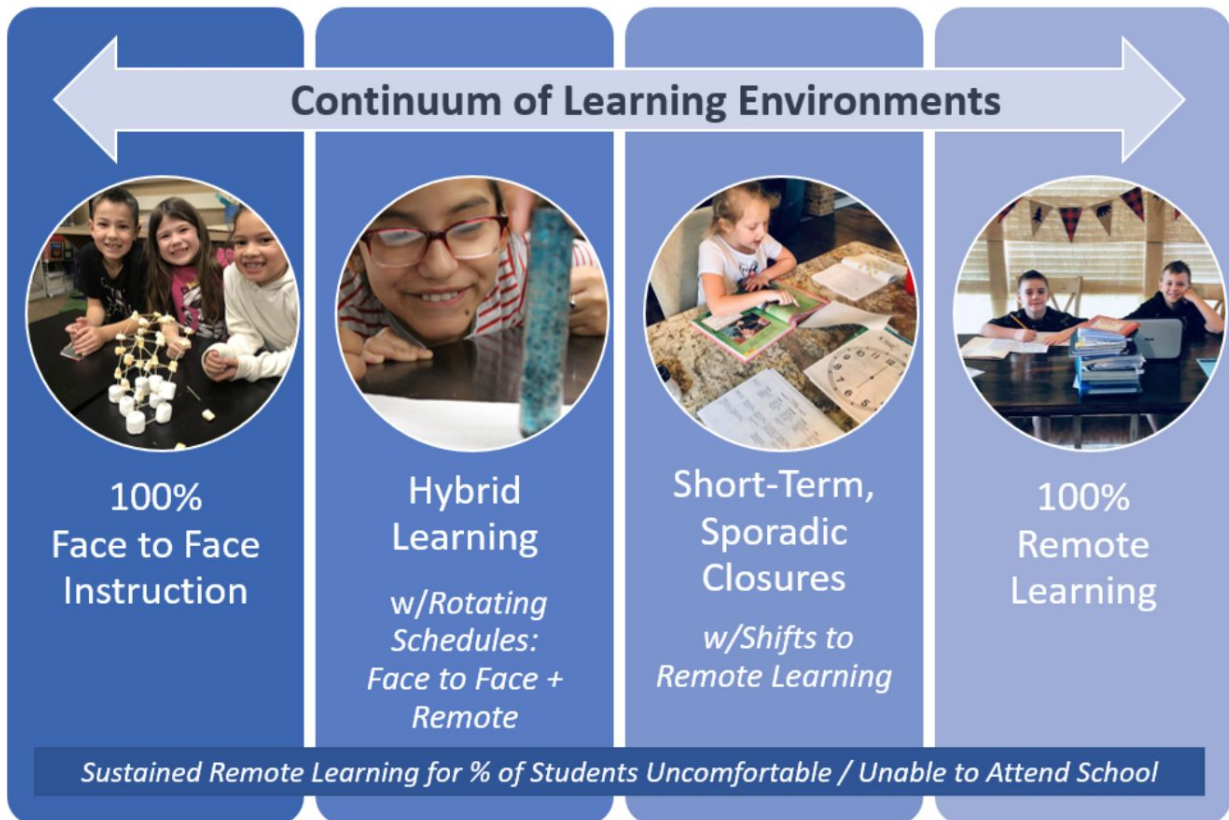
- Parish/School Opening Announcement: Example Memorandum
- Employee Return to the Workplace Instructions: Example Letter
- Acknowledgement of Receipt of Return to Work Protocol
- Emergency Family and Medical Leave Request Form
- Emergency Paid Sick Leave Request Form

## SECTION 2: ACADEMIC EXCELLENCE

### THE LEARNING ENVIRONMENT

We may not know what the 2020-21 school year will look like at any given moment, but we do know that it will fall into some part of this continuum.

Source: [Into the Unknown](#)



### CURRICULUM AND INSTRUCTION

Source: [Leading with Hope](#)

Curriculum must be designed in such a way that it is nimble and can be shifted between in-person and online instruction. When the stay at home orders began in the Spring of 2020, teachers were forced to translate their instructional plans and materials into online delivery even though the materials and plans were not developed with this in mind. The translation required hours and hours of time and research and some of the learning simply could not transfer to the online environment. An opportunity exists to design flexible instructional plans leveraging the tools that work best in both in-person and distance learning environments.



## CURRICULUM AND INSTRUCTION REFLECTION

### ACTION ITEMS

When	Who	What
		<ul style="list-style-type: none"> <li>❑ Assess what worked during March-June 2020  <a href="#">Reflections on Distance Learning Worksheet</a></li> </ul>
		<ul style="list-style-type: none"> <li>❑ Decide what processes need to be adjusted/improved.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Establish the best mix of synchronous / asynchronous teaching and learning.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Decide reasonable expectations when learning is shifted to 100% distance? # of hours per day per grade level.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Define assessment and grading expectations.</li> </ul>

### Curriculum Design

**Source:** [The Essentials of Standards-Based Instruction](#)

Schools in the Archdiocese of Portland use standards-based instruction. Teachers write curriculum to support mastery of standards at each grade-level, using the [Understanding by Design](#) framework and the [Faria Atlas](#) platform. This process occurs regardless of the learning environment. Teachers ensure that the content they are teaching and their methods of teaching it enable students to learn both the skills and the concepts defined in the standard for that grade level and to demonstrate evidence of their learning.

**Source:** [Leading with Hope](#)

All curriculum should be designed with the end in mind. In fact, with distance learning it becomes all the more evident when a teacher plans without the end in mind - objectives get lost in the midst of a jumble of videos and activities, assessments are not aligned to important outcomes, and each day feels like a long to-do list rather than progress toward important learning. As teachers approach the next school year, they need protected time and a process to plan units that can transition between in-person and virtual. The curriculum must be appropriately paced, focus on priority standards, provide opportunities for differentiation and intervention, and leverage materials and techniques that are effective in either environment.

**Source:** [Stockton Diocese Full Return to School Template](#)

The new school year will require new curriculum and instructional approaches. There may be a student or two who may not be able to attend in-person instruction. Planning with this in mind will be essential in order to maximize planning, ensure all students are keeping pace, and in the unfortunate event that a Shelter-in-Place order be reinstated or a temporary campus closure is necessary, lesson plans do not need to change drastically.

## CURRICULUM AND INSTRUCTION PLANNING

### ACTION ITEMS

When	Who	What
		<ul style="list-style-type: none"> <li>❑ Map upcoming essential standards for the new school year.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Modify curriculum and instruction policies for the upcoming school year.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Define systems of support that will be provided at multiple tiers to support students in the hybrid and/or 100% distance learning options.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Develop a plan to mitigate learning loss.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Update ILPs to meet the current needs of students.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Develop/Revise year-long plans for each subject and grade-level.</li> </ul>

## ACADEMIC SUPPORT

### Individualized Learning Plan Considerations

**Source:** [The Return](#)

As students reenter schools, it will be more important than ever that each student receives an individualized plan for their academic, social, and emotional needs. Individual learning plans are not new, but will now be something all educators should do upon reentry as they diagnose student learning, set specific learning goals, identify social and emotional learning needs and supports, and coordinate interventions with multiple providers and educators.

### Support for English Language Learners

**Source:** [Leading with Hope](#)

Whether school is remote or in person, it is important to work with parents and families and truly make them partners.

- Be sure parents and students are trained on translation tools (Chrome translator, Google translate, DeepL translator) and when and how they can use them.
- Record instructions for students using video or audio clips.
- This can allow parents and students who speak another language to run a translation tool in another open window while the video is running.
- Host office hours with someone in the school who can help with translating.
- Partner students up with a buddy who speaks the same language.
- Help them create a schedule to support each other. This could be prayer/Mass buddy.
- Schools should consider creating opportunities like Math Night or Literacy Night - either in person or virtually - to support families' knowledge of the "new math" and other curricular areas. These events should be planned in any languages spoken at the school using native speakers whenever possible.

## ACADEMIC SUPPORT CONSIDERATIONS

### ACTION ITEMS

When	Who	What
		<ul style="list-style-type: none"> <li>❑ Reconfigure teacher and paraprofessional roles to maximize high-quality instruction and connections with individual students.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Make adjustments to forms for school-based service plans to include space for modifications/accommodations for distance learning.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Consider learning centers to support weekly in-person and virtual support</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Develop plans for students significantly behind or absent during distance learning</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Include Multi-Tiered System of Support as part of Individualized Learning Plans</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Proactively contact your LEA to discuss any services provided to your students through equitable share.</li> </ul>

## PROFESSIONAL DEVELOPMENT

**Source:** [Stockton Diocese Full Return to School Template](#)

With new curriculum and instructional approaches, you will need to provide professional development for teachers, administrators, and other staff members.

To be effective, teachers will need training in at least the following areas:

- Creating classroom environments respecting social distancing
- Identifying and planning for Focus Standards
- Curriculum mapping
- Differentiation and effective strategies
- Assessment tools

## PROFESSIONAL DEVELOPMENT

### ACTION ITEMS

When	Who	What
		<input type="checkbox"/> Develop a PD plan to meet the diverse needs of teachers.
		<input type="checkbox"/> Incorporate instructional models that best support distance learning, such as project-based learning, inquiry-based learning, or cross-curricular integration.
		<input type="checkbox"/> Include training for assessment and grading during distance learning.
		<input type="checkbox"/> Develop a plan for maintaining virtual collaboration
		<input type="checkbox"/> Develop a PD plan administrators and teacher leaders to support distance learning, such as the assessment and evaluation of teachers conducting distance learning.

## ASSESSMENT AND GRADING

The first order of business will be to determine where students are and how to respond to those needs related to grade level readiness.

**Source:** [Leading with Hope](#)

Never has it been more crucial to ensure that assessment is well designed and strategic. Both formative assessment, or checks for understanding, and summative assessment, to assess understanding at the end of a unit, need to be integrated into all units. Regardless of grading policies or method of delivery, there are best practices for feedback and reporting which should be adhered to:

- Students need frequent feedback on important tasks.
- Be clear with students on the type of feedback you will offer.
- Just because you provide a student with feedback, does not mean that you need to issue a grade.
- When a student is practicing, they need feedback for redirection; don't spend time assigning point values to those tasks.
- Grades should be issued only when a student is ready to demonstrate mastery independently.
- Grades need to accurately reflect the student's progress on a standard rather than reflect their responsibility in completing tasks.

## ASSESSMENT AND GRADING

### ACTION ITEMS

When	Who	What
		<input type="checkbox"/> Review assessments/reports from the previous school year.
		<input type="checkbox"/> Develop tools for formative and summative assessments in each model for reopening of schools (100% distance learning, 100% in-person, hybrid)
		<input type="checkbox"/> Teachers should decide what type of assessment data will be used at the beginning of the school year, as students will not have STAR scores.
		<input type="checkbox"/> Develop a plan for assessing Kindergarten students at the beginning of the year.
		<input type="checkbox"/> Define indicators for transitioning students between tiered academic support in hybrid and distance learning models, and how will progress be monitored.

## SPECIALS CLASSES

Schools should consider:

- ❑ specials classes, e.g. Science Lab, Foreign Language, Art, Music, etc., be conducted in the grade-level homeroom classroom to avoid cross-contamination of shared rooms.
- ❑ reasonable expectations for specials classes when learning is shifted to 100% distance learning, including number of hours per day at each grade level, grading expectations, and curriculum coverage.
- ❑ whether or not to begin the school year with Health standards and move physical education standards to the winter and spring, to facilitate hybrid models.
- ❑ integrating music and art standards into core content areas in a distance learning environment

## SOCIAL-EMOTIONAL LEARNING

**Source:** [NAIS Coronavirus Guidance for Schools](#)

Now is not the time to relax our awareness and education about healthy boundaries, harassment, abuse, and bullying. Please make sure your school continues to educate employees, students, and families on healthy relationships, what unhealthy behaviors might look (or feel) like, and how community members can come forward if they think they or someone they know might be suffering from inappropriate conduct by another.

**Source:** [Distance Learning Distance Case Study](#)

**Additional Resource:**

[CASEL-Leveraging SEL as You Prepare to Reopen and Renew](#)

The guidance in the CASEL document is organized around four critical actions, which are adapted from what CASEL has learned about systemic SEL in collaboration with researchers and practitioners:

1. Take time to build partnerships, deepen your understanding, and plan for SEL.
2. Design opportunities for adults to connect, heal, and cultivate their own SEL competencies and capacities.
3. Create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development.
4. Use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff.

## SOCIAL-EMOTIONAL LEARNING

### ACTION ITEMS

When	Who	What
		<ul style="list-style-type: none"> <li>❑ Put plans in place to support staff with SEL standards so that they can, in turn, support the students.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Structure the start of school so that students and teachers may re-enter feeling as safe, connected and engaged as possible.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Prioritize family supports before reopening schools, such as workshops for parents/guardians to better support distance learning at home.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Consider strategies, such as trauma-informed practices, to ensure school climates are supportive, nurturing, and caring.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Develop plans that ensure all students and staff have positive, meaningful, and dependable contact with at least one staff member each week.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Establish systems to identify students and staff who are struggling and to provide appropriate support.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Determine mental health supports for students who have known challenges.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Complete regular check-ins with parents and staff and offer supports and resources appropriate to their needs.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Review required SEL Curriculum for 2020-2021: <a href="#">Second Step, Called to Protect, Family Life, and Theology of the Body Program Requirements</a></li> </ul>



## TECHNOLOGY

### ACTION ITEMS

When	Who	What
		<ul style="list-style-type: none"> <li>❑ Establish network and infrastructure needs, including the necessary bandwidth, equipment and staff to operate.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Create options for access for students to technology (loan programs for laptops, mobile hotspots, etc.).</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Develop a plan to reconcile the network requirements of these tools and the possible limitations of student and staff home networks.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Coordinate the learning management system or platform (i.e. Google Classroom, Seesaw, Class Dojo (utilized by classroom teachers by school or grade band to streamline for families. Have teachers post all login information and links in one place.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Develop a “Help Desk” for students to be able to easily access assistance with technology issues.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Review the school’s Safety policies/Acceptable Use Policies.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Clarify online communication policies with teachers.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Ensure the school's firewall is updated and activated.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Develop a process to safeguard devices and to make sure that they are appropriately used. Suggested resource: <a href="#">GoGuardian</a></li> </ul>
		<ul style="list-style-type: none"> <li>❑ Review applications and digital learning tools to ensure they comply with state and federal regulations for the protection of student privacy.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Ensure students and parents are aware that the school’s acceptable use policy will be enforced whether in school or at home. Parents are responsible for monitoring student’s behavior when students are accessing programs from home.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Remind students to keep passwords private and to reset passwords periodically.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Educate parents and students on cybersecurity and digital citizenship expectations.</li> </ul>

## EXTRACURRICULAR ACTIVITIES

**Source:** [Stockton Diocese Full Return to School Template](#)

To ensure safe and effective extracurricular activities, school should:

- Analyze all aspects (practices, locker rooms, transportation, contests/performances) of each program to determine where/when social distancing will be a problem.
- Develop adaptations to include physical distancing.
- Develop alternative practices and contests using components of the original activity.
- Consider virtual contests/performances as an alternative to travel.

## DISENGAGED AND ABSENT STUDENTS

**Source:** [Best Practices for Virtual Learning and Planning for 2020-2021 School Year](#)

- Just as in 2019, find out WHY students are absent and disengaged.
- Do a deep inquiry. Assess what may be going on at home.
- Support problem solving with transportation wake up calls, etc.
- Put strategies in place to help connect with the students and support a sense of purpose and meaning.
- Find alternatives for engagement and participation.
- Set norms about student expectations

## WHEN STUDENTS CAN NOT RETURN TO THE SCHOOL BUILDING

**Source:** [School Year Considerations 2020-21](#)

There are many members in our school community that are in the high-risk categories. Special considerations should be given to these groups while still maintaining the objectives and standards of the day to day operations. Schools need to prepare for students to be unavailable due to COVID-19-related reasons, including personal or family illness.

- Reasonable accommodations should be made to support students that are not able to be physically present in the school building, due to health conditions.
- Set expectations for virtual programs/structures to continue to be used or embedded into classroom lessons, which will make a future transition easier
- Develop schedule and staffing projections to accommodate temporary work assignments to protect high-risk groups
- Develop plan for hybrid model should some families want or need to stay home until there is more assurance of the safety of the school
- Consider the precautions necessary to protect students with special needs relative

to the threat posed by COVID-19  
**ADDITIONAL PLANNING FOR THE 2020-2021 SCHOOL YEAR**

**ACTION ITEMS**

Source: [Best Practices for Virtual Learning and Planning for 2020-2021 School Year](#)

Source: [Leading with Hope](#)

June-August		
When	Who	What
		<ul style="list-style-type: none"> <li>❑ Identify what overhauls to the distance learning approach you would put in place if this was a more prolonged reality. See <a href="#">Design Principles for Remote Learning Plans</a></li> </ul>
		<ul style="list-style-type: none"> <li>❑ Teachers create a simplified learning profile for every student - a gift to the teacher who receives students in September. Just two or three learning objectives for every student.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Identify, gather, and replicate best practices during shut down.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Communicate expectations to students and parents that the learning continues and expectations for attendance, engagement, and work continue.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Consider looping in elementary school to maintain positive student-teacher relationships.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Direct assistance to new teachers and to teachers taking on new grade-levels or classes.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Identify Power Standards for every subject, every grade.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Prepare contingency plan for "Second Wave" during fall of 2020 and another shut down.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Inventory technology, including hardware and connectivity for all students.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Adjust curricular and supply orders to reflect the most useful tools for both face to face and distance learning.</li> </ul>

**During the First Week of Fall 2020**

When	Who	What
		<ul style="list-style-type: none"> <li>❑ Creating year-long plans to facilitate more meaningful, interdisciplinary units that can be delivered face to face or remotely.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Plan for differentiation: Identify reading level and gather writing sample for every student</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Conduct a math facts assessment - just number operations at grade level</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Personal meetings with families of chronically absent students</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Mental health and wellness check-ins with every staff member</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Create an “early warning system” to identify and intervene with students who may be exhibiting academic and/or behavioral concerns.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Develop a plan for benchmark screening and intervention delivery during face-to-face and distance learning.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Avoid new initiatives and protect professional learning time for teachers to develop flexible learning plans for next year.</li> </ul>

**Fall 2020 - Spring 2021**

When	Who	What
		<ul style="list-style-type: none"> <li>❑ Intensive in-class support for new teachers and teachers in new grade levels and subjects, including peer and administrator in-class support, observations, and feedback</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Priority given to PLC time and work for teachers to collaborate on instruction and assessment</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Consider "wake-up" calls for chronically absent students from the 2019-2020 school year</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Review grading policies</li> </ul>

		<ul style="list-style-type: none"> <li>❑ Identify and replicate best practices for student engagement and attrition during shut-down</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Meet in small groups or one-on-one as needed for connection, instruction, and assessment.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Coordinate assignments, deadlines, projects and assessments among teachers to ensure a manageable workload.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Utilize authentic assessments rather than an over-reliance on tests.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Evaluate grading practices to ensure grades reflect progress on standards rather than dispositions such as responsibility or work ethic.</li> </ul>

During Distance Learning		
When	Who	What
		<ul style="list-style-type: none"> <li>❑ Ensuring all instructional experiences include modeling, guided instruction, collaborative work, and independent work rather than over-reliance on independent work during distance learning. This requires strategic use of synchronous and asynchronous lessons.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Vary the way content is delivered to students (reading, lecture/mini-lesson, videos, visual tools, modeling) and the way students can demonstrate their understanding (writing, speaking, visual products, modeling/building).</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Engage students through setting a purpose for the work and providing choice in the process and product of the work.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Ensure all learning is respectful. Students are not given “fluff” or busy work to fill time or provide an item to grade. Videos and apps are age-appropriate.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Utilize frequent and varied formative assessment methods in both face-to-face and distance learning.</li> </ul>
		<ul style="list-style-type: none"> <li>❑ Review and implement best practices in synchronous and asynchronous instruction to meet student needs and engagement.</li> </ul>

		<ul style="list-style-type: none"><li>❑ Make adjustments to ILPs for students with disabilities to account for accommodations and modifications needed in a distance learning environment.</li></ul>
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## SECTION 3: MISSION AND CATHOLIC IDENTITY

Our communal witness to the Gospel message of love of God and neighbors is the heart of our Catholic schools. When families choose Catholic education, daily witness to our faith is a key reason.

From March through May, restrictions on group gatherings and closure of our Church doors have required all Masses to be off-limits to parishioners and all sacraments to be postponed. Our parishes, principals and teachers have been tremendous at providing virtual opportunities, but there is no substitute to the in-person celebration.

Careful consideration needs to be given to sacraments and liturgical worship opportunities that were missed this year as well as those that are to be celebrated in the coming year.

Sacraments/Liturgies	Audience/Size	Conditions to Return	Tentative Date
School Masses			
Class Masses			
Reconciliation			
Holy Communion			
Baptism			
Confirmation			
Assumption of Mary			
Blessing of the Animals			
All Saints Day			
All Souls Day			
Vocations Week			
Advent			

## **OPPORTUNITIES FOR SCHOOLWIDE EUCHARISTIC CELEBRATIONS**

### **Mass Opportunities**

- Shared links of live parish and Archdiocesan masses.
- Students are invited to attend a weekly school mass with social distancing and participate as lectors or altar servers.
- Some school masses are facilitated by the teachers and shared virtually with the students.
- 8th grade Baccalaureate Mass and graduation are celebrated virtually with some participation by students and faculty.

### **Social Media**

- YouTube channel, Facebook and Instagram are utilized for daily prayer and streaming of masses and other prayer events.

### **Virtual Experiences (videos, Google Classroom, Zoom)**

- Students create videos for special prayer events such as May Crowning, Stations of the Cross, daily prayer in the morning and afternoon, and weekly student-led prayer services.
- Pastor's weekly homily is shared with students and families.
- Students pray the Rosary as a class, 8th graders attend a virtual retreat, and other prayer events are shared virtually with the entire school community.
- Prayer events with individual classes and groups of students occur every week.

## **FAITH LIFE ACTIVITIES FOR PARENTS AND FAMILIES**

### **Resources**

- Materials and lessons are shared by school and parish to include faith formation as part of the distance learning offering.
- Teachers share ideas for prayer reflections and other activities that involve the entire family.
- "Formed" publication is shared with families via the parish subscription.
- Updated information from the Archdiocese is shared with families.

### **Social Media**

- Livestream children's liturgy, daily Mass, 8<sup>th</sup> grade graduation Mass and school and parish prayer services via Facebook and YouTube.
- Family prayer section in the school newsletter shared via email.

### **Virtual experiences (video, Google Classroom, Zoom)**

- Collaboration with parish family life events and activities, prayer groups, reflections from pastoral staff, and wellness check-ins.



## SERVICE ACTIVITIES - VIRTUAL

### Resources

- Students focus on home service to families (chores, etc. to help their parents, kindness to siblings, etc.).
- Some students move service projects to a virtual format working with the agency involved.
- Students and families participate in a priest appreciation activity where they deliver thank you notes to the priests at the parish.
- “Friday assembly”- Schools pray and talk about virtues being focused on and acknowledge the great things going on in the school community.
- Teachers encourage students to write letters to only children families and also connect the students at another school as a pen pal activity.

### Social Media

- Online auction and donation opportunities are offered to the community to help support the school and parish.
- 8<sup>th</sup> graders are presenting Capstone projects in which they detail 10 hours of service to the marginalized that has been completed through their 8<sup>th</sup> grade year in conjunction with Schoolwide Learning Expectations, Catholic Social Teachers, and the Gospel.

### Virtual Experiences

- Schools share livestream Masses with everyone in the community, and share outreach opportunities with the community.

### Volunteer Opportunities

- Students write letters to homebound parishioners, convalescent homes, loved ones, local businesses, first responders, and send cards to Veterans.
- Families participate in food drives to support the St. Vincent de Paul organization in the parish.
- Older students record themselves reading books for younger students. Students make sandwiches for food pantries.
- “Thankful Thursday” – The students do different things virtually to show gratitude.
- Students are encouraged to perform random acts of kindness for their family.

## INTEGRATION OF CATHOLIC WORLDVIEW AND GOSPEL VALUES

### Resources

- Teachers use a Character Education Program and focus on a trait each month.
- Lessons focus on current events and Catholic Identity is integrated across all subjects.
- High Schools integrate Catholic worldview through Senior seminars and “The Great Questions”.

- Students pray the Examen in Religion class on Google Meets.
- A “Kid Power” challenge is provided to the students so they can express themselves and their faith creatively.
- Religion class lessons integrate Catholic worldview and Gospel values on a daily basis via prayer and reflection opportunities.

### **Social Media**

- Teachers use social media to continue to share Catholic social justice issues with the school and parish communities.
- Schools continue to focus on their yearly theme via activities and messages through social media.

### **Virtual Experiences**

- Students have discussions of weekly Mass readings and Gospel.
- The Ten Commandments and Beatitudes are applied to daily lives of the students.
- Pastor and Principal reach out to the community via video to reinforce the Catholic worldview in alignment with the Archdiocese.

## **PRESENCE AND VISIBILITY OF PASTOR AND PRINCIPAL**

### **Pastor**

#### **Social Media**

- Masses are live streamed and other updates are shared on Facebook on a regular basis.

#### **Virtual Experiences**

- Pastors share messages via email, join students via zoom, and offer opportunities for parents to ask questions via zoom meetings, email or phone calls.

### **Principal**

#### **Social Media**

- Principals organize fundraising opportunities with parent committees using Facebook and update parents and community via emails on a regular basis.

#### **Virtual Experiences**

- Principals send emails with updates to families, share videos, join Google Hangouts with each class, hold parent group meetings, coordinate weekly staff meetings, and do challenges with students via video and zoom.
- Principals also provide parents with opportunities to ask questions via zoom, email or phone calls.
- Wellness checks are done with families, students and staff.

#### **In-person activities**

- Principals organize drive through events for families at the school and also have one on one meetings with shareholders when necessary.

# CATHOLIC IDENTITY

## ACTION ITEMS

When	Who	What
		<input type="checkbox"/> Identify all sacraments postponed from last year
		<input type="checkbox"/> Identify sacraments schedule for this year
		<input type="checkbox"/> Coordinate with Pastor/Parish office
		<input type="checkbox"/> Schedule liturgies and sacraments as permitted by the Archbishop
		<input type="checkbox"/> Schedule liturgies and sacraments as permitted by the Archbishop
		<input type="checkbox"/> Consider distance options in the meantime
		<input type="checkbox"/> Seeks ways to engage families, students and staff in the faith in unique, meaningful ways.

# APPENDIX A: FAQ

**If so many measures have to be put into place, why are we not just keeping the campus closed?**

**What if a student arrives late?**

Students will enter the main office, as the gate will be locked, to be admitted.

**What about the traditional before school starts recess?**

Grades will have a newly assigned structured recess time slot with their teacher scheduled near the start of the school day in lieu of recess before school from 8:00-8:15AM.

**What if a student needs to use the restroom?**

Restroom time is scheduled as a class during their allotted lunch recess time.

**What is the plan for inclement weather recess and physical education?**

The gymnasium will serve as the space designated for when it rains, is too hot, or the air quality prohibits being outside; however, just like recess it will be used by one class at a time.

**What if students are outside doing calisthenics during extension when a parent comes to pick up a child?**

The extension employee at the entrance/cafeteria will radio the employee with the students on the playground to send up the student. The parent will not be admitted on campus to gather their child.

**What if a hybrid model is adopted? How do you turn over a classroom?**

**Preschool protocols?**

**What do you do about substitutes when they are necessary?**

## APPENDIX B: CLEANING & SUPPLIES

**Facilities Cleaning:** The safety of our employees and students are our first priority. Upon reopening, our schools have been completely cleaned and disinfected and we will continue to adhere to all necessary safety precautions. In addition to the deep clean of the office and school before employees and students return, these steps outlined below will routinely serve to protect everyone and reduce the risk of spread of infection.

### General Disinfection Measures

Category	Area	Frequency	Who
<b>Workspaces</b>	Classrooms, Offices	At the end of each use/day	
<b>Appliances</b>	Refrigerators, Microwaves, Coffee Machines	Daily	
<b>Electronic Equipment</b>	Copier machines, shared computer monitors, TV's, Telephones, keyboards	At the end of each use/day and/or between use	
<b>General Used Objects</b>	Handles, light switches, sinks, restrooms	After each recess	
<b>Common Areas</b>	Cafeteria, Library, Conference rooms, Gyms, Common Areas At the end of each use/day; between groups	At the end of each use/day; between groups	

### School Procured Additional Supplies

Item	Quantity	Notes
<b>Hand Pump Sprayer</b>	1/classroom	For teacher use to spray desks for students to wipe down.
<b>Staff Gloves</b>	500 count/class	Nitrile gloves
<b>Bulk Hand Sanitizer</b>		55 gallon drums for refill stations
<b>Individual Pumps</b>	1/person	8 oz

<b>Cleaning Solution</b>		Alcohol-based
<b>Student Towels/ Ziplock Bags (Alternative: wipes or paper towel and disinfecting spray)</b>		For cleaning personal work surface and storing clean and soiled towels
<b>Restroom Soap Dispensers</b>		Automated
<b>Pencil box/supply bin</b>	1/student	
<b>IR Therm</b>	2/school	Housed in school office
<b>Acrylic/Plexiglass</b>		Office counter & isolation space <a href="#">Sample "Sneeze-Guard" Plexiglass Dimensions</a> <a href="#">Sample "Sneeze-Guard" Cost Estimate</a>  <b>Local Supplier Contact Information:</b> Wes Shinn Portland Vital Signs (503) 220 0074 Cell (503) 753 4615
<b>Body Scan Temp</b>		

## DISINFECTANTS

**Source:** [USFA Advisory](#)

It might be difficult to find disinfectants from their contracted janitorial supplier, but you may already have just what you need.

- Read this article for household products that can destroy the coronavirus [HERE](#).
- Spray the solution on a clean rag and apply to the surface; then continue with a damp cleaning rag until the area is disinfected.
- Wipe the furniture with a dry-cleaning rag to remove any excess moisture. Be sure to dispose of any rags and cleaning materials.

NOTE: Do not mix chemical products. Combining vinegar, bleach, and/or ammonia projects cause bad reactions.

### Additional Resources

[CDC: Cleaning and Disinfecting Your Home](#)

## APPENDIX C: FACILITY ADJUSTMENTS

Area	Change	Permanent	\$
<b>Office</b>	Installed an autosense hand sanitizer dispenser and paper towel dispenser in the nurse's station.	Y	
<b>Cafeteria</b>	Converted to extended care space to ensure social distancing	N	
<b>Restrooms</b>	Autosense faucets have been installed	Y	
<b>Classrooms</b>	Rugs, group tables, and superfluous furniture have been removed	N	
<b>Classrooms</b>	Individual desks or tables installed with six foot gapping between student stations	N	
<b>Classrooms</b>	Students have their own designated space (desk/table) with their own supplies, trash can, water bottle, cleaning materials, and hand sanitizer.	N	
<b>Music Room</b>	Converted as an additional space so spaces are not shared by more than a single class.	N	
<b>Foreign Language Rm</b>	Converted as an additional space so spaces are not shared by more than a single class.	N	
<b>Science Lab</b>	Converted as an additional space so spaces are not shared by more than a single class.	N	
<b>Gymnasium</b>	Converted as 3 additional spaces so spaces are not shared by more than a single class.	N	
<b>Outdoors</b>	Spots outside classrooms and restroom are designated six feet apart for student lineup and for parent pick-up	N	
<b>Hallways/Corridors</b>	Marked traffic flow for minimized contact	N	
<b>Etal</b>	Social distancing and best practices signage posted	N	

## **Surface Cleaning**

Additional Details

- ❑ Students will have one ziplock bag with clean rags and another with dirty rags that they take home daily like their lunch pail or PE uniform
- ❑ Teacher will spray area to ensure wait time and proper coverage
- ❑ If antiviral wipes are used, they must be wet, wiped in one direction, and dry naturally

## **Restroom Use**

Additional Details

- ❑ No more students in a restroom than sinks
- ❑ X Marks the Spot (spaced line up spots outside restroom)
- ❑ Students will disinfect hands at their desk space on returning to class

## **Teacher Cleaning Expectations**

Defined by each site

## **Play Area Map**

Defined by each site

## **Traffic Flow Map**

Defined by each site

## **Morning Drop-off and After School Pick-up Procedures**

Defined by each site

## **Additional Facility Signage**

Defined by each site

[Sample Signage](#)



## APPENDIX D: AGENCY UPDATES

Pertinent agency updates that shape more fluid policies such as specific details on social distancing will be added to this manual's appendix.

This will include:

- [CDC guidelines](#) for cleaning, hygiene, etc.
- [Oregon Health Authority](#) (OHA) Directives
- [County Directives](#)
- Other directives by governmental/public health agencies

# APPENDIX E: Human Resource Forms

## EXAMPLE MEMORANDUM

### Parish Opening Announcement

To: [PARISH STAFF/SCHOOL STAFF]  
From: [PASTOR/PRINCIPAL/BUSINESS MANAGER]  
Re: Return to Work Protocol-[NAME PARISH OFFICE/NAME SCHOOL]  
Date: DATE

[NAME] intends to reopen its offices in a limited capacity starting on [DATE HERE]. This reopening is consistent with current Oregon “Stay Home, Stay Safe” orders. Please note that due to ongoing safety considerations not all employees will be returning to the workplace at the same time. Some may continue to work remotely or to maintain alternative work arrangements.

Reopening does not mean that [NAME] will be returning to the “normal” practices in place before the pandemic. New procedures have been developed to address the current unprecedented situation. Our top priority is keeping our community and employees safe.

Specifically, [NAME] will be taking the following steps to ensure employee safety:

- Enacting enhanced cleaning procedures
- Enforcing mandatory physical distancing policies
- Providing workplace Personal Protective Equipment (PPE)
- Creating staggered schedules to limit in-person interaction
- [REVISE current list and add steps as applicable for your location]

Before returning to the workplace, all employees will be required to review the attached Return to Work Protocol and to sign the included Acknowledgement Form. These protocols and policies will be subject to change as new information and guidance from public health authorities becomes available. If you have any questions regarding these policies, please contact [PASTOR/PRINCIPAL/BUSINESS MANAGER]. If you have questions regarding your scheduled work hours, please contact your immediate supervisor.

Attachments: Return to Work Protocol Acknowledgement Form

**EXAMPLE LETTER**  
**Employee Return to the Workplace Instructions**

Dear [EMPLOYEE],

I hope this message finds you well. I am writing to inform you that [NAME] intends to reopen its offices in a limited capacity starting on [DATE HERE]. This reopening is consistent with current Oregon “Stay Home, Stay Safe” orders. Starting on [DATE], I ask that you report to the office on [DESCRIBE SCHEDULE-example, employee may come in MWF and telework on TU/TH]. If you feel you are unable to come to the workplace or need an accommodation, please contact [IMMEDIATE SUPERVISOR].

Reopening does not mean that [NAME] will be returning to the “normal” practices in place before the pandemic. New procedures have been developed to address the current unprecedented situation. Our top priority is keeping our community and employees safe.

Specifically, [NAME] will be taking the following steps to ensure employee safety:

- Enacting enhanced cleaning procedures
- Enforcing mandatory physical distancing policies
- Providing workplace Personal Protective Equipment (PPE)
- Creating staggered schedules to limit in-person interaction
- [REVISE current list and add steps as applicable for your location]

Before returning to the workplace, all employees will be required to review the attached Return to Work Protocol and to sign the included Acknowledgement Form. These protocols and policies will be subject to change as new information and guidance from public health authorities becomes available.

If you have any questions regarding these policies, please contact [PASTOR/PRINCIPAL/BUSINESS MANAGER]. If you have questions regarding your scheduled work hours, please contact [IMMEDIATE SUPERVISOR].

Attachments:

Return to Work Protocol Acknowledgement Form

<PARISH OR SCHOOL LETTERHEAD>

**ACKNOWLEDGMENT OF RECEIPT OF RETURN TO WORK PROTOCOL**

I, \_\_\_\_\_, acknowledge that I have received a copy of and read the Return To Work Protocol (“Protocol”), which describes the procedures [name of parish or school] has adopted for reopening following the COVID-19 related closure. I understand that this Protocol contains important information regarding efforts to make the workplace as safe as possible. I understand the Protocol and understand that I may ask questions regarding any aspects of the Protocol that may confuse me. Further, I understand that the Protocol applies to me and that I must abide by its requirements. I also understand that [name of parish or school] reserves the right to modify or discontinue the Protocol, in its sole judgment. I also understand that violations of the Protocol may result in appropriate disciplinary action up to and including discharge.

I understand that this PROTOCOL IS NOT A CONTRACT OF EMPLOYMENT, that it is not intended as a complete statement of my rights or responsibilities as an employee, and that it does not alter the fact that I am an “at-will” employee.

**Signature:**

**Print Name:**

**Today’s Date:**



## Families First Coronavirus Response Act (FFCRA) Emergency Family and Medical Leave Request Form

To request emergency Family Medical Leave as provided under the Families First Coronavirus Response Act (FFCRA) and the Archdiocese of Portland in Oregon's Emergency Family and Medical Leave Expansion Act (EFMLEA) Policy, please complete the following Request Form and submit to your *[Business Manager/Pastor/Parish Administrator/Principal]* as soon as possible before leave commences. Verbal notice will be accepted until a form can be provided. Some employees who are unable to work or telework due to the need to care for their child as a result of school or care provider closures resulting from the coronavirus will be eligible for partially paid leave.

EMPLOYEE NAME: \_\_\_\_\_ LOCATION: \_\_\_\_\_

MANAGER: \_\_\_\_\_

REQUESTED LEAVE START DATE: \_\_\_\_\_ ESTIMATED END DATE: \_\_\_\_\_

The reason for this FMLA leave request is (select the most appropriate box):

To care for the employee's child when the employee is unable to work (or telework) due to the closing of the child's school, place of care, or unavailability of the regular childcare provider due to a public health emergency with respect to COVID-19. *\*Provide the following information:*

Name of child being cared for: \_\_\_\_\_ Age of child being cared for: \_\_\_\_\_

Name of school, place of care, or childcare provider that has closed or become unavailable: \_\_\_\_\_

No other suitable person (such as a co-parent, co-guardian, or the usual childcare provider) is available to care for the child during the period for which I am requesting FFCRA leave: **Correct/Incorrect (please circle one).**

Time off work is expected to be (select the most appropriate box):

For a continuous block of time (several continuous days, weeks or months off work).

For a reduced work schedule (change in work schedule needed - fewer hours per day or fewer hours per week).

On an intermittent basis (periodic time off that is not usually expected to be the same days or time off from week to week).

Determination of eligibility for leave under the EFMLEA, and/or additional documentation or clarification of documentation, may be required prior to making a final EFMLEA determination to approve or deny an EFMLEA leave request. Please contact Human Resources with any questions.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Manager Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Families First Coronavirus Response Act (FFCRA) Emergency Paid Sick Leave Request Form

To request emergency paid sick leave as provided under the Families First Coronavirus Response Act and the Archdiocese of Portland in Oregon's Emergency Paid Sick Leave Policy, please complete the following request form and submit to your [Business Manager/Pastor/Parish Administrator/Principal] as soon as possible before leave commences. Verbal notice will be accepted until a form can be provided.

EMPLOYEE NAME: \_\_\_\_\_

LOCATION: \_\_\_\_\_

MANAGER: \_\_\_\_\_

REQUESTED LEAVE START DATE: \_\_\_\_\_ ESTIMATED END DATE: \_\_\_\_\_

The amount of emergency paid sick leave being requested is \_\_\_\_\_ hours.

The reason for this emergency paid sick leave request is (check the appropriate reason below and provide requested information):

1) I am subject to a federal, state, or local quarantine or isolation order related to COVID-19.  
*\*Provide the name of the government entity that issued the quarantine or isolation order: \_\_\_\_\_*

2) I have been advised by a health care provider to self-quarantine due to concerns related to COVID-19.  
*\*Provide the name of the health care provider who advised you to self-quarantine: \_\_\_\_\_*

3) I am experiencing symptoms of COVID-19 and seeking a medical diagnosis. *\*Leave is limited to the period of time that you are unable to work or telework because you are taking affirmative steps to obtain a medical diagnosis (i.e. time spent making, waiting for, or attending an appointment related to COVID-19).*

4) I am caring for an individual who is subject to either number 1 or 2 above. *\*Provide the name of the government entity that issued the quarantine or isolation order OR the name of the health care provider who advised the individual being cared for to self-quarantine: \_\_\_\_\_*

5) I am caring for my child whose primary or secondary school or place of care has been closed, or my childcare provider is unavailable due to COVID-19 precautions. *\*Provide the following information:*

*Name of child being cared for: \_\_\_\_\_ Age of child being cared for: \_\_\_\_\_*

*Name of school, place of care, or childcare provider that has closed or become unavailable: \_\_\_\_\_*

No other suitable person (such as a co-parent, co-guardian, or the usual childcare provider) is available to care for the child during the period for which I am requesting FFCRA leave: **Correct/Incorrect (please circle one).**

6) I am experiencing another substantially similar condition specified by the secretary of health and human services.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Manager Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# EMPLOYEE RIGHTS

## PAID SICK LEAVE AND EXPANDED FAMILY AND MEDICAL LEAVE UNDER THE FAMILIES FIRST CORONAVIRUS RESPONSE ACT

The **Families First Coronavirus Response Act (FFCRA or Act)** requires certain employers to provide their employees with paid sick leave and expanded family and medical leave for specified reasons related to COVID-19. These provisions will apply from April 1, 2020 through December 31, 2020.

### ► PAID LEAVE ENTITLEMENTS

**Generally, employers covered under the Act must provide employees:**

Up to two weeks (80 hours, or a part-time employee's two-week equivalent) of paid sick leave based on the higher of their regular rate of pay, or the applicable state or Federal minimum wage, paid at:

- 100% for qualifying reasons #1-3 below, up to \$511 daily and \$5,110 total;
- ⅔ for qualifying reasons #4 and 6 below, up to \$200 daily and \$2,000 total; and
- Up to 12 weeks of paid sick leave and expanded family and medical leave paid at ⅓ for qualifying reason #5 below for up to \$200 daily and \$12,000 total.

A part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period.

### ► ELIGIBLE EMPLOYEES

In general, employees of private sector employers with fewer than 500 employees, and certain public sector employers, are eligible for up to two weeks of fully or partially paid sick leave for COVID-19 related reasons (see below). *Employees who have been employed for at least 30 days* prior to their leave request may be eligible for up to an additional 10 weeks of partially paid expanded family and medical leave for reason #5 below.

### ► QUALIFYING REASONS FOR LEAVE RELATED TO COVID-19

An employee is entitled to take leave related to COVID-19 if the employee is unable to work, including unable to **telework**, because the employee:

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;</li><li>2. has been advised by a health care provider to self-quarantine related to COVID-19;</li><li>3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis;</li><li>4. is caring for an individual subject to an order described in (1) or self-quarantine as described in (2);</li></ol> | <ol style="list-style-type: none"><li>5. is caring for his or her child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 related reasons; or</li><li>6. is experiencing any other substantially-similar condition specified by the U.S. Department of Health and Human Services.</li></ol> |
|---|---|

### ► ENFORCEMENT

The U.S. Department of Labor's Wage and Hour Division (WHD) has the authority to investigate and enforce compliance with the FFCRA. Employers may not discharge, discipline, or otherwise discriminate against any employee who lawfully takes paid sick leave or expanded family and medical leave under the FFCRA, files a complaint, or institutes a proceeding under or related to this Act. Employers in violation of the provisions of the FFCRA will be subject to penalties and enforcement by WHD.



**WAGE AND HOUR DIVISION**  
UNITED STATES DEPARTMENT OF LABOR

For additional information  
or to file a complaint:

**1-866-487-9243**

TTY: 1-877-889-5627

**[dol.gov/agencies/whd](https://dol.gov/agencies/whd)**



WH1422 REV 03/20

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