



Recovery and Reopening Team

Parish and school leaders, faculty members, school parents, and medical professionals are appointed by the pastor and principal. Tasks include planning and preparing for all facets of and options for school re-opening in 2020-21 in consultation with the Reopening Task Force of the Catholic Schools Office of the Archdiocese of Washington and in line with the guidance, rules, and laws of relevant health agencies and governments.

Members

Father David -- pastor
Father Cezary -- associate pastor
Anna Damiano -- school delegating nurse, parent
Karen Lanni -- parent, physician
Anne Irwin -- teacher, parent, technology director
Georgine Baugher -- school secretary
Carol Schwab -- assistant to principal
Kathleen Morris -- vice principal, teacher
Doreen May -- guidance counselor, 3rd grade teacher
Jessie Fitzgerald -- parent, school board member
Merianne Spencer -- parent, school board member
Lena Maslov -- parent, school board member
Sean Chisam -- parent, school board member
Mary Lombardo -- parent, school board member
Roberta Gambale -- parent, school board member
Janice Hwang -- parent, school board member
Elisabeth Chakmakian-Lodge -- parent, school board member
Jeanine Regan -- pre-k teacher, parent, room parent coordinator
Lisa Case -- resource director
Laura Pifer --director ELL (English Language Learning)

Meeting 1 -- Monday, June 22 at 6 pm

Meeting 2 -- Monday, July 20 at 6 pm

Meeting 3 -- Monday, August 3 at 6 pm

Meeting 4 -- Monday, August 24 at 6 pm

Video Conference Via Microsoft Teams

The committee was set up initially to plan Covid-19 infection prevention and response. The committee helped draft a multiple-contingency plan and on March 2 approved a preparation plan for distance-education. The plan was implemented when the governor announced 10 days later that Maryland school facilities would be closed beginning March 16, the day SJB's distance education program began.



Key Determinations for Reopening

1. Catholic School policies of the Archdiocese of Washington
2. local health department rules/guidelines on resumption of activities
3. how faculty/staff receive timely information regarding return to work
4. staff shortages due to
 - i. vulnerability or sickness
 - ii. staff caring for sick relative or loss of staff family member
5. rule/guide on face coverings worn by faculty/staff/students
6. seating distances in classrooms
7. procedures for sending sick students home
8. if entry and exit paths should be set
9. should drop-off and pick-up spots change
10. if class changes should be static (teachers move) or fluid (students move)
11. distance and flow paths through buildings including procedures on visiting cubbies, bathrooms, and water fountains
12. communication and outreach methods of rules/policies to students and parents
13. daily/weekly screening – will it be required by health department
14. cleaning for reopening and school year
15. stocking of cleaning/disinfectant supplies
16. sanitizing classrooms during school day

Reopening Preparation Checklist

- Establish Recovery Team and outline steps toward reopening.
- Decisions may include...
 1. communicating with staff
 2. communication with families
 3. safety precautions
 4. distancing considerations
- Make a list of responsibilities and assign individuals to those tasks
- Determine the most essential needs and resolve them first.
- Determine resources on hand and resources needed for transition.
- Determine professional development needed.
- Develop predetermined responses to questions and concerns that may be asked by community members.
- Engage families and parish in discussion of reopening.
- Maintain regular contact with CSO and parish leaders.
- Use recovery team for reflection and determination of next steps.



To-Do Tasks

A. Review/Modify Health/Safety Rules and Preparations including impact on school day and school operations. [CDC Schools Guidance](#)

B. Evaluate Distance Education and Recommend Redesign or Improvements for...

- student learning
- family needs
- communication clarity
- staff stability

B. Prepare Contingencies in...

- spacing
- staffing
- scheduling

C. Communication of Plan/Implementation to Staff, Families, Students

- Town Hall
- Survey
- Monthly Coffee Talk for Parents/Teachers

D. Identify Resources Needed and Support For

- Programs
- Technology
- Medical/Cleaning
- Distancing (masks, gloves)
- Testing

E. Ensure that distance and contingency plans include...

- Prayer/Worship, Weekly Mass, School Mass
- Special Events including Sacraments and School Traditions
- Extracurricular Clubs including Band, Chess, STEM
- Service
- Orientation for New Families, Recruitment of New Families



Contingencies

1. Start-Up Opening
2. Start-Up in *Spread* with personal distance rules
3. Start-Up with Distance Education and Campus Closure
 - Delay start-up of PreK and K
 - Determine tuition adjustment for PreK and K and total income loss to school
 - Implement staff/salary adjustment contingency
4. Start-Up in *Burgundy-Gold Days* with personal distance rules
5. Flare-Up Campus Closure with Distance Education
6. Flare-Up switch to *Spread* or *Burgundy-Gold Days*

Contingency Preparation Priority Items

Choice One -- *Spread* Model – Determine...

- available campus space, measure square footage for groups.
- physical safety barriers for student groups (partitions in large, open multipurpose rooms), restrictions on mixing or moving groups, moving teachers.
- staff supervision of groups and effect on availability of special-subjects
- impact on After Care, Before Care, recess, assemblies, extra activities.

Choice Two -- *B&G* Model – Determine...

- division of students (families) into Burgundy and Gold group
- communication to families that G/B students would take turns attending full days of school
- block schedules on B Days and G Days (one day set aside for teacher planning and PD)
- weekly and daily schedules

B/G Days	Monday	Tuesday	Wednesday	Thursday	Friday
1-Day Switch	G	B	G	B	Teacher Planning/Distance Education
2-Day Switch	G	G	B	B	Teacher Planning/Distance Education
1-Week Switch 1st week	G	G	G	G	Teacher Planning/Distance Education
1-Week Switch 2nd week	B	B	B	B	Teacher Planning/Distance Education

Resource teachers work with small groups to reduce student teacher ratios. Fine Arts and PE teachers included in rotations. One day for teacher planning, PD, with distance learning for students.



Team Assignments

A. Consultation – Catholic Schools, Agencies, Financial

Janice

Father David

Brian

Kathleen

Anna and Karen (health)

B. Safety/Health Policy Review - Changes in Daily Routines

Anna

Karen

Carol

Georgine

C. Resources

Carol

Georgine

Sean (access equity)

Roberta (access equity)

Lis (access equity)

Lisa/Laura (access equity)

Mary

Jeanine (preK)

Doreen

D. Distance Education and Contingency Plans

Kathleen

Anne

Doreen

Brian

Jeanine

Anna/Karen

Jessie

Merianne

Lena

E. Communication

Planning/Implementation

Lena

Merianne

Anne

Brian

Jeanine



Team Tasks

- A. **Consultation** -- Maintain communication with Catholic Schools Recovery and Reopening Task Force (Kelly Branaman is staff director, Chris Buchleitner directs panel on school operations). Set policy on tuition adjustment: circumstances warranting adjustment, amount, method, and communication. Prepare contingencies for 5%, 10%, and 15% loss in income.
- B. **Health and Safety** -- Communicate with Catholic Schools Office Task Force Subcommittee on Health and Safety (Anne Dillon is chair). Review the Handbook Policy on illnesses, list of Determinations on page 2.
- C. **Resources** – Prioritize List of Wants and Needs in Health/Safety (Anna, Karen, Carol), Education (Kathleen, Anne), and Access Equity (Sean, Roberta, Lis, Lisa, Laura).
- D. **Distance Education and Contingency Plans**

I. Distance

1. Kathleen: lead review/evaluation of 4th quarter distance education
2. Maintain communication with CSO Task Force.
3. Anne, Merianne, Jessie:
 - In collaboration with Kathleen, provide an outline of the ideal distance-education model for a family with multiple children.
 - Identify obstacles to plan and resources and changes needed to remove obstacles.
4. Merianne/Lena/Anne: With Kathleen, get data from teachers, parents, students on biggest challenges, successes.
5. Jeanine: Communicate with Concetta/Sarah. Evaluate and recommend plan for K and PreK

II. Contingencies

1. Kathleen: Lead evaluation of contingencies
2. Maintain communication with Task Force -- Will SJB be allowed to deviate from MCPS contingency model? More specifically, if MCPS goes to A/B Days, can SJB go to Spread plan? What are the spacing rules? Should there be a Spread Plan for **6 feet and 3 feet**?
3. Anna/Karen: Ensure contingencies meet safety requirements
4. Determine pros and cons of each contingency.
 - Determine obstacles to each contingency (rule out the non-starters)
 - Determine consequences of each contingency.
5. Merianne, Lena, Anne: survey teachers, parents, students on contingencies in collaboration with Kathleen.
6. Recommend top two contingency models with team's recommendation.

E. Communication –

Collaborate with Team Leaders to support with data collection and communication plan to families.
Provide opportunity for participation of SJB stakeholders (for instance, opening a team meeting to all families)
Recommend communication of plan and implementation of plan.

- Methods and Frequency of Communication
- Ensure communication is two ways – example: online meeting- parents with principal and/or teachers.
- Identify ways to support administration with communication task.



Dates and Guideposts

Meeting 1 -- Monday, June 22 at 6 pm

Meeting 2 -- Monday, July 20 at 6 pm

Meeting 3 -- Monday, August 3 at 6 pm

Meeting 4 -- Monday, August 24 at 6 pm

Planning Meetings 1-4

Videoconference via Microsoft Teams

Guideposts:

I. July 20 -- Meeting 2

1. Latest on Health/Safety and Rules/Guidance from Archdiocese Task Force
2. Updates from Team Leaders

II August 3 – Meeting 3

1. Latest on Health/Safety and Rules/Guidance
2. Presentations from Team Leaders
3. Approval of
 - a. Health/Safety Policy
 - b. Communication Plan
 - c. Spread Contingency Plan
 - d. Burgundy/Gold Contingency Plan
 - e. Distance Education Plan
 - f. Financial Contingencies
4. Discussion of Needed Resources and Funding
5. Discussion of Next Steps and Plan/Goal for Aug. 24 Meeting



For Committee Information -- Other Models

- A. **Upper School / Lower School Days** – PK – 3 one day and 4-8 one day - Everyone teaches the students here that day.
- B. **Start School Early**: Reduce Summer Time off for Students – students would begin school earlier in the summer than a traditional school calendar.
- C. **Extended School Days in the Afternoon** – student school day is extended beyond the normal school dismissal schedule.
- D. **Open Schools Earlier in the Mornings** – student school day is extended by including an earlier start time.
- E. **Split Days** – Students come for **Morning Classes** or **Afternoon Classes**
- F. **Night Classes for Students** – student attends school in the evening.
- G. **Extend 2020-2021 School Year** – restructures the traditional school calendar to provide more continuous learning throughout the school year and reduces summer time off for students. **Incremental Student Return Based on Grade** – returning students to school by grade to allow for social distancing.
- H. **Select Day Rotation with One Day for Remediation** – alternative schedule to provide for support to students with increased instructional needs.
- I. **Scheduling Based on Facility Usage** – utilization of multiple buildings for a single school to allow for social distancing.

[Maryland Department of Education Recovery Plan](#)

[CDC Consideration for Schools](#)

[CDC Decision Tool](#)