THE SEED SCHOOL OF MARYLAND
REOPENING PLAN
2020-2021
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A MESSAGE FROM THE HEAD OF SCHOOL

In March 2020, The SEED School of Maryland (SEED MD), like many schools across this country, was required to close its doors in response to a global public health crisis: COVID 19. Unbeknownst to us, this unprecedented response would shift the entire education landscape and cause educators and school leaders to reimagine education while simultaneously creating remote models to ensure continuity of learning. As the weeks continued, and as more information was released, our State Superintendent, Dr. Karen Salmon, made the hard, but necessary choice to keep school buildings closed for the remainder of the school year.

In April 2020, our school leadership began convening a team to oversee the recovery plan for The SEED School of Maryland. With ever-shifting information and guidelines, the Recovery Committee was tasked to provide recommendations that prioritized safety, were rooted in student learning, and had the ability to be responsive to uncertain external factors.

Initially, the recovery committee recommendation was to reopen using a hybrid model. However, based upon the current state of epidemiological data, we believe the safest choice for our school is to remain in a remote instructional model through the first quarter—October 30. Although we want our students and staff to return to school buildings as quickly as possible; we are heavily committed to the health and safety of each member of our SEED MD community.

During remote learning, our highest priority is to ensure excellence, access and equity in the learning experience for all of our students. We do know that remote learning can present a number of academic and social/emotional challenges for many students. And while it isn't the same as being able to work together in person, we want to assure you that we have developed a robust and dynamic remote learning model that will provide engaging and enriching instruction for all students at all grade levels.

We will reassess the impact of COVID-19 on school system operations in October. At that time, we will work with state and local officials to determine whether we can transition to our hybrid learning model or if we must remain remote for part or all of the first semester. SEED MD remains committed to a path that returns our students to in-person instruction as soon as it is safe to do so. We take the immense responsibility of educating and creating opportunities for every single student seriously.

Thank you for your continued support and collaboration as we work together to build a comprehensive plan that meets our community needs and ensures an extraordinary learning and living experience in preparation for college and beyond for our scholars.

Sincerely,

Kirk Sykes
Head of School

This Reopening Plan provides an overview so that all members of our community know what to expect. The plans shared in this document are based on the most current public health assessment. Consequently, this plan is subject to change, and to the extent possible, it is designed to be flexible. Above all—be it in the classroom or online—our goal is to provide an exceptional learning experience for our students while working to create a safe and healthy learning environment.
GUIDING PRINCIPLES

We ground ourselves in the following principles as we prepare for reopening:

Honoring Our Mission

Our program must stay true to our mission to provide scholars with an exemplary education and living experience which equips them with the academic, critical thinking, and social skills that they will need in college and beyond. Even in a remote learning setting, we will strive to maintain the integrity of our 24-hour model by providing wrap around services and experiences that nurture the well-being, minds, and hearts of our students.

Promoting Equity

Whether online or in-person, we are committed to providing the best learning environment to meet the needs of all learners in our community. Mitigating barriers such as limited access to technology or unreliable internet is of utmost importance. We have built on what we learned from the spring, and will enhance our academic interventions and mental health supports throughout this school year to address learning loss and regression. Our entire school community will engage in culturally responsive teaching and anti-racism training in order to improve our effectiveness with all student populations.

Maintaining High Quality Instruction

For our remote learning model, our highest priority is to ensure excellence, access and equity in the learning experience for all of our students. We want to assure you that we have developed a robust and dynamic remote learning model that will provide engaging and enriching instruction for all students at all grade levels. In addition, we created meaningful professional learning experiences for our staff to ensure that they are equipped with the skill to facilitate quality online learning experiences.

Proritizing Health and Safety

We do not take lightly the tremendous responsibility we have before us to ensure the health and safety of our staff, faculty, and students. Since March we have been vigorously preparing our school building to meet the new CDC standards and guidelines. We have consulted with medical and health professionals to determine a strategy for responding to potential spikes and/or outbreaks.
REOPENING PHASES

Given the ever-shifting landscape of the coronavirus pandemic, these phases are fluid. It is likely that we will switch between the phases outlined below during the 2020-2021 school year based on health and safety conditions and virus progression.

**Phase I**
Remote Model

Daily instruction, support, and campus experiences will be held online.

**Phase II**
Hybrid Model

Mix of in-person and remote learning

Rotating schedule; In-person learning and boarding will occur on a rotational basis; grade level cohorts will remain on campus for 1 week, followed by 3 weeks of remote learning and wrap around services.

**Phase III**
In-Person Model

Majority in-person learning with some remote components

All students will resume living on campus and engaging in our dynamic programming.

**August 30th - October 30th**
(Quarter 1)

**November 4th**
(Quarter 2)

**February 1st**
(Quarter 3 - EOY)

*Our transition from one phase to another depends on a variety of factors, including permission from state and local governments to allow students to attend classes on campus as well as the progression of COVID-19. These dates are projections.*

Reminder: The first day of school is Sunday, August, 30th. We will begin the school year remotely. Please click here to see our latest 2020-2021 school calendar.
TEACHING & LEARNING

Overview

Amid our world’s COVID-19 crisis, the SEED MD division of Teaching and Learning is committed to engaging our students in a robust re-engagement in remote learning. Our teams have worked urgently to create a blueprint that ensures each student’s academic progress and social – emotional well being. We are aware that some students continue to grapple with access to online learning, navigating their work, their own emotional and psychological well – being, and other necessary duties needed to support their family during the pandemic. While our re-engagement plan has extended remote learning time for each course, we will also continue to use digital tools that bolster access to the curriculum and allow for asynchronous learning options.

Specifically here’s what you can expect during remote learning:

Intellectual Engagement in Live Instruction- All students will have live (synchronous) instruction and a full day of instructional experiences. Student schedules will include live lessons with their teachers, small group learning, and independent work time. Our students in middle school and high school should anticipate 4-5 hours of live lessons each day, with opportunities for guided and independent practice. Teachers will engage students in rigorous instruction using evidenced based digital tools that provide different ways for them to demonstrate what they are learning.

Cohort Monitoring- Each student will be surrounded by a team of caring adults. This team will meet weekly to discuss social, emotional and academic progress of the students in their cohorts. Cohort team leaders will ensure that their teams do whatever it takes for students to be present online, successfully demonstrate standards mastery, and receive the timely interventions they deserve. Cohort team members will also reach out to let parents know how to support our efforts to help their children succeed.

Ensuring access to quality remote instruction within a culture of collaboration with high learning and improved results for all!
Middle and Upper School Program

Both our middle school and high school programs are focused on our mission to make sure our students are prepared to graduate world – class colleges and universities. Both programs also have a laser – focus on dramatically improving the literacy and numeracy skills of SEED MD students. However, our middle school program is also focused on making sure our students have access to a well – rounded curriculum. It is paramount that each child experiences the visual arts, music, technology, drama, physical education, health, and Spanish. In our high school, we are working to extend access to advanced placement courses, dual enrollment, honors classes, more internship opportunities and intriguing electives, such as our Zombie course that fosters a love for reading and argumentative writing.

VIRTUAL LEARNING

Using Google Classroom and supporting apps such as Zoom, students will attend regularly scheduled classes synchronously and asynchronously 5 days a week. Like a traditional schedule, students will be assigned to their subject area teachers by class period.

The live instructional schedule will include full class periods, with teachers fully engaged with their students for the duration of the lesson.

Online tutoring will be available upon request. Morning meetings and cohort advisory sessions will be built into the remote learning schedule.

HYBRID LEARNING

Whether in classrooms or online, students will have synchronous and asynchronous learning experiences utilizing Google Classroom and Zoom.

Students will receive instruction based on this proposed schedule:

- One (1) week of in-person instruction in the school building and
- Three (3) weeks at home learning remotely online

Online tutoring will be available upon request. Morning meetings and cohort advisory sessions will be built into the remote learning schedule.

Take a glance at a sample monthly instructional schedule.

IN-PERSON LEARNING

School five days a week, in-person, on campus.

Students will be engaged in a full course load of core academic classes and specials that provide them with a rigorous academic experience while nurturing their well-being.

In-person and online tutoring and coach class will be available upon request. Morning meetings and cohort advisory sessions will be built into the schedule.

ENSURING ACCESS TO QUALITY REMOTE INSTRUCTION WITHIN A CULTURE OF COLLABORATION WITH HIGH LEARNING AND IMPROVED RESULTS FOR ALL!
TEACHING & LEARNING

Accelerating Student Learning

During our recovery process, we will focus on core grade-level content and accelerate student learning through the following strategies:

**Assessment for Learning** – When students return to our campus, there are multiple ways we will measure progress in order to customize their experiences in our daily core lessons and extended learning programs. Each student in grades 6 – 10 will take the Measure of Academic Progress (MAP) assessment in literacy and mathematics. Students in grades 6 – 9 will also take the i-Ready assessment and and will participate in individualized online practice via i-Ready instructional modules. Students in grades 11 – 12 will be given a standards – based pre -assessment prior to the beginning of each course. All students will take a writing benchmark at the beginning, middle and end – of the year. Finally, teacher teams are designing student surveys to inform social – emotional and academic supports that will need to be in place.

**Rigorous Curricula** – We will continue to implement Wit and Wisdom and Engage New York in our 6 – 12 ELA classrooms and Eureka Math in our mathematics classrooms. Both curricula provide ancillary online tools and resources that accelerate learning. Please check – out our website to learn more about new curricula and course sequences in science and social studies aligned with our Maryland Comprehensive Assessment Program (MCAP).

**Explicit Instruction** – When you step inside of our classrooms, you will notice teachers making sure our students are clear about their learning goals for the unit and daily lesson, giving students models or showing them how to engage with the work, guiding students as they practice by giving specific feedback, and providing time for students to work in teams and independently to master content.

*Ensuring access to quality remote instruction within a culture of collaboration with high learning and improved results for all!*
TEACHING & LEARNING

Accelerating Student Learning (Cont'd)

During our recovery process, we will focus on core grade-level content and accelerate student learning through the following strategies:

**Focus on Literacy in Each Content Area** – Reading, writing, listening, speaking and viewing will be evident in each classroom. You will see our students using digital tools to create Podcasts, newsletters, presentations of learning, community forums, and so many other exciting authentic products that demonstrate their literacy skills.

**Individualized Learning Plans** – With the help of our Student Support Team, Student Life, and Instructional Leadership Team, our newly structured Cohort Teams will collaborate to create individualized learning plans for students.

**Personalized Asynchronous Instruction (With Support)** Leverage digital learning platform for students to engage independently in a personalized learning path to recover and extend learning. Teachers will monitor these pathways and provided targeted support to ensure that identified learning gaps are being closed.

**Assessment of Learning** – Students in grades 6 – 12 will take curriculum – based mid and end – of – course summative assessments to ascertain their readiness to learn new standards.

MD College and Career Ready Standards for grades 6 -12 are taught in all content areas and MSDE frameworks are followed for each content. Each administrator uses MSDE guidance documents to ensure our course descriptions and offerings are aligned. All adopted curricula are aligned with state standards and assessments. Teachers use the Lesson Study protocol to work in collaborative teams to unpack the state standards and student data. They use this analysis to plan robust lessons, practice peer observations, and then come back together to share their observations and plan a better lesson.

*Ensuring access to quality remote instruction within a culture of collaboration with high learning and improved results for all!*
Digital Tools

All teachers and students will utilize Google classrooms for online learning. This platform promotes the sharing of information like assignments and resources, while also allowing teachers to assess student learning and mastery. With Google Classroom, teachers can pinpoint where each student needs specific feedback and target that area accordingly.

A video communication platform that provides a remote classroom (synchronous) learning environment. Students will use ZOOM daily this fall to attend classes.

PowerSchool is our student information system. Parents and students can use this platform to access report cards, progress reported, student schedules, family information, and more.

In addition, teachers will use a suite of curricular digital tools such as: Nearpod, Kahoot, Padlet, Schoology, Khan Academy, Edulastic, I-Ready, Assisments, Read Works, and Common Lit.
Library Services

Our library department is committed to offering students, their families, and faculty access to reading and research tools during this time of uncertainty.

**Audio/eBooks** – We offer audio, eBooks, AND magazines for pleasure, supplemental, and curriculum reading. Summer reading titles are available. The newest best books will be added when available. (Coming soon: The Hunger Games prequel!)

**Online Resources** – SEED MD’s subscription databases are available while off-campus using login information available from Ms. Rinehart’s protopage. Students may then login to access even more features with their unique SEED MD username and password. Grade level and subject-specific resources are available.

**Instruction** – SEED MD’s Library Media Specialist (LMS), Ms. Rinehart, will continue to work with faculty to provide class-specific instruction about library resources, on-campus and online. Short instructional videos on some resources are posted on Ms. Rinehart’s protopage. Resources will be developed as needed to assist students and staff.

**Office Hours** – Whether in-person or online Ms. Rinehart is available to answer questions and assist students and faculty with assignments. During remote learning, Ms. Rinehart will offer designated times on Zoom for students to connect and ask questions or talk about books.

**Author Visits** – Ms. Rinehart is working on scheduling virtual author visits.

**Curbside Checkout** – During remote learning, students may request printed books. Ms. Rinehart is working on a process to distribute printed books by mail. During the hybrid model, the library will offer curbside checkout for print resources and books.

*Look for updates on upcoming online events, resource profiles, and new books on Ms. Rinehart’s protopage!*
Special Education

The SEED School of Maryland continues to provide a free, appropriate, public education (FAPE) to students with disabilities. FAPE will be provided in the remote setting to address each student's unique needs through supports and services to positively impact their academic growth, communication skills, emotional/behavioral, mental and physical health as identified in their Individualized Education Program (IEP) or 504 Plan. FAPE will be provided consistent with the need to protect the health and safety of the students and those individuals providing special education and related services.

We will provide the following supports for our students with disabilities:

- Access to grade appropriate content and individualized services
- Amended or revised 504 Plans and IEPs for remote learning or hybrid model
- Online assessments as appropriate
- Online and telephonic 504 and IEP Team meetings
- Mental and behavioral supports
- Synchronous and asynchronous instruction
- IEP Meetings will continue to be held online with consent from families
- Reevaluation and Initial Evaluations will be completed online by a licensed Psychologist.

Related Services, which include: Counseling, Occupational Therapy, Physical Therapy, and Speech-LanguageTherapy, will be provided in a direct teletherapy platform. Individualized services may be provided in a coaching model, in small groups/dyads, or through collaborative lessons with educators or other related providers depending on the needs of the learners and the individual goals and objectives being addressed. All providers will collaborate with their general and special education teachers in order to support learners on their caseloads.
TEACHING & LEARNING

Attendance

Attendance will be expected and documented for each day of the week. Middle and high school teachers will continue to take period attendance which will be recorded in PowerSchool.

In addition, teachers will enter attendance:

- Based on participation in online platforms, submission of assignments, online learning classroom analytics, and other evidence of engagement during remote learning.
- Based on presence in class on in-person days during hybrid learning.

Students who are not present will be marked absent and every effort will be made to find, support, and re-engage them.

There will be a campaign to promote daily attendance through family outreach and incentives.
STUDENT LIFE

Overview

The SEED School of Maryland prioritizes wrap around services and will continue to have multiple student-touch points via our academic, student life and student support teams. In an effort to maintain the integrity of our Student Life programming, the remote learning model is designed to enable a seamless transition to in-person instruction and as a result, we will continue the core components of our instructional, Student Life programming and modify the additional activities in accordance with CDC guidelines.

All students are required to participate in student life instruction five days per week.

**Morning Meetings:** Morning meetings are designed to help create a safe and supportive online environment. Student Life morning meetings are an engaging way to build community and help students start their academic day.

**Social Emotional Learning:** Student Life staff will continue to host online workshops through which scholars understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

**Character Education:** Builds on the competencies of Social Emotional Learning and dives deeper into specific characteristics necessary for academic and life success. This component of our programming will remain during remote learning and will be made available for all of our students online.
STUDENT LIFE

Athletics

Keeping health and safety as the top priority, all fall sports will be suspended. This decision was not made lightly; and we understand the impact of canceling sports. The possibility of sports being played in Spring 2021 will be explored at a later date; however, training will be offered for all student athletes in Middle and Upper School for Fall 2020.

After School Events & Assemblies

We will offer a variety of online after school clubs. In addition, we intend to partner with the External Opportunities office to identify online enrichment opportunities that continuously engage our scholars. During the hybrid model, school events and assemblies will be allowed to resume, contingent on CDC guidelines.
STUDENT SUPPORT

Overview
The SEED School of Maryland endeavors to manifest academic excellence and life success for our student body. To this end, student support services specialists, in partnership with teachers, administrators and other school staff, build connections between home and school to cultivate learning, fulfillment, and success. Home-student-community partnerships are crucial components of student well-being and academic progress. During the virtual learning re-opening phase, the Student Support Team will continue to serve as a bridge between academic and student life, home, family and community resources.

Positive Youth Development: During remote learning, PYD will provide student support by teaching social skills, facilitating online peace-circles/restorative chats as well as organizing school wide virtual initiatives and events. PYD will also conduct weekly phone calls to support student attendance.

Mental Health Team and School Counselor: The Mental Health and School Counselor team will continue to work with students, staff and families to improve mental health awareness. This team will conduct individual and group online sessions with students to work on goals with-in their individualized plans.

Nursing: During the remote and hybrid models, our nursing department will continue to promote a safe and healthy environment at SEED MD. They will provide tele-health support to families when needed. Through various online workshops such as "Proper Hygiene" or "How to Wear PPE" our nurses will educate families and students on general health practices. In the case, that there is a need for an extensive health screening when we are in the hybrid model, our nursing staff will be on call.

External Opportunities: While SEED MD is conducting remote learning, External Opportunities will continue to host online workshops that are centered on opportunity and career readiness, will connect students to external organizations and opportunities and organize and execute the senior internship program.
COLLEGE COUNSELING

As the SEED School of Maryland continues to engage SEED students remotely, our juniors and seniors can look forward to the same level of high quality college advising and support.

Specifically, here's what to expect:

COLLEGE PREP BOOTCAMP: This fall, seniors will participate in SEED's Annual College Prep Bootcamp. Over the course of 2 to 3 days, seniors will engage in conversations about the college application process, they will hear from college faculty, and complete the key materials required for the college application process. Historically, this event has taken place on a college campus. However, this year, we will be conducting it remotely.

COLLEGE ADVISING: Throughout the year, seniors will participate in one-on-one and small group college advising sessions. These sessions are designed to be informative and interactive. Students will be guided through each step of the college application and matching process so that they can successfully submit quality applications to right fit colleges/universities in time to meet the SEED MD internal December deadline. Additionally, seniors will begin having college transition advising sessions to assist them with financial aid and navigating the college selection and enrollment process. These sessions will be conducted for seniors and their families during the day or evening. Students and families will continue to use the Signup Genius platform to schedule times for their respective college advising sessions with members of the SEED college success team (college counselors and college success advisors).

EARLY ACTION OR EARLY DECISION: Those seeking to submit applications via the Early Action or Early Decision process will also receive guidance to ensure that their materials are submitted no later than early November.
**Meal Services**

**Meal Service during Remote Learning**

SEED MD is a statewide school that provides educational services for students throughout the state of Maryland. Given SEED MD's statewide status, we have partnered with other public schools throughout the state of Maryland to offer free food to students during the school closure. The list of participating sites can be viewed here: [Meal Sites](#). Further details about school meals at sites can be found using this link: [School Meals During COVID-19 School Closure](#).

**Meal Service during Hybrid Learning**

**Breakfast, Dinner, and Snack Service**

- All meals will be pre-packed.
- Staff will utilize mobile food carts to transport meals for students to consume meals in the dormitories.
- Student rosters or the MBA Café meal system will be used to track reimbursable and non-reimbursable breakfast meals.

**Lunch**

- All meals will be pre-packed.
- Students will consume meals in classrooms.
- Staff will utilize mobile food carts to transport meals for select students to consume meals in classrooms.
- Student rosters or the MBA Café meal system will be used to track reimbursable and non-reimbursable meals.

*To learn more about our enhanced cleaning and food preparation procedures [click here](#).*
OPERATIONAL SERVICES

Transportation

We will follow these strategies to ensure students are safely transported to and from school. Given social distancing guidelines, modified bus scheduling will be required.

The maximum number of students per bus will be one student per seat in alternating rows unless students are from the same households, which will result in approximately 11 to 15 students per run.

- The seat behind the driver must remain empty.
- To ensure physical distancing, seats that will not be used will be marked and visual reminders will be displayed.
- To increase or improve airflow whenever possible, windows and/or the roof hatch may be open to the maximum extent.
- In addition, fans should be utilized to increase airflow.

To learn more about our new transportation safety guidelines and procedures [click here].
TECHNOLOGY

The SEED School of Maryland is committed to providing the technology and support needed for students and staff to fully engage in remote and hybrid learning environments. We will continue to ensure our students have access to the necessary devices and internet connectivity to succeed at optimal levels.

Chromebook/Laptop

- **Students** Every Middle and Upper School student has been issued a Chromebook for remote learning. Incoming 6th and 9th grade students will receive a device in the mail before the start of the school year.

- **Staff**: Every staff member has been provided a laptop with built-in microphones and webcams.

Hotspot Devices

SEED MD provided hotspot devices for students and staff who do not have internet access in their home. For the 2020-2021 school year, we will continue to provide hotspots to families as needed.

Help Desk

Our IT and technology departments are working around the clock to support the technology needs of our entire school community. Families can continue to reach out to us at tdharris@seedschoolmd.org.

**Note regarding devices for newly enrolled 6th and 9th graders:**
Starting Monday, August 17th, our IT department will begin mailing devices via Fed Ex. All incoming students should start to receive their SEED Chromebooks as soon as Wednesday, August 19th.
ENHANCED HEALTH AND SAFETY

Due to the evolving nature of this pandemic, we understand that families and staff may be cautious about the unknowns that surround in-person learning. While we are beginning SY20-21 remotely, we are prepared to welcome students back to our buildings, as health conditions allow.

To ensure the safety of every student, we will implement the following health and safety practices throughout our campus

**Face Coverings**  
Face coverings will be required and provided as needed to staff and students.

**Cleaning**  
Frequent cleaning and sanitization throughout the buildings

**High Traffic Areas**  
Areas such as reception and security will have Plexiglas or other barriers

**Bathrooms**  
Bathrooms will be cleaned frequently throughout the day and will be well stocked with soap, paper towels, and other supplies.

**Reorganized Classroom Spaces**  
Desks will be spaced at least 6 feet apart, and students will be facing the front of the classroom. Communal spaces will have occupancy caps and staggered usage. Signage and floor markers will be displayed to promote social distancing.

**Check In & Check Out Procedures**  
Family members will be able to drop their students off during normal check-in hours, but they will not be permitted to enter the dormitories. We will continue our staggered Sunday evening drop off.

**Single Occupancy in Dorms**  
To ensure social distancing, during our hybrid phase, there will be only one student per dorm room.

**Reduced Class Size**  
We are reducing the number of students per class and converting non classroom spaces into classrooms to achieve proper spacing.
ENHANCED HEALTH AND SAFETY

Due to the evolving nature of this pandemic, we understand that families and staff may be cautious about the unknowns that surround in-person learning. While we are beginning SY20-21 remotely, we are prepared to welcome students back to our buildings, as health conditions allow.

To ensure the safety of every student, we will implement the following health and safety practices throughout our campus:

**Hand Sanitizer**
Hand sanitizer will be provided, with hand sanitizing stations at building entrances, and in classrooms and shared spaces.

**Physical Distancing**
There will be increased spacing in the building and in classrooms. Arrival and dismissal processes will be modified to maintain physical distancing as well. Capacity limits will be displayed at each door.

**Limited Access**
Access to the school building will be limited to students and staff as much as possible. Non-essential visitors will be limited and there will be restrictions on evening check-out.

**Hand-Washing**
Hand-washing will be encouraged throughout the day and required before and after meals.

**Daily Health Screenings**
Staff and students will be required to participate in a daily health screening. If a student or staff member develops any COVID-19 symptoms while at school, there will be a designated physical location and a process in place that allows the individual to isolate until it is safe to go home and seek medical care.

**Training**
Students and staff will receive training on COVID-19 prevention practices, including social distancing and face covering use. Signage and ongoing communication will supplement and reinforce training.
ENHANCED HEALTH AND SAFETY

Addressing a Positive Case

In the case of a positive or suspected case of COVID-19, The SEED School of Maryland will follow outlined guidance from the Maryland Department of Health (MDH). Should the guidance from the MDH change, we will be prepared to adjust.

Attachment

Decision Aid: Exclusion and Return for Laboratory Confirmed COVID-19 Cases and Persons with COVID-19-like Illness in Schools, Child Care Programs, and Youth Camps

For the purposes of this decision aid, COVID-19-like illness is defined as: New onset cough or shortness of breath OR At least 2 of the following: fever of 100.4°F or higher, chills, shivering, muscle pain, sore throat, headache, loss of sense of taste or smell, and gastrointestinal symptoms (nausea, vomiting or diarrhea). NOTE: This definition was adapted from the clinical criteria in the CDC case definition of a probable case of COVID-19.

Person (child, care provider, educator, other staff) with ONE NEW symptom not meeting the definition of COVID-19-like illness.

Exclude person and allow return when symptoms have improved and criteria in the Communicable Diseases Summary have been met as applicable. If person develops symptoms of COVID-19-like illness, follow processes below for person with COVID-19-like illness.

An asymptomatic person (child, care provider, educator, other staff) tests positive for COVID-19.

The asymptomatic person should stay home for 10 days from positive test.

Person has positive test for COVID-19.

The ill person should stay home at least 10 days since symptoms first appeared AND until no fever for at least 24 hours without medication AND improvement of other symptoms.

Person does not receive a laboratory test or another specific alternative diagnosis by their health care provider.

The ill person should stay home until symptoms have improved and criteria in the Communicable Diseases Summary have been met as applicable.

Person has negative test for COVID-19.

The person should consider being tested/retested for COVID-19 if symptoms do not improve.

Health care provider documents that the person has another specific diagnosis (e.g. influenza, strep throat, otitis) or health care provider documents that symptoms are related to a pre-existing condition.

Close contacts should stay home for 14 days from the date of last exposure even if they have no symptoms or they have a negative COVID-19 test done during quarantine.

Close contacts DO NOT need to stay home as long as they remain asymptomatic.


July 23, 2020
COMMUNICATIONS PLAN

Moving forward we will increase our communication efforts in order to stay connected and keep all members of our community informed with pertinent information regarding our path forward.

How we will communicate with our students and families:

- Regular posts to the SEED Facebook Family Tree
- Google Classroom Announcements
- PowerSchool Grade and Progress Reports
- Instagram
- Updates to our School Webpage
- Automated phone calls and weekly emails blast to families

How we will communicate with our faculty and staff:

- Regular posts to the SEED Facebook Family Tree
- Instagram
- Updates to our School Webpage
- Monthly Zoom Forums
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<tr>
<th>Requirement</th>
<th>Link to the item and/or page number(s) in the Plan</th>
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<tbody>
<tr>
<td>1. Recovery plan is complete and posted to the website.</td>
<td>Reopening Plan on Website</td>
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<tr>
<td>2. Equity plan is reflected throughout the local recovery plan.</td>
<td>pp. 3,4,5,6,7,12; Appendix 7, Appendix 11</td>
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<tr>
<td>3. Membership of the Recovery Plan Stakeholder Group is posted.</td>
<td>pp. 26; Appendix 9</td>
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<td>4. Method for determination of where students are instructionally,</td>
<td>pp. 6,8,9; Appendix 7</td>
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<td>identification of the gaps in learning, and the path for instructional</td>
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<td>success and recovery is explained.</td>
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<td>5. Explanation provided that MD College and Career Ready Standards PreK-</td>
<td>pp. 6-9</td>
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<td>12 are taught in all content areas and state frameworks are followed for</td>
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<td>each content.</td>
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<td>6. Guidance that schools must follow the Individuals with Disabilities</td>
<td>pp. 12; Appendix 7</td>
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<td>Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504),</td>
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<td>and Title II of the Americans with Disabilities Act (ADA) is included.</td>
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<tr>
<td>7. Procedures for an individual who tests positive for COVID-19 are described.</td>
<td>pp. 21, 23</td>
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<tr>
<td>8. Safety protocols for collection of materials, cleaning of schools and</td>
<td>pp. 18, 19, 21, 22; Appendix 1, Appendix 2, Appendix 4</td>
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<td>other facilities, daily cleaning, and nutrition are described.</td>
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<tr>
<td>9. Protocols for the safe transportation of students to and from schools</td>
<td>pp. 19; Appendix 1</td>
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<td>are described.</td>
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<td>10. System for tracking attendance when students are engaged in distance</td>
<td>pp. 13</td>
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<td>learning is described.</td>
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<td>11. Plan for communication is included.</td>
<td>pp. 24</td>
</tr>
<tr>
<td>12. Utilization of COVID-19 checklist in the development of the recovery</td>
<td>pp. 3; Appendix 9, Appendix 10</td>
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<tr>
<td>plan is described.</td>
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<tr>
<td>13. Roadmap forward for interscholastic athletics and activities is posted.</td>
<td>pp. 15; Appendix 4</td>
</tr>
</tbody>
</table>
Appendix 1: SEED Transportation Plan 2020

Appendix 2: SEED Food Service Plan 2020

Appendix 3: SEED Academic Continuity of Learning Plan

Appendix 4: SEED Student Life Recovery Plan 2020

Appendix 5: SEED Student Support Recovery Plan 2020

Appendix 7: SEED Recovery Plan for Students with Disabilities

Appendix 8: Sample Virtual Learning Student Schedule

Appendix 9: Recovery Committee Initial Timeline

Appendix 10: Stakeholder Feedback

Appendix 11: Partial Boarding Schedule
Leadership
Kirk Sykes, Head of School
Hope O’Neil, Director of Academics
Zenobia Judd-Williams, Director of Student Life
Vincent Carter-Bey, Director of Student Support
JoAnn Robinson, Chief of Staff
Kevin Ridgley, CFO and Managing Director
Alfonso Espada, Director of Admissions
Katie del Carmen Byram, Director of Development
Alex Koutta, Human Resource

Recovery Committee
Kimberlyn Peal, Teacher Student Support Liaison
Dianna Newton, Literacy Coach
Erika Asikoye, Former Head of School
Jennifer Ahn, Teacher
Leslie Jefferson, Title I Grant Manager
Tiffany Evans, Former Head of School
Andrew Pham, Director of the Cyber Lab

Acknowledgement
Sabers Parent Teacher Organization Executive Board