



COVID-19 SCHOOL REOPENING PLAN

PLEASE REVIEW ITS CONTENTS WITH YOUR STUDENT

Renton Prep Christian School

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Reopening Plan for Renton Prep 2020

Note from [American Academy of Pediatrics \(“AAP”\)](#)

- School policies must be flexible and nimble in responding to new information.
- Administrators must be willing to refine approaches when specific policies are not working.
- It is critically important to develop strategies that can be revised and adapted depending on the level of viral transmission in the school and throughout the community and done with close communication with state and/or local public health authorities and recognizing the differences between school districts, including urban, suburban, and rural districts.

We agree with the AAP and “acknowledge that COVID-19 policies are intended to mitigate, not eliminate, risk. No single action or set of actions will completely eliminate the risk of SARS-CoV-2 transmission, but implementation of several coordinated interventions can greatly reduce that risk.”

Resources Supporting the Plan

[Renton Prep](#)

[Articles and News](#)

[Early Opening School in August a message to Renton Prep Families](#)

[Communication, Timeline, and resources for Renton Prep Spring Covid19 Closures](#)

[Guide from OSPI for Reopening Washington Public Schools](#)

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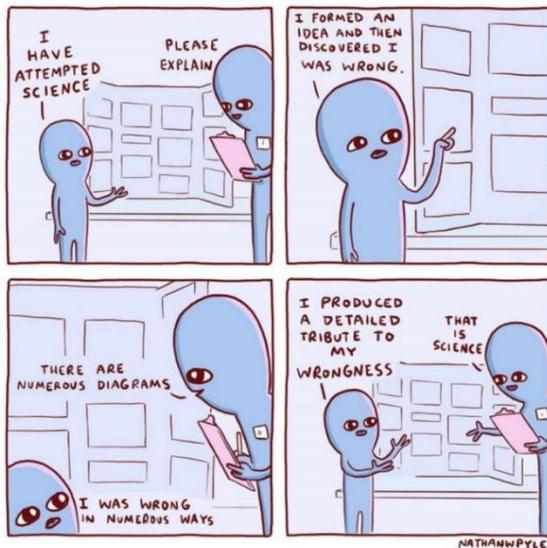
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Contents

Introduction and What We Know About the COVID-19.....	3
Reopening Plan	5
We care about mental and physical health.....	6
Freeze on Many New Enrollments	7
Rapid Transition and Agility	7
Inclusive Environment Considerations.....	8
Hybrid Learning	8
Streamlined Online Course Curriculum.....	9
Communication	9
Liaisons.....	9
Continuous Remote Learning.....	10
Reducing Transmission	10
Face-to-Face Learning	10
Continuous Remote Learning.....	11
Physical Distancing.....	11
Individuals Identifying as High Risk	11
School Wide Activities.....	11
Open House.....	11
Screening and Attendance	12
Contact Tracing	13
Arrival and Dismissal	13
Chapel	14
School Photos.....	14
Christmas Concert.....	14
Dance Performance.....	15
Field Trips	15
Faculty and Family Interaction	15
Creative Schedule.....	15
Tentative Scheduling for 2020-2021 School Year.....	16
Video and Audio Recording.....	17
Hygiene Practices.....	17
Face Coverings	17
Masks	17
Face Shields.....	18
Fuller Coverage PPE	18
Safety Drills	18
Conclusion.....	18

Introduction and What We Know About the COVID-19

Our [mission, vision, and action](#) remain. This Reopening Guideline outlines what Renton Prep is prepared to offer and the considerations we have taken so that your family may make the decision that is best for you regarding face-to-face instruction or electing to take the continuous remote option. We realize this is still a stressful time for many people, and we want to provide as smooth and transparent process as possible to reduce concerns for unknowns. We have collected resources you may find helpful, such as [parenting guide to support children](#) who have anxiety surrounding COVID-19.



As there are still many unknowns during this Global Pandemic, we have been continuously adjusting our plan over the spring and summer as new science is released and new guidelines are established. We are doing our utmost to ensure the safety measures we can control. These measures have been based on the most current knowledge derived through science, research, learning from schools in other [countries](#) who have [reopened](#) and [closed again](#), epidemiologists, medical doctors, and other medical professionals, school leaders, OSPI, WFIS, CDC and King County Public Health. This guide has been vetted thoroughly by a team of parents who are also in the medical profession and have the vested interest of their children as part of the Renton Prep community.

Although children are still considered at less risk for serious complications contracting the virus, the data is [unclear if less cases among children coincided with schools closing](#). Children are still considered vectors – meaning they have the ability to [spread COVID-19 to adults](#) and those adults may still become seriously sick. This poses an increased risk for adult teachers taking care of and being in the presence of children daily, especially considering that we cannot promise our faculty or control for safety measures families decide or do not decide to take outside of the safety precautions we have established at school.

As we ***cannot control the decisions of each individual family and faculty and their potential exposure by engaging in activities outside of school safety plan*** including our risk-reducing measures, we are providing this information to faculty and families to make the best decisions for themselves. This means, at any time, a family member or faculty member can become exposed and bring asymptomatic or pre-symptomatic risk on campus without awareness of anyone else, ***even if the child does not get sick or present symptoms***. We are following the CDC guidelines for cloth face coverings to offer protection to other children to [prevent the spread to adult faculty](#) and children spreading the virus to adults at home. Here are [some suggestions](#) to help your child with cloth [face coverings](#).

What we know about the virus

The most current understanding suggests that people are most contagious 48 hours up to 5 days [before symptoms may become visible](#) and during that time, the risk of exposure increases for anyone they come in contact with where air is shared. A new study from the Office of National Statistics in U.K. [suggests nearly 80% of the people showed no symptoms](#) when they tested positive for COVID19 in family households or close proximity like nursing homes and hospitals. suggesting a higher number of “silent spreaders.” Initially, in the Spring, the assumption was that this virus was like the Influenza virus

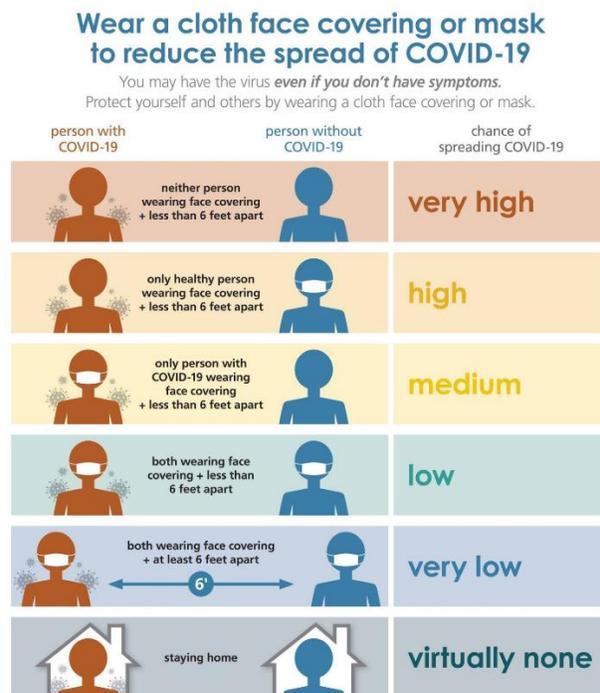
and the precautionary measures were established to model after precautions made for the flu, including surface contamination and deep cleans, with no request for face masks. However, the most updated understanding is that **this virus does not operate, spread, or attack the human body in the same way Influenza does**. This knowledge shifted the strategy as medical professionals understood more why this virus was so contagious.

The current understanding is that **the virus is spread through air**, and [not as easily spread through surface contact](#). It is still possible to contract the virus from touching a surface that contains the virus and touching nose, mouth, or eyes, but it is less common than **inhaling microdroplets**. If a person is infected with the virus, the virus can exit the body through breathing, [talking, singing](#), coughing, and sneezing and contaminate the air.



World News reports on July 7, 2020 said early research has been confirmed, currently thought that virus can hover in the air as long as [16 hours](#). Some of the common ways the virus can make it into the air is through talking, laughing, singing, shouting, sneezing, and coughing. While larger droplets fall to the ground and other surfaces relatively quickly, **microdroplets may stay suspended in the air for hours**. This is a [short video](#) that lets you see the droplets. This is a [simulation](#) that allows you to see the spread without a mask.

When air is not moving and the more infected droplets that are sent into the air and hover, the greater the amount of contaminated droplets that can be inhaled or reach respiratory mucus membranes (eyes, nose, mouth, primarily). The higher the concentration of infected droplets that a person is exposed to seems to increase the risk of infection.



Allowing air to circulate or being outside disperses the microdroplets and decreases the concentration, this is known as the [virus load](#).

“The virus load is important,” said Eugene Chudnovsky, a physicist at Lehman College and the City University of New York’s Graduate Center. “A single virus will not make anyone sick; it will be immediately destroyed by the immune system. The belief is that one needs a few hundred to a few thousand of SARS-CoV-2 viruses to overwhelm the immune response.”

Being outside substantially decreases the risk of infection and spreading the virus. Wearing a mask keeps air from talking, laughing, singing, coughing, or sneezing from being sent into the surrounding air where others can inhale it and become infected. Since people may be infectious 2-5 days before they ever feel a symptom, it is

not enough to assume being healthy until feeling a fever or any other symptom. You may not feel anything and still have the COVID19 virus, potentially spreading it to others before ever noticing any symptoms. By the time someone notices symptoms, they may have been spreading the virus to people

for a full 2-5 days without knowing it. Even if someone quarantines after noticing symptoms and then wait for test results, others may have become infected. Those people have the chance at passing it on to others without noticing.

At the University of Washington [Fraternity houses](#), July 3, 2020 news reports initially said dozens tested positive. By July 6, 2020, local news reported that number had grown to over [137 testing](#) COVID-19 positive including those who lived in the homes and those who visited. The report suggested the number will keep rising.

Reopening Plan

On or before the second week of August, 2020, families will have the ability to choose, based on known information on the virus at the time, whether they choose to come to school face-to-face based on mitigation we offer, or fully remote. Families will have the ability to move to face-to-face from fully remote if they choose based on available data. Families, likewise, have the option at any time to shift to fully remote based on personal family choices and health information. Families will be required to self-quarantine if health regulations are not met. Our [screening and contact tracing tool](#) will help families determine if they are approved to attend face-to-face.

Beginning on August 3, 2020, families will be required to start using the screening tool to log temperature and complete the screening. This will allow us to ensure that everyone coming in the first week of school on August 17, 2020 has shown stable, normal temperature and passed health screenings consistently. Families who have not submitted required daily temperature and screening will not be allowed to attend face to face until a minimum of 14 days of temperature of and screening have been documented in the tool.

Based on our learning from [February 23, 2020 to July 9, 2020](#), and our rapid agility to shift to fully remote on [March 16, 2020](#) including what we learned from reviewing our documentation of our first iteration of going fully remote, meetings with stakeholders, focus groups with parents, faculty, students, and outside observers, we have created a new iteration of design to prioritize two things:

- 1) Health
 - a. The option for fully remote at any time
 - b. Considerations for mental health need to be around classmates face-to-face
 - c. Mental health for educators (for physical risk mitigation and work-life balance)
 - d. Licensed Mental Health [Counselor](#) (You can see [a parenting article here](#) and [trauma-informed care](#))
 - e. Family health in providing the latest research and options that best meet your needs
 - f. Trauma informed teaching, training, and resources
 - g. Social and Emotional Learning
 - h. Peace of mind with [Screening and Contact Tracing](#)
- 2) Continuous, streamlined, stress-reduced process for families and faculty
 - a. Introducing a common online curriculum used for all students (regardless of their choice to be face-to-face or fully remote)
 - b. One interface to access learning content face-to-face and remote through Microsoft Teams
 - i. Curriculum accessible through tab in Teams

- ii. Collaborative tools
- iii. Online resources
- iv. Video and phone calls through Microsoft Teams for privacy (no need to give home or cell phone number to classmates for collaboration) and security
- v. Accessibility tools for support while remote or in class
- vi. Assignments and calendar tools
- c. Minimum of three adults per class
 - i. Face-to-face teacher – agility to shift to leading video calls for remote
 - ii. Online-only instructor – supporting students whether face-to-face or remote
 - iii. Liaison – a bridge between the family and online core curriculum
- d. Always know your student’s progress and due dates from a mobile device or computer
 - i. Family members can install the Microsoft Teams app on mobile, tablet or computer
 - ii. Log in with student’s credentials
 - iii. Set up push notifications to come to your phone and see notifications from the face-to-face teacher and liaison
 - iv. Our dedicated Renton Prep platform accessible inside of Teams to see course syllabus and due dates for core content

Families may install the Microsoft Teams app and log-in to their student’s account to receive push notifications and access all information in one place all on their phones and devices. Students may do the same. Calendar and planning tools are accessible to students through Microsoft Teams.

We care about mental and physical health.

This requires some agility from our standard educational procedure.

We care about your experience as a family and want to reduce family stress as much as possible, while also decreasing faculty stress. You may not realize it, but educators across the U.S. are using the word “terrified” as their feeling about coming back to school where there is no way to guarantee their physical health safety in a job where exposure contact is a higher risk. In addition, it is a very different process for educators to create and design learning for a face-to-face learning experience compared to designing learning for a remote experience. To ensure consistency across teachers and to decrease the chance of gaps going unnoticed due to [COVID-19 Slide](#), we are not having educators create all original content to create on-demand learning. There are too many variables to allow for smooth transitions and reduce the risk of any student falling through the cracks. When there are a mix of remote and face-to-face students, it is not just a matter of placing a camera in the back of the classroom. It requires two sets of planning. This is not feasible for one teacher as it doubles the workload.

Teachers working on remote learning require full attention to support students at a distance. If they are in the classroom face-to-face, full attention needs to be available for those students on site. Due to asynchronous timing for some remote students, it is not possible for one teacher to manage two settings (face-to-face and remote) simultaneously. This is why each class will have two teachers regardless of whether students are remote or face-to-face. One is dedicated to core curriculum content online and assessing core content. The other educator will focus on face-to-face, projects, collaboration, relationship building, and differentiation. Face-to-face educators will demonstrate agility to switch quickly to fully remote if required by public health and will take the role of the video call face students see at least once each day.

Freeze on Many New Enrollments

We have followed the lead of some Ivy League Universities who have put a [freeze on many new enrollments](#) for the 2020-2021 school year to decrease the entire enrollment to best serve families according to risk mitigation guidelines. We have also ensured that families electing to attend Renton Prep for the 2020-2021 school year have agreed to policy in the [handbook](#) and standard policy prior to continuing with enrollment for the 2020-2021 school year if there was any question with standard policy from the 2019-2020 school year. We realize this year will require flexibility and trust in our decision process behind policy and guidelines. If additional meetings were necessary with families to clarify expectations and necessary changes due to COVID-19, we established meetings during June and July 2020.

Rapid Transition and Agility

Renton Prep has established plans for rapid transitions between face-to-face and continuous remote learning. This is possible by having the same core content curriculum that will be for all students whether they elect to be fully remote or in person. Schools in King County may be required to close based on decisions by a health authority. For the 2020–21 school year, we have prepared for the following:

- Our plans for rapid transition between face-to-face and continuous remote learning, which may be required based on health authority decision, is based on our partnership with *Red Comet and Florida Virtual Schools*, sharing the same International accreditation by [Cognia](#) and approved for [Washington State through OSPI](#). The curriculum base will be the common thread across all students whether they are at home or face-to-face. This allows your student to [have a minimum of two dedicated teachers](#) 1) lead classroom teacher for face-to-face instruction (that same instructor will shift to remote calls when needed) and 2) a dedicated online instructor. In addition, each class will have a dedicated liaison as an intermediary between the online content and in person instruction. This will allow for rapid shift between formats while allowing a cohesive, consistent progression of core content. This core curriculum is in common for all students, remote and in person.
- We have created a *Flexible school calendar with Flex-Time* and additional days included to address emergency short term school closures and the need to transition learning environments.
- We have built a more *streamlined and sustainable continuous remote learning model* that will be ready to be deployed if schools are required to be closed for long periods of time and for those families who wish to be 100% remote.
 - The same base curriculum progression within the same program will be used across all [Elementary](#) classes adjusted for grade levels.
 - The [Curriculum](#) is in its 17th iteration of developed online-ready deployment
 - It was originally launched in 1995 and is International accredited with experience backing pedagogical decisions
 - It includes [audio, visual, hands-on, interactive and cross-curricular](#)
 - Content can be used in class with lead face-to-face teacher
 - Content is self-supportive with reading tools to support young students working at home who are not strong readers
 - Face-to-face teacher will continue to guide students through Microsoft Teams during remote learning when the class cannot be face-to-face

- Face-to-face teachers develop projects and experiences that correlate with core content curriculum
- The same core curriculum program will be used across all [Middle School](#) classes adjusted for placement level
 - The Curriculum is Washington State approved and Internationally accredited
 - Students can work through core content more quickly if it is familiar and easy, and test out to move on to the next level course, time permitting
 - Weekly communication with online teacher (including those face-to-face)
 - Weekly communication with face-to-face teacher (through Teams calls if remote)
 - Face-to-face teacher will continue to guide students through Microsoft Teams during remote learning when the class cannot be face-to-face
 - Face-to-face teachers develop projects and experiences that correlate with base content curriculum
- The same base curriculum program will be used across all [High School](#) classes
 - The Curriculum is Washington State approved and Internationally accredited
 - Advanced Placement English Language Arts and US History will allow for the option of College Board AP exams at the end of the year for college credit
 - AP Courses do not allow for time extensions or making up work that is missed
 - Weekly communication with online teacher (including students who are face-to-face)
 - Weekly communication with face-to-face teacher (through Teams calls if remote)
 - Face-to-face teacher will continue to guide students through Microsoft Teams during remote learning when the class cannot be face-to-face
 - Face-to-face teachers develop projects and experiences that correlate with base content curriculum
 - For students who have demonstrated strong self-regulation, options for additional electives will be offered
 - Flex-Time schedules (especially during November 26-January 1) can allow for an option of an additional online course completion for those who wish to take on added challenge during remote learning times

Inclusive Environment Considerations

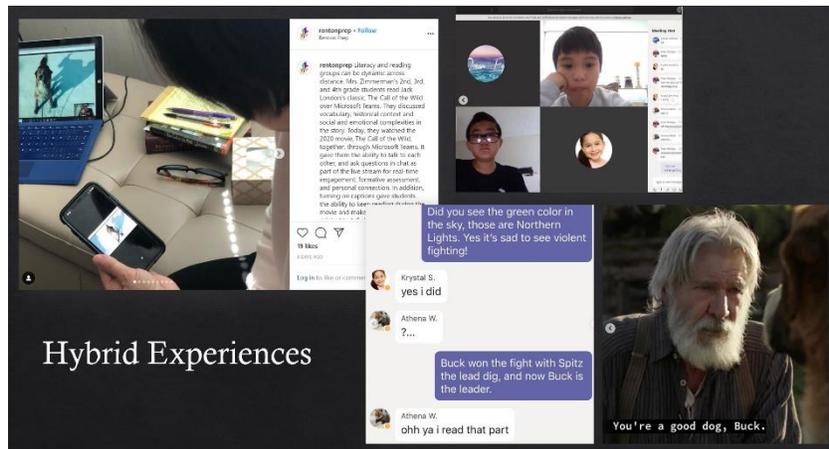
Families will be provided an option to select fully remote or face-to-face prior to the August 17 start date. We know situations change. Families will be able to switch between the options. Renton Prep will begin with baseline data to help establish placement and potential loss of learning over the summer. As we continued through remote learning, we do not anticipate [COVID-19 Slide](#) for returning students who engaged continuously in learning as expected with students who have not. We saw some incredible learning gains in students despite the shift to remote learning in the spring.

Hybrid Learning

Our hybrid learning combines a streamlined online course curriculum with creatively developed content designed by the face-to-face teacher for personalization, integrating subject domains, outdoor education, and adaptive content supported by the curriculum tools you have come to know and love at Renton Prep. This hybrid allows for family choice with 100% remote or face-to-face options. In addition, it allows for quick transition to fully remote if required. It allows flexibility and ease of access for families

if a student needs to quarantine for two weeks. Face-to-face instructors will create, design, and assess interdisciplinary and STEM content with non-traditional assessments and our standard Achievement Levels as identified in our Family Student Handbook.

The combination of the progress in face-to-face and Online will provide the combined progress assessment and demonstration of learning across the year.



Hybrid Experiences

Streamlined Online Course Curriculum

Renton Prep was the first school in Washington State to partner with Red Comet years ago. This is a dual enrollment program. Because of our partnership, Red Comet is offering us the opportunity to streamline our Hybrid program. Renton Prep has confirmed with our online curriculum partner that students should initially be

placed in their same peer-age course. Students who are interested and motivated to progress to higher levels are welcome to progress through quickly and test out, then be placed into the next level course. This option will only be available for students who demonstrate internal motivation and self-regulation with an interest in more independence and/or parent support. Otherwise, we ask students to maintain pace where our educators can support their learning.

Assignments for Online Coursework will be assigned and assessed by their remote instructor for standard content. Students will need to communicate once a week with the online instructor.

Communication

Our primary platform for communication face-to-face and remote is Microsoft Teams, using the tools from Office 365. All are mobile enabled. Parents can install the app on a phone, using their student's login/password.

Red Comet and Florida Virtual Schools Online Curriculum- Renton Prep Platform will be accessible inside of Teams.

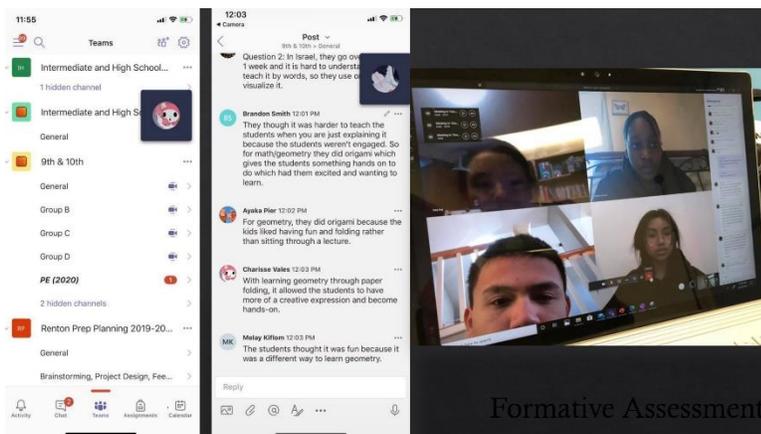
In the event we shift rapidly to remote learning, the face-to-face teacher will continue direct instruction, projects and collaboration over Microsoft Teams calls at designated times during the scheduled school day.

Liaisons

Liaisons will be available remotely to continue supporting the bridge between online course work, families, and personal connection to success through online curriculum

Continuous Remote Learning

One of the concepts the Reopening Washington Schools Workgroup determined would best meet the needs of Washington's schools is to engage in a model of "Continuous Learning 2.0." This simply means a new iteration of whatever students experienced in the spring of 2020. Although well prepared, part of our role in a continuous improvement model is to keep iterating on a design to make it even better. We have taken feedback from faculty, families, and students. The model is only intended to be fully remote for ALL students if health authorities determine it is not safe for any large group of students or staff to be in their school building together OR if more adult faculty are sick and there are not enough faculty to meet the required ratios for social distancing. This is also part of a plan that may require short-term closure due to exposure to COVID-19 or as quarantine precautions as advised by health authorities. Our Hybrid learning and partnership with Red Comet provides a consistent, predictable, cohesive plan that accounts for unknowns.



Reducing Transmission

OSPI recommends keeping students in groups with dedicated staff, maintaining consistency from day to day among groups where possible and increasing physical distancing.

Our Response

Face-to-Face Learning

Our school is small. Our space allows for social distancing indoors and outdoors.

Our building health codes are modern and up to date including approved HVAC ventilation indoors.

Our school design already employs cohorts that stay together throughout the day, decreasing the number of student interactions. This allows us to operate 5 days a week without needing an A/B schedule to allow for social distancing.

This year, we have decreased the number of students enrolled to account for the maximum students to allow for social distancing and cohort interaction requirements as per the guidelines received.

[American Academy of Pediatrics](#) states: "Strict adherence to a specific size of student groups (e.g., 10 per classroom, 15 per classroom, etc.) should be discouraged in favor of other risk mitigation strategies."

Public Schools need to employ an A/B schedule to decrease the number of students in each cohort and decrease the contact with other groups of students. Those that require an A/B schedule discuss trying to decrease 100-180 students from coming through one classroom per day and mixing with other students.

We have adapted to allow the number in each cohort that allows us to be face to face 5 days per week as they are not switching classes multiple times per day and interacting with over 100 other students per day in each cohort as in other school. Classes in schools with 30-40 students per class do not allow for all students to fit in a room with social distancing. Our flexible space allows us to adjust rooms to align with the sizes of cohorts and adult to student ratios that allow social distancing inside.

Continuous Remote Learning

We have partnered with Florida Virtual Schools and Red Comet curriculum. This curriculum will be used as the same base for all students. This gives the flexibility to students who may wish to work ahead or who may need to catch up due to illness. It will always allow families to know progress without needing to ask the face-to-face teacher for work sent ahead or catch up work for base content knowledge. The work personalized, designed, and created by the face-to-face teacher will be assigned in Microsoft Teams and visible on the app as a push notification.

Physical Distancing

OSPI and [AAP](#) recommends physical distancing of (six feet) where feasible within each group of students as much as possible, creating space between students and reduce the amount of time they are close with each other. [AAP states](#), “Schools should weigh the benefits of strict adherence to a 6-foot spacing rule between students with the potential downside if remote learning is the only alternative. Strict adherence to a specific size of student groups (e.g., 10 per classroom, 15 per classroom, etc.) should be discouraged in favor of other risk mitigation strategies.”

Individuals Identifying as High Risk

Those at high risk for health problems from COVID-19 should consult with their health care provider when considering whether to provide or participate in school face to face activities. Protections for employees at high risk for health problems remain in place under [Proclamation 20-46](#).

School Wide Activities

Open House

We traditionally provide an open house for families to meet teachers and families. We will provide an option for families of one class at a time to greet their teacher, go over basic safety protocol, and bring supplies.

Supplies

In previous years, educators have made the decision whether they maintain common, shared supplies or students maintain their own. To decrease risk of spreading virus, we will not permit common or shared supplies across students. We will also ask that students bring supplies home at the end of each week to disinfect them. All supplies should have student name written on in permanent ink to support contact tracing (or to identify the owner if students need to pick up left items). Students should have their own container for these supplies. Final lists will be sent before the start of school and may include:

- Pencils
- Pens (including Surface pen)
- Whiteboard markers
- Erasers
- Scissors
- Glue
- Hand sanitizer
- Tissues
- Extra cloth face coverings or emergency disposable face mask to be kept at school

Students should not share their technology devices with classmates or touch each other’s screens or keyboards. Our tools are collaborative and allow for sharing, co-authoring, and collaborating over the cloud through Microsoft Office 365 Teams.

Outdoor Classroom

Our school is providing a creative solution to decrease risk by shifting initial learning to outdoor classroom as much as possible as weather and the lessons permit. The first week of school will focus on [relationship building](#), teamwork, exploration and STEM experiences outdoors, physical education to support health and immune function and lung strengthening support. In week 2 (August 24, 2020), students will begin training with the hybrid curriculum that allows for quick adaptation between face to face and remote. We have identified dedicated outdoor spaces for these learning experiences.



The first strategies we have selected to increase physical distancing is possible due to the additional space we acquired with the 4th floor, and the City approved use of outdoor space:

- Courtyard
- Patio (fenced and "party tent")
- Lower lot
- Fields
- Walking trails

Outdoors will allow mask breaks where students may remove their masks when they are greater than 6 feet apart and not contacting any other student or faculty. If students are closer than 6 feet outdoors, they will be asked to wear masks.

Indoor Classrooms

We are increasing the space between desks by rearranging furniture. Furniture is moveable.

Students may still take their shoes off to sit on couches and rugs but need to maintain social distance with reduced numbers of students in a location at the same time.

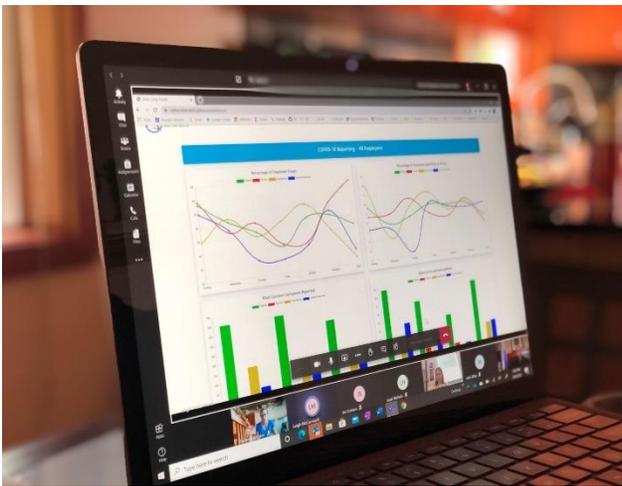
Screening and Attendance

We are required to check for signs of illness for all staff and students at entry each day, following CDC and public health guidelines. Staff and students with any illness must stay home. Parents or guardians will use an electronic form (accessible on [mobile device or computer](#)) to confirm/respond to following questions (adjustments to questions will be made according to health guidelines). This submission must be received electronically before arriving at school to be admitted:

- Does your student have any of the following symptoms [on the first day after a break or for a new student, please ask about symptoms in the past three days (72 hours)]:
 - A cough
 - Shortness of breath or difficulty breathing
 - A fever of 100.4°F or higher or a sense of having a fever
 - A sore throat
 - Chills
 - New loss of taste or smell

- Muscle or body aches
 - Nausea/vomiting/diarrhea
 - Congestion/running nose – not related to seasonal allergies
 - Unusual fatigue
- Does anyone in your household have any of the above symptoms?
 - Has your student been in close contact with anyone with suspected or confirmed COVID-19?
 - Has your student had any medication to reduce a fever before coming to school?
- The student must be excluded from school if the answer to any of the above questions is “yes.”

Similarly, if the student has been in close contact with someone who has confirmed or suspected COVID-19 in the last 14 days, they should not attend school in person and continue with their remote learning option while social distancing.



Contact Tracing

We are partnering with [Base Camp Health](#) and have purchased a subscription to their screening and contact tracing tool for use in K-12 school settings. It is COPPA, FERPA and HIPAA compliant, and data is encrypted. The [company is U.S. based](#) and uses algorithms to help in risk mitigation. It is important to document through the app or device whether students are remote (and it records attendance) or prior to school entry in the event of necessary contact tracing, especially if a student was pre-symptomatic or asymptomatic and may have exposed others at school during that time.

Monitoring student and employee attendance and absences (even if the absences are not due to sickness), are required for State law and for accurate screening and contact tracing to decrease spread if an infection is identified. We realize that self-quarantine and family emergencies will require flexible leave policies and practices. A new code for attendance will be designated as CR (COVID-19 Remote) to indicate present but not on site due to COVID-19 concerns (self-quarantine, temporary need for school shift to fully remote, family choice for fully remote to decrease risk).

Returning to School after an absence due to illness

We are referring to the Contact Tracing protocol suggested in Base Camp Health. Refer to Returning to school after suspected COVID-19 symptoms. If the answer to all the above questions is “no,” the student needs to be checked for signs of being sick, such as flushed cheeks or tiredness. Keep a distance of at least six feet of space or have a physical barrier between you and the student during assessment.

Arrival and Dismissal

We are staggering arrival and dismissal. OSPI guidelines state that drop-off and pick-up will require families to maintain at least six feet of distance from each other and reduce the need to enter the school. This may include staggering drop-off and pick-up times for various groups, one-way traffic flows, greeting students at their vehicle, or placing distancing markers on walkways.

5th -10th will enter via the side door to the right of the main entrance
KP-4th will enter through the main first floor lobby entrance to the left and up the stairs.
The main doors on either side of the elevators will remain locked for security and to reduce visitors on campus for screening and contact tracing purposes.

Arrival

Kindergarten Prep through 2nd Grade | 8:20-8:30 (class starts at 8:30)
3rd through 10th | 8:35-8:45 (class starts at 8:45)

Dismissal

Kindergarten Prep through 2nd Grade | 3:20-3:30 (Final pick up at 3:45)
3rd through 10th | 3:35-3:45 (Final pick up at 4:00)

Attendance Documentation

We will continue to track attendance whether students are remote or face to face. This allows us to ensure the safety of families and be able to check in as needed. The only change to our attendance documentation is the addition of a code for students working remotely due to COVID-19. The code will be identified as CR (COVID-19 Remote). This option is for families and/or students who decide to have their students work fully remote due to a COVID-19 precaution. If any of the current regulations for CDC or King County Public Health or if school designated quarantine periods should require school to make a quick shift to remote, this designation of CR may also be used to indicate present attendance but off site.

Chapel

We are redesigning school chapels to take place in open air with social distancing when weather permits.

School Photos

We are working with [I CANDI Studios](#) for school portraits and group photos. They have been creative, flexible, and open to conquering new challenges. We have a plan to hold photo sessions outdoors in August. To support risk mitigation, all payments will be made online, and all photos will be shipped directly to your home to reduce contact and need for pickup and distribution.

Christmas Concert

We have been advised to cancel [singing in person](#) for practice and performance for the 2020-2021 school year. This will require us to shift our annual Christmas Concert to a remote recording of a handball choir where children may socially distance during rehearsals and performance.

An alternate option is to hold the events outdoors. Based on transpiring data and regulations, we may consider outdoor rehearsal, acapella singing and outdoor "caroling" that will allow distance. There may be alternate festive outdoor family activities to celebrate. Families will be notified that attending large gatherings increases risk but holding outdoors decreases the risk in conjunction with social distancing.

Dance Performance

We are collaborating with University of Arizona and University of Washington to determine if we can provide a creative alternative to dance instruction that increases social distance but still allows creative expression, health benefits of strengthening lung capacity and cardio, as well as bringing social awareness through storytelling. If this is possible, we will record and produce a virtual showing (potentially outdoor recording to merge nature and the arts).

Field Trips

We are reducing the number of in-person field trips during the 2020-2021 school year due to:

- 1) Seattle venue closures and arts season cancellation
- 2) challenges with public transportation
- 3) social distancing
- 4) inability to plan far in advance due to the unknown pattern of infection rates

We are working with King County Public Health to determine which options we can safely offer to still allow for real-world experiences off-campus, in nature, and in venues that allow small groups following health guidelines. For field trips that become available, to reduce transportation interactions, we will request families who are able will drive their own student to the location to support transportation. Students will wash hands before leaving and upon returning. For those who choose to remain continuous remote to decrease risk, or who choose to stay home on potential field trip days, students may request a classmate live stream aspects of the field trip through Microsoft Teams video call on mobile device.

Virtual Field Trips

During the Spring of 2020, we were able to successfully engage in virtual field trips during Remote Learning from Early Childhood through High School. These opportunities will become visible and available to teachers as we find out about them once they are scheduled by organizations. Some examples included Seattle Symphony Live Stream, virtual museum tours, live stream at zoos and aquariums.

Faculty and Family Interaction

Continued messaging and training for family and faculty to maintain distance and refrain from physical contact including hugs, handshakes or high fives as greetings (even in parking lots or common spaces). New guidelines request that we decrease interactions by limiting admission into the school building to faculty and students.

Creative Schedule

Based on Epidemiologist and [Getting Smart](#) recommendation, an early August start will provide the flexibility to end in-person instruction by Thanksgiving break to decrease the potential asymptomatic transmission of COVID-19, colds and flus during the late fall and winter. Early start also provides us better weather for outdoor education and relationship building while decreasing risk for transmission. The tentative creative schedule dates are in the table below. Notice that they are subject to change based on health requirements and online learning partners who have yet to establish their final calendars.

Flexible Non-Student Non-Workdays

To account for unforeseen necessary closures, we have added in flexible days. Typically, OSPI requests 180 days of instruction (a day of instruction may be counted as a half-day). Our school does not typically take half-days to provide more instructional hours. We have built in a total of 184 full educational days. If no closures are necessary and/or academic content can remain on schedule remotely and/or content is covered in shorter time, those flexible days will be unnecessary to be present on campus in December and/or at the end of the year. Some of these flexible days will be assessed and determined based on health regulations.

Tentative Scheduling for 2020-2021 School Year

August 3	Staff come on site
August 17	First day of school
August 24	First day of Red Comet
September 7	No School - Labor Day
November 11	No School - Veteran's Day
November 25	Last Day on campus until January 2021
November 26	No School - Thanksgiving
November 27	No School - Thanksgiving
November 30 - December 4	Flex-Time Remote Learning Week I
December 7-11	Flex-Time Remote Learning Week II (Educator PD)
December 14- January 1	No School - Christmas and New Years Break
January 18	No School - MLK Jr. Day
February 15-19	No School - Mid-Winter Break
April 5-9	No School - Spring Break
May 31	No School - Memorial Day
June 7-11	Flex-Time Learning Week III

Extended School Care

It is more difficult to keep students from very close contact in extended school care before and after school. As a social distancing strategy to reduce the amount of time students are close to one another and mixing with other grades while maintaining social distancing, we are regrettably unable to provide extended school care during the Global Pandemic.

Hallways and Restrooms

We will reduce the number of students using the stairwells and increase the distance between students as they exit the building and enter. Educators will also support staggering restroom breaks to accommodate for increased space.

Limit nonessential visitors

We are limiting the presence of volunteers for classroom activities, outside guest visitors, and meetings during school hours. Invited guest speakers will be offered the opportunity to speak to students outside with social distancing to decrease risk of exposure or a remote call.

Student/Family meetings

Due to recommendations for families and students not to meet in offices Family-Faculty meetings will be scheduled through Rachel Huggins in the School office for remote calls with teachers. As per our school policy with full audio and video surveillance, all Family-Faculty meetings will be recorded through Microsoft Teams.

When a faculty member needs to privately meet with a student to address behavior or academic concerns, rather than meeting in an open space as per health guidelines (not in a small office), the meeting will take place via remote platform at a time that does not take the teacher away from primary face to face responsibilities. If it is a quick matter that can be conducted discretely, the teacher may pull the student aside and decrease the 6-foot distance to speak more quietly if the closer contact is less than 15 minutes.

Video and Audio Recording

As per our school policies, video and audio recording are in place on campus for safety and for professional development purposes. This policy can be found on [page 43 of the Renton Prep Family-Student Handbook](#). These policies extend to remote learning as well, where calls may be video recorded with audio. Educators reserve the right to record or transmit outdoor learning over Microsoft Teams and share them for educational, research, or school purposes, especially in cases of maintaining connection with students who are working remotely. On page 48 of the Renton Prep Family-Student Handbook, it says: "At Renton Prep (the "School"), students may use social networking/media (Twitter, Facebook, Instagram, instant messaging, chats, blogs, etc.) as a way to connect with others, share educational resources, create educational content, enhance the classroom experience, and network within and outside of the school community."

We [are prohibiting the use of TikTok](#) during school hours, on site, or through our Wi-Fi as it does not meet with our safety and security requirements.

Hygiene Practices

Wash hands often with soap and water for at least 20 seconds. Children and adults should wash hands when they arrive at school, before meals or snacks, after outside time, after going to the bathroom, after nose blowing or sneezing, and before leaving to go home. Help young children to make sure they know how to correctly wash hands. Teach children (and adults) not to touch their eyes, nose, and mouth with unwashed hands. If soap and water are not readily available, use an alcohol-based hand gel with at least 60 percent alcohol and preferably fragrance-free. Supervise use of alcohol-based hand gel by young children. Cover coughs or sneezes with a tissue, then throw the tissue in the trash. Clean hands with soap and water or hand gel. We will provide training information for families about hygiene practices and cleaning face coverings prior to school reopening.

Face Coverings

Washington State currently requires employees wear face coverings as well as students to decrease risk of transmission through droplets.

Masks

When wearing [cloth face coverings](#), we will maintain [CDC guidelines for schools](#). The consultation with the epidemiologist said the physical proximity is not as much of a concern as there is a substantial decrease in transmission of virus-containing droplets being expelled in the air (from talking, laughing, sneezing, coughing).

Face Shields

[OSPI p. 20](#) provides the alternate option of wearing face shields instead of masks. However, The Centers for Disease Control and Prevention (CDC) [does not recommend the use of face shields as a substitute for cloth face coverings](#). The benefit for face shields worn with a cloth face covering may include the following:

- Decrease people unintentionally touching their face or moving their mask unconsciously
- Block eyes and face from larger droplets that might come from close contact coughs or sneeze producing droplets for added protection

Fuller Coverage PPE

We are currently in conversation with [VYZR Tech](#) to explore options that may allow for more protection for those families who wish for additional protection and in-person learning, especially if they are concerned about children as vectors bringing home virus to at-risk or higher risk family members, but who still wish to have their child attend in person. It may also provide fuller protection without masks covering faces and keep children from touching their faces, with added filtration protection with N95 filters.

Safety Drills

In consultation with [New Dawn Security](#) we have identified the top priorities for fire, active shooter and earthquake drills. The top priority here in the event of an actual emergency is to get the students and staff to safety quickly. Mitigation here is considered, but the top priority is immediate threat to life. During drills, we will work to mitigate risk where feasible.

Once students are outside in a fire drill, we will have them increase social distancing as feasible. We have been given the opportunity to practice with one or a few classes at a time if we want to increase social distance. In the case of an active shooter, we have been advised, even pre-COVID-19 not to have all students huddle in a corner but have a series of strategies depending on the scenario. For earthquake drill, students will not need to be in close contact.

Conclusion

We realize the unprecedented combination of events has provided us opportunities for continuous learning and transformation. As we continue to seek the latest information and technologies to support our mission, vision and action, we will adjust and pivot as needed. We will make decisions that align with our school's mission, vision, and take action to balance safety and education through mitigation as suggested by AAP, following health guidelines. This will require agility from everyone involved. We are thankful to you for being part of this adventure with us at this historic moment in time.

