Washington Schools 2020 Reopening Plan

Each school district, charter school, and state-tribal education compact school ("local education agency" or "LEA") must adopt a reopening plan for the 2020–21 school year through local board resolution. The Office of Superintendent of Public Instruction (OSPI) developed this Washington School 2020 Reopening Plan Template in consultation with the State Board of Education (SBE).

LEAs must use the 2020 Reopening Plan Template and file their plan with OSPI and the SBE within two weeks of the LEA's fall starting date by completing the online survey.

The LEA's reopening plan must be approved by its governing body and posted on the LEA's publicly available website prior to the opening of school. There are three major sections of the template with attestations or descriptions required for the components of each major section. Please fill out the template completely.

Each LEA should continue to monitor its reopening plan throughout the year and update as needed. We strongly urge you to continue your work engaging your parents, families, students, employees, and community partners while developing your reopening plan.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Introduction

Renton Prep understands the importance for the balance between human and computer interaction. It has been part of our K-10th program preparing diverse populations serving 24 ethnic groups for early entry into college in Running Start. Our goal is to decrease equity gaps and provide opportunities to our local community, amplifying the voice of our students. We are committed to social and emotional learning, multi-modal assessments, and Anti-Racism while fighting stigma surrounding COVID-19. Although we are agile enough to shift between options, in-person learning is crucial for not only our students, but also to support families who are essential workers. Some families have chosen 100% remote and that decreases on-site attendance. We have met and exceeded all state reopening guidelines as detailed in this document as well as in our Reopening Plan.

As a Microsoft Showcase School, we have hosted Ministries of Education, global delegates, and Congress Members from around the world showing what is possible in teaching the art of human connection with technology. For the past decade, we have been challenging the boundaries of what is possible. We prepare young people for a world with unknowns and an economy where human-computer interaction and ethics will be essential to navigate the Future of Work. As such, whether we are face to face or learning remotely, our goal is to provide students the skills they will need to even learn from mistakes and build skills that will benefit solving problems in society locally, globally, and communicate those ideas.

COVID-19
SCHOOL REOPENING PLAN
2020-2021

Following CDC guidelines

AUGUST 17
FULL OPENING

AUGUST 24
ONLINE CLASSES START

Universal Face Coverings

Hand Washing

Health Screening at Entry

Maintaining 6-feet of Distance

Outdoor Classrooms

Flexible Classroom for Students

Combines online curriculum with creative content designed for a quick transition to fully remote learning.

In-person

Remote learning

Hybrid remote/ Face-to-Face learning

Teacher Support System

A support liaison:
Who will bridge between in-person school, online, and family learning environments.

In-person and on-site teacher:
Who will develop personalized content, integrate subject domains, outdoor education, and integrate curriculum tools.

A dedicated online only teacher:
Involved in all academic coursework. Students have the opportunity to work ahead on core content with their online teacher.

Staggered Arrival and Dismissal

DISMISSAL

ARRIVAL

RENTON PREP CHRISTIAN SCHOOL
200 Mill Avenue South Ste 110 Renton, WA 98057
visit: rentonprep.org or contact us for more inforamtion (206) 723-5526

Microsoft Showcase School

Planned school reopening date:
August 17, 2020 – outdoor learning
August 24, 2020 – online hybrid

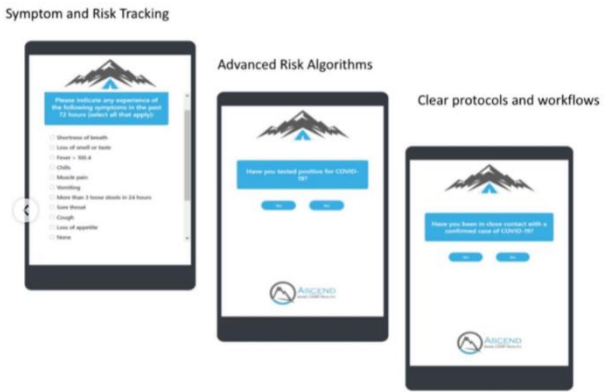**Planned last day of the 2020–21 school year date:**

June 4, 2020

Number of instructional days:

183 and Flex Days

Contact Tracing:

Basecamp Health AI App

Symptom and Risk Tracking

Advanced Risk Algorithms

Clear protocols and workflows

See our [collection](#), [resources](#), [documentation](#), and [timeline](#) beginning March 2020

Contents

Part I - MANDATORY Health Requirements

The local educational agency (LEA) must use the [Department of Health (DOH) and Labor and Industries (L&I) guidance](#) to create reopening plans aligned to health and safety requirements. All LEAs should maintain consistent communication with their local health authorities as reopening plans evolve. **Please attest (and describe where appropriate) to the**

Health Mandates

1) Our district has identified our primary local health officer(s).
   - ☑ Yes
   a. Please list the name(s) of your primary local health officer(s): [King County Public Health](#)
   b. We call King County Public Health, [Renton Public Health](#) and are connected to the school specialists on staff at the time to answer questions (since March 2020).

2) Our district has identified a primary district-level point of contact for our reopening effort.
   - ☑ Yes
   a. Please list the name and contact information for your primary district-level point of contact:

      Dr. Michelle Zimmerman
      m.zimmerman@rentonprep.org
      206-723-5526

3) We have reviewed the U.S. Centers for Disease Control and Prevention (CDC) definition of high-risk employees and we have clearly communicated with staff their opportunity to identify themselves as high-risk.
   - ☑ Yes
   - ☑ We [provided opportunities to choose remote](#) and updated, legally reviewed job descriptions to give [informed decisions prior to signing](#) contracts
   - ☑ We keep our processes [transparent for families](#)
   a. We are engaging self-identified high-risk employees to address accommodations consistent with L&I requirements and the Governor's proclamation about high-risk employees.
      - ☑ Yes
      - ☑ We have provided [accommodations and online opportunities](#) for those employees

4) We have reviewed our drop-off and pick-up plans to provide proper physical distancing and minimal opportunities for parents and other adults, who are not staff, to enter our buildings.
   - ☑ Yes

Health Screening

5) We have a daily health screening plan in place for students and staff
   - ☑ Yes: [Basecamp Health Ascend app](#)

   a. Please identify which health screening protocol best fits your school district planning.
      - o Our plan is to rely on attestations, but to screen staff who do not

provide an attestation that a screen was done at home before school and students who do not provide an attestation that a screening was conducted by a parent, guardian, or caregiver before school.

Our documentation will be clear, visible, and supported by machine learning (AI) to support risk mitigation according to the zip code students live/travel.

Physical Spacing

6) We have altered our indoor classroom and common spaces and reconfigured our processes to ensure six feet of physical distance between all persons in our school facilities as a planning framework.

☑ Yes

a. We are using additional common spaces to ensure six feet of physical distance between all persons in our school facilities as a planning framework.

☑ Yes

b. We are using additional community-based spaces outside of our school facilities to ensure six feet of physical distance between all persons in our school facilities as a planning framework.

☑ Yes

c. We understand that this is a planning framework and there will be limited times when students and/or staff may need to be within six feet for short periods of time.

☑ Yes

Each of the squares in the concrete are already 6 feet, making it easier for students to spread out and clearly identify the space. The second floor wrap-around balcony will also provide outdoor space, including overhangs and shelter for weather changes. Lunches will be outdoors, staggered times and allow for mask breaks. WiFi extends to these spaces and technology will be able to be used outside as well.

d. We understand there are limited exceptions to the six-foot rule, but we will accommodate students with disabilities or others who meet the exceptions in order to deliver equitable services, which may include providing additional personal protective equipment (PPE) to staff and/or the student.
☑ Yes

7) We have altered physical spaces, reconfigured schedules, and adopted necessary plans to provide meals to students that ensures six feet of physical distance between all persons as a planning framework.
☑ Yes

8) We have established clear expectations and procedures to ensure frequent hand washing in all of our facilities for students and staff.
☑ Yes

9) We have established clear expectations with students, staff, and families that all persons in our facilities will be wearing face coverings consistent with DOH and L&I requirements, including any of the narrow exceptions identified by DOH and L&I in guidance.
☑ Yes

a. We have an adequate supply of face coverings on our premises to accommodate students who arrive at school without a face covering.

☑ Yes

  b. We will provide adequate face coverings and other PPE requirements to protect all staff in each building and/or worksite consistent with the law and L&I guidance.

   ☑ Yes

10) We have developed busing plans to maximize physical distancing on our buses as much as possible on a given bus route.

   ☑ Yes

  a. We recognize that busing is an exception to the six-foot rule, as long as we exercise proper cleaning, maximum ventilation when reasonable, face coverings on students and adults, and proper PPE for our drivers.

   ☑ Yes

We will only use bussing in the event of a Public Health approved outdoor field trip (i.e., hiking, nature walks)

11) We have developed a cleaning regimen in our facilities and buses consistent with DOH guidance and the Infection Control Handbook 2010.

   ☑ Yes

12) We have clearly established procedures, in coordination with our local health authority, to report any suspected or known cases of COVID-19.

   ☑ Yes

  a. We understand that contact tracing and any other procedures to identify additional COVID-19 cases are to be conducted and led by the local health authority, the Washington State Department of Health, or a designee at the direction of the public health authority.

   ☑ Yes

   ☑ [Basecamp Health Contact Tracing Ascend App](#)

Part II – Statutory Education Requirements

School Calendar

13) We have established a school calendar to accommodate 180 instructional days and the required instructional hours assuming all of the guided learning planned by and under the direction of the certificated teacher counts (in-person face-to-face, distance learning on screen with a teacher, independent learning assigned and evaluated by a teacher, and any other directed learning) subject to the State Board of Education requirements outlined in [WAC 180-16-200](#).

   ☑ Yes: We have 183 days, also included flex days for remote shift

   ☑ Based on consultation with an Epidemiologist, we are starting early to maximize outdoor education in good weather and close campus on November 25, 2020 to continue online learning to reduce chance of spreading common cold, flu, and confusion with COVID-19 symptoms during cold and flu season. During that time, all education will shift to 100% remote. Students who work ahead to complete core content may finish earlier than scheduled based on approval by Red Comet.

a. We have created a flexible calendar with additional days that may be needed to address short-term school closure in the event that our facilities are not accessible as directed by a public health authority or the Governor, and for which we were not able to make an immediate transition to Continuous Learning 2.0.
☑ Yes

b. Please upload a copy of your school calendar.

RENTON PREP
CHRISTIAN SCHOOL ™

www.rentonprep.org   Office: (206) 723-5526   200 Mill Ave S, Renton, WA 98057
*We reserve the right to adjust dates as necessary.

Events

Date	Event
June 15	Monthly Tuition Payments Begin
July 15	Annual Tuition Payment Due
August 3	Teachers Return/Office Opens (PD)
August 13	Open House: A/B Sign-Up
August 17	First Day of School
August 25-27	Picture Days
September 7	NO SCHOOL—Labor Day
September 22	Picture Re-Take
September 28	Themed Dress —Class Color
October 30	Themed Dress —Costume
November 11	NO SCHOOL– Veterans Day
November 12	Learning Celebration Night: A/B Sign-Up
November 20	Themed Dress—Ugly Sweater/Christmas
November 25-27	NO SCHOOL—Thanksgiving Break
Nov 30-Dec 4	Flex-time Remote Learning Wk I
December 7-11	Flex-Time Remote Learning Wk II (Educator Professional Development)
December 14-18	Flex-time Remote Learning Wk III
Dec 21- Jan 1	NO SCHOOL—Christmas/New Year Break
January 4	School Resumes
January 18	NO SCHOOL—MLK Day
January 22	Last Day of 1st Semester
Jan 25-29	National Lutheran Schools Week
February 12	Themed Dress Day—Valentines
February 15-19	NO SCHOOL—President's Day/ Mid Winter Break
April 4	Easter Sunday
April 9	Themed Dress Day
April 5-9	NO SCHOOL—Spring Break
May 6	Learning Celebration Night: A/B Sign-Up
May 21	Themed Dress Day
May 31	NO SCHOOL—Memorial Day
June 1-4	Flex-time Learning Week IIII
June 2	STEAM Fair A/B Sign Up
June 4	Last Day of School

School Calendar V1 Updated 7/15/2020.

Key	
FD	First Day of School
LD	Last Day of School
{ }	Tuition Due Date (by 11:59 p.m.)
▨	Themed Dress Days/Special Events
▢	Holiday/Break—NO SCHOOL
▨	A/B Scheduled Event—Sign Up Required

AUGUST

MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
FD	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER

MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	{15}	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER

MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	{15}	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER

MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER

MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	{15}	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY

MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	{15}
18	19	20	21	22
25	26	27	28	29

FEBRUARY

MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
{15}	16	17	18	19
22	23	24	25	26

MARCH

MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
{15}	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL

MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	{15}	16
19	20	21	22	23
26	27	28	29	30

MAY

MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE

| MON	TUE	WED	THU	FRI
	1	2	3	LD
7	8	9	10	11
14	{15}	16	17	18
21	22	23	24	25
28	29	30		

14) In order to accommodate the instructional hours requirements, please describe your typical weekly schedule for students and professional collaboration. Include any reasonable options to maximize cohorts of students to reduce the risk of possible virus transmissions.

Educational Plan

Our students have already been part of cohorts of 20-22 students as part of standard educational procedure. We reduced enrollment to allow for social distance and allowing for 5 days each week face to face instruction while maintaining health guidelines. That will remain consistent. Middle and high school students are also already in cohorts where they do not switch classes and they work with interdisciplinary content. Cohorts are self-contained.

Each class has 1-2 on-site teachers, one online teacher, and one liaison position to serve as a bridge between face to face and home learning with Red Comet courses allowing us to have parallel core courses for students whether they are on site face to face, hybrid, quarantined, or fully remote. This decreases gaps, increases consistency and stability. The on-site teacher builds projects to make learning relevant to students, cross-curricular and include students via Microsoft Teams who are remote so they are still part of the collaborative learning.
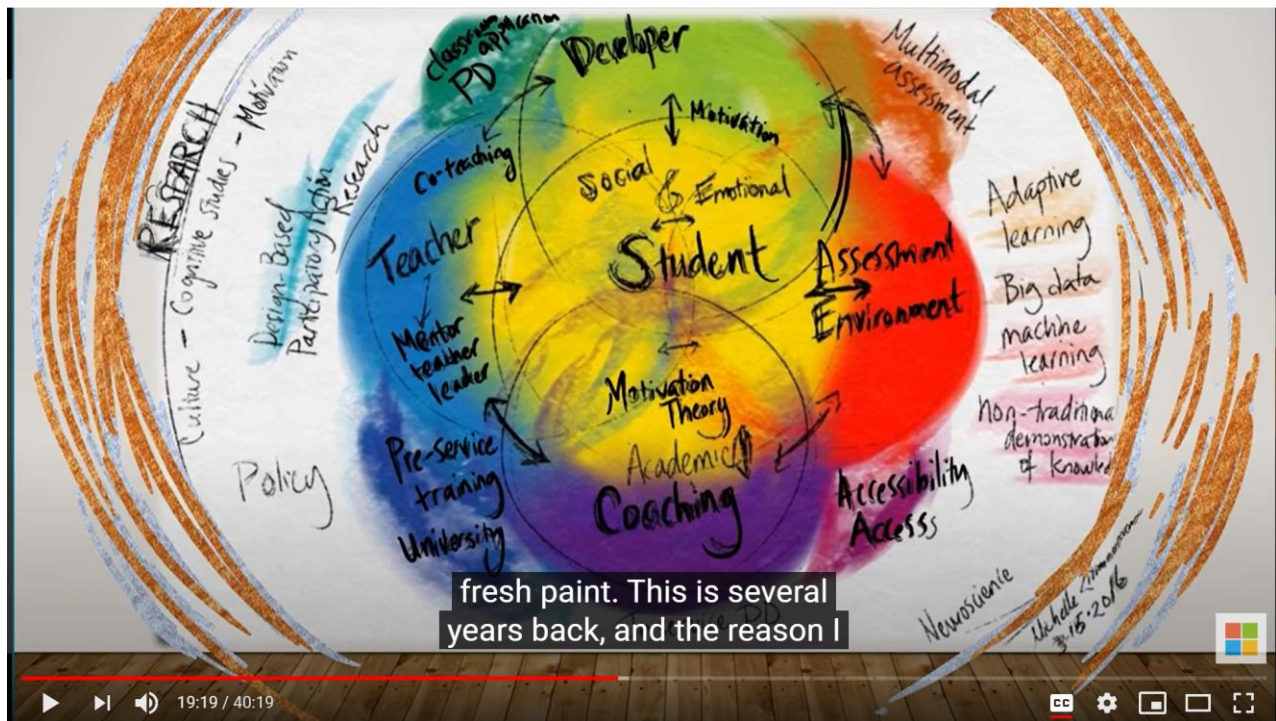
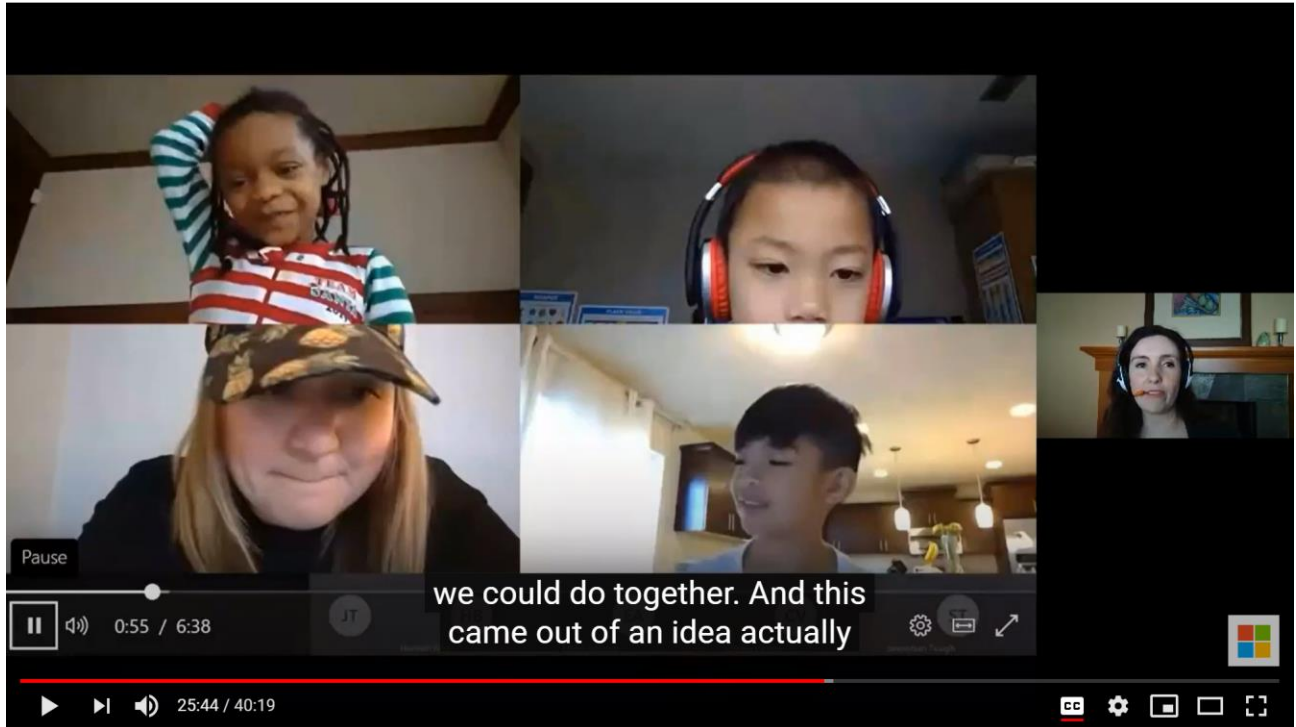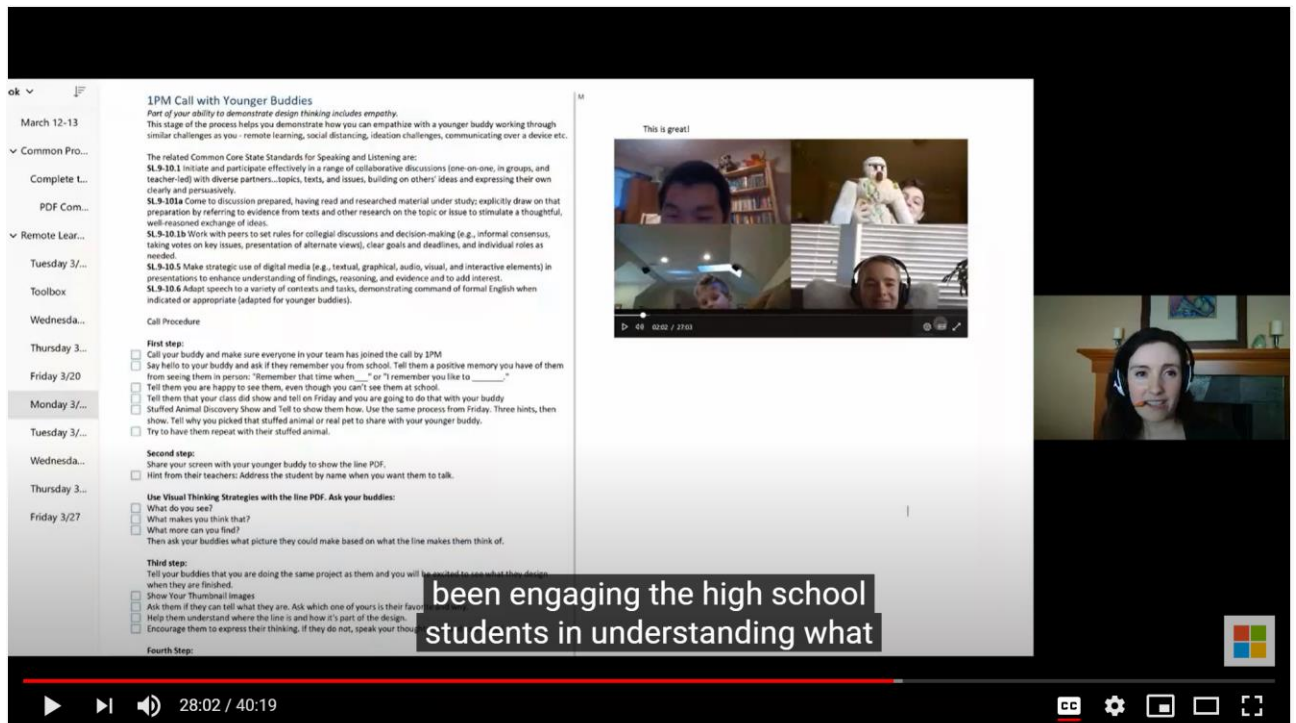#MicrosoftEDU
Microsoft Education - Meeting in Teams and Remote Learning at Renton Prep

As a Microsoft Showcase School, we were invited to share our process in shift to remote learning immediately on March 16, 2020. We were ready to present globally on March 25, 2020. The screen shot above was from the video starting at 19:00.

9

#MicrosoftEDU
Microsoft Education - Meeting in Teams and Remote Learning at Renton Prep

#MicrosoftEDU
Microsoft Education - Meeting in Teams and Remote Learning at Renton Prep

We leveraged high school students to support developing protocols for "Show and Tell" and mentor younger students. This also supported educators in helping young students learn to

communicate with others over Microsoft Teams. At the same time, high school students reinforced learning about protocols and instructions as they wrote for AP Computer Science, but applied to a real-world setting.

Students could engage in developing rubrics as part of Microsoft Teams and both self-assess and understand their level of achievement based on observable skills, emphasizing that over traditional testing that could not be proctored.

Using multiple devices, we were able to live stream a documentary to all students in 5th -10th grade so they had a same base, common experience as part of a Microsoft Live Event. Microsoft Teams let us pre-assign them into small groups to communicate and discuss with each other when we paused the documentary with a discussion question. This allowed us to have ongoing formative assessment and comprehension understanding. We could move between small group and whole group conversation. As educators, we could join small groups and listen in, bringing thoughts and ideas back to the whole group. Students reported that this kept them engaged and let them feel they could still be with friends. Students could also message questions to educators via Microsoft Teams mobile app and educators could message students independently or in a class chat to allow students to engage via text if they did not feel confident being included with voice or video, still showing engagement.

This documentary became the basis for projects in abstraction for computer science, math – geometry, innovation with arts (paper folding) with technologies like folding for airbags and satellites. By having the same common experience for 5th-10th students who had siblings could watch at the same time, using the same device and decreasing livestream for separate calls (especially with adults working remotely). It allowed internal and cross-grade support, and streamlined the process. Each educator adapted the project to be developmentally appropriate by grade level and meeting standards from NGSS, CCSS, and ISTE Standards for Students.
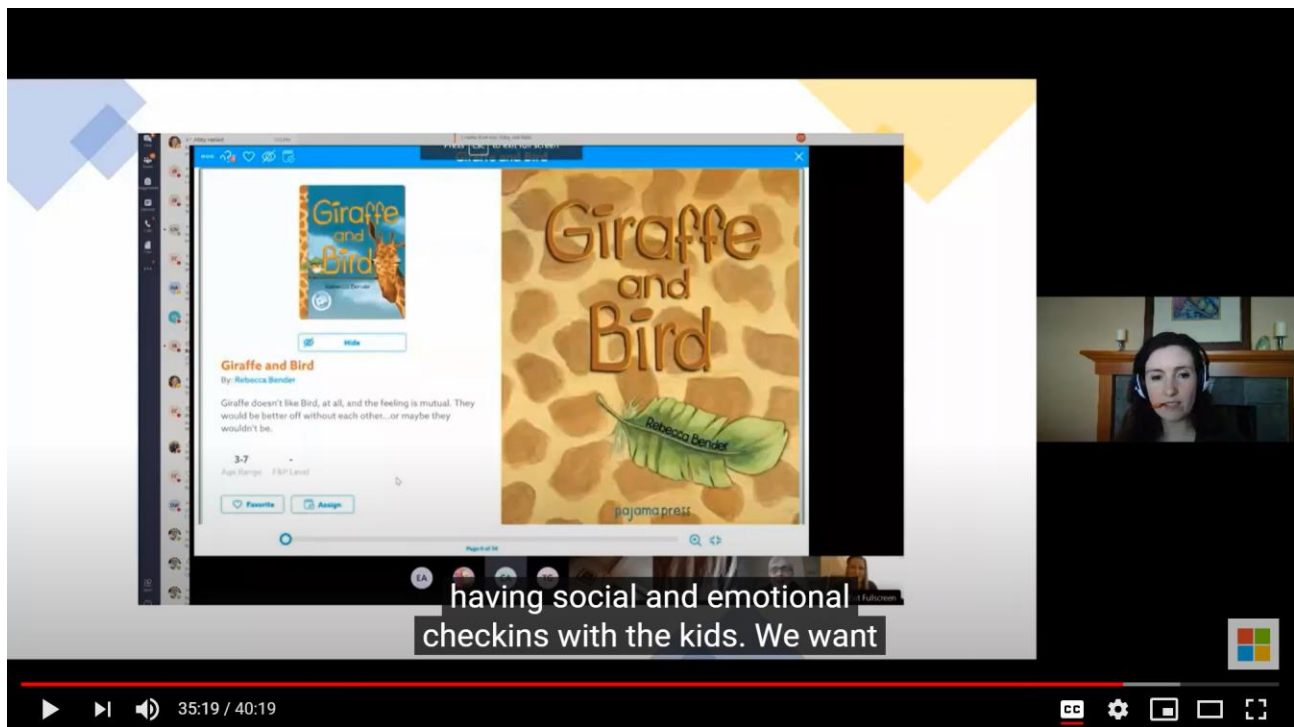
Early childhood was able to bring external apps and websites in through Microsoft Teams to allow screen sharing to even read books live as well as social and emotional checks with students in groups and individually (early childhood through high school).

Our school has already consistently brought student voice into student-centered projects as seen in this Equity and Access article, so we have experience with adapting those projects face to face and remote.
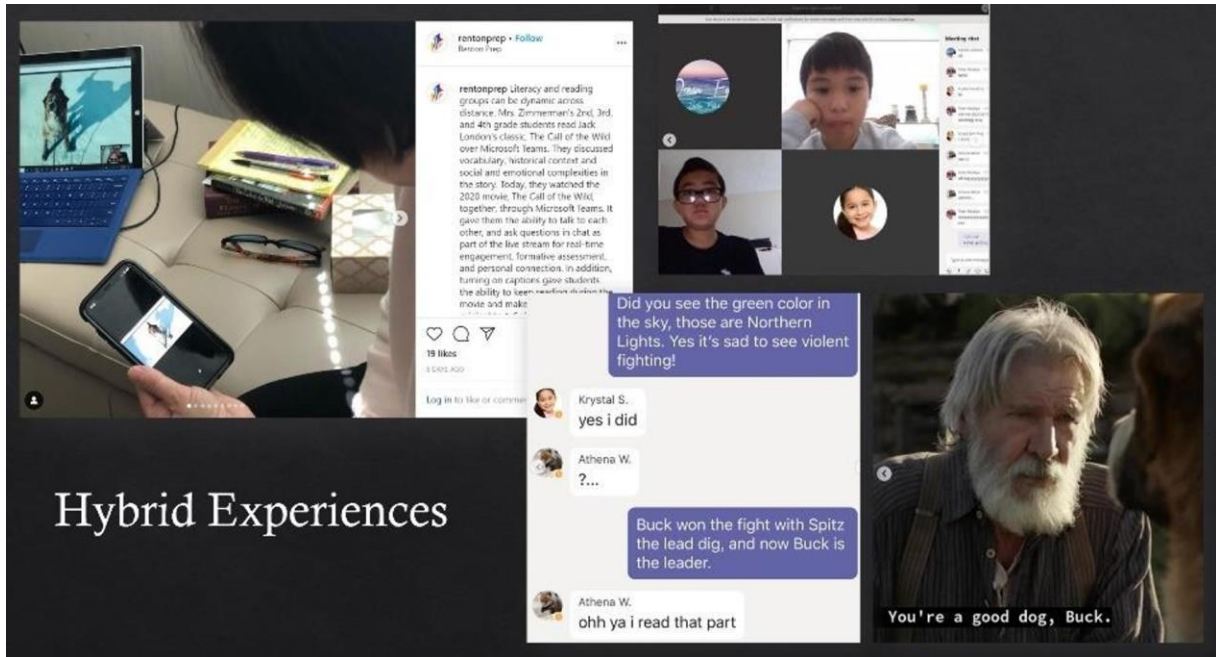
Hybrid Experiences

Hybrid experiences allow students to continue differentiation in reading groups, reading out loud over Microsoft Teams calls. The image on the left is the teacher who is live-streaming The Call of The Wild film as a celebration after reading the book together. The captions were turned on (as seen in the bottom right image) and students could read along while watching them movie. This group of students were in 2nd – 4th grade. During the movie, the teacher was able to message the students to check for comprehension and compare the book with the screenplay. When students kept their cameras on while they were watching the live stream, the educator was able to watch their non-verbal expressions and turn on her audio to ask them social and emotional questions. See more details in our Reopening Plan starting on page 7.

The week of August 17, 2020 will emphasize outdoor learning for all students to emphasize SEL and team building allowing for social distancing, technology outdoors, and trauma informed teaching (training from KCSARC).

Remote and Hybrid Learning Training

The second week, beginning August 24, 2020, our face to face teachers will begin introducing students to their online core courses for all students, remote, face to face, and hybrid. Our Red
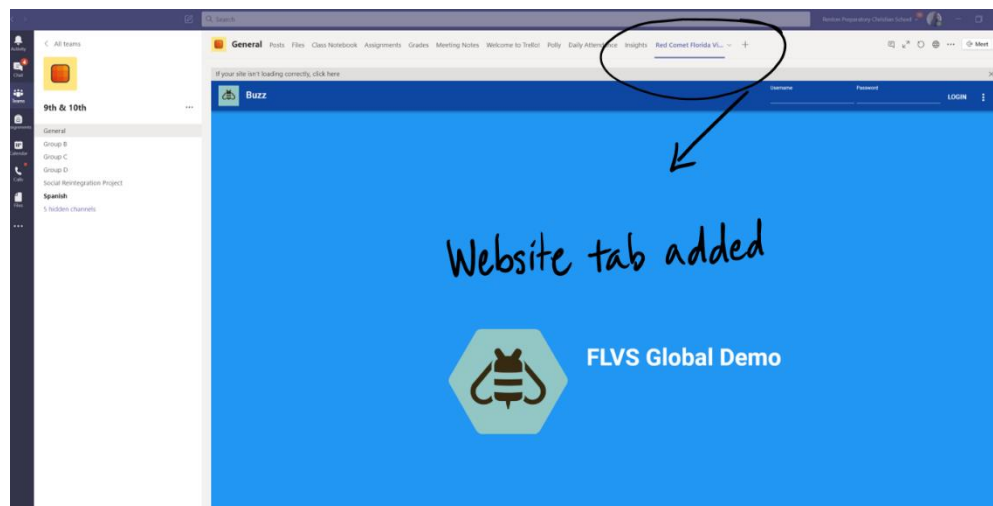
Comet and FLVS content will be housed within Microsoft Teams, allowing for screen sharing for those off site, and video calls for synchronous and asynchronous communication. This will also allow family onboarding with content and resources. While on site, educators will train students to navigate the single sign-in for Microsoft Teams to navigate to their core content.

training for format
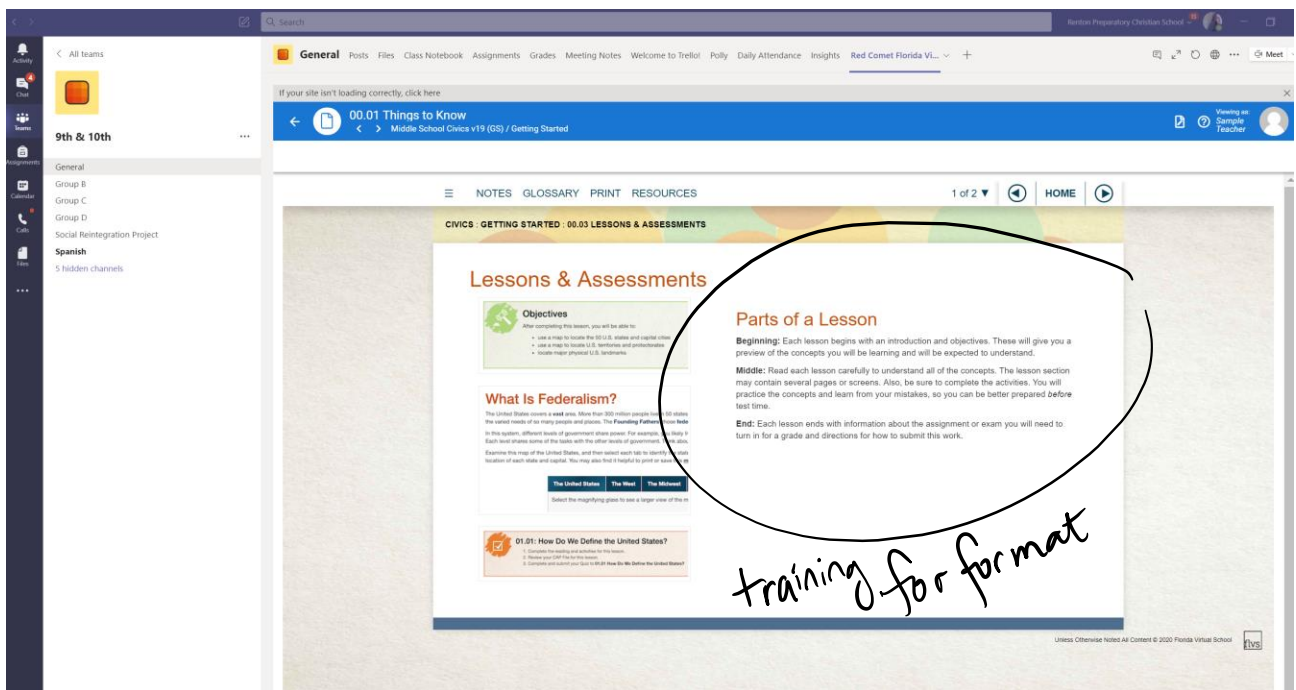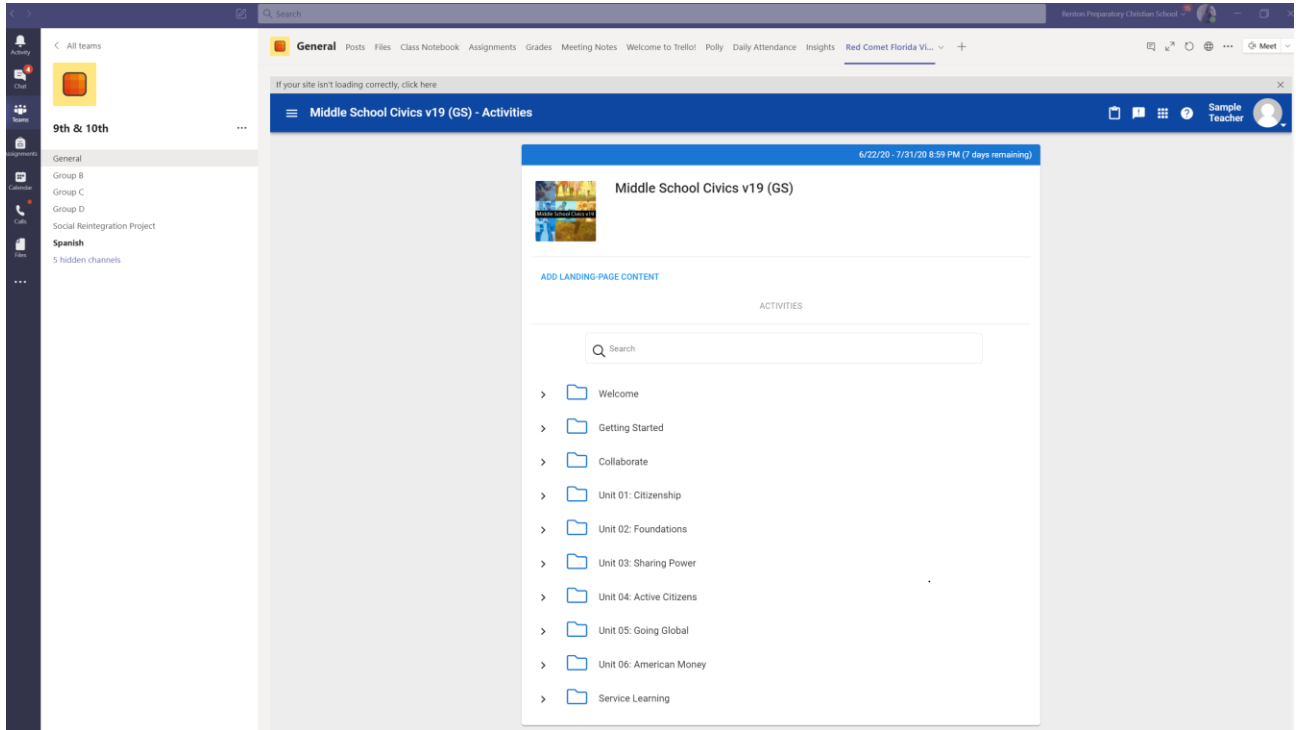
This is a sample platform of resources available online already set up with the FLVS content through Red Comet for Elementary Mathematics 1:
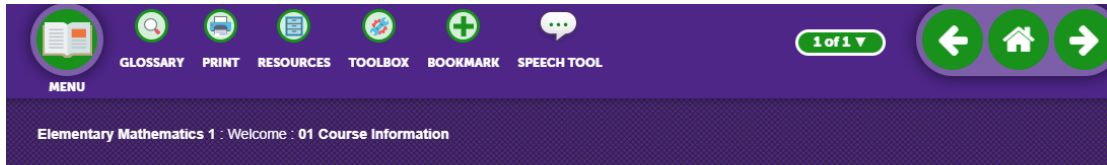
The information provided here will help you become familiar with your online course and help you become a successful online learner. Review each link below and make sure you understand the information before moving on to the next item. Please contact your instructor if you have any questions or concerns.

Course Information

- Getting Started
- Course Syllabus
- Course Materials
- Using Printable Materials
- Pace Chart
- Standards: State | National

Working with your Teacher

- Communication
- Parent Guide
- Student Resources
- System Requirements
- Academic Integrity

.

The content is already aligned to CCSS standards even in science courses for pre-tests and formative assessments
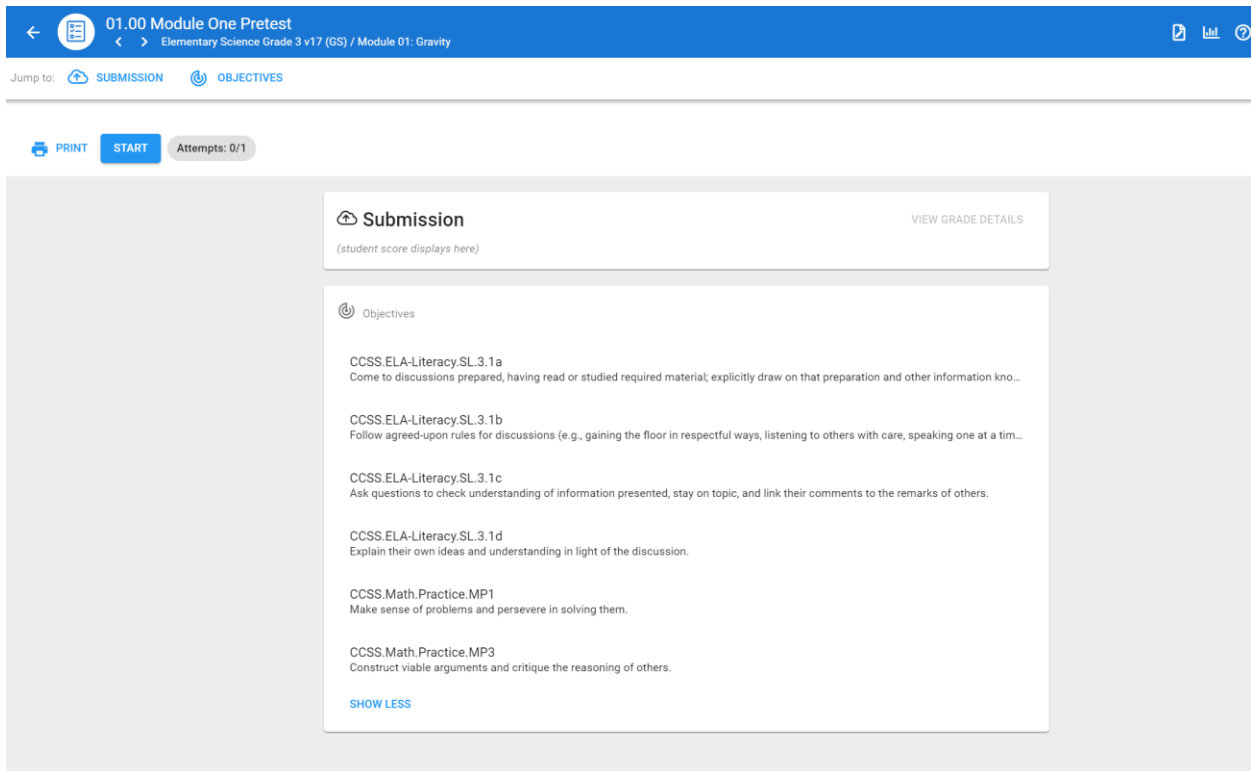
Gradebooks will be clearly visible for scoring core content

15) We have a plan to take daily attendance for all students, regardless of our teaching modality, as well as a tiered approach to supporting students not participating and aligned to the OSPI attendance rules.

    ☑ Yes

    a. We have a clear plan for ongoing communication with students and families, and we have provided a means by which all students will be required to check in daily even on days when the student is not physically present at school.

    ☑ Yes

An example of what a follow up message looks like in Microsoft Teams from the Office of Student Services when attendance is not recorded during remote. We used Microsoft Forms as a tab at the top of Microsoft Teams for students to check in by 10am every morning. If it was not received and if parents did not message the office for reason why attendance is not present, the office called the student's family to check on them. This year, Basecamp Health Ascend app will also track attendance on site or remote as part of our larger contact tracing plan supported by AI.
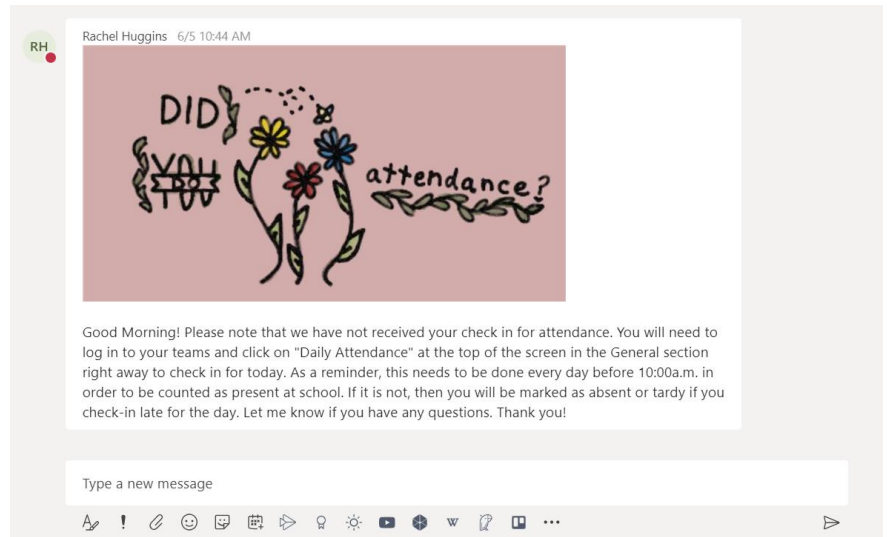
16) We have identified learning standards across grade levels and/or content areas to ensure instructional time and professional learning are effectively tied to our reopening plan.

    ☑ Yes: Assessment, Remote Learning and Data

    ☑ Red Comet and Florida Virtual Schools for core content assessment

    ☑ Edmentum for standardized assessment, baseline placement for potential COVID Slide

17) We have determined our 2020–21 grading policies.

    ☑ Yes: Assessment, Remote Learning and Data

    ☑ Red Comet and Florida Virtual Schools for core content assessment

    a. If yes: We have reviewed our grading practices, learned from decision-making this spring, and established the following grading system:

Grading Policies

In conversation with Cognia and STEM certification reviewers for continuous transformation regarding assessment and grading practices that still align with our protocol with an emphasis on process, portfolio, and project competencies.

Competency Standards

Introduction

RPCS employs an extensive, interdisciplinary, project based, Core Knowledge curriculum, Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), International Society for Technology in Education (ISTE) Standards for students and uses a variety of assessment techniques to monitor students' progress. The ongoing assessment process leads to two semester evaluations that consist of teacher evaluations and may include student self-assessments.

Each semester evaluation will report a Competency for content areas. At the end of the year, the Competency for Semester 1 will be combined with the Competency for Semester 2 for each course, resulting in the final Competency that will be reported on the transcript. For some Secondary courses, a Competency will be assigned for only one Semester.

Descriptions of the Exemplary (E), Mastery (M), Proficient (P), Developing (D), Unsatisfactory (U), and Insufficient (I) Competencies are as follows. Please note that all students are expected to maintain a Competency of Proficient (P) by the end of each semester. Exemplary cannot be achieved through adding "Extra Credit" to an already completed, submitted and evaluated assignment.

We know that students demonstrate their knowledge in more than one way. One diagnostic system we utilize to help support student progress is called Edmentum. It provides us with content assessment in Math, English Language Arts and Reading. Students take this diagnostic multiple times each year for us to measure and monitor progress. This type of information also helps us to provide individualized learning and tiered intervention strategies.

RENTON PREP COMPETENCY ASSESSMENT

Competency assessments measure growth and show consistent and accurate proficiency on specific standards and learning objectives. When a student demonstrates proficiency, they have done everything required to accurately and completely show learning through a task.

Proficient (P):

A Proficient Competency may include a student:

- Demonstrating and/or documenting the competent acquisition of concepts/skill meeting all requirements
- Participating in class discussions, group meetings, projects, etc. through communicating relevant content knowledge
- Accepting constructive critique and attempts to apply changes to content knowledge
- Completing and submitting all academic work on time, meeting all set expectations
- Producing mostly accurate self-evaluation, critique, and or/reflection
- Managing time and resources to meet expectations for learning experiences
- Contributing and/or facilitating class discussions, group meetings, projects, etc.
- Accepting constructive critique and trying to apply changes to content knowledge
- Respectfully cooperating and communicating with others
- Accepting responsibility for actions while showing self-control
- Preparing for class daily and following directions

The goal is to move toward mastery, where students can communicate, collaborate, self-regulate, and create without the assistance of external adult prodding or checking in. They bring in additional resources and perform above the requirements necessary to become proficient.

Mastery (M):

A Mastery Competency has met all Proficient criteria and may include a student:

- Participating in class discussions, group meetings, projects, etc. through clearly and consistently communicating relevant content knowledge
- Connecting and transferring subject matter to other subject areas and/or making life applications
- Producing an accurate self-evaluation, critique, and or/reflection
- Accurately applying and documenting concepts/skills, meeting all requirements through communication, collaboration, with evidence of critical thinking and creative application
- Demonstrating the ability to effectively teach, tutor, and/or mentor others
- Accepting constructive critique and applying changes to content knowledge

When students go above and beyond mastery, consistently bringing in novel approaches, outside resources, creative solutions, and combine domains in meaningful ways, communicating their learning in a clear way to specific audiences outside the classroom, they have attained more than mastery-their work is exemplary.

Exemplary (E):

An Exemplary Competency has met Mastery criteria and may include a student:

- Innovatively and creatively applying, demonstrating and documenting concepts/skills beyond the requirements
- Consistently and accurately connecting and transferring subject matter to other subject areas and/or making life applications
- Pro-actively setting goals for preparation and completion of academic content
- Initiating teaching, tutoring, or mentoring others in content knowledge
- Requesting constructive critique and applying changes to content knowledge
- Developing, applying, and synthesizing individual talents to enhance learning experiences of self and others
- Completing and submitting all academic work on time, exceeding set expectations
- Producing an accurate self-evaluation, critique, and/or reflection
- Innovatively applying and documenting concepts/skills beyond the requirements through communication, collaboration, creativity, and critical thinking
- Effectively and efficiently managing time and resources to maximize learning experiences
- Contributing, initiating, and/or facilitating class discussions, group meetings, projects, etc.
- Demonstrating willingness to effectively benefit, teach, tutor, or mentor others
- Requesting constructive critique and applying changes to content knowledge

Competencies are measured against standards through intentionally designed assessments or projects, which may include Summative, Formative, Non-Traditional, and/or Standardized assessments. They include Experiential Learning, Blended Learning, STEAM, and/or Technology.

Renton Prep competency-based assessments aim to move beyond an individual skill or content component of learning to demonstrate proficiency within a given context, specific audience, authentic problem or challenge to solve, and with a broader scope than just the classroom. Collaborative and interdisciplinary components, creativity, working within constraints, and authentic settings. The focus of a competency-based assessment is that a learner should master all aspects of a skill or concept prior to moving to the next level of challenge or difficulty.

Developing (D)

A Developing Competency is when students have not met all Proficient criteria and may include:

- Progressing toward demonstrating and/or documenting competent acquisition of concepts/skills
- Meeting some set expectations, but attempting all
- Having limited participation in class discussions, group meetings, projects, etc. with inconsistent or inaccurate demonstration of content knowledge
- Communicating concepts and ideas when prompted.
- Expressing ideas that are at times irrelevant or unclear
- Working on managing time and resources to meet expectations for learning experiences
- Providing limited contribution to class discussions, group meetings, projects, etc.
- Attempting respectful cooperation and communication with others
- Working on accepting responsibility for actions, and working on showing self-control
- Providing limited preparation for class
- Improving on following directions

Unsatisfactory (U):

An Unsatisfactory Competency is reserved for a student who fails to exhibit evidence to meet criteria set forth by the teachers and may include:

- Shows minimal demonstration or documentation of competent acquisition of concepts/skills
- Work is inconsistently submitted
- Set expectations are rarely attempted or met
- Participation in class discussions, group meetings, projects, etc., is minimal and expresses irrelevant and/or inaccurate content knowledge
- Work is rarely and inconsistently completed or submitted on time
- Set expectations are rarely attempted or met
- Participation in class discussions, group meetings, projects, etc. is minimal and expresses irrelevant and/or inaccurate content knowledge

Insufficient (I):

An Insufficient Competency is reserved for a student who fails to exhibit evidence to meet criteria set forth by the teachers and may include:

- Missing assignments, projects or artifacts or not enough evidence of learning has been submitted
- Disruptive participation, inattentiveness, taking away from other learners
- Inappropriate use of school or personal property (computers, art supplies, ruler, etc.)

Part III – Additional Expectations

18) Our district has a specific plan to support students who received "incompletes" in the spring of 2020.

        ☑ Yes

a. If yes: Please briefly describe that plan: Red Comet Courses – some during summer

19) Our district developed summer learning and services opportunities for students who needed additional support to be ready for success this fall.

☑ Yes

a. If yes: What percentage of your students did you provide services to?

Very few needed additional support as we kept track of all students during our Spring Remote transition and were able to keep constant communication with families. We had 4 students involved in additional support.

b. If yes: Please briefly describe the learning and service opportunities you provided, including any programs or targeted supports:

Families had the opportunity to engage in credit recovery during the summer via Red Comet. Students also had the opportunity to develop a plan to support math learning with ALEKS through McGraw Hill.

c. If yes: Please briefly describe your process for prioritizing your students furthest from educational justice:

Our students represent 24 ethnic groups. We have added a liaison position to support communication between home and school for core content through Red Comet. We have daily Microsoft Teams calls with whole class and weekly individual or small group calls with individual students. Parent-teacher calls with Microsoft Teams support communication, as well as emails, and voice calls to ensure students are okay.

Universal Screenings and SEL

20) We have a plan to perform a universal screening of each student when they return to school to better understand their strengths, learning needs, and social-emotional needs.

☑ Yes

☑ ALEKS from McGraw Hill for Mathematics

☑ Edmentum for ELA, Reading and Mathematics

☑ Licensed Mental Health Professional

21) Our district has developed a family and community engagement process that includes strategies to reach non-English speaking families to inform our reopening plan.

☑ Yes

a. Please briefly describe your engagement strategy and the organizations or individuals who took part in your planning effort: Microsoft AI

22) Our district has invested in additional accessible technology, hardware, or connectivity for students and educators as we have prepared for fall reopening.

     ☑ Yes

   a. Please identify the percentage of students that you believe have adequate technology and connectivity to learn remotely during the 2020–21 school year.
     ☑ 91 – 100%

   b. Please briefly describe your strategy to accommodate students during the 2020–21 school year who do not have adequate technology or connectivity to effectively learn remotely: We have ensured 100% of our students have access for remote. Microsoft Teams is accessible on Mobile, and the Office 365 suite has accessibility tools for learning support such as Learning Tools.

Professional Learning

23) Our district has provided professional learning for our educators to prepare them for effective instruction during the 2020–21 school year.

     ☑ Yes

   a. If yes: Please briefly describe the professional learning provided or facilitated by the district:
    Two weeks of paid professional development begins on August 3, 2020
    SEL and Trauma Informed Classroom training with KCSARC
    New Dawn Security Training
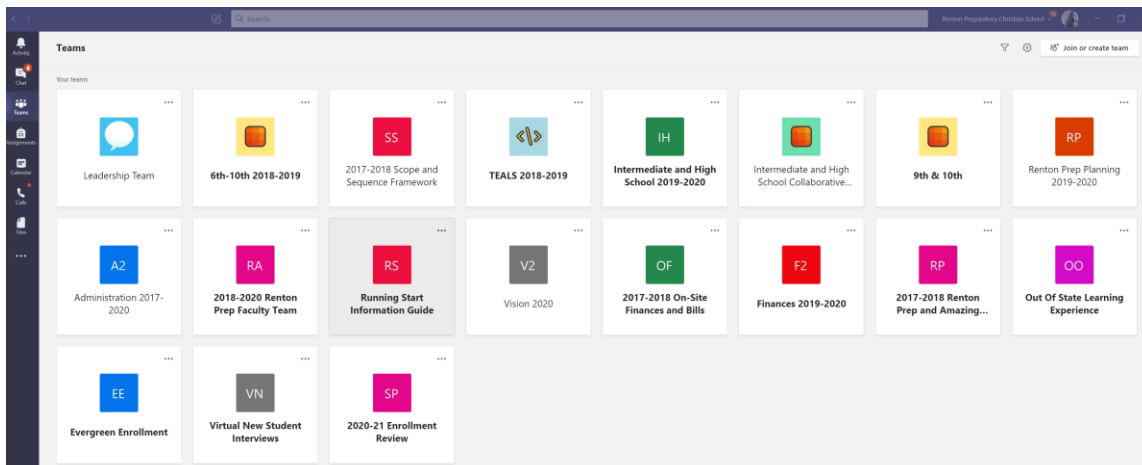   Mental Health Professional Training
    Microsoft Educator Center Learning Paths
    Collaborative planning time

24) Our district has selected a primary learning management system for consistent use with students across the district during the 2020–21 school year.

     ☑ Yes
     ☑ Microsoft Teams

Addendum to Reopening Plan

On July 22, 2020, we provided an update to our Reopening Plan to all families based on ongoing monitoring of health conditions in King County and in an effort to increasingly mitigate risk.

Dear Renton Prep Families,

This is an update for our school reopening plans. Recall the first two bullet points in our plan:

- 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

This message is a response to refine our approaches as we receive more information. On or before **Monday, July 27, 2020, your family will receive a form to let us know your family's decision to start the school year on August 17, 2020:**

- fully remote
- face to face on campus with an emphasis on outdoor learning in the first two weeks

You may have seen the news that Western Washington large school districts have [made the decision](#) to not reopen in the fall for face to face instruction. Families in these schools do not have an option. We have been in conversation with Washington Federation of Independent Schools (WFIS) through the day as districts changed and released their decisions. **Health guidelines have not changed. We have confirmed that we are still within regulations for reopening based on our plan.** You can see a reminder of our reopening plan visually and also found in more detail in our [Wakelet Collection](#).

Why can Renton Prep still reopen?
We realize there are factors that will prevent especially large districts from opening because of challenges that our school has already worked through. Four examples include:
- Challenge with bussing for public schools and the impact on start time schedules and routes
- Challenge in creating cohorts where the same students remain together to decrease interaction with other students in large departments or activities
- Challenges in contract tracing and quarantine across extra-curriculars that can't guarantee social distance should an outbreak occur and increased risk such as closer contact through sports, moving from one building to another to interact with other large groups of students
- The larger the number of people who interact, the greater the chance of spread

You may have seen this diagram in *[The New York Times](#)* or one like it
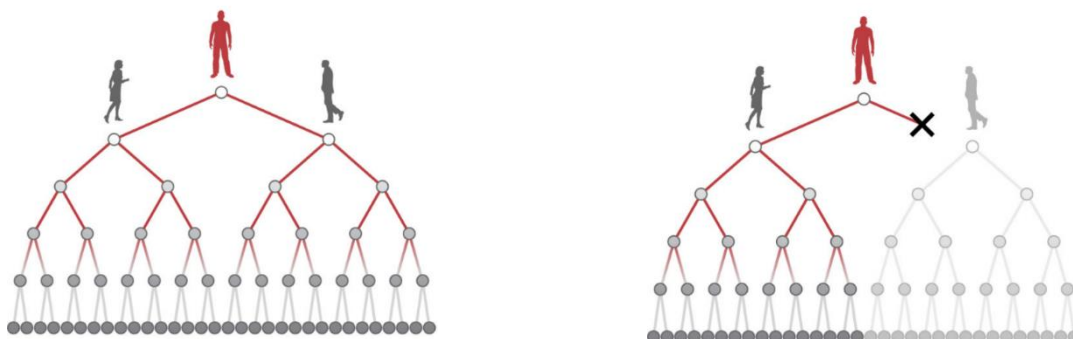
Our reopening plan was based on our education being contained in one building, mitigating the spread between ongoing consistent and larger interaction and contact with other youth organizations, schools, or activities. Our plan allowed the break in potential transmission as seen in the second diagram by staying self-contained.

Our reopening plan accounted for our school being:
- a single building
- contained cohorts (as we have already established as our standard educational practice)
- expansion for re-arranged furniture
- outdoor learning spaces
- Approved air circulation in enclosed spaces
- Face coverings that decrease aerosol transmissions from accumulating in the air in enclosed spaces
- no students mixing in extended care
- no connections to outside community partners with attachments to larger school systems (such as Renton IKEA Performing Arts Center or Renton Community Center for PE)

We have been made aware of areas that we can tighten our protocol to give us the best chances of remaining open even as other organizations experience an outbreak or require closure. For us to demonstrate our ability to remain open for face to face instruction while other schools are shuttering, we are aiming for the actions all families can take to realize that their choices and actions can have implications for the rest of our school community. We have been following precedent set by camps that have opened in the summer to decrease spread of virus and considerations that have emerged in recent studies.

Our added guidelines for all families who choose to start school face to face on August 17, 2020 will include:

Enhanced Contact Training
- As planned, we begin contact tracing through Ascend on Monday August 3, 2020 to include a base screening protocol two weeks before on-site education begins
- We ask that all students who wish to return on site on August 17, 2020 self quarantine for two weeks leading up to arriving on site to give us the best possible chance of a healthy start allowing us to stay open
- It only takes one asymptomatic student to start an infection in the school

Increased Risk Activities
- Families hold differing opinions on face coverings and gatherings with people outside of those they will interact within the school - the more people you engage with and the less frequently your family engages in health practices and guidelines the higher the risk of becoming a vector and bringing infection into the school
- We are requiring your family to notify the school office of any sustained engagement with outside organizations as that increases our school's risk of no longer being able to maintain our reopening plan (see diagram above).
- This may require you to be primary contact between the external organizations contact tracing plan and our school office to alert us immediately if there is a COVID-19 concern from that organization
- This could include multiple times each week of community activities with extended numbers of children or youth
- Families who choose to engage in higher risk activities, and/or who do not consistently wear face coverings per guidelines and/or engage with others prior to the school opening are increasing the risk of becoming a vector that may introduce COVID-19 into the school

- We may ask that families who choose what is best for them even if it increases risk to others in the school community to select the 100% remote option to decrease the risk for those at school who wish to abide by protocol

As always, we want families to make the best decisions for them for their lives and families. However, to maintain and keep our school open for face to face learning even as other districts are closing, we need to know that our community is working together for the best of all involved. Your decisions can have an impact on whether our school can remain open or not.

Please also note that we can stay open for face-to-face instruction as long as our teachers are healthy and able to maintain in-person adult-to-student ratios. If our on-site teachers are exposed to a known case of COVID-19 or symptoms that appear similar they may be required to self-quarantine for 2 weeks. This will impact the operation of our on-site instruction and impact all families of students in that class. If the contact is found to extend beyond that class through contact tracing, we may be required to close the entire school for a duration of time to stop the potential spread.

Thank you for your cooperation as we enhance our safety protocol to allow the best chance for us to remain open for face to face instruction.

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 Internationally 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.

Elementary

- 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 Internationally 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

Middle School

- 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

High School
- The same base curriculum program will be used across all High School classes
- Course content was selected to provide foundational knowledge in Government and Politics, ELA Analysis and written communication, and physiology and biotechnology as a basis for students to understand how to evaluate current events with an election year and COVID-19 information as well as vaccine and tech development.
- Digital Literacy and media will be investigated through current events and strategies to sift through multiple viewpoints, debates, and fake news, disinformation and misinformation
- Investigation of personal world view will be anchored in the series The Good Place where teams of students select a career elective as the lens they will view and dialog about the complexities in the series including:
  - World Religions
  - Economics
  - Law and Order
  - Entrepreneurship
  - Philosophy
  - AP Psychology

Through student-selected electives, students will work in at least a cohort of two students for each selected course of study and the face-to-face educator will anchor content in analysis, project-based-learning, SEL, world view, personal identity, current events and the Global Goals for Sustainable Development
- 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
  - High School students had the option to join a curriculum planning call to help determine the course of study

Inclusive Environment Considerations

Families will be provided an option to select fully remote or face-to-face prior to the August 17 start date for the first week of school. After the first week of school, families may switch their option, including the addition of hybrid option where students will attend in person one or more days each week depending on family work schedule, need, or family-assessed safety/risk mitigation for their own personal needs. This also allows for a fluid transition in the event of necessary quarantine. 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.