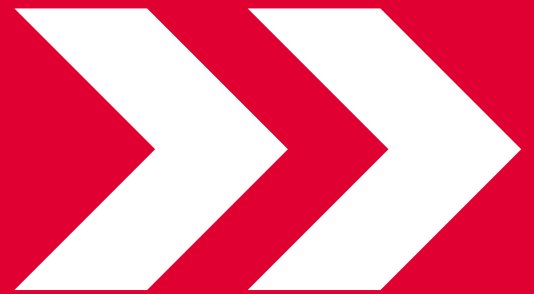


RPCS Return to Campus Blueprint



RPCS's plan to reopen the campus this fall focuses on **safety** and **flexibility** in order to deliver a best-in-class education.

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Our mission is to mitigate the risk of the transmission of COVID-19

at RPCS, while preserving our core values, culture, community and academic and co-curricular programs.

Our intent is to open and stay

open. Our school is built upon community and relationships. This happens most effectively when we are all together on campus. We have the capacity to improve our chances of being physically together as a community through tangible and proactive ways.

Strength In Community

Over the past number of months, we have all found ourselves in uncharted territory. This has presented challenges for all of us, but also surprises. Children, and probably some adults, have learned imaginative new ways to entertain themselves. Family time, that was once so elusive, has become part of the daily order, perhaps helping everyone grow a little closer.

At RPCS, it has helped us develop a greater appreciation for our strength as a community. Here, we have a special focus on looking out for one another. Together, faculty, staff, students and their families hold a unique bond, knowing that they are never alone. This reveals the true character of RPCS.

So, as we face a new school year, one that presents us with many uncertainties, we can find comfort in the qualities that we know are constant at RPCS, no matter what the circumstance. The power of our care and compassion for one another. The consistency of our commitment to the acquisition of knowledge not only in our classrooms, but in our collective search to know ourselves better. The support and encouragement we provide each other, making even the most difficult situations more tolerable.

As we enter the new school year together, there is no question as to the strength of our community. This will sustain us. This will enable us to thrive no matter the challenge.

We can find
comfort in
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at RPCS, no
matter what the
circumstance.



Guiding Principles in Decision Making

Flexibility: The Power Of Small

RPCS policies will need to change quickly as we receive new information and data, and we will need to pivot and alter course as soon as new information becomes available. Our small size will enable us to adapt quickly.

Expert Guidance

RPCS policies and any updates will be made in conjunction with state and local public health policies and expert medical recommendations. We are constantly monitoring the most up-to-date research from the CDC, WHO, the AAP and many other reliable health organizations.

Policies by Division

RPCS serves children from 6 weeks old to grade 12. Decisions on policies will be informed by what is appropriate and feasible by developmental level.

Access for All

RPCS will partner together with medical professionals and families/individuals to develop accommodations, as needed, for those in our community who have unique medical needs.

Clear and Frequent Communication

Policies will be clearly and consistently communicated to ensure the smoothest experience for all.

The Important Role of Families

It All Begins at Home

The first line of defense against COVID-19 lies in the homes of our students. Decisions and actions taken there can impact our entire community. First and foremost, if your child feels sick, keep them home. Secondly, we will be asking you to monitor your child's health each and every day. If your child exhibits symptoms we will be asking you to keep your child home that day and then proceeding based on information we discuss together. Not every symptom is going to mean a child or employee has COVID-19, so this time more than ever involves a sustained partnership between RPCS and our community.

Parents can help institute safe practices so that they become a way of life: for instance, regular hand washing, growing accustomed to wearing a mask when out in public, and practicing social distance are critical methods for risk mitigation. When these become regular habits, everyone stays safer.

Children should be familiar with health recommendations and regulations and understand the importance of adhering to them. In addition, RPCS may institute broader safety measures if we feel they help ensure the health of our students, faculty and staff.

Healthy Habits

As mentioned, regular hand washing and wearing a mask when out in public are of primary importance in keeping everyone safe. There are additional important behaviors to discuss and teach your child. Get them acquainted with what it feels like to practice social distancing, specifically having them focus on getting a sense of what it feels like to stand six feet apart. Also, have them practice coughing into their elbows and remind them to avoid touching their face and eyes.

For younger children, it's a good idea to take some time to talk about how school will be different now than it was before. Explain to them that these changes are to keep everyone healthy.



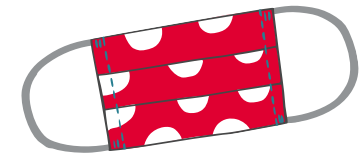
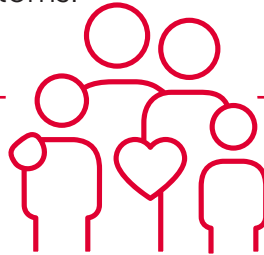
The Important Role of Families (continued)

A Responsibility to One Another

Now is a time for our students and their families to look beyond themselves and maintain a constant consideration of our community. Being vigilant in safeguarding the health of our friends and neighbors will ultimately protect your own well-being. Beyond the aforementioned practices and habits, there are other things you can do to help. They include: checking your child for symptoms every day, keeping your child home if he/she or someone else in your household has been exposed to someone who has tested positive for COVID-19, and immediately pick your child up from school if they show symptoms.

Health and Wellness Pledge

Our goal is to have every community member understand how interconnected we all are, especially when it comes to managing through COVID-19. We all have a role to play in providing for the health and safety of our community. It is up to each of us to conscientiously do our part in order for RPCS to open and stay open. **Families in our community will be asked to sign a Wellness Pledge that is intended to provide detailed guidance on the measures community members will be expected to observe to minimize the incidence and spread of COVID-19 on campus.** This pledge will be issued before the start of school.

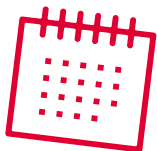


Mask Up!

While none of us enjoy the prospect of wearing a face covering, your child has the opportunity to have a little fun with what mask they choose to wear. There's an array of patterns and designs available. Of course, no matter what your child chooses, they should be comfortable wearing it for extended periods of time.

Plan to Reopen

Lower, Middle and Upper School will begin on Tuesday, September 1.
Littlest Reds will begin on Monday, August 24.
Little Reds will begin Monday, August 31.
These dates apply for Lower, Middle and Upper School as well as Little Reds, regardless of scenario.



Scenario A: Staggered progression to 5 days a week in-person for all divisions

Scenario B: In-person for Littlest/Little and Lower School. Blended learning (in-person and virtual learning) for Middle and Upper Schools

Scenario C: Virtual learning for all divisions

We acknowledge that there may be a time where we need to move online. We will closely monitor the COVID-19 positivity rate and student/teacher absentee rates (quarantine/isolation numbers) and we are diligently preparing contingency plans. Our contingency planning will enable us to toggle back and forth between online and in-person in accordance with applicable laws, regulations, and public health guidelines.

Families will be given the option to opt in to 100% remote learning instead of in-person learning. More information on this will come in a mid-August divisional mailing.

Teachers Prepared to Pivot



While we plan to start in-person, our faculty are engaging in professional development this summer that will further their ability to pivot to online instruction with seamless continuity, as necessary.

- All faculty took the Global Online Learning course: Designing for Online Learning
- Faculty chose from an array of offerings to develop their own skills specific to their content areas and developmental needs of their students.
- Each teacher took additional courses in one or more of the following areas:
 - Designing for Online Learning
 - *Wayfinding*
 - *Student Agency*
 - *Building Relationships*
 - *Assessment*
 - Pedagogy
 - Content for age-group specific and discipline specific courses
- In August, faculty will meet in small professional learning communities, led by teacher coaches, to work with colleagues to prepare for teaching either online, blended, or face-to-face, moving seamlessly among the models.

Returning to Campus: High Flexibility + Low Density

The main areas of emphasis as we return to campus this fall:

Healthy Classrooms

Healthy classrooms include wearing masks, washing hands frequently, maximizing distancing whenever possible and disinfecting any shared objects.



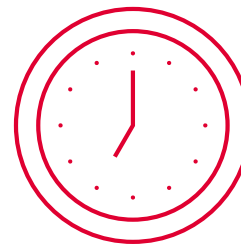
Healthy Buildings

Healthy buildings include increased outdoor air ventilation, use of plexiglass when necessary, maintaining clean surfaces and bathroom hygiene with rotating schedules for use and cleaning.



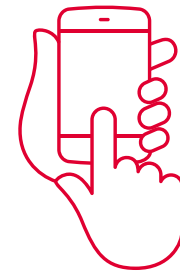
Healthy Schedules

Healthy schedules include managing transition times, making lunchtime safer and modifying attendance.



Healthy Policies

Healthy policies include use of the AUXS app and pre-screening prior to arrival on campus, supporting remote learning options, and establishing and reinforcing a culture of health, safety and shared responsibility.



Returning to Campus: Healthy Classrooms

Healthcare Services Group

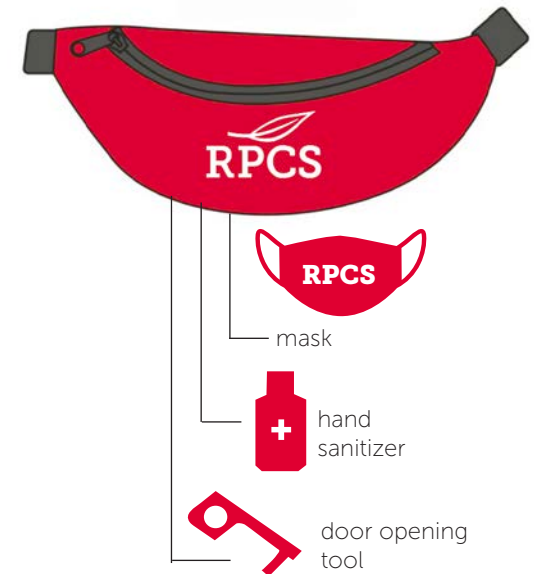
Our commitment to maintaining a healthy campus is unwavering. Infection prevention and control is key. To that end, we have engaged Healthcare Services Group (HSG) to amplify cleaning practices and protocols. HSG's expertise lies in deep medical grade cleaning and disinfection.

Through HSG, RPCS is hiring an on-site manager and six additional staff members. These professionals will be on-site to oversee, facilitate and implement cleanings and disinfections throughout the day. In high-touch areas these cleanings will likely occur three times daily. In addition, HSG will also provide a cleaning SWAT team to deploy as needed. HSG's services will be utilized in addition to our regular custodial cleaning with Christar.

Empowering Students

Though this situation is challenging, it does provide the opportunity to teach our students important life lessons. Being socially responsible is a critical element in our quest to remain healthy. Resources will be provided for students to clean their own spaces, in ways that are appropriate and feasible by age. From our Littlest Reds to our Upper Schoolers, understanding that we are all in this together is an important lesson that will serve them throughout life.

Hygiene packages will be supplied for each student and faculty member.



The Classroom Experience at Home

In some instances, it may be preferable or necessary (due to health issues or family circumstances) that a student engage in a remote learning experience. We are committed to making that experience as seamless as possible by outfitting our classrooms for remote learning. We have invested in the state-of-the-art technology in order to live stream classes and facilitate online learning.

28 OWL cameras purchased for Middle and Upper Schools (360 degree cameras)

12 SWIVL cameras purchased for Lower School

Returning to Campus: Healthy Buildings

The RPCS building is LEED standard silver or gold certified, varying from area to area, meaning it was constructed with the optimal health of our students and teachers in mind. We are fortunate that smart decisions were made during the construction of our building to invest our resources in ensuring our physical plant performs at the highest of standards.

Our building is best-in-class in terms of performance and function. Yet, we are taking further steps to create the healthiest campus possible for our community. Specifically, we have enhanced our HVAC/ventilation system and air circulation, using MERV8 and MERV14 filters that are checked regularly. We also have the ability to optimize circulation of outdoor air with a focus on temperature and humidity (the ability to over-pressurize to force air out to flush). Furthermore, we are installing an air purification system in our HVAC system that performs bipolar ionization in combination with UV beam technology. Also, as of this summer, we now have a completely updated HVAC system in the science wing.

In an effort to allow for more outdoor space options for our students and teachers, we are analyzing the implementation of using tents in various places on campus — the dining hall patio, the courtyard between the Sinex and Harris Center, the Harris Center tent, and outside of the Athletic Complex.

Other features that are in place to create a healthy physical environment include:

- Touchless faucets in all bathrooms
- Hand sanitizing stations
- Additional hand washing stations
- Plexiglass barriers and partitions in areas where there is high face-to-face interaction
- Water fountains will not be in use, but water bottle-filling stations will be open for use

Isolation Unit

RPCS is creating a separate space for students, faculty and staff who present COVID-19 symptoms during the school day. This enables the nurse's office to continue to offer students first aid and other services while not exposing them to others who have symptoms of the virus. The Isolation Unit will have a full supply of Personal Protection Equipment. As mentioned, if you find out your child is exhibiting such symptoms, please pick them up as soon as possible.



Returning to Campus: Healthy Schedules

Low Density: One of our greatest challenges is maintaining our sense of community while “de-densifying” our hallways and classrooms. Students congregating in tight groups to chat can no longer be the norm. Keeping a safe distance from one another will be key.

Limiting Contact Chains: The concept is to try and minimize the number of different people a student comes into contact with every day. We will lessen students’ movement between classrooms and make appropriate schedule changes. This focus on students in small cohorts will also assure that should infections occur on campus, we are able to minimize the number of students and adults who need to quarantine at home.

The Changes That Will Keep Our Community Healthy

- Schedules built to maximize space in classrooms
- Creating schedule decisions by division based on many variables
- Considering non student-facing employees teleworking to reduce density on campus
- Strict guidelines for when students need to move between classes
- Orderly and appropriately distanced movement
- Staggered drop-off/pick-up times: Parents will drop their children off outside the building. Staff will greet students at the entrance. Students will sanitize or wash hands upon entry and go directly to their classroom.
- Staggered entry/exit by fire exits
- Clear wayfinding (single direction travel when possible, clearly marked)
- Phasing in the return to campus times
- We will have employee meetings to review the protocols and division heads will have these with students and parents in advance of resuming academic schedules
- Dining: the dining hall will not be used; students will eat in their classrooms; food service options will be reduced to grab-and-go options and orders will be able to be placed in advance through the SAGE app
- Meetings, assemblies, events, performances and field trips will take place adhering to public health recommendations. Gatherings will be held virtually or in small groups.

Cohort Sizes

Littlest Reds (6 weeks to 2 years):

Cohort size is **5-7 students + teacher(s)**

Little Reds (2s/3s/4s):

Cohort size is **6-8 students + teacher(s)**

Lower School:

Cohort size is grade level (**18-32 students**)

Middle School:

Cohort size is grade level (**33 – 43 students**)

Upper School: Cohort size may be **two grade levels or the entire division** depending on scenario.

cohort sizes are subject to change



Cohorting (putting students into small groups where and when possible) is a strategy to reduce mixing and a valuable component to contact tracing. The purpose of cohorting is so that when we need to do contact tracing, we have decreased the number of people caught in the cross hairs and fewer people will need to quarantine or isolate. Everyone has a job in keeping their cohort as small as possible and reducing contact chains. An entire cohort might not necessarily be asked to isolate or quarantine if there is a confirmed or suspected case; especially if risk mitigation protocols have been followed.

Returning to Campus: Healthy Policies

Social distancing: As we've all heard, social distancing is one of the keys to keeping everyone healthy. As we enter the school year, we will maintain a requirement of 6' social distancing in classrooms and throughout our campus. All classrooms have been measured for student capacity at 6' distances, plus a teacher.

We will minimize any scenarios of 15-minute time periods within a 6' exposure. Social distancing requirements will also be enforced during supervised free time outdoors.

Personal Protective Equipment: All adults and students are required to wear a face-covering on campus. Masks offer the best coverage from aerosolization, but a clear face shield may be a reasonable substitute in some cases. Teachers will be provided with clear face shields as an option to use when working with our students in situations where facial recognition enhances learning (examples: early childhood, phonics, world languages).

When feasible, children older than two years old and younger than five are encouraged to wear a face covering, depending on maturity level. Smocks and gloves will be made available for Littlest Reds caretakers.

Face coverings and masks can be colored or patterned. They can have the RPCS logos on them but no other slogans or language will be permitted. Bandanas are not allowed.

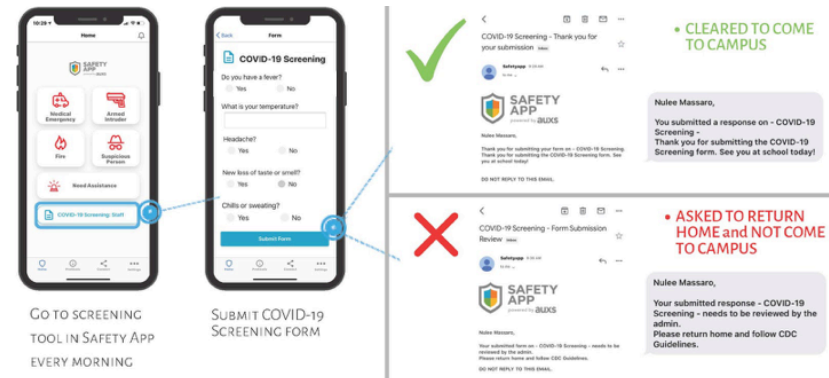


Hand washing and hand sanitization

All students should become cognizant of the need to regularly wash their hands with soap and water for 20 seconds. When washing is not an option, they should use hand sanitizer.

Daily health assessment screenings through AUXS app

The AUXS health screening app will be used twice daily. All individuals entering the school (students and employees) will use the app to answer questions about presentation of symptoms along with a temperature check. Littlest and Little Reds will have on-site temperature screening. If symptoms are present, the individual will receive a notification to call the school nurse or COVID-19 support staff and a request to stay away from school. The family and the COVID-19 support staff will discuss next steps together. If you pass the screening test, a green "boarding pass" will appear along with your name and individual code that you will show when you enter campus. You will receive more information about the AUXS app in August.



Returning to Campus: Healthy Policies

As a community, we have a responsibility to one another. During this pandemic, our collective health requires that all of us are on the same page in terms of taking the proper precautions and actions to curtail the spread of COVID-19. This calls for vigilance and, in some instances, sacrifice on all of our parts.

- **Follow guidelines.** It's important for families to adhere to federal, state, and local government health department orders, including the CDC.
- **Keep us in the loop.** If your child or someone in your home tests positive for COVID-19, please notify the school as soon as possible. Also, if anyone in your household has been in contact with someone infected with COVID-19, notify the school. Your child may be asked to quarantine for 14 days, during which time she can continue to take classes via virtual learning.
- **Stay home when sick.** Sick children should be kept home in order to protect the health of our community.
- **Check temperatures regularly.** Temperatures will be taken twice a day, and more frequently as circumstantially appropriate. Any child with a temperature higher than 100.0 F will be sent home.
- **We will limit visitors.** In the interest of minimizing exposure to outsiders, we are limiting on-campus visitors to those whose presence is mandatory and critical to school operations.
- **Face masks are mandatory.** Your child will need to wear a face mask every day. Fabric masks should be cleaned regularly.
- **Practice good hygiene.** This practice should be part of your child's everyday routine, especially frequent handwashing.
- **Limit personal items.** Limit the items your child brings onto campus each day and reinforce policies around the sharing of food, supplies and other items with other students.
- **Provide medical forms and emergency contacts.** Parents must complete and submit all required student medical forms prior to the first day of school. Parents must provide at least 3 emergency contacts who are able to pick up your child from school within one (1) hour of receiving a call.
- **Follow travel guidelines.** Students and employees should follow the current CDC travel health notices, which may require a 14-day quarantine period upon arrival home from travel. In addition, any travel restrictions by state or local authorities regarding domestic travel will be strictly enforced.

Response to Cases of Illness and Exposure

Nursing Team

Danielle Thiboutot, Lead School Nurse

Kirsten White, Assistant School Nurse

Our nursing staff, along with the support of the COVID-19 Response team, will be using a detailed and clear decision tree on how to respond to individual cases of illness and exposure. This will be done in a consistent manner and with guidance from medical experts and based on training specific to COVID-19 protocols, always meeting or exceeding CDC recommendations. The following outlines what students, families and employees may expect in response to illness or exposure, recognizing that procedures and protocols may fluctuate over time or based on specifics of any given scenario. Throughout the school year, people are going to become sick with various illnesses. Not every symptom is going to mean an individual has COVID-19, so this time more than ever involves a strong partnership between RPCS and our families. Our nursing staff will partner closely with families to work out situations case-by-case.

- The term **isolation** is used to designate separation of an individual who is symptomatic with COVID like symptoms and/or diagnosed/ tests positive
- The term **quarantine** is used to designate separation of an asymptomatic individual who has been exposed or possibly exposed to a COVID-19 positive case, has been in [close contact](#) with a suspected or positive case, or is at risk due to health or travel considerations.
- In general;
 - A household member of a quarantined individual does not necessarily need to be quarantined
 - A household member of an isolated individual does need to be quarantined

Possible or Confirmed Cases of COVID-19

Families and employees may expect any of the following to be part of the RPCS response to possible or confirmed cases of COVID-19 illness:

- Separation from campus for individual, cohort or other identified groups
- Requirement for isolation at home for a period of time determined by current CDC recommendations
- Requirement for evaluation by health care provider
- COVID-19 testing
- Interviews for contact tracing to identify and contact possible exposures
- Notification to Maryland Department of Health
- Compliance with RPCS return to school sick policy
- Requirement for strict risk mitigation behaviors
- Compliance with CDC guided clearance from isolation criteria
- Incident communication to relevant RPCS community members

Confirmed Exposure to COVID-19

Families and employees may expect any of the following to be part of RPCS response to cases of possible or confirmed exposure to COVID-19 illness

- Separation from campus for individual, cohort or other identified groups
- Requirement to quarantine for a period of time determined by current CDC recommendations (likely 14 days)
- COVID-19 testing
- Requirement for strict risk mitigation behaviors
- Compliance with CDC guided clearance from quarantine criteria
- Incident communication to relevant RPCS community members

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

Student Wellness

Student Wellness

Obviously, we are focused on the physical health of our students, but we are also well aware of the mental toll this pandemic can have on our students, causing stress and creating unique and difficult situations. Our world has been affected in many ways we never imagined.

RPCS recognizes the need and essential role social and emotional learning have in our day-to-day teaching and learning. We are committed to continued assessment of the social and emotional needs of our students, families and educators as we continue to forge ahead during this epidemic. RPCS has intentional structures in place (i.e. our advisory program) to promote supportive adult-student relationships and ensure that every student has a caring adult in the community who checks on them regularly and to whom they can reach out. Every member of our community has access to mental health and learning support resources.

Student/Family Wellness and Emotional Support

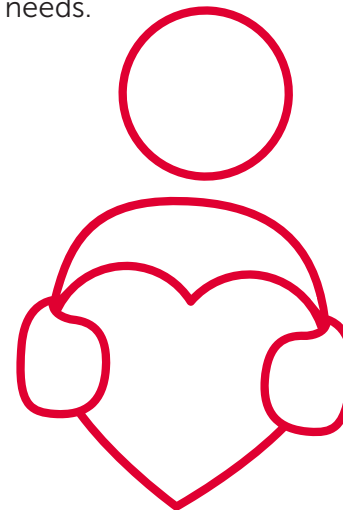
These are trying times for all of us and can be especially difficult for children and young adults who may be experiencing feelings of anxiety. Families are encouraged to reach out to our counseling staff with any concerns related to their child's mental health or learning support needs.

Upper School Counselor: Makeda King-Smith (KingSmithM@rpcs.org)

Middle School Counselor: Jess Greenberg (GreenbergJ@rpcs.org)

Upper School/Middle School Counselor: Leigh Eisele (EiseleL@rpcs.org)

Lower School Counselor: Renee Best (BestR@rpcs.org)



Students with health concerns

Families who have particular concerns for the health of their children due to preexisting conditions or other high-risk categories should contact the appropriate Division Head as soon as possible, so that we can work with your family to address your concerns and provide support.

Colleen Kyle, Upper School Head
(KyleC@rpcs.org)

Verna Mayo, Middle School Head
(MayoV@rpcs.org)

Lisa Teeling, Lower School Head
(TeelingL@rpcs.org)

Carrie Lang, Director of Early
Childhood Education (Little Reds)
(LangC@rpcs.org)

Student Wellness

Learning Support

The needs of our students with learning differences are not mitigated by the many adjustments on our campus that have been brought on by the pandemic. We are constant in our support of these students. They can feel comfortable accessing Learning Support counselors in-person or remotely.

Athletics

Athletics has always been a significant part of our students' co-curricular experience at RPCS and now more than ever, athletics can be an important stress relieving, physical outlet for our students. We recognize the importance of the social and physical development of our students that comes with being a member of an athletic team and through competition in interscholastic athletics. We are committed to providing our students with a meaningful athletic experience this year that is in line with the health and safety guidelines that are implemented as a school community and league (IAAM).

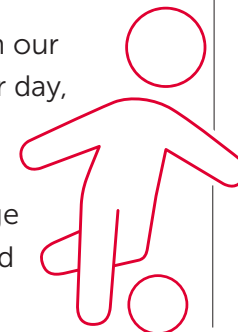
RPCS will be prepared to offer athletics to our students this school year to the fullest extent possible in all scenarios (in-person, hybrid, virtual). Students and families should be prepared for modifications and adjustments as we move into the school year. At both the US and MS levels, coaches will be focusing on player and specific skill development, fitness, team dynamics and school spirit.

Physical Education

Keeping our students focused on physical health is an important component in combatting COVID-19. Consequently, we continue to stand behind our core value to live healthy and be well, placing great value on our students mental and physical wellness. The P.E. experience will continue to be a priority for our students.

Recess and Outside Time

It's safe to say that we have all felt a little cooped up over the past several months. Now, with our children returning to school and having less movement from room to room to break up their day, recess and outside time will become all the more important to them. Of course, safety will always remain a priority. Recess times will be staggered to minimize the size of groups gathered together at one time. Grade levels will be assigned designated areas that will change from time to time to offer variety. Students will wash their hands before and after playing, and the sharing of any equipment or toys will be appropriately managed.



Accommodations and support for employees:

We recognize that there will be situations where a teacher, faculty member or employee has a personal health situation that puts them at particular risk for COVID-19. We will do our best to accommodate the unique needs of individuals in our community. If you have particular concerns, please reach out to our Authorized Workplace Coordinators:

Danielle Thiboutot,
Lead School Nurse

Sara Rollfinke,
Dean of Faculty

Sisi Zoker,
Director of Human
Resources

Student Wellness

Performing Arts

The current situation presents us with unique challenges. Due to the active and ensemble nature of the Performing Arts, our creativity will not only be on display in our classes, but also how we conduct rehearsals, arrange our curriculum, and share performances. We have plans in place to allow for in-person rehearsals, while following recommended mask-wearing and social distancing best practices. If we need to shift our program to distance learning, we also have structures set up to teach, inspire, and create with our students through online platforms and programs. Our goal remains consistent: the Performing Arts program at Roland Park Country School seeks to empower each student with confidence and grace.

Classes: For the safety of our students and faculty, Performing Arts classes will mostly be held outside, weather permitting, or in the Lower School MPR/Swingle Room/Athletic Complex. Students will work within a designated grid, socially distanced. All choreography, class exercises, etc. will adhere to social distancing guidelines and masks will be required for all students and faculty. Classes that need to shift to inside the school building will explore theory, history, performance reflections, etc.

Main Stage/Divisional Performances: RPCS prides itself on high-quality performance productions. While our performances will likely look different this school year, we will strive to provide a similar experience for our students. As we approach each performance event, we will select the option that is the best fit for our students, given the safety parameters at that time.

Diversity, Equity and Inclusion

The strength of our community is enhanced by diversity. It is the differences between us that help us grow by learning different cultures, perspectives and world views.

The global pandemic has exposed and exacerbated inequities in our school community and society at large.

Furthermore, current events have put systemic inequities at the forefront for us to examine. It is our responsibility to maintain a safe and welcoming environment, while continuing to engage in meaningful conversations around bias, prejudice, race and stigma. Professional development for faculty and staff has been a focus for us throughout the summer and for the coming year.



6 feet



Littlest Reds and Little Reds

- Littlest Reds (infant and toddler childcare for ages 6 weeks - 24 months) will open their doors on August 24th and Little Reds Preschool (the 2s, 3s, and 4s programs) will open their doors on August 31st with a full day Monday through Friday schedule.
- DROP-OFF: Littlest Reds drop-off time will be from 7:15 a.m. - 7:35 a.m. and Little Reds drop-off will be from 7:40 a.m. - 8 a.m.
- PICK-UP: Littlest and Little Reds pick-up will be at or before 6 p.m. at a designated area near the Lower School entrance.
- LUNCH AND SNACKS: Children will eat in their classrooms. Please pack snacks as well as lunch. We will not be able to provide group snacks as in the past.
- Items brought from home need to be limited to essential items and must be labeled.

COHORTS: Each classroom will consist of its own cohort. Teachers and students in that room will stay together and will not mix with other cohorts. Each cohort will have its own time and space to explore and play outside, as well as have access to the acres of land on the RPCS campus. Each cohort will have its own designated indoor and outdoor toys that will be disinfected after use.



The Little Reds program will continue to offer a full Reggio Emilia-inspired experience for our students, while putting in place all necessary safety protocols.

Lower School

GENERAL INFORMATION: Every day includes two long morning blocks for literacy and math. Student needs will be assessed early in the school year and lessons will be designed with individual students in mind. The remainder of our day will allow for our full program of classes including but not limited to: STEAM, physical education, world languages, art, dance, writer's workshop, digital wellness and counseling, and social studies with a focus on social justice to occur.

COHORTS: Students will spend the majority of the day in small homerooms of 10-14 students. There will be limited, but purposeful, movement to ensure a full experience of resource classes and outdoor activities.

SCENARIO A (In-Person): Lower School schedules have been modified and simplified to allow for better management of time on campus, make it easy for students at home to join classes virtually, and enable a smoother transition to distance learning if needed. We will use a Monday through Friday schedule for the school year.

SCENARIO B (Blended Learning): In a blended model where children are at home for brief periods of time, we have outfitted our classrooms with the technology that allows us to create a live streamed or recorded version of each lesson. Teachers will provide all necessary materials and use platforms like Google Classroom, Seesaw, and Zoom to connect the learning in the classroom with learning at home. Weekly check-ins with each student will be offered by all instructors. Our learning

management system, myRPCS, will allow for parents to have all necessary information to support their child at home.

SCENARIO C (Virtual Learning): Teachers in all subject areas will prepare activity kits to accompany all online learning activities, and these will be updated and prepared for pick up every few weeks. A daily online learning schedule of both synchronous and asynchronous lessons will be shared weekly. This schedule will be based on the Monday-Friday schedule prepared for in-person learning.

LUNCH: Children will eat snacks and lunch in their classrooms or on personal picnic blankets on the grass around our spacious playground. Families will have the option of ordering a lunch from SAGE, which would be delivered to classrooms prior to lunchtime. Students may also bring food from home. Lunches and snacks from home will be carry-in/carry-out. All trash and leftover food will be returned to the lunch box for disposal at home in order to avoid students congregating at trash receptacles.

SCHOOL DAY: 8:15 a.m. - 3:15 p.m.

Should a student have to receive instruction at home when others are in the classroom, we have outfitted the classrooms with the technology that allows us to create a live streamed or recorded version of each lesson.

It should be noted that if we are in a distance learning environment during the 2020-2021 school year, while we will continue to work with families and differentiate to meet individual needs, participation and attendance in all classes will be expected and all assignments will be assessed as if we were on campus.

Middle School

GENERAL INFORMATION: Whether on campus, hybrid or virtual, our commitment is to offer a valuable educational experience that is challenging, stimulating and appropriate for all Middle School students. Our daily schedule includes community time at the beginning and conclusion of each day. The middle of the day is devoted to a mix of 75 minute long class blocks and two shorter class blocks, including the “Middle School Activity” period in which students can meet with teachers for deeper understanding and explore athletics and elective offerings. At each grade level, a student’s day blends some core courses in English, math, science/STEM, history and world language with a variety of classes in arts, physical education, skills and wellness. Academic support, as well as attention to the social/emotional wellbeing of our students, will be a continued focus in all areas of school life through our exceptional advisory and wellness programs as well as the care given to our students in each curricular and co-curricular classroom.

Classes will be conducted within the specific grade cohorts. There will be no cross-grade collaboration.

SCENARIO A (In-Person): Students will remain in their classrooms and their teachers will travel to their classes for instruction. Periodic breaks are scheduled throughout the day and “brain breaks” during class time will continue. When possible, classes will be held outside.

SCENARIO B (Blended Learning): In this model, Middle School grades will be assigned two days a week for in-person learning and three days a week for online learning. Students who are online during these days

will use myRPCS as their primary learning management system for synchronous as well as asynchronous learning. Whether on-site or at home, the schedule for the day will not change.

SCENARIO C (Virtual Learning): All students will use myRPCS as their primary learning management system for synchronous and asynchronous learning. All synchronous class discussions and events will occur during their scheduled time. Teachers will post each week’s assignments no later than the prior Saturday so that students can plan accordingly.

LUNCH: Depending on space availability, students will enjoy lunch in the classroom and/or outside. Students will have the option of ordering a pre-packaged lunch from SAGE. Students may bring food from home. Lunches and snacks from home will be carry-in/ carry-out. All trash and leftover food will be returned to the lunch box for disposal at home in order to avoid students congregating at trash receptacles.

SCHOOL DAY: 8:00 a.m. - 3:30 p.m.

Should a student have to receive instruction at home when others are in the classroom, we have outfitted the classrooms with the technology that allows us to create a live streamed or recorded version of each lesson.

It should be noted that if we are in a distance learning environment during the 2020-2021 school year, while we will continue to work with families and differentiate to meet individual needs, participation and attendance in all classes will be expected and all assignments will be assessed as if we were on campus.

Upper School

GENERAL INFORMATION: We will maintain the rich choice of the Tri-School curriculum through skillful use of technology and best practices in online learning. We will emphasize social and emotional learning through increased attention to our strong advising and wellness programs. We will focus on relational teaching and all the ways productive learning relationships can be built and maintained. The long block class schedule has proved to be durable and flexible for both in-person and online learning.

SCENARIO A (In-Person): We will split the Upper School student body into two groups: 9th/10th grade and 11th/12th grade as we stagger our return to campus. On-campus learning may reach 5 days per week for each grade once schedules and adherence to protocols have been established. The Tri-Schools have determined that all coordinated classes will be virtual for as long as public health conditions require.

SCENARIO B (Blended Learning): We will split the Upper School student body into two groups: 9th/10th grade and 11th/12th grade and on-campus learning will take place 2-3 days per week for each grade.

9th and 10th graders

Monday and Friday: on campus // Tuesday & Thursday: virtual
Wednesday: flex day (will announce each week)

11th and 12th graders

Monday and Friday: virtual // Tuesday & Thursday: on campus
Wednesday: flex day (will announce each week)

SCENARIO C (Virtual Learning): All students will use myRPCS as their primary learning management system (LMS) for synchronous

and asynchronous learning. Any synchronous class events or discussions will occur during their scheduled time, with synchronous experiences not exceeding 50 minutes in length (with some judicious exceptions for labs, assessments, or other occasional class events). Each week's assignments will be posted to each class calendar no later than the prior Friday so that students can plan accordingly.

SCHEDULE: The long block class schedule has proved to be durable and flexible for both in-person and virtual learning, but we have reset its odd/even rotation into a Monday-through-Friday plan that will provide a consistent weekly through-line all year.

LUNCH: Depending on space availability, students will enjoy lunch in the classroom and/or outside. Students will have the option of ordering a pre-packaged lunch from SAGE. Students may bring food from home. Lunches and snacks from home will be carry-in/carry-out. All trash and leftover food will be returned to the lunch box for disposal at home in order to avoid students congregating at trash receptacles.

SCHOOL DAY: 8 a.m. - 3:25 p.m.

Should a student have to receive instruction at home when others are in the classroom, we have outfitted the classrooms with the technology that allows us to create a live streamed or recorded version of each lesson.

It should be noted that if we are in a distance learning environment during the 2020-2021 school year, while we will continue to work with families and differentiate to meet individual needs, participation and attendance in all classes will be expected and all assignments will be assessed as if we were on campus.

Online Learning Programs at the Ready

As stated, we are fully equipped to pivot from in-person learning to offering our students a state-of-the-art online learning experience. RPCS has the resources available to invest in the latest technology that will allow all our students to consistently share in an exceptional academic experience.

OWL cameras provide a fully immersive distance learning experience. Powered by the Owl Intelligence System, the Meeting Owl automatically shifts the camera to focus on whoever is speaking. The result is an experience that nearly feels like sitting in the classroom.

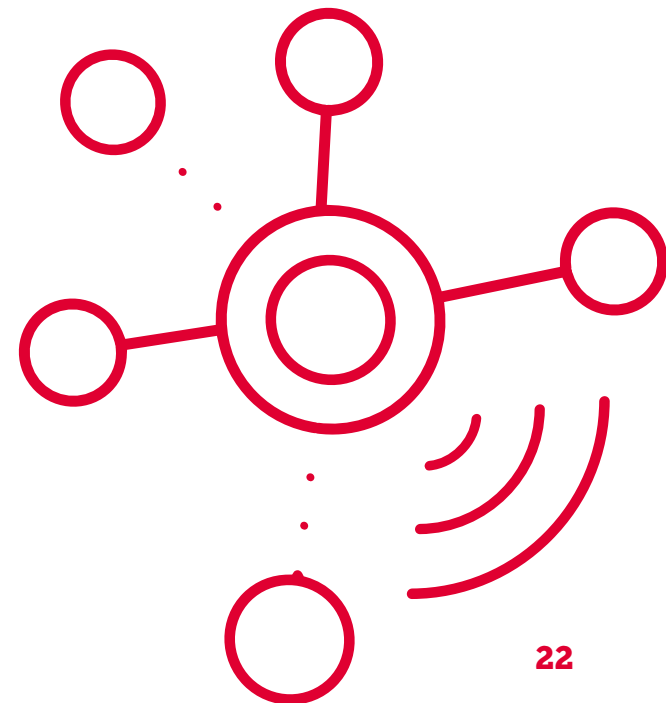
(Middle and Upper Schools)

SWIVL cameras follow the teacher for automated lecture capture enabling distance learning students to watch live as class is happening. With audio and camera recording, Swivl also helps teachers and students capture the information crucial to their learning.

(Lower School)

Teaching and learning platforms in use and that will be used this school year to deliver virtual education:

- myRPCS
- Google Classrooms (grades 2-5)
- Book Creator for iPad
- Duolingo for schools
- EdClub
- EduTyping
- Epic!
- Flipgrid
- G Suite
- IXL – Math and English
- Kahoot! Play and Create Quizzes
- Minecraft: Education Edition
- Padlet
- PicCollage – Video and Pic Grids
- Quizlet
- Quizizz
- Seesaw for Schools
- Tadpoles
- Tangram – Osmo
- Zoom Education



Reopening Task Force

To create firm plans for delivery of our academic and co-curricular programs for Fall 2020.

- Consider best practices for teaching and learning under modified conditions
- Create program delivery plans for all aspects of student and employee programs, under varying potential operational models
- Work with Health and Safety Committee to make sure campus is ready in terms of resources, structures, facilities and personnel

Caroline Blatti, Head of School

Duncan Booth, Assistant Head of School for Finance and Operations

Carla Spawn-van Berkum, Assistant Head of School for Academics

Emily Cooke, Director of Communications

Meg Miller, Data and Strategy Analyst

WORK GROUP

Student Experience

The Student Experience work group is responsible for looking at all areas of the student experience and how these experiences will look different in the various school program scenarios. Considerations should be given to school mission, culture, community, and mental and physical health and wellness.

Carla Spawn-van Berkum, Chair
Assistant Head of School for Academics

Carrie Lang
Director of Early Childhood Education

Lisa Teeling
Lower School Head

Verna Mayo
Middle School Head

Colleen Kyle
Upper School Head

Carol Hatton
Athletic Director

Tawanda Owens
Director of Equity and Inclusion

Julie Bierman
Director of Learning Support

Annie Short
Performing Arts Chair

WORK GROUP

Health and Wellness

The Health and Wellness work group is responsible for reviewing and updating current practices, policies, and procedures relating to student and staff health on campus, how we respond to concerns around COVID 19, screening and physical distancing recommendations, and contract tracing. The Health and Wellness team also maintains connections to the local department of health to share forward guidance.

Carla Spawn-van Berkum, Chair
Assistant Head of School for Academics

Angela Palmeri
Athletic Trainer

Courtney Wertheimer
School Nurse

Makeda King-Smith
Counseling Chair

Mike Brooks
Director of Safety and Security

Sara Rollfinke
Dean of Faculty

Jennifer Golliday
Assistant Director of Facilities

Sisi Zoker
Director of Human Resources

WORK GROUP

Business Continuity

The Business Continuity work group is responsible for considerations related to maintaining the school as a going concern, including financial sustainability, personnel and policies, informational technology and infrastructure, advancement, etc. This group is also responsible for ensuring adequate legal and insurance coverage for moving forward in a density-controlled model.

Duncan Booth, Chair
Assistant Head of School for Finance and Operations

Kedrick Horne
Network Administrator

Kathy Shires
Controller

Sisi Zoker
Director of Human Resources

Cathy Heflin
School Store Manager

WORK GROUP

Communications

This work group is responsible for ensuring clear, consistent, and mission-oriented communications are prepared and distributed in a time-sensitive manner to the institution's constituents.

Emily Cooke, Chair
Director of Communications

Abbey Pulcinella
Associate Director of Communications

Dani Steinbach
Assistant Athletic Director

WORK GROUP

Campus Operations

The Campus Operations work group is responsible for reviewing all areas of campus operations, including furniture, room layouts, cleaning and janitorial questions, dining considerations, repurposing space as needed, transportation, security, etc. In addition, this team works closely with the Health and Wellness work group to ensure sufficient operational support related to screening.

Duncan Booth, Chair
Assistant Head of School for Finance and Operations

Mike Brooks
Director of Safety and Security

Wayne Golliday
Director of Facilities

Guy Botterill
Maintenance Staff Supervisor

Sage Dining

Scott Buckley
Associate Athletic Director

Rachel Auteri
Director of Compass Programming

AUXS

We have partnered with Auxiliary Services Organization (AUXS) to help us as we organize and prepare to reopen campus safely. AUXS has worked with schools across the country to organize priorities in the wake of COVID-19 school closures in March. With the help of the AUXS team, we have dispatched a Reopening Taskforce to map different models and decision points that the school needs to consider in the context of COVID-19 and how we will reopen for the 2020-2021 school year. The AUXS team we are working with consists of senior advisors and a medical consultant (board-certified pediatrician). In addition, we have access to additional technical expertise, such as ventilation experts and sanitization specialists.

Our goal is to make decisions that balance safety and programmatic needs while also providing our families with clear, concise, up-to-date information on policies and procedures in advance of welcoming students back on campus this fall.

Advisory Board

To provide high level, strategic considerations based on the constituency/constituencies each individual represents. Members of this team will assist with providing questions, insights and compelling information to facilitate the work of the Reopening Taskforce.

- Meet as a full group with the Reopening Taskforce 3-4 times over the summer
- Elicit input from their constituency, as needed, in between meetings
- Be available in between meetings for consultation, as needed.

Carroll Knott McGill
President of Board of Trustees

Lucy Neale Duke
Trustee

Cheryl Smith
President of Parents' Association

Marla Shaivitz
Upper School Network Chair

Meg Lawrence
Middle School Network Chair

Jennifer Stevenson
Lower School Network Chair

Hannah Kolkin
Little Reds parent

Mike Brooks
Director of Safety and Security

Dr. Amy Winkelstein

Dr. Aaron Milstone

Keiffer Mitchell

Stephanie Rawlings-Blake

A Challenge Often Presents an Opportunity

While the current pandemic has changed life in many ways and probably sometimes leaves us longing for our 'old normal', it does also present us with opportunities. In negotiating our way through this situation, we will perhaps discover new ways of doing things, and new traditions that are just as rewarding and inspiring as those we are currently missing.

This situation also presents the opportunity for us to draw together as community, to support one another with a depth of understanding that is completely new to us. It presents an opportunity for students and teachers to form bonds tighter than ever. As it puts us all in the same proverbial boat, it presents us with a new opportunity to experience empathy, and have our children learn its value. And it presents us with a remarkable life lesson in the importance of being adaptable and resilient, because only then are we truly ready for anything.

While the coming year will be far different than we had imagined it, **we will adapt and emerge as a stronger, more compassionate, more complete community.**

