

Appendix 13: Rocketship Public Schools' Response to the COVID-19 Pandemic

The below narrative was submitted to the Santa Clara County Office of Education on August 11th, 2020 as part of Rocketship Public Schools' 20-21 SY Waiver for In-Person Instruction. It is subject to ongoing internal review and contingent upon federal, state, and county health and safety orders/guidelines.

Throughout the spring and summer of 2020, Rocketship Public Schools central network teams, our California Reopening Task Force, and school-based leadership worked to create different scenarios for safely reopening our campuses. After much preparation and consideration, in late June, we decided to move forward with a plan for a 'hybrid' reopening plan. This plan would have had approximately 50% of students on campus at any one time. However, by mid-July we became increasingly concerned with the increasing levels of infection in our communities. We were especially concerned about the disproportionate impact COVID-19 is having on low-income Latino and African American families in East San Jose, where the majority of our schools are located. In light of this rising caseload and in order to best protect staff and students, we decided on July 15th to move to 100% virtual learning. This was prior to Governor Newsome's decision on Friday, July 17th to mandate virtual opening. We had decided to go 100% virtual for the first 3 weeks of school in order to monitor infection rates and get staff and students more familiar with required health and safety protocols for any on-campus learning later in the fall.

However, even when making that decision to open the school year 100% virtually, we knew that we would need to gradually reopen in order to best serve our largely low-income Latino students. We know that our schools are essential -- not only for closing the achievement gap, but also for the health, wellbeing, and economic security of the students and families whom we serve. We are trying to find creative ways to best meet the needs of our students, especially certain populations who are disproportionately affected by this pandemic.

Reason For Applying for a Waiver

Our reopening plan is first focused on the health, safety, and well-being of our team members, students, and families. In addition, as we are solely elementary schools, we are in a unique position to bring students back to campus in small, safe, stable cohorts. As mentioned in the County Public Health Department Guidance there are compelling reasons to focus on bringing back elementary students during this pandemic:

"The County Public Health Department strongly encourages elementary schools to follow this process so that they can safely resume in-person instruction this fall.

This recommendation is based on the current best available scientific evidence, including that COVID-related risks in schools serving elementary age students appear lower than and different from the risks to staff and students in schools serving older students. In particular, there appears to be lower risk of child-to-child or child-to-adult transmission in children under 12, and the risk of infection and serious illness in elementary school children is particularly low. By contrast, the health-related risks for elementary age children who are not provided in-person instruction are significant, including lower rates of immunizations, higher rates of undetected child abuse and neglect, and risk to social/emotional wellbeing.

Moreover, in-person instruction is academically and socially critical for younger students, in alignment with State standards. Students from socio-economically disadvantaged

backgrounds are particularly harmed by a lack of access to in-person instruction. Schools serving elementary school students are also in a better position to put into place effective risk-reduction strategies to protect both teachers and students, including creation of small, stable classroom cohorts. Further, elementary school students without access to in-person school are far more likely than older students to require alternative group childcare arrangements when schools are closed, and as such, closure of elementary schools is less likely to significantly reduce transmission.

Accordingly, superintendents are encouraged to request a waiver from Public Health for full time or hybrid in-person instruction at the elementary level”

The guidance from the California Department of Public Health is supported by The American Academy of Pediatrics (AAP) recently issued guidance *“that all policy considerations for the coming school year should start with a goal of having students physically present in school. The importance of in-person learning is well-documented, and there is already evidence of the negative impacts on children because of school closures in the spring of 2020.”* Additionally, as Rocketship’s schools are only elementary schools, we have very young children, especially our 4-6 year olds. Each year, for many of our students, this is their first introduction to school. Moreover, especially for our younger children, there are developmental needs that may only be realized in-person (i.e. how to share and play with others in a positive manner), as well as academic needs (i.e. how to hold a pencil). As COVID-19 seems to be far less virulent among young children (thankfully), we believe that this combined with their unique needs obligates us to try to find a way to safely provide some in-person opportunities and interactions for our children, and most especially our youngest and most vulnerable children.

At Rocketship, we know that we are at our very best when our teachers and students are together in classrooms. Specifically, we are seeking to obtain a waiver to meet the needs of our most vulnerable student populations, help ameliorate problems with accessing technology and distance learning, to provide increasingly-critical health and social-emotional support, as well as to personalize learning to best meet student needs.

Vulnerable Student Populations:

Rocketship schools serve predominantly low-income students of color. In the 2019-2020 school year, our schools in Santa Clara County averaged a student population that was 79.2% socioeconomically disadvantaged, 56.4% English Learner, 2.9% homeless, 73.8% Hispanic or Latino, and 2.7% Black.

Learning Loss

Our socioeconomically disadvantaged students of color are hardest hit by COVID-19 and the resulting learning loss from distance learning:

“The average loss in our middle epidemiological scenario is seven months. But black students may fall behind by 10.3 months, Hispanic students by 9.2 months, and low-income students by more than a year. We estimate that this would exacerbate existing achievement gaps by 15 to 20 percent.” - McKinsey

“Disparities in educational outcomes caused by school closures are a particular concern for low-income and minority students and students with disabilities. Many low-income families do not have the capacity to facilitate distance learning (e.g. limited or no computer access, limited or no internet access), and may have to rely on school-based services that support their child’s academic success...Persistent achievement gaps that already existed before COVID-19, such as disparities across income levels and races, can worsen and cause serious, hard-to-repair damage to children’s education outcomes. Finally, remote learning makes

absorbing information more difficult for students with disabilities, developmental delays, or other cognitive disabilities.” - CDC

“Although evidence is still forthcoming, it is reasonable to assume that students with disabilities have been hard hit by the loss of instructional time and related services during COVID-19 school closures[xxxii]. In-person instruction and support can be vital to the growth of students with disabilities, and these students are often more dependent on in-school resources such as mental health support and occupational, physical and speech therapy than their counterparts[xxxiii]. At school, these students get individualized attention from professionals who are trained in, and familiar, with their specific needs, which can be difficult for parents at home to replicate, or to fully support through teletherapy options, raising serious concerns about regression in skills and functioning. It also may be more difficult for certain groups of students with physical and mental disabilities to transition out of and into the school setting. Furthermore, in-school social distancing protocols may be challenging to adhere to for students who have physical or behavior limitations that make it difficult to maintain distance with others.” - Johns Hopkins

Furthermore, in San Jose the pandemic has been concentrated on the East Side, where 6 of our 10 schools operate, as reported by the Mercury News.

Help Students Access Technology and Distance Learning:

As a significant proportion of our families are essential workers, the burden of virtual instruction is particularly high for our families and they need in-person support for their children in order to provide for their families.

“Low-income parents are more likely to be essential workers and are less likely to have jobs that can be performed remotely. This necessitates the need for daily childcare and supervision. Closed schools put additional strain on already struggling families, and students who are learning remotely may have less parental supervision to help facilitate lessons.” - Johns Hopkins

Provide Critical Health and Social-Emotional Support for Students:

Multiple studies have identified the increased risks children face when out of school and the importance of school in providing a safe setting and access to key supports for both physical and social-emotional health.

“People of color are suffering more from COVID-19 than other ethnic groups. They are becoming infected at a higher rate, and are more likely to become seriously ill and to die when they do. As a result, students of color will be more likely to have family and community members who have become sick or died. Many of these students will be returning to school with significant trauma and fear, and with increased need for supports such as mental health services. Moreover, the recent graphic incidents of police brutality and the public outcry that they have prompted are no doubt taking a special toll on children of color. The trauma and fear many of these students will bring to school will come not only from how COVID-19 and police violence have devastated their communities, but also from the recognition that systematic racial injustice is the root cause of both crises. It will be difficult for schools to meet the needs these children have for emotional support in the classroom; it is questionable whether they can do so at all in the distancing learning context.” - Johns Hopkins

“Prolonged school closure and home confinement may cause social isolation, lengthened screen time, frustration and boredom, weight gain, and disrupted sleep cycles.⁶” - JAMA

“Children quarantined or in isolation during disease outbreaks have more posttraumatic stress symptoms than those not quarantined,⁷ and early findings suggest higher depressive symptoms among home-restricted students in Wuhan, China.⁸” - JAMA

“Our findings suggest that a vulnerable population—children at risk of maltreatment—are separated from a valuable resource when schools close, and this separation manifests as a reduction in maltreatment allegations. When schools are not in session, whether for regularly scheduled breaks or in response to catastrophes, cases of child maltreatment are more likely to go unnoticed and unreported.” - SSRN

Personalize Learning to Meet Individual Student Need

In order to best personalize our instruction for each student--whether participating in-person or virtually, we need to assess students at the beginning of the year in order to best scaffold instruction by student ability level. This is more important than ever as our students may be further behind than ever before. We must be able to adjust our instruction in order to meet these increased academic needs and provide a continuity of learning across in-person and virtual environments. We use a variety of assessment instruments--NWEA, STEP, ELPAC--to help us measure learning loss and grade level proficiency while also helping us to build individualized learning plans to serve each individual student. The different assessments vary in their ability to be administered at home, due to factors such as access to technology, reliable internet, and teacher support. Two of these assessments are administered 1:1 (ELPAC and STEP), and the other is best administered in a group setting (NWEA). We believe that the data yielded from these assessments will be most reliable if students are tested on campus, where they can receive consistent and equitable support from staff. This is especially true for our assessments for our 4-6 year olds (TK-1st). If the waiver is approved, a majority of these assessments will occur on campus while observing strict health and safety guidelines with small cohorts of students rotating on campus to be proctored by a single adult.

Staged Implementation

Our approach will include a gradual staged increase over time of the time that people--students and staff--spend on our campuses and the number and density of people on campus. In this waiver, we are seeking to support **no more than approximately 33% of total students on campus** while incorporating all necessary health and safety guidelines around social distancing, masks, intense regular cleaning, regular hand washing, utilization of pods, and multiple other layers of protection for our team and Rocketeers. Each campus will determine based upon staffing capacity and its own prioritization of students which specific students will return and in what timeline. While proposed time benchmarks are provided below, each campus will have flexibility to slow the pace of implementation for their campus based upon staff availability and the success they have as they move through the stages of implementation as well as being mindful of their local conditions.

While we have also built out a detailed plan for hybrid instruction with approximately 50% of students on campus at any one time, **we are not currently seeking a waiver to implement hybrid instruction for 50% of students on campus at this point in time.** Prior to doing so, we want to build our experience as a team and organization in regards to our health and safety protocols, overall approach, and prioritize critical initial initiatives. As we successfully operate and execute on these items, then COVID 19 conditions permitting, we hope that we will have demonstrated the ability to pursue a larger hybrid like opening. Thus, we may return to seek a waiver to implement hybrid instruction for 50% of total students at a later date if counties remain on the watch list and as we learn more from these initial stages of implementation.

In these stages of implementation and what is covered by this waiver, we will be relying only on staff who have opted-in to returning to provide support in person. In CA, this period will continue through at least the first quarter of the school year (end of October). We believe that this is a viable approach as we have been regularly communicating and surveying our staff and a portion have already indicated that they are interested in returning to provide instruction in-person in some form.

STAKEHOLDER ENGAGEMENT

A key component of our planning this spring and summer has been engaging our families and staff regularly in a variety of ways. We know that in order to meet the needs of our families and staff, we must solicit their feedback and input in decision making regularly and in different forums in order to gather a diversity of voices and perspectives.

FAMILY ENGAGEMENT

As a network of 13 schools in California, we have many family engagement structures already in place, but we also created new ways to work with our families during this crisis. From the first day of the COVID crisis, we established a cascading cadence of communications to our families to keep them informed and offer opportunities for them to ask questions and express concerns.

Parent Communication: Emails, texts, social media and website

When we launched Distance Learning the week of March 16th, every Principal at every school hosted a Principal Coffee on Zoom at least 1 or 2 times a week. We knew that it was paramount for families to not only communicate with their schools and provide feedback about the Distance Learning experience, but also experience another touchpoint for families to check in on general well being.

Beginning February 5th, we sent regular letters and/or emails to our families informing them of updates with COVID-19 and our school operations. We sent physical letters while school was in session and transitioned to email once our campuses closed (to avoid having staff enter buildings to print and mail letters). We continued these letters/emails throughout the spring and then weekly during the summer. All letters were translated into Spanish and Vietnamese, and families were alerted to letters/emails by a text message. Letters/emails were also posted in our closed, private school Facebook groups. We also updated our California COVID-19 webpage with pertinent information from all of our parent letters.

Opening with distance learning necessitates even stronger communications with families. Accordingly, Rocketship has reached out to families to get their feedback and sent frequent communications to keep families informed as plans progress. Recent communications have included:

- 7/1 Letter: Laying out our communications cadence and giving information on upcoming events.
- 7/10 Letter: Announced our reopening options and decision making process; attached a survey to indicate their preference
- 7/15 Letter: Updated that have new state guidance, info sessions upcoming for families.
- 7/21 Letter: Announced virtual reopening and shared upcoming events for families including Virtual Home Visits, Virtual Information Sessions, On-Campus Registration (with Chromebook pick up), Digital Learning Academy
- 8/4 Letter: Shared the intention to pursue a gradual reopening and the possible addition of child care options on campus.

Each school also hosts a private community Facebook page where more informal communication (e.g., questions for school leaders, minor announcements) takes place. These pages are monitored by school and regional leadership to make sure that families can get the information that they need from this source. We will continue engaging families throughout the school year with similar frequency and methods.

Working alongside our parents is critical to our mission and we are adapting our Key Pillar of Parent Power to a virtual environment. One of our longest standing traditions at Rocketship is home visits. Every Rocketship student receives a home visit from their teacher. This year, all home visits are virtual. Home visits are one of the key ways that our teachers build relationships with parents and students.

We knew that parents would have a lot of questions about distance learning so when we decided that we would start 100% virtual, we held multiple **parent information sessions** via Zoom. We shared key information and hosted a question-and-answer session to hear from and communicate directly with parents. We heard from our parents that they wanted more support in guiding their students' learning from home, using the online platforms, and accessing materials. In response, we are hosting a **Distance Learning Parent** prior to the start of school to train parents and caretakers on our distance learning program. These sessions will be held in small groups with teachers and staff; parents will have time to ask questions and give feedback. We will also make these trainings available for parents to reference at a later date on our school Facebook pages and our school COVID websites.

A less formal avenue of parent partnership that we cultivate on our campuses is our Parent Coffees or Cafecitos. These bi-weekly meetings allow parents to meet with their principal in a less formal setting, ask questions, give feedback, and learn more about what is happening in the school. We transitioned our Parent Coffees online in the spring, with several loyal parents continuing to attend. This year we are adjusting the timing of our Parent Coffees to incorporate feedback from parents with work or childcare responsibilities.

CareCorps

The mission of the Rocketship CareCorps is to identify and support our most vulnerable families. Whether families are in need of food, shelter, technology or other resources, it is the CareCorps responsibility to connect families with internal and external resources. The CareCorps is a school level team of individuals willing to do whatever it takes to connect with our most vulnerable families on a daily basis.

Every Rocketship school has designated a CareCorps of at least four educators who are responsible for contacting every Rocketship family, at least twice per week. In the morning, the CareCorps sends a brief wellness survey to all families to ensure everyone feels safe at home and identify any needs in the school community. The team reviews all responses before 12pm and then follows up with direct outreach to families who indicated they need support. The CareCorps then connects families with the services and resources they need, including technology help, food assistance, or housing help.

STAFF ENGAGEMENT

Staff health, safety, and support are at the forefront of our planning for our return to school. We have collaborated with staff throughout this planning process and implemented a variety of strategies to engage staff and gain staff input on these plans including the following:

- **Surveys:** Beginning in May 2020, we have provided multiple all-staff surveys for staff to give input on our distance and in-person learning models as well as share their readiness for in-person work. Once school starts, we will also implement bi-weekly "pulse check" surveys to assess staff experience, distance learning approach, in-person learning approach, and health and safety. Pulse check survey topics will address the following areas:

Pulse Check Survey Topic	Areas covered
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Staff Engagement	Satisfaction, Connection, Communication, Inclusion, Sustainability
Covid Response	Mission Continuity, Enablement, Health and Safety
Distance Learning Execution	Questions related to implementation of distance learning (e.g. technology, curriculum, materials, training)
Hybrid/In-Person Model Execution	Questions related to implementation of any in-person elements of work (e.g. health and safety, training, materials, curriculum, staff support)

- **Task Forces:** Staff members -- network staff, school leaders, teacher, and hourly staff -- have been engaged in Rocketship's plans for reopening since the beginning of the summer. This has included a task force focused on our academic model and a regional task force focused on general health, safety, and programmatic considerations. These task forces met weekly during June and July and discussed the following topics:
 - 6/18: Schedule and model, professional development, family engagement, staff roles and responsibilities in hybrid or virtual environments
 - 6/25: Virtual roles and responsibilities, substitutes and leave policies, staff communication, family start of school support
 - 7/1: Virtual and in person roles and responsibilities, arrival, dismissal, and aftercare considerations
 - 7/9: Weekly scheduling and planning days, assessments, Chromebook distribution, CareCorps
 - 7/14: Decision to re-open hybrid v. 100% virtual (prior to Governor's order)
 - 7/22: Distance Learning HR policies, brainstorming on Distance Learning Plus model - e.g. priority in-person activities if we received a waiver
- **Regular Updates:**
 - 6/8: Announced virtual brown bags on our scenario planning
 - 6/27: Shared an update on our health and safety protocols, likely reopening scenario, teacher professional development, and how we are updating families
 - 7/21: Announced virtual reopening
- **Q&A Sessions and Virtual Brown Bags:** We have also provided staff with a variety of opportunities to join and ask questions on our academic model, health and safety measures, as well as HR considerations. Over 100 educators have joined these sessions to date. As we begin the school year, we will continue to provide these opportunities to ask questions and share feedback with regional leaders on a regular basis.
- **School-level planning teams:** As we plan for student programming on campuses, school teams made up of school leaders and staff are making school-specific plans to serve up to approximately 33% of students.

Staff Choice in Supporting In-Person Academic Model Under Waiver

If our waiver is approved, all on-campus work to support this academic programming will be optional for staff through October 31st. Note that, during this time period, there will continue to be some operations work required on campus to support lunch and materials distribution in distance learning. This means that all staff will be provided the opportunity to express their preferences for engaging in in-person activities associated with academic programming on campuses. Additionally, staff members will be able to indicate the types of student engagement they are most comfortable with (e.g. 1:1 assessments or outdoor-only engagement). Each individual school will use this information about staff readiness to determine school-specific plans for implementing student activities. This approach will allow us to begin serving students in-person while also supporting staff members who are not yet ready to return in person. Over time, we hope that all or nearly all staff members will be able to learn from this initial group and feel

comfortable returning in person.

STAGED REOPENING

In our current plans we expect to begin the year by serving 100% of students through distance learning as required by our local health authorities and the Governor’s recent order. Below is a more detailed description of the activities we seek a waiver to conduct at this time. We have organized these activities into those activities that are periodic (assessments, IEP evaluations, etc.) and those that we would like to implement on a recurring basis (onsite facilitated distance learning for our most vulnerable students).

Based on the increased needs of our students and families as described in the introduction, we are focused on the three following priorities as we consider in-person activities:

1. Building relationships among schools, students, and families as well as peer-to-peer relationships among students.
2. Providing a safe haven as well as high-quality learning for our most vulnerable students and students of essential workers.
3. Identifying our Rocketeers’ academic levels so that we can best personalize their learning--critical to their engagement and achievement.

It is important to recognize that Rocketship’s schools are only elementary schools. Thus, we have very young children, especially our 4-6 year olds. Each year, for many of our students, this is their first introduction to school. Moreover, especially for our younger children, there are developmental needs that may only be realized in-person (i.e. how to share and play with others in a positive manner), as well as academic needs (i.e. how to hold a pencil). As COVID-19 seems to be far less virulent among young children (thankfully), we believe that this combined with their unique needs obligates us to try to find a way to safely provide some in-person opportunities and interactions for our children, and most especially our youngest and most vulnerable children.

In terms of our implementation plan, we will be monitoring both external and internal factors to determine whether we are ready to begin specific in-person activities. In terms of external factors, the key items to monitor are what phase the county is in, and whether it is on the watch list or not. In short, if a school is located in a county that is in Phase 1, we will be 100% virtual and will not be able to proceed with any of these activities. If the county is in Phase 2 but on the California Watch List, we will need both waiver approval as well as assurance of school readiness (which will be determined by internal factors). If the county is in Phase 2 or higher and no longer on the California watch list then the internal factors will be the determining factor of when the school will be able to engage in the specified activities. To reiterate, we are not currently applying for a waiver to implement our original 50% hybrid plan as we will wait to see if counties remain on the watch list and our internal learnings from implementing these earlier stages. As of this waiver, in none of these phases would we begin to provide 100% in-person instruction.

EXTERNAL FACTORS			
	Phase 1 Shelter in Place	Phase 2 Watch List	Phase 2 Non-Watch List

Periodic Activities	No	Possible with waiver approval and school is ready	Possible when school is ready
100% Distance Learning	Only Option	Possible	Possible
Facilitated Distance Learning (defined below)	No	Possible with waiver approval and school is ready	Possible when school is ready
50% Hybrid Approach (defined below)	No	Possible with waiver approval and school is ready (May Apply Later)	Possible when school is ready
100% in Person	No	No	No

Even if Rocketship receives a waiver, if the county moves from on the Watch List in Phase 2 to Phase 1 that would trigger us to immediately shift back to 100% distance learning.

The internal factors we will be looking at to determine whether a school is ready to successfully implement the periodic and recurring activities include:

1. Staff Capacity: the number of staff who have opted to return to campus to provide in-person support.
2. Ability to implement health and safety procedures: Staff who will be supporting students who are in-person at school will need to have completed training for all relevant health and safety procedures.
3. Success with prior stages of implementation: As schools successfully move through these stages of implementation, they will then be able to move forward to subsequent stages of implementation.

INITIAL/PERIODIC ACTIVITIES

We expect the following activities to happen for short periods of time at different points in the school year. If our students are not regularly on campus -- whether in a hybrid approach or 100% in person -- we would need to schedule a rotational approach to students arriving on campus to complete these activities. Below is a description of the various periodic activities we expect to implement, why we would implement them, and how we would implement them.

RELATIONSHIP BUILDING

We are designing physically-distanced activities that would allow for students and teachers to build relationships. Students would rotate on campus to participate in small group activities with their teacher, who will facilitate relationship-building between the teacher and students, as well as build and strengthen peer-to-peer relationships for students. Activities are likely to include opportunities to get to know each other as well as lessons from our socioemotional learning (SEL) curriculum.

Building community is one of our key pillars at Rocketship. We work to ensure our students are developing

an identity as a member of the community through the relationships they build. We see that when students have positive bonds with their peers and teachers and learn ways to have positive social interactions, it builds their confidence in the classroom. It is our aim to ensure that, despite being physically distanced, our students are able to build meaningful relationships at school. We want to ensure that they are able to name the friends they have in the community and an adult at campus that they trust and rely on. In order to do this, we need to have opportunities for our students to practice the skills they are building in their SEL lessons through live interactions with their peers and teachers.

At Rocketship, we provide personalized support to all of our students in academics as well as through a multi-tiered system of support. We know that students having confidence and a sense of belonging is critically important. This is what our SEL curriculum addresses. However, we also know that the trauma students have experienced during this pandemic has been more severe for some than others. We have structures to support students who need more social/emotional support, but to be able to identify those who need the additional supports, we have to be able to assess their interactions with peers in person. We utilize a universal social emotional screener multiple times throughout the year to determine who needs additional counseling services; without having students on campus and without being able to observe student interactions with peers and teachers, we will not be able to accurately assess students' social emotional state.

ASSESSMENTS

We realize our students may be further behind academically than ever before. Therefore, we must adjust our model to meet these increased academic needs and provide continuity of learning across in-person and virtual environments. To understand what learning losses have occurred with our students is dependent on beginning of year assessment. At Rocketship, we have a variety of assessment instruments. These assessments help us measure learning loss and grade level proficiency while also helping us to build individualized learning plans to serve each individual student.

Beginning of year assessments are critical to inform instructional decisions that teachers and school leaders will make throughout the year. The different assessments vary in their ability to be administered at home, due to factors such as access to technology, reliable internet, and teacher support. Two of these assessments are administered 1:1 (ELPAC and STEP), and the other is best administered in a group setting (NWEA). We believe that the data yielded from these assessments will be most reliable if students are tested on campus, where they can receive consistent and equitable support from staff. Moreover, some assessments are not available online and must solely be given in-person. This is especially true for our assessments for our 4-6 year olds (TK-1st). If the waiver is approved, a majority of these assessments will occur on campus while observing strict health and safety guidelines with small cohorts of students rotating on campus to be proctored by a single adult. Student participation in on-campus testing will be voluntary. Families may choose not to have their student come in if they do not feel comfortable. Teachers and students would wear masks, maintain six feet of social distancing, and frequently wash their hands. For 1:1 assessments, Plexi-glass sneeze protection barriers would be used. Test proctors would follow protocols to keep materials such as chromebooks or test books sanitized by wiping them down in between use, wearing gloves, and minimizing the number of people touching certain materials. Because the duration of the counties remaining on the watch list is uncertain, we seek a waiver to complete these assessments as needed throughout the school year.

NWEA MAP: This is an online assessment taken within the NWEA system by all students in grades K through 5. NWEA MAP results provide crucial information about current student achievement and guide RPS decision-making. Given the variation of home testing environments and potential issues

troubleshooting tech problems, we do not think NWEA score will be as valid and accurate when taken remotely and would prefer that all students take this assessment in person. Our youngest students will not be able to take NWEA remotely due to limited tech fluency. If students cannot come to school to test, some grades may take the assessment at home with the understanding that their data is less reliable and subject to additional review. NWEA data validity matters because the scores are used to directly inform our Online Learning Programs, small group instruction, and intervention services, which all offer differentiated instruction for students. Our specific recommendation for NWEA administration differs by grade level.

- Kinder students must take this assessment in person because most of these students do not have enough tech fluency to navigate the assessment without help from school staff.
- Grades 1-2 also have low tech fluency and we would strongly prefer for them to take the assessment in person so a school staff member can help them, but they can take it at home if needed.
- Grades 3-5 may take the assessment at home, but we prefer testing in person for data validity reasons.

To test students on campus, we would schedule time slots with families for them to bring students to school to test. We would test students in small cohorts no larger than twelve students, so they can remain physically distant throughout the assessment. Students would either bring their own device or proctors would provide them with a sanitized device (Chromebook or iPad) to test. Grades K and 1 would also receive sanitized headphones, if they do not bring their own. Proctors will be trained on how to safely administer the test in a physically distant environment. When students finish testing, proctors will sanitize all devices, desks, and seats.

ELPAC: This is a state and federally mandated assessment that is required to be completed in the first 30 days of school, for a subset of students who are identified as both new to California and speak a language other than English. It is estimated that about 1,200 Rocketship students will be identified to take Initial ELPAC this fall, and the majority of students identified to take this assessment are in grade TK, K or 1. It is essential that teachers and school leaders have accurate data to best serve our EL students. We have a limited number of Chromebooks at the beginning of the year, and our TK/K, do not currently have the technology required to take this assessment at home. Not only that, if they did have the technology, most students do not yet have the technological fluency to take this assessment reliably at home.

Students are assessed in four domains--reading, writing, listening and speaking--in a 1:1 environment designed to determine a student's proficiency in the English Language. Testing through an online portal, in separate locations, greatly increases the chance for error in determining this proficiency level, which can impact student learning interventions. Students will also be required to navigate the screen and follow many different directions that are posed in English. There is an intensive training that test proctors must go through in order to be able to give this assessment, and support students appropriately as they navigate the technology and need prompting throughout the test. We believe this is best administered in person due to the potential, and likely, language barrier, students' ages, and high level of tech fluency required. Having students attempt to take this test remotely introduces questions around data validity for this incredibly important population of our students.

To test students on campus, we will schedule time slots with families to bring students to school to test. Students would test 1:1, with physically distanced testing stations and Plexiglass shield to protect students and the test proctor. Proctors would follow strict protocols to ensure testing materials are sanitized and safe for use.

STEP: This is a formative assessment that evaluates students' literacy skills to help teachers understand students' current literacy levels. Students must pass each STEP level to advance to the next one. Literacy level understanding is critical to our instructional decisions. Teachers analyze STEP data to identify areas for additional instruction in foundational literacy as well as comprehension of texts. Our understanding of a student's STEP level informs every part of our literacy instruction. Student groups during guided reading are based on a student's reading level, lesson differentiation is based on a student's reading levels, online learning program goals are based on a student's reading level, homework is based on a student's reading level. We believe that our students deserve a world-class education, and we can only provide that if we have the most accurate representation of our students' reading levels, as determined by our administration of STEP.

STEP testing is most accurate when proctored one-on-one, in person. While we can conduct some aspects of the STEP assessment remotely if necessary, we must test students in early literacy (STEP 0 - STEP 3) in person. In TK-G2, critical parts of the STEP assessment include phonological and phonemic awareness, print awareness, alphabetic knowledge, alphabetic principle, decoding, reading decodable texts, identification of irregular and high-frequency words, and reading fluency. These components of early literacy require physical materials and physical skills. To pass early literacy STEP levels, students must demonstrate an understanding of the aforementioned components (i.e., opening a book, reading from left to right, one-to-one correspondence, side sweeping, etc). Demonstration of these physical literacy skills can only be achieved in person. If students cannot come into school to test, they will not be tested on STEP. This will adversely affect our ability to provide personalized, differentiated literacy instruction to our students, thereby longitudinally hindering student progress on reading levels.

Students above STEP level 3 may test remotely, though we would strongly prefer to test all students in person.

To test students on campus, we will schedule time slots with families to bring students to school to test. Students would test 1:1, with physically distanced testing stations and Plexiglass shield to protect students and the test proctor. Proctors would follow strict protocols to ensure testing materials are sanitized and safe for use.

	In Person	Virtual
NWEA (Kinder)	Must be in person	No
NWEA (Grades 1-2)	Strongly Preferred	Possible
NWEA (Grades 3-5)	Preferred	Possible
STEP (Up to Level 3)	Must be in person	No
STEP (Above Level 3)	Strongly Preferred	Possible
ELPAC	Strongly Preferred	Possible

IEP EVALUATIONS

In order to minimize delays and improve the quality of our evaluations, we want to conduct priority IEP evaluations in person. For in-person evaluations, we will prioritize evaluations based on timelines and if we

are unable to meaningfully complete evaluations virtually. We believe it is critical to complete these IEP evaluations in person in order to minimize the delay in accurately assessing students' needs as well as ensuring that students are properly identified and benefiting from their legal protections. We will continue to prioritize holding IEP meetings virtually.

RECURRING ACTIVITIES

ONSITE CHILDCARE

While we believe we have the existing approval to expand our partnership with YMCA from just aftercare to full childcare from 8-5pm Monday through Friday, we wanted to include it in this application for full transparency. Based upon their successful experience running camps this summer, YMCA has already setup similar partnership with other school districts in California to expand their aftercare support to full day childcare. Rocketship is in current discussions with the YMCA to replicate this same expansion at our campuses.

The program would be required to follow all applicable health and safety requirements. It would likely consist of one adult per twelve students in a cohort with two to four cohorts per campus. They would maintain stable cohorts for at least a three week period. Based on campus capacity, Rocketship would partner with YMCA to prioritize students among our most vulnerable students as described below. Rocketship is working with YMCA to find sufficient funding for the program as well as to limit the cost for families. While YMCA would be responsible for determining the daily programming and running the program, we think this is an exciting opportunity to immediately support students to engage in Facilitated Distance Learning (defined below) with the support of YMCA staff.

FOOD DISTRIBUTION

While we believe we have the existing approval to distribute food to our students and families as we did in the spring, we wanted to include it in this application for full transparency. During school closures due to COVID-19, it is essential that our students, families, and communities can continue to access breakfast and lunch. School-provided breakfast and lunch enable children to continue to get healthy and nutritious meals, maintain a healthy immune system, and focus on their studies through distance learning.

We are planning for Rocketship schools to distribute meals to families in accordance with the CDE and USDA rules and guidelines. For our distance learners, our current plan is to serve meals on Tuesdays (3 breakfast meals and 3 lunch meals for Tuesday, Wednesday, and Thursday consumption) and Thursdays (2 breakfast meals and 2 lunch meals for Friday and Monday consumption).

At any time when we have students on campus during meal hours, we plan to serve daily breakfast and lunch during their normal meal times. All meal service will be provided in a small-group setting (either outdoors or typically in the classroom) to ensure student and staff safety, avoiding exposure between cohorts of students.

DAILY INSTRUCTION

We plan to begin to bring our most vulnerable students back to campus on a daily basis in a gradual staged fashion in order to better facilitate their access to learning. The pace with which our schools bring back students will be campus-specific based on their capacity--both the number of staff to support learning as well as staff to support the implementation of health and cleaning procedures--as well as the school's continued success in implementing each stage of their implementation.

In addition to the periodic activities implemented at the beginning of the school year, schools will begin to offer Facilitated Distance Learning (defined below) to our most vulnerable students (defined below). We do not expect students to exceed approximately 33% of a school's total enrollment. In certain situations, where there is a coincidental match between the vulnerable students--special education, TK, Kinder--and the teachers who chose to return, then the instruction would look similar to our hybrid model.

Scale and Pacing

As mentioned above in the stakeholder engagement section, schools will determine the final scale and pacing of their stages in collaboration with all stakeholders--both families and staff. We will be conducting surveys to determine family interest and need to return in person. Concurrently, we will be working with staff to determine their interest in working in-person on campus with students. Based on these ongoing surveys, schools will determine how many students they can safely support on campus.

A sample schedule is included below:

		PERIODIC ACTIVITIES				RECURRING ACTIVITIES				Combined	
		Materials	NWEA	STEP	ELPAC	Total Students Per Day	SwD	Essential	TK/K	Total Students Per Day	Total Per Day
Week 0	8/3	100	0	0	0	100	0	0	0	0	100
Week 1	8/10	100	0	0	0	100	0	0	0	0	100
Week 2	8/17	0	TK (60)	TK (60)	0	120	0	0	0	0	120
Week 3	8/24	0	K (60)	K (60)	0	120	0	0	0	0	120
Week 4	8/31	0	1st (60)	1st (60)	TK (60)	180	40	50	0	90	270
Week 5	9/7	0	2nd (60)	2nd (60)	K (60)	180	40	50	0	90	270
Week 6	9/14	0	0	0	1st + (60)	60	40	50	0	90	150
Week 7	9/21	0	0	0	1st + (60)	60	40	50	0	90	150
Week 8	9/28	0	0	0	0	0	40	50	0	90	90
Week 9	10/5	0	0	0	0	0	40	50	60	150	150
Week 10	10/12	0	0	0	0	0	40	50	60	150	150
Week 11	10/19	0	0	0	0	0	40	50	120	210	210
Week 12	10/26	0	0	0	0	0	40	50	120	210	210

Facilitated Distance Learning

Below we have detailed descriptions of the plans we have developed for 100% Distance Learning as well as Hybrid Instruction to serve approximately 50% of students in-person. During this waiver period, we believe it is important to also offer Facilitated Distance Learning (FDL) in order to have students in-person on campus yet remain flexible on which staff were on campus to support students to engage in distance learning. The benefit for students and families would be a safe place for students to engage in distance learning with support from school staff. This would not only improve student engagement in distance learning and provide students an opportunity to engage with their peers but it would also solve family challenges for those who are essential workers as well as those who can not access distance learning at home. Because we are likely to have a mix of both certificated and non-certificated staff willing to return to campus, the role of staff in FDL would be to manage a consistent cohort of students to engage in distance learning while in-person at school. Each staff member and their cohort of students would be assigned a single classroom for their regular use. We would provide FDL five days a week for students.

During a school day, that student cohort on campus would use their laptops to engage in distance learning provided by their certificated teachers. While the cohort of students would be on campus, their teacher could be providing the distance learning instruction to the cohort from either the teacher's home or a separate social distancing space within the school. The role of the staff member who is physically with the specific student cohort would be to provide constant supervision across the course of the school day to ensure students remain on task and provide any necessary support. If the staff member supporting the

cohort is a certificated staff member they would be able to also provide direct instruction to the students in that specific cohort. Conversely, non-certificated staff would be limited to supporting the students to engage in distance learning. One exception to this, is if the non-certificated staff was also trained as a tutor and thereby they could implement small group tutoring as well.

Both the staff member and students in a particular cohort would follow our health and safety procedures -- including maintaining stable cohorts, physical distancing guidelines, mask requirements, and other requirements detailed below in our health and safety guidance.

Most Vulnerable Students

Each school would prioritize in-person attendance among its most vulnerable students. We believe our most vulnerable students include students with disabilities, homeless students, foster students, students of essential workers, and other students whose learning may be challenged during distance learning due to individual or family circumstances. In addition to these students, if schools have the capacity they may choose to bring back students in our lowest grades (TK or Kinder) given the particular challenges these students have in effectively engaging in distance learning combined with the particular benefits for these students of the socialization aspects of in-person schooling. Depending on which staff indicate a willingness to return for in-person instruction, instruction for these students may look like Facilitated Distance Learning or it could look like Hybrid Learning if the grade level staff for that particular grade level decide to return.

The number of students that a campus would be able to support will be determined by the number of staff who have opted in to support students in person with the total number of students no larger than approximately 33% of a school's total student population. As mentioned above, each campus will also determine the pace at which these students will return to campus.

Distance Learning

The distance learning model we launched last March showcased our commitment to our community and the innovative spirit of our educators. As we prepare to start the 2020-21 school year in distance learning again, we will build on the strengths of the model we developed last spring and implement new features to further enhance student learning at home, including:

- **3 Hours Daily Live Teaching.** We are increasing daily live teaching for students to an average of 3 hours per day. As we learned last spring, daily blocks of live teaching are critical to promote student engagement, social emotional development, and interaction with classmates. Specific schedules will differ by campus, grade, and student need.
- **Small Group Instruction.** Small group instruction is a key component to our personalized learning model when students are in classrooms. Our enhanced distance learning model will build on this practice and provide small group instruction on a daily basis to ensure we continue to meet the individual needs of each and every Rocketeer.
- **On-Demand Learning.** We fully understand that full-time distance learning places a significant burden on parents and caregivers to help facilitate student learning at home. We will continue to produce recorded content for our Rocketeers and leverage our adaptive online learning programs and Rocketship Goals platform to support independent learning that can adapt to the schedule of our families. Every Friday will be a full day of on-demand and independent student learning.

Academic Program - Distance Learning Launch

Rocketship's academic program will continue to follow our standards-based, internally-developed curricula for ELA and STEM. These curricula, including lessons and activities, will be supplemented by Rocketship's Social Emotional Learning curriculum and independent online learning programs. Rocketship is adjusting instruction to account for distance learning by incorporating virtual platforms, such as SeeSaw, and by making edits to its curricula.

Each school is holding a Digital Learning Academy from August 10th - 12th to train our parents and caregivers on distance learning programs, schedules, and expectations. The Distance Learning Academies will be conducted via Zoom with small groups of families and their teachers. In order to further onboard students to distance learning, all Rocketship students will begin the year with a "Unit 0", designed to help build relationships and online routines.

To account for a greater than expected content-mastery summer loss and greater knowledge gaps due to an extended school closure and varied participation in distance learning at the end of the 19-20 school year, Rocketship's Humanities curriculum will be modified in the following ways:

- Second graders will start with Phonics for the first half of the year (to remediate learning loss).
- Additional 20 mins a day of Social Emotional Learning Time (40 min daily) reallocated from Thematic Unit block to account for a Unit 0 at the start of the school year.
- Shift in benchmarks and Scope and Sequence Maps to increase time for reading corrective instruction (revised Scope and Sequence for Humanities is attached as an artifact for reference)

Rocketship's Science Technology Engineering & Math curriculum will be modified in the following ways:

- Extended time at the beginning of the yearly scope & sequence map before the start of Unit 1 to provide targeted review of end-of-year 19-20 content and/or high-priority prerequisite skills from previous grades.
- Greater flexibility for teachers on placement of small group instruction days within units to accommodate knowledge and skill gaps as assessed on pre-unit diagnostics, coupled with aligned training and support on unit planning.
- Shift in placement of science units within yearly Scope and Sequence Maps to increase time for math corrective instruction.

Rocketship has also adjusted its bell schedules and instructional blocks to accommodate distance learning schedules.

Instructional Technology

In the spring of 2020, the Rocketship network made the decision that 100% of Rocketship students will be assigned a school Chromebook for the 20-21 School Year. Our goal is that 100% of students have their own device within the first week of school's start. In addition to assigning school devices to every student, our staff is working with each family on WiFi connectivity. Many of our families already had WiFi prior to school closure. Other families needed support in signing up with a service provider for internet connectivity at home. A small subset of our families were unable to obtain WiFi service, either because of cost or due to their living circumstances. For these families we are providing internet hotspot devices so that their students can engage in all our distance learning programming. We will be distributing these materials to families during our registration and on an ongoing basis as needed.

During our Digital Learning Academy, we will also walk our families through caring for their devices and explain how to reach out for tech support. We know that issues may arise with our technology during distance learning, so we have assembled a tech team at both campuses to support families directly with any technology problems that come up quickly.

Student Materials

At the beginning of the school year, we equip each of our Rocketeers with a book buddy (similar to a backpack but easier to hang on a hook) and school supplies. We do this to ensure that all of our students

have the necessary materials to engage fully on campus and at home. We are not letting our virtual start keep materials out of the hands of our students. In addition to Chromebooks, all students will also receive a materials kit that will include math manipulatives, developmentally appropriate pencils and paper, a white board and markers, and other grade-level specific materials. Once we can transition to a hybrid model these bags will double as chromebook carriers.

Fridays: On-Demand Learning & Teacher Planning and Prep

We know that full-time distance learning places a significant burden on parents and caregivers to help facilitate student learning at home. To provide students and families with more flexibility, students will not receive live instruction on Fridays (other than Launch and live SEL lessons in the morning), but instead will focus on independent student learnings and on-demand pre-recorded content lessons. Our teachers will use their time on Fridays to focus on instructional planning and providing feedback on student assignments.

Ensuring Equitable Education for All Students

Our distance learning program allows us to offer individualized support for all students--including English Learners (ELs), foster youth, low-income students, and students with IEPs/504s--through elements such as individual communication with students and families, personalized technology, data-driven instruction, and personal feedback. Additionally, our staff will connect at least weekly with families to understand their needs through our weekly wellness survey, and one-on-one follow-up communication. School leadership will meet regularly to discuss students who are struggling and determine how to offer additional assistance. We will also track attendance and engagement for all of our students, following up with any families whose students have not been regularly engaging in distance learning. We will track attendance at live lessons, online learning goal completion, and participation in google classroom. These measures will come together to show us overall and specific engagement and academic data.

English Language Learners

ELs will continue to receive all required services during Distance Learning. We are working to provide beginning of year ELPAC testing in-person if possible but will provide virtual testing if unable to do in-person.

For integrated ELD instruction, we will emphasize skills in the speaking and listening domain. Monthly discourse benchmarks have been established to help instructional leaders monitor progress. Content instruction will now include an "Access for All" component, that provides guidance in teaching language skills. This component will be present in each lesson of Thematic Unit (HUM) and number story step back (STEM). These blocks have been selected to feature the Access for All component, given the emphasis on discourse. To ensure that STEM, HUM, and ISE teachers will be ready to support English Learner, summer PD will focus on identifying EL's, understanding language proficiency levels, and Integrated ELD.

Given that last spring there were decreased opportunities for students to engage with their peers and express ideas in Academic English, we anticipate that language proficiency levels of our ELs will decrease. As a result, Designated English Language Development will continue to be a priority block in the 20-21S Y. Language development will occur in the afternoon during SGI instruction time. Students will receive direct language instruction 1-2 times per week (20 minute DELD block). When students are not meeting with their teacher for DELD, they will be engaging in independent language learning. For students in grades TK-2nd, DELD Units will be created centrally and assigned in SeeSaw. They will be designed to address the four language domains: listening, speaking, reading, and writing. For students in grades 3-5: Students will be enrolled in Duolingo for Schools. Based on their ELP level, students will be assigned to a beginning, intermediate, or advanced course. Summer PD on designated ELD will focus on supporting teachers in identifying the path towards proficiency and understanding the language levels of their students.

Transitional and waived students (students who are classified as EL but are near graduating from that status) will continuously be monitored for progress and placed into services if progress and goals are not being met.

Students with IEPs and 504 plans

To the greatest extent possible, Rocketship will implement student IEPs and 504 plans. One of the most important considerations in our planning for distance learning is how we will continue to meet the needs of our students with special needs. Our bell schedule includes time for Individualized Education Plan (IEP) service minutes for all students with disabilities following their IEP. Students with disabilities will be able to access all tier one content detailed in the bell schedule, and will receive their IEP services during “guided reading” and “independent work time” blocks of the bell schedule. During the guided reading block, students with disabilities will still participate in one guided reading rotation with their general education Humanities teacher and general education classmates, and will also have an additional weekly small group lesson with a certified Special Education teacher. Rocketship is committed to providing all necessary academic, behavioral and related services for all students with disabilities while we are 100% virtual. Students that have Occupational Therapy, Speech and/or Language Therapy and Physical Therapy will receive those services from a certified provider during one of their flex times throughout the day. Our Special Education team, including related service providers, will connect with families one on one before the first day of school to schedule student services.

Rocketship will continue to complete all Student Support Team Meetings, evaluations, and IEP meetings to the greatest extent possible in the virtual learning environment. During last school year, IEP meetings were held via Zoom and parents and IEP team members were provided with electronic copies of documents. Additionally all communication with families, as well as any services provided or missed were documented.

Professional Development

During a traditional school year, all Rocketship teachers would participate in three weeks of in-person professional development sessions prior to the first day of school. To account for the virtual environment, Rocketship has made several modifications to its professional development sessions to ensure all our staff participate in effective, high-quality professional development prior to their first day with students. We know that our staff perform better when they are prepared; so we have adapted our professional development to include training on using virtual platforms. The adjustments to professional development also include training for school leaders.

Other updates to professional development include:

- Session facilitators and planners are asked to select the modality most appropriate for them, such as a live virtual professional development hosted over Zoom, on-demand learning modules, or some combination of both.
- Screen Time Maximum: Given the mental stamina required for online sessions, special care will be given to the total active screen time participants are asked to be in per day (no more than 5 hours per day online for completely virtual sessions).
- Professional development covers the adjusted curriculum (as described in the “Academic Program” section), virtual bell schedules, family communication, and more.

Hybrid Learning

While we are not currently seeking a waiver to implement our full Hybrid learning plan for approximately 50% of students from every grade level, we are seeking a waiver to implement this hybrid learning model for lower grades (TK, Kinder, and 1st grade) because we believe these students most benefit from in-person instruction. Below is a description of what that learning will look like for students in TK-1st grade. A couple of key differences from Facilitated Distance Learning is that we are assuming that we have sufficient staff (2 humanities teachers, 1 STEM teacher, 1 ILS, and 1 special education teacher) to provide in-person grade level instruction. In addition, while student cohorts will remain stable and separate, instead of just one adult

with that cohort per day, we may have as many as four adults (HUM teacher, STEM teacher, ILS, Special Education teacher) working with each cohort.

Our hybrid model will include both in-person learning days at school and distance learning days at home. We do not have enough capacity at school to reduce the density of students on campus and meet physical distancing guidelines for all students so we designed a hybrid model that includes approximately 50% of students on campus at any one time. This model will help us both protect the health and safety of our students and staff while also ensuring students continue to benefit from in-person learning at school. To accommodate guidance from our local public health authorities, our hybrid school model will split our student population into two cohorts. We are calling these student cohorts *Trailblazers* and *Pioneers* (individual campuses may choose different names for the cohorts at their campus). Each cohort will include up to 20 students per class.

We will operate an alternating weeks schedule. In week 1, the Trailblazers cohort will learn on campus while the Pioneers cohort is engaged in our distance learning program at home. In week 2, Pioneers will come to campus while Trailblazers learn at home. On Fridays, all students will be at home in distance learning while our teachers teach students virtually and prep for both cohorts of students.

WEEK 1				
Monday	Tuesday	Wednesday	Thursday	Friday
<i>Trailblazers</i> on campus	<i>Trailblazers</i> on campus	<i>Trailblazers</i> on campus	<i>Trailblazers</i> on campus	<i>Trailblazers</i> distance learning
<i>Pioneers</i> distance learning	<i>Pioneers</i> distance learning	<i>Pioneers</i> distance learning	<i>Pioneers</i> distance learning	<i>Pioneers</i> distance learning

WEEK 2				
Monday	Tuesday	Wednesday	Thursday	Friday
<i>Trailblazers</i> distance learning	<i>Trailblazers</i> distance learning	<i>Trailblazers</i> distance learning	<i>Trailblazers</i> distance learning	<i>Trailblazers</i> distance learning
<i>Pioneers</i> on campus	<i>Pioneers</i> on campus	<i>Pioneers</i> on campus	<i>Pioneers</i> on campus	<i>Pioneers</i> distance learning

While student cohorts will remain in a single classroom through the school day in Hybrid learning, other aspects of the school day for students in hybrid learning will look very similar to a typical Rocketship school day with daily blocks of instruction with their HUM teacher, STEM teacher, and ILS. With 50% or fewer of any grade level's students on campus any particular week, grade level teachers will be freed up to provide the synchronous instruction for students who are virtual that week.

HUM

We believe that all literacy instruction is best facilitated in person, and feel this is especially true in early literacy. Early literacy requires teachers to teach and monitor a student's progress on reading skills such as phonological and phonemic awareness, print awareness, alphabetic knowledge, alphabetic principle, decoding, reading decodable texts, identification of irregular and high-frequency words, and reading fluency. This type of instruction requires a great degree of physical instruction and visual modeling (i.e., move your finger from left to right, manipulate your mouth into an oval shape to make the long /ō/ sound, write the letter s, etc), which is best done in person, so that the teacher can provide clear visual instruction and subsequent support to students. In our hybrid model, this type of instruction would take place during the phonics, guided reading and designated English language instruction blocks.

Research also suggests that interactive read aloud, dialogue and discourse are critical to developing essential language and literacy skills in emergent readers. In our hybrid model, we prioritize reading aloud *and* facilitating a language-rich discussion environment with our students during our thematic unit and designated English language instruction blocks.

We will also provide social emotional lessons in-person in both Humanities and STEM, so that our students can develop both intra- and interpersonal skills, such as sharing experiences, expressing emotions, developing empathy, negotiating complex social interactions and establishing and maintaining healthy, nurturing relationships. We believe it is important to take the time to develop and nurture the whole child, and have prioritized social and emotional development and interactions throughout the day.

STEM

We believe that many early childhood concepts of mathematics are best investigated and developed via in-person experiences - such as early number sense, basic concepts of counting and cardinality, and early explorations of shape. We would prioritize our instructional work in a hybrid model - leveraging our in-person time with students for the highest priority content of the grade level:

- Focus on counting, cardinality, the base-10 system and exploration of basic operations.
- Deep use of manipulatives with daily counting collections work to build 1-to-1 correspondence and cardinality ideas which must be done physically and in-person.
- Additional time for assessments which must be delivered verbally.

Special Education

We are particularly excited about the opportunity to bring our students with disabilities back to campus in order to receive in-person instruction. If we are able to implement the hybrid model, it would provide increased time for students with disabilities in general education classrooms with both their general education peers and teachers as well as additional time with their special education teachers and paras. While we have seen a range of outcomes from our students with disabilities in the spring through distance learning, we strongly believe that in-person instruction would be particularly beneficial for our students with disabilities for the reasons just mentioned.

HEALTH AND SAFETY PROTOCOLS & PROCEDURES

As described in greater detail below, we will follow all requirements and many of the recommendations in Santa Clara County Public Health's "COVID-19 PREPARED: Reopening of Santa Clara County K-12 Schools for the 2020-2021 School Year" (June 30, 2020).

LAYERS OF PROTECTION

The risk of transmitting COVID-19 at schools can not be eliminated, but it can be significantly reduced. The model changes and health and safety measures described below create multiple layers of protection for staff and students on our campus. We understand that we can not expect everyone, especially young children, to comply with all of these measures 100% of the time. By creating multiple layers of protection our system is not vulnerable to failure if a single measure described below is not adhered to by everyone all of the time. This approach will allow us to continue to create a positive, joyful learning environment while still protecting the health and safety of our community.

CLEANING AND DISINFECTION

PROCUREMENT OF CLEANING ITEMS (AND PPE)

We have a national contract with Cintas, which comes to each school each week to replenish custodial supplies. This gives us much better pricing, access, and comfort that we are using consistently high-quality products. Most items in this document can be procured (and replenished weekly) by Cintas, which is a large national company with strong supply chains and quick response time. However, there is no guarantee that they wouldn't run out of product at some point. We have worked with them to make large upfront purchases of many of these items to "stockpile" in our own warehouses heading into the year. Then Cintas can continue replenishing each school's stock as usual -- but then when/if Cintas runs out of an item (e.g. sanitizer, disposable masks), we can dip into our own stockpile instead.

It is worth noting that any disinfectant has a specific "dwell time" or "contact time" -- the number of minutes it must sit wet on a surface before being wiped off in order to kill the virus. Our current product that will be used on desks and other high-touch areas during the school day has a dwell time of 90 seconds, the disinfectant we will use during our nightly cleaning has a dwell time of 10 minutes.

NIGHTLY CLEANINGS

Every school will be disinfected every weeknight, typically using an electrostatic sprayer. Electrostatic sprayers disinfect entire surfaces more thoroughly and efficiently than manual spraying and wiping, including cleaning the "back side" of areas sprayed. Once each school has an electrostatic sprayer, they will have the option to (a) have their custodial company use it each evening (along with a Rocketship-provided disinfecting product), or (b) build time into an Ops Specialist's schedule for him/her to use it after evening custodial work or very early in the morning before other staff arrive. This will provide a "deep clean" each and every night.

IN-DAY CLEANING IN HIGH-TOUCH/COMMON AREAS

At least twice per day (e.g. 10am, 2pm), a Day Porter, Ops Specialist, or other staff member will disinfect "high touch" areas, typically using an electrostatic sprayer. This will include areas such as:

- All door handles (interior and exterior)

- All touched parts of bathrooms (faucets, soap dispensers, toilet flushers, etc.)
- All touched parts of the staff room and offices (copy machine buttons, refrigerator handle, coffee maker buttons, water dispenser buttons, sink fixtures, etc.)
- All railings
- All light switches
- All countertops
- Door frames and other key areas at student height
- Any other frequently-used areas of the school
- All staff will be encouraged to wipe down their cell phone with disinfectant periodically

During summer PD, teachers will be trained on what to disinfect in their room daily, and will be giving a checklist to reference. With adults rotating across classrooms, they will work together to wipe down high touch areas at the end of one teacher's block before the next adult begins their block.

Any staff doing this cleaning will be trained in how to ensure the proper dwell time is met, etc. In addition, schools will disinfect the highest-touch areas in a very targeted way -- such as:

- Each time a teacher takes their class to the bathroom to wash hands, the teacher or another staff member will wipe down the bathroom fixtures afterward with disinfectant and paper towel.
- Schools will keep disinfectant wipes (or disinfectant and paper towels) by the copy machine and have staff members wipe the touchpad and any other part they come in contact with after they use it

DISINFECTING STUDENT MATERIALS

An increasing amount of research is showing that the vast majority of COVID transmission happens "person to person" -- not "surface to person." However, we should still work to ensure that very few materials are used by multiple students, given that there is some opportunity to share the virus this way. Any time materials do need to be used by more than one student, they will be disinfected between students. Each classroom will have:

- A book bin labeled "Book Bin - Wait 24 hours before lending out to the next Rocketeer" that is used as a hold place for books for 24 hours before another student can use it.
 - Paper materials do not need to be disinfected as long as we wait until the next day for another student to use them, though the covers of books should be disinfected.
- A bin labeled "Items to be Sanitized." This is used to hold items (other than books) that need to be disinfected (sprayed with disinfectant and wiped with a paper towel (with one new towel per item to avoid spreading virus from item to item) OR sprayed with the electrostatic sprayer before others can use them.
- Each student will have their own bin/pencil box for class materials, which is labeled and only used by that student.

PHYSICAL DISTANCING & COHORTING

STUDENT LOCATIONS/COHORTING

Students (and adults) will maintain a physical distance of 6 feet wherever possible. This means that desks will be spaced six feet away, measured from the middle of the desk, wherever possible. (Desks can be a bit closer if needed to fit in the classroom, but they should be close to 6 feet apart.) Desks will be all faced in the same direction in order to help prevent droplets from one person's breathing from carrying virus to someone else.

We will strive to have students stay in the same location as much as possible. This means:

- Each student will stay in one classroom with a stable set of classmates for most of the school day (including lunch)
- Each student will have one desk only used by him/her for the week

We will remove rugs from classrooms, even if there is space for them. Rugs cause students to touch the ground, including in places others have stepped and may have tracked the virus. They are much harder to truly disinfect than hard surfaces. And it is harder to ensure that Rocketeers are maintaining physical distance and facing the same direction while on a rug.

There will not be any type of Lost & Found, so all adults should put extra effort into helping students keep track of their belongings. Items will be removed from the building daily.

Each school will define a separated area for students with symptoms to wait for parents or guardians to pick them up.

HEALTH SCREENINGS FOR STUDENTS AND STAFF

Health Screening Process: Every building will have limited entry/exit points, with entrances only in use when a staff member is there to screen every person who enters. Nobody (student or staff) should enter the building without first being screened by a trained staff member. The screening will include:

1. Contactless temperature check (*must be below 100.0 degrees to enter*)
 - *The EEOC has issued guidance that employers can take employees' temperature (confidentially) to assess whether they have COVID-19 symptoms*
2. Visual inspection (*must be following our mask protocols, and not exhibiting any signs of sickness to enter*)
3. Question: "Have you (has your child) experienced any of the following symptoms in the past two weeks: fever, cough, shortness of breath, sore throat, runny nose, diarrhea, vomiting, headache, or loss of taste or smell?" (*must answer "no" to enter*)
4. Question: "Have you (has your child) been in contact with anyone who has been diagnosed with COVID" (*must answer "no" to enter*)
5. Hand sanitization (*must sanitize hands at stand to enter*)

The school will keep a confidential electronic log recording anyone not permitted to enter based on fever, other symptoms, or exposure, noting the reason and the date. Business Operations Managers will ensure the Arrival team has a list of people who should not be admitted on campus that day, each morning ahead of arrival. If any of these families arrive when they are not scheduled to, a School Leader will be radioed to assist in welcoming them back on campus, making sure they have adhered to all the requirements to return, or explain why they still can not be on campus.

Rocketeers Health Screening Logistics: The health screening procedure listed above will take place at arrival while Rocketeers remain in their car and/or with their guardian. This is critical because if a Rocketeer does not pass the health screening they will need to go home immediately; thus, guardians cannot drop off students until the screening is complete. If a student is not wearing a mask (or their mask looks visibly dirty), a disposable mask will be given to them.

Staff Health Screening Process: Campuses will determine the window of time their staff health screening will take place and communicate that out. Staff will not be able to enter the building without wearing their

mask and passing the health screening procedure outlined above. Campuses will need to determine their own window of Staff Health Screening based on staffing. Arrival for students will be “all hands on deck” so it will be difficult (unless you have proper staffing) to overlap the Staff Health Screening Process with the Student Health Screening Process. *Example: Staff Arrival: 6:45AM - 7:10AM and then student arrival kicks off at 7:15AM, providing a 5 minute grace period in between.*

MOVEMENT WITHIN THE SCHOOL

QUEUEING (LINING UP)

We will place decals on the floor to show what a safe (6-foot) distance looks like, with clear indications that people should stand on each decal, with one person per decal. These should be placed anywhere people queue (line up), such as:

- In the front office
- Outside the door to the front office
- Outside each restroom (student and staff)

MOVEMENT THROUGH THE SCHOOL

We will have many fewer student transitions than usual, given that students will stay in one classroom throughout most of the day instead of rotating locations. However, sometimes classes will need to “move together as a cohort” (e.g. to PE or to the restroom to wash hands), and other times individual students or adults will be moving through the school alone. To make this as safe as possible, we will take measures such as:

- There will typically be one point of entry to the campus all day and throughout all systems and the entrance needs to be staffed to ensure a health screening happens before entering campus.
- Have no more than one person in an elevator at once, or two if required to accompany a student
- Separate into “up” and “down” stairwells wherever possible, with clear signage
- Floor stickers in classrooms, hallways and stairwells will be placed to show adults and students where to stand to maintain 6 feet of distance.
- Each school will take any other measures it can think of to ensure physical distancing is maintained

BATHROOM SYSTEM

- Focus will be on scheduled all-class bathroom breaks
- A bathroom should be used by 1 student at a time (1 out, 1 in); schools will each create a system for monitoring “1 out, 1 in” for student bathrooms
- For kids who need to use the restroom outside of the bathroom breaks, the campus will create a plan to either 1. Escort individual Rocketeers or 2. Monitor bathrooms
- Rocketeers will not use the bathroom on their own without a monitor, as it will be impossible to ensure physical distancing
- Each bathroom will have a cleaning bin (gloves, disinfectant spray & paper towels) for adult use only
- Each time a teacher takes their class to the bathroom to wash hands, the teacher or another staff member should wipe down the bathroom fixtures afterward with disinfectant and paper towel

FACE COVERINGS AND OTHER ESSENTIAL PROTECTIVE GEAR

FACE MASKS AND SHIELDS

Face coverings are one of the most effective ways of preventing virus spread, but only if they are used very carefully. We are starting the year with a protocol of:

- **All students grades K-5 are required to wear a mask anytime they are away from their own desk.** Masks are mandatory when moving throughout the school (common spaces, hallways, stairwells, arrival, dismissal, outdoor launch/PE/recess time), even when maintaining physical distancing. These spaces have unpredictable traffic flows so it is safer to wear masks at all times in these areas.
 - **Rocketeers will have the opportunity to take breaks from their masks when sitting at their appropriately-spaced desks during lessons and during their lunch period.** It is important to us to provide an option for Rocketeers to take a break from their masks while it is certain they will maintain physical distance.
 - When students are not wearing masks, **the class will not sing, shout, or do any loud chants**, etc. -- as this can transmit droplets further than normal speech.
 - Before a teacher starts circulating the room (coming within 6 feet of students), all students will put their masks back on
 - **Transitional kindergarten students** are highly encouraged (though not required) to wear masks in their classrooms as well
 - **Rocketeers with sensory issues, developmental issues, etc.** can work with their Principal to come up with an alternate plan before their first day on campus. (Principal must approve and school leaders and teachers must be looped in to the decision). In these cases, a Rocketship-provided face shield hat might be a better option for Rocketeers with sensory issues.
 - If any families simply don't want their student to wear a mask due to personal preference, we will explain to them the importance of this and try to change their minds. If they still refuse, we will typically require the student to move to 100% virtual learning.
 - Any student who wishes may wear a face shield in addition to their mask, though shields are not required and we are not providing them
- **All staff are typically required to wear a mask at all times.** Masks are mandatory when moving throughout the school (common spaces, hallways, stairwells, serving meals, arrival, dismissal, outdoor PE/recess time), even if the staff are maintaining physical distancing. These spaces have unpredictable traffic flows so it is safer to wear masks at all times in these areas.
 - **When teachers are leading a lesson** in front of the class (maintaining a full 6+ feet of separation), they have the option to remove their mask and **instead wear a face shield**. This will allow Rocketeers to see facial expressions and still reduce the risk of COVID transmission. This protocol is in line with the California Department of Public Health / CalOSHA guidance released on 9/17/20, which states that *"In limited situations where a face coverings cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom."* Rocketship serves many young students given our TK-5 grade span -- and serves many English Language Learners -- so we very much appreciate this guidance that creates an opportunity for teachers to use shields instead of masks in specific circumstances as needed to support high-quality instruction, as long as other safety measures are in place.
 - **When eating lunch**, staff may remove their masks to eat. They will remain 6+ feet from all others, and ideally eat outdoors if weather and space constraints permit.

- **All other people entering campus (e.g. elevator maintenance person, plumber, IT support, etc.) are required to wear a mask at all times.** They must also pass the entry screening as described above
- **It is critical that staff and students make every effort to sanitize hands before and after touching masks.** This is a point we must emphasize again and again, as otherwise the very act of touching the mask/face can both spread germs from hands to the mask/face, and germs from the mask/face to other places in the school.
- **Rocketship will provide reusable face masks to staff and students at the start of the year,** and will also allow staff and students to choose to wear their own cloth masks instead, as long as the masks are made of multiple layers, cover the nose and mouth without gaping at the sides, and stay on the user's face well without adjusting. **All cloth masks should be washed after each day they are used.**
- **Schools will have disposable masks on hand at all times.** A disposable mask will be given to someone in any of the following situations:
 - They forgot to bring a mask
 - Their mask was touched by another person
 - Their mask fell on the floor/ground
 - There is any other reason to believe that their mask is dirty
 - NOTE: In these situations, a note/text should be sent home to emphasize the need to wash the student's mask

As the year progresses, we could potentially reconsider these protocols if our assessment of risk changes in a region due to data on infection rates, more knowledge about COVID transmission, and/or changing public health guidelines.

How to use a mask -- Teacher example: *Ms. Z is teaching her Rocketeers from the front of the classroom, remaining 6+ feet away, so she has chosen to wear only a face shield -- allowing her students to see her mouth when she speaks. When students then start working independently, Ms. Z wants to check in with each student. She sanitizes her hands (to avoid getting germs from her hands onto her mask), puts on her mask, and then sanitizes her hands again (to kill any germs from her mask that just got onto her hands, as she may end up touching student desks or work.) Ms. Z then circulates the room, coming within 6 feet of each Rocketeer as she checks in with him/her individually. When she finishes, she heads back to the front of the room, sanitizes her hands once again (to kill any germs she picked up from students before touching her face), removes her mask, and sanitizes her hands a final time (to kill any germs she just picked up from the mask itself or her face.) If Ms. Z wanted to skip some of those steps of hand sanitizing, she could -- for instance, if she is sure she didn't touch anything while circulating, she wouldn't need to sanitize again before taking off her mask -- but the less sanitizing while touching masks/faces, the higher the risk of spreading the virus.*

How to use a mask -- Student example: *Jameela is sitting at her desk learning, wearing no mask since she is 6+ feet away from others. When she is given permission to go to the restroom, she puts on her mask, and then sanitizes her hands on the way out the door (to kill any germs she just got on her hands from her mask). She washes her hands with soap and water after using the restroom, and then sanitizes her hands again on the way back in the door, just in case she touched any railings on the way back, etc. Jameela takes off her mask only once she is back at her desk.*

GLOVES

We currently recommend that gloves should typically only be worn (a) by anyone doing significant cleaning (more than a quick spray of classroom desks) and (b) by anyone serving food -- teachers for breakfast and Ops staff for lunch. Food servers will wear gloves while serving, and should change gloves if they accidentally touch their face or anything else likely to harbor germs. Other staff and students should not

typically wear gloves, as they do not provide any better protection than handwashing/sanitizing, and they are an additional added cost to the school and burden for the user. However, if an unusual situation occurs wherein a teacher needs to touch something that could be contaminated, he/she should wear gloves just for this moment, per our typical practice, and dispose of them afterward.

FRONT OFFICE SNEEZE GUARD

Each school will have 1 plexiglass “sneeze guard” provided for their front office for the Office Manager and Office Assistant to sit behind.

HEALTHY HYGIENE PRACTICES

HAND WASHING

Students and staff will clean their hands regularly throughout the day -- washing with soap and water for 20 seconds whenever possible, as this is significantly more effective against viruses than using hand sanitizer. Schools will strive to find ways for students to thoroughly wash their hands at the following times:

- Upon entering school, before touching their desk for the first time and eating breakfast, if possible
- Before lunch
- After using the restroom
- Any other times during the day when it is reasonably convenient for Rocketeers to wash their hands -- e.g. after PE, after Recess, any other time they'd be near a restroom

If it is not possible to wash with soap and water at these times, students can use hand sanitizer instead, though this is not fully as effective. With multiple bathrooms, each school has multiple hand washing stations. Schools have also been authorized to acquire additional mobile hand washing stations if so needed.

HAND SANITIZER USE

Though washing with soap and water is the best way to remove the virus from hands, we will also use hand sanitizer regularly throughout the day as an additional opportunity to disinfect hands. We will mount a contactless hand sanitizer dispenser inside the door in each classroom and other frequently-used room (e.g. SL office, staff room, etc.), and also purchase enough bottles of sanitizer for each classroom to have one in each as well. Students and staff will need to sanitize their hands:

- On their way into the building
- Any time they enter the classroom or other room
- Any time they exit the classroom or other room
- After breakfast
- After lunch
- When putting on and removing face masks (often this will coincide with entering/leaving the room)
- After any extended period when they haven't had a chance to wash hands

Our vendor Cintas will install these hand sanitizers for free in every classroom and other often-used space (building entrance, staff room, offices, etc.) as long as we keep purchasing refills from them, which they will restock into our supply closet every week. We will also rent freestanding hand sanitizer stands to use at entrances (so every adult and student sanitizes on the way into the building upon arrival), outside in the PE area, etc.

AIRFLOW AND VENTILATION

We will encourage staff to open windows to promote air flow when it is possible and makes sense. However, windows should not be open if they will cause a safety concern (e.g. falling, triggering a student's asthma, etc.) Each school needs to create protocols to ensure all windows are closed and locked at the end of each day, e.g. could assign an Ops Specialist to check every room, and the custodial service to double-check each night. We are also working with our HVAC vendors to increase the MERV rating on our air filters to better filter out viruses, and using freestanding air purifiers where appropriate, e.g. in small breakout rooms without their own vents.

WATER

All water fountains will have a bag over them, with a sign saying "Not in use" or something similar. Otherwise, this could be a hotbed for virus transmission, given students touching their mouths to the fountain, dribbling water that has touched their mouths back into the fountain, and even just breathing on the fountain while drinking. It is critical that Rocketeers and staff have access to water throughout the day, so campuses will find solutions including asking families to send water bottles, installing freestanding water dispensers (to be used only by adults even for refilling student bottles), and/or providing plastic water bottles for students.

SHARED ADULT EQUIPMENT

Schools will consider having only 1-2 assigned users for each of the following pieces of equipment to avoid sharing germs touching them:

- Poster printer
- Laminator
- If feasible, copy machines

Either way, the school will keep disinfectant wipes next to each piece of equipment to allow staff to wipe them down after use

USE OF COMMON SPACES FOR ADULTS

Any space that could hold multiple adults (SL office, Staff Room, etc.) will be clearly labeled with the maximum room capacity based on the square footage and a need to respect a physical distance of 6 feet between people. We can mark shared tables/desk spaces with tape to show where to sit to allow for the 6-foot distance.

IDENTIFICATION AND TRACING OF CONTACTS & TESTING OF STUDENTS AND STAFF

One of our key strategies for reducing COVID transmission risk is monitoring COVID diagnoses, symptoms (**fever, cough, shortness of breath, sore throat, runny nose, diarrhea, vomiting, headache, loss of taste or smell**), and exposure, and having the impacted people stay home until they are "cleared" to return. However, it is critical that we do whatever we can to avoid this feeling punitive or embarrassing or isolating -- instead messaging to our community that it is something we are all doing as we work to reduce risk for the entire school community.

The Rocketship Bay Area team will compile a list of COVID testing sites/resources near our schools, along with details about each, such as cost (often free at government sites) and requirements (e.g. some need a prescription). This list can be given to anyone we are requiring to be tested.

Below is a table laying out our protocols for when staff or students should stay home, and under what

conditions they may return. We have attempted to be as comprehensive as possible, but other situations will come up where school, regional, and national Rocketship staff will work together to use their judgement to decide what steps to take -- of course in partnership with local health officials. We will note to staff that public health experts emphasize that the important thing here is not actually identifying 100% of people with any symptoms -- but rather creating a culture where people are openly communicating about symptoms and working together to reduce the level of risk in the building. Parents need to know that they'll be supported if their kid has symptoms and has to stay home, and students need to know that if they have symptoms they'll still be part of the class but just at home, engaging in a different way.

A summary of the table below would be:

- If somebody on campus exhibits symptoms of COVID or has been exposed to a confirmed case of COVID, they need to stay home per the protocols below, but in many cases, nobody else at the school needs to stay home or get tested
- If somebody on campus receives a positive COVID test, they need to stay home per the protocols below AND anyone on campus who has spent time with this person also needs to stay home as well
- A possible closure of the entire school might be recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with local public health officials. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school.

Situation	Protocol for this person	Protocol for the school
<p>Situation A: Someone calls in sick with a fever or any other COVID symptom</p>	<ul style="list-style-type: none"> ● They (or their parent/guardian if this is a student) should be given our list of local testing sites and be told that they should have a COVID test done ● If the test comes back negative, before they can return to campus they must still do <u>both</u> of the following: <ul style="list-style-type: none"> ○ Be symptom/fever-free for at least 72 hours ○ Submit evidence of the negative test ● If the test comes back positive, follow the protocol in <u>Situation E</u>, below ● If the person does not get a COVID test, they must quarantine at home for 14 days and be symptom-free for final 72 hours before return ● NOTE: This person probably only has a cold or flu -- but we are still following this protocol just to be safe 	<ul style="list-style-type: none"> ● Nothing changes, unless the person's COVID test comes back positive (see Situation E below). Until then, all students and staff may typically continue attending school
<p>Situation B: Someone is identified during building-entry screening as having a current fever, or as having had any COVID symptom within the past 14 days</p>	<ul style="list-style-type: none"> ● They may not enter the building ● Their name and information must be recorded in the confidential electronic log (see above) ● They should then follow the exact same procedure as <u>Situation A</u>, above ● NOTE: This person probably only has a cold or flu -- but we are still following this protocol just to be safe 	<ul style="list-style-type: none"> ● Nothing changes, unless the person's COVID test comes back positive (see Situation E below). Until then, all students and staff may typically continue attending school

<p>Situation C: Someone passed the initial screening when arriving, but then later exhibits any COVID symptom while on campus</p>	<ul style="list-style-type: none"> • They should leave campus as quickly as possible • Until they can leave, they should be separated into an area away from others, wearing their mask. However, be thoughtful not to leave a sick child alone in a room for an extended period in a way that could feel confining in a scary way • They should then follow the exact same procedure as <u>Situation A</u>, above • NOTE: This person probably only has a cold or flu -- but we are still following this protocol just to be safe 	<ul style="list-style-type: none"> • Nothing changes, unless the person's COVID test comes back positive (see Situation F below). Until then, all students and staff may typically continue attending school
<p>Situation D: Someone was exposed (outside of school) to a <u>confirmed</u> case of COVID</p>	<ul style="list-style-type: none"> • They (or their parent/guardian if this is a student) should be given our list of local testing sites and be told that they should have a COVID test done. Receiving their test results will allow us to identify any cases that may have resulted in additional exposures within our schools. • They must quarantine at home for 14 days after last exposure, regardless of test results (also must be symptom-free for final 72 hours before return) 	<ul style="list-style-type: none"> • Nothing changes, unless the person's COVID test comes back positive (see Situation E below). Until then, all students and staff may typically continue attending school

Situation	Protocol for this person	Protocol for the school
<p>Situation E: Someone (the "index person") has a positive COVID test result</p>	<ul style="list-style-type: none"> • The "index person" must stay home from campus until they complete all of the following: <ul style="list-style-type: none"> ○ Notify the school of the test results immediately so we can follow proper protocols ○ Quarantine for at least 14 days (not entering campus). Students can do distance learning during this time if/when they are well enough. ○ Be symptom/fever-free for at least 72 hours immediately before returning ○ Submit evidence of a negative COVID test, if possible based on local testing availability/cost. If this is not possible, may still return if have completed the other items on this list. 	<ul style="list-style-type: none"> • Notify public health authorities of the confirmed case • Decontaminate all places that the "index person" has been (classroom, bathrooms, etc) per local Dept of Health standard, or CDC if there's not a local standard • <u>Notify everyone who has shared a space with the index person during the prior seven days</u> about their exposure, and require each of them to stay home until they quarantine at home for 14 days after last exposure, regardless of test results (also must be symptom-free for final 72 hours before return) <ul style="list-style-type: none"> ○ They (or their parent/guardian if this is a student) should also be given our list of local testing sites and be told that they should have a COVID test done. Receiving their test results will allow us to identify any cases that may have resulted in additional exposures within our schools. • If the "index person" is a student, this will apply to their entire cohort and all adults who oversee this cohort (teachers, ILS, ECC, Ops Specialist, etc.) • If the "index person" is an adult, this will apply to all cohorts they oversee • This also applies to anyone else who has spent time with the "index person" in a room together, such as teachers who have eaten lunch in a staff room at the same time, or SLs who have sat down together for a meeting, or Ops Specialists who have worked in the servery together, or a para who has worked with a student • This does <u>not</u> apply to anyone who has only interacted with

		the" index person" in passing, such as someone who has passed them in the hall, opened their car door at arrival, or used the same bathroom
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STAFF TESTING

We have several protocols and recommendations in place to reduce the risk that any staff with asymptomatic COVID enter our buildings. These include

We require that any staff returning from outside their overall metro area (e.g., Bay Area staff returning from outside the nine counties of the Bay Area) either receive a negative test or quarantine for 14 days before entering our school campus or any other Rocketship work space

- Option A: Wait 5 days after returning, and then take a COVID test and submit negative results to HR.
- Option B: Wait 14 days after returning

We encourage all staff who will regularly be on school campuses to be routinely tested.

- Rocketship will strive to maintain up-to-date information on local testing options, including free options wherever possible. Given the availability of free options, we are not currently providing reimbursement for testing
- As we first kick off instructional activities with students on campus, we strongly request that all staff who will be on campus first be tested and submit their test results to HR.
- Rocketship will encourage routine testing (e.g. every other month) of all staff regularly on campus.
- Rocketship will monitor testing availability and public health agency recommendations, and update this guidance accordingly -- including more clearly defining how regular precautionary testing should be.

STAFF LOCATIONS AND MEETINGS

GENERAL PHILOSOPHY

We will work (within reason) to keep adults away from each other -- as if any adult tests positive for COVID, any other adult he/she has been in close contact with is at risk, and needs to stay home and get tested as well. Schools are encouraged to be creative about how to accomplish this in all aspects of the day.

MEETINGS

Schools will hold as few group meetings as possible. Schools will be trained on their options for meeting locations, which are (in order from least risky to most risky):

- **Best option, no added risk** Via Zoom, even if located the same building
- **Good option** Outdoors, 6+ feet apart, with masks
- **Least preferred option** Indoors, 6+ feet apart, with masks (*if one person later tested positive for COVID, the others would likely have to stay home and quarantine*)
- It is not an option for adults to meet closer than 6 feet apart
- It is not an option to meet without masks on

STAFF LUNCHESES

Lunchtime can easily be one of any workplace's riskiest times of day, as having adults near each other without masks is one of the riskiest things anyone can do. Our staff will be trained on the options for staff lunch locations, which are (in order from least risky to most risky):

- **Good option** In their own classroom, to the side 6+ away from students
- **Good option** Outdoors, 6+ feet apart
- **Least preferred option** In the staff room, 6+ feet apart (*if one person later tested positive for COVID, the others would likely have to stay home and quarantine*)
- It is not an option for adults to eat lunch closer than 6 feet apart

CLASSROOM OBSERVATIONS

School Leaders may observe classrooms during the day as long as they wear masks, stay close to the doorway (6+ feet from anyone else), sanitize hands on the way in and out, don't touch things in the room, and don't stay in the room for very long. With these precautions, there will not be a large risk of them spreading virus across classrooms.

COMMUNICATIONS PLANS

As shown in our appendices, Rocketship has regularly, clearly, and transparently communicated with staff and families throughout the COVID-19 pandemic. Going forward, our plan is to maintain that regular, clear, transparent cadence of communication across channels and in the preferred languages of our families. If our waiver is approved, we will communicate with families and staff about the details of that waiver, much as we previewed in our communication letting families and staff know we would be applying in the first place (the English version of that parent email is [here](#)).

One important part of our regular communications plan is to use many different channels to reach our families where they are. Every parent email will continue to be posted on our [COVID webpage](#) in all languages. A link to the parent emails will be texted to all families, and the emails will be posted in each school's closed Facebook group. School leaders will also share the news verbally during virtual Launch (morning assembly) and offer parents feedback opportunities at monthly parent coffees.

Santa Clara County Public Health has put out sector-leading guidance for communicating to families and staff if there is a COVID case on campus ([pages 30 and 31](#)). Rocketship plans to use these tables of situation, response and communication across our network, as well as utilize [the provided letter templates](#) with Rocketship-specific edits. These letters would be posted on the same channels as all regular communications.

STAFF TRAINING AND FAMILY EDUCATION

Staff Training and Support

The existing Rocketship model invests deeply in educator training, development and support. Staff receive over five hours of development each week and regular individualized coaching, in addition to three week of virtual training this summer. In preparation for this year, additional development opportunities are being provided in the following areas:

- [Health and Safety Procedures](#) (see section above) -- School Leaders (~5 staff per campus) have

already received multiple trainings on our protocols. In addition, all school staff are being trained through multiple means:

- First, all school staff is receiving a written summary of our protocols, which they must read and then confirm they have read and understood before they enter campus.
- Second, any staff who will work on campus will be provided training on our health and safety procedures.
- Third, each campus will have a COVID Lead who will be responsible for providing ongoing training on protocols as well as remain up-to-date on the evolving public health guidance.
- Social Emotional Learning -- Throughout the summer we dedicated time to prepare our teachers with strategies for social emotional learning. We provided training on how to best recognize the signs of trauma as well as means to effectively support students social-emotional needs. Staff have also been trained to provide an increased amount of SEL support in the coming school year.
- Virtual Learning -- Throughout our summer training we have built in opportunities to teach our school leaders and staff different distance learning approaches and equipping them with new tools. In our content training for teachers we made sure to introduce them to the virtual learning platforms parallel to their content training to ensure teachers were able to embed the virtual platforms into their lessons and lesson rehearsals. We will continue to build our teachers' technical virtual skills.

Additionally, as we phase in more in-person work, we will work to meet the needs of staff requiring special medical accommodations. While in this initial phase of in person learning staff will opt-in to working in person on campuses, when we move into our hybrid learning model, we will continue to provide a limited number of virtual-only positions for staff who require medical accommodations or those who wish to apply to remain fully virtual.

Sick leave

In an effort to support the health and safety of individual staff and lessen risk to the school community, staff who have Covid symptoms should not be on campus. In addition, staff who have been in close contact with individuals confirmed to have Covid19, are required to quarantine.

The following leave programs have been implemented for such instances.

Option 1: Temporary Remote Work Application (TRW) - team members who experience minor symptoms have the option of submitting an application to his/her direct manager for 1 or 2 days of remote work; applications must be submitted within one hour of shift start or during daily health check; this option is also available to team members during the incubation and quarantine periods and would extend up to 5 days during such instances

Option 2: Paid Sick Leave (FFCRA) - team members who "seek medical diagnosis " as a result of symptoms will be eligible for up to 14-days of paid sick leave; should staff members experience illness beyond the 14-day window, PCL will be initiated for an additional period of 7-days

Option 3: Personal Crisis Leave (PCL) - team members who exhaust FFCRA leave and who have not fully recovered, will be extended up to 7-days additional of paid sick leave; team members who are not eligible for telework will also be eligible for PCL in cases of minor symptoms and/or during the incubation period

Option 4: Medical Waiting Period (MWP) - team members who experience symptoms and who do

not to seek medical diagnosis immediately (to initiate eligibility for FFCRA) will be extended the option to use PTO or to request unpaid leave

Staff mental health supports

Staff health and wellbeing is at the forefront as we plan for the coming school year - whether in distance learning or in-person return. We know that the pandemic presents unique challenges and stress for educators and are taking many proactive steps to support the mental health of our staff at this time. Current initiatives include:

- **Scheduled flexible time for planning and self-care:** Educators will have at least 2 hours a week built in for flexible time that can be used for self-care and mental wellbeing. During this time, we will provide opportunities such as yoga and drop in hours with mental health providers.
- **Accessible mental health services:** Rocketship provides employees access to an Employee Assistance Program to support immediate mental health needs as well as support for financial or legal challenges. Additionally, we have worked to outline specific mental health related supports through our benefits providers.
- **Dedicated coaching for School Leaders:** We are expanding an existing partnership with an education-specific mental health coach who specializes in supporting school leaders and school staff to build sustainable practices, to avoid burn out, and to promote post-traumatic growth through crisis.
- **Ongoing promotion of mental health supports:** We are increasing our communication of all of the supports and opportunities available to staff to promote mental health and wellbeing. HR Business Partners and campus-based mental health providers are serving as champions of this work to ensure all staff know how to access the help they need.

Family Education

It is our core belief that family engagement and education of our COVID response and protocols are essential to the successful implementation of our plans. As a result, Rocketship has prioritized providing multiple opportunities for families to learn and engage in our application and implementation of new procedures. As further described in the family engagement section above, these efforts include:

- **Family Orientation:** Family meeting to discuss, in-depth, new safety protocols and measures. Review of staff, student, and parent expectations.
- **Weekly Parent Coffee:** Weekly discussion with School Leadership regarding reopening plans and new health and safety procedures
- **Parent Handbook:** Every family receives a Parent Handbook that details all procedures, policies, and practices that will be followed for reopening and the school year.
- **Regional Focus Groups:** A team of lead parents from each school meet regularly to discuss reopening plans and provide feedback. These lead parents are also introduced to all plans and health and safety measures.