ROCKETSHIP
PUBLIC SCHOOLS

20-21 Reopening Plan
Rocketship Redwood City Prep

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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. However, due to high community infection rates, students have been engaging in virtual instruction for the entire 2020-21 school year.

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 Reopening
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 an elementary school, we are in a unique position to bring students back to campus in small, safe, stable groups. As mentioned in the California Department of Public Health Waiver Notice, there are compelling reasons to focus on bringing back elementary students during this pandemic:

> "Based on the current best available scientific evidence, COVID-related risks in schools serving elementary-age students (grades TK-6) are lower than and different from the risks to staff and to 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 age 12, and the risk of infection and serious illness in elementary school children is particularly low.

> There are health-related risks for children who are not provided in-person instruction, including lower rates of immunizations, higher rates of undetected child abuse and neglect, and other negative indicators of public health and wellbeing."

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 reopen Rocketship Redwood City Prep to meet the needs of our students, ameliorate problems with accessing technology and distance learning, provide increasingly-critical health and social-emotional support, and personalize learning to best meet student needs.

Vulnerable Student Populations:
Rocketship schools serve predominantly low-income students of color. In the 2020-21 school year, Rocketship Redwood City Prep's student population is 86.1% socioeconomically disadvantaged, 68.3% English Learner, 5.5% homeless, 96.1% Hispanic or Latino, and 1.9% Black.

<u>Learning Loss</u>
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.[15],[16] 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

<u>Help Students Access Technology and Distance Learning:</u>
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 [xxxi]. 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

<u>Provide Critical Health and Social-Emotional Support for Students:</u>
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.[xxxix]. 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 be 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

Staged Implementation

Rocketship Redwood City Prep has been gradually welcoming back small groups of high-need students under California Department of Public Health's Guidance Related to Cohorts. Staff have been safely returning to the building, and parent and family demand for in-person instruction has exceeded the 25% student cap. Therefore, Rocketship Redwood City Prep is proposing to safely expand in-person instruction for students while incorporating all necessary health and safety guidelines around social distancing, masks, ventilation, regular cleaning, regular hand washing, stable grouping, and multiple other layers of protection for our team and Rocketeers.

STAKEHOLDER ENGAGEMENT

A key component of our planning 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 diverse 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, our Redwood City Prep Principal 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, 2020, we have 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 group. 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. As external circumstances have continually shifted over the preceding months, so have the plans we have shared with parents.

Rocketship Redwood City Prep also hosts a private community Facebook page where more informal communication (e.g., questions for school leaders, minor announcements) takes place. This page is monitored by school and regional leadership to make sure that families can get the information that they need from this source.

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, hosted a **Distance Learning Parent Orientation** prior to the start of school to train parents and caretakers on our distance learning program. These sessions were held in small groups with teachers and staff; parents had time to ask questions and give feedback. We also made these trainings available for parents to reference at a later date on our school Facebook page and our school COVID website.

A less formal avenue of parent partnership that we cultivate on our campus 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 have adjusted the timing of our Parent Coffees to incorporate feedback from parents with work or childcare responsibilities. We continued to utilize the bi-weekly parent coffees, facebook, phone calls, and texts to stay in communication with parents and to their insight and feedback regarding our distant learning program. We also send home monthly updates regarding any planning to reopen our schools.

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
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 o 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. We hold weekly task force huddles to provide updates on current campus reopening status as well as work to plan to continue to bring more students back for increased in-person support.
- **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. We continue to provide these opportunities to ask questions and share feedback with regional leaders on a regular basis.
- **School-level planning teams:** School teams made up of school leaders and staff are making school-specific plans.

Staff Choice in Supporting In-Person Academic Model
All on-campus work to support this academic programming will be optional for staff through April 15th. 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). 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

Although we began the year by serving 100% of students through distance learning as required by local health authorities and the Governor's July order, we recognized the need to support our most vulnerable students in-person. In September, we began offering onsite facilitated distance learning for a small number of students, as well as periodic activities such as assessments, IEP evaluations, etc. Then, in November, we welcomed back additional Special Education students and English language learners under the cohorting guidance.

Through this staged reopening, we have developed strong systems for health and safety on campus, and built the trust of our families, staff, and students. As such, we are ready to enter the next phase of welcoming additional students back to campus.

It is important to recognize that as an elementary school, 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, and all of our students have been out of the school environment for a year. 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 safely provide in-person opportunities and interactions for our children, and most especially our youngest and most vulnerable children.

At the beginning of the year, we set the following internal factors to determine whether we were ready to deliver in-person support to our students. We are proud of our success in each of these areas:
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.

Total Students on Campus

It is our goal to bring as many students back into the building as we can while maintaining the mandated six feet of physical distancing. Students will be placed in stable groups of around 12-15 students. We have

started with a smaller groups of 5 students per classroom and are ready to expand to groups of 15 students in each classroom.

Small, Stable Groups
In order to maintain small, stable groups, each group will have their own dedicated classroom space. In addition, we will stagger arrival, dismissal, and outdoor activities, as well as follow the proper physical distancing guidelines in the use of outdoor spaces to ensure that each group remains separated from their peers. Please see the Health and Safety Protocols & Procedures section below for additional detail on our protocols and procedures for arrival and dismissal, movement within the school, as well as physical distancing and grouping.

PERIODIC ACTIVITIES

The following activities will 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 will implement, why we would implement them, and how we would implement them.

RELATIONSHIP BUILDING
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. 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.

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. At Rocketship, we have a variety of assessment instruments. These assessments help us measure learning and grade level proficiency while also helping us to build individualized learning plans to serve each individual student.

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).

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.

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.
- For Kinder students this assessment must be taken 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 groups 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 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 students 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

FOOD DISTRIBUTION
During the COVID-19 school closure, we have been distributing meals to families in accordance with the CDE and USDA rules and guidelines. For our distance learners, we 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 groups of students.

ONSITE CHILDCARE
We have partnered with YMCA to provide full childcare from 8-5pm Monday through Friday for 30 of our most vulnerable students who need support to engage in Facilitated Distance Learning.

The YMCA program has followed all applicable health and safety requirements from Rocketship, the County, and the State, as detailed below.

ACUTE NEEDS

We have been serving approximately 14 students with acute needs (Special Education, ELL) under the state's Guidance for Cohorts.

The Acute Needs program has followed all applicable health and safety requirements from Rocketship, the County, and the State, as detailed below.

DAILY INSTRUCTION

We plan to continue 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 RRWC brings back students will be based on 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 implementation.

In addition to the periodic activities described above, we will continue to offer Facilitated Distance Learning (defined below) to our most vulnerable students (defined below).

Scale and Pacing

As mentioned above in the stakeholder engagement section, RRWC will determine the final scale and pacing of its 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, our staff is ready to support in-person on campus with students and we are ready to build onto our in-person capacity. Based on these ongoing surveys, the school will determine how many students it can safely support on campus.

It is our goal to provide in person learning to as many students as possible. Our aim is to have 15 students in each classroom TK -G5 by April 19th daily. We will be welcoming back students in our most vulnerable populations to be on campus Monday-Thursday from 8am-3pm. We will have the following classroom breakdown by grade:

Grade	Number of classrooms	Number of students
TK	1	15
Kinder	2	30
Grade 1	2	30
Grade 2	1	15
Grade 3	2	30
Grade 4	2	30
Grade 5	2	30
Special Education Resource room	1	5

This would be a total of 185 students daily. Additionally, we will have 34 students on campus supported by the YMCA. We will be increasing our capacity by 15 students each week starting March 29th.

Facilitated Distance Learning
The in-person programming we have offered thus far has been Facilitated Distance Learning (FDL), which allows us to have students in-person on campus yet remain flexible on which staff are on campus to support students to engage in distance learning. The benefit for students and families is a safe place for students to engage in distance learning with support from school staff. This not only improves student engagement in distance learning and provides students an opportunity to engage with their peers, but it also solves family challenges for those who are essential workers as well as those who can not access distance learning at home. The role of staff in FDL is 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 up to 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 is 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.

Below is a sample daily schedule for students with disabilities who may be attending during Facilitated Distance Learning.

Sample Facilitated Distance Learning: Special Education

Time	Event/Activity	Location	Staff
7:15-7:45 am	Arrival	Drive through/launch lines	Ops + SLs
7:45am	Breakfast	Outside on launch lines	Assistant Principal + all in person staff
8:00am	Launch	Outside on launch lines	Assistant principal
8:10am	SEL	Indoors in person	Stable cohort teacher
8:40am	Facilitated Distance Learning	In classroom online	Stable cohort teacher
11:30am	Lunch/Recess (time dependent on GL)	Outdoors	Ops available/SL available
12:30pm	Community Meeting	Outdoors	Stable cohort teacher
12:50pm	Facilitated Distance Small Groups	In designated classrooms	Stable cohort teacher
1:30pm	Interest Groups (time dependent on GL)	Drive through/launch lines	Stable cohort teacher
2:00pm	Facilitated Distance Small Groups (time dependent on GL)	In classroom online	Stable cohort teacher
3:00pm	Dismissal	Outdoors drive through	Ops + SLs

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

Redwood City Prep will continue to 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. 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 the campus will be able to support will be determined by the number of students we can accommodate in the classrooms while continuing to meet physical distancing requirements.

Distance Learning

The distance learning model we launched last March showcased our commitment to our community and the innovative spirit of our educators. The model we have been running during the 2020-21 school year builds on the strengths of the model we developed last spring and implements new features to further enhance student learning at home, including:

- **3 Hours Daily Live Teaching.** Increased 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 builds on this practice and provides 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 have continued to produce recorded content for our Rocketeers and leveraged our adaptive online learning programs and Rocketship Goals platform to support independent learning that can adapt to the schedule of our families. Every Friday is a full day of on-demand and independent student learning.

Academic Program - Distance Learning Launch

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

Each school held a Digital Learning Academy from August 10th - 12th to train our parents and caregivers on distance learning programs, schedules, and expectations. (See Appendix 7: Sample Distance Learning Parent Camp Materials.) The Distance Learning Academies were conducted via Zoom with small groups of families and their teachers. In order to further onboard students to distance learning, all Rocketship students began the year with a "Unit 0", designed to help build relationships and online routines. (See Appendix 8: Unit 0 (Rocketeers as Digital Citizens.)

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 was modified in the following ways:

- Second graders started 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 was 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. (See Appendix 11: Sample Distance Learning Student Schedule.)

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. 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 distributed these materials to families during our registration and on an ongoing basis as needed.

During our Digital Learning Academy, we walked our families through caring for their devices and explained 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 to quickly and directly support families with any technology problems that come up.

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 did not let our virtual start keep materials out of the hands of our students. In addition to Chromebooks, all students also received a materials kit that included 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 do not receive live instruction on Fridays (other than Launch and live SEL lessons in the morning), but instead focus on independent student learnings and on-demand pre-recorded content lessons. Our teachers use their time on Fridays to focus on instructional planning and providing feedback on student assignments.

<u>Ensuring Equitable Education for All Students</u>
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 connects at least weekly with families to understand their needs through our weekly wellness survey, and one-on-one follow-up communication. School leadership meets regularly to discuss students who are struggling and determine how to offer additional assistance. We 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 track attendance at live lessons, online learning goal completion, and participation in google classroom. These measures come together to show us overall and specific engagement and academic data.

<u>English Language Learners</u>
ELs will continue to receive all required services during Distance Learning. We provided ELPAC testing in-person at the beginning of the school year and are currently in the process of conducting end of year testing in-person.

For integrated ELD instruction, we emphasize skills in the speaking and listening domain. Monthly discourse benchmarks have been established to help instructional leaders monitor progress. Content instruction now includes an "Access for All" component, that provides guidance in teaching language skills. This component is 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 are ready to support English Learners, summer PD focused 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 saw decreased language proficiency levels for our ELs. As a result, Designated English Language Development continues to be a priority block in the 20-21 SY. Language development occurs in the afternoon during SGI instruction time. Students receive direct language instruction 1-2 times per week (20 minute DELD block). When students are not meeting with their teacher for DELD, they are engaging in independent language learning. For students in grades TK-2nd, DELD Units are created centrally and assigned in SeeSaw. They are designed to address the four language domains: listening, speaking, reading, and writing. For students in grades 3-5: Students are enrolled in Duolingo for Schools. Based on their ELP level, students are assigned to a beginning, intermediate, or advanced course. Summer PD on designated ELD focused 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) are continuously monitored for progress and placed into services if progress and goals are not being met.

<u>Students with IEPs and 504 plans</u>
To the greatest extent possible, Rocketship is implementing student IEPs and 504 plans. One of the most important considerations in our distance learning program is how we 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 are able to access all tier one content detailed in the bell schedule, and receive their IEP services during "guided reading" and "independent work time" blocks of the bell schedule. During the guided reading block, students with disabilities still participate in one guided reading rotation with their general education Humanities teacher and general education classmates, and 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 in the virtual environment. Students that have Occupational Therapy, Speech and/or Language Therapy and Physical Therapy receive those services from a certified provider during one

of their flex times throughout the day. Our Special Education team, including related service providers, connected with families one on one before the first day of school to schedule student services.

Rocketship continues to complete all Student Support Team Meetings, evaluations, and IEP meetings to the greatest extent possible in the virtual learning environment. IEP meetings are held via Zoom and parents and IEP team members are provided with electronic copies of documents. Additionally all communication with families, as well as any services provided or missed are 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 made several modifications to its professional development sessions to ensure all our staff participated 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 adapted our professional development to include training on using virtual platforms. The adjustments to professional development also included training for school leaders (See Appendix 13: Distance Learning Adaptations for Principals).

Other updates to professional development include:
- Session facilitators and planners were 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 is 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 yet at the level of programming that would necessitate a hybrid approach, we may reach a point where we are unable to accommodate family demand for in-person instruction while maintaining physical distancing requirements. In that event, we would create stable and separate groups of on-campus students. As having our grade level teachers specializing in either humanities and STEM is critical to the success of our academic model, we believe it is critical to continue this approach in Hybrid learning. As a result, each grade level student cohort will work with both its grade level humanities and STEM teacher. In addition, a single grade level Individual Learning Specialist (ILS) will provide all extracurricular support for a specific grade-level. Finally, in order to reduce the number of cohorts our special education staff engage with, we have grouped students with disabilities into just two of any grade level's cohorts. Each of these grade-level staff--humanities teacher, STEM teacher, ILS, any special education staff--would only work with a single grade level of students to minimize any required contact tracing.

Our hybrid model would include both in-person learning days at school and distance learning days at home. If we do not have enough capacity at school to meet physical distancing guidelines, we would implement a hybrid model that includes approximately 50% of grade level 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 would split our student population into two cohorts. For purposes of this example, we are calling these student cohorts *Trailblazers* and *Pioneers*.

We would 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
Trailblazers on campus	*Trailblazers* on campus	*Trailblazers* on campus	*Trailblazers* on campus	*Trailblazers* distance learning
Pioneers distance learning	*Pioneers* distance learning	*Pioneers* distance learning	*Pioneers* distance learning	*Pioneers* distance learning

WEEK 2				
Monday	Tuesday	Wednesday	Thursday	Friday
Trailblazers distance learning	*Trailblazers* distance learning	*Trailblazers* distance learning	*Trailblazers* distance learning	*Trailblazers* distance learning
Pioneers on campus	*Pioneers* on campus	*Pioneers* on campus	*Pioneers* on campus	*Pioneers* distance learning

While student cohorts would 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.

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 through distance learning, we strongly believe that in-person instruction would be particularly beneficial for these students.

HEALTH AND SAFETY PROTOCOLS & PROCEDURES

As described in greater detail below, we will follow guidance from the [California Department of Public Health](#), San Mateo County Health, and the [Pandemic Recovery Framework (PRF)](#). .

HEALTH

Guidelines for Adults on Campus

Before entering any campus, staff must read the [Guidelines for Adults on Campus](#) (Appendix 1) and fill out an ["exit ticket" survey](#). They must then adhere to the guidelines at all times on campus. To the extent possible, non-staff who will be on campus should do this as well (e.g. aftercare providers and other regular vendors.) It is ok if one-off vendors do not complete it, as long as they are following protocols and pass the health screening (e.g. elevator maintenance, CINTAS delivery).

Building Entry Process and Screening

Health Screening Process: Every building should 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 should include:
1. Contactless temperature check *(must be below 100.0 degrees to enter)*
   - *The EEOC has issued guidance that employers <u>can</u> take employees' temperature (confidentially) to assess whether they have COVID-19 symptoms*
   - *If COVID prevalence reaches a low enough point in a region, the region could consider stopping temperature checks, while keeping the rest of the screening steps in place*
2. Visual inspection *(must be following our mask protocols, and not exhibiting any signs of sickness to enter)*
3. Question: "Within the last 10 days have you (has your child) been diagnosed with COVID-19 or had a test confirming you have COVID-19?" *(must answer "no" to enter)*
4. Question: "Within the past 14 days did you (did your child) live in the same household as, or did you (did your child) have close contact with, someone who tested positive for COVID-19 and/or someone who has been in isolation for COVID-19?" A close contact is someone who was within 6 feet of a person with COVID-19 for at least 15 cumulative minutes while the case was infectious whether or not well-fitting masks were worn. Please note that a case is considered infectious starting 2 days before developing symptoms or, for asymptomatic cases, 2 days prior to the date of their positive test. *(must answer "no" to enter)*
5. Question: "Have you (has your child) had any new symptoms, excluding pre-existing/longstanding symptoms and/or symptoms that can be attributed to a diagnosis other than COVID-19, since the last symptom check?" *(must answer "no" to enter)*
6. Hand sanitization *(must sanitize hands at stand to enter)*

The school should keep a confidential electronic log (share it ONLY with your School Leadership Team, your DoS, and your RDO) recording anyone not permitted to enter based on fever, other symptoms, or exposure, noting the reason and the date.

The log will be shared across the School Leadership team and will remain confidential. There should be only one log that you update to ensure that you are all on the same page. Business Operations Managers should ensure the Arrival team has a list of folks 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 should 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.

Rocketeer 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.
- NOTE: Rocketeers who ride shuttles to school (via Rocketship or a babysitter/before care vendor) must wear a mask on the vehicle and be seated in a physically distant way (unless they live in the same household). These Rocketeers will go through their health screening (following all the steps from above) once the Rocketeer gets off the bus/shuttle on campus. This increases the risk that we will need to send a Rocketeer home and that it might be a while before a parent or emergency contact can pick them up.

Staff Health Screening Process: Staff will arrive on campus prior to student arrival as arrival for students will be "all hands on deck". Staff will not be able to enter the building without wearing their mask and passing the health screening procedure outlined above.

What to Do When Confronted with COVID-19 Diagnosis, Symptoms, or Exposure

One of our key strategies for reducing COVID transmission risk is monitoring COVID diagnoses, symptoms, and exposure, and having the impacted people stay home until they are "cleared" to return. Each school's COVID Lead coordinates this work at the school level, with the school's RDO and HRBP providing regional support, and Rocketship's COO and VP of HR providing oversight and support across all schools.

It is critical that we do whatever we can to avoid this feeling punitive or embarrassing or isolating for staff, students, or families -- instead messaging to our community that it is something we are all doing as we work to reduce risk for the entire school community. Public health experts emphasize that the important thing here is not actually identifying 100% of people with any symptoms, for instance -- 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, students, and staff need to know that when they disclose symptoms or exposure, they'll be supported as part of the school community.

And it's worth noting that while we take all symptoms very seriously in order to best reduce the risk of transmission on our campus, it is also important for everyone to note that the majority of students or staff members who exhibit these symptoms do <u>not</u> have COVID, but rather just a normal cold or flu.

In the situation where an individual on campus has a symptom of, exposure to, or diagnosis of COVID-19, our site COVID Lead, Regional Director of Operations, and HRBP follow the protocols outlined in the San Mateo County Health [Recommendations Checklist for Schools](#).

Rocketship will communicate information related COVID-19 to students, families and staff following CalOSHA, California Department of Public Health, and San Mateo County Health guidelines. This includes promptly notifying them of exposures and closures while maintaining confidentiality, as required by the Americans with Disabilities Act (ADA), and the Family Education Rights and Privacy Act (FERPA).

Rocketship has designated staff liaisons to respond to COVID-19 concerns. Rocketship has provided confidential systems that allow staff and families to confidentially self-report symptoms, close contact, and case information.

Cleaning our Space

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. Some schools have opted for a larger suite of products than others, though in this era of COVID, we would like to require all schools to use some of the same cleaning products (e.g. disinfectant) to ensure quality. 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 throughout the day has a dwell time of 90 seconds, and the disinfectant we will use during our nightly cleaning has a dwell time of 10 minutes.

NIGHTLY CLEANINGS

Every school should be disinfected every weeknight using an electrostatic sprayer. Our goal is to get all campuses electrostatic sprayers and are purchasing them as they come available. Electrostatic sprayers disinfect entire surfaces more thoroughly and efficiently than manual spraying and wiping, including cleaning the "back side" of areas sprayed -- see a 1 minute video on how an electrostatic sprayer works! 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. We are building into all custodial contracts the option for nightly disinfecting, which we can "turn on and turn off" throughout the year as we like.

As we continue working to get all campuses electrostatic sprayers, we will continue updating the plan below to ensure all schools are being disinfected in the safest and most cost-effective ways possible. Each vendor will be required to use Rocketship-provided disinfecting product, applying it using a electrostatic sprayer if possible, or else using a spray-and-wipe technique (assuming they allow proper dwell time, and change paper towels enough to avoid moving virus from surface to surface).

Once your campus has a Rocketship-owned electrostatic sprayer you can use it when needed throughout the day to spot clean high-touch areas (in addition to the evening cleanings).

At least twice per day (e.g. 10am, 2pm), when students are not present in the space, a Day Porter, Ops Specialist, or other staff member will disinfect "high touch" areas using an electrostatic sprayer. If your campus does not have an electrostatic sprayer, use disinfectant spray and paper towels. Be sure to use new paper towels between disinfecting items to avoid spreading germs from surface to surface. This should 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 should make sure to wipe down their cell phone with disinfectant periodically

Teachers will be trained on what to disinfect in their room daily ahead of entering the building. It is important to note that with adults rotating across classrooms that they will need to work together to wipe down high touch areas at the end of a teacher's block, before the next adult begins their block.

Any staff doing this cleaning should be trained in how to ensure the proper dwell time is met, etc. In addition, schools should 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 should wipe down the bathroom fixtures afterward with disinfectant and paper towel.
- Keep 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.

IN-DAY CLEANING BY STUDENTS

Students will wipe down their desk surface before and after eating as described in "Breakfast and Lunch" section below, using a cleaner that is safe for children and eating surfaces.

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 should be disinfected between students. Each classroom should 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 you 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 has their own bin/pencil box for class materials, which is labeled and only used by that student.

AIR FILTRATION
Below are the steps that Rocketship will be taking to improve indoor air quality during COVID-19. Air filtration is key to preventing COVID-19 indoors.

1. Increase Ventilation
   a. Air conditioning system will be running 24/7 whether the building is occupied or unoccupied so that air will be filtering constantly.
   b. When possible, increase outdoor air ventilation when the external air quality is safe and or humidity levels are low externally and to the extent the system allows.
2. Increase Filtration & Preventative Maintenance
   a. Upgrade filters to the highest MERV rating that our system will allow.
      i. MERV13 traps particles less than .1 microns (COVID19 is .125 microns, so MERV13 traps COVID19).
   b. More frequent filter changes. Typically filters are changed 4 times a year. This year we have told HVAC vendors to change filters as much as needed which could be monthly (will vary per school).
   c. Increased preventative maintenance tasks to include cleaning and disinfecting the intakes and returns.
3. Maintain Humidity
   a. Building humidity levels will be maintained (to the extent possible) between 40-60% relative humidity in order to potentially slow the transmission of the virus.
4. Install Portable Hepa Air Purifiers
   a. Introduce portable HEPA air purifiers for increased filtration to capture the virus as there are no harmful side effects or negative impacts to the environment.
      i. Specifically, rooms without windows or HVAC returns will need a hepa air purifier.
      ii. As we move to welcoming small groups of students on campus we will have these same HEPA filters in the classroom spaces they will use.
      iii. Options to purchase, the hepa air purifiers that we are recommending trap .125 microns:
         1. Air Purifier for up to 500 sq ft (approximately the size of a one-car garage)
         2. Air Purifier for up to 840 sq ft
         3. Air Purifier for up to 1,125 sq ft

Masks, Gloves, and other PPE

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.
- **All students grades K-5 are required to wear a mask at all times except for the specific situations detailed below.**

- ○ Rocketeers will have the opportunity to remove their masks when sitting at their appropriately-spaced desks during meals and snacks.
  - ○ Rocketeers may remove their masks when they are outdoors and maintaining at least 6 feet of physical distance from others.
  - ○ When students are not wearing masks, **the class should not sing, shout, or do any loud chants**, etc. -- as this can transmit droplets further than normal speech.
  - ○ **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. (Sample options: [Small (PreK - 1st)](), [Large (2nd - 5th)]())
  - ○ If any families simply don't want their student to wear a mask due to personal preference, we should explain to them the importance of this and try to change their minds. If they still refuse, we should 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 required to wear a mask at all times, except when eating or outdoors maintaining at least 6 feet of physical distancing from others.** Masks are mandatory when moving throughout the school (common spaces, hallways, stairwells, serving meals, arrival, dismissal, outdoor PE/recess time), even if you are maintaining physical distancing. These spaces have unpredictable traffic flows so it is safer to wear masks at all times in these areas.
  - ○ In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom.
  - ○ **When eating lunch**, staff should 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 should have disposable masks on hand at all times.** A disposable mask should 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
- **Rocketship will provide a reusable face shield to each staff member at the start of the year.** If the shield breaks or becomes unusable the staff member can check with their Business Operations

Manager for a replacement. We will start the year with additional face shields on campus. If and when the campus runs out of face shields, the staff member will need to provide their own if they want to continue using one. Otherwise, using a mask at all times is a fine option as well.

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.

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 should 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 hand washing/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 OM/OA to sit behind.

Staff Locations and Meetings

GENERAL PHILOSOPHY

We should 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 should be creative about how to accomplish this in all aspects of the day.

MEETINGS

We should hold as few group meetings as possible. The options for meeting locations, in order from least risky to most risky, are:
- *Best option, no added risk* Via Zoom, even if you're 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 LUNCHES

Staff lunchtime can easily be one of our riskiest times of day, as having adults near each other without masks is one of the riskiest things we can do. The options for staff lunch locations, in order from least risky to most risky, are:
- *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 can observe as many classrooms as needed 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 huge risk of them spreading virus across classrooms.

Other Processes Supporting Health and Safety

HAND WASHING

Students and staff need to clean their hands regularly throughout the day -- and washing with soap and water for 20 seconds is significantly more effective against viruses than using hand sanitizer. In an ideal world, students would thoroughly wash their hands at the following times:
- Upon entering school, before touching their desk for the first time and eating breakfast, if possible
  - Option 1: Follow the Bathroom procedure (see below)
  - Option 2: Purchase a free standing sink (this is an optIon). Campus will need someone to fill and empty the sink daily (or multiple times/day)
- 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.

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 of them 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

Cintas can 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. Ops Specialists or others need to put the refills into the actual sanitizers.

We can 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.

Students (and adults) should maintain a physical distance of 6 feet wherever possible. This means that desks should 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 should 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 should 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 cannot be any type of Lost & Found, so all adults should put extra effort into helping students keep track of their belongings. Items must be removed from the building daily.

Each school should define a separated area for students with symptoms to wait for parents or guardians to pick them up. This should ideally be close enough to the front office that the Office Manager can "keep an eye" on the student; while we want to limit potential virus transmission, we do not want a student with symptoms to feel "locked up" in a room away from other people for an extended period. Any staff member supporting a student with symptoms is encouraged to wear a face shield and/or disposable gown in addition to their mask.

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" (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 should 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 should be placed to show adults and students where to stand to maintain 6 feet of distance.
- Take any other measures we can think of to ensure physical distancing is maintained

BATHROOM SYSTEM
- Focus should be on scheduled all-class bathroom breaks
- A bathroom should be used by 1 student at a time (1 out, 1 in)- schools will need to 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 comes up with a plan to either 1. Escort individual Rocketeers or 2. Monitor bathrooms
- Rocketeers should not use the bathroom on their own without a monitor, as it will be impossible to ensure physical distancing
- Each bathroom must 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

WATER
All water fountains must have a bag over them, with a sign saying "Not in use" or something similar. Otherwise, this is 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.

Campuses will need to determine how they want to make sure their Rocketeers have access to drinkable water:
- Option 1: Ask Rocketeers to bring their own filled water bottles from home daily/weekly. If a Rocketeer needs more water during the day the campus could:
  - Have a system for using sinks to refill water
  - Have gallons of water or smaller plastic water bottles on hand to refill water
  - [Have a water bubbler/dispenser installed](#)
  - [Install standing water dispensers from Cintas](#) (~$40/month), located somewhere with access to a water hookup and power.
  - A system would need to be in place to ensure that only adults are refilling bottles, and that they are very careful not to touch the mouth of a bottle to the dispenser, as this can spread germs. Any dispenser should also be disinfected regularly throughout the day.
- Option 2: Provide plastic water bottles for Rocketeers each day or as needed.

SHARED ADULT EQUIPMENT
Encourage schools to 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, we should 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.) should 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.

DAILY ROUTINES

This section provides guidance on planning for our daily routines when students are on campus.

Launch and Landing

Option 1: Classroom launch for all students (also live streaming on FB live)

Option 2: Rotational launch- You can utilize your common space launch area (outdoor/gym/cafeteria) on a rotational basis. You can have as many children as your space permits as long as students are 6 feet apart and wearing their mask. (Though the 6-foot spacing would be in place, students are likely to move around a bit during launch -- and singing/chanting does spread droplets more than regular speech.) The 6-foot spaces must be shown with floor tape or chalk to ensure safety. This would require 2 SLs to lead launch: 1 indoor SL & 1 outdoor SL. Could rotate groups daily or weekly. (Live streaming for the virtual kids)

Arrival

We will need to adhere to the physical distancing guidelines set by local officials in each region (or national Rocketship guidance, if we decide to that). All school leaders will be expected to staff these systems throughout the school year. A school leader can greet each child, but with maintaining physical distance. School Leaders can not touch students, as they normally would with a hand shake, hug, high-five.

- All staff temperatures will be checked before student arrival begins (staff temp check station should close no later than 7:10am).
- Arrival staff must have a list of Rocketeers & Staff who can not be on campus and include the approved return date and/or documentation required to return (refer to the What to Do When Confronted with COVID-19 Diagnosis, Symptoms, or Exposure section of this playbook for guidance)
- In the car line, staff will open car doors if needed, do the health screening (see "Health" section above), and then move back 6 feet to allow students to exit. Students will close their own car door.
- If the student doesn't pass the screening, he/she can just go right back home with the parent, following our protocol in the "What to Do" section above.
  - If a student arrives without an adult and does not pass the health screening they will be sent to the isolation room and their family will be contacted. If the parent cannot be contacted or cannot pick up the student right away, the school will continue calling emergency contacts until the Rocketeers is picked up.
- All students and staff sanitize hands as they enter the launch area/building. Freestanding sanitizer dispensers are being ordered for each school and should be placed at the entrance to launch.
- Late students: Late students will form a line adhering to the physical distancing guidelines. Recommend marking 6 foot separation lines on the ground, similar to a grocery store, for this line.
- Stagger arrival times in order to (a) support physical distancing on the way into the building, and (b) make it possible for students to wash hands with soap and water (not just sanitize) before touching their desk and their breakfast with dirty hands. Staggering could be done by last name.

Dismissal

- All dismissal is to be held indoors in classrooms. Students should be dismissed from their desks. When called, a student will place their chair on top of their desk.
- **We will use car line pick-up only** unless there are extenuating circumstances. Parents will indicate on orientation documentation if they do not have access to a vehicle and need to walk for pick up. Walker cards will only be given to families who do not have the option to drive.
  - Schools should be prepared for an anticipated increase in the number of families picking up by car.
- This will require an "all hands on deck" situation with staff. Everyone will have a role.
- Schools should increase the amount of staff in the hallways to ensure the "safe" flow of students to their cars and to make sure students go straight to the dismissal area without mingling with other students.
- In the dismissal area, students should line up 6 feet apart (marked on ground).
- Late Pick-ups: Parents will not enter the school. This should be a location near the front of the school. One OS should be posted in the front of the school and an additional 1-2 should be stationed with the students. When a parent arrives with their dismissal card, OS walkies the other OS who is with the children to send the child to the front.
- Afterschool programs must follow all Rocketship dismissal protocols

Cleaning protocol before/after meals

Staff will oversee students in cleaning their desk space before and after eating.

Breakfast

- If at all possible, all students <u>wash hands with soap and water</u> on the way into the building prior to eating breakfast, as this is much more effective against viruses than hand sanitizer alone. If not, at a minimum they should sanitize on the way into the building <u>and</u> into the classroom -- in case they touched any railings or anything else in between.
- All breakfasts will be unitized (i.e. delivered by the vendor in one package per student)
- Before serving breakfast, teachers must sanitize their hands and then put on a clean pair of gloves
- Teachers place breakfast on student desks ahead of time (no lines)
- No parents allowed for breakfast set up
- If there is reason to believe that student desks have been contaminated since being disinfected the night before, they should be wiped down before eating breakfast (see cleaning protocol above)
- Students must stay 6 feet apart, seated in their desks while eating.
- No sharing buckets. All waste goes in trash.
- Clean-up procedure (same as lunch): staff will teach the clean-up procedure the first week of school. Students will be called one by one to clean up. Students will line up on Xs in front of trash can and take turns throwing away meals
- Each student must <u>sanitize hands</u> before returning to his/her desk and then ideally not touch the desk until it is wiped down
- Teacher leads students in wiping down desks after breakfast (see cleaning protocol above)
- SLs frequently check that teachers are following appropriate protocols

Lunch

- Lunch proceeds on a largely normal bell schedule
- All lunches occur in the classroom
- Rocketeers who bring lunch from home need to store it at their desk during arrival.
- Teacher leads students wiping down tables before lunch begins (see cleaning protocol above)
- Students are brought to a sink to wash their hands with soap and water for 20 seconds
- All components of lunch need to be pre-plated on one boat.
- Distributing lunches:
    - Option 1: If possible, lunch is out on desks before Rocketeers come back from washing their hands. (have to put on the desk when kids are NOT in the room)
    - Option 2: If this is not possible, Rocketeers pick up their lunch from a cart one by one while wearing their mask and maintaining 6 feet of space between them and others.
- Students stay at their desk for the duration of lunch
- Lunch Clean-up Procedure
    - 1. Put all trash on your tray
    - 2. Wait for me to call on you to stand up
    - 3. Walk to the X, wait until your told to move forward
    - 4. Throw all trash away in the trash can
    - 5. Sanitize hands
    - 6. Walk back to your desk when I tell you to
- Each student must sanitize hands before returning to his/her desk and then ideally not touch the desk until it is wiped down
- Lunch staff sprays each desk with cleaner when the student stands up to go throw away their trash, and leads students wiping down desks (see cleaning protocol above)
- Schools run meal distribution for families not attending school that day. This will occur from 8:30-9:30am via the car rider line and will be staffed by 1-2 Ops Specialists depending on need. Each family receives one breakfast and one lunch for each student. Schools should make sure to allot additional prep time for staff to have this ready.

Recess/PE

- Outside Play Circles: You can have as many children as your space permits as long as circles are 6ft apart and Rocketeers and staff are wearing their mask. (Though the 6-foot spacing would be in place, students are likely to move around a bit). We strongly advise 2 classes only (due to transitions and the risk of kids leaving their play circle). Please reach out to your RDO if you want to do more than 2 classes.
- Boundaries "Play Circles" should be clearly denoted by cones, chalk, floor tape or non-permanent spray paint (on grass)
- Each day, the OS/ECC should have pre-set the play station with all materials and play circles are outlined to help students understand their personal space.
- Classes that have outdoor recess/P.E will need to have staggered transition times
- Games will have to be played with no equipment unless RDO/DoS authorize.
- Water fountains cannot be used (see "Water" section above)
- Restroom breaks the last five minutes of recess/P.E block.
- Games will consist of exercises, calisthenics, contactless obstacle courses, relays (with no touching

and no baton-passing) and other safe games with no student contact or equipment sharing.
- Each BOM will designate the line-up area for each recess zone with pre-marked Xs. At the end of recess/P.E, students will go through a typical recess/P.E landing, but asked to line up on their X (even with their student number on it?).
- Materials that students can bring out to recess/PE: water bottle. No other items permitted.

Rocketship Events

Any Rocketship event for students, staff or the community that occurs during COVID19 must be either virtual or zero contact to minimize risk. Whenever possible events should be held virtually. If you plan on holding an event, it must be zero contact.

All events for staff and/or Rocketeers must be approved by your Regional Director, Director of Schools, and Regional Director of Operations ahead of time.

STAFF PROTOCOLS

Staff testing and travel

We discourage nonessential travel, especially to high-risk areas. Staff in California must abide by the January 6, 2021 [Travel Advisory from the California Department of Public Health](#). In addition, we are implementing three new protocols to reduce risk:
- All staff who spend any time on site will participate in **weekly asymptomatic COVID testing** on-site through Curative. We are exploring student asymptomatic testing as well.
- We adhere to the [state testing cadence](#) and [CalOSHA requirements](#) for testing.
- Building a **"buffer period"** into the school calendar after each significant break before students are back on campus, along with an on-campus opportunity for staff to be tested five days after the end of the break.
- Providing more **education and resources** to staff regarding COVID transmission to help support and empower our team to reduce their COVID risk outside of work.

NeST staff on campuses

To limit exposure to students and staff, we are striving to eliminate non-essential visits to campus from individuals who are not regular members of the school community. Interactions should be limited to things that must occur on campus (e.g. observations, direct student work, modeling.) In planning time on campus, NeST staff should reduce the number and intensity of interactions and comply with all protocols related to PPE, handwashing expectations, etc. When on campus, follow all protocols, including avoiding groups of adults being near each other (i.e. typically no more than 1 adult in an SL office, 2 in a classroom, 3 in a Learning Lab.)

Guidance for specific staff groups is based on the fact that in a situation where someone is confirmed to have COVID, contact tracing would go back 72 hours. All "close contacts" within that 72-hour window

would need quarantine for 14 full days, even if they were to receive a negative test themselves.

Guidance for Specific NeST Groups Please notify the school's Campus COVID Lead in advance that you will be visiting their campus			
Category	**Sample roles included**	**School visit protocol**	**Sample Schedule**
Category #1: Related Service Providers	**Evals**: Psychs, SLP; OT; APE	**Evaluations**: No more than 1 campus in a day. No more than 2 campuses in any 72-hour period. No more than 3 campuses in a week. *(Same as Category #2, below.)*	If needed, an RSP could visit one campus for evaluation purposes on Mon/Tues, another on Wed, and a third on Fri
	Service Provision: SLP; OT; APE	**Service Provision**: Due to closer contact with students than experienced during evaluations, different protocols apply. Serve no more than 1 campus and 2 cohorts in person in any 72-hour period, with the rest served virtually.	If needed, an RSP could serve one campus in person on Mon/Tues, and another on Fri -- with only virtual service provision Wed/Thus to avoid visiting two in any 72-hour window
Category #2: Other NeST staff in roles that require direct on-site support	DOS; RDO; IT Technician; Facilities Maintenance Tech; Program Specialist *Note: If you have a different role and believe you fall into this category, please confirm with your manager and then email Carolyn Lynch and Lynn Liao for approval*	No more than 1 campus in a day. No more than 2 campuses in any 72-hour period. No more than 3 campuses in a week.	If needed, a staff member could visit one campus on Mon/Tues, another on Wed, and a third on Fri
Category #3: Other NeST staff	Achievement Manager; HRBP; Any SOSA supporter; Anyone with a one-time need to be on a campus	No more than 1 campus in any 72-hour period.	If needed, a staff member could visit one campus on Mon/Tues, and another on Fri.

Adult Warnings for not following COVID Protocols

We won't be perfect, but we do need to try our hardest to follow these procedures. It is important that we all hold each other accountable when we see slip ups happen. When on campus following the protocols are required to keep each other safe, if you do make a mistake you should expect to receive feedback in the following ways.

1. **First warning.** Verbal in-the-moment feedback from COVID Lead, a School Leader, or your manager. E.g.: "Please always make sure to cover your nose with your mask"
   a. The staff member needs to make sure to solve the problem. E.g. Do you need a different mask? Ask for a disposable one for the day.
2. **Second warning.** Formal email to staff member and manager to make sure the staff member really understands the change that needs to be made in order to keep us all safe.

3. **Third warning.** Further follow-up to ensure unsafe behavior does not continue on our campus. This could include further discussion of the issue, more individual training, a "pause" from being on campus, and/or other steps.

Triggers to Return to Distance Learning

We may choose to temporarily suspend in-person activities at Rocketship Redwood City Prep based on the number of cases in the school and the percentage of the teacher/students/staff who test positive for COVID-19. We would make the decision to close following consultation with San Mateo County Health.

We would consider closing the school if an outbreak occurred in 25 percent or more stable groups in the school. An outbreak is defined by the California Department of Public Health as at least three probable or confirmed COVID-19 cases within a 14-day period in people who are epidemiologically-linked in the setting, are from different households, and are not identified as close contacts of each other in any other case investigation. School closure may also be appropriate when at least three outbreaks have occurred in the school and more than five percent of the school population is infected over a 14-day period. San Mateo County Health may also determine whether school closure is warranted for other reasons, including results from a public health investigation or other local epidemiological data.

We would reopen the school after 14 days and once the following have occurred:
- Cleaning and disinfection
- Public health investigation
- Consultation with San Mateo County Health

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 weeks of training over the summer. In response to the pandemic and virtual environment, additional development opportunities are being provided in the following areas:

- Health and Safety Procedures (see section above) -- All school staff are being trained through multiple means:
  - First, all school staff received 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 works on campus is provided training on our health and safety procedures.
  - Third, the campus has a COVID Lead who is responsible for implementing and enforcing health and safety protocols, providing ongoing training, and remaining up-to-date on the evolving public health guidance.
- Social Emotional Learning -- We have 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.

- <u>Virtual Learning</u> -- Throughout our training program we have built in opportunities to teach our school leaders and staff different distance learning approaches and equip 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.

As we phase in more in-person work, and as our staff has the opportunity to receive the COVID-19 vaccine, we are working to meet the needs of our staff who have medical conditions that put them at higher risk for disease, or who have family members who do. We currently have all staff members returning to the building on an opt-in basis, and those who do not feel comfortable are not required to do so. When we require staff to return in-person (date not yet determined), we have put in place a robust medical accommodations process to allow staff to request virtual or modified in-person work assignments based on high-risk health conditions.

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 are excluded from 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.

> <u>Option 1: Temporary Remote Work Application (TRW)</u> - 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

> <u>Option 2: Paid Sick Leave (FFCRA)</u> - 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

> <u>Option 3: Personal Crisis Leave (PCL)</u> - 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

> <u>Option 4: Medical Waiting Period (MWP)</u> - 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 in this unprecedented 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 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 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. These efforts include:

- **Family Orientation:** Family meeting to discuss, in-depth, new safety protocols and measures. Review of staff, student, and parent expectations.

- **Bi-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.

Guidelines for Adults on Rocketship Campuses
School Year 20-21
Link to Spanish version

This document outlines our updated protocols to protect the health and safety of our staff and the requirements for adults on campus. Any staff member entering our campus must review this document before entering campus, and complete a google form "Exit Ticket" linked below.

Campus protocols

- No more than 20 adults may be on campus at one time, unless more than 20 are needed to oversee students. This includes adults present for partner programs such as YMCA.
- Generally, no more than 1 adult in an office space, 2 adults in a classroom space, or 3 adults in a larger indoor space at once
- One School Leader will serve as the day's Health Screener to screen staff and track entries/exits.
- Everyone on campus must wear a mask and go through a daily health screening.
- Cleaning supplies and hand sanitizer will be located in multiple locations across campus.
- No guests or children will be allowed on campus.

Requirements for staff

1. You must pass a Health Screening before each time you enter your campus
- The Health Screener on your campus will make sure you are wearing a mask, take your temperature (must be under 100.0), and will ask you two questions. Then you will use hand sanitizer before entering the building.
  - Have you experienced any of the following symptoms in the past three days: fever, cough, shortness of breath, sore throat, runny nose, diarrhea, vomiting, headache, or loss of taste or smell?" *(must answer "no" to enter) NOTE: If you had a condition pre-COVID that frequently causes these symptoms (e.g. seasonal allergies or migraines) you may reach out to your HRBP for an exception allowing you to enter the building even if you are showing that specific symptom. However, please be overly cautious to protect yourself and others.*
  - Have you been in contact with anyone who has been diagnosed with COVID *(must answer "no" to enter)*
- If you do not pass the health screening, you will not be permitted on campus and will be asked to get a COVID test or quarantine at home.
- If you pass the health screening, the Health Screener will take down your full name, arrival time, and exit time so that we have an accurate account of who was in the building when.

2. Only Rocketship staff on campus

- You are not permitted to bring any guests to campus.
- No children or other family members
- No parents of students
- Critical vendors must be approved by your campus Business Operations Manager and pass the Health Screening
- If you are running an event it must be approved by your Director of Schools and your Regional Director of Operations and take place outside (ex. chromebook collection)

3. You must wear a face mask at all times

- The mask must cover your <u>nose and mouth</u>
- The mask should not have a gap at the edges
- The mask <u>cannot have a valve</u> (plastic circle that lets air escape without being filtered)
- If you need to touch your mask you should wash your hands or use hand sanitizer before doing so
- You may remove your mask when you are eating

4. Wash hands with soap and water for 20 seconds *(best option)* and/or use hand sanitizer *(good option)* as frequently as you can

- Immediately upon entering the building (very important!)
- After using the restroom
- Before and after eating
- Before and after touching your mask
- At other times as well, as you may be transferring germs from your face to your hands more than you realize

5. Maintain 6+ feet of physical distancing at all times

- This is one of the hardest protocols to keep in mind at all times, but one of the most important -- as the virus spreads most easily directly from person to person
- There should <u>generally not be more than one person in an office, two people in a classroom, or three people in a larger indoor space</u> at once
- We know it's sad not to be able to hug your colleagues -- but please help protect yourself and them by not doing it

6. Any meetings or projects between two or more people should be 6+ feet apart, with masks, and ideally outdoors (or even on Zoom!)

- Staff should work independently as much as possible when in the building. This is very different from how we normally operate but this is so important for your safety.
- *Best option* Via Zoom, even if you're 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 <u>not</u> an option for adults to meet closer than 6 feet apart
- It is <u>not</u> an option to meet without masks on

7. Meals should be eaten outdoors with 6+ feet distance -- or in a room without others
- Mealtimes are one of the most dangerous times, as people take off masks to eat, and often let their guard down a bit.
- For now, when we don't have many people on our campuses so have the luxury of spreading out, please play it safe and either eat outside or in a room without anyone else in it and disinfect your space after eating.

8. Avoid sharing materials or tools with colleagues
- If an item absolutely must be shared, it must first be completely wiped down with disinfectant before it can be used by a colleague
- This includes items like staplers, tape dispensers, pens, and phones
- Keep interior doors propped open so that you avoid touching door handles
- You will still have access to Keurigs, water dispensers to refill your water bottle (not water fountains), refrigerators, sinks and copiers. It is critical you wash your hands or use hand sanitizer before use, wear your mask, and disinfect the machine and your hands after use.

9. Disinfect your work area when you are through
- Although our custodial services will be cleaning nightly, staff members should disinfect their work areas to the extent possible. This will have a positive impact on safety and will also be the expectation when Rocketeers return.
- This consists of using a disinfectant (Clorox wipe or spray/wait/towel) to wipe down anything you have touched. Use a new paper towel or wipe for each area to ensure you are not spreading germs from surface to surface. Ask your BOM if you have questions on disinfecting protocols.
- Wipe down door handles, drawer handles, copier surfaces, desktops, light switches, phones, railings, elevator buttons, etc after you touch them.

10. Use the "We Keep Us Safe" mentality in all the decisions you make on campus
- The choices you make protect not only yourself, but also your colleagues
- Keep in mind that if someone is diagnosed with COVID, anyone who has spent time in a room with them is at risk and will need to quarantine and be tested -- so if you have the option to stay in a separate room from others, please do!

We know that these will take some practice to remember! If you see a colleague forgetting any of them, please show you care about them by gently and kindly reminding them of our protocols.

Now please go back and read through this document carefully a second time -- and then fill out your "exit ticket" survey (Link: https://tinyurl.com/buildingticket) **before you enter one of our campuses. You will receive a receipt in your inbox; please forward that to your School Leadership Team as confirmation of completion.** If we all do this, we can all be confident that the colleagues we see on campus are all united in following these protocols to support health and safety for all of us.