



Waiver Application

Please read the full instructions before completing the waiver application. All questions must be answered fully for the application to be considered. Final approval will be made by San Mateo County Health in consultation with the California Department of Public Health.

1. Background Information

Name of Applicant (Local Educational Agency or Equivalent): Rocketship Redwood City Prep

Address: 909 Roosevelt Ave

STREET

Redwood City

CITY

CA

STATE

94061

ZIP

- School Type:
- Traditional Public School
 - Charter Public School
 - Private, Independent, or Faith-Based School

Number of Schools: 1

Total Enrollment: 311

Grades/Number of Students Proposed to be on Campus for In-Person Instruction:

TK: 17 K: 54 1st: 45 2nd: 20* 3rd: 20* 4th: 20* 5th: 7* 6th:

*Approximations based on number of students with disabilities, homeless and foster youth, and estimate of children of essential workers.

Number and Description of Students to Return to Campus for In-Person Instruction:

General Education: 0

Please Describe:

Students with Disabilities: 31

Please Describe: See waiver application for details

Students with High Needs: 124

Please Describe: Includes homeless and foster youth (17) and TK-1 (112), excluding SPED students. 5 overlapping.

Children of Essential Workers: 28*

Please Describe: *Approximation based on July CA parent survey, excluding TK-1 which are counted in "high needs"

Other:

Please Describe:

Number of on-site faculty and staff:

Date of proposed start: September 9, 2020

2. Consultation

Please confirm consultation with the following groups:

Labor Organization/s

Name of Organization(s) and Date(s) Consulted. If no labor organization represents staff at the school, please describe the process for consultation with school staff:

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 surveys, task forces, regular updates, Q&A sessions and virtual brown bags, and school level planning teams. If our waiver is approved, all on-campus work to support this academic programming will be optional for staff through October 31st, at which point we will reassess. See application for more details.

Parent and Community Organizations

Name of Organization(s) and Date(s) Consulted:

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. Recent communications have included letters, Zoom information sessions, and a Distance Learning Parent Orientation. See application for more details.

3. School Plans for Reopening to In-Person Instruction

School or district website address where reopening plan is posted:

<https://www.rocketshipschools.org/covid19-ca/>

Please confirm that the school reopening plan published on the above website addresses each of the following in a manner consistent with guidance from the California Department of Public Health, San Mateo County Health, and the Pandemic Recovery Framework (PRF). Include a brief summary and the page(s) that include(s) the relevant content for each section that follows.

Cleaning and Disinfection: How shared surfaces will be regularly cleaned and disinfected and how use of shared items will be minimized.

Page/s of Plan: 28

Please summarize your plan to address this:

Every school will be disinfected every weeknight and "high touch" areas will be disinfected at least twice per day, typically using an electrostatic sprayer. Few materials will need to be shared as each student will have their own bin for materials. However, should sharing need to occur, materials will be disinfected between students.

■ Cohorting: How students will be kept in small, stable groups.

Page/s of Plan: 12-13, 30

Please summarize your plan to address this:

Each student will stay in one classroom with a stable set of classmates for most of the school day (including lunch). At no time would the total number of students on campus exceed approximately 33% of total capacity. Students will be in stable cohorts of no more than 12 and each cohort will have their own dedicated classroom.

■ Entrance, Egress, and Movement within the School: How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

Page/s of Plan: 31-32

Please summarize your plan to address this:

We have multiple measures to ensure physical distancing during both arrival and dismissal, including extended and staggered arrival/dismissal times. We have also designated "up" / "down" stairwells and floor stickers in hallways to ensure physical distancing. Students will stay in one classroom throughout most of the day.

■ Face Coverings and Other Essential Protective Gear: How CDPH face covering requirements will be satisfied and monitored.

Page/s of Plan: 32-34

Please summarize your plan to address this:

All K-5 students are required to wear a mask while arriving and departing from school or in any area outside of the classroom. Grades TK-2 are strongly encouraged to wear masks in their stable cohorts, while grades 3-5 are required. All staff are typically required to wear a mask at all times. Rocketship will provide masks.

■ Health Screenings for Students and Staff: How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

Page/s of Plan: 30

Please summarize your plan to address this:

No one can enter the building without first being screened by a trained staff member, including: contactless temperature check (below 100.0), visual inspection (mask protocol), screening questions, and hand sanitization. There will be a separate area for students to wait to be picked up if symptoms appear during the day.

■ Healthy Hygiene Practices: The availability of handwashing stations and hand sanitizer, and how their use will be promoted and incorporated into routines.

Page/s of Plan: 34-36

Please summarize your plan to address this:

We will require students/staff to thoroughly wash their hands or sanitize upon entering the school, before lunch, after using the restroom, and other convenient times. Each classroom will also have a contactless hand sanitizer dispenser and students/staff will need to sanitize their hands as part of regular routines (e.g. entry/exit).

- Identification and Tracing of Contacts: Actions staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing. This includes submitting case and contact numbers to SMCOE, which will then notify SMC Health, and notifying exposed persons. Each school must designate a person for SMCOE and SMC Health staff to contact about COVID-19.

Page/s of Plan: 36-39

Please summarize your plan to address this:

The application details our protocol for if there is a confirmed case on campus including notifying public health authorities, decontaminating all places that person has been, and notifying close contacts during the prior 7 days of their exposure. See page 5 for our dedicated contact.

- Physical Distancing: How space and routines will be arranged to allow for physical distancing of students and staff.

Page/s of Plan: 29-30, 32 (queueing)

Please summarize your plan to address this:

Students will maintain a physical distance of 6 feet. Desks will be spaced six feet away, measured from the middle of the desk. We will place physically distanced decals on the floor anywhere people queue such as in the front office, outside the door to the front office, outside each restroom, etc.

- Staff Training and Family Education: How staff will be trained and families educated on the implementation and enforcement of the plan.

Page/s of Plan: 40

Please summarize your plan to address this:

Any staff who will work on campus will receive training and all staff have already received a written summary of our protocols, which they must confirm they understand before they enter campus. RRWC has a COVID Lead (Anna Ochoa) responsible for providing ongoing training as well as remain up-to-date on public health guidance.

- Testing of Students and Staff: How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Describe how staff will be tested periodically to detect asymptomatic infections.

Page/s of Plan: 36

Please summarize your plan to address this:

The application details protocols for when staff or students should stay home, and under what conditions they may return, including testing requirements. We encourage all staff who will regularly be on school campuses to be routinely tested.

- ☐ Triggers for Transitioning to Distance Learning: The criteria the superintendent or equivalent will use to determine when to close the campus to in-person learning.

Page/s of Plan: 10-11

Please summarize your plan to address this:

If the county moves from on the Watch List in Phase 2 to Phase 1 that would trigger us to immediately shift back to distance learning. Additionally, if over a 14 day period, a school has more than 5% of its total number of teachers, students, and staff test positive for COVID, the school will immediately move back to distance learning.

- ☐ Communication Plans: How the superintendent or equivalent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

Page/s of Plan: 39

Please summarize your plan to address this:

Rocketship has templates for response and communication across our network to COVID-related scenarios that we may face (both confirmed and suspected cases as well as negative test results). These letters would be posted on all regular communication channels.

4. COVID-19 Contact Information

Designated staff contact for COVID-19 information and cases: Christopher Castro

Email: ccastro@rsed.org

Phone Number: 573-480-4288

Name of Superintendent (or Equivalent):

Signature of Superintendent (or Equivalent): Date:

ROCKETSHIP PUBLIC SCHOOLS

20-21 SY Waiver Request for In-Person Instruction

Submitted to SMCOE

Aug 27, 2020

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INTRODUCTION

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

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

Reason For Applying for a Waiver

Our reopening plan is first focused on the health, safety, and well-being of our team members, students, and families. In addition, as we are solely elementary schools, we are in a unique position to bring students back to campus in small, safe, stable cohorts. As mentioned in the [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 obtain a waiver to meet the needs of our most vulnerable student populations, help ameliorate problems with accessing technology and distance learning, to provide increasingly-critical health and social-emotional support, as well as to personalize learning to best meet student needs.

Vulnerable Student Populations:

Rocketship schools serve predominantly low-income students of color. In the 2019-2020 school year, Rocketship Redwood City Prep averaged a student population that was 89.9% socioeconomically disadvantaged, 69.7% English Learner, 8.7% homeless, 94.9% Hispanic or Latino, and 2.2% Black.

Learning Loss

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

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

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

Help Students Access Technology and Distance Learning:

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

“Low-income parents are more likely to be essential workers and are less likely to have jobs that can be performed remotely [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](#)

Provide Critical Health and Social-Emotional Support for Students:

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

“People of color are suffering more from COVID-19 than other ethnic groups. They are becoming infected at a higher rate, and are more likely to become seriously ill and to die when they do.[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.” - [JAMA](#)

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

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

Personalize Learning to Meet Individual Student Need

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

Staged Implementation

Our approach will include a gradual staged increase over time of the time that people--students and staff--spend on our campuses and the number and density of people on campus. In this waiver, we are

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

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

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

STAKEHOLDER ENGAGEMENT

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

FAMILY ENGAGEMENT

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

Parent Communication: Emails, texts, social media and website

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

Beginning February 5th, we sent regular letters and/or emails to our families informing them of updates with COVID-19 and our school operations. We sent physical letters while school was in session and

transitioned to email once our campuses closed (to avoid having staff enter buildings to print and mail letters). We continued these letters/emails throughout the spring and then weekly during the summer. All letters were translated into Spanish and Vietnamese, and families were alerted to letters/emails by a text message. Letters/emails were also posted in our closed, private school Facebook groups. We also updated our [California COVID-19 webpage](#) with pertinent information from all of our parent letters.

Opening with distance learning necessitates even stronger communications with families. Accordingly, Rocketship has reached out to families to get their feedback and sent frequent communications to keep families informed as plans progress. As external circumstances have continually shifted over the preceding months, so have the plans we have shared with parents. Recent communications have included (See Appendix G):

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

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

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

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

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

CareCorps

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

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

STAFF ENGAGEMENT

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

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

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

- **Task Forces:** Staff members -- network staff, school leaders, teacher, and hourly staff -- have been engaged in Rocketship’s plans for reopening since the beginning of the summer. This has included a task force focused on our academic model and a regional task force focused on general health, safety, and programmatic considerations. These task forces met weekly during June and July and discussed the following topics:
 - 6/18: Schedule and model, professional development, family engagement, staff roles and responsibilities in hybrid or virtual environments
 - 6/25: Virtual roles and responsibilities, substitutes and leave policies, staff communication, family start of school support
 - 7/1: Virtual and in person roles and responsibilities, arrival, dismissal, and aftercare considerations

- 7/9: Weekly scheduling and planning days, assessments, Chromebook distribution, CareCorps
- 7/14: Decision to re-open hybrid v. 100% virtual (prior to Governor's order)
- 7/22: Distance Learning HR policies, brainstorming on Distance Learning Plus model - e.g. priority in-person activities if we received a waiver
- **Regular Updates:**
 - 6/8: Announced virtual brown bags on our scenario planning
 - 6/27: Shared an update on our health and safety protocols, likely reopening scenario, teacher professional development, and how we are updating families
 - 7/21: Announced virtual reopening
 - 8/3: Update regarding our intention to apply for a waiver and link to staff survey used for campus-level planning
- **Q&A Sessions and Virtual Brown Bags:** We have also provided staff with a variety of opportunities to join and ask questions on our academic model, health and safety measures, as well as HR considerations. Over 100 educators have joined these sessions to date. As we begin the school year, we will continue to provide these opportunities to ask questions and share feedback with regional leaders on a regular basis.
- **School-level planning teams:** As we plan for student programming on campuses, school teams made up of school leaders and staff are making school-specific plans to serve up to approximately 33% of students.

Staff Choice in Supporting In-Person Academic Model Under Waiver

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

STAGED REOPENING

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

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

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

to their engagement and achievement.

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

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

EXTERNAL FACTORS			
	Phase 1 Shelter in Place	Phase 2 Watch List	Phase 2 Non-Watch List
Periodic Activities	No	Possible with waiver approval and school is ready	Possible when school is ready
100% Distance Learning	Only Option	Possible	Possible
Facilitated Distance Learning (defined below)	No	Possible with waiver approval and school is ready	Possible when school is ready
50% Hybrid Approach (defined below)	No	Possible with waiver approval and school is ready (May Apply Later)	Possible when school is ready
100% in Person	No	No	No

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

Additionally, if over a 14 day period, a school has more than 5% of its total number of teachers, students, and staff test positive for COVID-19, the school will immediately move back to 100% distance learning and not return to any type of in-person instruction until 14 days later and after the school has been cleaned and disinfected.

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

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

TOTAL STUDENTS ON CAMPUS

At no time would the total number of students on campus exceed approximately 33% of total capacity (183). As students would be in cohorts of no more than 12 students, we would serve 15 cohorts at any one time. We would start with a smaller set of cohorts and then add cohorts based on staff willingness to support students and success supporting initial cohorts in prior weeks.

Week	COHORTS PER DAY						TOTAL
	Orientation	Facilitated Distance Learning			Hybrid	TOTAL DAILY	STUDENTS
	Day	YMCA	Acute Needs	Most Vulnerable	TK-1st	COHORTS	PER DAY
8/31	0	0	0	0	0	0	0
9/7	0	3	0	0	0	3	36
9/14	3	3	3	0	0	9	108
9/21	6	3	3	0	0	12	144
9/28	6	3	3	1	0	13	156
10/5	6	3	3	1	0	13	156
10/12	6	3	3	1	0	13	156
10/19	0	3	3	1	3	10	120
10/26	0	3	3	1	3	10	120
11/2	0	3	3	1	6	13	156
11/9	0	3	3	1	6	13	156
11/16	0	2	3	1	9	15	180

In subsequent sections, we provide detailed descriptions of the Grade Level Orientation Days, the three types of Facilitated Distance Learning, as well as our Hybrid Learning approach for lower grade levels. The key points of the sample weekly schedule above is to demonstrate how we will ramp up the number of cohorts over time and within each type of activity as well as at no time would the total number of students exceed 1/3 of the campuses total student capacity.

For the Grade Level Orientation Days, we would expect that total to be a maximum of 72 students (6 cohorts) at any one time. We expect these Grade Level Orientation Days to run approximately from

September 8th through October 9th (see page 17 for a sample daily schedule of grade levels across that time period). During this period, the total number of students also in-person at the school for Facilitated Distance Learning on any single day would typically be no more than 84 students (7 cohorts) in order to remain below this overall target of 33% of capacity. In our count of Facilitated Distance Learning cohorts, we are including any cohorts run by YMCA on our campus, students we have brought back who have acute needs, as well as the most vulnerable students we identified earlier. Once the Grade Level Orientation Days are over, schools may increase the number of students they support in Facilitated Distance Learning as well as students in lower grades in Hybrid Learning based upon available staff and facility capacity as well as parent demand. Again, we are not seeking in this waiver to implement a 50% hybrid model across all of our elementary grade levels just our lower grade levels of TK-1st grade--although we may return at a later date to do so if appropriate.

Stable Separate Cohorts

In order to maintain stable, separate cohorts, each of these cohorts would have their own dedicated classroom space. In addition, we would stagger arrival, dismissal, outdoor activities as well as follow the proper physical distancing guidelines in the use of outdoor spaces to ensure that each cohort 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 with the school, as well as physical distancing and cohorting.

INITIAL/PERIODIC ACTIVITIES

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

RELATIONSHIP BUILDING

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

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

At Rocketship, we provide personalized support to all of our students in academics as well as through a multi-tiered system of support. We know that students having confidence and a sense of belonging is

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

ASSESSMENTS

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

Beginning of year assessments are critical to inform instructional decisions that teachers and school leaders will make throughout the year. The different assessments vary in their ability to be administered at home, due to factors such as access to technology, reliable internet, and teacher support. Two of these assessments are administered 1:1 (ELPAC and STEP), and the other is best administered in a group setting (NWEA). We believe that the data yielded from these assessments will be most reliable if students are tested on campus, where they can receive consistent and equitable support from staff. Moreover, some assessments are not available online and must solely be given in-person. This is especially true for our assessments for our 4-6 year olds (TK-1st).

If the waiver is approved, a majority of these assessments will occur on campus while observing strict health and safety guidelines with small cohorts of students rotating on campus to be proctored by a single adult. Student participation in on-campus testing will be voluntary. Families may choose not to have their student come in if they do not feel comfortable. Teachers and students would wear masks, maintain six feet of social distancing, and frequently wash their hands. For 1:1 assessments, plexi-glass sneeze protection barriers would be used. Test proctors would follow protocols to keep materials such as chromebooks or test books sanitized by wiping them down in between use, wearing gloves, and minimizing the number of people touching certain materials. Because the duration of the counties remaining on the watch list is uncertain, we seek a waiver to complete these assessments as needed throughout the school year.

NWEA MAP: This is an online assessment taken within the NWEA system by all students in grades K through 5. NWEA MAP results provide crucial information about current student achievement and guide RPS decision-making. Given the variation of home testing environments and potential issues troubleshooting tech problems, we do not think NWEA score will be as valid and accurate when taken remotely and would prefer that all students take this assessment in person. Our youngest students will not be able to take NWEA remotely due to limited tech fluency. If students cannot come to school to test, some grades may take the assessment at home with the understanding that their data is less reliable and subject to additional review. NWEA data validity matters because the scores are used to directly inform our Online Learning Programs, small group instruction, and intervention services, which all offer differentiated instruction for students. Our specific recommendation for NWEA administration differs by grade level.

- 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. Again, having

students attending the Grade Level Orientation Days is optional for parents so if they are unwilling to attend, we would use supplemental virtual assessments--oral tests of high frequency words and letter, names, and sounds--to determine student's instructional needs.

- Grades 1-2 also have low tech fluency and we would strongly prefer for them to take the assessment in person so a school staff member can help them, but they can take it at home if needed.
- Grades 3-5 may take the assessment at home, but we prefer testing in person for data validity reasons.

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

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

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

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

STEP: This is a formative assessment that evaluates students' literacy skills to help teachers understand students' current literacy levels. Students must pass each STEP level to advance to the next one. Literacy level understanding is critical to our instructional decisions. Teachers analyze STEP data to identify areas for additional instruction in foundational literacy as well as comprehension of texts. Our understanding of a student's STEP level informs every part of our literacy instruction. Student groups during guided reading are based on a student's reading level, lesson differentiation is based on a student's reading levels, online

learning program goals are based on a student’s reading level, homework is based on a student’s reading level. We believe that our students deserve a world-class education, and we can only provide that if we have the most accurate representation of our students’ reading levels, as determined by our administration of STEP.

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

Students above STEP level 3 may test remotely, though we would strongly prefer to test all students in person. To test students on campus, we will schedule time slots with families to bring students to school to test. Students would test 1:1, with physically distanced testing stations and Plexiglass shield to protect students and the test proctor. Proctors would follow strict protocols to ensure testing materials are sanitized and safe for use.

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

GRADE LEVEL ORIENTATION DAYS

The purpose of the Grade Level Orientation days would be to accomplish both of the prior goals in terms of developing a deeper relationship with students and informing instruction by identifying our students academic needs through completing beginning-of-year assessments. As outlined in the daily schedule below, the day would be a combination of physically distanced social activities as well as beginning of year assessments.

Grade Level Orientation Break Down

Time	Event/Activity	Location	Staff
7:50-8:15 am	Arrival	Drive through/launch lines	Ops + SLs
8:15am	Launch	Outside on launch lines	Assistant Principal
8:30am	Breakfast	Outside on launch lines	
8:45am	Break into groups for Team building activities (12 students)	Outdoors	GL teachers who are available/willing
9:15am	MAP ELA	In designated classrooms	1 School staff + 1 floating proctor
11:45am	Lunch/Recess	Outdoors	Ops/ SL available
12:45pm	Community Meeting (groups of 12)	Outdoors	GL teachers who are available/willing
1:15pm	MAP Math	In designated classrooms	1 School staff + 1 floating proctor
3:00pm	Dismissal	Drive through/launch lines	Ops + SLs

Students would remain in a stable cohort of no more than twelve grade level peers the entire day. The social activities would be conducted outside with appropriate physical distancing. Assessments would be done in a single classroom per cohort for the full day. The Grade Level Orientation Days would be optional for parents to attend as well as for staff to attend. If a particular grade level staff was unable to attend, school leaders and other school staff would help support the activities. Finally, we may also schedule some of the Orientation Day cohorts to arrive for a late afternoon/evening session to better accommodate working parents.

In order to effectively manage the Grade Level Orientation Days we would have no more than 72 students (6 cohorts) on campus on any single day. The following schedule shows a draft monthly schedule for the different cohorts of grade level students to return to campus. We view this approach as very similar to the alternating day hybrid approach that many schools were proposing for this coming school year with a rotation of students by day with consistent adult support across the course of the week.

Sample Testing Calendar

6 cohorts of students per day: 5 cohorts of 1 grade level and 1 cohort of ELPAC/STEP pre scheduled
Groups of up to 12 for MAP or 1:1 for ELPAC or beginning readers

	M	T	W	Th	F
Week of 9/14			ISE Math	ISE ELA	Work from home
Week of 9/21	G2 ELA G2 STEM	G2 ELA G2 STEM	G1 ELA G1 STEM	G1 ELA G1 STEM	Work from home
Week of 9/28	G3 ELA G3 STEM	G3 ELA G3 STEM	G4 ELA G4 STEM	G4 ELA G4 STEM	Work from home
Week of 10/5	Kinder ELA Kinder STEM	Kinder ELA Kinder STEM	Kinder ELA Kinder STEM	Kinder ELA Kinder STEM	Work from home

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

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

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

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

ONSITE CHILDCARE

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

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

ACUTE NEEDS

While we believe we have the existing approval to provide instruction for students with acute needs based on recent state guidance (<https://edsource.org/2020/california-schools-allowed-to-open-for-small-groups-with-acute-needs-under-new-guidance/638337>), we wanted to include it in this application for full transparency. The Acute Needs program would be required to follow all applicable health and safety requirements and would run as described in our Facilitated Distance Learning section and thereby very similar to existing childcare programs. It would consist of one adult per twelve students in a cohort with two to four cohorts per campus. We would maintain stable cohorts. Based on campus capacity, we would prioritize students with disabilities, homeless and migrant students, as well as foster youth for these cohorts--a subset of our broader definition of our most vulnerable students which is outlined below. With existing state guidance, we are planning to start offering Acute Needs cohorts no earlier than the week of September 7th while a broader group under the Most Vulnerable Population cohorts would have to wait until approval of this waiver and start no earlier than the week of September 21st.

DAILY INSTRUCTION

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

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

Scale and Pacing

As mentioned above in the stakeholder engagement section, schools will determine the final scale and pacing of their stages in collaboration with all stakeholders--both families and staff. We will be conducting

surveys to determine family interest and need to return in person. Concurrently, we will be working with staff to determine their interest in working in-person on campus with students. Based on these ongoing surveys, schools will determine how many students they can safely support on campus.

Facilitated Distance Learning

Below we have detailed descriptions of the plans we have developed for 100% Distance Learning as well as Hybrid Instruction to serve approximately 50% of students in-person. During this waiver period, we believe it is important to also offer Facilitated Distance Learning (FDL) in order to have students in-person on campus yet remain flexible on which staff were on campus to support students to engage in distance learning. The benefit for students and families would be a safe place for students to engage in distance learning with support from school staff. This would not only improve student engagement in distance learning and provide students an opportunity to engage with their peers but it would also solve family challenges for those who are essential workers as well as those who can not access distance learning at home. Because we are likely to have a mix of both certificated and non-certificated staff willing to return to campus, the role of staff in FDL would be to manage a consistent cohort of students to engage in distance learning while in-person at school. Each staff member and their cohort of students would be assigned a single classroom for their regular use. We would provide FDL 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 would be to provide constant supervision across the course of the school day to ensure students remain on task and provide any necessary support. If the staff member supporting the cohort is a certificated staff member they would be able to also provide direct instruction to the students in that specific cohort. Conversely, non-certificated staff would be limited to supporting the students to engage in distance learning. One exception to this, is if the non-certificated staff was also trained as a tutor and thereby they could implement small group tutoring as well.

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 <i>(time dependent on GL)</i>	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 <i>(time dependent on GL)</i>	Drive through/launch lines	Stable cohort teacher
2:00pm	Facilitated Distance Small Groups <i>(time dependent on GL)</i>	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

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

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

Distance Learning

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

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

Academic Program - Distance Learning Launch

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

Each school 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 will be conducted via Zoom with small groups of families and their teachers. In order to further onboard students to distance learning, all Rocketship students will begin the year with a "Unit 0", designed to help build relationships and online routines. (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 will be modified in the following ways:

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

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

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

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

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

Student Materials

At the beginning of the school year, we equip each of our Rocketeers with a book buddy (similar to a backpack but easier to hang on a hook) and school supplies. We do this to ensure that all of our students have the necessary materials to engage fully on campus and at home. We are not letting our virtual start keep materials out of the hands of our students. In addition to Chromebooks, all students will also receive a materials kit that will include math manipulatives, developmentally appropriate pencils and paper, a white board and markers, and other grade-level specific materials. Once we can transition to a hybrid model these bags will double as chromebook carriers.

Fridays: On-Demand Learning & Teacher Planning and Prep

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

Ensuring Equitable Education for All Students

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

English Language Learners

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

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

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

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

Students with IEPs and 504 plans

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

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

Professional Development

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

Other updates to professional development include:

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

Hybrid Learning

While we are not currently seeking a waiver to implement our full Hybrid learning plan for approximately 50% of students from every grade level, we are seeking a waiver to implement this hybrid learning model for lower grades (TK, Kinder, and 1st grade) because we believe these students most benefit from in-person instruction. Below is a description of what that learning will look like for students in TK-1st grade. For our TK cohorts, each cohort of students would remain stable and separate and they would be led by a single teacher throughout the school day. For Kindergarten and 1st grade, we would not have more than three or four grade level cohorts of either grade at any one time and each cohort of students would remain stable and separate as well. 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 will include both in-person learning days at school and distance learning days at home. We do not have enough capacity at school to reduce the density of students on campus and meet physical distancing guidelines for all students so we designed a hybrid model that includes approximately 50% of 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 will split our student population into two cohorts. For purposes of this example, we are calling these student cohorts *Trailblazers* and *Pioneers* (individual campuses may choose different names for the cohorts at their campus). Each cohort will include up to 20 students per class.

We will operate an alternating weeks schedule. In week 1, the Trailblazers cohort will learn on campus while the Pioneers cohort is engaged in our distance learning program at home. In week 2, Pioneers will come to

campus while Trailblazers learn at home. On Fridays, all students will be at home in distance learning while our teachers teach students virtually and prep for both cohorts of students.

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

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

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

HUM

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

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

designated English language instruction blocks.

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

STEM

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

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

Special Education

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

HEALTH AND SAFETY PROTOCOLS & PROCEDURES

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

LAYERS OF PROTECTION

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

CLEANING AND DISINFECTION

PROCUREMENT OF CLEANING ITEMS (AND PPE)

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

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

NIGHTLY CLEANINGS

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

IN-DAY CLEANING IN HIGH-TOUCH/COMMON AREAS

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

- All door handles (interior and exterior)
- All touched parts of bathrooms (faucets, soap dispensers, toilet flushers, etc.)

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

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

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

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

DISINFECTING STUDENT MATERIALS

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

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

PHYSICAL DISTANCING & COHORTING

STUDENT LOCATIONS/COHORTING

Students (and adults) will maintain a physical distance of 6 feet. This means that desks will be spaced six feet away, measured from the middle of the desk. Desks will all face in the same direction in order to help prevent droplets from one person's breathing from carrying virus to someone else.

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

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

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

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

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

HEALTH SCREENINGS FOR STUDENTS AND STAFF

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

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

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

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

Staff Health Screening Process: Campuses will determine the window of time their staff health screening will take place and communicate that out. Staff will not be able to enter the building without wearing their mask and passing the health screening procedure outlined above. Campuses will need to determine their own window of Staff Health Screening based on staffing. Arrival for students will be "all hands on deck" so it

will be difficult (unless you have proper staffing) to overlap the Staff Health Screening Process with the Student Health Screening Process. *Example: Staff Arrival: 6:45AM - 7:10AM and then student arrival kicks off at 7:15AM, providing a 5 minute grace period in between.*

ARRIVAL AND DISMISSAL

In addition to the procedures below for arrival and dismissal, we will both extend and stagger arrival and dismissal times in order to ensure a manageable flow of students at any one time.

Arrival

In order to manage the flow of students at arrival, we will have multiple screeners at the car line simultaneously screening students from different cars. While we will strongly encourage families to use the car line, we will also have a walk-up station with a screener. We believe it will typically take less than one minute per student to screen students for temperature and ask the screening questions. If the student fails the screening, they will not be allowed to attend school that day and either remain in the car or have to leave with their parent from the walk-up line. We will have additional staff members to support a physically-distanced flow of students from the screening stations into the school, and also to work with any families that do not pass the screening -- to support these families and also ensure that they do not hold up the line for others. We have built out detailed maps of how this will work at each campus (please see Appendix 15).

Dismissal

For dismissal, we would have staff at the walker station and the car line collecting student names and ensuring that parents have their masks on. Students will be called once their parent has entered the driveway or been screened at the walker screening checkpoint (calling 5 students at a time). Students will make their way to the dismissal area with additional staff members to support physically-distanced flow. Here students will be asked to sanitize one more time before leaving. Once given a staff member's permission, students will find and enter their parent's vehicle.

The car line and walker line would happen in two different locations, separate from each other. Students will line up on physically distant stickers before proceeding to their car and walker parents will wait to pick up their kids in a physically distanced line. No parents/families will come into the building for dismissal.

MOVEMENT WITHIN THE SCHOOL

QUEUEING (LINING UP)

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

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

MOVEMENT THROUGH THE SCHOOL

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

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

BATHROOM SYSTEM

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

FACE COVERINGS AND OTHER ESSENTIAL PROTECTIVE GEAR

FACE MASKS AND SHIELDS

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

- **All students grades K-5 are required to wear a mask while arriving and departing from school or in any area outside of the classroom (except when eating, drinking, or engaging in physical activity).** Masks are mandatory when moving throughout the school (common spaces, hallways, stairwells, arrival, dismissal, outdoor launch/PE/recess time), even when maintaining physical distancing. These spaces have unpredictable traffic flows so it is safer to wear masks at all times in these areas.
 - Students in 2nd grade and below will be strongly encouraged, but are not required, to wear a face covering within their stable classroom cohort.
 - Students in 3rd grade and above must use face coverings when in the classroom even if they are in a stable classroom cohort.
 - **Rocketeers will have regularly scheduled opportunities to take breaks from their masks as long as students are outside and will only interact with members of their stable classroom cohort.** If a student or staff experiences difficulty wearing his/her face covering, we will allow the individual to remove his/her face covering for a short period of time.

- When any student is not wearing a mask, **the class will not sing, shout, or do any loud chants**, etc. -- as this can transmit droplets further than normal speech.
 - Before a teacher starts circulating the room (coming within 6 feet of students), all students will put their masks back on
 - **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 will explain to them the importance of this and try to change their minds. If they still refuse, we will typically require the student to move to 100% virtual learning.
 - Any student who wishes may wear a face shield in addition to their mask, though shields are not required and we are not providing them
- **All staff are typically required to wear a mask at all times.** Masks are mandatory when moving throughout the school (common spaces, hallways, stairwells, serving meals, arrival, dismissal, outdoor PE/recess time), even if the staff are maintaining physical distancing. These spaces have unpredictable traffic flows so it is safer to wear masks at all times in these areas.
 - Teachers may consider using face coverings with clear windows during phonological instruction to enable students to see the teacher's mouth and in settings where a face covering poses a barrier to communicating with a student who is hearing impaired or a student with a disability.
 - **When eating lunch**, staff may remove their masks to eat. Please see section below for guidance on eating for staff.
- **All other people entering campus (e.g. elevator maintenance person, plumber, IT support, etc.) are required to wear a mask at all times.** They must also pass the entry screening as described above
- **It is critical that staff and students make every effort to sanitize hands before and after touching masks.** This is a point we must emphasize again and again, as otherwise the very act of touching the mask/face can both spread germs from hands to the mask/face, and germs from the mask/face to other places in the school.
- **Rocketship will provide reusable face masks to staff and students at the start of the year**, and will also allow staff and students to choose to wear their own cloth masks instead, as long as the masks are made of multiple layers, cover the nose and mouth without gaping at the sides, and stay on the user's face well without adjusting. **All cloth masks should be washed after each day they are used.**
- **Schools will have disposable masks on hand at all times.** A disposable mask will be given to someone in any of the following situations:
 - They forgot to bring a mask
 - Their mask was touched by another person
 - Their mask fell on the floor/ground
 - There is any other reason to believe that their mask is dirty
 - NOTE: In these situations, a note/text should be sent home to emphasize the need to wash the student's mask

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

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

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

GLOVES

We currently recommend that gloves should typically only be worn (a) by anyone doing significant cleaning (more than a quick spray of classroom desks) and (b) by anyone serving food -- teachers for breakfast and Ops staff for lunch. Food servers will wear gloves while serving, and should change gloves if they accidentally touch their face or anything else likely to harbor germs. Other staff and students should not typically wear gloves, as they do not provide any better protection than handwashing/sanitizing, and they are an additional added cost to the school and burden for the user. However, if an unusual situation occurs wherein a teacher needs to touch something that could be contaminated, he/she should wear gloves just for this moment, per our typical practice, and dispose of them afterward.

FRONT OFFICE SNEEZE GUARD

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

HEALTHY HYGIENE PRACTICES

HAND WASHING

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

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

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

HAND SANITIZER USE

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

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

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

AIRFLOW AND VENTILATION

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

WATER

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

SHARED ADULT EQUIPMENT

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

- Poster printer
- Laminator

- If feasible, copy machines

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

USE OF COMMON SPACES FOR ADULTS

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

IDENTIFICATION AND TRACING OF CONTACTS & TESTING OF STUDENTS AND STAFF

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

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

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

A summary of the table below would be:

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

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

Situation	Protocol for this person	Protocol for the school
Situation E: Someone (the "index person") has a positive COVID test	<ul style="list-style-type: none"> ● The "index person" must stay home from campus until they complete all of the following: <ul style="list-style-type: none"> ○ Notify the school of the test results 	<ul style="list-style-type: none"> ● Notify public health authorities of the confirmed case ● Decontaminate all places that the "index person" has been (classroom, bathrooms, etc) per local Dept of Health standard, or CDC if there's not a local standard

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

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

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

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

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

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

this guidance accordingly -- including more clearly defining how regular precautionary testing should be.

STAFF LOCATIONS AND MEETINGS

GENERAL PHILOSOPHY

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

MEETINGS

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

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

STAFF LUNCHES

Lunchtime can easily be one of any workplace's riskiest times of day, as having adults near each other without masks is one of the riskiest things anyone can do. We will not allow multiple staff to eat together in our staff rooms. Our staff will be trained on the options for staff lunch locations, which are (in order from least risky to most risky):

- **Preferred option** Outdoors, 6+ feet apart
- **Preferred option** In their own classroom, to the side 6+ feet away from students
- **Least preferred option** Large, ventilated space where staff are able to be at least 12 feet apart (use only in case of rain or other extenuating circumstance)

CLASSROOM OBSERVATIONS

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

COMMUNICATIONS PLANS

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

One important part of our regular communications plan is to use many different channels to reach our families where they are. Every parent email will continue to be posted on our [COVID webpage](#) in all

languages. A link to the parent emails will be texted to all families, and the emails will be posted in each school's closed Facebook group. School leaders will also share the news verbally during virtual Launch (morning assembly) and offer parents feedback opportunities at monthly parent coffees.

Rocketship is developing templates for response and communication across our network to COVID-related scenarios that we may face (both confirmed and suspected cases as well as negative test results). These letters would be posted on the same channels as all regular communications.

STAFF TRAINING AND FAMILY EDUCATION

Staff Training and Support

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

- Health and Safety Procedures (see section above) -- School Leaders (~5 staff per campus) have already received multiple trainings on our protocols. In addition, all school staff are being trained through multiple means:
 - First, all school staff is receiving a written summary of our protocols, which they must read and then confirm they have read and understood before they enter campus.
 - Second, any staff who will work on campus will be provided training on our health and safety procedures.
 - Third, each campus will have a COVID Lead who will be responsible for providing ongoing training on protocols as well as remain up-to-date on the evolving public health guidance.
- Social Emotional Learning -- Throughout the summer we dedicated time to prepare our teachers with strategies for social emotional learning. We provided training on how to best recognize the signs of trauma as well as means to effectively support students social-emotional needs. Staff have also been trained to provide an increased amount of SEL support in the coming school year.
- Virtual Learning -- Throughout our summer training we have built in opportunities to teach our school leaders and staff different distance learning approaches and equipping them with new tools. In our content training for teachers we made sure to introduce them to the virtual learning platforms parallel to their content training to ensure teachers were able to embed the virtual platforms into their lessons and lesson rehearsals. We will continue to build our teachers' technical virtual skills.

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

Sick leave

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

individuals confirmed to have Covid19, are required to quarantine.

The following leave programs have been implemented for such instances.

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

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

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

Option 4: Medical Waiting Period (MWP) - team members who experience symptoms and who do not to seek medical diagnosis immediately (to initiate eligibility for FFCRA) will be extended the option to use PTO or to request unpaid leave

Staff mental health supports

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

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

Family Education

It is our core belief that family engagement and education of our COVID response and protocols are essential to the successful implementation of our plans. As a result, Rocketship has prioritized providing

multiple opportunities for families to learn and engage in our application and implementation of new procedures. As further described in the family engagement section above, these efforts include:

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

APPENDICES

Appendix 1: Family Communications (emails)

Appendix 2: Parent Leadership and Organizing Flyer

Appendix 3: Parent Survey Analyses

Appendix 4: Staff Communications

Appendix 5: Sample Pulse Check Survey

Appendix 6: 20-21 Instructional Calendar

Appendix 7: Sample Distance Learning Parent Camp Materials

Appendix 8: Unit 0 (Rocketeers as Digital Citizens)

Appendix 9: Revised STEM SSM

Appendix 10: Revised HUM SSM

Appendix 11: Sample Student-Facing Virtual Schedules

Appendix 12: Sample Hybrid Daily Schedule

Appendix 13: Distance Learning Adaptations for Principals

Appendix 14: RPS COVID Guidelines for Adults on Campus

Appendix 15: Campus Flow Map

Attachment 1

Family Communications (emails)

Rocketeers,

We hope you are enjoying your summer, what a year! We are so proud of our entire Rocketship community for [the way that everyone stepped up with urgency](#) to give our Rocketeers quality distance learning instruction in the midst of a global pandemic. Way to go Rocketeers!

We know that there are still a lot of questions on how schools will be reopening next school year. Rest assured, our team of experts are working around the clock to make sure we are prepared for any scenario as we work with regional, city, and district leaders to follow health, safety, and educational guidelines. We will be updating you on a weekly basis, starting now, until the beginning of school.

Your input is incredibly valuable to help inform our decisions for next year. Thank you to all of our parents who completed our Return-to-School Family Survey.

Here are a few key updates to share with you:

- **Save the Date:** Mark your calendars, because school starts on August 12, 2020! Visit the [California COVID-19 webpage](#) for the 20/21 school calendar. We will continue to post key updates on this page as well as Kinder Camp and Orientation dates. These will also be posted in school Facebook groups.
- **Weekly Communication:** On our family survey, the vast majority of families asked to be updated on a weekly basis by email. Moving forward, we are going to be sending you weekly emails and texts with information on next school year, reopening updates, and other important info. We'll also be posting these communications in school Facebook groups - be sure to join your school's [Facebook group](#) if you haven't already.
- **Preparing to Return to In-Person Learning:** While we are incredibly proud of how our teachers, Rocketeers, and staff transitioned to distance learning last March, we know that we are at our very best when our teachers and students are together in classrooms. The American Academy of Pediatrics (AAP) agrees and recently stated "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

ROCKETSHIP

PUBLIC SCHOOLS

children because of school closures in the spring of 2020.” That is why we are busy preparing plans to reopen our campuses for the new school year.

- **New Health & Safety Measures:** Over the last two months, we have been consulting with national and local public health professionals, reviewing CDC guidelines, and evaluating how school systems in other countries have successfully reopened campuses. We are developing new systems and protocols that create multiple layers of protection to reduce the risk of Covid-19 on our campuses while also creating the excellent learning experience that our Rocketeers deserve. All staff and all students in grades K-5 will be required to wear masks at school. There is significant evidence that universal mask wearing effectively fights the spread of coronavirus. It’s a good idea to start practicing mask wearing with your Rocketeer this summer. We’ll be sharing much more detail on our health and safety plans next week, so stay tuned.
- **Accommodating 100% Virtual Instruction:** We are excited that the vast majority of our parents indicated that they want to come back into our classrooms next year--which we believe is the best learning experience for our Rocketeers who are able to attend school. However, we also understand that some families will require a 100% virtual learning option next year. We are continuing to work on robust instructional plans to accommodate these Rocketeers and will share more details on our virtual school experience in the coming weeks.

Future Updates:

- Detailed reopening plan
- Kinder camp and orientation dates
- Health and safety protocols and procedures
- Child-friendly resources on what to expect at school next year

Sincerely,

Kylie Alsofrom
Director of Schools

Dear Rocketeer Families,

Over the past three months, we have been building plans to reopen our schools for the 2020-2021 school year. We remain committed to protecting the health and safety of our Rocketeers, families, staff, and community while also providing our Rocketeers with the excellent learning experience that they deserve.

We have been consulting with national and local public health professionals, reviewing guidelines from the Centers for Disease Control (CDC) and American Academy of Pediatrics (AAP), evaluating how school systems in other countries have successfully reopened, and collaborating with our teachers, staff, parents, and network leaders. Our reopening plan outlined here represents what we believe is the best approach possible given the extraordinary crisis we are facing. There is no perfect plan for an unprecedented crisis and we will need to continue adapting our approach as new evidence and updated guidelines from health authorities are shared. But if we all work together and support each other, the 2020-21 school year will be another year full of learning, growth, community, and progress in our fight for social justice and educational equity.

Hybrid School Model

Our reopening plan is based on a strong belief in the importance of in-person learning whenever possible. 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.”* At Rocketship, we know that we are at our very best when our teachers and students are together in classrooms. That is why we’ve been working hard to create a plan to safely welcome our Rocketeers back on campus for the 2020-21 school year!

Our school model for this year will include both in-person learning days at school and distance learning days at home. We do not have enough capacity at school to reduce the density of students on campus and meet physical distancing guidelines for all students so we designed a hybrid model that includes approximately 50% of students on campus at any one time. This model will help us both protect the health and safety of our students

and staff while also ensuring students continue to benefit from in-person learning at school. It is important to note that we will continue to adjust our model whenever local, state, and federal agencies issue new guidance.

To accommodate guidance from our local public health authorities, our hybrid school model will split our student population into two cohorts. We are calling these student cohorts *Trailblazers* and *Pioneers* (individual campuses may choose different names for the cohorts at their campus). Each cohort will include approximately 17 students per class.

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

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

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

New Health & Safety Protocols

To protect the health and safety of all students, staff, and families we are implementing a series of new health and safety protocols. We can not eliminate the risk of COVID-19 transmission in our schools, but the multiple layers of protection we are implementing will significantly reduce the risk of COVID-19 on our campus. We need all students, families, and staff to work together to follow these protocols and help us reduce the risk for everyone.

Stay at home requirements: Each and every person in our school community - students, staff, parents - will play a vital role in helping reduce transmission risk at school. We need everyone to carefully monitor their own health and the health of their Rocketeer and stay at home when exhibiting any of the following symptoms of COVID-19: fever (100.0 or above), cough, shortness of breath, sore throat, runny nose, diarrhea, vomiting, headache, and/or loss of taste or smell. In addition, if a person has been in direct contact with someone who tested positive for COVID-19 they will be required to stay home until they are cleared to return to campus. Rocketeers who are temporarily staying home for health reasons or due to exposure to COVID-19 will be able to attend Distance Learning during their entire time away from school.

Daily temperature reading: We will be taking the temperature of all persons entering our school building with a non-contact infrared thermometer every day. If any person has a temperature of 100.0 or above they will not be allowed to enter campus.

Daily health screening: Upon arrival, all staff and students/parents will be asked to respond to a brief survey on risk factors for COVID-19. All staff and students must answer no to all risk factor questions to enter campus.

Establishing stable cohorts of students: Students will remain in the same classroom with the same group of classmates and the same teaching staff during the school day. This “stable cohort” strategy is a key factor in re-opening requirements from all the counties we serve in California ([Santa Clara County](#), [San Mateo County](#), and [Contra Costa County](#)). This means students will no longer rotate to different classrooms during the school day. They will also eat lunch in their classroom. Our Humanities, STEM, Learning Lab, and Enrichment teachers will rotate into classrooms.

Mandatory mask wearing: Health authorities are emphasizing that face coverings are an effective way of preventing virus spread. All students grades K-5 are required to wear a

mask. Rocketeers will have the opportunity to remove their masks during “mask breaks” when sitting at their desk during lessons and during their lunch period. We will make appropriate accommodations for students with respiratory or sensory processing issues. All staff are required to wear a mask as well and can choose to change to a transparent face shield while in front of their own classroom, physically distanced from students. Parents and guardians will also be required to wear a mask at arrival and dismissal. Rocketship will provide a pack of five reusable cloth masks to staff and students at the start of the year. This specific mask is not part of our uniform requirement -- students and staff can wear their own mask instead if they prefer. We will also have disposable masks available if your student forgets their mask.

Hand washing & sanitizing: Hand washing with soap and water for 20 seconds is preferred whenever possible. To supplement regular hand washing, students will also use hand sanitizer throughout the day. We will be teaching and reminding our Rocketeers about proper hand hygiene and building hand hygiene breaks into our normal school day routine. Hand washing or hand sanitizing will be prioritized when students enter the building, any time they enter a classroom, any time they exit a classroom, before and after breakfast, before and after lunch, after all bathroom breaks, after P.E. class, after recess and before putting on or removing their face mask. Practicing good hand hygiene is a simple yet effective way to prevent infection. Please reinforce these habits with your Rocketeer at home.

Physical Distancing: We will be practicing physical distancing across our campus to ensure all students and staff are keeping a safe distance from each other to help limit the spread of coronavirus. This practice is also called *social distancing* but we want to emphasize physical separation that does not limit our ability for healthy and safe social interactions on campus. Supporting our students’ social and emotional development is an essential component of our education model that we will continue to emphasize in the school year ahead. To promote physical distancing on campus, we will be placing appropriately spaced floor stickers in all classrooms, hallways, entryways, and other spaces where people typically gather. Student desks will be appropriately spaced apart in all classrooms. And we will have signage posted in prominent locations throughout the school to remind students and staff to always practice physical distancing.

Recess and physical education: Physical education and unstructured play time during recess are essential to healthy child development. We will continue to provide both recess and physical education this school year with a few modifications. We will create large “play circles” that our stable cohort classes are required to remain within during P.E. and

recess. Play structures will be closed until further notice and use of any play equipment will require supervisor approval first.

Campus cleaning: According to the CDC, the primary mode of transmission for COVID-19 is through close contact from person-to-person. While much less likely to occur, it may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own face. To reduce the risk of surface-based transmission, we dramatically increased our campus disinfecting protocols this year. Every evening after school, we will disinfect our entire campus. During the school day, all “high-touch” areas will be disinfecting at least twice per day. High-touch areas include: door handles, bathroom faucets, light switches, railings, table surfaces, etc. We are training all teachers on how to effectively disinfect their classroom and what areas require regular disinfecting during the school day. Finally, we are investing in an advanced new “electrostatic sprayer” system that disinfects all surfaces more thoroughly and efficiently than manual spraying and wiping.

Monitoring: The majority of students who exhibit COVID-19 symptoms will not likely have COVID-19 but rather a normal cold or flu. Nonetheless, we have to carefully manage any possible risk of transmission on campus. We have developed a detailed protocol for monitoring COVID-19 diagnoses, symptoms, and possible exposure among our students and staff. We have established clear requirements for when individuals at risk of COVID-19 are cleared to return to campus. If any student or staff member tests positive for COVID-19, we will notify all families who shared a space with the impacted individual during the last seven days. Students with symptoms or risk factors waiting to be cleared to return to school will be fully supported to continue to participate in Distance Learning from home.

Layers of protection: The new health and safety measures described above create multiple layers of protection on our campus. Parents should not worry if they see a student remove their mask on campus or notice students not physical distancing when playing together at recess. We understand that we can not expect young children to comply with all of these measures 100% of the time. By creating multiple layers of protection our system is not vulnerable to failure if a single measure described above is not adhered to by all students all of the time. This approach will allow us to continue to create a positive, joyful learning environment while still protecting the health and safety of our community.

Chromebook for Every Student

To support our Rocketeers' learning at school and at home this year, every student will be issued a personal Chromebook to use during the entire 2020-21 school year. If your student already has a Rocketship provided Chromebook at home, you will need to return it to your school so that it can be updated for the new school year. Your campus will reach out to you directly with information on when and how you can return your Chromebook.

We are committed to ensuring that all students have access to technology to advance their learning. That is why we invested in one-to-one Chromebooks for all our students this year. But we need your support to make the most of this investment in your child's education. Please remember that your student's Chromebook is property of the school and we ask that you help us ensure your student takes good care of their device while at home.

Before & After Care

We are continuing to explore before and after school program options that adhere to local public health guidelines. We will provide information on before and after care options in our update next week.

Optional Placement: 100% Distance Learning

We recognize that some of our Rocketeers will not be able to return to in-person learning at the start of the school year. In particular, students who have underlying health conditions that put them at increased risk for COVID-19 can opt out of in-person learning and attend distance learning full-time. We are asking all families to select their preferred placement by no later than July 22. Please respond to the placement request sent to your email address. If you did not receive a placement selection request please contact your school principal.

If you select the 100% Distance Learning placement, your student will be required to remain in Distance Learning full-time for the first semester of this school year. To successfully operate two different learning models this year, we need to minimize changes to student placements beyond the changes we anticipate due to the health and COVID-19 risk factors outlined above. We will create a waitlist for students who begin the year in distance learning and wish to change to our hybrid school model before the end of the first semester. We cannot guarantee any placement changes will become available within the semester, but we will do our best to meet your needs. All families will be given the opportunity to change their placement for the second semester of the school year.

We fully understand that full-time Distance Learning places a significant burden on parents and guardians to help facilitate student learning at home. We will provide more detail on our 100% Distance Learning option in our update next week to ensure you have all the information you need to make the best selection for your student and family.

Optional Placement: 100% On Campus Learning

We also recognize that some of our families will prefer that their student(s) attend school on-campus every week. Students with an IEP that require in-person support, parents who are Essential Workers, and Rocketship staff members who are required to be on campus full-time may prefer 100% on-campus learning. We are working to accommodate families who prefer that their student(s) attend on-campus learning full-time. All families must select their preferred placement by no later than July 22. Please respond to the placement request sent to your email address. If you did not receive a placement selection request please contact your school principal.

To adhere to the “stable cohort” public health requirement described above, we cannot guarantee the availability of full-time on campus learning. If this is your preferred option we will make every effort to support you and your family.

Kinder Camp

Starting school can be a big adjustment for our youngest learners. That’s why we offer Kinder Camp for our new TK and Kindergarten Rocketeers. All TK and Kinder students will come to school to meet their teacher, see their classroom, and check out their school (before the big kids arrive). During Kinder Camp, our youngest Rocketeers will learn how to adjust to their new school day routine and prepare for their first day of school!

Kinder camp will be split into two groups this year. Group A will attend school on August 6 and 7, and Group B will attend on August 10 and 11. Families will be assigned a group at your school’s orientation session.

Parent Orientation

This year our Parent Orientation will be virtual. Your campus will communicate what days and times will be dedicated to your student’s group. At Parent Orientation, you will receive key information on health and safety protocols and details about Distance Learning. Attendance at Parent Orientation is critical to ensure you and your student have a positive and successful school year experience.

Stay Tuned

There are clearly a lot of changes in store for the 2020-21 school year. But one thing that will never change is our commitment to providing your child with the safe and excellent education that they deserve. We will surely confront new challenges as we safely re-open our campuses in August. But as the final three months of last school year made clear, our leaders, teachers, staff, parents, and students will [rise to any challenge](#) that stands in our way. When the county ordered schools to close last March, we launched our Distance Learning program just 24 hours later. We acted with urgency, compassion, and an unrelenting commitment to serve your student(s) with excellence. No matter what, that will never change.

We will be sharing more updates to families every week. And as our local education and health authorities update their guidance to schools we will continue to modify our reopening plans as necessary.

Finally, we are offering families three virtual community meetings next week to review our plan and answer any questions. We will send details on how to attend those virtual community meetings next week. These meetings are optional and the discussion will be the same at each so you only need to participate in one meeting.

Meeting 1: Thursday 7/16 @ 5:30 pm

Meeting 2: Friday 7/17 @ 8:45 am

Meeting 3: Friday 7/17 @ 3:00 pm

We are looking forward to continuing to serve your Rocketeer(s) and family this school year. Thank you for partnership and thank you for entrusting us to provide your student(s) with the excellent elementary education that they deserve.

Sincerely,
Maricela Guerrero,
Vice President of Schools
Rocketship Public Schools

Kylie Alsofrom
Director of Schools and Regional Task Leader, Bay Area
Rocketship Public Schools

Dear Rocketeer Families,

Based on the new guidance from Governor Newsom and rising infection rates in our community, we are re-evaluating our school reopening plans shared last Friday. We are also postponing the virtual community meetings scheduled for this week while we work to modify our plans to the rapidly changing conditions in our community.

We know that this is a difficult time for families and educators alike. We appreciate your partnership and your patience as we continue to respond to this dynamic crisis. We are working around the clock to build a plan that protects the health and safety of our students and staff and continues to provide our Rocketeers with the excellent learning experience they deserve.

We will provide a revised reopening plan with all families next week. Virtual community meetings are rescheduled to the following times:

Thursday, July 23rd @ 5:30 pm

Friday, July 24th @ 12:15 pm

Friday, July 24th @ 2:00 pm

The discussion will be the same at each so you only need to participate in one meeting. We will be following up with you next week via email and in your school Facebook group with Zoom links to access the sessions.

We will be updating you and answering questions in next week's info sessions, but, as always, if you have any questions or comments prior to that, please submit your feedback [here](#).

As a reminder, [the placement selection form](#) is due on July 22nd, this data will help us understand your needs and preferences as we make informed decisions about reopening.

Sincerely,

Maricela Guerrero,
Vice President of Schools
Rocketship Public Schools

Kylie Alsofrom
Director of Schools, Bay Area
Rocketship Public Schools

Dear Rocketeers Families,

On Friday, Governor Newsom issued new guidance for reopening schools: schools located in counties on the COVID-19 monitoring list are not permitted to reopen until local health conditions improve. Counties across the Bay Area are on the state's monitoring list. In accordance with this new guidance, we regret to announce that we can no longer implement the “hybrid model” reopening plan we shared on July 10.

All Rocketship schools will now start the school year in full-time distance learning.

We understand that many parents and Rocketeers are eager to return to school. We are too. Unfortunately, with COVID-19 infection rates rapidly rising again, it has become clear that California does not have control of this health crisis. We are hopeful that health conditions improve again and we can begin to phase-in a return to in-person learning.

Distance Learning Plus

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

3 Hours Daily Live Teaching. We are increasing daily live teaching for students to an average of 3 hours per day. As we learned last spring, daily blocks of live teaching are critical to promote student engagement, social emotional development, and interaction with classmates. Specific schedules will differ by campus, grade, and student need.

Small Group Instruction. Small group instruction is a key component to our personalized learning model when students are in classrooms. Our enhanced distance learning model will build on this practice and provide small group instruction on a daily basis to ensure we continue to meet the individual needs of each and every Rocketeer.

On-Demand Learning. We fully understand that full-time distance learning places a significant burden on parents and caregivers to help facilitate student learning at home. We will continue to produce recorded content for our Rocketeers and leverage our adaptive online learning programs and Rocketship Goals platform to support independent learning that can adapt to the schedule of your family. Every Friday will be a full day of on-demand and independent student learning.

Daily Schedule

Attached to this update is a sample schedule for your Rocketeer's distance learning school day. Specific schedules will vary by school and grade level but the sample provided here should give you a general idea of what to expect when school starts on August 12.

For students with Individualized Education Plans (IEPs), we will provide robust inclusion and small group instruction aligned with the needs outlined in your child's IEP. Special education teams will continue to collaborate with families on specific needs and services and will follow up with each family individually.

Community Meetings

We are offering families three virtual community meetings this week to discuss our distance learning plan and answer your questions. These meetings are optional and the discussion will be the same at each so you only need to participate in one meeting.

- Meeting 1: **Thursday, July 23rd @ 5:30 pm**
- Meeting 2: **Friday, July 24th @ 12:15 pm**
- Meeting 3: **Friday, July 24th @ 2:00 pm**

We remain committed to starting our school year strong. No matter where student learning takes place, we will continue to provide your Rocketeer with the excellent education that they deserve. And while we were all hoping to be able to safely reopen our campuses in August, this health crisis will not weaken our resolve to ensure the 2020-21 school year is another year full of learning, growth, community, and progress in our fight for social justice and educational equity.

Thank you for partnership and thank you for entrusting us to serve your Rocketeer(s). Your principal will be sharing more detailed information about your school specific plans over the next few weeks.

Sincerely,

Maricela Guerrero,
Vice President of Schools

Kylie Alsofrom
Director of Schools, Bay Area

SAMPLE DISTANCE LEARNING SCHEDULE 2020-2021 School Year	
8:00 am	Live Launch!
8:10 am	Social emotional learning lesson --- <i>live instruction</i>
8:45 am	Read aloud --- <i>live instruction</i>
9:00 am	Phonics lesson --- <i>small group live instruction</i>
9:20 am	Phonics independent practice
9:40 am	Movement break!
10:10 am	Snack time!
10:20 am	STEM lesson --- <i>live instruction</i>
11:00 am	Online learning programs
11:30 am	Lunch time!
12:30 pm	Enrichment --- <i>live instruction</i>
1:00 pm	Online learning programs
1:30 pm	Guided reading --- <i>live instruction</i>
2:00 pm	Movement break!
2:20 pm	Small group tutoring
2:40 pm	Social emotional check in
3:00 pm	Live Landing!

Rocketeers,

Welcome to the 20-21 school year! We've loved seeing so many of you at our Orientations, Chromebook return, and parent camps. We are excited to see our distance learning program expand from what we offered last spring. From increased live teaching to a focus on small group instruction, we look forward to seeing how we can all serve our students virtually.

We do, however, want to keep you informed of our efforts to try to bring some students back to campus for in-person services. Under current guidelines from Governor Newsom and our local public health agencies we are not allowed to serve any students on-campus except for drive-by material pick up. We know that certain functions are best performed in-person: from serving the developmental needs of our youngest Rocketeers, to building relationships with new students and new teachers, to conducting assessments that will allow us to understand how to best serve our Rocketeers.

In order to have the option and opportunity to engage in any of the above activities, we must apply for a waiver with our county board of education. Therefore, **in order to provide the option for some in-person services, we are applying to the County Office of Health for a waiver.** To be clear, this waiver is not to fully implement our 50% hybrid model. It merely grants our schools the flexibility to perform critical functions like building relationships, beginning of year assessments, Individualized Education Plan (IEP) evaluations as well as possibly recurring support for priority students such as students with disabilities, homeless and foster students, and students of essential workers. All these functions would be carried out while following all necessary health and safety guidelines around physical distancing, masks, intense regular cleaning, regular hand washing, utilization of pods, and multiple other layers of protection for our team and Rocketeers.

We do not have a timeline or process from the county about this approval, but we will update you as soon as we do. **Although we as a network have applied for the waiver, we want to be clear that any implementation would be campus-specific.** Based upon staffing capacity and interest in in-person instruction as well as the prioritization of students needs, each campus will determine which specific students will return, for what activities, and in what timeline. Each campus will have flexibility to slow the pace of implementation for their campus based upon staff availability and the success they have as they move through the stages of implementation.

Thank you so much for your partnership in serving your Rocketeer. This year is starting out very different than how many of us imagined or hoped. But no matter what comes our way, we will not weaken our resolve to ensure that we continue to strive to meet the needs of our Rocketeers and families so that the 2020-21 school year is another year full of learning, growth, community, and progress in our fight for social justice and educational equity.

ROCKETSHIP

PUBLIC SCHOOLS

Sincerely,

Maricela Guerrero,
Vice President of Schools

Kylie Alsofrom
Director of Schools, Bay Area
California Task Force Lead

Estimados Rocketeers:

Esperamos que estén disfrutando del verano. ¡Qué año este! Estamos muy orgullosos de toda nuestra comunidad Rocketship por [la manera en que todos aceptaron el desafío urgente](#) de brindar enseñanza de calidad a la distancia a nuestros rocketeros en medio de una pandemia mundial. ¡Felicitaciones, Rocketeers!

Sabemos que todavía hay muchos interrogantes sobre la manera en que las escuelas reabrirán el próximo año escolar. Tengan la certeza de que nuestro equipo de expertos trabaja sin descanso para que estemos preparados para cualquier situación colaborando con líderes de la región, la ciudad y el distrito para seguir las recomendaciones de salud, seguridad y educación. Los mantendremos informados todas las semanas, a partir de hoy, hasta el comienzo de las clases.

Sus opiniones son invaluable, ya que nos ayudan a fundamentar nuestras decisiones para el próximo año. Gracias a todos los padres que respondieron la encuesta a las familias sobre el regreso a la escuela.

Estas son algunas novedades clave que queremos compartir con ustedes:

- **Resérvense la fecha:** Marquen sus calendarios, ¡porque la escuela comienza el 12 de agosto de 2020! Visiten la [página web sobre el COVID-19 de California](#) para ver el calendario escolar de 20/21. Continuaremos publicando novedades clave en esta página así como las fechas del campamento infantil (Kinder Camp) y de la orientación. También se publicarán en los grupos de Facebook de las escuelas.
- **Comunicación semanal:** En nuestra encuesta a las familias, la amplia mayoría de las familias pidieron recibir novedades todas las semanas por correo electrónico. En adelante, vamos a enviar correos electrónicos semanales y mensajes de texto con información sobre el próximo año escolar, novedades sobre la reapertura y otra información importante. También publicaremos estas comunicaciones en los grupos de Facebook de las escuelas, por lo que no olviden unirse al grupo de [Facebook de su escuela](#) si no lo han hecho aún.
- **Preparación para el regreso al aprendizaje presencial:** Si bien estamos sumamente orgullosos de la manera en que nuestros maestros, los Rocketeers y el personal hicieron la transición al aprendizaje a distancia en marzo pasado, sabemos que podemos dar lo mejor de nosotros cuando maestros y alumnos están juntos en la sala de clases. La Academia Estadounidense de Pediatría (American Academy of Pediatrics, AAP) concuerda y recientemente anunció que “todas las consideraciones en cuanto a las políticas para el próximo año escolar deben comenzar con el objetivo de que los alumnos estén físicamente presentes en la

escuela. La importancia de aprender en persona está bien documentada, y ya hay evidencia de los efectos negativos que tuvo el cierre de las escuelas en la primavera de 2020 en los niños”. Por eso estamos ocupados en preparar planes para reabrir nuestras escuelas para el nuevo año escolar.

- **Nuevas medidas de salud y seguridad:** En los últimos dos meses hemos estado consultando con profesionales de la salud locales y nacionales, repasando las recomendaciones de los CDC y evaluando de qué manera los sistemas escolares de otros países han logrado abrir sus escuelas con éxito. Estamos desarrollando nuevos sistemas y protocolos que creen múltiples niveles de protección para reducir el riesgo de contagio de COVID-19 en nuestras escuelas a la vez que creamos la experiencia de aprendizaje excelente que nuestros rocketeros merecen. Todo el personal y los alumnos de los grados K-5 deberán usar mascarillas en la escuela. Hay evidencias significativas de que el uso universal de mascarillas combate de manera efectiva el contagio del coronavirus. Es una buena idea que los niños comiencen a practicar usar la mascarilla durante el verano. Les daremos muchos más detalles sobre nuestros planes de salud y seguridad la semana próxima, así que estén atentos.
- **Adaptación a la enseñanza 100% virtual:** Nos entusiasma que la mayoría de los padres dijeron que quieren volver a las aulas de clases el próximo años, algo que creemos que es la mejor experiencia de aprendizaje que pueden tener los Rocketeers que están en condiciones de asistir a la escuela. Sin embargo, también sabemos que algunas familias requerirán la opción de un aprendizaje 100% virtual el próximo año. Continuamos trabajando en planes de enseñanza sólidos para dar cabida a estos rocketeros y compartiremos más detalles sobre nuestra experiencia escolar virtual en las próximas semanas.

Próximas novedades:

- Plan de reapertura detallado
- Fechas del campamento infantil y la orientación
- Protocolos y procedimientos de salud y seguridad
- Recursos adecuados para los niños sobre qué esperar el próximo año escolar

Atentamente,

Kylie Alsofrom
Director of Schools

Estimadas familias rocketeras:

En los últimos tres meses, hemos estado haciendo planes para reabrir nuestras escuelas para el año escolar 2020-2021. Continuamos respetando nuestro compromiso de proteger la salud y la seguridad de nuestros rocketeros, familias, personal y comunidad, y a la vez brindar a nuestros rocketeros la excelente experiencia de aprendizaje que merecen.

Hemos estado consultando a profesionales de salud pública nacionales y locales, revisando las recomendaciones de los Centros para el Control de Enfermedades (Centers for Disease Control, CDC) y de la Academia Estadounidense de Pediatría (American Academy of Pediatrics, AAP), evaluando de qué manera han logrado abrir con éxito los sistemas escolares en otros países y colaborando con nuestros maestros, nuestro personal, los padres y los líderes de nuestra red. Nuestro plan de reapertura delineado aquí representa lo que creemos es el mejor enfoque posible dada la extraordinaria crisis que enfrentamos. No existe un plan perfecto para una crisis sin precedentes, y tendremos que continuar adaptando nuestro enfoque a medida que las autoridades de salud compartan nuevas evidencias y recomendaciones. Pero si todos trabajamos juntos y nos ayudamos, el año escolar 2020-21 será otro año lleno de enseñanzas, crecimiento, comunidad y progreso en nuestra lucha por la justicia social y la equidad educativa.

Modelo escolar híbrido

Nuestro plan de reapertura se basa en la sólida creencia en la importancia de la enseñanza en persona siempre que sea posible. La [Academia Estadounidense de Pediatría \(American Academy of Pediatrics, AAP\) recientemente publicó una recomendación](#) “de que todas las consideraciones al determinar políticas para el próximo año escolar deben comenzar con el objetivo de que los alumnos estén físicamente presentes en la escuela. La importancia de aprender en persona está bien documentada, y ya hay evidencia de los efectos negativos que tuvo el cierre de las escuelas en los niños en la primavera de 2020”. En Rocketship, sabemos que damos lo mejor de nosotros cuando los maestros y alumnos están juntos en las aulas de clase. ¡Por eso hemos estado trabajando arduamente para crear un plan para recibir a nuestros rocketeros en la escuela para el año escolar 2020-21!

Nuestro modelo escolar para este año incluirá días de enseñanza en persona y también días de enseñanza a distancia en el hogar. No tenemos capacidad suficiente en la escuela para reducir la densidad de los alumnos en el predio y que todos los alumnos cumplan las recomendaciones de physical distancing físico, por lo que hemos diseñado un modelo híbrido en el que aproximadamente el 50% de los alumnos estará presente en la escuela por vez. Este modelo nos ayudará a proteger la salud y la seguridad de los alumnos y el personal, y a la vez asegurará que los alumnos se beneficien del aprendizaje en persona en la escuela. Es importante notar que continuaremos ajustando nuestro modelo cada vez que las autoridades locales, estatales y federales publiquen nuevas directivas.

Para poder respetar la guidance directiva de distanciamiento físico de nuestras autoridades de salud pública locales, nuestro modelo escolar híbrido dividirá a los alumnos en dos grupos, o cohortes. Llamaremos a estas dos cohortes de alumnos los *Trailblazers* y los *Pioneers* (cada escuela podrá elegir nombres distintos para sus cohortes). Cada cohorte incluirá aproximadamente 17 alumnos por clase.

Trabajaremos en un horario de semanas alternativas. En la semana 1, la cohorte de los *Trailblazers* aprenderán en la escuela mientras que los *Pioneers* aprenderán en su hogar a través de nuestro programa de educación a distancia. En la semana 2, los *Pioneers* vendrán a la escuela mientras los *Trailblazers* aprenderán en su casa. Los viernes, todos los alumnos permanecerán en su casa para aprender a distancia mientras que los maestros estarán en contacto con ellos de manera virtual y prepararán el trabajo para ambas cohortes de alumnos. Continuaremos este horario de semanas alternadas a lo largo del año escolar hasta nuevo aviso.

SEMANA 1				
Lunes	Martes	Miércoles	Jueves	Viernes
<i>Trailblazers</i> en la escuela	<i>Trailblazers</i> en la escuela	<i>Trailblazers</i> en la escuela	<i>Trailblazers</i> en la escuela	<i>Trailblazers</i> educación a distancia
<i>Pioneers</i> educación a distancia	<i>Pioneers</i> educación a distancia	<i>Pioneers</i> educación a distancia	<i>Pioneers</i> educación a distancia	<i>Pioneers</i> educación a distancia

SEMANA 2				
Lunes	Martes	Miércoles	Jueves	Viernes
<i>Trailblazers</i> educación a distancia	<i>Trailblazers</i> educación a distancia	<i>Trailblazers</i> educación a distancia	<i>Trailblazers</i> educación a distancia	<i>Trailblazers</i> educación a distancia
<i>Pioneers</i> en la escuela	<i>Pioneers</i> en la escuela	<i>Pioneers</i> en la escuela	<i>Pioneers</i> en la escuela	<i>Pioneers</i> educación a distancia

Nuevos protocolos de salud y seguridad

Para proteger la salud y la seguridad de todos los alumnos, el personal y las familias, implementaremos una serie de nuevos protocolos de salud y seguridad. No podemos eliminar el riesgo de contagio de COVID-19 en nuestras escuelas, pero las múltiples capas de protección que implementaremos reducirán significativamente ese riesgo.

Necesitamos que todos los alumnos, las familias y el personal colaboren siguiendo estos protocolos y nos ayuden a reducir el riesgo para todos.

Requisitos de quedarse en casa: Cada persona de nuestra comunidad escolar —los alumnos, el personal y los padres— desempeñan un papel vital en ayudar a reducir el riesgo de contagio en la escuela. Necesitamos que todos vigilen cuidadosamente su propia salud y la salud de los rocketeros y que se queden en casa cuando tengan alguno de los siguientes síntomas de COVID-19: fiebre (de 100.0 o más), tos, falta de aire, dolor de garganta, goteo nasal, diarrea, vómitos, dolor de cabeza o pérdida del sentido del gusto o el olfato. Además, si una persona ha estado en contacto directo con alguien que obtuvo un resultado positivo en el análisis de detección de COVID-19, deberá quedarse en la casa hasta que la autoricen a regresar a la escuela. Los rocketeros que se queden temporalmente en la casa por razones de salud o porque hayan estado expuestos a COVID-19 podrán aprender a distancia desde el hogar todo el tiempo que no puedan ir a la escuela.

Medición de la temperatura a diario: Todos los días les tomaremos la temperatura a todas las personas que entren al edificio de la escuela con un termómetro infrarrojo, sin tocarlas. Si alguna persona tiene una temperatura de 100.0 o más, no se le permitirá entrar en el edificio.

Evaluación de la salud a diario: En el momento en que lleguen, se les pedirá a todo el personal y los alumnos/padres que respondan un breve cuestionario sobre factores de riesgo de COVID-19. Todo el personal y los alumnos deberán responder que no a todos los factores de riesgos para poder entrar en el edificio.

Establecimiento de cohortes estables de alumnos: Los alumnos permanecerán en la misma clase con el mismo grupo de compañeros y el mismo personal docente durante el día de clases. Esta estrategia de “cohortes estables” es un factor clave para poder reabrir en todos los condados de California donde tenemos escuelas ([Santa Clara](#), [San Mateo](#) y [Contra Costa](#)). Esto significa que los alumnos ya no podrán rotar de una clase a otra durante el día escolar. También almorzarán en el aula de clases. Nuestros maestros de Humanidades, STEM (ciencia, tecnología, ingeniería y matemáticas), Laboratorio de Aprendizaje, y Enriquecimiento rotarán de una clase a otra.

Uso obligatorio de mascarillas: Las autoridades de salud remarcan que cubrirse la boca y la nariz es una manera efectiva de prevenir el contagio del virus. Todos los alumnos de los grados K a 5.º tienen la obligación de usar mascarilla. Los rocketeros tendrán la oportunidad de quitarse las mascarillas durante los “descansos de mascarillas” cuando estén sentados en sus escritorios durante las lecciones y durante la hora del almuerzo. Permitiremos las adaptaciones que sean necesarias para los alumnos con problemas respiratorios o de procesamiento sensorial. Todo el personal tendrá que usar mascarilla y además pueden optar por usar un escudo facial transparente mientras estén al frente de la clase, físicamente distanciados de los alumnos. Los padres y los tutores también deberán usar una mascarilla al llevar y pasar a recoger a los niños. Rocketship proporcionará un paquete de cinco mascarillas de tela reutilizables al personal y a todos los alumnos al comienzo del año. Esta mascarilla específica no forma parte de nuestro uniforme requerido; tanto los alumnos como el personal pueden usar su propia mascarilla si lo prefieren. También contaremos con mascarillas desechables para usar en caso de que un alumno olvide la mascarilla.

Lavado y desinfección de manos: Es preferible lavarse las manos con agua y jabón durante 20 segundos siempre que sea posible. Para complementar el lavado de manos regular, los alumnos también usarán gel desinfectante para manos a lo largo del día. Les enseñaremos y recordaremos a nuestros rocketeros la higiene de manos adecuada e incorporaremos pausas para higienizar las manos a nuestra rutina diaria en la escuela. El lavado y la desinfección de las manos será una prioridad cuando los alumnos entren al edificio, cada vez que entren en la clase, cada vez que salgan de la clase, antes y después del desayuno y el almuerzo, después de ir al baño, después de la clase de educación física, después del recreo y antes de ponerse o quitarse la mascarilla. Una buena higiene de las manos es una

manera simple pero eficaz de prevenir la infección. Le pedimos que inculque estos hábitos a su rocketero en el hogar.

Distanciamiento físico: Pondremos en práctica el distanciamiento físico en todo el predio de la escuela para asegurarnos de que los alumnos y el personal mantengan una distancia segura unos de otros para contribuir a limitar la propagación del coronavirus. Esta práctica también se llama *distanciamiento social* pero queremos poner énfasis en que la separación física no limita nuestra capacidad de tener interacciones saludables y seguras en la escuela. Fomentar el desarrollo social y emocional de nuestros alumnos es un componente esencial de nuestro modelo educativo, que continuaremos enfatizando a lo largo del próximo año escolar. Con el fin de promover el distanciamiento físico en la escuela, pondremos rótulos adheridos al piso debidamente espaciados en todas las aulas, los corredores, las entradas y otros espacios donde se reúne gente. Los escritorios de los alumnos se pondrán separados a la distancia adecuada en todas las aulas. Y también pondremos letreros en lugares bien visibles en toda la escuela para recordar a los alumnos y al personal que siempre deben mantener la distancia física.

Recreos y educación física: Tanto la educación física como el tiempo de juego no estructurado durante el recreo son esenciales para el desarrollo físico saludable del niño. Continuaremos ofreciendo recreos y actividad física este año escolar con algunas modificaciones. Crearemos “rondas de juego” de gran tamaño que cada cohorte estable de clases deberá respetar durante las clases de educación física y los recreos. Los aparatos de juegos infantiles se cerrarán hasta nuevo aviso y se requerirá la aprobación del supervisor para utilizar todo equipo de juego.

Limpieza del predio de la escuela: Según los CDC, el principal modo de transmisión de COVID-19 es a través del contacto cercano de una persona con otra. Si bien es mucho menos probable que suceda, es posible que una persona se contagie de COVID-19 si toca una superficie o un objeto en el que ha estado el virus y luego se toca la cara. Para reducir el riesgo de transmisión entre una superficie y la cara, hemos aumentado drásticamente los protocolos de desinfección en el predio de la escuela este año. Cada noche después de clases desinfectaremos todo el predio. Durante las clases, todas las superficies que se tocan mucho se desinfectarán al menos dos veces al día. Las superficies que se tocan mucho incluyen: las manijas de las puertas, los grifos del baño, las perillas de la luz, las barandillas, las mesas, etc. Estamos capacitando a todos los maestros sobre cómo desinfectar el aula y qué áreas hay que desinfectar con regularidad a lo largo del día de clases. Finalmente, hemos invertido en un nuevo sistema avanzado de “rociado electrostático” que desinfecta todas las superficies eficientemente y más a fondo que al rociarlas y pasarles un paño con la mano.

Vigilancia de síntomas: Probablemente la mayoría de los alumnos que muestren síntomas de COVID-19 no tenga esta enfermedad sino un resfriado común o la gripa. De todos modos, tenemos que controlar con cuidado todo riesgo de transmisión en la escuela. Hemos creado un protocolo detallado para detectar síntomas y enfermos de COVID-19, y las posibles exposiciones a la enfermedad de nuestros alumnos y nuestro personal. Hemos establecido requisitos claros para determinar cuándo una persona con riesgo de que tenga COVID-19 está autorizada a regresar a la escuela. Si algún alumno o miembro del personal obtiene un resultado positivo en el análisis de COVID-19, notificaremos a todas las familias que han compartido un espacio con la persona afectada en los últimos siete días. Los alumnos con síntomas o factores de riesgo que estén esperando a ser autorizados a regresar a la escuela recibirán toda la ayuda que necesiten para continuar participando en el aprendizaje a distancia desde su hogar.

Capas de protección: Las nuevas medidas de salud y seguridad descritas antes crean muchas capas de protección en la escuela. Los padres no deben preocuparse si ven que un alumno se quita la mascarilla dentro del predio de la escuela o nota que los alumnos no mantienen el distanciamiento físico cuando juegan durante el recreo. Entendemos que no podemos pretender que los niños cumplan todas estas medidas el 100% del tiempo. Al crear múltiples capas de protección, nuestro sistema no fallará porque una sola de las medidas recién explicadas no sea cumplida por todos los alumnos todo el tiempo. Este enfoque nos permitirá continuar creando un ambiente de aprendizaje alegre a la vez que protegemos la salud y la seguridad de nuestra comunidad.

Una chromebook para cada alumno

Para que nuestros rocketeros puedan aprender en la escuela y el hogar este año, a cada alumno se le entregará una computadora chromebook personal para que usen durante todo el año escolar 2020-21. Si su niño ya tiene una chromebook entregada por Rocketship, tendrá que llevarla a la escuela para que puedan actualizarla para el nuevo año escolar. Su escuela se pondrá en contacto con ustedes directamente para informarles cuándo y cómo podrán regresar la chromebook.

Hemos asumido el compromiso de asegurarnos de que todos los alumnos tengan acceso a la tecnología para poder avanzar en su aprendizaje. Por eso hemos invertido en una chromebook para cada alumno este año. Pero necesitamos la colaboración de ustedes para aprovechar al máximo esta inversión en la educación de sus hijos. Recuerden que la chromebook de cada alumno es propiedad de la escuela y les pedimos que se ocupen de que sus niños las cuiden mientras estén en la casa.

Cuidado infantil antes y después de clases

Continuamos explorando opciones para los programas de cuidado infantil antes y después de clases de modo que cumplan las directivas de las autoridades de salud pública locales. Les daremos información sobre las opciones de cuidado infantil antes y después del horario de clases en nuestras novedades de la próxima semana.

Modalidad de enseñanza opcional: educación 100% a distancia

Sabemos que algunos de nuestros rocketeros no podrán regresar a la escuela para aprender en persona al comienzo del año escolar. En particular, los alumnos que tienen otras enfermedades que hacen que corran un mayor riesgo si contraen COVID-19 pueden elegir no participar en la educación en persona y en su lugar aprender a distancia desde su hogar todo el tiempo. Les pedimos a las familias que nos informen qué modalidad eligen a más tardar el 22 de julio. Por favor respondan a la opción de modalidad de enseñanza (“placement request”) que se les envió a su dirección de correo electrónico. Si no recibieron el correo electrónico para elegir la modalidad, pónganse en contacto con el principal de su escuela.

Si seleccionan la educación 100% a distancia, el alumno deberá recibir educación a distancia todo el tiempo durante el primer semestre de este año escolar. Para que podamos aplicar bien los dos modelos de enseñanza este año, necesitamos reducir al mínimo los cambios en la modalidad de enseñanza de los alumnos más allá de los cambios que se pueden prever por motivos de salud y por los factores de riesgo de COVID-19 descritos más arriba. Crearemos una lista de espera para los alumnos que comiencen el año en educación a distancia y quieran cambiar a nuestro modelo escolar híbrido antes de que finalice el primer semestre. No podemos garantizar que ningún cambio en la modalidad se podrá realizar dentro del semestre, pero haremos lo posible por satisfacer sus necesidades. A todas las familias se les dará la oportunidad de cambiar la modalidad de enseñanza para el segundo semestre del año escolar.

Sabemos muy bien que la educación a distancia a tiempo completo crea un incordio importante para los padres y tutores que deben facilitar el aprendizaje del alumno en el hogar. Les daremos más detalles sobre nuestra opción de educación 100% a distancia en nuestras novedades de la semana próxima para asegurarnos de que tengan toda la información que necesitan para elegir lo que más conviene al alumno y su familia.

Modalidad de enseñanza opcional: educación 100% en la escuela

También sabemos que algunas de nuestras familias preferirán que sus niños asistan a la escuela todas las semanas. Los alumnos con un Plan Educativo Individualizado (Individualized Educational Plan o IEP) que requieren asistencia en persona, los padres que son trabajadores esenciales y los miembros del personal de Rocketship que deben permanecer en la escuela a tiempo completo pueden preferir la educación 100% en la escuela. Estamos trabajando para que las familias que prefieren que sus hijos asistan a la escuela puedan hacerlo. Todas las familias deben seleccionar qué modalidad eligen a más tardar el 22 de julio. Por favor respondan a la opción de modalidad de enseñanza (“placement request”) que se les envió a su dirección de correo electrónico. Si no recibieron el correo electrónico para elegir la modalidad, pónganse en contacto con el principal de su escuela.

Debido que debemos cumplir el requisito de “cohortes estables” explicado más arriba, no podemos garantizar que un niño determinado pueda asistir a la escuela. Si esta es su opción preferida, haremos todo lo posible por cumplirla, por ustedes y su familia.

Campamento infantil

El comienzo de las clases puede ser un gran ajuste para los alumnos más pequeños. Por eso ofrecemos el campamento infantil (Kinder Camp) a nuestros rocketeros de jardín transicional (TK) y jardín infantil. Los alumnos de TK y jardín infantil irán a la escuela a conocer a su maestra, ver su aula de clases y conocer su escuela (antes de que lleguen los niños más grandes). ¡Durante el campamento infantil, los rocketeros más pequeños aprenderán a adaptarse a la nueva rutina escolar y prepararse para su primer día de clases!

El campamento infantil se dividirá en dos grupos este año. El grupo A asistirá a la escuela los días 6 y 7 de agosto, y el grupo B asistirá los días 10 y 11 de agosto. A las familias se les asignará un grupo en la sesión de orientación de su escuela.

Orientación para los padres

Este año nuestra orientación para los padres será virtual. Su escuela les dirá qué días y horarios se dedicarán al grupo del alumno. En la orientación, los padres recibirán información clave sobre los protocolos de salud y seguridad y también detalles sobre la educación a distancia. Es esencial que los padres asistan a la sesión de orientación para que tanto los padres como los alumnos tengan una experiencia escolar positiva y exitosa.

Estén atentos

Está claro que habrá muchos cambios en el año escolar 2020-21. Pero algo que nunca cambiará es nuestro compromiso de brindarle a cada niño la educación segura y excelente que se merece. Sin duda nos enfrentaremos a nuevas dificultades al reabrir nuestras escuelas de manera segura en agosto. Pero los últimos tres meses del último año escolar nos demostraron que nuestros líderes, maestros, empleados, padres y alumnos harán [frente a cualquier](#) desafío que se nos presente. Cuando el condado dio la orden de cerrar las escuelas el mes de marzo pasado, pusimos en marcha nuestro programa de educación a distancia tan solo 24 horas después. Actuamos con urgencia, compasión y un firme compromiso de brindar a nuestros alumnos una educación excelente. No importa lo que pase, eso nunca cambiará.

Enviaremos más novedades a las familias todas las semanas. Y a medida que nuestras autoridades educativas y de salud actualicen sus directivas para las escuelas, continuaremos modificando nuestros planes de reapertura según sea necesario.

Finalmente, ofrecemos a las familias tres reuniones virtuales la próxima semana para repasar nuestro plan y responder preguntas. Les enviaremos detalles sobre cómo asistir a esas reuniones virtuales la próxima semana. Esas reuniones son optativas y se tratarán los mismos temas en todas, por lo que solo es necesario asistir a una.

Reunión 1: Jueves 7/16 @ 5:30 p.m.

Reunión 2: Viernes 7/17 @ 8:45 a.m.

Reunión 3: Viernes 7/17 @ 3:00 p.m.

Continuaremos trabajando para todos los rocketeros y sus familias este año escolar. Gracias por su colaboración y por confiar en nosotros para que les brindemos a sus hijos la educación primaria excelente que se merecen.

Atentamente,
Maricela Guerrero,
Vicepresidente de Escuelas
Escuelas Públicas Rocketship

Kylie Alsofrom
Directora de Escuelas y jefa regional de Tareas, Área de la Bahía
Escuelas Públicas Rocketship

Estimadas familias Rocketeers:

Con base en la nueva guía del Gobernador Newsom y el aumento de tasas de infección en nuestra comunidad, estamos reevaluando nuestros planes de reapertura de escuelas que compartimos el viernes pasado. También estamos posponiendo las reuniones comunitarias virtuales programadas para esta semana mientras trabajamos para modificar nuestros planes a las condiciones que cambian rápidamente en nuestra comunidad.

Sabemos que este es un momento difícil para las familias tanto como para los educadores. Agradecemos su colaboración y paciencia mientras seguimos respondiendo a esta crisis dinámica. Estamos trabajando las 24 horas para crear un plan que proteja la salud y seguridad de nuestros estudiantes y personal y que continúe brindando a nuestros Rocketeers la excelente experiencia de aprendizaje que se merecen.

La semana que viene, compartiremos un plan de reapertura revisado con todas las familias. Las reuniones comunitarias virtuales se reprograman a los siguientes horarios:

Jueves 23 de julio a las 5:30 p.m.

Viernes 24 de julio a las 12:15 p.m.

Viernes 24 de julio a las 2:00 p.m.

La conversación será la misma en cada reunión, y solo se necesita participar en una. La próxima semana compartiremos los enlaces de Zoom por correo electrónico y en los grupos de Facebook de sus escuelas.

Les actualizaremos y responderemos a sus preguntas en las reuniones comunitarias virtuales de la próxima semana, pero, como siempre, si tiene alguna pregunta o comentario antes de eso, envíe sus comentarios [aquí](#).

Les recordamos que el [Formulario de Compromiso](#) se debe entregar el 22 de julio. Sus respuestas nos ayudarán a comprender sus necesidades y preferencias a medida que tomamos decisiones informadas sobre la reapertura.

Atentamente,

Maricela Guerrero,
Vicepresidente de Escuelas
Escuelas Públicas Rocketship

Kylie Alsofrom
Directora de Escuelas y jefa regional de Tareas, Área de la Bahía
Escuelas Públicas Rocketship

Estimadas familias Rocketeers:

El viernes, el gobernador Newsom emitió una nueva directiva para volver a abrir las escuelas: a las situadas en los condados incluidos en la lista de monitoreo de COVID-19 no se les permite volver a abrir hasta que mejoren las condiciones de salud locales. Todas las escuelas Rocketship se encuentran en condados de la lista de monitoreo del estado. Basándonos en esta nueva directiva, lamentamos anunciarles que ya no podemos implementar el plan de apertura de “modelo híbrido” que les comunicamos el 10 de julio.

Todas las escuelas Rocketship ahora comenzarán el año escolar en el modo de educación a distancia a tiempo completo.

Entendemos que muchos padres y rocketeros están ansiosos por regresar a la escuela. Nosotros también. Lamentablemente, debido a que las tasas de infección de COVID-19 de nuevo están subiendo rápidamente, es claro que California no tiene el control de esta crisis de salud. Esperamos que las condiciones de salud vuelvan a mejorar y que podamos comenzar a incorporar el regreso a la educación en persona.

Educación a distancia Plus

El modelo de educación a distancia que implementamos en marzo pasado [demostraba](#) nuestro compromiso hacia nuestra comunidad y el innovador espíritu de nuestros educadores. Al prepararnos nuevamente para la educación a distancia en el año escolar 2020-2021, nos basamos en los puntos fuertes del modelo que desarrollamos en la primavera pasada e implementamos nuevas características para mejorar aún más el aprendizaje en el hogar.

3 horas diarias de enseñanza en vivo. Aumentamos las horas de enseñanza en vivo para los alumnos a 3 horas por día en promedio. Como nos dimos cuenta la primavera pasada, los bloques diarios de enseñanza son cruciales para fomentar la participación y el interés de los alumnos, el desarrollo emocional social y la interacción con los compañeros. Los horarios específicos variarán según la escuela, el grado y las necesidades de los alumnos.

Instrucción en grupos pequeños. La instrucción en grupos pequeños es un componente clave de nuestro modelo de educación personalizada cuando los alumnos asisten a clase. Nuestro modelo realzado de educación a distancia se basa en esta práctica y en brindar instrucción a grupos pequeños todos los días para asegurarnos de satisfacer las necesidades diarias de cada rocketero.

Educación a demanda. Sabemos muy bien que la educación a distancia a tiempo completo crea un incordio importante para los padres y cuidadores que deben facilitar el aprendizaje del alumno en el hogar. Continuaremos produciendo contenido grabado para nuestros rocketeros y aprovechando nuestros programas de aprendizaje en línea adaptables y la plataforma de objetivos Rocketship para contribuir a lograr un aprendizaje independiente que pueda adaptarse a los horarios de su familia. Todos los viernes serán para el alumno un día completo de aprendizaje a demanda e independiente.

Horario diario

Hemos adjuntado a esta carta un ejemplo de horario para el día escolar de educación a distancia de su rocketero. Los horarios específicos variarán según la escuela y el grado, pero el ejemplo que proporcionamos aquí debería darles una idea general de qué esperar cuando comiencen las clases el 12 de agosto.

A los alumnos que tengan un Plan Educativo Individualizado (Individualized Educational Plan o IEP) les daremos una sólida inclusión e instrucción en pequeños grupos que se ajusten a las necesidades descritas en el IEP del niño. Los equipos de educación especial continuarán colaborando con las familias en cuanto a las necesidades y servicios específicos, y nos volveremos a comunicar individualmente con cada familia.

Reuniones virtuales

Ofreceremos a las familias tres reuniones virtuales comunales esta semana para hablar de nuestro plan de educación a distancia y responder sus preguntas. Esas reuniones son optativas y se tratarán los mismos temas en todas, por lo que solo es necesario asistir a una.

- Reunión 1: **Jueves 23 de julio @ 5:30 p.m.**
- Reunión 2: **Viernes 24 de julio @ 12:15 a.m.**
- Reunión 3: **Viernes 24 de julio @ 2:00 p.m.**

Continuamos con nuestro compromiso de empezar el año escolar a toda marcha. No importa dónde aprenda su hijo, continuaremos brindándole a su rocketero la educación excelente que se merece. Y mientras esperamos poder reabrir nuestras escuelas sin riesgos en agosto, esta crisis de salud no empañará nuestra decisión de lograr que el año escolar 2020-2021 sea otro año pleno de enseñanzas, crecimiento, comunidad y progreso en nuestra lucha por la justicia social y la equidad educativa.

Gracias por su apoyo y colaboración y por confiarnos la educación de su(s) rocketero(s). La/El principal de su escuela les dará información más detallada sobre los planes específicos de su escuela a lo largo de las próximas semanas.

Atentamente,

Maricela Guerrero,
Vicepresidenta de Escuelas

Kylie Alsofrom
Directora de Escuelas, Área de la Bahía

EJEMPLO DE HORARIO DE EDUCACIÓN A DISTANCIA Año escolar 2020-2021	
8:00 a.m.	¡Lanzamiento en vivo!
8:10 a.m.	Lección de aprendizaje emocional social – <i>Instrucción en vivo</i>
8:45 a.m.	Lectura en voz alta – <i>Instrucción en vivo</i>
9:00 a.m.	Lesión de fonética – <i>Instrucción en grupos pequeños</i>
9:20 a.m.	Práctica independiente de fonética
9:40 a.m.	¡Receso para moverse!
10:10 a.m.	¡Hora del refrigerio!
10:20 a.m.	Lección de STEM – <i>Instrucción en vivo</i>
11:00 a.m.	Programas de enseñanza en línea
11:30 a.m.	¡Hora del almuerzo!

12:30 p.m.	Enriquecimiento – <i>Instrucción en vivo</i>
1:00 p.m.	Programas de enseñanza en línea
1:30 p.m.	Lectura guiada – <i>Instrucción en vivo</i>
2:00 p.m.	¡Receso para moverse!
2:20 p.m.	Enseñanza particular en grupos pequeños
2:40 p.m.	Encuentro social emocional
3:00 p.m.	¡Aterrizaje en vivo!

Estimados Rocketeers:

¡Bienvenidos al año escolar 20-21! Nos ha encantado ver a tantos de ustedes en nuestras orientaciones, devoluciones de las chromebook y «campamentos» para los padres. Estamos entusiasmados al ver nuestro programa de educación a distancia expandirse en comparación con lo que ofrecíamos la primavera pasada. Estamos deseosos de ver cómo todos podemos atender las necesidades de nuestros alumnos de manera virtual, desde la enseñanza en vivo hasta la instrucción en grupos pequeños elegidos.

Pero a la vez queremos mantener a los padres informados de nuestros esfuerzos para intentar lograr que algunos alumnos regresen a la escuela para recibir enseñanza en persona. Según las directrices actuales del gobernador Newsom y nuestras agencias de salud pública locales, no tenemos permitido recibir a los niños en el predio de la escuela salvo para que vengan en automóvil a pasar a recoger material. Sabemos que ciertas funciones se desempeñan mejor en persona, como atender las necesidades de desarrollo de nuestros rocketeros más pequeños, permitir que los nuevos maestros y los nuevos alumnos entablen relación con los demás y llevar a cabo evaluaciones que nos permitan ver de qué modo podemos atender mejor a nuestros rocketeros.

Para poder tener la opción y la oportunidad de realizar cualquiera de estas actividades mencionadas, debemos solicitar una excepción a la Junta de Educación de nuestro condado. Por lo tanto, **para ofrecer la opción de algunos servicios en persona, hemos solicitado una excepción a la Oficina de Salud del condado.** Debemos aclarar que esta excepción no es para implementar nuestro modelo híbrido de 50%. Solamente otorgaría a nuestras escuelas flexibilidad para desempeñar ciertas funciones cruciales como fomentar las relaciones, realizar las evaluaciones de comienzo del año escolar y las evaluaciones para el Programa de Educación Individualizada (IEP), y posiblemente brindar apoyo recurrente a ciertos alumnos prioritarios, como aquellos con discapacidades, sin hogar y en hogares de tutela, y los hijos de trabajadores esenciales. Todas estas funciones se llevarían a cabo siguiendo todas las recomendaciones de salud y seguridad necesarias, como el distanciamiento físico, el uso de mascarillas, la limpieza intensa regular, el lavado de manos regular, la utilización de grupos estables y muchas otras capas de protección para nuestro personal y los rocketeros.

El condado no nos ha indicado un plazo ni un proceso con respecto a la aprobación de este pedido, pero se lo informaremos en cuanto lo tengamos. Aunque hemos solicitado la excepción como red de escuelas, **queremos aclarar que su implementación se haría en escuelas específicas.** Según la capacidad de personal y el interés en la instrucción en persona, así como la priorización de las necesidades de los alumnos, cada escuela determinará qué alumnos específicos regresarán,

para qué actividades y en qué horarios/plazos. Cada escuela tendrá la flexibilidad de hacer más lenta la implementación según el personal que tenga disponible y el éxito que tenga al ir avanzando por las etapas de la implementación.

Muchas gracias por su colaboración para educar a su rocketero. Este año comenzará de manera diferente a la que habíamos imaginado o esperado. Pero no importa lo que suceda, no aflojaremos en nuestra decisión de hacer todo lo posible para satisfacer las necesidades de nuestros Rocketeers y sus familias para que el año escolar 2020-2021 sea otro año lleno de enseñanzas, crecimiento, comunidad y progreso en nuestra lucha por la justicia social y la equidad educativa.

Atentamente,

Maricela Guerrero
Vicepresidente de Escuelas

Kylie Alsofrom
Directora de Escuelas, Área de la Bahía

Kính gửi Quý phụ huynh học sinh Rocketship,

Chúng tôi hy vọng quý vị đang tận hưởng kỳ nghỉ hè thú vị - một năm thật đáng nhớ! Chúng tôi rất tự hào về toàn bộ cộng đồng Rocketship liên quan đến cách mà toàn thể thầy cô đã nhanh chóng vượt qua khó khăn để cung cấp chương trình học từ xa chất lượng cho học sinh Rocketship giữa đại dịch toàn cầu. [Cách đồng hành cùng học sinh Rocketship!](#) Chúng tôi biết rằng vẫn còn rất nhiều thắc mắc về cách mà các trường sẽ mở cửa trở lại vào năm học tới. Hãy yên tâm! Đội ngũ chuyên gia của chúng tôi đang nỗ lực hết sức để đảm bảo rằng chúng tôi sẵn sàng cho mọi tình huống khi làm việc với các lãnh đạo khu vực, thành phố và quận nhằm tuân theo các hướng dẫn về sức khỏe, an toàn và giáo dục. Chúng tôi sẽ cập nhật thông tin hàng tuần cho quý vị, bắt đầu từ bây giờ cho đến khi trường mở cửa trở lại.

Thông tin cung cấp của quý vị vô cùng quý giá để giúp truyền tải các quyết định của chúng tôi cho năm học tới. Cảm ơn tất cả các bậc phụ huynh đã hoàn thành Khảo Sát Gia Đình Trở Lại Trường của chúng tôi.

Sau đây là một vài thông tin cập nhật quan trọng để chia sẻ cùng quý vị:

- **Lưu Lại Ngày:** Đánh dấu vào lịch của quý vị bởi vì trường sẽ bắt đầu mở cửa trở lại vào ngày 12 tháng 8 năm 2020! Truy cập [Trang web COVID-19](#) tại California để biết lịch học năm 2020/2021. Chúng tôi sẽ tiếp tục đăng những thông tin cập nhật quan trọng trên trang này cũng như ngày tổ chức chương trình Định Hướng & Cắm Trại Kinder. Những thông tin này cũng sẽ được đăng trong các nhóm Facebook của trường.
- **Truyền Thông Hàng Tuần:** Theo bản khảo sát gia đình của chúng tôi, phần lớn các gia đình học sinh đều yêu cầu được cập nhật thông tin hàng tuần qua email. Trước tiên, chúng tôi sẽ gửi cho quý vị các email và tài liệu chứa thông tin về năm học tới, thông tin cập nhật về việc mở cửa trường học trở lại và những thông tin quan trọng khác. Chúng tôi cũng sẽ đăng những thông tin liên lạc này trong các [nhóm Facebook](#) của trường - hãy chắc chắn tham gia Nhóm Facebook của trường nếu quý vị chưa tham gia.
- **Chuẩn Bị Trở Lại Chương Trình Học Trực Tiếp:** Trong khi chưa hết tự hào về cách mà các giáo viên, học sinh và nhân viên của trường Rocketship đã chuyển sang giảng dạy và học tập từ xa vào tháng 3 năm ngoái, chúng tôi biết rằng chúng ta đã giảng dạy và học tập rất tốt khi toàn thể giáo viên và học sinh cùng tham gia vào các lớp học. Học Viện Nhi Khoa Hoa Kỳ (AAP) đồng ý và gần đây đã tuyên bố rằng mọi xem xét về chính sách cho năm học tới sẽ bắt đầu bằng mục tiêu giúp học sinh thực sự có mặt tại trường. Tầm quan trọng của chương trình học trực tiếp đã được ghi nhận rộng rãi, và đã có bằng chứng về những tác động tiêu cực đối với trẻ em vì đóng cửa trường học vào mùa xuân năm 2020." Đó là lý do tại sao chúng tôi đang bận rộn chuẩn bị kế hoạch mở cửa trở lại các cơ sở học tập cho năm học mới.

ROCKETSHIP

PUBLIC SCHOOLS

- **Biện Pháp Mới Về Sức Khỏe & An Toàn:** Trong hai tháng qua, chúng tôi đã tham khảo ý kiến từ các chuyên gia y tế công cộng tại địa phương và trong nước, xem xét các hướng dẫn của CDC (Trung Tâm Kiểm Soát Và Phòng Ngừa Dịch Bệnh) và đánh giá mức độ thành công mà hệ thống trường học tại các quốc gia khác đã mở cửa trở lại các cơ sở học tập. Chúng tôi đang phát triển các hệ thống và đề án nghiên cứu mới tạo ra nhiều lớp bảo vệ nhằm giảm thiểu nguy cơ mắc Covid-19 tại các cơ sở học tập, đồng thời cũng mang lại trải nghiệm học tập tuyệt vời mà học sinh Rocketship xứng đáng được hưởng. Toàn thể nhân viên và học sinh cấp mẫu giáo chuyển tiếp K-5 sẽ bắt buộc phải đeo khẩu trang tại trường. Có bằng chứng quan trọng rằng việc đeo khẩu trang toàn bộ sẽ giúp chống được sự lây lan của vi rút corona một cách hiệu quả. Bắt đầu tập đeo khẩu trang cho con em Rocketship của quý vị vào mùa hè này là ý tưởng tốt. Chúng tôi sẽ chia sẻ nhiều chi tiết hơn về các kế hoạch sức khỏe và an toàn của nhà trường vào tuần tới, vì vậy quý vị hãy nhớ theo dõi.
- **Cung Cấp 100% Chương Trình Giảng Dạy Trực Tuyến:** Chúng tôi rất vui mừng khi phần lớn phụ huynh đều cho rằng họ muốn con em mình quay trở lại lớp học vào năm tới - điều mà chúng tôi tin là trải nghiệm học tập tốt nhất cho học sinh Rocketship có thể đi học trở lại. Tuy nhiên, chúng tôi cũng hiểu rằng một số gia đình sẽ yêu cầu lựa chọn học trực tuyến 100% vào năm tới. Chúng tôi đang tiếp tục thực hiện các kế hoạch giảng dạy lành mạnh nhằm đáp ứng nhu cầu của số học sinh Rocketship này và sẽ chia sẻ thêm chi tiết về trải nghiệm học trực tuyến của trường trong các tuần tới.

Cập Nhật Trong Thời Gian Tới:

- Kế hoạch chi tiết về việc mở cửa trường học trở lại
- Ngày tổ chức chương trình Định Hướng & Cẩm Trại Kinder
- Các đề án nghiên cứu và quy trình về sức khỏe và an toàn
- Tài nguyên thân thiện với trẻ em liên quan đến những gì được mong đợi ở trường vào năm tới

Trân trọng,

Kylie Alsofrom
Director of Schools

Kính gửi các Gia đình Học sinh Rocketship,

Trong ba tháng qua, chúng tôi đã và đang xây dựng các kế hoạch tái mở cửa trường cho năm học 2020-2021. Chúng tôi vẫn cam kết bảo vệ sức khỏe và sự an toàn cho học sinh, gia đình học sinh, nhân viên và cộng đồng trường Rocketship, đồng thời cung cấp cho học sinh Rocketship những trải nghiệm học tập tuyệt vời mà các cháu xứng đáng được hưởng.

Chúng tôi đã và đang tham khảo ý kiến của các chuyên gia y tế cộng đồng trong nước và địa phương, xem xét các hướng dẫn từ Trung Tâm Kiểm Soát và Phòng Ngừa Dịch Bệnh (CDC) và Học Viện Nhi Khoa Hoa Kỳ (AAP), đánh giá mức độ thành công mà hệ thống trường học ở các quốc gia khác đã tái mở cửa và hợp tác với các giáo viên, nhân viên, phụ huynh và lãnh đạo mạng lưới trường học của chúng tôi. Kế hoạch tái mở cửa trường của chúng tôi được phác thảo ở đây đại diện cho những gì chúng tôi tin là giải pháp khả thi nhất cho cuộc khủng hoảng bất thường mà chúng ta đang phải đối mặt. Không có kế hoạch hoàn hảo cho một cuộc khủng hoảng chưa từng có và chúng tôi sẽ cần tiếp tục điều chỉnh giải pháp hiện tại khi nhận được bằng chứng mới và hướng dẫn cập nhật từ các cơ quan y tế. Nhưng nếu tất cả chúng ta cùng đồng lòng và hỗ trợ lẫn nhau, năm học 2020-2021 sẽ có nhiều hoạt động học tập, phát triển, cộng đồng và tiến bộ trong cuộc chiến vì sự công bằng xã hội và bình đẳng giáo dục.

Mô Hình Học Kết Hợp

Kế hoạch tái mở cửa trường của chúng tôi dựa trên niềm tin mãnh liệt vào tầm quan trọng của chương trình học trực tiếp bất cứ khi nào có thể. [Học Viện Nhi Khoa Hoa Kỳ \(AAP\) gần đây đã ban hành hướng dẫn rằng](#) “*mọi xem xét về chính sách cho năm học tới nên bắt đầu bằng mục tiêu giúp học sinh thực sự có mặt tại trường. Tầm quan trọng của chương trình học trực tiếp đã được ghi nhận rộng rãi, và đã có bằng chứng về những tác động tiêu cực đối với trẻ em vì đóng cửa trường học vào mùa xuân năm 2020.*” Tại Rocketship, chúng tôi biết rằng chúng tôi đang ở trạng thái giảng dạy và học tập tốt nhất khi giáo viên và học sinh tham dự lớp học cùng nhau. Đó là lý do tại sao chúng tôi đã và đang nỗ lực soạn thảo kế hoạch chào đón học sinh Rocketship trở lại trường an toàn trong năm học 2020-2021!

Mô hình học của chúng tôi trong năm nay sẽ bao gồm cả số ngày học trực tiếp tại trường và số ngày học từ xa tại nhà. Chúng tôi không có đủ khả năng ở trường để giảm mật độ học trong trường và tuân thủ các hướng dẫn giãn cách xã hội cho tất cả học sinh, vì vậy chúng

tôi đã thiết kế một mô hình học kết hợp bao gồm khoảng 50% học sinh học trực tiếp tại trường bất cứ lúc nào. Mô hình này sẽ giúp chúng tôi vừa bảo vệ sức khỏe và sự an toàn cho tất cả học sinh và nhân viên của trường, đồng thời cũng đảm bảo học sinh tiếp tục được hưởng lợi từ chương trình học trực tiếp tại trường. Điều quan trọng cần lưu ý là chúng tôi sẽ tiếp tục điều chỉnh mô hình học này bất cứ khi nào các cơ quan địa phương, tiểu bang và liên bang ban hành hướng dẫn mới.

Để tuân thủ hướng dẫn từ các cơ quan y tế cộng đồng địa phương, mô hình học kết hợp của chúng tôi sẽ chia tổng số học sinh của trường thành hai nhóm. Chúng tôi sẽ gọi hai nhóm học sinh này là *Mở đường* và *Tiền phong* (các trường riêng lẻ có thể chọn tên khác nhau cho các nhóm học sinh tại trường). Mỗi nhóm sẽ bao gồm khoảng 17 học sinh cho mỗi lớp.

Chúng tôi sẽ sắp xếp một lịch học tuần xen kẽ. Trong tuần 1, nhóm học sinh *Mở đường* sẽ học tại trường trong khi nhóm học sinh *Tiền phong* tham dự chương trình học từ xa tại nhà. Trong tuần 2, nhóm học sinh *Tiền phong* sẽ đến trường trong khi nhóm học sinh *Mở đường* sẽ học tại nhà. Vào các ngày thứ Sáu, tất cả học sinh sẽ tham dự chương trình học từ xa tại nhà trong khi các giáo viên của chúng tôi sẽ chủ động theo dõi sự an toàn của học sinh trực tuyến và chuẩn bị cho cả hai nhóm học sinh. Chúng tôi sẽ tiếp tục theo lịch học tuần xen kẽ này trong suốt năm học cho đến khi có thông báo mới.

TUẦN 1				
Thứ Hai	Thứ Ba	Thứ Tư	Thứ Năm	Thứ Sáu
<i>Nhóm mở đường</i> học tại trường	<i>Nhóm mở đường</i> học tại trường	<i>Nhóm mở đường</i> học tại trường	<i>Nhóm mở đường</i> học tại trường	<i>Nhóm mở đường</i> học từ xa
<i>Nhóm tiên phong</i> học từ xa	<i>Nhóm tiên phong</i> học từ xa	<i>Nhóm tiên phong</i> học từ xa	<i>Nhóm tiên phong</i> học từ xa	<i>Nhóm tiên phong</i> học từ xa

TUẦN 2				
Thứ Hai	Thứ Ba	Thứ Tư	Thứ Năm	Thứ Sáu
<i>Nhóm mở đường</i> học từ xa	<i>Nhóm mở đường</i> học từ xa	<i>Nhóm mở đường</i> học từ xa	<i>Nhóm mở đường</i> học từ xa	<i>Nhóm mở đường</i> học từ xa
<i>Nhóm tiên phong</i> học tại trường	<i>Nhóm tiên phong</i> học tại trường	<i>Nhóm tiên phong</i> học tại trường	<i>Nhóm tiên phong</i> học tại trường	<i>Nhóm tiên phong</i> học từ xa

Đồ Án Nghiên Cứu Mới Về Sức Khỏe & An Toàn

Để bảo vệ sức khỏe và sự an toàn cho tất cả học sinh, nhân viên và gia đình học sinh, chúng tôi đang thực hiện một loạt các đồ án nghiên cứu mới về sức khỏe và an toàn. Chúng tôi không thể loại bỏ nguy cơ lây lan COVID-19 trong các trường của chúng tôi, nhưng nhiều lớp bảo vệ mà chúng tôi đang thực hiện sẽ giảm đáng kể nguy cơ nhiễm COVID-19 trong trường. Chúng tôi cần tất cả học sinh, gia đình học sinh và nhân viên đồng lòng tuân thủ các đồ án nghiên cứu này và giúp chúng tôi giảm thiểu nguy cơ nhiễm bệnh cho mọi người.

Yêu cầu ở tại nhà: Mỗi và mọi người trong cộng đồng trường học của chúng ta - học sinh, nhân viên, phụ huynh - sẽ đóng một vai trò quan trọng trong việc giúp giảm nguy cơ lây lan bệnh ở trường. Chúng tôi cần mọi người theo dõi cẩn thận sức khỏe bản thân và sức khỏe của con em mình tại Rocketship và ở tại nhà khi có bất kỳ triệu chứng COVID-19 nào sau đây: sốt (100 độ F trở lên), ho, khó thở, đau họng, sổ mũi, tiêu chảy, nôn mửa, nhức đầu và/hoặc mất vị giác hoặc mùi. Ngoài ra, nếu ai đó đã tiếp xúc trực tiếp với người có kết quả dương tính với COVID-19, họ sẽ được yêu cầu ở tại nhà cho đến khi được xác định rõ để trở lại trường. Những học sinh Rocketship đang tạm thời ở nhà vì lý do sức khỏe hoặc do tiếp xúc với COVID-19 sẽ có thể tham dự chương trình Học Từ Xa trong suốt thời gian không đến trường.

Đo nhiệt độ hàng ngày: Chúng tôi sẽ đo nhiệt độ của tất cả những ai đi vào trường học bằng nhiệt kế hồng ngoại không tiếp xúc mỗi ngày. Nếu bất kỳ ai có nhiệt độ từ 100 độ F trở lên, họ sẽ không được phép vào trường.

Kiểm tra sức khỏe hàng ngày: Khi đến trường, tất cả nhân viên và học sinh/phụ huynh sẽ được yêu cầu trả lời khảo sát ngắn về các yếu tố nguy cơ nhiễm bệnh COVID-19. Tất cả

nhân viên và học sinh phải trả lời “không” cho mọi câu hỏi về yếu tố nguy cơ để được vào trường.

Thiết lập các nhóm học sinh ổn định: Học sinh sẽ vẫn ở trong cùng một lớp học với cùng nhóm bạn học và cùng một giáo viên giảng dạy trong ngày học. Chiến lược “nhóm ổn định” này là một yếu tố quan trọng trong các yêu cầu tái mở cửa trường từ tất cả các quận ở California nơi chúng tôi đang hoạt động ([Quận Santa Clara](#), [Quận San Mateo](#) và [Quận Contra Costa](#)). Điều này có nghĩa là học sinh sẽ không còn được luân chuyển đến các lớp học khác nhau trong ngày học. Học sinh cũng sẽ ăn trưa ngay trong lớp học. Giáo viên môn Ngữ văn, STEM (Khoa học, Công nghệ, Kỹ thuật và Toán học), Phòng Thí nghiệm Học tập và môn Tăng cường của chúng tôi sẽ được luân chuyển vào các lớp học.

Đeo khẩu trang bắt buộc: Các cơ quan y tế hiện khẳng định rằng đeo khẩu trang là cách hiệu quả để ngăn chặn sự lây lan của vi rút. Tất cả học sinh từ cấp mẫu giáo đến lớp 5 đều bắt buộc phải đeo khẩu trang. Học sinh trường Rocketship sẽ được phép tháo khẩu trang trong thời gian “giải lao không khẩu trang” khi ngồi tại bàn trong giờ học và trong giờ ăn trưa. Chúng tôi sẽ tạo điều kiện thuận lợi cho học sinh có vấn đề về hô hấp hoặc rối loạn xử lý cảm giác. Tất cả nhân viên cũng bắt buộc phải đeo khẩu trang và có thể chọn chuyển sang dùng tấm che mặt trong suốt trong khi ở phía trước phòng làm việc của mình - cách xa với học sinh. Phụ huynh và người giám hộ cũng sẽ bắt buộc phải đeo khẩu trang khi đến và rời trường. Rocketship sẽ cung cấp cho nhân viên và học sinh một hộp khẩu trang vải gồm năm chiếc có thể tái sử dụng vào đầu năm học. Khẩu trang cụ thể này không phải là một phần trong yêu cầu đồng phục của chúng tôi - thay vào đó, học sinh và nhân viên có thể tự đeo khẩu trang riêng nếu thích. Chúng tôi cũng sẽ có sẵn khẩu trang dùng một lần nếu học sinh quên mang theo khẩu trang riêng.

Rửa & vệ sinh tay: Rửa tay bằng xà phòng và nước trong 20 giây luôn được ưu tiên bất cứ khi nào có thể. Để tăng cường thói quen rửa tay thường xuyên, học sinh cũng sẽ sử dụng gel rửa tay khô trong suốt cả ngày. Chúng tôi sẽ hướng dẫn và nhắc nhở học sinh trường Rocketship về cách vệ sinh tay đúng cách và xây dựng các giờ giải lao vệ sinh tay thành thói quen thường ngày trong trường. Rửa tay hoặc vệ sinh tay sẽ được ưu tiên khi học sinh vào trường, bất cứ khi nào các cháu vào lớp và ra khỏi lớp, trước và sau khi ăn sáng và ăn trưa, sau tất cả các lần đi vệ sinh, sau giờ học thể dục, sau giờ ra chơi và trước khi đeo hoặc tháo khẩu trang. Thực hành vệ sinh tay tốt là cách đơn giản nhưng hiệu quả để phòng ngừa nhiễm bệnh. Hãy củng cố những thói quen này với con em Rocketship của quý vị ở nhà.

Giãn cách xác hội: Chúng tôi sẽ thực hành giãn cách xã hội trong khuôn viên trường để đảm bảo tất cả học sinh và nhân viên đều giữ khoảng cách an toàn với nhau nhằm giúp hạn chế sự lây lan của vi rút corona. Thực hành này cũng được gọi là *giãn cách xã hội*, nhưng chúng

tôi muốn nhấn mạnh rằng sự giãn cách xã hội không giới hạn khả năng tương tác xã hội lành mạnh và an toàn của chúng ta trong khuôn viên trường. Hỗ trợ học sinh phát triển kỹ năng xã hội và cảm xúc là một thành phần thiết yếu trong mô hình giáo dục mà chúng tôi sẽ tiếp tục chú trọng trong năm học tới. Để thúc đẩy giãn cách xã hội trong khuôn viên trường, chúng tôi sẽ đặt các miếng dán sàn cách đều nhau trong tất cả các lớp học, hành lang, lối vào và các không gian khác nơi mọi người thường tụ tập. Bàn học sẽ được đặt cách đều nhau trong tất cả các lớp học. Và chúng tôi sẽ dán bảng chỉ dẫn ở các vị trí nổi bật trong toàn trường để nhắc nhở học sinh và nhân viên luôn thực hành giãn cách xã hội.

Giờ ra chơi và thể dục: Thời gian tập thể dục và vui chơi thoải mái trong giờ ra chơi là cần thiết cho sự phát triển lành mạnh của trẻ em. Chúng tôi sẽ tiếp tục duy trì cả giờ ra chơi và thể dục trong năm học này với một vài sửa đổi. Chúng tôi sẽ tạo ra “các vòng tròn chơi” lớn mà các lớp có nhóm ổn định bắt buộc phải duy trì trong giờ thể dục và ra chơi. Các cấu trúc vui chơi sẽ được kết thúc cho đến khi có thêm thông báo, và việc sử dụng bất kỳ thiết bị vui chơi nào sẽ cần có sự chấp nhận trước của nhân viên giám sát.

Vệ sinh khuôn viên trường: Theo CDC, chế độ lây lan chính đối với bệnh COVID-19 là thông qua tiếp xúc gần từ người sang người. Mặc dù ít có khả năng xảy ra, nhưng có khả năng là ai đó có thể nhiễm COVID-19 bằng cách chạm lên bề mặt hoặc vật dụng chứa vi rút và sau đó chạm lên mặt của mình. Để giảm nguy cơ lây lan trên bề mặt, chúng tôi đã tăng cường các đồ án nghiên cứu cách khử trùng khuôn viên trường trong năm nay. Mỗi buổi tối sau giờ học, chúng tôi sẽ khử trùng toàn bộ khuôn viên trường. Trong ngày học, tất cả các vùng “bị chạm nhiều” sẽ được khử trùng ít nhất hai lần mỗi ngày. Các vùng bị chạm nhiều bao gồm: tay nắm cửa, vòi phòng tắm, công tắc đèn, lan can, mặt bàn, v.v... Chúng tôi đang huấn luyện toàn thể giáo viên về cách khử trùng hiệu quả trong lớp học của mình và những vùng nào cần khử trùng thường xuyên trong ngày học. Cuối cùng, chúng tôi đang đầu tư mua hệ thống “máy phun khử trùng tĩnh điện” mới tiên tiến giúp khử trùng tất cả các bề mặt triệt để và hiệu quả hơn so với cách phun và lau thủ công.

Theo dõi: Phần lớn học sinh có các triệu chứng COVID-19 sẽ không có khả năng mắc COVID-19, mà thay vào đó là cảm lạnh hoặc cúm thông thường. Tuy nhiên, chúng tôi phải kiểm soát cẩn thận mọi nguy cơ lây lan tiềm ẩn trong trường. Chúng tôi đã phát triển một đồ án nghiên cứu chi tiết về cách theo dõi các phép chẩn đoán, triệu chứng COVID-19 và khả năng tiếp xúc giữa các học sinh và nhân viên. Chúng tôi đã thiết lập các yêu cầu rõ ràng cho thời điểm khi các cá nhân có nguy cơ nhiễm COVID-19 được xác định rõ để trở lại trường. Nếu bất kỳ học sinh hoặc nhân viên nào được xét nghiệm dương tính với COVID-19, chúng tôi sẽ thông báo cho tất cả các gia đình dùng chung không gian sinh hoạt với cá nhân bị nhiễm bệnh trong bảy ngày qua. Học sinh có các triệu chứng hoặc yếu tố nguy cơ

đang chờ được xác định rõ để trở lại trường sẽ được hỗ trợ đầy đủ để tiếp tục tham dự chương trình Học Từ Xa tại nhà.

Các lớp bảo vệ: Các biện pháp an toàn và sức khỏe mới được mô tả ở trên tạo ra nhiều lớp bảo vệ trong khuôn viên trường của chúng tôi. Phụ huynh không nên lo lắng nếu thấy học sinh tháo khẩu trang trong khuôn viên trường hoặc nhìn thấy các em không thực hành giãn cách xã hội khi chơi cùng nhau vào giờ ra chơi. Chúng tôi hiểu rằng chúng ta không thể mong đợi trẻ nhỏ tuân thủ tất cả các biện pháp này 100%. Bằng cách tạo ra nhiều lớp bảo vệ, hệ thống bảo vệ của chúng tôi không dễ bị sự cố nếu biện pháp duy nhất được mô tả ở trên không được tuân thủ mọi lúc bởi tất cả học sinh. Giải pháp này sẽ cho phép chúng tôi tiếp tục tạo ra một môi trường học tập tích cực và vui vẻ trong khi vẫn bảo vệ được sức khỏe và sự an toàn cho cộng đồng của chúng tôi.

Máy Tính Chromebook Được Trang Bị Cho Mọi Học Sinh

Để hỗ trợ chương trình học tập của học sinh Rocketship tại trường và ở nhà trong năm nay, mỗi học sinh sẽ được cấp một máy tính cá nhân Chromebook để sử dụng trong suốt năm học 2020-2021. Nếu con em quý vị đã có máy tính Chromebook của Rocketship tại nhà, quý vị cần phải gửi trả lại cho trường để máy có thể được cập nhật cho năm học mới. Trường của con em quý vị sẽ liên hệ trực tiếp với quý vị để cung cấp thông tin về thời điểm và cách quý vị có thể gửi trả lại máy tính Chromebook.

Chúng tôi cam kết đảm bảo rằng tất cả học sinh đều có quyền truy cập vào công nghệ để nâng cao việc học tập của các cháu. Đó là lý do tại sao chúng tôi đã đầu tư mua máy tính cá nhân Chromebook cho tất cả học sinh của trường trong năm nay. Nhưng chúng tôi cần sự hỗ trợ của quý vị để tận dụng tối đa khoản đầu tư này vào việc giảng dạy cho con em quý vị. Xin lưu ý rằng máy tính cá nhân Chromebook của con em quý vị là tài sản của nhà trường và chúng tôi mong quý vị giúp đảm bảo con em mình bảo quản tốt máy tính khi học tại nhà.

Chăm Sóc Trước & Sau Giờ Học

Chúng tôi đang tiếp tục tìm hiểu các lựa chọn chương trình chăm sóc học sinh trước và sau giờ học vốn tuân thủ các hướng dẫn y tế cộng đồng địa phương. Chúng tôi sẽ cung cấp thông tin về các lựa chọn chăm sóc học sinh trước và sau giờ học trong bản tin cập nhật tuần sau.

Mô Hình Học Tùy Chọn: Học Từ Xa 100%

Chúng tôi nhận thấy rằng một số học sinh trường Rocketship sẽ không thể quay lại học trực tiếp vào đầu năm học. Đặc biệt, những học sinh có tình trạng sức khỏe tiềm ẩn khiến các em có nguy cơ mắc COVID-19 có thể chọn không tham gia học trực tiếp mà sẽ tham dự chương trình học từ xa toàn thời gian. Chúng tôi đang yêu cầu tất cả các gia đình học sinh chọn mô hình học ưa thích trước ngày 22 tháng 7. Vui lòng trả lời yêu cầu về mô hình học được gửi đến địa chỉ email của quý vị. Nếu quý vị không nhận được yêu cầu lựa chọn mô hình học, vui lòng liên hệ với hiệu trưởng trường của con em mình.

Nếu quý vị chọn mô hình Học Từ Xa 100%, con em quý vị sẽ bắt buộc phải duy trì chương trình Học Từ Xa toàn thời gian cho học kỳ một của năm học này. Để vận hành thành công hai mô hình học khác nhau trong năm nay, chúng tôi cần giảm thiểu những thay đổi về cách bố trí học sinh vượt ngoài những thay đổi dự kiến do các yếu tố nguy cơ về sức khỏe và COVID-19 đã nêu ở trên. Chúng tôi sẽ tạo danh sách chờ cho những học sinh bắt đầu năm học bằng chương trình học từ xa và muốn thay đổi sang mô hình học kết hợp của trường trước khi kết thúc học kỳ một. Chúng tôi không thể đảm bảo mọi thay đổi về mô hình học sẽ có sẵn trong học kỳ này, nhưng chúng tôi sẽ cố gắng hết sức để đáp ứng nhu cầu của quý vị. Tất cả các gia đình học sinh sẽ có cơ hội thay đổi mô hình học của con em mình trong học kỳ hai của năm học này.

Chúng tôi hoàn toàn hiểu rằng Học Từ Xa toàn thời gian sẽ gây áp lực nặng nề cho các bậc phụ huynh và người giám hộ - những người giúp tạo điều kiện thuận lợi cho con em mình học tập tại nhà. Chúng tôi sẽ cung cấp thêm chi tiết về lựa chọn Học Từ Xa 100% trong bản tin cập nhật tuần sau nhằm đảm bảo rằng quý vị nhận được mọi thông tin cần thiết để đưa ra lựa chọn tối ưu cho con em và gia đình mình.

Mô Hình Học Tùy Chọn: Học Trực Tiếp Tại Trường 100%

Chúng tôi cũng nhận thấy rằng một số gia đình muốn con em mình tham dự lớp học trực tiếp tại trường mỗi tuần. Học sinh có IEP (Chương trình Giáo dục Cá nhân) cần sự hỗ trợ học trực tiếp, phụ huynh là Công nhân Thiết yếu và nhân viên trường Rocketship - những người bắt buộc phải có mặt tại trường toàn thời gian - có thể thích học trực tiếp tại trường 100% hơn. Chúng tôi đang nỗ lực để đáp ứng nhu cầu của các gia đình muốn con em mình tham dự lớp học trực tiếp toàn thời gian tại trường. Tất cả các gia đình phải chọn mô hình học ưa thích của mình trước ngày 22 tháng 7. Vui lòng trả lời yêu cầu về mô hình học được gửi đến địa chỉ email của quý vị. Nếu quý vị không nhận được yêu cầu lựa chọn mô hình học, vui lòng liên hệ với hiệu trưởng trường của con em mình.

Để tuân thủ yêu cầu y tế cộng đồng về “nhóm ổn định” như mô tả ở trên, chúng tôi không thể đảm bảo khả năng có sẵn chương trình học toàn thời gian tại trường. Nếu đây là lựa chọn ưa thích của quý vị, chúng tôi sẽ cố gắng hết sức để hỗ trợ quý vị và gia đình quý vị.

Trại Hè Mẫu Giáo

Bắt đầu đi học có thể là sự điều chỉnh lớn cho những học sinh nhỏ tuổi nhất của chúng tôi. Đó là lý do tại sao chúng tôi cung cấp chương trình Trại Hè Mẫu Giáo cho các học sinh chuyển tiếp mẫu giáo (TK) và học sinh mẫu giáo mới của Rocketship. Tất cả học sinh TK và mẫu giáo sẽ đến trường để gặp giáo viên chủ nhiệm, xem lớp học và thăm quan trường học của mình (trước khi các học sinh lớp lớn đi học). Trong thời gian diễn ra Trại Hè Mẫu Giáo, các học sinh Rocketship nhỏ tuổi nhất của chúng tôi sẽ học cách điều chỉnh thói quen ngày học mới và chuẩn bị cho ngày đầu tiên đến trường!

Trại Hè Mẫu Giáo sẽ được chia thành hai nhóm trong năm học này. Nhóm A sẽ đi học vào ngày 6 và 7 tháng 8, và Nhóm B sẽ đi học vào ngày 10 và 11 tháng 8. Các gia đình sẽ được chỉ định một nhóm tại buổi họp định hướng của trường.

Định Hướng Phụ Huynh

Năm nay chương trình Định Hướng Phụ Huynh của chúng tôi sẽ được tổ chức trực tuyến. Trường của con em quý vị sẽ cập nhật thông tin về ngày và giờ tổ chức chương trình dành riêng cho nhóm của con em quý vị. Tại chương trình Định Hướng Phụ Huynh, quý vị sẽ nhận được thông tin quan trọng về các đề án nghiên cứu sức khỏe và an toàn và chi tiết về chương trình Học Từ Xa. Tham dự chương trình Định Hướng Phụ Huynh là rất quan trọng để đảm bảo rằng quý vị và con em mình có được trải nghiệm năm học tích cực và thành công.

Hãy Theo Dõi

Rõ ràng sẽ có rất nhiều thay đổi trong thời gian sắp tới cho năm học 2020-2021. Nhưng có một điều sẽ không bao giờ thay đổi, đó là cam kết của chúng tôi trong việc cung cấp cho con em quý vị chương trình giáo dục an toàn và tuyệt vời mà các cháu xứng đáng được hưởng. Chúng tôi chắc chắn sẽ đối mặt với những thách thức mới khi tái mở cửa các trường học vào tháng 8 sắp tới. Nhưng khi ba tháng cuối năm học vừa qua đã rõ ràng, các nhà lãnh đạo, giáo viên, nhân viên, phụ huynh và học sinh của chúng tôi sẽ [vượt qua mọi thử thách](#) ở phía trước. Khi quận yêu cầu các trường đóng cửa vào tháng 3 năm ngoái, chúng tôi đã triển khai chương trình Học Từ Xa chỉ trong 24 giờ sau đó. Chúng tôi đã hành

động bằng sự khẩn trương, tình thương và cam kết liên tục để phục vụ (các) con em quý vị một cách tuyệt vời. Bất kể điều gì xảy ra, hành động đó sẽ không bao giờ thay đổi.

Mỗi tuần chúng tôi sẽ chia sẻ thêm thông tin cập nhật với các gia đình. Và khi các cơ quan giáo dục và y tế địa phương cập nhật hướng dẫn cho các trường, chúng tôi sẽ tiếp tục sửa đổi các kế hoạch tái mở cửa trường khi cần.

Cuối cùng, chúng tôi sẽ tổ chức ba cuộc họp cộng đồng trực tuyến cho các gia đình vào tuần sau để xem xét kế hoạch của chúng tôi và trả lời bất kỳ thắc mắc nào. Chúng tôi sẽ gửi chi tiết về cách tham dự các cuộc họp cộng đồng trực tuyến này vào tuần sau. Các cuộc họp này là tùy chọn và phiên thảo luận sẽ giống nhau ở mỗi cuộc họp, vì vậy quý vị chỉ cần tham dự một cuộc họp.

Cuộc họp 1: Thứ Năm, ngày 16 tháng 7 lúc 5h30 chiều

Cuộc họp 2: Thứ Sáu, ngày 17 tháng 7 lúc 8h45 sáng

Cuộc họp 3: Thứ Sáu, ngày 17 tháng 7 lúc 3h chiều

Chúng tôi rất hân hạnh được tiếp tục phục vụ (các) con em Rocketship và gia đình của quý vị trong năm học này. Xin cảm ơn sự hợp tác của quý vị và cảm ơn quý vị đã cho chúng tôi cơ hội cung cấp cho (các) con em quý vị chương trình giáo dục tiểu học tuyệt vời mà các cháu xứng đáng được hưởng.

Trân trọng,
Maricela Guerrero
Phó Hiệu trưởng
Trường Công Lập Rocketship

Kylie Alsofrom
Giám đốc các Trường và Trưởng nhóm Công tác Khu vực, Khu vực Vịnh San Francisco
Trường Công Lập Rocketship

Kính chào phụ huynh Rocketship,

Dựa trên sự hướng dẫn mới từ Thống đốc bang California Newsom và tỷ lệ lây nhiễm gia tăng trong cộng đồng của chúng ta. Vì vậy chúng tôi đang đánh giá lại các kế hoạch về việc mở cửa trường học lại mà chúng tôi đã chia sẻ vào thứ Sáu tuần trước. Chúng tôi cũng cần hoãn các cuộc họp cộng đồng trực tuyến qua mạng đã được lên kế hoạch trong tuần này vì chúng tôi phải làm việc để sửa đổi kế hoạch cho phù hợp với các điều kiện thay đổi nhanh chóng trong cộng đồng của chúng ta.

Chúng tôi biết rằng đây là khoảng thời gian khó khăn cho tất cả gia đình và ngành giáo dục. Chúng tôi đánh giá cao sự hợp tác và sự kiên nhẫn của bạn khi chúng ta tiếp tục ứng phó với cuộc khủng hoảng trong thời gian này. Chúng tôi đang cố gắng làm việc hết khả năng để xây dựng một kế hoạch tốt nhất nhằm bảo vệ sức khỏe và sự an toàn cho tất cả học sinh và nhân viên của trường và tiếp tục cung cấp cho các Rocketeers của chúng ta những trải nghiệm học tập tốt nhất mà các em xứng đáng nhận được.

Chúng tôi sẽ cung cấp cùng tất cả các gia đình vào tuần tới về những thay đổi của kế hoạch mở cửa trường học. Các cuộc họp cộng đồng qua mạng được dời lại theo lịch như sau:

Thứ Năm, ngày 23 tháng 7 vào lúc 5:30 chiều

Thứ Sáu, ngày 24 tháng 7 vào lúc 12:15 chiều & vào lúc 2:00 chiều

Mỗi cuộc thảo luận sẽ có nội dung giống nhau vì vậy bạn chỉ cần tham gia vào một cuộc họp. Chúng tôi sẽ liên lạc với bạn vào tuần tới qua email và qua Facebook của trường để bạn liên kết Zoom link tham gia cuộc họp cùng chúng tôi.

Chúng tôi sẽ cập nhật các thông tin và sẽ trả lời các câu hỏi cũng như thắc mắc của bạn vào các cuộc họp cộng đồng qua mạng vào tuần tới, tuy nhiên, như mọi khi, nếu bạn có bất kỳ câu hỏi hoặc góp ý nào trước đó, vui lòng gửi phản hồi của bạn tại đây [here](#).

Xin nhắc lại, quý vị tham gia lựa chọn cách học của học sinh tại đây [the placement selection form](#), kết quả lựa chọn sẽ kết thúc vào ngày 22 tháng 7, dữ liệu này sẽ giúp chúng tôi hiểu nhu cầu và ý kiến của quý vị giúp chúng tôi đưa ra quyết định về kế hoạch mở cửa trường học.

Chân thành cảm ơn,
Maricela Guerrero,
Vice President of Schools
Rocketship Public Schools

Kylie Alsofrom
Director of Schools, Bay Area
Rocketship Public Schools

Kính gửi Quý Phụ huynh Học sinh Rocketship,

Hôm thứ Sáu vừa rồi, Thống đốc Newsom đã ban hành hướng dẫn mới về việc tái mở cửa trường học: các trường nằm trong các quận trên danh sách giám sát COVID-19 không được phép tái mở cửa cho đến khi tình trạng y tế địa phương được cải thiện. Tất cả các trường Rocketship đều nằm trong các quận trên danh sách giám sát của tiểu bang. Theo hướng dẫn mới này, chúng tôi rất tiếc phải thông báo rằng chúng tôi không còn có thể thực hiện kế hoạch tái mở cửa trường học theo “mô hình kết hợp” mà chúng tôi đã chia sẻ với quý vị vào ngày 10 tháng 7. **Tất cả các trường Rocketship bây giờ sẽ bắt đầu năm học bằng chương trình học từ xa toàn thời gian.**

Chúng tôi hiểu rằng nhiều phụ huynh và học sinh Rocketship rất muốn trở lại trường học. Chúng tôi cũng không ngoại lệ. Thật không may, với tỷ lệ nhiễm COVID-19 đang tăng nhanh trở lại, rõ ràng California không kiểm soát được cuộc khủng hoảng y tế này. Chúng tôi hy vọng tình trạng y tế sẽ được cải thiện một lần nữa và chúng ta có thể bắt đầu thực hiện giai đoạn quay trở lại chương trình học trực tiếp tại trường.

Ưu Thế Học Từ Xa

Mô hình học từ xa mà chúng tôi đã đưa ra vào tháng 3 vừa rồi [đã thể hiện](#) sự cam kết với cộng đồng và tinh thần đổi mới của các nhà giáo dục của chúng tôi. Khi chuẩn bị bắt đầu năm học 2020-2021 bằng chương trình học từ xa thêm lần nữa, chúng ta sẽ phát huy những thế mạnh của mô hình mà chúng tôi đã phát triển vào mùa xuân vừa rồi và thực hiện các tính năng mới để tăng cường hơn nữa chương trình học tại nhà.

3 Tiếng Giảng Dạy Trực Tiếp Hàng Ngày. Chúng tôi đang tăng cường giảng dạy trực tiếp hàng ngày cho học sinh lên trung bình 3 tiếng mỗi ngày. Như chúng ta đã học vào mùa xuân vừa rồi, các khối giảng dạy trực tiếp hàng ngày rất quan trọng để thúc đẩy sự tham gia của học sinh, phát triển cảm xúc xã hội và tương tác với các bạn cùng lớp. Thời khóa biểu cụ thể sẽ khác nhau tùy theo trường, cấp lớp và nhu cầu của học sinh.

Giảng Dạy Theo Nhóm Nhỏ. Giảng dạy theo nhóm nhỏ là một phần quan trọng trong mô hình học tập cá nhân hóa của chúng tôi khi học sinh tham dự lớp học. Mô hình học từ xa tăng cường của chúng tôi sẽ dựa trên thực tiễn này và cung cấp chương trình giảng dạy theo nhóm nhỏ hàng ngày nhằm đảm bảo rằng chúng tôi tiếp tục đáp ứng các nhu cầu cá nhân của từng và mọi học sinh Rocketship.

Học Tập Theo Yêu Cầu. Chúng tôi hoàn toàn hiểu rằng chương trình học từ xa toàn thời gian tạo ra gánh nặng đáng kể cho phụ huynh và người chăm sóc trong việc giúp tạo điều kiện thuận lợi

cho học sinh học tập tại nhà. Chúng tôi sẽ tiếp tục sản xuất nội dung được ghi lại cho học sinh Rocketship và tận dụng các chương trình học trực tuyến thích ứng và nền tảng Mục tiêu Rocketship để hỗ trợ chương trình học độc lập có thể thích ứng với lịch học của gia đình quý vị. Thứ Sáu hàng tuần sẽ là ngày học toàn thời gian độc lập và theo yêu cầu.

Thời Khóa Biểu Hàng Ngày

Đính kèm theo bản cập nhật này là mẫu thời khóa biểu cho ngày học từ xa của con em Rocketship của quý vị. Thời khóa biểu cụ thể sẽ thay đổi theo trường và cấp lớp, nhưng mẫu thời khóa biểu kèm theo đây sẽ cung cấp cho quý vị ý tưởng chung về những gì mong đợi khi trường bắt đầu mở cửa lại vào ngày 12 tháng 8.

Đối với những học sinh có Kế hoạch Giáo dục Cá nhân (IEP), chúng tôi sẽ tăng cường chương trình học bổ sung và giảng dạy theo nhóm nhỏ phù hợp với nhu cầu được nêu trong IEP của con em quý vị. Các đội ngũ giảng dạy đặc biệt sẽ tiếp tục hợp tác với các gia đình về nhu cầu và dịch vụ cụ thể và sẽ đích thân theo dõi từng gia đình.

Cuộc Họp Cộng Đồng

Chúng tôi sẽ tổ chức cho các gia đình ba cuộc họp cộng đồng trực tuyến trong tuần này để thảo luận về kế hoạch học tập từ xa của chúng tôi và trả lời các thắc mắc của quý vị. Các cuộc họp này là tùy chọn và phiên thảo luận sẽ giống nhau ở mỗi cuộc họp, vì vậy quý vị chỉ cần tham dự một cuộc họp.

- Cuộc họp 1: **Thứ Năm, ngày 23 tháng 7 lúc 5h30 chiều**
- Cuộc họp 2: **Thứ Sáu, ngày 24 tháng 7 lúc 12h15 sáng**
- Cuộc họp 3: **Thứ Sáu, ngày 24 tháng 7 lúc 2h chiều**

Chúng tôi vẫn cam kết bắt đầu năm học một cách vững chắc. Cho dù chương trình học tập của học sinh diễn ra ở đâu, chúng tôi cũng sẽ tiếp tục cung cấp cho con em Rocketship của quý vị nền giáo dục tuyệt vời mà các cháu xứng đáng được hưởng. Và trong khi tất cả chúng ta đều hy vọng có thể tái mở cửa trường học một cách an toàn vào tháng 8, cuộc khủng hoảng y tế này sẽ không làm suy yếu quyết tâm của chúng ta trong việc đảm bảo rằng năm học 2020-2021 sẽ là một năm học tập, phát triển, cộng đồng và tiến bộ trọn vẹn nữa trong cuộc chiến vì công bằng xã hội và bình đẳng giáo dục. Cảm ơn quý phụ huynh đã hợp tác và cảm ơn quý vị đã giao phó (các) con em Rocketship của mình cho chúng tôi phục vụ. Hiệu trưởng trường của con em quý vị sẽ chia sẻ thông tin chi tiết hơn về các kế hoạch học tập cụ thể của trường trong vài tuần tới.

Trân trọng,

Maricela Guerrero

Phó Hiệu trưởng

Kylie Alsofrom

Giám đốc các trường, Khu vực Vịnh

MẪU THỜI KHÓA BIỂU HỌC TỪ XA

Năm học 2020-2021

8h sáng	Bắt đầu học trực tiếp!
8h10 sáng	Bài học cảm xúc xã hội --- <i>Giảng dạy trực tiếp</i>
8h45 sáng	Môn đọc to --- <i>Giảng dạy trực tiếp</i>
9h sáng	Môn phát âm --- <i>giảng dạy trực tiếp theo nhóm nhỏ</i>
9h20 sáng	Thực hành ngữ âm độc lập
9h40 sáng	Giải lao vận động!
10h10 sáng	Ăn nhẹ!
10h20 sáng	Môn STEM (Khoa học, Công nghệ, Kỹ thuật và Toán) --- <i>Giảng dạy trực tiếp</i>
11h sáng	Các chương trình học trực tuyến
11h30 sáng	Ăn trưa!
12h30 chiều	Môn tăng cường --- <i>Giảng dạy trực tiếp</i>
1h chiều	Các chương trình học trực tuyến
1h30 chiều	Thực hành đọc theo hướng dẫn --- <i>Giảng dạy trực tiếp</i>
2h chiều	Giải lao vận động!
2h20 chiều	Dạy kèm theo nhóm nhỏ
2h40 chiều	Kiểm tra cảm xúc xã hội
3h chiều	Học nhóm trực tiếp!

Toàn thể học sinh Rocketship thân mến,

Chào mừng đến với năm học 2020-2021! Chúng tôi đã rất thích thú khi nhìn thấy nhiều học sinh tham gia các Khóa học định hướng, Buổi trả lại máy tính Chromebook và Trại hè phụ huynh. Chúng tôi rất vui khi thấy chương trình học từ xa của trường được mở rộng thêm từ những nội dung mà chúng tôi đã cung cấp vào mùa xuân năm ngoái. Từ việc tăng cường giảng dạy trực tuyến cho đến tập trung hướng dẫn theo từng nhóm nhỏ, chúng tôi mong muốn hiểu rõ cách thức mà tất cả chúng ta có thể giảng dạy trực tuyến cho các em.

Tuy nhiên, chúng tôi muốn thông báo cho quý phụ huynh về những nỗ lực của mình nhằm đưa một số học sinh trở lại trường để tham gia học trực tiếp. Theo hướng dẫn hiện tại của Thống đốc Newsom và các cơ quan y tế công tại địa phương, chúng tôi không được phép phục vụ bất kỳ học sinh nào trong khuôn viên của nhà trường trừ việc lái xe ngang qua để lấy tài liệu. Nhưng chúng tôi biết có một số chức năng tốt nhất phải được thực hiện trực tiếp: từ phục vụ nhu cầu phát triển của các học sinh Rocketship nhỏ tuổi nhất, đến xây dựng mối quan hệ với các học sinh mới và giáo viên mới, cho đến thực hiện các đánh giá cho phép chúng tôi hiểu rõ cách phục vụ tốt nhất cho các em.

Để có lựa chọn và cơ hội tham gia bất kỳ hoạt động nào ở trên, chúng tôi phải nộp đơn yêu cầu hủy bỏ lệnh cấm lên Hội đồng Giáo dục Quận. Do đó, **để cung cấp lựa chọn cho một số dịch vụ trực tiếp, chúng tôi đã nộp đơn hủy bỏ lệnh cấm lên Văn phòng Y tế Quận.** Xin nói rõ rằng đơn hủy bỏ này **không** phải là để thực hiện đầy đủ mô hình học kết hợp 50% của chúng tôi. Nó chỉ giúp các trường của chúng tôi linh hoạt trong việc thực hiện các chức năng quan trọng như xây dựng mối quan hệ, đánh giá đầu năm học, đánh giá Kế hoạch Giáo dục Cá nhân (IEP) cũng như có thể hỗ trợ định kỳ cho các học sinh ưu tiên như học sinh khuyết tật, học sinh vô gia cư và con nuôi và học sinh thuộc gia đình công nhân thiết yếu. Tất cả các chức năng này sẽ được thực hiện trong khi vẫn tuân thủ mọi hướng dẫn an toàn và sức khỏe cần thiết về giãn cách xã hội, đeo khẩu trang, tăng cường vệ sinh thường xuyên, rửa tay thường xuyên, sử dụng tấm che mặt và nhiều lớp bảo vệ khác cho đội ngũ giáo viên và học sinh Rocketship.

Chúng tôi không có mốc thời gian hoặc quy trình từ quận về sự chấp thuận này, nhưng chúng tôi sẽ cập nhật cho quý vị ngay khi thực hiện. **Mặc dù chúng tôi đã nộp đơn yêu cầu hủy bỏ lệnh cấm với tư cách là một mạng lưới, chúng tôi muốn nói rõ rằng mọi hoạt động thực hiện đều sẽ dành riêng cho nhà trường.** Dựa trên năng lực của giáo viên và mong muốn được tham gia vào bất kỳ chương trình giảng dạy trực tiếp nào của họ cũng như mức độ ưu tiên từ nhu cầu của học sinh, mỗi trường sẽ xác định cụ thể số học sinh cần trở lại trường, cho những hoạt động nào và theo mốc thời gian nào. Mỗi trường sẽ tự linh hoạt để giảm tốc độ thực hiện cho trường mình dựa trên

ROCKETSHIP

PUBLIC SCHOOLS

khả năng có sẵn giáo viên và những thành công mà họ đạt được khi chuyển qua các giai đoạn thực hiện.

Cảm ơn quý phụ huynh rất nhiều vì đã hợp tác trong việc phục vụ con em trường Rocketship. Năm học này sẽ bắt đầu rất khác so với tưởng tượng hoặc hy vọng của nhiều người trong số chúng ta. Nhưng dù xảy ra bất cứ điều gì, chúng tôi cũng sẽ quyết tâm đảm bảo nhà trường luôn nỗ lực đáp ứng nhu cầu của học sinh và phụ huynh trường Rocketship để năm học 2020-2021 là một năm học tập, phát triển, tham gia cộng đồng và tiến bộ trọn vẹn trong cuộc đấu tranh vì công bằng xã hội và bình đẳng giáo dục của chúng tôi.

Trân trọng,

Maricela Guerrero
Phó Hiệu trưởng

Kylie Alsofrom
Giám đốc các trường, Khu vực Vịnh Bay Area

Attachment 2

Parent Leadership and Organizing Flyer



How You Can Get Involved with **Parent Leadership & Organizing**

at Rocketship Public Schools

Our Parent Leadership & Organizing team ignites, organizes and propels parent power to advance educational equity, excellence, and options for their community.

WHY?

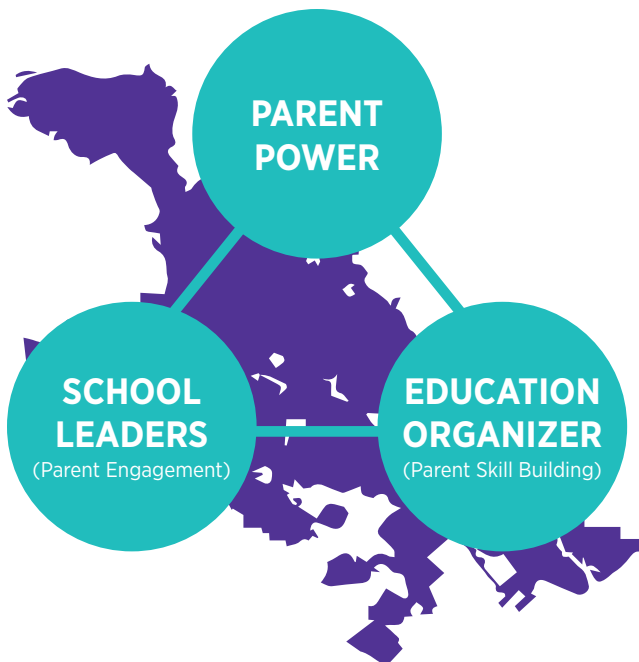
So, parents have the power to build and advance the movement for high quality educational options in their community.

WHAT DOES THIS LOOK LIKE?

We leverage school-based communities to identify and develop parent leaders who join the parent organizing committee. These leaders accumulate and deploy power to advance an authentic parent-driven agenda for education equity.

HOW?

Education Organizers use the PICO model to recruit and identify parent leaders who will work with the organizing leadership team and cultivate people power to advance educational issues in their community.



Key Ways We Build Parent Power

In each school, we aim to cultivate a community of engaged parents who use their voice to elevate local, educational issues and ignite change. Critical pillars of parent power include:

- Building a Parent Organizing Committee at every school with core parent leaders who are actively organizing for the school community and for regional action around educational equity
- Parent leaders become stakeholders that influence and drive community action in their school and community
- Eventually, parents serve on local governments and committees to ensure parents are always represented at decision-making tables

Attachment 3
Parent Survey Analysis

Parent Intentions - California Region

	#	%
In-Person	1617	57.89%
100% Virtual	387	13.86%
Other At-Home	60	2.15%
Undecided	729	26.10%
TOTAL	2793	100.00%

Parent Intentions - By School By Grade

	In-Person							
	TK	K	1	2	3	4	5	Total
RBM - Brilliant Minds	60%	60%	70%	50%	50%	56%	75%	59%
RDL - Delta Prep	86%	62%	53%	63%	46%	54%	46%	56%
RDP - Discovery Prep	50%	58%	58%	63%	38%	52%	50%	54%
RFA - Futuro Academy	25%	63%	63%	57%	53%	62%	53%	57%
RFZ - Fuerza Community Prep	18%	56%	64%	57%	60%	53%	60%	57%
RLS - Los Suenos	67%	79%	52%	68%	48%	63%	29%	57%
RMS - Mateo Sheedy	50%	53%	48%	61%	58%	59%	48%	55%
ROMO - Mosaic	100%	59%	56%	58%	53%	47%	41%	54%
RRS - Rising Stars Academy	76%	62%	58%	60%	66%	56%	100%	61%
RRWC - Redwood City Prep	75%	88%	78%	69%	68%	69%	58%	70%
RSA - Alma Academy	73%	60%	66%	63%	47%	63%	84%	63%
RSK - Spark Academy	71%	59%	58%	66%	58%	48%	58%	59%
RSSP - Si Se Puede	80%	31%	62%	58%	59%	47%	59%	54%

	100% Virtual							
	TK	K	1	2	3	4	5	Total
RBM - Brilliant Minds	10%	23%	9%	16%	24%	15%	8%	15%
RDL - Delta Prep	0%	10%	18%	18%	17%	17%	31%	17%
RDP - Discovery Prep	13%	5%	16%	18%	12%	21%	15%	15%
RFA - Futuro Academy	50%	11%	12%	9%	15%	15%	18%	14%
RFZ - Fuerza Community Prep	18%	15%	7%	8%	17%	11%	10%	11%
RLS - Los Suenos	17%	11%	23%	18%	13%	19%	50%	20%
RMS - Mateo Sheedy	33%	16%	5%	11%	16%	13%	7%	12%
ROMO - Mosaic	0%	22%	16%	16%	21%	12%	27%	18%
RRS - Rising Stars Academy	0%	6%	11%	13%	13%	17%	0%	11%
RRWC - Redwood City Prep	0%	0%	0%	13%	11%	6%	17%	8%
RSA - Alma Academy	0%	7%	7%	2%	25%	13%	0%	9%
RSK - Spark Academy	5%	27%	15%	8%	12%	22%	17%	15%
RSSP - Si Se Puede	0%	27%	3%	17%	7%	18%	6%	12%

	At-Home, Other							
	TK	K	1	2	3	4	5	Total
RBM - Brilliant Minds	0%	0%	0%	4%	5%	0%	4%	2%
RDL - Delta Prep	0%	0%	2%	2%	3%	4%	0%	2%
RDP - Discovery Prep	0%	5%	0%	5%	0%	0%	0%	2%
RFA - Futuro Academy	0%	0%	2%	2%	6%	2%	0%	2%
RFZ - Fuerza Community Prep	9%	5%	3%	5%	4%	4%	0%	4%
RLS - Los Suenos	0%	0%	3%	5%	3%	0%	0%	2%
RMS - Mateo Sheedy	0%	0%	0%	0%	0%	3%	0%	1%
ROMO - Mosaic	0%	0%	4%	0%	0%	3%	0%	1%
RRS - Rising Stars Academy	0%	3%	6%	1%	2%	2%	0%	3%
RRWC - Redwood City Prep	0%	0%	0%	6%	0%	0%	8%	2%
RSA - Alma Academy	0%	0%	2%	0%	0%	3%	5%	1%
RSK - Spark Academy	0%	2%	5%	6%	0%	4%	0%	3%
RSSP - Si Se Puede	0%	0%	0%	0%	0%	0%	6%	1%

	Undecided							
	TK	K	1	2	3	4	5	Total
RBM - Brilliant Minds	30%	17%	22%	30%	21%	29%	13%	24%
RDL - Delta Prep	14%	29%	28%	16%	34%	25%	23%	25%
RDP - Discovery Prep	38%	32%	26%	15%	50%	27%	35%	29%
RFA - Futuro Academy	25%	26%	24%	32%	26%	21%	29%	26%
RFZ - Fuerza Community Prep	55%	23%	25%	30%	19%	32%	30%	27%
RLS - Los Suenos	17%	11%	23%	9%	35%	19%	21%	21%
RMS - Mateo Sheedy	17%	32%	48%	29%	26%	25%	44%	32%
ROMO - Mosaic	0%	19%	24%	26%	26%	38%	32%	27%
RRS - Rising Stars Academy	24%	29%	26%	26%	19%	24%	0%	24%
RRWC - Redwood City Prep	25%	13%	22%	13%	21%	25%	17%	19%
RSA - Alma Academy	27%	33%	26%	34%	28%	21%	11%	27%
RSK - Spark Academy	24%	12%	23%	21%	31%	26%	25%	23%
RSSP - Si Se Puede	20%	42%	34%	25%	34%	35%	29%	34%

Parents' Top Priorities - California

	#	%
Advancing students' education (ensuring they are on track from the interrupted 2019 -20 school year)	1944	69.60%
Protecting students' physical health	1645	58.90%
General supervision (at school or at home) so I can work or attend to other responsibilities	1077	38.56%
Attending to students' social/emotional needs	967	34.62%
Getting support for trauma related to the pandemic	455	16.29%
Other	55	1.97%
TOTAL	2793	100.00%

How We Help Parents Spark Change

Through the PICO model, Rocketship Education Organizers:

- Recruit & develop parent leaders to build parent organizing teams that take action in their communities
- Train parent leaders to lead research, build relations and learn from decision makers
- Execute organizing campaigns to move decision makers on education equity issues that impact our community
- Reflect and evaluate success of organizing efforts to help define future campaigns



Parent-Powered Milestones

- Organized Political Forums
 - 2014: Mayoral Forum in San Jose with over 1,000 participants
 - 2016: Education Candidates Forum with over 200 participants
- Anti-Charter Statewide bills
 - 2018 & 2019: organized over 2,000 community members to attend local and state actions to protect quality public schools in their community
- Led successful openings of several Rocketship schools in the South Bay, East Bay, Nashville and Washington, D.C.
- Championed reauthorizations of 100% of Rocketship California schools
- School based successes
 - RDP parents organized for the city to build crosswalk
 - RDL parents rallied community in light of the local district threatening to close their new school

How Can You Get Involved?

When it comes to parent power, every person makes an impact. You can:

- Connect with the Education Organizer in your region
 - Meet with your organizer to learn about the local work and opportunities for engagement
- Join the Parent Leadership Committee at your own school
 - Committed parents meet at least monthly to strategize, take action & learn organizing skills to carry the work forward



Contact your regional education organizer to learn how you can get involved.



Daiana Lambrecht
Director of Parent Leadership & Organizing
941-544-7197
(National)



Christabel Breen
Manager of Parent Leadership & Organizing
303-818-5576
(Bay Area, CA)



Amy Parada
Senior Education Organizer
408-915-6034
(San Jose, CA)



Tatiana Villasenor
Education Organizer
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(San Jose, CA)



Khadijah Williams
Senior Education Organizer
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(Washington DC)



Angela McCutcheon-Jones
Education Organizer
817-609-4043
(Fort Worth, TX)



Lety Gomez
Education Organizer
408-493-3188
(Fort Worth, TX)

Attachment 4
Staff Communications

School Staff Email - June 8th, 2020

To: MKE, DC, CA School Staff

From: Kylie Alsofrom

Subject: <THIS WEEK> Optional Information Sessions on Reopening

Rocketeers,

I know the past week has been very challenging and I hope that each of you has taken the time that you need to process the challenging and traumatic events.

We are preparing for the task of reopening our schools in the COVID environment and have been receiving many questions and a great deal of curiosity around Scenario Planning so we wanted to share more about our plans. This week we will be holding a series of optional information sessions. During these sessions, our working group leads will be diving deep into our hybrid model as well as highlighting major changes in our in-person and distance models. We strongly encourage you to attend to learn more, ask questions, and give feedback/input. Below are the sessions we have currently scheduled. Calendar invitations to follow.

- **Health & Ops (Larisa):** Wed 6/10 @ 11am PT and Thurs 6/11 @ 8am PT
- **Academics - HUM/STEM/ISE/PLI (Eesir, Meghan, Josh, Emilie):** Wed 6/10 @ 9am PT and Thurs 6/11 @ 12pm PT
- **Family Engagement (Sara):** Wed 6/10 @ 10am PT and Fri 6/12 @ 11am PT
- **Talent & HR (Meg):** Wed 6/10 @ 12pm PT and Fri 6/12 @ 9am PT

You should also have received Rocketship's 2020-21 Return-to-School Planning survey via email. Your responses to this survey will help us develop a return to work strategy that best supports the needs of our students, staff, and families. Please complete this by the end of the day on Friday, June 12th. We thank you in advance for your participation!

School Staff Email - June 27th, 2020

To: Rocketship CA school staff

From: Kylie Alsofrom

Subject: CA Reopening Update - 6/27/20

Rocketeers,

We hope you are enjoying your well-deserved summer break! We are so proud of our entire Rocketship community for [the way that everyone stepped up with urgency](#) to give our Rocketeers quality distance learning instruction in the midst of a global pandemic. I continue to be incredibly

impressed with the hard work, dedication, and innovation each of you showed as we transitioned to distance learning.

We know that there are still a lot of questions on how schools will be reopening next school year. Rest assured, our teams of network, regional, and school staff are working around the clock to make sure we are prepared for any scenario as we work with regional, city, and district leaders to follow health, safety, and educational guidelines. We wish we could give you definite answers, but infection rates and cases continue to fluctuate as does local guidance and practices. We will be updating you regularly on these plans, soliciting input, and sharing how and when decisions will be made.

This week, I'd like to share where we are with health and safety protocols, likely reopening scenario, teacher professional development (pd), and how we are updating families:

Health and safety protocols: Ensuring our students and staff are safe and social distancing

We are doing everything we can do re-open our schools in a way that is healthy and safe.

Therefore, we've spent the last few months consulting CDC, state and local guidelines; consulting with schools that have reopened in other countries, working with our charter and district partners, consulting with local public health agencies, and vetting plans internally to develop these protocols to reduce risk for all staff and students and following public health guidelines on our campuses. Key protocols that will be in place across our campuses include:

- Health screening with temperature check for every person entering the building.
- Clear protocols for what to do if someone on campus has been exposed, is exhibiting symptoms, or has been diagnosed.
- Students will be required to wear masks.
- Teachers will be required to wear masks - unless they are teaching in front of a class from 6+ feet away, in which case they will wear face shields instead. PPE will be provided for staff by Rocketship.
- Emphasizing hand washing and hand sanitizer use, especially when entering/leaving rooms, and before/after touching masks.
- Disinfecting the building each evening, and key spots throughout the day.
- Closing water fountains.
- Adding signage, floor stickers for spacing, etc.
- Providing specific guidance for how to run arrival, dismissal, lunch, and recess.

We are working on additional protocols to keep everyone safe and will share them out as they are codified.

Likely reopening scenario: Most likely will pursue a hybrid, alternating week model

The most likely scenario at this point in time is a hybrid model where we alternate by week which students are on campus and which are fully virtual, while providing a 100% virtual option for families. In this model, staff will attend in-person daily while students cycle in and out of virtual

weeks. This means three cohorts: A and B alternating on campus, C cohort 100% virtual and deep cleans every weekend (with regular cleaning each day). Siblings will be on the same schedule. While our model is for staff positions to be fully in-person, we may have a very limited number of 100% virtual staff positions within a region to support virtual students. We will provide more information in the coming weeks about criteria and application process for these positions.

Note that this schedule may change based upon district, charter partner, and state guidance/practice, but we wanted to share what we're currently thinking is most likely.

The first day of school is August 12 with Kinder camp starting August 6. To start the school year, we will phase in cohorts and grades to be on-campus in order to build familiarity with health and safety routines. Start of school will follow:

- Week 1: Group A of grades TK-2nd will be on campus; Group B, C and grades 3-5 virtual.
- Week 2: Group B of grades TK-2nd will be on campus; Groups A, C and grades 3-5 virtual
- Week 3: Beginning of typical rotation with Group A of ALL grades on campus

Teacher professional development starts for ALL staff on July 20th .

PD will most likely be held in person starting the week of July 20th with a gradual release of staff back onto campus throughout the week.

In order for us to be prepared to invite students back on campus starting August 6th for Kinder Camp, we need to ensure our staff and building are fully prepared. PD will begin virtually for the first couple of days so that SLs and Ops can prepare campuses. School leaders will be back on campus July 20th, operations staff back July 21st or 22nd (details to come), and all staff will be back on campus for half days starting July 23rd, building up to full days in person by July 31st. Staff will be trained on the safety protocols and the process of entering the building in advance of 7/23.

In the first two weeks of summer PD, centralized content development will remain virtual with each individual participating on their own device in their own space each morning. Then staff will be on campus, in person, in the afternoons for their campus-specific development. During on campus development, teachers will practice social distancing, remaining 6 ft apart, and will be required to wear masks. Please [reach out to HR](#) to indicate if, for some reason, you are unable to come back in person.

Note that this plan may change based upon state guidance/practice, but we wanted to share what we're currently thinking is most likely.

Family communications: Weekly communication with families sharing health and safety guidelines, how school will look different this year, and decisions as they are made.

We are sending emails, text messages, and posting on Facebook every week to our families to keep them updated on our plans. This includes educating parents on how social distancing and other health and safety protocols will work inside our schools next year. We will update our COVID regional webpages with relevant dates and information for families.

Thank you for your continued partnership as we navigate this new world. If you have any questions or concerns, please feel free to reach out to me or your school leader.

Kylie Alsofrom
Director of Schools

School Staff Email - July 21st, 2020

Subject: Virtual CA Reopening Update
From: Maricela Guerrero, Kylie Alsofrom
To: All CA schools staff
Date: Send 7/21

Rocketeers,

On Friday, Governor Newsom issued new guidance for reopening schools: schools located in counties on the COVID-19 monitoring list are not permitted to reopen until local health conditions improve. Counties across the Bay Area are on the state's monitoring list. In accordance with this new guidance, we regret to announce that we can no longer implement the “hybrid model” reopening plan we shared on July 10.

All Rocketship California schools will now start the school year in full-time distance learning.

We are hopeful that health conditions improve again and we can begin to phase-in a return to in-person learning. We will continue to keep you updated, but right now we are moving forward to focus on creating the best distance learning program for our students.

The distance learning model we launched last March [showcased](#) our commitment to our community and the innovative spirit of our educators. In just three months, we launched an entire distance learning program that [we shared with others](#), created and ran Care Corps to check in with our families every day, and we continued building community and delivering the excellent education our Rocketeers deserve. Your authentic partnerships with families and relationships with students were key to this success.

As we prepare to start the 2020-21 school year in distance learning again, we will build on the strengths of the model we developed last spring and implement new features to further enhance student learning at home.

Daily Live Teaching. We are increasing daily live teaching for students to an average of 3 hours per day for each Rocketeer. As we learned last spring, daily blocks of live teaching are critical to promote student engagement, social emotional development, and interaction with classmates. We also know that this can be tricky for some of your schedules, so your school leader will be following up with more information about adjusting your live teaching schedule to best meet your needs. If you have concerns about finding space in your home for live teaching, please reach out to your school leader.

Planning Fridays. We know that distance learning requires each of you to learn new skills and adapt your teaching in new ways. That is why we are keeping Fridays for self-care, lesson planning, and professional development. There will be no live teaching on Fridays after morning live Launch and live SEL lessons. Your students will complete independent work and OLPs each Friday. We know that when our teachers are at their best, our students are at their best. We remain committed to fully supporting our teachers and staff throughout this unprecedented crisis and beyond.

Small Group Instruction. Small group instruction is a key component to our personalized learning model when students are in classrooms. Our enhanced distance learning model will build on this practice and provide small group instruction on a daily basis to ensure we continue to meet the individual needs of each and every Rocketeer. More time spent engaging students during small group instruction allows teachers to deeply understand and target the needs of individual students, helping to close the equity and achievement gap for all Rocketeers.

We remain committed to starting our school year strong. This health crisis will not weaken our resolve to ensure the 2020-21 school year is another year full of learning, growth, community, and progress in our fight for social justice and educational equity. And as we start the school year in distance learning, we are continuing to build plans, resources, and supports to safely reopen our campuses when health conditions improve. School leaders will be engaging school staff in this process and keeping staff informed of our progress and plans.

Thank you for your partnership. Your principal will be sharing more detailed information about your school specific plans over the next few days.

Sincerely,

Maricela Guerrero,
Vice President of Schools

Kylie Alsofrom
Director of Schools, Bay Area

08/04/20

To: all CA staff

From: Maricela Guerrero, Kylie Alsofrom

Subject: ACTION REQUIRED: CA Reopening Update + Survey

Rocketeers,

Welcome to the 20-21 school year! We've loved seeing so many of you in our virtual professional development sessions. It's been truly inspiring to meet you, hear your stories, and feel the passion each of you have for serving our Rocketeers. We are excited to see our distance learning program expand and iterate from what we offered last spring. From increased live teaching to a focus on small group instruction and staff PD, we look forward to seeing how we can all serve our students virtually.

However, as a collective team deeply dedicated to our mission and communities, we also know that distance learning still does not fully address every student service we must provide to our Rocketeers in our effort to eliminate the achievement gap. From serving the developmental needs of our youngest Rocketeers, to building relationships with new students and new teachers, to conducting assessments that will allow us to understand how to best serve our Rocketeers--there are meaningful gaps that we feel compelled to try to solve while also prioritizing the health and safety of our team.

Under current [guidelines](#) from Governor Newsom and our local public health agencies, elementary schools are strongly encouraged to apply for a waiver in order to serve elementary students in-person. **In order to engage in any of the above activities to best meet the needs of our Rocketeers, we are applying to the County Office of Health for a waiver.** To be clear, this waiver is not to fully implement our 50% hybrid model. It merely grants your campuses, if you choose, the flexibility to perform critical functions named above like building relationships, beginning of year assessments, IEP evaluations as well as recurring support for our most vulnerable students such as students with disabilities, homeless and foster students, students of essential workers, and TK-1st grade students. It is important that we continue to innovate and work to find creative ways to best meet the needs of our students, especially certain populations who are disproportionately affected by this pandemic while also ensuring that we continue to prioritize the health and well-being of our team. We completely understand that some staff will not be able to choose on-campus work with students this fall.

Until our waiver is approved, no students will be allowed on any campuses except for drive-by material pick up and food pickup. We do not have a timeline or process from the county about this approval, but we will update you as soon as we do. **If our waiver is approved, all on-campus work to support this academic programming will be by choice for staff through October 31st, at which point we will reassess this decision.** 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. All staff under this waiver will follow all necessary health and safety guidelines around physical distancing, masks, intense regular cleaning, regular hand washing, utilization of pods, and multiple other protocols. Your health and safety is our first priority.

Although we as a network have applied for the waiver, we want to be clear that any implementation would be campus-specific. Based upon staffing capacity and the number of staff choosing in-person instruction as well as the prioritization of students needs, each campus will determine which specific students will return, for what activities, and in what timeline. Each campus will have flexibility to slow the pace of implementation for their campus based upon staff availability and the success they have as they move through the stages of implementation. We want to honor the unique needs and priorities of each campus, thus, your planning and prioritization will guide the way.

In order to plan staffing models for possible waiver approval, we ask that each of you fill out [this survey](#) by August 7 (Friday). The survey is to understand interest in choosing some on-campus activities with students in-person. The survey does not yet commit you to this option. This information will be used to help your school leadership team begin planning for an in-person return and how best to engage their team in that planning process. There are no negative repercussions for staff who indicate they are not yet ready to return in person to support academic programming under the waiver. We are grateful for all staff bringing their best to serve our Rocketeers and families whether it is virtual or in person.

Thank you so much for your commitment to our Rocketeers and to each other. This year is starting out very different than how many of us imagined or hoped. But no matter what comes our way, we will not weaken our resolve to ensure that we prioritize the safety, health, and well-being of each of you as well as ensuring that we continue to strive to meet the needs of our Rocketeers and families so that the 2020-21 school year is another year full of learning, growth, community, and progress in our fight for social justice and educational equity.

Sincerely,

ROCKETSHIP

PUBLIC SCHOOLS

Maricela Guerrero,
Vice President of Schools

Kylie Alsofrom
Director of Schools, Bay Area

Attachment 5

Sample Pulse Check Survey

Survey Type	Category	Survey Item
Engagement	Satisfaction (role)	I enjoy my day to day work.
Engagement	Connection	I feel a strong sense of community with my colleagues.
Engagement	Communication	School leadership and staff communicate effectively.
Engagement	Inclusion	My opinions are valued at work.
Engagement	Sustainability	I am able to manage my work and caregiving responsibilities effectively.
Support under Covid	Enablement	My remote working conditions are adequate to perform my job.
Support under Covid	Enablement	I am able to manage my work and caregiving responsibilities effectively.
Support under Covid	Health and safety	I have confidence that our health and safety plans will keep students and staff safe (in person).
Support under Covid	Interest in in-person work	I feel comfortable returning to/continuing to work in-person based on our health and safety plans/layers of protection.
Support under Covid	Mission Continuity	I think Rocketship is making the right adjustments for students and families throughout the COVID-19 Pandemic.
Support under Covid	Mission Continuity	I think Rocketship is making the right adjustments for staff throughout the COVID-19 Pandemic.

Attachment 6

20-21 Instructional Calendar

ROCKETSHIP PUBLIC SCHOOLS

2020-2021 California Calendar for Families

180 Student Days
198 Teacher Days

- First/Last Day of School
- Holidays & Breaks - No Classes
- Parent/Teacher Conferences
- Staff Preparation Days:
Online Learning Programs Only
No Live Classes

Aug 12:	First Day of School (ALL GRADES)
Sept. 7:	No Classes - Labor Day Holiday
Sept. 24-25:	No Classes - Data Days
Oct. 16:	No Classes - Data Day (Home Visit Day)
Nov. 5-6:	No Classes - Parent/Teacher Conferences
Nov. 11:	No Classes - Veterans Day
Nov. 25-27:	No Classes - Thanksgiving Holiday
Dec. 21-Jan 1:	No Classes - Winter Break
Jan. 4-5:	No Classes - Data Day
Jan. 18:	No Classes - MLK, Jr. Holiday
Feb. 11-12:	No Classes - Parent/Teacher Conferences
Feb. 15 - 19:	No Classes - Ski Week
March 19:	No Classes - Data Day
April 5-9:	No Classes - Spring Break
May 24:	No School - Memorial Day Holiday
June 2-9:	Parent/Teacher Conferences (Students have class)
June 10:	Last Day School

AUGUST 2020

S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2020

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2020

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2020

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22	23	24	25	26	27	28
29	30					

DECEMBER 2020

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19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2021

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2021

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17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH 2021

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 2021

S	M	T	W	T	F	S
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2021

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JUNE 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Attachment 7

Sample Distance Learning Parent Camp Materials

Materials / Vision

The vision for this presentation is for families to have a specific understanding of how to use and care for the Chromebooks, how to use the platforms and programs students will engage with during DL, and how partner with teachers to problem solve when there are any tech or program challenges.

At the end, Families will have a clear sense of how to communicate with their teachers about technology and programs, how to support students in their independent work and how to measure their progress toward goals.

Each GL will:

- Support your ILSs in Parent Camp facilitation
- support with translation
- Take attendance for your GL
- Advertise (make calls to their families)

Checklist

- GL Teams decide on how they'll support ILSs with facilitation
- GL Teams decide on shared translation
- GL Teams advertise to families in HVs and calls
- GL Teams make sure to add GL specific contact information and guidance for how families communicate to solve problems with technology and online practice and programs

ROCKETSHIP

PUBLIC SCHOOLS

Distance Learning Parent Camp



Welcome to y bienvenido al Parent Camp Campamento de padres

Type your name and grade level of your Rocketeer in the chat!
Escriba el nombre y el grado de su Rocketeer en el chat!

The Year of The Good Neighbors

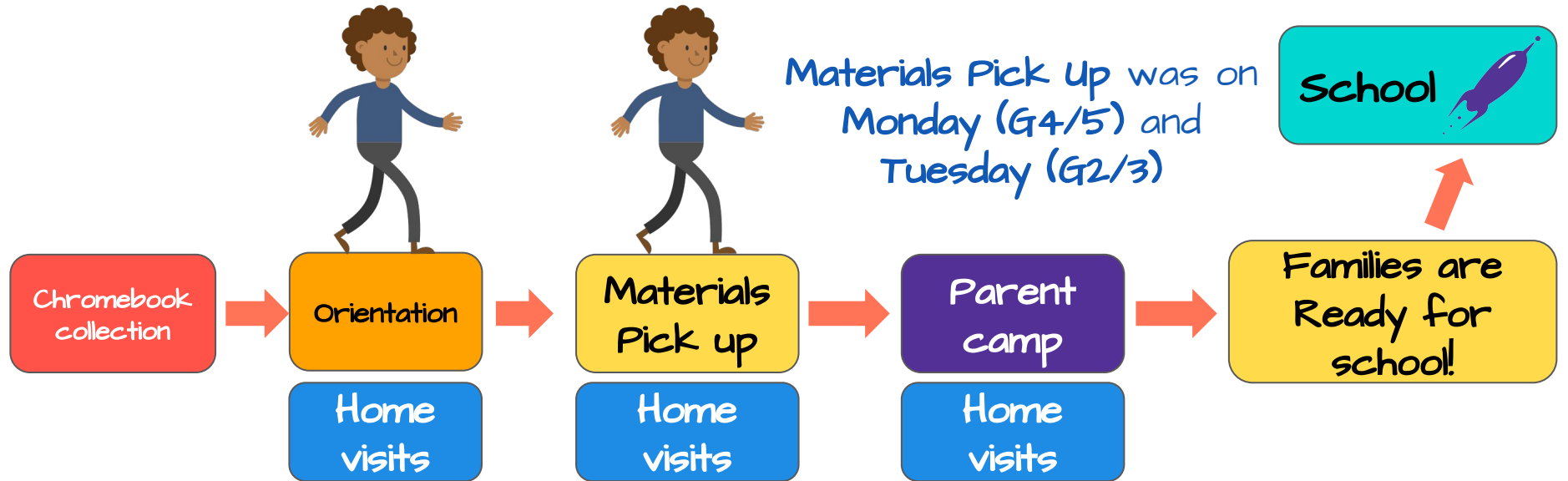
This year, we are embodying what it means to be good neighbors, just like Mister Rogers demonstrated to us all. We have moved into a new neighborhood and we are excited to have a much better campus for our students. Moreover, while we are new to the neighborhood, we will continue work to be a strong community and support all of our families and students. We also invite you to be good neighbors with us. Together, we will make it through the pandemic of COVID-19, stand against systemic racism, and support all students socially, emotionally, and academically. As good neighbors, we will work together to do what it takes to create a neighborhood of empathy and care necessary for student safety, happiness, and success.



Este año, estamos encarnando lo que significa ser buenos vecinos, tal como Mister Rogers nos lo demostró a todos. Nos mudamos a un nuevo vecindario y estamos entusiasmados de tener un campus mucho mejor para nuestros estudiantes. Además, si bien somos nuevos en el vecindario, continuaremos trabajando para ser una comunidad sólida y apoyar a todas nuestras familias y estudiantes. También te invitamos a ser buenos vecinos con nosotros. Juntos, lograremos superar la pandemia de COVID-19, enfrentarnos al racismo sistémico y apoyar a todos los estudiantes socialmente, emocionalmente y académicamente. Como buenos vecinos, trabajaremos juntos para hacer lo que sea necesario para crear un vecindario de empatía y cuidado necesarios para la seguridad, la felicidad y el éxito de los estudiantes.

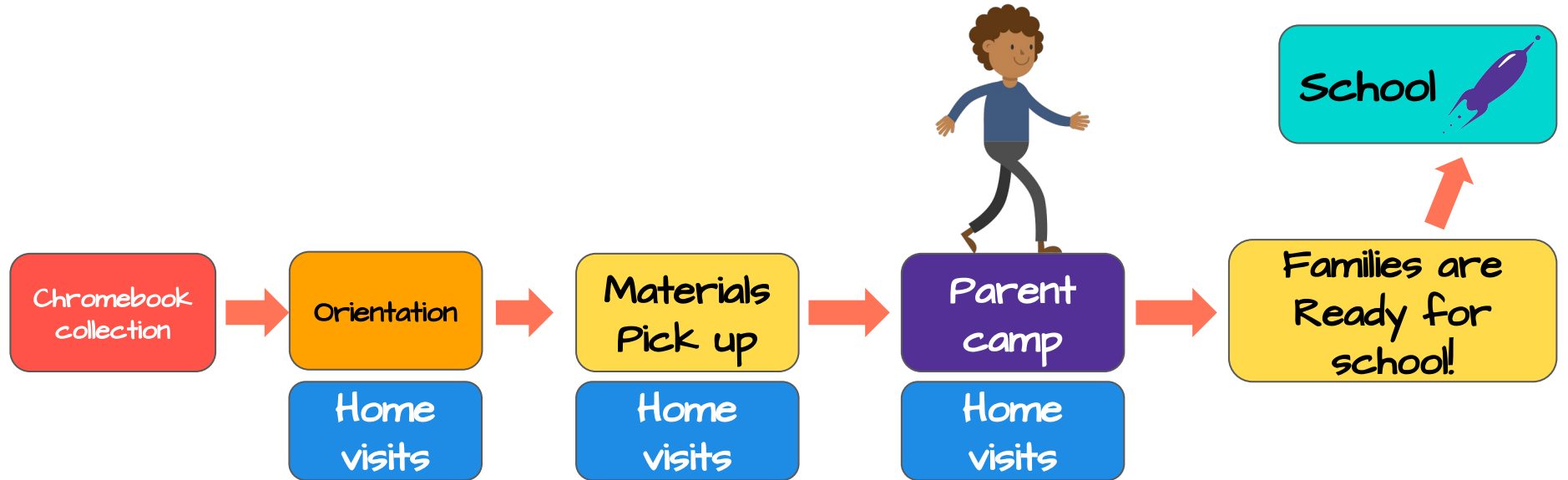
On my way back to school!

En mi camino de regreso a la escuela!



On my way back to school!

Parent Camp is Today! :)



Materials

Your first material kit contains:

Notebook

Pencils

Dry Erase Markers

Sheet Protectors (to use as a dry erase board)

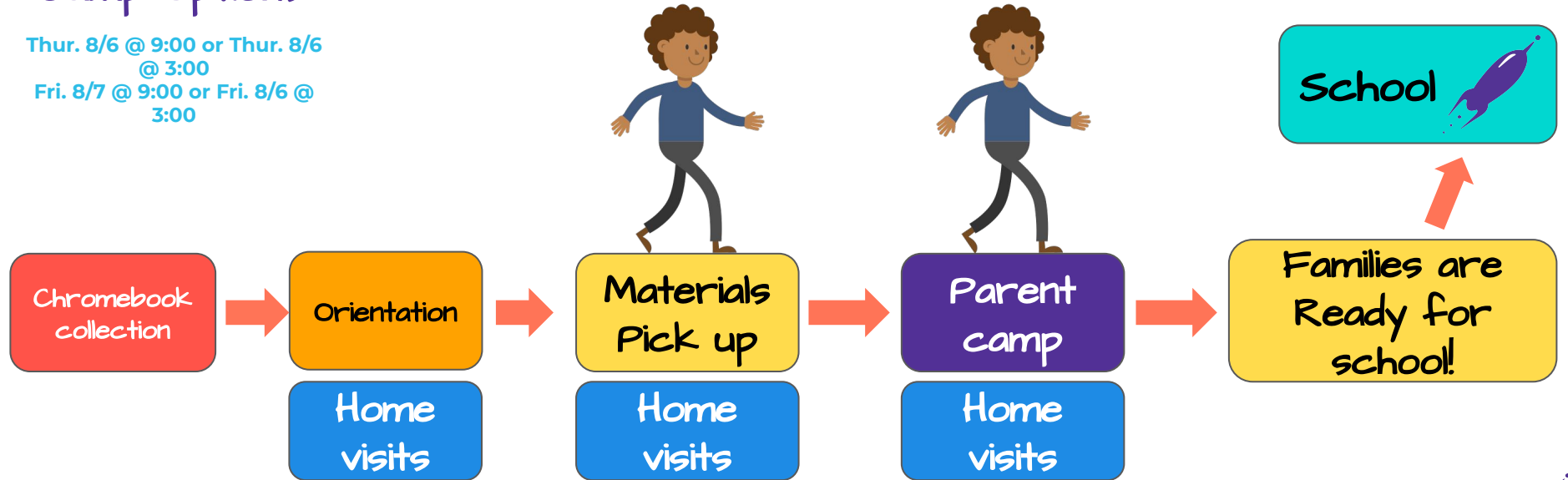


On my way back to school!

Today is G1-G5 Parent Camp!

TK/Kinder Camp Options:

Thur. 8/6 @ 9:00 or Thur. 8/6
@ 3:00
Fri. 8/7 @ 9:00 or Fri. 8/6 @
3:00









Agenda







- Online Learning Platforms
- Rocketship Goals
- Your Chromebook and Online Learning Programs
- What to do and who to contact if tech issues occur?
- Distance Learning expectations
- Next Steps



Schedule Overview

10 min		Launch
25 min		SEL
15 min 2x/day		Live Lesson STEM / HUM
45 min		Guided Reading
45 min		OLP Study Hall
60 min		Independent

Learning Platforms

	Facebook	<ul style="list-style-type: none">• Schoolwide announcements• Live Launch• Live Landing
	Zoom	<ul style="list-style-type: none">• Live Lessons: STEM and Humanities• SEL Lessons• Virtual Home Visits• Virtual meetings with teachers• Virtual Cafecitos
	Clever	<ul style="list-style-type: none">• Access to Online Learning Programs• Rocketship Goals
	SeeSaw	<ul style="list-style-type: none">• Independent work• Teacher videos/lessons



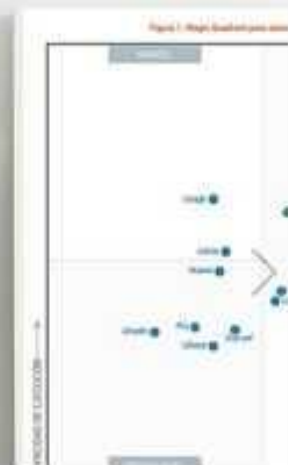
Live Lessons



Zoom: Líder en el Gartner Magic Quadrant 2018 para soluciones de reuniones



Leer el Informe



Learning Platform: Seesaw



Tutorial

Introducción a Seesaw para las Familias








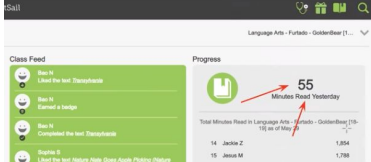
Rocketship Goals Alerts



Weekly OLP Goals

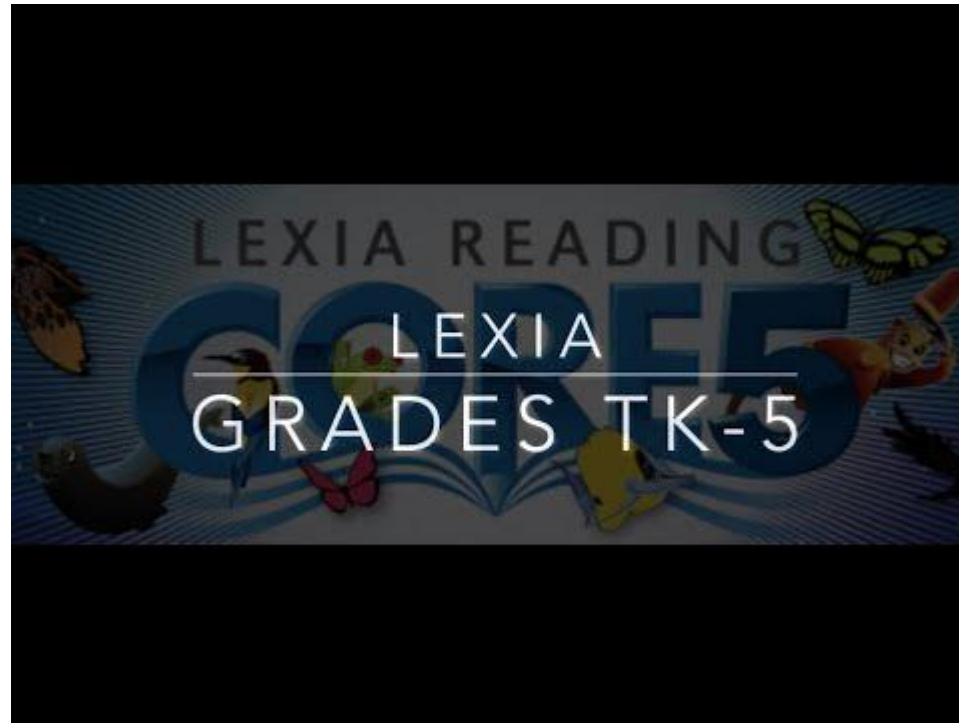


What does it look like when my child has met their goal?

OLP	Goal	What does it look like?	
 <p>Reflex Math</p>	<p>2 green lights per week</p>	<p>Your child has completed a green light when you see the green circle filled in the upper right hand corner:</p>	 = Completed green light for the day  = Uncompleted green light for the day
 <p>Freckle (Math)</p>	<p>3 MATH assignments per week</p>	<p>Each time your child finishes an assignment, they'll see this screen. Tally each assignment.</p>	
 <p>Lexia Core5</p>	<p>Varies: 20-80 minutes per week</p>		
 <p>LightSail</p>	<p>80 minutes a week</p>	<p>Add up minutes daily. Lightsail will show minutes read the previous day:</p>	



Lexia



ST Math



How to Access OLPs

Where do parents go to access?

- ❑ **Link here:** www.clever.com/in/rsed
- ❑ **Username:** schoolID@rsed.org

(ask your child's teacher if your child does not know their login)

- ❑ **Password:** Birthday: mmddyyyy



Basic Chromebook care



Handle with Care

Chromebooks are delicate and need to be handled with care:

- Keep the lid closed while transporting it.
- Do not block the air vents or wrap in a blanket while it is powered on.
- Do not remove the serial number, or asset/QR code tag.



Headphones and Chargers

Take care when headphones or charger are plugged in. The headphone jack and charging port can be easily broken due to too much force being used when plugging or unplugging, or when the Chromebook is moved quickly while cables are plugged in.



Appropriate Use

Students are bound by the Rocketship handbook and all other guidelines wherever it is used, including outside the classroom. Do not alter or attempt to circumvent protected system settings.

Caring for Your Chromebook



Food and Drinks

Do not have food or open drinks near the Chromebook. Chromebooks are easily damaged by liquids and food.



Pets

Keep your Chromebook away from pet. Dogs and cats can damage cords, and fur can clog air vents.



Stacking

Heavy objects should never be placed on top of Chromebooks. Chromebook screens are delicate and can be easily cracked. Chromebooks should only be stacked in groups of 7 or fewer.



Basic troubleshooting



How to restart

Powering Up



Open the lid of your Chromebook to turn it on. If it does not power up, press the power button at the top right of the keyboard, and make sure the battery is charged.

How to sign-in with student account

Signing In

Sign in

Enter your login id (ending in @rsed.org) and password to sign in.

Powering Down and Charging

When you are done using your Chromebook please remember to **power down your Chromebook**— do not just sign off or close the lid. Power down by holding down the power button (at the top right corner of the keyboard) for 5 seconds; the screen will turn off.



It is your responsibility to charge the Chromebook at night before you sleep so that it will be fully charged for school in the morning.

Care and Safety



Place the Chromebook in a bag when transporting it back and forth from home and school.

Hold the Chromebook with both hands when transporting it to different rooms. Walk and please don't run.



Student Responsibilities



- ❑ **Charge** Chromebook every day
- ❑ **Use** your Chromebook only for school work
- ❑ **Keep** your Chromebook clean (away from food)



Parent Responsibilities:

- ❑ **Ensure** your child has access to wifi connection.
- ❑ **Help** your student have a great space to focus along with enough time to complete their work.
- ❑ **Contact** your teachers as soon as any technical issues begin to impact your child.
- ❑ **Remind** your child of their responsibility to charge and clean their Chromebook daily.
- ❑ **Make** sure your student only uses the Chromebook for school purposes.
- ❑ **Encourage** your student and show investment in their work and progress toward their goals.



Distance Learning Expectations

ATTENDANCE

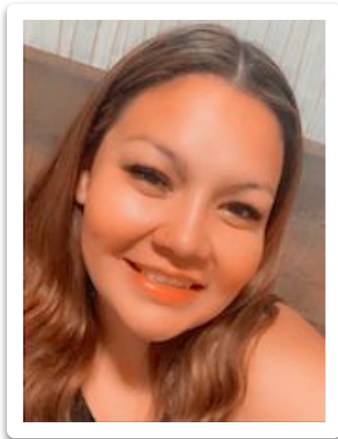


- ❑ We start our day at 8:00AM and it ends at 3:00PM.
- ❑ Your student's daily schedule will be provided by Monday, August 10.
- ❑ Follow your student's schedule and attend all scheduled live lessons.
- ❑ Communicate with your teachers as soon as you need help with technology or programs.

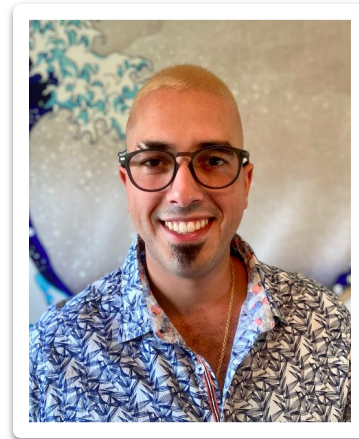


Who to contact if you have issues?

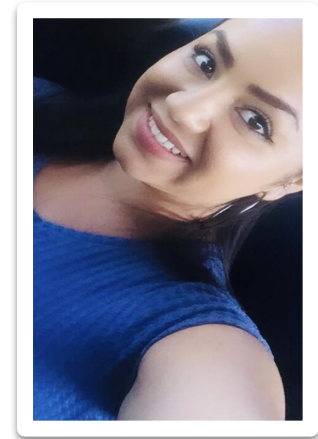
Your Individualized Learning Specialist (ILS) will be most helpful.



Ms. Cabrera
ILS G4/G5
(650) 995-0516
bcabrera-villar@rsed.org



Mr. Santos
ILS G2/3
rsantos@rsed.org
408-569-9843



Ms. Del Rio
ILS K/G1
(650) 471-5060
jdelriovalencia@rsed.org



Next Steps

- **Watch** the videos about our online programs and platforms again on Facebook.
- **Watch** your GL Orientation Video on Facebook if you missed Orientation.
- **Schedule** a Home Visit with your teacher if you haven't already.
- **Add** your teacher contact information to your phone.



Rocketship Goals

Use the **Rocketship Goals** icon to track your student's progress towards weekly goals!



OLP		Description/ GOAL	Computer <i>Use Clever</i>	iPad <i>Download Clever + Each App</i>	Android Tablet
Reflex Math (G2-5)		practice math facts.	X	X	X
Lexia Core5 (TK-G5)		build and practice reading skills.	X	X	
LightSail (G2-5)		a reading program with an expansive digital library.	X	X	X
Freckle (G2-5)		inquiry based math lessons and practice.	X	X	X
STMath (TK-G1)		builds deep understanding through creative problem solving	X	X Download "Jiji" app	X Download "Jiji" app

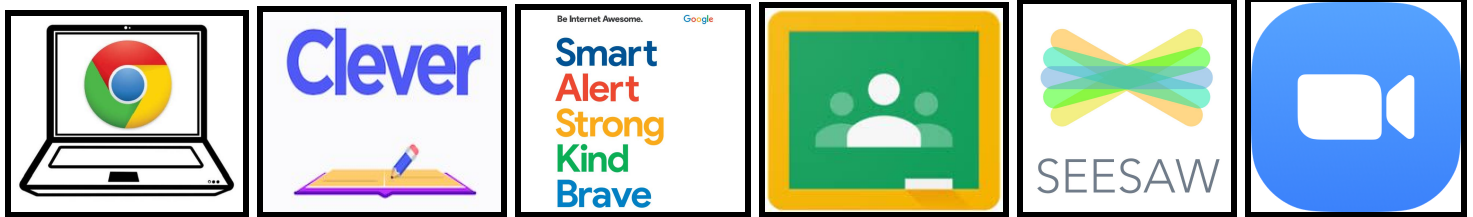
Attachment 8



Unit 0 (Rocketeers as Digital Citizens)

Unit 0: Rocketeers as Digital Citizens

Preparing Students for Hybrid Learning





The 20.21 school year will require an all-hands-on-deck mindset to serve our Rocketeers. More than ever, digital tools and digital literacy will be critical to our students' success. We have compiled a list of the 5 technology tools, platforms, and curriculum we'll be using across all schools and all spaces. We encourage collaboration within grade level teams, school teams, and across the network to create and share additional resources.










Platform/Tool	Who is Using this? Why is it important?	Suggestions for Roll-Out	Resources for Teachers
ALL means ALL= Everyone has ownership of reinforcing regardless of where the platform is taught.			
Chromebooks & Chromebook Care 	ALL STUDENTS -Rocketship is investing over \$1 million dollars in student technology in the coming year to close the digital divide. Keeping our technology in working condition ensures continued access for all.	Kinder Parent Camps ALL in-person spaces during Week 1 of school	Chromebook Care - Reinforce throughout school year Chromebook care video - Being shared on school FB pages Chromebook Anchor Charts
Clever 	ALL STUDENTS - Clever allows single-sign on to all platforms. Students in Kinder may use badges while all others should login to Google using their studentnumber@rsed.org and birthday without slashes (mmddyyyy)	ALL in-person & virtual spaces during Week 1 of school	Logging in to Clever (student facing)

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PUBLIC SCHOOLS

Platform/Tool	Who is Using this? Why is it important?	Where is this being rolled out?	Resources for Teachers
<p>ALL means ALL= Everyone has ownership of reinforcing regardless of where the platform is taught.</p>			
<p>Digital Citizenship (Be Internet Awesome)</p> 	<p>1st-5th Grade: Students will receive Digital Citizenship Lessons, followed by skill reinforcement in Interland.</p>	<p>Learning Lab- ILSs will begin roll out Digital Citizenship Lessons by the end of the first week of in-person and virtual lab time.</p> <p>STEM/HUM: Concepts can be reinforced in classrooms with posters.</p>	<p>Digital Citizenship On-Demand Module</p> <p>Google’s Be Internet Awesome Curriculum and Slides</p> <p>Classroom Posters/Facebook Posts</p>
<p>Google Classroom</p> 	<p>2nd-5th Grade</p>	<p>Learning Lab- Students will be introduced to Google Classroom basics through a Beginning of Year “Get To Know You” project.</p> <p>STEM/HUM-</p>	<p>Google Classroom On-Demand Module</p> <p>Full Google Classroom Certification</p>
<p>SeeSaw</p> 	<p>TK-2 (schools may opt in to use SeeSaw for upper grades instead of Google Classroom)</p> <p>SeeSaw is a digital portfolio with more tools for students to show their learning. Teachers will post assignments.</p>	<p>STEM/HUM-</p>	<p>Getting Started with SeeSaw (TK-2) Webinar</p> <p>Getting Started with SeeSaw (3-5)</p> <p>Welcome to SeeSaw (student-facing)</p>
<p>Zoom</p> 	<p>ALL STUDENTS- Students will access their live classes through Zoom.</p>		




Using the Platforms in Distance Learning

8:00-8:10		Launch
8:10-8:40		SEL
8:45-9:30		Live Teaching-HUM
9:40-10:25		Guided Reading Small Groups
10:35-11:20		Live Teaching-STEM
11:30-12:15		OLP Study Hall
1:00-1:40		Virtual Clubs
2:00-3:00		Independent Work Time




Using the Platforms in Distance Learning

8:00-8:10		Launch
8:10-8:40		SEL
8:45-9:30		Live Teaching-HUM
9:40-10:25		Guided Reading Small Groups
10:35-11:20		Live Teaching-STEM
11:30-12:15		OLP Study Hall
1:00-1:40		Virtual Clubs
2:00-3:00	 	Independent Work Time

ROCKETSHIP PUBLIC SCHOOLS

Platform/Tool	What resources were helpful in rolling out?	If you could go back in time and relaunch it, what would you do?	What training or resources would you have wanted as a teacher?
<p>Chromebooks & Chromebook Care</p> 	<ul style="list-style-type: none"> In 3-5, preteaching kids how to troubleshoot their Chromebooks while we were still in person Clear contracts that were communicated to families (this happened more in 3-5 than in TK-2 for us) 	<ul style="list-style-type: none"> Be more explicit about how to care for the Chromebook/what could be fixed at home vs. what would need a computer swap Be explicit about what sorts of Chromebook issues would be the responsibility of the family to pay for Give parents troubleshooting tips directly (try the charger in a different outlet, how to force restart the computer, etc.) TEACHERS: Take Chromebook home 	<ul style="list-style-type: none"> A few of our teachers had a student Chromebook that was at home with them which made it much easier to help troubleshoot issues Troubleshooting doc for student/parent facing.
<p>Clever</p> 	<ul style="list-style-type: none"> One pagers to send to families via text message facetime/zoom with families to set up clever Putting class-specific links on Clever (for particular Zoom rooms, links to Quizizz, etc.) 	<ul style="list-style-type: none"> Class zoom for students and parents to walk through expectations and log ins Created the tech team to support families earlier Set parents up beginning of year for Rocketship Goals alerts. Teaching how to login from other devices. 	<ul style="list-style-type: none"> More training on how to run all the different reports- both on meeting goals and on content that is a challenged for kids More training on ST Math and how to explain it in a "friendly" way for families and students (text message or videos is most helpful)
<p>Digital Citizenship (Be Internet Awesome)</p> 			<ul style="list-style-type: none">
<p>Google Classroom</p>	<ul style="list-style-type: none"> For teachers: using this guide, https://teachercenter.withgoogle.com/first-day-trainings/welcome-to-classroom For students- using GC before school closed, we took time out of the day to show students the 	<ul style="list-style-type: none"> Showing parents how to access google classroom and how to check their students work. Providing resources in spanish and other home languages for parents. 	<ul style="list-style-type: none"> Based on the resources above, I think those are all great resources. Possibly creating a bank of assignments that teachers can use (we were provided google forms) that are more

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	<p>different types of assignments and how to edit it.</p> <ul style="list-style-type: none"> • How-to sessions for parents and students on how to navigate google classroom • Creating videos for students on how to use google classroom and the various types of tools and assignments. • Students: How to undo mistakes, computer basics 	<ul style="list-style-type: none"> • Showing students how to undo mistakes on assignments. 	<p>interactive such as the numbers story for with the tools on it.</p> <ul style="list-style-type: none"> • PARENT FACING: How-to sessions for parents and students on how to navigate google classroom
<p>SeeSaw</p> 	<ul style="list-style-type: none"> • Parent focus group that provided feedback on the app before launching • One pagers and how to guides in both english and spanish • How to videos in both english and spanish • Community meeting where parents learn how to use the app 	<ul style="list-style-type: none"> • Rolling out in the first few weeks of school • Aligning on teacher responsibilities 	<ul style="list-style-type: none"> • Differentiating what to assign on seesaw vs google classroom for upper grades • When thinking about assignments and which platform to use I think schools should align on using either seesaw or google classroom. It is hard to teach both students and parents how to navigate both. Students and parents both get confused on where to find assignments and which to complete. I believe the fewer platforms being used the better.
<p>Zoom</p> 	<ul style="list-style-type: none"> • <Teacher> Practice time with coaches • Check-ins where teachers would go over the features with parents • Explicit expectations for kids about how to use the platform and the different features (chat the teacher directly, using Zoom buttons, etc) 	<ul style="list-style-type: none"> • Zoom Best Practices, Security Training, ect before DL started. How can I effectively run my Zoom classroom (with and without support) One-pager on essential or frequently used zoom features • Some sort of consistency with accountability on student work products • Tech problem solving resources 	<ul style="list-style-type: none"> • An ongoing tech form/resource for families directly • Virtual classroom management best practices tutorial

NOTES:

HUM - ISE - PLI - STEM Alignment on Unit 0

Purpose of Unit 0:

- Build Relationships: Get to know teachers and other students in your cohort
- Classroom Community: Create agreements with students
- Learn How to Navigate Virtual Teaching: Platforms, Tools, Features
- Parent Engagement: Parents understand structures and expectations for students. Sign up for notifications and alerts (Rocketship Goals sign up, SeeSaw, Google Classroom).

After Collaboration Meeting #1:

What we know:

- Teacher Outputs during Summer T PD → Get to know you activities for students during Unit 0
- “Teaching During COVID-19” on demand session→ Here is Unit 0 and the content you need cover in addition to systems and routines for Week 1
 - Watch these tutorial videos for Google Classroom, SeeSaw, Zoom
 - Create your virtual classroom
- PLI team Responsible for Office Hours (Tech Support for Students/Families)
- Length of Unit 0 (5 days), Content starts Thursday of Week 2.
- Content of Unit 0: Tools for getting ready for Hybrid Learning (Chromebooks, Clever, Google Classroom, SeeSaw, OLPs, Zoom)

What questions do we have?

- NeST Capacity to support (SoSA)
- Can students bring their own device for Week 1 of school?
- Can we confirm that Schools (not content teams) are planning for systems and routines rollout? How much time will this take in Days 1-3 and how much time is left for content and hybrid learning prep?
- Alignment on Length: What content are we covering? What is our start date?
- Clarity on [Calendar](#):
 - Week 0 = August 3rd (CA)
 - Week 1 = August 10th (CA)
- Are we using [Virtual bell schedule](#) for Weeks 1-2 for G3-G5?

What are the skills students and parents need by End of Week 2?

- Logging in the Chromebooks/Clever & how to care for your Chromebook.
 - Know when to bring Chromebook to school (every day).
- Know how to login to Zoom.
- Know where to access OLPs, Google Classroom, and SeeSaw
- (Parents): Sign Up for Rocketship Goals alerts, SeeSaw, Google Classroom

Week 1 Virtual Checklist (TK-1): WORKING LIST

- Find the Zoom icon on Clever. Login to your first Zoom on time!
- Complete my first SeeSaw project for Math.
- Complete my first SeeSaw project for Humanities.
- Find and favorite the Lexia Core 5 icon in Clever.
- Find and favorite the STMath (penguin) icon in Clever.

Week 1 Virtual Checklist (G2): WORKING LIST

- Find the Zoom icon on Clever. Login to your first Zoom on time!
- Complete my first SeeSaw project for Math.
- Complete my first SeeSaw project for Humanities.
- Find and favorite the Freckle icon in Clever.
- Find and favorite the Lexia Core 5 icon in Clever.
- Find and favorite the LightSail icon in Clever.
- Complete the Power Challenge BY MYSELF in LightSail.
- Read my first LightSail power text (lightning bolt). Do my best to answer at least 75% of the cloze questions correctly.
- Find and favorite the Reflex icon in Clever.
- Get my first green light in Reflex!
- Find and favorite the Rocketship Goals icon.

Week 1 Virtual Checklist (G3-G5): WORKING LIST

- Find the Zoom icon on Clever. Login to your first Zoom on time!
- Complete my first SeeSaw project for Math.
- Complete my first SeeSaw project for Humanities.
- Submit my first Google Classroom assignment: "Get to Know You Project!"
- Find and favorite the Freckle icon in Clever.
- Find and favorite the LightSail icon in Clever.
- Complete the Power Challenge BY MYSELF in LightSail.
- Read my first LightSail power text (lightning bolt). Do my best to answer at least 75% of the cloze questions correctly.
- Find and favorite the Reflex icon in Clever.
- Get my first green light in Reflex!
- Find and favorite the Rocketship Goals icon.

Parent Engagement Checklist:

- Parent Training on Goals, SeeSaw, Google Classroom, OLPs

ROCKETSHIP

PUBLIC SCHOOLS

Grade	Monday	Tuesday	Wednesday	Thursday	Friday
K-1 MORNIN GS	<p>LIVE TEACHING BLOCK: Relationship Building/Intro to Platform and Tools</p> <p>(Virtual): Getting to Know My Teacher</p> <p>Getting to Know Me SeeSaw Activity</p> <p>Digital Citizenship Lesson: Share with Care</p>	<p>LIVE TEACHING BLOCK: Lexia Intro (show Lexia video) (Take Lexia Placement Tests)</p> <p>Digital Citizenship Lesson: Don't Fall for Fake</p>	<p>LIVE TEACHING BLOCK: Complete Lexia Placement Tests</p> <p>Digital Citizenship Lesson: Secure Your Secrets</p>	<p>LIVE TEACHING BLOCK: STMath Intro</p> <p>Digital Citizenship Lesson: It's Cool to Be Kind</p>	<p>LIVE TEACHING BLOCK: Introduce Rocketship Goals</p> <p>Digital Citizenship Lesson: When in Doubt, Talk it Out</p>
2-4 MORNIN GS	<p>LIVE TEACHING BLOCK: Relationship Building/Intro to Platform and Tools</p> <p>Getting to Know My Teacher</p> <p>Getting to Know Me SeeSaw Activity</p> <p>GUIDED READING BLOCK: STEP Testing</p>	<p>LIVE TEACHING BLOCK: Lexia Intro (show Lexia video) (Take Lexia Placement Tests)</p> <p>Digital Citizenship Lesson</p> <p>GUIDED READING BLOCK: STEP Testing</p>	<p>LIVE TEACHING BLOCK: LightSail Intro (show LightSail video) LightSail Power Challenge</p> <p>Digital Citizenship Lesson</p> <p>GUIDED READING BLOCK: STEP Testing</p>	<p>LIVE TEACHING BLOCK: Reflex Intro (Show Reflex video) Reflex Placement tests</p> <p>Digital Citizenship Lesson</p> <p>GUIDED READING BLOCK: STEP Testing</p>	<p>LIVE TEACHING BLOCK: Introduce Rocketship Goals</p> <p>Freckle Intro (Show Freckle Video) Freckle Placement tests (for each domain)</p> <p>Digital Citizenship Lesson</p> <p>GUIDED READING BLOCK: STEP Testing</p>

Attachment 9
Revised STEM SSM

Transitional Kindergarten (K4) STEM SSM

Unit # & Title	Standards	Summary
Math Unit 1 Numbers to 10	NS 1 PK.CC.1 - 4	The focus of this unit is on practicing rote counting and understanding numbers to 10. Students learn how to write them, spell them, and count quantities within that amount.
Math Unit 2 Patterns & Sorting	AF 1 & 2 PK.CC.6 PK.OA.2 PK.MD.2	Students build mathematical reasoning by recognizing and extending simple patterns. They also practice ordering language (first, last, next, before, after) with patterns. Students also practice sorting, as well as identifying which object does/doesn't belong with a given set of objects.
Math Unit 3 Comparing Numbers	NS 2.1 & 2.2 PK.CC.5	Students work on comparing groups of objects by matching and counting. They also explore the idea of one more and one less.
Math Unit 4 Beginning Geometry	G.1 PK.G.1 - 5	Students work on identifying, building, drawing and composing 2-D and 3-D shapes.
Math Unit 5 Beginning Measurement	M.1 & G.2 PK.MD.1 - 2	This unit focuses on describing the position of objects as well as describing their measurable attributes (size, length, height, weight, color, etc).
Math Unit 6 Adding & Subtracting	PK.OA.1	Students work on composing and decomposing numbers within 10. They also start to understand addition as combining or adding more, and subtracting as taking away
Science Unit 1 Pushes and Pulls	K.PS2-1 K.PS2-2	Students will think about the guiding question "How can you move something heavy?" by observing the effect of pushing and pulling motions on different objects. Students will also explore speed and direction with the guiding question "What happens when two toy cars collide?"
Science Unit 2 Energy from the Sun	K.PS3-1 K.PS3-2	Students will explore the guiding question "Why do we use umbrellas at the beach" to understand the effects of the sun on our daily lives.

Kindergarten (K5) STEM SSM

Unit # & Title	Standards	Summary
Math Unit 1 Numbers to 20	K.CC.1 - 5	Students practice counting and understanding numbers to 20 during this first unit. They work on how to write numbers, spell them in word form, and count quantities within that amount.
Math Unit 2 Matching & Sorting Shapes	K.CC.5 K.G.1 - 4 K.MD.3	Students work on understanding 2-D & 3-D shapes, practicing identifying, describing, building, and drawing them. They also begin work with sorting and matching, using their new understanding of shapes and attributes to sort items into categories. Counting work continues as they are asked to count the amount in each category after sorting.
Math Unit 3 Composing & Decomposing Shapes	K.G.5 - 6 1.G.3	Students continue working with shape by decomposing and composing them. Additional geometry work is also covered such as beginning to explore equal shares (halves and fourths), and lines of symmetry.
Math Unit 4 Comparing, Adding & Subtracting Numbers to 20	K.CC.6 - 7 K.OA.1 - 5 K.NBT.1	Examination of numbers to 20 continues, with students comparing sets and numbers to 20. They also work on composing and decomposing numbers, finding pairs to 10 as well as representing teens numbers as a ten and loose ones. Students start number stories to contextualize part-whole relationships and join & separate scenarios.
Math Unit 5 Measurement & Data	K.MD.1 - 3 1.MD.4	Students practice describing objects by measurable attributes (big, tall, short, etc) and comparing different objects by attribute. Sorting work continues, making categories by different attributes of objects, and sorting categories by count. Students also work with data, representing and interpreting basic sets of data in bar graphs and pictographs
Math Unit 6 Working with Money & Telling Time	1.MD.3 2.MD.8	Students work with coins, learning the names and values of each and using skip counting skills to determine the value of basic collections.. Students end the unit by learning how to tell time to the hour and half hour.
Science Unit Materials and Motion	K.PS2-1 K.PS2-2 K.PS3-1 K.PS3-2	Students work with five different wood samples to observe their properties. Students observe and compare the properties of ten kinds of paper and go on a hunt for matching samples. Students observe and compare the properties of ten kinds of fabric and search for different ways fabrics are used. Students investigate the strength of pushes and pulls needed to move objects.

Grade 1 STEM SSM

Unit # & Title	Standards	Summary
Math Unit 1 Addition & Subtraction Strategies to 20	1.OA.3 1.OA.5 - 8	Students build fluency with addition & subtraction within 20, focusing on making 10s and building automaticity with addition & subtraction within 10. Strategies include counting on and counting back, decomposing and renaming numbers, and finding benchmark pairs.
Math Unit 2 Place Value & Comparing Numbers	1.NBT.1 - 3 1.OA.6	Students focus on place value and composing and decomposing numbers, building deep fluency with idea of a ten unit. They also use place value to compare numbers.
Math Unit 3 Addition & Subtraction within 50	1.OA.3 -4 1.OA.8 1.NBT.4	Students focus on the relationship between addition and subtraction, properties of operations and place value with numbers within 50.
Math Unit 4 Length & Data	1.OA.4 1.NBT.3 1.MD.1 -2 1.MD.4	Students practice length measurement and comparing lengths. They create bar graphs and ask/answer questions about data. The connection is built between more than/less than statements about length and data to addition and subtraction situations.
Math Unit 5 Addition & Subtraction within 100	1.OA.3 1.OA.8 1.NBT.2 1.NBT.4 - 6	Students continue practice with addition and subtraction strategies with larger numbers. Strategies center around use of models and drawings, properties of operations, and the inverse relationship between addition and subtraction.
Math Unit 6 Shapes & Time	1.MD.3 1.G.1 - 3	Students work with defining attributes and composite shapes. They also explore equal shares of shapes and build connections with telling time to the hour and half hour.
Science Unit 1 Air and Weather	1.ESS1-1 & 2 K.ESS2-1 K-ESS3-3 2.PS1-1	Students explore the phenomenon that air is matter and can push objects around. Students observe phenomena in the sky—weather and clouds, the Sun, and the Moon. They observe and record how the objects move, looking for patterns. Students investigate the phenomenon of air in motion. Students look for patterns in phenomena they observe over time—Moon phase, amount of daylight, and weather conditions.

Grade 2 STEM SSM

Unit # & Title	Standards	Summary
Math Unit 1 Place Value	2.NBT.1 - 4 2.NBT.8 2.MD.8	Students focus on place value and composing and decomposing numbers, building deep fluency with the idea of a hundred unit. Students begin working with money, including pennies, dimes, and dollars, to complement place value and bundling. They also practice skip counting, mentally finding 10 or 100 more/less than a number based on place value strategies.
Math Unit 2 Addition & Subtraction within 200	2.NBT.5, 7, 9 2.MD.10 2.MD.6	Students work on building addition and subtraction strategies with 100s, 10s and 1s units, focusing on composing and decomposing a single hundred. They also use the number line to represent sums and differences.
Math Unit 3 Addition & Subtraction within 1,000	2.NBT.1 2.NBT.5 - 7 2.NBT.9 2.MD.8	Students extend addition & subtraction strategies to larger numbers, applying computation strategies to work with money. Complexity of working with money increases as other coins are introduced.
Math Unit 4 Measurement	2.MD.1 - 4 2.MD.6 2.MD.9- 10	Students measure lengths of objects, compare lengths, and make a line plot representing measurements. Students continue work with bar graphs, connecting them to length measurement.
Math Unit 5 Time & Equal Shares	2.MD.7 2.G.1 & 3	Students work to understand equal shares and partitioning shapes, extending this to telling time - recognizing an analog clock as a circle that has been partitioned into equal slices (halves for half hours, quarters for quarter hours, etc.).
Math Unit 6 Multiplication Foundations	2.OA.3 - 4 2.G.2	Exploring repeated addition, even and odd numbers, and arrays in preparation for multiplication.
Science Unit Pebbles, Sand, and Silt	2.ESS1-1 2.ESS2-1 - 2 2.PS1-2	Students are introduced to the phenomenon that rocks are not all the same. Students investigate a mixture of different-sized river rocks as a phenomenon. Students learn how people use earth materials to construct objects. Students first investigate a common phenomenon on the surface of Earth—soil.

Grade 3 STEM SSM

Unit # & Title	Standards	Summary
Math Unit 1 Place Value, Addition & Subtraction	3.NBT.1 - 2 3.MD.1 3.OA.5 3.OA.9	Students use their place value understanding from grade 2 to explore rounding, as well as to build additional fluency with addition & subtraction. Elapsed time is covered as a natural extension of adding/subtracting on the number line. Addition and subtraction patterns are covered as well.
Math Unit 2 Multiplication & Division Part 1	3.OA.1 - 2 3.OA.4 3.OA.6 - 7	This unit focuses on foundational understandings of multiplication & division and on the relationship between the two: recognizing situations, modeling with manipulatives, and fact families.
Math Unit 3 Multiplication & Division Part 2	3.OA.4 - 6 3.OA.7 & 9 3.MD.3 3.NBT.3	Students focus on building multiplication & division strategies and properties, along with exploring multiplication & division patterns. Scaled pictographs and bar graphs are covered as well, as they rely on multiplication & division to interpret.
Math Unit 4 Area & Perimeter	3.OA.4 - 5 3.MD.5 - 8 3.G.1	Students explore area and perimeter concepts, as well as attributes of shapes, which they use to solve area and perimeter problems.
Math Unit 5 Fractions as Numbers	3.NF.1 - 3 3.G.2	Students work to understand fractions as part of or all of a whole, making use of both shape models and quantities on a number line. Students make use of benchmark fractions to estimate size as well as to assist in comparisons. All fractions used in this unit are less than or equal to one whole.
Math Unit 6 Fraction Equivalency	3.NF.1 - 3 3.MD.4 3.G.2	Students focus on the idea of equivalence and equivalent fractions, learn about fractions greater than one whole, and represent measurement data using line plots. Comparison work continues, including mixed numbers and improper fractions, both representing fractions greater than one.
Science Unit Motion and Matter	3.PS2-1 - 4	Students explore phenomena that can affect the motion of masses—the forces of magnetism and gravity. Students use a variety of systems as phenomena to explore patterns of motion. Students tackle an engineering design challenge in incremental steps. Students extend grade two experiences with matter by using tools to quantify data to develop evidence for the phenomenon of conservation of mass.

Grade 4 STEM SSM

Unit # & Title	Standards	Summary
Math Unit 1: Place Value, Addition & Subtraction	4.NBT.1 - 4 4.MD.1 4.MD.3	Students extend their understanding of place value to numbers within 1,000,000, as well as explore rounding to any place. They anchor their place value understandings around the relationship to the number 10, and master the addition & subtraction algorithm based on the base-10 system. Students also work on converting units of metric measurement as an application of their base-10 understanding.
Math Unit 2: Multiplication & Division	4.OA.1 4.NBT.5-6 4.OA.4-5 4.MD.1 4.MD.3	Students explore multiplication as comparison, as well as continue building procedural fluency with multi-digit multiplication & division. Students work with factors and multiples, as well as prime & composite numbers. Students use multiplication & division to solve a variety of measurement problems, including conversion of standard units of measurement, and area & perimeter problems.
Math Unit 3: Fraction Equivalency	4.NF.1 - 2 4.MD.2 - 4	Students build a deep understanding of fraction equivalence and ordering, generating equivalent fractions and using this as a strategy for comparison.
Math Unit 4: Fraction Operations	4.NF.3-4 4.MD.2 - 4	Using their understanding of fraction equivalency, students begin to add fractions, as well as multiply fractions by whole numbers, which they understand as repeated addition of fractional parts. Students also make line plots with fractional scales
Math Unit 5: Decimal Fractions	4.NF.5 - 7 4.MD.2-3	Students explore decimal fractions as a special type of fraction, learning about decimal notation, and performing operations and comparisons with decimal fractions.
Math Unit 6: Lines & Angles	4.MD.5 - 7 4.G.1 - 3	Students explore a variety of geometry and measurement concepts including, perpendicular and parallel lines, types of triangles, lines of symmetry and angle measurement.
Science Unit Soils, Rocks, and Landforms	4.ESS1-1 4.ESS2-1-2 4.ESS3-1-2	Students engage firsthand with a variety of phenomena in the natural world, including soils, erosion, the earth's mountains, and the earth's natural resources. They investigate the properties of soil by comparing four different soils, use stream-table models to observe that water moves earth materials from one location to another, and build a model of a mountain landform.

Grade 5 STEM SSM

Unit # & Title	Standards	Summary
Math Unit 1: Decimal Place Value, Addition & Subtraction	5.NBT.1 - 4 5.NBT.7 5.MD.1	Students deepen their grasp of our number system by increasing their knowledge of place value relationships. Students use exponents to represent powers of 10 and learn metric conversions in connection with place value relationships. Students also read, write, compare, round, add and subtract decimals to the thousandths place
Math Unit 2: Multiplication & Division	5.OA.1 - 2 5.NBT.5 - 7 5.MD.1 5.NBT.1	Students will master the formal algorithm for multiplication and work with larger numbers in division. Multiplication and division of decimals is also practiced. Students will write and interpret numerical expressions, including grouping symbols, and work with word problems that focus on US customary/standard units, recognizing and emphasizing conversion factors other than 10.
Math Unit 3: Addition & Subtraction of Fractions	5.NF.1-2 5.MD.2	Students formalize their strategies for adding and subtracting fractions with unlike denominators. Students build and interpret line plots using fractional scales.
Math Unit 4: Multiplication & Division of Fractions	5.NBT.7 5.NF.3 - 7 5.MD.2	This unit focuses on multiplication and division of fractional units (in both fraction and decimal notation). Students learn to interpret fractions as division of the numerator by the denominator, as well as view multiplication as scaling. Work focuses on problems involving these computations, including those with area and line plots.
Math Unit 5: Volume & Shapes	5.MD.3 - 5 5.G.3 - 4 5.NF.5 - 6 5.MD.1	Volume is the focus of this unit, building on students' understanding of multiplication, division and area. Students build proficiency with name properties of shapes, allowing them to accurately place quadrilaterals in a hierarchy.
Math Unit 6: The Coordinate Plane	5.OA.3 5.G.1 - 2 5.NF.6 - 7 5.MD.1	Students prepare for algebraic work by exploring patterns and relationships between numeric terms. Students also learn how to graphically represent relationships between numbers on the coordinate plane.
Science Unit Earth and Sun	5.ESS1-1 - 2 5.ESS2-1 - 2 5.ESS3-1	Students observe and investigate a variety of natural phenomena relating to the earth and sun: including outdoor shadows, reflecting light in the sky, the Earth's atmosphere, energy transfer & water on Earth.

Attachment 10

Revised HUM SSM

Revised - Rocketship Humanities TK-G5 Scope and Sequence

Units listed in blue are literacy driven, units listed in orange are history driven, final writing pieces are listed in gray.

Grade	Focus	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
GTK	Self and Community	Emergent Storybook Fiction & Nonfiction		Myself and My World	All About Holidays Nonfiction	Me and My Family	Citizens in Our Community
		Oral Storytelling	Notes and Sketches	Storyboard	Report	Letter	All About Books
GK	Self and Community Now and Long Ago	Emergent Storybook Fiction & Nonfiction		My Family and Families Around the World	Citizens, Rules and Laws	All About Holidays Nonfiction	American Symbols
		Oral Storytelling	Picture Story Book	Historical Narrative	Expert Book	Persuasive Letter	Storyboard
G1	Everyday Life in Different Times and Places	Stories of Inclusion and Acceptance	Characters Are Just Like Us	First American Families	My Community: My School	Stories From Diverse Cultures	State and National Symbols
		Personal Narrative	Small Moments	Brochure	Letter	Book Recommendation	Report
G2	Importance of Individual Action on a Greater Good	Our Core Values Fiction	Culturally Diverse Characters	Neighborhoods Change: Immigration	Neighborhoods of Early America	Novel Study: Dynamic Characters	National Heritage
		Narrative Story	Storyboard	Biography	Realistic Fiction	Narrative Story	Expert Book
G3	Continuity and Change in My County: Colonial America	Novel Study: Characters in a Series	Colonial America	Growing Tensions	Folktales and Fables	American Revolution	Test Prep Unit
		Narrative Story	Newspaper Article	Cause and Effect Essay	Fable/Folktale	Persuasive Essay	
G4	Our Growing Country: Rights and Liberties	Novel Study: Multiple Perspectives	Founding Documents of the United States	Growing Tensions in Our Country	The World of Mythology	Civil War Westward Expansion	
		Memoir	Letter	Descriptive Essay	Myth	Informational Essay	
G5	Key Economic Developments	Novel Study: A Study of Character and Change	Reconstruction Economic Boom	Novel Study: Balance Between Two Worlds	WWI Great Depression		
		Narrative Story	Editorial	Memoir	Informational Essay		

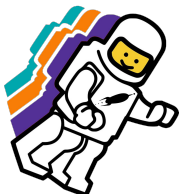
Attachment 11

Sample Student-Facing Virtual Schedules

COHORT

Distance Learning Schedule

	8:00 AM	LIVE Launch - Facebook	
	8:10 AM	Community Meeting - Ms. St. Marie's Zoom	
	8:35 AM	Close Reading - Ms. St. Marie's Zoom	
	9:40 AM	Thematic Unit - Ms. Accurso's Zoom	
	10:10 AM	OLP Time - On your own!	
	10:40 AM	STEM - Ms. Castillo's Zoom	
	12:00 PM	Interest Club - Your choice - Check FB for ZOOM Links	
	12:45 PM - 2:45 PM	Guided Reading, Small Group Math or Independent Assignment Time <i>*this time will vary based on your child's groupings</i>	
	3:00 PM	LIVE Landing - Facebook	
	Afternoon	Finish OLPs and SeeSaw Assignments	



Reading: TEACHER 1 | email@rsed.org | 123-456-7890
 Reading: TEACHER 2 | email@rsed.org | 123-456-7890
 STEM: TEACHER 3 | email@rsed.org | 123-456-7890
 OLP: TEACHER 4 | email@rsed.org | 123-456-7890

Attachment 12

Sample Hybrid Daily Schedule

Cohort	KA	KB	KC			
	#218 SEPULVED	#217 GRAEFF SEPULVEDA	#216 FINLAYSON			
ELA STEM ILS	DEL REAL (KA, KB) & SEPULVEDA (KC)					
7:45	Launch					
7:50						
7:55						
8:00						
8:05						
8:10	Breakfast and (SEL) Community Meeting					
8:15						
8:20						
8:25						
8:30						
8:35	LL					
8:40				STEM - 5	Hum - 5	
8:45				STEM - 10	Hum - 10	
8:50				STEM - 15	Hum - 15	
8:55				STEM - 20	Hum - 20	
9:00				STEM - 25	Hum - 25	
9:05				STEM - 30	Hum - 30	
9:10				STEM - 35	Hum - 35	
9:15				STEM - 40	Hum - 40	
9:20				STEM - 45	Hum - 45	
9:25				STEM - 50	Hum - 50	
9:30				STEM - 55	Hum - 55	
9:35				STEM - 60	Hum - 60	
9:40				STEM - 65	Hum - 65	
9:45				STEM - 70	Hum - 70	
9:50	STEM - 75	Hum - 75				
9:55	STEM - 80	Hum - 80				
10:00	STEM - 85	Hum - 85				
10:05	Transition	Transition	Hum - 90			
10:10	Recess					
10:15						
10:20						
10:25						
10:30						
10:35	Lunch					
10:40						
10:45						
10:50						
10:55						
11:00	PE					
11:05				Transition	Transition	Transition
11:10				STEM - 5	Hum - 100	
11:15				STEM - 10	Hum - 105	
11:20				STEM - 15	Hum - 110	
11:25				STEM - 20	Hum - 115	
11:30				STEM - 25	Hum - 120	
11:35				STEM - 30	Hum - 125	
11:40				STEM - 35	Hum - 130	
11:45				STEM - 40	Hum - 135	
11:50				STEM - 45	Hum - 140	
11:55				STEM - 50	Hum - 145	
12:00				STEM - 55	Hum - 150	
12:05				STEM - 60	Hum - 155	
12:10				STEM - 65	Hum - 160	
12:15	STEM - 70	Hum - 165				
12:20	STEM - 75	Hum - 170				
12:25	STEM - 80	Hum - 175				
12:30	STEM - 85	Hum - 180				
12:35	Hum - 5	Hum - 5	LL			
12:40	Hum - 10	Hum - 10	LL			
12:45	Hum - 15	Hum - 15	LL			
12:50	Hum - 20	Hum - 20	LL			
12:55	Hum - 25	Hum - 25	LL			
1:00	Hum - 30	Hum - 30	LL			
1:05	Hum - 35	Hum - 35	PE			
1:10	Hum - 40	Hum - 40				
1:15	Hum - 45	Hum - 45				
1:20	Hum - 50	Hum - 50				
1:25	Hum - 55	Hum - 55				
1:30	Hum - 60	Hum - 60	LL			
1:35	Hum - 65	Hum - 65				
1:40	Hum - 70	Hum - 70				
1:45	Hum - 75	Hum - 75				
1:50	Hum - 80	Hum - 80				
1:55	Hum - 85	Hum - 85	LL			
2:00	Hum - 90	Hum - 90	STEM - 5			
2:05	Hum - 95	Hum - 95	STEM - 10			
2:10	Hum - 100	Hum - 100	STEM - 15			
2:15	Hum - 105	Hum - 105	STEM - 20			
2:20	Hum - 110	Hum - 110	STEM - 25			
2:25	Hum - 115	Hum - 115	STEM - 30			
2:30	Hum - 120	Hum - 120	STEM - 35			
2:35	Hum - 125	Hum - 125	STEM - 40			
2:40	Hum - 130	Hum - 130	STEM - 45			
2:45	Hum - 135	Hum - 135	STEM - 50			
2:50	Hum - 140	Hum - 140	STEM - 55			
2:55	Hum - 145	Hum - 145	STEM - 60			
3:00	Hum - 150	Hum - 150	STEM - 65			
3:05	Hum - 155	Hum - 155	STEM - 70			
3:10	Hum - 160	Hum - 160	STEM - 75			
3:15	Hum - 165	Hum - 165	STEM - 80			
3:20	Hum - 170	Hum - 170	STEM - 85			
3:25	Hum - 175	Hum - 175	STEM - 90			
3:30	Dismissal 3:10					
3:35						
3:40						
3:45						
3:50						
3:55	Common Planning Time					
4:00						
4:05						
4:10						
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4:40						
4:45						
4:50						
4:55						
5:00						

Attachment 13

Distance Learning Adaptations for Principals

Principal Management Structures

Principal Structures: Need to Have

Distance Learning Adaptations

Our Distance Learning approach allows us to maintain the same support and coaching for our teachers through live coaching in zoom OR by recording lessons in ZOOM. Additionally, we will monitor student work and teacher feedback in SeeSaw. By assessing the work quality and participation rate, we will be well positioned to coach our teachers around engagement and quality prompting for student work.

By monitoring our Foundational Literacy Trackers, we are able to assess what students are in the most need of in terms of intervention--this is crucial to our approach to coaching. We want to ensure the right students are getting the right question at the right time. As we observe in the moment, we look for the teacher's interaction with these kiddos.

For Online programming, we monitor student goal completion on Rocketship Goals. We will pull attendance records from PowerSchool to assess student engagement and coach teachers how to increase engagement if necessary.

In addition to the above, Rocketship's regional team also conducts virtual walkthroughs. Below is a breakdown of structures..

What + Why	Expectations	Cadence
<p>Calendar</p> <p><i>What: P calendars week to align to priorities for the week.</i></p>	<ul style="list-style-type: none"> Block out student culture times (arrival, lunch, dismissal, community meetings) Lock in professional development and other group meetings 	<p>Weekly</p>

<p><i>Why: Ensure SL time is dedicated to priorities. Also allows DoS to identify areas where s/he would like to observe/ coach.</i></p>	<ul style="list-style-type: none"> ● Lock in standing weekly individual teacher / leader meetings ● Lock in class observations ● Lock in staff culture checks ● Lock in work time ● No overlapping invites (decline or accept) 	
<p>SL Central</p> <p><i>What: A hub for communication and tasks from NeST teams to support our schools in many different ways.</i></p> <p><i>Why: To centralize and streamline communication between NeSt and principals</i></p>	<ul style="list-style-type: none"> ● Check SL central every Thursday ● Respond to SL central items by EOD Monday (or before the deadlines if different) 	Weekly
<p>Weekly Data Meeting (SLT → ILT)</p> <p><i>What: Weekly meeting for school leaders to come together to look at the last week's culture and instructional data and set priorities based on data for the coming week</i></p> <p><i>Why: To set priorities for the coming week based on changes in data or "hot spots"</i></p>	<ul style="list-style-type: none"> ● Starts w/ all of SLT (BOM + OM) and covers all culture data (i.e., PPH, HVs, Community Meeting, Attendance, BDFs, DeansList, etc) ● Moves into ILT w/ APs + P and covers instructional data + next steps ● Review instructional benchmarks, progress towards those benchmarks, and next steps ● Ideally includes shout outs 	2x a Week (Monday/Tu)
<p>SL 1:1</p> <p><i>What: Principal and AP/BOM/OM 1:1 time to align on priorities, develop skill</i></p> <p><i>Why: Develop SLs (including BOM and OM) through the See It, Name It, Do It framework</i></p>	<ul style="list-style-type: none"> ● AP development (focused on an AP coaching skill) ● Review data ● AP should come prepared to discuss data 	Weekly (45-60+ minutes)

<p>School Launcher</p> <p><i>What: Weekly newsletter to all staff. Communicate weekly data and priorities to all staff.</i></p> <p><i>Why: Key opportunity to build/strengthen community with all staff; streamline communication to minimize mid-week communication</i></p>	<ul style="list-style-type: none"> ● Principal message ● Shout outs ● Data reflection ● Parent engagement section ● SWFA ● Ops related announcements (created by BOM) ● PBIS section ● On and off campus announcements ● Upcoming events ● Ideally includes shout outs 	<p>Weekly</p>
<p>Common Planning Time (CPT)</p> <p><i>What: Daily meetings, typically with the same grade level, to review data, intellectually prep for upcoming lessons and/or discuss/align on individual student supports.</i></p> <p><i>Why: To develop teacher's intellectual prep and/or teacher execution skills towards a student outcome.</i></p>	<p>2 CPTs Programmed Each Week (Not Including Th PD-still goes to 5pm) Optional 3rd CPT Programmed Based on Teacher Skill Together</p> <ul style="list-style-type: none"> ● Content / Text Study/Phonics/ STEM ● Data Analysis Meeting ● New Skill Building ● Grade Level Meeting ● Olther <p>Not Together</p> <ul style="list-style-type: none"> ● Intellectual Prep or Data Entry 	<p>Daily (2-3 Days Per Week)</p>
<p>Friday PD</p> <p><i>What: Weekly development of all staff members Either led by the campus or centrally</i></p> <p><i>Why: They need to be developed!</i></p>	<ul style="list-style-type: none"> ● Focus on school-specific development areas, content development ● Is practice-based ● May be led by the campus or centrally (network PD) ● Should include See It, Name It, Do It ● Ideally includes shout outs 	<p>Weekly</p>
<p>ITMC (APs)</p> <p><i>What: Co-coaching in classrooms w/ APs</i></p>	<ul style="list-style-type: none"> ● AP coaching should be aligned to data priorities ● Build on APs larger coaching goal 	<p>At least 3-4X per week</p>

<p><i>Why: To build AP coaching skill (building teacher skill is a byproduct, not the focus)</i></p>		
<p>P One-Up Meetings/Principal Check-ins</p> <p><i>What: Leadership touchpoint with other staff members who principal does not directly coach</i></p> <p><i>Why: To pulse check adult culture and engage in career conversations. Allows all staff members to feel heard and cared for.</i></p>	<ul style="list-style-type: none"> ● Meet with each T at least once in the first two months of school (prioritize first year teachers) ● Meet with Ts again at least once before the year is over (intent to return overlap) ● Held at strategic times ● *Ops suggested, but not required 	<p>15-30 minutes 4-6X weeks</p>
<p>Data Deep Dive/Step back</p> <p><i>What: A 6-8 week big picture step back to dive into data across all parts of the school.</i></p> <p><i>Why: To have a high level level view of what is going well across all parts of the school and reflect on root causes for any gaps to plan out the next big focus for the school at large and how it will be rolled out.</i></p>	<ul style="list-style-type: none"> ● Meet with your SLT to reflect on the past school focus area ● Determine the actions that lead to success in the last cycle ● Use both anecdotal and concrete data ● Held for a longer chunk of time and can be made to feel special by ordering lunch/dinner ● Time to build out your next school wide focus area and break it down into weekly goals (in alignment with benchmarks for content) ● Plan out incentives and how to influence people around the focus area 	<p>6-8 weeks</p>
<p>Teacher 1:1s</p>	<ul style="list-style-type: none"> ● Individual coaching for teachers provided by the direct manager ● Weekly goals created based off of the observation in the classroom ● Teacher can video lesson and share with Coach 	<p>Weekly</p>

Principal Structures: Nice to Have

What + Why	Expectations	Cadence
<p>Weekly Map:</p> <p><i><u>What:</u> Weekly reflection on previous priorities to define new priorities (then aligned to calendar)</i></p> <p><i><u>Why:</u> To ensure that your Ps week is optimized and aligned to priorities that will drive towards student achievement</i></p>	<ul style="list-style-type: none"> ● Top 2-3 Priorities with updated data showing progress towards priority goals 	Weekly
<p>SLT Huddle</p> <p><i><u>What:</u> Opportunity each week for all school leaders to come together to look at quick hits for SLT alignment for the week and items coming up on the calendar</i></p> <p><i><u>Why:</u> To align on priorities and next steps for the week or coming weeks.</i></p>	<p>Topics to discuss:</p> <ul style="list-style-type: none"> ● Visitors ● Family engagement events 	30 Minutes Weekly
<p>School Walkthrough</p> <p><i><u>What:</u> A walkthrough of the school to see priorities in action and coach on them. This is also a data collection opportunity!</i></p> <p><i><u>Why:</u> Walkthrough to collect data, observe, align on bar, gather trends, etc.</i></p>	<p>Types of Walkthrough</p> <ul style="list-style-type: none"> ● Be Seen Looking (example: P walking through each classroom in the AM to uphold / coach culture) ● Accountability Walkthrough (example: walking through to make sure action step is being followed - Ts are using GR bingo card) ● Align on bar/ build a vision for excellence ● SWFA Walkthrough 	
<p>Week Ahead</p> <p><i><u>What:</u> An email shared with teachers or SL leaders to align on</i></p>	<ul style="list-style-type: none"> ● Send week ahead email to teachers in advance of each Monday to help them see the priorities and special reminders for that week 	Weekly

<p><i>weekly priorities and provide important information</i></p> <p><u>Why:</u> <i>To ensure alignment on priorities so that time is used effectively throughout the week</i></p>	<ul style="list-style-type: none"> ● Send week ahead email to SL team in advance to help SL team align on priorities and special reminders/ action items for that week ● Ideally includes shoutouts 	
<p>SL Block Norming</p> <p><u>What:</u> <i>At the beginning of the year, SLs align on the purpose and expectations of content blocks, including coaching norms</i></p> <p><u>Why:</u> <i>To ensure that SLs have aligned language and moves for coaching content</i></p>	<ul style="list-style-type: none"> ● Most powerful at the beginning of the year ● Used as necessary 	As needed
<p>SWF Planning</p> <p><u>What:</u> <i>Time to align on the schoolwide focus area and operationalizing of that focus area, including PD prep, incentives, student/family-facing information, etc.</i></p> <p><u>Why:</u> <i>To ensure all SLs are aligned on the coaching, accountability and follow through the SW focus area</i></p>	<ul style="list-style-type: none"> ● Based on data ● Based on individual campus need ● Could be content, culture, or both 	Based on shifts in SWF, weekly or bimonthly

Attachment 14

RPS COVID Guidelines for Adults on Campus



Guidelines for Adults on Rocketship Campuses

As we prepare to start the 2020-21 school year, a limited number of staff will need to be on Rocketship campuses periodically. 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

- For regions opening 100% virtual, no more than 20 adults will be permitted on campus at one time.
- Generally, no more than 1 person in an office space, 2 people in a classroom space or 3 people 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 two weeks: fever, cough, shortness of breath, sore throat, runny nose, diarrhea, vomiting, headache, or loss of taste or smell?” (*must answer “no” to enter*) *NOTE: If you had a condition pre-COVID that frequently causes these symptoms (e.g. seasonal allergies or migraines) you may 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 for 14 days.
- 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 nose and mouth
- The mask should not have a gap at the edges
- The mask cannot have a valve (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 generally not be more than one person in an office, two people in a classroom, or three people in a larger indoor space 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 not an option for adults to meet closer than 6 feet apart
- It is not 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 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.

Attachment 15

Campus Flow Maps

- One way traffic
 - All hallways and stairwells will be one way
 - In areas where you see two way traffic (ex. Arrival & Dismissal “Walkers”) there will be a 6’ distance between the entering and exiting lines.
- Physical Distancing Stickers
 - Any place adults or students will travel or line up will have physical distancing stickers on the floor keeping folks 6’ away from each other as they move around the school.
-

RRWC

Key

-  Cars
-  Walkers
-  Students (Arrival)
-  Students (Dismissal)
-  Screening CP
-  Stairs

