

# Overview and Purpose of this Document

## Background

Under Emergency Directive 022, all charter schools must develop re-opening plans for the 2020-21 school year that contemplate instruction offered through:

1. In-person instruction following social distancing protocols;
2. Distance education under an approved Path Forward Program of Distance Education; or
3. A combination of distance education and in-person instruction.

Re-opening plans must be based on *Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings* and include a Path Forward Program of Distance Education<sup>1</sup> in accordance with the minimum requirements set forth by the Nevada Department of Education (NDE).

With an understanding that developing a re-opening plan is complex and time intensive, **the State Public Charter School Authority (SPCSA) has developed an *optional* re-opening plan template which covers the topics outlined in NDE's minimum requirements and the Path Forward Framework.** This document should be seen as a resource for schools and not a mandate. Whether schools decide to use this template or develop their own, the topics and guiding questions can serve as a tool for ensuring a comprehensive plan.

## Forms

- Certification for Path Forward Program of Distance Education:  
<https://www.dropbox.com/s/fztw6wiwm06en2w/Path%20Forward%20Distance%20Education%20Guidance%20Memo%20Certification%20for%20FPDE.docx?dl=0>
- Request for Calendar Adjustment:  
<https://www.dropbox.com/s/0ez1fhjckqn6ln/Path%20Forward%20Distance%20Education%20Guidance%20Memo%20Certification%20for%20Calendar%20Adjustment.docx?dl=0>
- Request for Additional Professional Development Days:  
<https://www.dropbox.com/s/j85x58e5t8s9jez/Path%20Forward%20Distance%20Education%20Guidance%20Memo%20Certification%20for%20Professional%20Development.docx?dl=0>

## Resources and References

### School Re-Opening

- Declaration of Emergency Directive 022: <https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/2020-06-09.Declaration-of-Emergency-Directive-022.pdf>
- Guidance for Path Forward Programs of Distance Education: [http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/News\\_Media/Guidance\\_Memos/2020/PathForwardDistanceEducationGuidanceMemo20-05\(1\).pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/News_Media/Guidance_Memos/2020/PathForwardDistanceEducationGuidanceMemo20-05(1).pdf)
- Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings: [https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Nevada\\_Path\\_Forward\\_6.9.20\\_FRAMEWORK.pdf](https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Nevada_Path_Forward_6.9.20_FRAMEWORK.pdf)
- Nevada Summer Learning and Activity Guidance: <https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Summer-Learning-and-Activity-Guidance-6.9.20.pdf>

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<sup>1</sup> Schools that had previously (prior to March of 2020) been approved by the Nevada Department of Education and the State Public Charter School Authority to serve 100% of students through a full-time program of distance education are not required to develop a Path Forward Programs of Distance Education, but must still develop a re-opening plan that contemplates the applicable topics within Nevada's Path Forward Framework.

- Nevada Interscholastic Activities Association Re-Opening Guidance: <https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/NIAA-Reopening-Guidance-6.9.20.pdf>

### **Face Coverings**

- Declaration of Emergency Directive 024: <https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Directive-024-Face-Coverings.pdf>
- Guidance on Face Coverings: <https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/6.22-Guidance-on-Improvised-Facial-Coverings-JH-V1.pdf>

## Optional Re-Opening Plan Template

### School Name: Futuro Academy Charter School

#### COMMUNICATION

##### FAMILY INFORMATION SHARING

Futuro Academy will utilize regular communication channels, including SchoolMint and other existing mass messaging systems, to inform families of specific details of the reopening process. Futuro maintains a Spanish/English website dedicated to the COVID-19 closure and reopening, and has sent two separate surveys to gather family input and to reinforce timelines of plan adoption and execution.

##### STAFF COMMUNICATION REGARDING STEPS FOR SAFETY AND HEALTH

Staff maintains a regular channel of communication through a designated email and phone number for emerging notifications. Staff have participated in one survey, and approximately 50% of staff has opted into an optional call to for Q&A of measures to reopen. In addition, Futuro Academy dedicate 3 weeks of development to migrating to the Reopening plan, including specific development regarding measures in place to promote health and safety, as well as safe and healthy habits to contribute to the community's safety.

##### STAFF, FAMILY AND STUDENT DEVELOPMENT – POLICIES AND BEST PRACTICES

Upon return to session, Futuro Academy will host 3 weeks of staff development and family intake meetings to distribute and reinforce new policies and procedures to promote safety and health, as well as distance learning (20% of each class each session, 5 sessions).

##### REGULAR UPDATES ON DISTANCE LEARNING

Futuro Academy will contain assignments with feedback functions in each content area for 3 days per week, with all assignments and feedback available in Spanish and English in Google Classroom.

#### RE-OPENING SCHOOL BUILDINGS

##### 3 OPTION PLAN – ALL PLANS Staff Return July 27, 2020 and Student Return August 24, 2020

##### Plan A (Launch Plan):

50% or less of students on campus on AA/BB days (Mon-Tue/Thu-Fri) – This is the launch plan during Phase 2 restrictions. Maintain 50% or below fire capacity and 6' social distancing in individual work stations.

##### Backup Option B:

100% students on campus, typical 5 day week calendar while retaining some PPE, distancing, and health protocols. This is intended potentially for Nevada Phase 3 or 4 depending on articulated capacity and social distancing requirements as articulated by the Nevada Department of Education.

##### Backup Option C:

0% students on campus – typical 5 day calendar with 100% distance education. Intended for Nevada Phase 1, or campus specific outbreak or campus specific health authority order, closure of 75% or more of CCSD facilities during moderate or severe community transmission, or specific state or federal level closure orders.

#### PHYSICAL HEALTH SCREENING

##### STAFF

All staff will be required to complete a standardized self-screen questionnaire for referral to proactive dismissal for the day, and an AM/PM temperature screening to be logged at their assigned work area.

##### STUDENTS

All students will receive an AM/PM temperature screen at their assigned classroom, and families will be provided a screening tool for proactive dismissal for the day prior to school arrival.

#### PHYSICAL HYGINE

##### GENERAL HYGENE

Futuro Academy will execute staff and student trainings on hand-washing and other best practice health practices, and will have minimum required handwashing and sanitizer use routines in line with prior routines regarding structured bathroom breaks.

##### FACE COVERINGS

Cloth or disposable masks will be provided and required for all staff and students age 10+. Cloth or disposable masks will be provided for all students age 9 and below who will be encouraged to wear coverings. Face shields will be provided for optional use for most staff, and required use in posts where job health hazard assessments have determined will require regular public interaction (Front Desk, Arrival/Dismissal stations).

#### GLOVES

All staff involved in the transfer of items (health, nutrition, instruction) will utilize latex gloves in execution of any work stream involving the transfer of items or contact with students.

### **SOCIAL DISTANCING**

#### FIXED STATION DISTANCING

Staff and students will be positioned in designated fixed stations with 6' of distancing in stations that have a 2' radius and not to exceed 50% fire capacity or 50 persons per room, to follow current Phase 2 guidance.

#### DISTANCING AWAY FROM FIXED STATIONS

Staff and students will utilize tape markings and signage to maintain distancing during regular routines (queues for restroom use, and other similar scenarios). In addition, standing guidance will be to observe 3' or arm-length distance during all transition spaces or routines in the even of incidental proximity.

#### SHIFTING STANDARDS

Futuro Academy will adjust to all directives promulgated by the Governor's Directives, Path Forward Guidance, or NDE guidance regarding current Phase and specific requirements by redesigning SOPs, JHA and other routines to analyze specific procedures, routines or work station requirements and put in place mandatory briefings and training for staff and students prior to transition.

## **HUMAN RESOURCES**

### **STAFF RETURN TO WORK**

#### RETURN TO WORK

All staff will have a digitally transmitted copy of the current 'return to work' briefing as dictated by OSHA and current guidance from other federal, state or local authorities. Staff will receive a briefing prior to work resumption to cover the contents of the 'return to work' current return to work document.

#### VULNERABLE POPULATIONS - STAFF

Futuro has already begun surveying and assessing return to work readiness based upon health or comfort reasons. For all staff, an audit of responsibilities will be conducted to determine feasibility of 'work from home' by employee class to determine possibility and extent of modified remote work assignments. In the event of a 'vulnerable population' case, the specific health concern will be evaluated utilizing FMLA, ADA and other parallel guidance to determine if the impairment qualifies for leave or modification based upon existing or recently implemented regulation or legislation.

In the event of general health concerns, survey results will be utilized to modify job responsibilities where feasible, and provide training and rationale for health measures intended to address general health concerns.

#### OVERALL IMPLEMENTATION

Futuro will rely on education, training, and feedback mechanisms to ensure that enhanced standard operating procedures and vision are implemented to the best extent possible.

As is made clear by OSHA guidance, employers are required to utilize existing staff education and discipline procedures to promote compliance with health and safety procedures in place to prevent and mitigate the spread of COVID-19.

#### STAFFING PATTERN – POSSIBILITY OF ABSENCES/LEAVE

Futuro Academy will re-calibrate it's personnel configuration to create redundant systems of coverage to promote and provide instantaneous coverage of up to 20% of staff on a given day, in addition to the regular substitute teaching

pool utilized in prior years.

## **GOVERNING BODY AND SCHOOL LEADERSHIP ROLE**

### **GOVERNANCE AND MANAGEMENT**

Consistent with best practices of governance, the Futuro Academy Board of Trustees will shape policy and metrics for success in reviewing overall plans for reopening, operations, and academics, and receive regular updates through a dashboard at regular Trustee meetings bi-monthly, with the ability to convene special meetings as required in interims. All Trustees will serve their role as fiduciaries primarily through:

Duty of Obligation – Receiving regular reports on compliance with current guidance, regulation or law.

Duty of Care – Utilizing a reasonable person standard to shape and approve policy.

Duty of Loyalty – When acting in ethical and moral ways per the duties above, select from any acceptable policy options that is best for the Futuro Academy community specifically.

Consistent with the best practices of Management, the Futuro Academy Executive Director will manage all day-to-day operations, personnel management, and instructional design to ensure success upon pre-agreed metrics for success, and report regularly to the Trustees.

## **LOGISTICS**

### **FACILITIES MANAGEMENT**

#### **FACILITY ADJUSTMENT**

Futuro Academy will launch with a lower density plan at 50% of students on campus on a given day, utilizing an AA/BB rotation. The main adjustment to facilities will be signage and demarcation (tape lines, etc.) to promote primarily the following things:

- Appropriately distanced fixed stations (6' distance per between, 2' radius per station).
- Appropriately distanced queues and other procedural spaces (ex. queued lining for restrooms)
- Regular access to handwashing and sanitizing including at:
  - classrooms
  - restrooms
  - staff break and nutrition areas

#### **CLEANING AND SANITATION**

Futuro Academy will roughly double cleaning procedures utilizing appropriate chemical disinfectants to include:

- All day incremental sanitation of critical surfaces (desks, counters, handles, faucets)
- Nightly sanitation and cleaning
- 2x per week deep cleaning between AA/BB cohorts (Wednesday, Weekend).

### **NUTRITION SERVICES/BREAKFAST & LUNCH**

#### **IN-SITE NUTRITION PROCEDURES – STAFF AND STUDENTS**

All students will eat both breakfast and lunch in their classrooms at their fixed, socially distanced station. Service will not rely on a central point of service, but will be tracked and logged as point of service by classroom to avoid congregation or super spreading potential. All staff will be provided an individual mini-fridge and microwave in room to avoid centralized food preparation or storage in staff break areas.

#### **MEAL PREPARATION**

All nutrition staff will follow social distancing protocols, and enhanced PPE procedures including use of mask and latex gloves at all times, with glove changes and hand washing mandated between meal cohort preparation. All meals are unitized service. All meals are unitized and generally include protective packaging, and must follow SNHD approved SOPs for safe thermalization and handling to prevent the spread of all infectious disease, including COVID-19.

#### **MEAL PATTERN AND ACCESS TO SERVICES**

Futuro Academy is a CEP school, making 100% of students eligible for meal benefits. Subject to waivers provided by USDA and NDA, Futuro Academy will prepare multi-day meal bags for distribution to students during their terminal

day onsite. Upon departure on the second A or second B day, students will be given access 3 days worth of meals to take home, with the ability for coordinated 'drive up' pickup on the subsequent day if a student was absent.

## **TRANSPORTATION/ARRIVAL & DISMISSAL**

### **GENERAL SPREAD AND HARM MITIGATION**

A 50% reduction in campus population on A or B days will provide the ability to much more easily maintain social distancing during arrival and dismissal. All arrival and dismissal routines will require students to report to and from homeroom where they will be posted in a socially distanced fixed station as opposed to common areas to avoid communal spread.

### **ARRIVAL**

Futuro Academy will mandate social distancing in the entry hallways at Futuro Academy through signage and obstacles in the exterior of Futuro Academy's site and through staff monitoring, and provide multiple entry points (drive up versus walk-up entry points) to decongest arrival.

### **DISMISSAL**

Futuro Academy will dismiss students via PikMyKid, a customized dismissal dispatcher, specifically from their homeroom in controlled groups staged and dismissed by exterior dispatch. The dismissal staging will include two separate staging areas both indoors and outdoors that provide for social distancing, as well as require walk-up dismissal to report to a separate door from driving dismissal to decongest dismissal locations.

### **TRAINING**

Families will be strongly encouraged to attend one of five open house options for learning arrival and dismissal systems, as well as to review the arrival and dismissal video, to ensure proper routines be followed to ensure safe dismissal.

### **TRANSPORTATION**

Futuro Academy only provides transportation assistance through the subsidy of RTC passes for families who qualify due to McKinney-Vento status, and will continue to do so while encouraging mask use and safe and healthy practices.

## **ATHLETICS/EXTRA-CURRICULAR ACTIVITIES**

### **ATHLETICS**

Futuro Academy does not and will not provide any programs of athletic competition through NIAA sports during the 2020-21 school year.

### **EXTRA CURRICULAR ACTIVITIES**

During Phase 2, Futuro Academy will not provide any ongoing extracurricular activities or non-essential programs like field trips, or any other on or off campus events.

## **INFORMATION TECHNOLOGY**

### **TECHNOLOGY PURCHASING AND DISSEMINATION**

Futuro Academy has restructured federal and local technology budgets to comfortably achieve 1:1 chromebook technology, and invested in various license based software such as ST Math, LexiaCORE5, RocketMath, Socrates, and Accelerated Reader, which is a continuation of prior practice. The school has a launch plan to establish and disseminate all technology needed for home use no later than October 1, 2020 to account for training, development and re-inventorying of technology outstanding from the 2019-20 school year.

### **ACCESS TO BROADBAND AND ACCESS TO DISTANCE LEARNING**

Futuro Academy will continue to counsel families on access to broadband internet for use for asynchronous assignments during Distance Learning, and will provide a paper-pencil distance education option for families with no broadband access on Day 1 of school. Futuro Academy is evaluating the purchase of lendable hotspots for Tier 3 access and will evaluate the feasibility of providing hotspot access no later than November 15, 2020.

## WELLNESS AND RECOVERY

### SOCIAL-EMOTIONAL LEARNING – TIER 1

Futuro Academy is enhancing the SEL curricular offerings in all grades to account for a greater anticipated need for SEL education.

### TRAUMA-INFORMED PRACTICES – TIERS 1-3

#### TIERS 1-2

Futuro Academy will continue and expand contracting with Project HEAL, a nationally recognized trauma-informed education training and development organization to provide greater toolkit for educators and educational support professionals at Futuro Academy to be able to more confidently diagnose and support trauma in students regarding the pandemic, and any ancillary trauma.

#### TIER 3

Futuro Academy will enhance and maintain management of both community based and referral based services for counseling and support for all families determined to require intensive support through the appropriate Futuro Academy liaison.

## ACADEMICS – Path Forward Plan of Distance Education

*(required for all schools not already approved by the Nevada Department of Education to provide full-time distance education to 100% of students)*

### INSTRUCTIONAL APPROACH

#### INSTRUCTIONAL APPROACH

Futuro Academy will provide two full days of instruction per week (Mon-Tue AA, Wednesday full distance, Thu-Fri BB), to include direct and indirect teaching of new content in all academic content areas along with a in-class flip model to develop student capacity to complete independent work on chromebooks and on paper instructional materials. The remaining 3 days of instruction will include asynchronous content paired with the in class lessons and promote independent mastery of the previous in class lessons.

#### REGULAR CONTACT DURING DISTANCE PERIODS

All asynchronous content will be provided through Google Classroom to chromebooks or personal devices synched to Futuroacademy.org specific google suite accounts that students will have. Offsite distance learning days will include a 'check-in' mechanism to provide assistance with academic content and attendance functionality through Google Classroom which will be transcribed into Infinite Campus daily. All Futuro Academy instructional staff will be directed to provide responses to submitted questions during their preparatory period on the start of the school day during Mon-Tue, Thu-Fri, and will have designated office hours on Wednesdays to ensure daily access and interaction opportunities during all school days.

#### ACCOMODATIONS FOR LACK OF TECHNOLOGY OR INTERNET

All students will be assigned a Futuro Academy chromebook. Students who do not have access to internet will have the ability to complete a paper-pencil equivalent by day to be tallied complete upon student return to school, as well as case-managed ongoing support in finding access to broadband internet or publicly available internet locations.

#### QUARANTINED STUDENTS

Futuro Academy will maintain staff proportional to the number of students engaging in qualified distance-only education (quarantine, recovery monitoring, medically fragile, no less than one designated instructional staff member) to provide 'home bound' education equivalent of 5 hours a week of interactive instruction by approximate grade band. Quarantines may require quarantine of an entire cohort, and in that event, the educator currently assigned to that cohort will assume the responsibility of distance education for that cohort.

#### CAMPUS CLOSURE

In the event that Futuro Academy specifically, or all schools in the county or state are subject to a Phase 1 style mandated building closure, all students will migrate to online learning utilizing the distance-education model to include:

-Daily classroom live classroom meeting and assignments to guarantee daily contact attempts

- Asynchronous content across all content areas with suggested pacing and flexible deadlines
- Flexible Tier 2 and Tier 3 live small group instruction sessions to support vulnerable populations
- 1:1 services provided via distance as practical to comply with IEPs
- Ongoing Tier 1 and Tier 2 supports for ELs identified in specific program participation or support

#### SPECIAL COURSES

In order to mitigate the potential for both risky activity regarding droplets (strenuous exercise, singing) and the potential of super spreading through aerosols or fomites in a room used by multiple cohorts, enrichment classes will be moved to distance only supplemented by some activities with homeroom teachers, and no shared rooms will be used during Phases 1-3. In addition, all departmentalized classrooms will require teachers to rotate as opposed to student cohorts in Phases 1-3.

#### MEETING STUDENT NEEDS

##### APPROPRIATE EDUCATION FOR ENGLISH LEARNERS, STUDENTS WITH IEPs, AND STUDENTS WITH 504 PLANS

Futuro Academy will analyze all services and ensure proper services are provided according to existing plans and structures and to ensure proper in-person dosage to complete the plan when possible. For full distance learning methods, of if 'in person' dosage does not suffice during hybrid instruction to meet required minutes, students will continue to receive 1:1 virtual support in every practicable area of specific required services, and whole group accommodations through universal design or EL support content. In the event that a service is not possible to be provided (example OT or PT services via distance methods), a 'compensation' tracker will be maintained to provide compensation services upon return.

##### ASSESSING EFFICACY OF SPRING 2020 DISTANCE LEARNING

Futuro will conduct a thorough inventory of present levels for all students, including universal screening through NWEA MAP and AIMS WEB probes to assess present levels and compare to exiting Winter benchmark data to determine efficacy of Spring 2020 instruction, as well as to set present strategy across all three tiers of instruction.

##### MEETING NEEDS DURING THE 2020-21 SCHOOL YEAR

Futuro will continue to implement a regular 3-tier strategy for academic supports in the 2020-21 school year based on prior year models and staffing supports. In addition, Futuro Academy will provide the two additional supports: TIER 2-3 – Acceleration Academies – 3 week-long intensive re-teaching and mastery weeks during designated vacation time for students to target specific areas of need based on data, and spaced evenly throughout the year, designated for in-person attendance and capped at 25% of student enrollment, or the maximum allowed in person per current guidance at that time (i.e. 25% in person if that is the cap at that time, if 0% in person allowed, 25% of students will participate through distance education).

##### ONGOING ADJUSTMENT

The main adjustment intended with acceleration academies spread throughout the year is that they are flexible groupings – i.e. students may be referred for Tier 2 and Tier 3 services by their teachers based on either ongoing or developing needs throughout the school year. Futuro will utilize NWEA MAP as the comprehensive universal benchmark in Fall, Winter, and Spring for 3-tier realignment of all curriculum, pacing and instruction, and utilize AIMS WEB strategic and progress monitoring to evaluate effectiveness of interventions monthly and weekly respectively.

#### ATTENDANCE AND ENGAGEMENT

##### ATTENDANCE

During in person days, students will be marked present or absent per prior regulations. During the 3 days of distance education in the combined plan, or 5 day week in the event of a compelled closure, attendance will be marked weekly based upon successful 2 way communication, per NDE directive.

##### ENGAGEMENT

Futuro will utilize the Data Insight Partners dashboard to identify Tier 2 and Tier 3 intervention students for attendance, and utilize existing handbook structures including corrective action plans to ensure ongoing excellent

attendance at the levels which were achieved in 2020 during distance learning periods (average 96%).

**PROFESSIONAL LEARNING**

- *Will the school request additional professional development days and if so, how will these professional development days be used?*

**PROFESSIONAL LEARNING**

All educators will receive Google Certifications Levels 1 and 2, and various self paced modules online for:

-CommonLit, Expeditionary Learning, EduLastic, and various other dashboard being utilized by Futuro

Our Grade Level Chair team has been meeting regularly this summer to begin planning customized Professional Development for their peers regarding implementation of the hybrid model utilizing modifications to current curriculum.

This Professional Development will primarily occur during 3 weeks of development prior to the launch of the 2020-21 school year during the week of July 2-August 14, 2020.

A Futuro already had 20 days of professional development calendared for the 2020-21 school year (only 5 of which were requested as 'in-session' days) and will request to apply 10 of those days instead.

**SUPPORTING PARENTS/FAMILIES**

**FAMILY DEVELOPMENT ON HEALTH AND SAFETY, DISTANCE EDUCATION**

On the week of August 17,2020 – Futuro teachers will host 'Parent University' open house events for up to 20% of each class with one child, one guardian maximum in attendance to cover topics such as:

- safe and health habits to mitigate the spread of COVID-19
- school routines and procedures for safe arrival and dismissal
- utilization of resources and technology during distance learning

**CHILDCARE**

Futuro Academy will continue the partnership with Champions to provide onsite care for approximately 65 students on a given school day during school hours, and after school hours. Subject to availability of funds and after evaluation of fiscal impact of the Legislative Special Session, Futuro Academy may subsidize Champions operations to decrease cost of enrollment.

# SCHOOL PRACTICES TO ADDRESS STUDENT LEARNING LOSS

Elaine Allensworth | University of Chicago Consortium on School Research  
Nate Schwartz | Annenberg Institute at Brown University

Brief No.1

This brief is one in a series aimed at providing K-12 education decision makers and advocates with an evidence base to ground discussions about how to best serve students during and following the novel coronavirus pandemic. [Click here](#) to learn more about the EdResearch for Recovery Project and view the set of COVID-19 response-and-recovery topic areas and practitioner-generated questions.

## CENTRAL QUESTION

**Which areas should schools prioritize for intensive academic intervention and what strategies are most effective?**

*This brief looks at potential interventions for students who have fallen out of typical grade range – particularly those who were struggling before the pandemic. Please refer to our upcoming brief in this series for strategies aimed at students experiencing less severe learning loss. Evidence suggests that, although most students will experience some learning loss, the majority will still be able to engage with grade-level content.*

## KEY INSIGHTS

### Breaking Down the Issue

- Learning losses are likely to show up differently across grades and subjects, with intensive recovery needs concentrated in the early grades and among already struggling students.
- Supportive school environments and strong teacher-student relationships speed recovery from learning loss.

### Strategies to Consider

- High-dosage tutoring that is directly tied to classroom content – helping students succeed in their coursework – can substantially accelerate learning in both math and reading for the most struggling students.
- Extended learning time interventions, including weeklong acceleration academies staffed with highly effective teachers and some double-dose math structures, show strong evidence of effectiveness.
- Strong systems to monitor for early student warning signs paired with strong norms and routines help students recover emotionally and engage academically.

### Strategies to Avoid

- Compressed content, grade retention, and enhanced Response to Intervention (RTI) show less evidence that they substantially shift learning outcomes for struggling students, and some have potential adverse long-term consequences.

## BREAKING DOWN THE ISSUE

Learning losses are likely to show up differently across grades and subjects, with intensive recovery needs concentrated in the early grades and among already struggling students.

- **The students who are most likely to fall out of range for their grade include those who were already struggling and those in the primary grades.**
  - Even with large predicted [learning losses](#), most students will remain within the typical grade range and be able to engage with typical class content next year. [Typical differences in achievement](#) between students in the same classes are already large. In grades 6-8, the typical difference in math achievement between students at the 25th and 75th percentile at a given grade is 5-6 years' worth of learning. In grades 4 and 5, the difference is 2-3 years of learning, and in the primary grades the difference is one and a half years of learning.
  - Growth rates are steepest in early grades, and estimates of summer learning loss are larger, as well.
- **Losses are likely to be larger in math than ELA, but math losses will potentially be more responsive to intervention efforts.**
  - The Northwest Evaluation Association's recent [report](#) predicting average student learning loss forecast larger losses in math (one-half to two-thirds of a regular year's growth) than reading (one-third of a regular year's growth).
  - Many studies have found greater [variation](#) in learning growth in math than in reading and greater sensitivity to interventions and school environments, although there is debate on whether this is caused by actual differences in student learning or in differences in test sensitivity across the subjects.
  - Evidence suggests that course completion in high school math courses [matters for later earnings](#), particularly for students of color.

Supportive school environments and strong teacher-student relationships speed recovery from learning loss.

- **Strong, supportive, and sustained relationships with adults in schools consistently predict children's capacity for resilient behavior, even in the face of traumatic experience.**
  - Research on the stress of [school closures](#) and on the academic impact of [Hurricane Katrina](#) finds that while students initially experience some learning loss, the persistence of these losses depends on the receiving environment. Losses fade after a year or two when students return to stable schools. Losses tend to persist, especially in math, when students reenter chaotic or hostile environments.
  - Students who have at least one [stable and committed relationship](#) with a supportive adult are more likely to respond to adversity and succeed. Even students who have been through [major traumas](#), such as refugees from war, show resilience, if they have supportive adults in their lives.
- **Students who were already facing adversity will struggle in the coming year for multiple, intertwined reasons, including loss of learning from the prior year, trauma, long-term stress, and declining family resources.**
  - Rates of illness and death and the [economic impacts](#) of the crisis are hitting Black and Hispanic families the hardest.
  - Previously low-achieving students will be least likely to have gained ground through current online learning options, according to studies of [online versus face-to-face credit recovery in Chicago](#), of [online charters in Ohio](#), and of [virtual schooling in Florida](#).

## STRATEGIES TO CONSIDER

**High-dosage tutoring that is directly tied to classroom content – helping students succeed in their coursework – can substantially accelerate learning in both math and reading for the most struggling students.**

■ **Schools that have restructured to provide around two hours of daily tutoring as part of an extended school day have been able to meaningfully close gaps in achievement.**

- Boston’s Match Education developed a tutoring [model](#) – The Match Corps – that brought in recent college graduates for relatively low stipends to conduct daily one-to-two tutoring, four days per week, for early high school students. Many aspects of the program encouraged [coherence](#) with coursework that is often absent from other tutoring programs.
- The Match Corps program, which costs around \$2,500 per student per year, led to [gains](#) of “one to two additional years of math in a single school year above and beyond what kids typically learn in a year.” Follow-up studies in [Chicago](#) and [Houston](#) have validated the approach.
- A randomized trial of daily [four-on-one reading tutoring](#) for middle school students found positive effects on attendance and ELA tests scores, especially for Black and Hispanic students. The program cost \$2,200 per student per year.

**Extended learning time interventions, including weeklong acceleration academies staffed with highly effective teachers and some double dose math structures, show strong evidence of effectiveness.**

■ **Turnaround gains in Lawrence, Massachusetts in both math and ELA appear to have been largely driven by the effects of week-long “acceleration” academies aimed at struggling students.**

- Acceleration academies, described in this [research paper](#), “provided struggling students with targeted, small-group instruction in a single subject, delivered by select teachers over week-long vacation breaks.”
- Students, who had been selected for a “special opportunity to get extra help,” worked in homogenous ability groups of around 10-12 students and received about 25 hours of extra instruction.
- The academies, which cost around \$800 per student per week, led to student gains of 0.1 standard deviations in both math and reading, equivalent to around three months of student learning.

■ **In Chicago, double-dose math classes in 9th grade where students received additional time for math in early high school showed significant positive effects on [algebra test scores](#) and [long-run outcomes](#).**

- Chicago required all 9th graders with low math test scores to enroll in both a full-year regular algebra course and a simultaneous algebra support class, usually taught by the same teacher. Teachers in the program received new curriculum to use – Agile Mind and Cognitive Tutor – and additional professional development.
- This intervention was [not simply about doubling instructional time](#). Teachers received professional development in using extra instructional time to promote complex thinking in math through student-centered instructional practices. The extra time enabled teachers to feel like they could take risks with new modes of instruction.
- Students who received the double dose treatment showed larger gains in algebra scores – equivalent to about an extra quarter of a year of growth – and their algebra GPAs were about a quarter of a point higher. The gains were largest for students whose prior math scores were between the 20th and 50th percentiles.

**Strong systems to monitor for early student warning signs paired with strong norms and routines help students recover emotionally and engage academically.**

- **Systems that track attendance, assignment completion, and grades strengthen schools' ability to individualize services and match specific interventions to the needs of different students so students don't fall behind in their courses.**
  - Students' success in their classes as measured by their grades is highly predictive of their success in later years in [high school](#) or [college](#), more so than their test scores.
  - Students could struggle in their courses for many reasons this coming year – not only disruptions in teaching and learning with the shift to remote learning, but also stress and trauma from the crisis itself, and loss in family financial resources. Early warning systems identify students who need support for any reason.
- **Substantial evidence suggests that a focus on students' social-emotional learning is vital to building and rebuilding students' academic engagement.**
  - Incorporating well-conducted [school-based SEL interventions](#) has the potential to positively impact the culture and climate of classrooms, student well-being, and improve academic outcomes in the long run. Mindfulness-based programs have shown promise in improving [cognitive performance and resilience to stress](#) in children. A recently-studied [mindfulness-based intervention](#) in Boston charter schools improved attention and emotional regulation to stress and other negative stimuli for middle school children.
  - More specific [approaches](#) in this area aimed at creating predictable norms and routines and ensuring students' physical and emotional safety post-trauma will be the subject of an upcoming brief in this series.

## STRATEGIES TO AVOID

**Compressed content, grade retention, and enhanced Response to Intervention (RTI) show less evidence that they substantially shift learning outcomes for struggling students, and some have potential adverse long-term consequences.**

- **Teaching extra content without changing the degree to which students are getting extra support is unlikely to be successful.**
  - In general, when teachers increase expectations without providing more supports, [students' grades decline](#). Studies of accelerated math classes that try to compress additional requirements into a shorter time frame have demonstrated negative effects, particularly for low-achieving students, in both [North Carolina](#) and [California](#).
- **Large-scale grade retention, while still debated as a strategy, has negative consequences without substantial additional support for students.**
  - While some studies have found short-term academic benefits to retaining students in [early elementary grades](#), many identify large [negative outcomes](#).
  - Retaining students, particularly in the [middle grades](#), appears to increase the probability of high-school drop-out.
  - Grade retention is also a costly [educational intervention](#), with an average per pupil cost of \$10,700.
- **While there is some evidence that RTI structures have positively addressed inequities in special education diagnosis, research has not found clear gains for students who receive tier II and tier III intervention.**
  - A possible explanation is that RTI interventions seem to [crowd out core instruction](#).

## FOR MORE INFORMATION

More evidence briefs can be found at the [EdResearch for Recovery website](#). To receive updates and the latest briefs, [sign up here](#).

Briefs in this series will address a broad range of COVID-19 challenges across five categories:

- Student Learning
- School Climate
- Supporting All Students
- Teachers
- Finances and Operations

*This EdResearch for Recovery Project brief is a collaboration among:*



*Funding for this research was provided by the Bill & Melinda Gates Foundation. The findings and conclusions contained within are those of the authors and do not necessarily reflect positions or policies of the foundation.*

## Mission

Through rigorous academics and personal excellence, Futuro Academy charter school educates all K-8 scholars to excel through middle school, into high school, and at the university of their choice.

## Futuro Reopening Plan – Draft 1

Updated: July 8, 2020

## Contents

Overview of Timeline – Past, Present, Future  
Guidance, Feedback, Process  
Draft Plan

## 30,000 ft. Covid-19 Timeline - Past

February-March 2020 – Covid-19 community transmission evident, various education systems close, along with commerce.

March-April 2020 – Various education and commerce systems announce closure extensions, legislation to support closures of businesses and governments. Education closures become settled for SY2019-20 with waivers, commerce and others begin roadmaps to partial capacity.

May-June 2020 – Debates and clarifications regarding upcoming school year begin. Information gathering while Education departments address summer programs and begin to produce planning guidance for 2020.

## 30,000 ft. Covid-19 Timeline - Today

June 9 – State of NV and Nevada Department of Education release two simultaneous pieces of guidance:

1. Educational buildings MAY reopen under certain conditions for summer programs
2. Schools systems in NV must put together plans approved by Board of Trustees no later than 20 days prior to fall instruction – (Futuro's date 8/10/20 instruction, 7/21/20 last date of approval, 7/11/20 Trustees meeting prior to 7/21/20)

June 23, 2020 – CCSD plan released for Combined In-Person/Distance instruction and Delayed Start. Nevada has set single day records and maintained community transmission at or above peak school closure levels of COVID-19 cases, though hospitalizations and deaths are declining.

## Regulatory Guidance Since Closure

### Federal, State, Local Guidance :

Health: CDC interim guidance - SNHD, NV DHHS, FEMA bulletins

Workplace: OSHA phases - US DOL bulletins

Education: NV DOE – Nevada Path Forward, NV DOE & US DOE bulletins

### Requirements – Broadly Speaking

NV DOE Requirement 1: 3 scenarios, thorough checklists for all  
 A. Full Distance B. Combined (suggested launch) C. Full in person

Requirement 2: Transitioning between models

Requirement 3: Considerations due to COVID19 (social distancing, cleaning, sick leave, etc.) -> These cause A and B in certain scenarios

### Feedback – Round 1 - Family Stakeholders

Family Information:  
 CCSD Stakeholder Survey

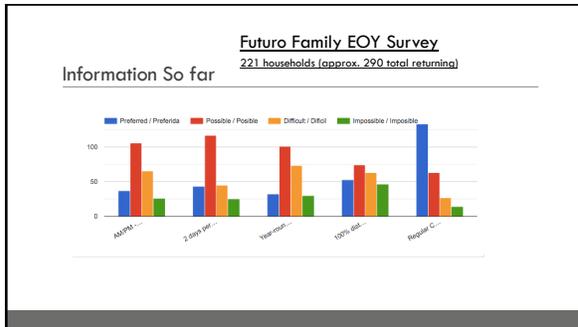
Futuro EOY Survey – basic model questions

Futuro ReOpening Survey – detailed model questions, side by side, etc.

### Information So Far – CCSD

Survey Results Link:  
[https://go.boarddocs.com/nv/ccsdlv/Board.nsf/files/8QGUBN752E51/\\$file/06.11.20%20Ref.%205.05.pdf](https://go.boarddocs.com/nv/ccsdlv/Board.nsf/files/8QGUBN752E51/$file/06.11.20%20Ref.%205.05.pdf)

CCSD Plan Presentation – 6/25/20:  
[https://go.boarddocs.com/nv/ccsdlv/Board.nsf/files/BQUU5Z7A7343/\\$file/06.25.20%20Ref.%205.02.pdf](https://go.boarddocs.com/nv/ccsdlv/Board.nsf/files/BQUU5Z7A7343/$file/06.25.20%20Ref.%205.02.pdf)

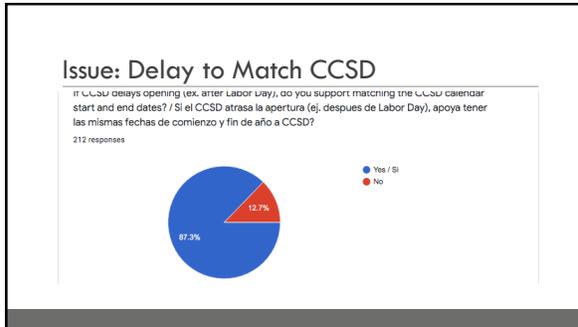


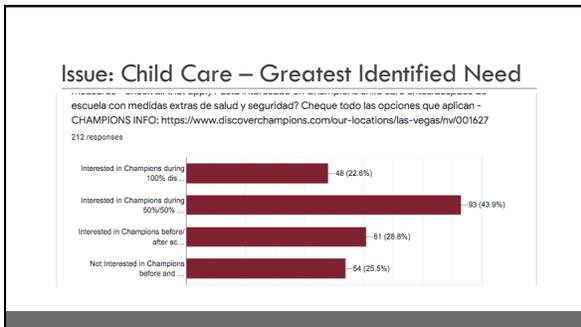
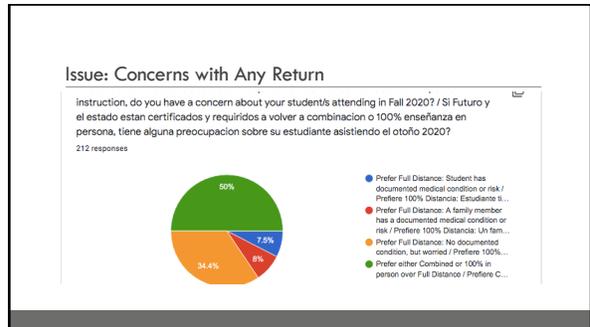
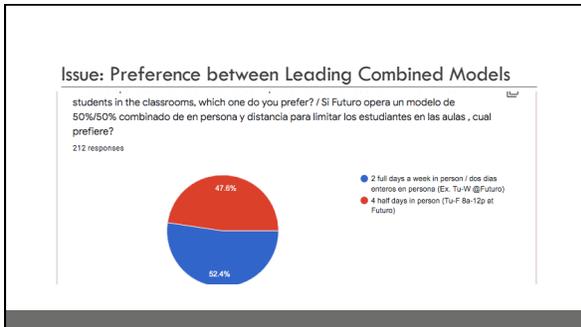
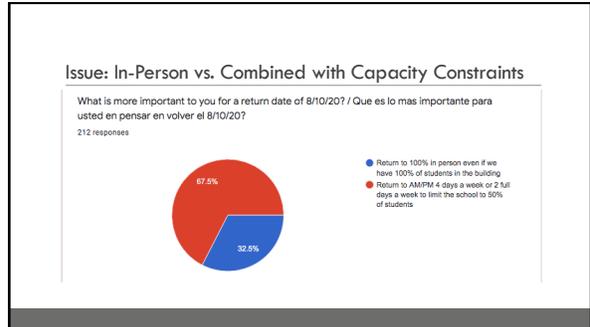
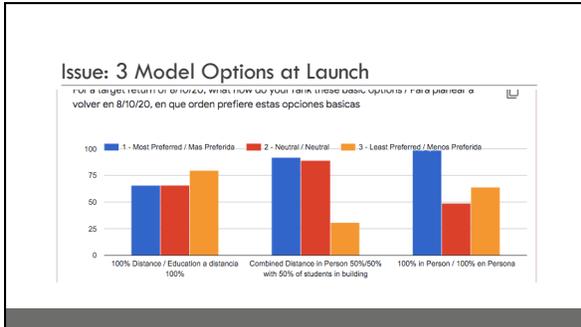
### Partial Family Re Opening Survey

Issued mid-day 6/23/20

212 Responses as of 7/8/20 at 10am

Final Indicators on Big Topics Prior to Finalization



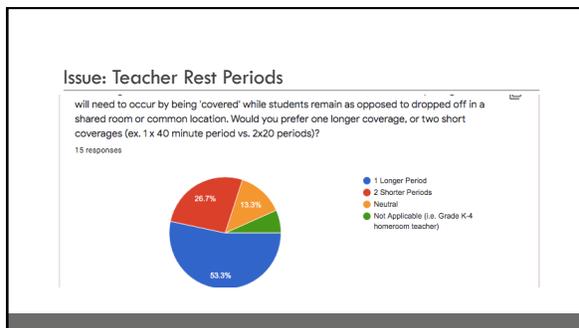
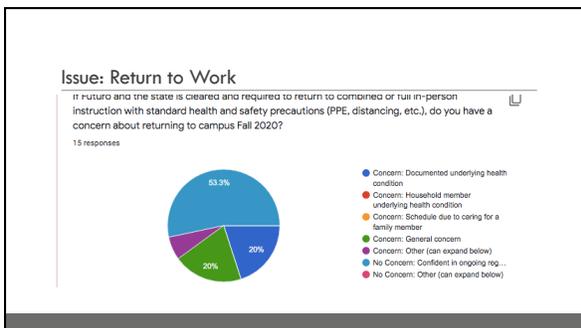


### Feedback – Round 2- Staff

Family Information:

Futuro Staff ReOpening Survey – 15 of 19 returning staff surveyed

- Basic Return to Work Questions
- Draft Plan Review and Questions



### Issues: Other

N/A

What will teacher expectations be? We don't have as much staff as other schools in CCSD to do cleaning/serve food etc. Do we know what our academic calendar will look like with the delayed start? If we are still teaching in-person about 4 days a week, how are we also going to be teaching online 5 days a week? I understand that several of these things are still being worked out. Thank you.

NA

I have a question regarding the facilitation of teacher breaks mentioned in a previous question. Will more than 2 teachers get coverage at once, or will it be 1-2 classrooms at a time (as it was with enrichment this past year)? If it's the latter, then it seems like there is a possibility of a break either occurring at the very beginning or very end of the day - in which case, I'd prefer 2 shorter breaks spaced out elsewhere in the day. I understand these are preliminary planning stages and that it probably hasn't been fully thought through yet. I'm just curious as to how each scenario might play out. I don't have any other questions that weren't already asked on our last call.

### Issues: Other

(1) Regarding EOY goals, is the intention that we work to have students accomplish the same EOY goals, despite being in class only 2/5 days? If yes, how do you foresee we make that work? I am concerned about our students falling even further behind, but also trying to be realistic about the quality work that can be done at home (2) if we are able to have someone to cover our classes for a short break, couldn't someone potentially also cover our classes for lunch?

Will someone also be covering our classrooms during lunch or will we be losing that break time?

The state reopening plan included recess on the schedule, how will we be able to do this while minimizing spread?

Overall health concerns.

Will students and staff be asked to be tested before the start date?

### 30,000 ft. Covid-19 Timeline – Future & Process

July 13, 2020 – Summer Programming Target Start date

- 50% fire capacity, 6ft. Social distancing
- Additional protocols (PPE, cleaning, symptom screening)

July 11, 2020 – BOT approval of plan

August 24, 2020\* – Instruction begins in Combined scenario (b), transition plans identified for Distance and In-Person

- Approved Distance Plan
- Approved Combined (Distance/In Person Plan) – Launch Plan
- Approved In-Person Plan

\*Recommendation to match CCSD start and end dates per standing policy. Now tentatively 8/24/20 based on plan to be presented on 6/25/20 by CCSD leadership

# FUTURO ACADEMY

## DRAFT REOPENING PLAN

### UPDATED 7/9/20

**Recommended Launch:**  
**Combined Model – 50% Max Onsite**

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FEATURES:

- Keep 50% capacity max – (Cohorts). Average 15 per room. (12-18 maximum)
- Cohort by Household (keep siblings/carpools together)
- Distance-Only Option – Equitable and Consistent (pending NVD OE Guidance)
- Delayed Start Date: 8/24/20 (Matching CCSD)

**Recommended Launch:**  
**Combined Model – 50% Max Onsite –**  
**1.5 average, 12-18 homeroom – SAMPLE (not actual)**

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**PROPOSED SCHEDULE:**  
**2 Onsite / 3 Distance Days Plan**

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COHORT A – Monday and Tuesday 8:30a-3:15p on site, Distance W-F  
 COHORT B – Thursday and Friday – 8:30a-3:15p on site, Distance M-W  
 COHORT C – Distance Only – Equitable and Consistent Opt-In Process (awaiting DOE guidance)

COHORT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A	@FUTURO	@FUTURO	DISTANCE	DISTANCE	DISTANCE
B	DISTANCE	DISTANCE	DISTANCE	@FUTURO	@FUTURO
C (OPTION)	DISTANCE	DISTANCE	DISTANCE	DISTANCE	DISTANCE

Wednesday – Distance Education and Staff Development  
 Deep Cleaning – Wednesday, Weekend

**PROPOSED SCHEDULE:**  
**2 Onsite / 3 Distance Days Plan**

---

PROS:

- Lower number of students (50% or Less) to meet health and social distancing measures
- Deep cleaning between cohorts
- Full days of instruction and lessons while on campus

CONS:

- Need for child care during weekdays
- Nutrition programs very challenging and require multi-day meals or additional campus visits
- Lower frequency of in-person student-teacher contact to teach new content

**Transition to Full Distance**

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Trigger – State of NV closure OR 75%+ CCSD closure  
 Trigger – Southern NV Health Department closure of Futuro campus based on cases  
**Trigger – Community Metrics - Need to be Defined**

Model Basics:  
 5 days per week full distance  
 Must Meet Nevada Department of Education Requirements  
 Flexible Work, Live Session Options

**Transition to In Person Model**

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Trigger – NVD OE end of COVID waivers / NV Final Phase  
**Trigger – Community Metrics – Need to be Defined**

Model Basics:  
 Maintain enhanced safety and health measures, monitor triggers  
 4 days per week (maintain Wednesday for calendar consistency and additional cleaning)  
 Must Meet Nevada Department of Education requirements

### Communication – Pre-Approval

**TWO WAY (Complete):**

Staff – EOY session with basic options (May 21, 2020), GLC planning meetings (May and June, 2020)

Families – EOY survey and Re Opening Survey (June 2020)

Board, Reopening Committee meetings (June 2020)

**TWO WAY (Pending):**

Staff – Survey, Optional Q&A, GLC meetings (June-July 2020)

Families – Possible Future Surveys (TBD)

Re Opening Committee meetings, Board Approval July 11, 2020

### Communication – Post-Approval

**TWO WAY (Ongoing Refinement):**

Staff – GLC Teaching and Learning, Mission Controls – Health, Ops, HR, Facilities

Re Opening Committee – as needed

**ONE WAY (Refined Items):**

July 13, 2020 – Plan Released to all stakeholders

August 3, 2020 - Staff PD: New and non leadership staff training and collaboration

Week of August 17-21 OPEN HOUSE + BLENDED LEARNING FAMILY TRAINING (20% student + parent max at a time)

### Considerations for Refinement

*Partially Addressed by SPCSA Re Opening Plan Template for Submission:*

Health and Wellness

Teaching and Learning

Operations

Facilities

Human Resources

Communication

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