As we maneuver through the unchartered territory of governance during a pandemic, the NASB Board Leadership Team is working to support our members with effective information and direction. Topics the board may wish to consider discussing with the superintendent may include:

Board Meetings

1. What matters are we setting aside during this crisis that will need to be on the board's radar once we resume our regular meeting format?

2. Should we consider amending how we receive public comment during our virtual board meetings?

3. Due to a heightened interest of our public and the ability to listen/observe board meetings via the internet, is the district providing a high level of transparency through the description of the agenda items and are we posting the meeting minutes in a timely manner? Is the district website current, are meeting agendas and minutes available for public access? (Consider one year of historical data on the district website.)

Communications

4. Regarding our population of ELL students, are we providing the support and tools necessary to support our students' needs and to effectively communicate updates and expectations with students' families/guardians?

5. How is our district handling Special Education students w/ IEP's? What do the services we provide these students look like with our buildings closed?
   NDE Note: There are no exceptions to the annual requirement to perform a review of a child's IEP to determine whether the annual goals for the child are being achieved and to revise the IEP as appropriate to address any lack of expected progress toward the IEP goals and in the general education curriculum. To accomplish this, teams may conduct meetings virtually via telephone or videoconference.

6. Are we providing translated communications (oral and written communication) for parents/guardians?

End of 2019-20 School Year

7. Do we have a plan for when the 2019-20 school year will end? If so, what is that plan and is it possible that teachers will continue to work with students who are struggling?

8. Will administrators begin working with teachers to design a Summer School Program to address the gap that has been created or has increased for some students?

9. Is it possible that we might provide an upstart session for struggling students prior to the 2020-21 school year?

Instruction and Learning

10. District Continuity Plan (due Friday, April 3, 2020)
    - Has the plan been developed?
    - Has the plan been submitted to NDE?
    - Will the board review the Continuity Plan?
    - Is the district providing enrichment or accelerated learning? At all levels?

11. Did the district request the Rule 10 Affidavit provided by NDE?
    NDE Note: If a school plans on pursuing an affidavit it is due within 10 days of the last day in session for students (protocol from current document which is currently being reviewed by NDE).

12. NDE Note: School districts that are scheduled to have a Rule 10 Continuous Improvement External Visit (required once every 5 years) this spring, should be in contact with Don Loseke (Frameworks) or Cognia representative to re-schedule a tentative fall date.

13. Do we still have students/families that do not have internet access? If so, is the district working with providers to address the problems and/or have we exhausted possible options to resolve the problems?

14. How has COVID-19 impacted our Early Childhood programs?

15. How is our school district sustaining reading interventions for students who were involved in the Reading Improvement Program?
    NDE Note: The Reading Improvement Act requires that K through 3rd grade students must undergo three reading assessments within 30 days of starting the 2019-2020 school year. The assessments help to identify struggling students to then be entered into a special reading intervention program. To date, NDE is not aware of how COVID-19 school closures and enrichment/distance learning instruction has had an impact on this program.

16. How will the district resume formative/summative assessments next fall?

17. What data will the district use from the 2019-20 school year and how do you anticipate we will collect the data needed to put the district back on track during the 2020-21 school year if we experience a disruption to learning?

: On March 25 NDE pursued and successfully received federal waivers for assessment and accountability provisions in ESSA to accommodate the suspension of NSCAS assessments. Accountability will look different over the next couple of years with this gap in summative assessments.

: The classifications that would have come out in the fall of 2020 would have been the 2019-20 classification. That means school districts will not have a 2019-20 classifications; the classification will not exist. The 2020-21 classification would be released in Fall of 2021; due to the missing this year's assessment data, NDE is not certain what that will look like; therefore, this further complicates the ability to calculate growth.

18. What happens to our current building and school district classification?

Grading

19. Has the district defined grade protocols? If so, what protocols are staff using and what impact will this have on a student's class ranking?
20. Are lessons graded or awarded as pass/fail? Is this applicable K-12?
21. Do dual credit/college courses award grades? How will this impact a secondary student's class ranking? Are students who are not enrolled in dual credit/college courses at a disadvantage/advantage in the class ranking due to our grading protocol?

AQuESTT

22. Because school districts and buildings **are not** required to complete the AQuESTT Evidence-Based Analysis (EBA) for the 2019-2020 school year, are we operating under the current classifications?

: *I posed the following question to NDE - because NDE is not requiring school districts to complete the EBA, will all buildings/school districts operate under the current classification this next year? Stay in touch with NASB for a response to this question!*

Attendance/Connecting with EVERY student

23. Are teachers monitoring the attendance of students?
24. Are there students who have not been accounted for since starting the online learning?
25. Is the district monitoring the number of students who have not engaged?
26. What can we do as a district to connect to check on the well-being of the students who are not engaged?
27. What percentage of our students are actively engaged in continuous learning efforts?
28. What are the barriers or obstacles that are preventing participation? (Research indicates that grading increases the participation rate when accountability is required.)

Enrollment

29. How is our school district handling enrollment and have we had students enroll during COVID-19?
NDE Note: Although school buildings are closed, school districts must continue to accept enrollment of students.

Graduation

30. NDE has issued "modified" graduation requirements for the 2020 graduating class. Will the board take action to adopt the modified requirements and address current policy that defines our district graduation requirements?
31. What alternative plans are we considering for the 2020 graduation ceremonies?
32. How have we communicated with the parents of seniors?

Spring Activities/Events

33. What decisions have been made regarding prom? Is the district rescheduling and/or is the district considering alternative arrangements?
34. Has administration discussed pay for employees involved in Spring activities? If so, what has been decided?

Budget and Staffing

35. How has the district repurposed the classified staff? Is the district identifying alternative ways to continue providing opportunities for the classified staff to be utilized?
36. Did the district request that all classified staff sign the Return to Work Agreement?
37. In the event the district does not receive tax receipts on schedule, what measures can we take to modify spending?
38. Do you anticipate a high number of retirements this year?
39. If the board passed a superintendent authority resolution, what authority and/or decisions have you authorized following the adoption of the superintendent authority resolution?
40. When will the board revisit the Superintendent Authority Resolution and resume board/policy governance?
41. Has the board voted to ratify all decisions the superintendent authorized following the board's authority to act independently? If not, will the board review and ratify all decisions at the next board meeting?
42. Did administrator's complete teacher evaluations?

Family Leave Act

43. What do we need to do to ensure the district is in compliance with the recent changes to the Family Leave Act?
44. How have we communicated this to our staff members?

Families First Coronavirus Response Act (FFCRA)

45. The Families First Coronavirus Response Act (FFCRA) is effective as of April 1, what impact does this have on our district staff?
    - An employee is eligible to receive 80 hours of emergency paid sick leave.
    Qualifications for FFCRA include:
    - An employee must self-quarantine per your health care provider.
    - An employee is waiting to receive test results.
    - An employee is caring for a child whose school or place of care is closed due to COVID-19.

Unemployment Insurance

46. How many staff members have applied for unemployment benefits?
47. How will filing for unemployment impact the employment status of an employee with the district?

Summer School Services

48. The district provides summer school services, is there a plan to provide services? If so, have administrators discussed a process and timeline?
    NDE Note: More information will be coming from NDE – current practice has been "credit recovery" and extended school year programs for students with special needs. One obstacle will be since summer school is currently voluntary, it may not be equitable for some students to pursue instruction (if it counts towards newly earned HS credits) while others do not have the opportunity.
49. In the past, the district has provided an upstart program for the incoming kindergarten class, do we need to develop an amended plan for 2020?

Technology

50. We are considered to be a 1:1 technology district, as administration reflects back to week one and where we are today, how well prepared were we in the area of technology for the disruption to learning?
51. What needs have been identified related to technology? Hardware? Software? Professional development to support integration into instruction? Student access to internet? Student access to a device? Other?
52. How do students communicate problems with their device? Are we meeting the demand?

53. Will students return electronic devices over the summer months for updates and maintenance? If not, how will we maintain the district owned hardware?
    Note: <mark>See Preparing for 2020-21 School Year</mark>
54. Are we on a schedule to replace devices this year? If so, is it possible to expand the availability of technology?

Development of a Pandemic Plan for the Future

55. What are we doing to document the timeline, actions, programs, etc. we have taken to respond to this crisis?
56. Will the appointment of a task force benefit the design of a plan?
57. How can we capture the timeline and actions we have taken as a board and administration throughout the process?
58. What course of action should be taken to improve and/or grow district technology to support the implementation of eLearning and Instruction during the 2020-21 school year or in response to a different crisis that directly impacts instruction and learning?

Preparing for the 2020-21 School Year

59. What did we do well as we transitioned into online learning?
60. What challenges did the district encounter that we are not prepared to handle?
61. Will we start school early?
62. Will we extend the school <u>day</u>?
63. Will we extend the school <u>year</u>?
64. Do we have a plan to engage our teachers and staff on any amended plans?
65. Will district curriculum need to be modified to support online learning?
66. What role are the counselors fulfilling during the building closure? Are they able to engage students and if so, are they able to provide social-emotional supports?
67. Will we need to modify our graduation requirements?
68. What policies will benefit the district to support digital learning? (grading, student attendance and accountability, district calendar – during disruption to learning, ???
69. Do you anticipate that instruction will be sustained to some degree through technology to ease the disruption to learning if the state requires us to close the school buildings again in the future?
70. What will instruction and education look like when we reopen our buildings?
71. What will instruction and education look like if we are fully virtual for a period of time?
    Note: During this closure we did not grade or hold students "accountable" at a level that we will need to meet during school closures in the 2020-21 school year.

72. What are the most pressing technology challenges the district must address to provide increased access to the internet and technology to ensure differentiation, accessibility, and address special education needs?

73. How and when will we assess students to collect the data that will help us determine the learning impact COVID-19 has had on our students?

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