

Dear NSAA Stakeholders,

This notice describes the procedures NSAA has implemented during this time of online instruction, and you all are doing a great job! At the end of this note are the ADE/ASBA/ASBCS suggestions and recommendations in line with legislation and we are right on target when you compare what we are doing and what they are expecting. These are the three agencies we report to for equitable and effective practices. We will continue to forward any new information and news as we learn of it.

NSAA Procedures during Online instruction:

1. The teachers are receiving support and are assigned mentors to review their course work and strategize to prevent issues and ensure students are safe and learning. An administrator is assigned to three faculty for small group collaboration and weekly or more check-ins.
2. Teachers were provided the option to use their websites or create Google classrooms to provide for the students study tools, notes, due dates and resources to help with their success and continued learning.
3. All teachers were trained and required to use a telecommunication platform, Zoom. NSAA invested funds to purchase the most secure and educational friendly plan to continue with personal student-teacher engagement. Teachers are sensitive to those who may be reluctant to be on video. In addition to tech training, a Google drive is available to teachers to provide information regarding COVID19 and other resources.
4. An online contract to continue instruction was collected via a Google form describing the goals and expectations of NSAA stakeholders during online instruction. This agreement is not consent, it is to inform families.
5. Attendance is reported to an Administrator daily. The attendance is based on zoom attendance and if students did not attend zoom they have been informed to communicate with the teacher to check in and complete any class work. Stakeholders were informed in various ways how to report absences. Chronic absences during each week will be tracked and followed up by an administrator to provide support to the student.
6. To accommodate NSAA Stakeholders working from home, NSAA has decreased the "class time" from 4 hours per week to 2 hours per week for the HS and from 5 hours to 4 hours for the MS this is time on zoom.
7. Assignments and content has been decreased by 60% and a limited amount of new material will be taught. Students will have time during zoom time to work on course work and will need outside time as well. Grades are based on overall participation, completion and progress.
8. NSAA has eliminated Wednesday classes to provide time for tutoring and completing work or studying. All faculty and paraprofessionals have office hours throughout the day. Emotional support or other assistance may be requested by students and faculty may zoom conferences with students as needed.
9. NSAA reached out and provided laptops to all families who needed technology to continue with online instruction.
10. NSAA is distributing supplies for students to pick up or have curbside delivery.
11. NSAA's semester grading policy is 40/40/20%, calculating two quarters and cumulative final exams for each semester. NSAA has made the adjustment for Spring 2020 semester. All final exams will be 30 questions, 20 based on third quarter and 10 based on fourth quarter. Teachers may decide the format of their test. Study guides must be provided to students by May 4th. Students who have historically not met course requirements over the school year are the only

students who may be required to continue online with NSAA through June 27, may need to repeat a course in the following year, or shift to an alternate platform with all content with one teacher for one-on-one monitoring.

12. Failing Spring semester 2020 is only appropriate for those students who have historically not met course requirements and have made no real attempt to continue with instruction during this final quarter.

13. Students who are struggling to adjust to the online instruction have the option to drop their elective courses and receive a "P" for passing for the 4th quarter.

14. Families who decide to dis-enroll their students will still earn the 0.25 credit from the third quarter. This is discouraged as NSAA prefers to accommodate the student and adjust their course goals.

15. Courses which usually assign a research or essay project as a large portion of their finals must provide the students with the prompt and rubric by May 4th. Courses with an assigned paper may not assign more than one weekly assignment to provide time and opportunity for students to work on the final paper.

16. All seniors who have not yet taken the Civics exam have been provided study materials and have or will meet the requirement prior to the end of school.

17. Visual Art students have been provided materials and time during their meeting on zoom to work on projects and add to their portfolios. Final exams will be specific to individual art goals determined by the instructor.

18. Performing Art students have been working on alternative performance skills and final exams will be specific to individual art goals determined by the instructor.

19. All teachers have soft deadlines and essentially will take any work as students complete it.

20. High School graduation has been postponed to June 27th and will be adjusted as needed, and 8th grade commencement will be scheduled when the state permits.

ADE/ASBA/ASBCS Suggestions and Recommendations:

- When deciding how to award academic credit and high school diplomas, schools should first base the decisions on the entire school year, including any educational opportunities provided during closures. School districts and charter schools determine what the educational opportunities are and how they are delivered. Examples may include independent study and online instruction.
- If a student has not yet completed or passed (60%) the Civics Exam due to barriers related to the COVID-19 public health emergency, that student's diploma should not be withheld and/or it should not prevent them from graduating per SBE guidance.
- If schools are unable to provide educational opportunities during the closure, then schools may look to the student's progress prior to the closure. Specifically, if the student already met the competency requirements for the course or was on track to graduate prior to the closure, then the school may award the credit or diploma. How to make this determination is at the discretion of the school district or charter school.
- These rules are intended to clarify pathways to award credit and diplomas as the result of the closures. Schools retain the authority to decide whether to issue diplomas or credit to students. However, schools may not base these decisions solely due to missed instructional time as the result of the closure.

ADE Office of Equity, Diversity, and Inclusion: Equity and School Closures

Arizona schools will be closed for the remainder of the 2019-2020 school year. Our students must receive instruction from their homes, and this fact has exacerbated the existing inequities that were being examined through academic and social data.

Schools provide resources and curriculum delivery in ways that are different than at home. The “digital divide” between the haves and have-nots is real, and as remote learning must now take place in homes, inconsistencies in technology cannot be measured or equalized. Achievement gaps have the potential to become chasms as under-served and marginalized student populations have limited to no access to technology, support, and resources/materials needed for their academic and social success. This includes mental health and social-emotional resources.

The 4 C’s of Education Equity During COVID-19 School Closures

COMMUNICATE Early and Often

- Communicate early and often with students, their families, and fellow education staff. Provide encouragement when necessary and determine how to support and meet needs. Give and enforce clear expectations for remote learning success
- Share resources from and read updated information on the ADE website
- Vary the modes of communication you use (text, telephone, email, mail, website, services for the deaf and blind) during this time of social distance necessity
- Utilize proper terminology and provide accurate information when referring to COVID-19

CONSIDER Various Needs and Circumstances

- Consider the various needs and circumstances created by the pandemic situation and how we all (students, teachers, parents, and administrators) must rely on access to the internet, telephone lines, and understand computer systems (hardware and software)
- Teachers have varied experiences providing instruction and/or content online; some are well-versed in technology and others are less comfortable with its use
- Some teachers have additional responsibilities while working at home (i.e. caring for children and/or family members)
- Students have varied degrees of digital literacy on laptops, telephone usage, and printer access
- Some students have additional responsibilities while studying at home (i.e. caring for siblings and/or family members)
- Students with disabilities and English-Language Learners have additional and/or unique needs
- Racism through cyberbullying may be on the rise; provide parents and students with guidelines for appropriate technology use

COLLABORATE with Partners

- Contact community partners to discuss how they can support and implement positive communications and delivery of resources
- Collaboration requires teamwork, strength, and the ability to assist one another in affirmative efforts to remain calm, reasonable, and compassionate

CONNECT with Networks

- Maintain good networking contact with leaders in your district and reach out to those who you have heard of but have not yet contacted
- Provide students and parents with resources, including housing, health, financial, and other types of family assistance, which will create, improve, and support a good environment for home education.