



**North Slope Borough School District Board of Education
ZOOM Video Communication
Utqiagvik, AK**

**Unapproved Minutes
Special School Board Meeting
July 31, 2020
1:00 p.m.**

CALL TO ORDER AND MOMENT OF SILENCE: Muriel Brower, Board President, called the Board of Education Special Meeting to order at 1:06 p.m. on ZOOM Video Communications.

FLAG SALUTE: The Pledge of Allegiance was led by the Board of Education.

ROLL CALL:

Mary Jo Olemaun – Present
Robyn Burke - Present
Madeline Hickman – Present
Qaiyaan Harcharek– Present

Nancy Rock – Present
Muriel Brower – Present
Nora Jane Burns- Present

APPROVAL OF AGENDA: Madeline Hickman MOVED that the NSBSD Board of Education APPROVE the agenda as presented. Nora Jane Burns SECONDED the motion. Question called. The motion carried UNANIMOUSLY.

RECOGNITION OF VISITORS: District staff and community members were present.

PUBLIC COMMENTS ON AGENDA ITEM(S): Board member Nora Jane Burns requested when the administration is meeting with local leaders and traveling to include the local parents and community members when discussing major concerns such as school re-entry.

SCHOOL YEAR 2020-2021 SCHOOL CALENDAR REVISION is presented by Kathleen Fischer, Instructional Specialist, on behalf of the Director of Curriculum & Instruction Liz Noble. Each year the School Advisory Council (SAC) in each community follows the Board Policy and Administrative Regulation on calendar development and recommends a school calendar to the Board. The administration made the process more flexible in order to allow a culturally sensitive calendar. Calendar requirements are limited to state law, Board Policy, negotiated agreements, and district in-service dates. Typically, each school year has 181 student/teacher days including up to 9 inservice days, 3 teacher workdays, and 6 teacher holidays, for 191 total teacher days. In addition to the requirements, the calendars also list each school's proposed graduation date. Due to the proposed late start this year, the 2020-2021 school year will have 172 student/teacher days, including up to 10 in-service days, 12 teacher workdays, and 6 teacher holidays, for 191 total teacher days. In addition to the requirements, the calendars also list each school's proposed graduation date. The chart for SAC Recommendations by School includes the first day for teachers, students, winter break, spring break, graduation dates, and the last day for teachers and students. The first work day for teachers is on August 10, 2020 with the first day for students on August 27, 2020. Winter break for Ałak School, Harold Kaveolook School, Kali School, and Tikigaq School is December 17, 2020 through January 4, 2021. Winter break for Meade River School, Nunamiut School, and Nuiqsut

Trapper School is December 18, 2020 through January 5, 2021. Winter break for Utqiagvik schools are December 21, 2020 through January 6, 2021. All schools, excluding Utqiagvik, have Spring Break on March 26, 2021. Graduation for Ałak School, Harold Kaveolook School, Kali School, Tikigaq School, and Nuiqsut Trapper is on May 7, 2021. Graduation for Meade River and Barrow High School is on May 8, 2021. Graduation for Nunamiut is on May 5, 2021. Graduation for Kiita Learning Community is on May 6, 2021. Promotion for Eben Hopson Middle school is on May 11, 2021. The last day for students is listed as May 14, 2021. The last day for teachers is on May 15, 2021 excluding Meade River School which ends on May 14, 2021.

Discussion between the Board and administration included: deadlines required by the state on the calendar and Smart Start plans; count of student/teacher days; teacher and School Advisory Committee involvement and recommendation; waiver request for preparation; student/staff safety; new hire orientation and quarantine requirements/testing; and communication to parents, teachers, and staff.

Robyn Burke MOVED that the NSBSD Board of Education APPROVE the SY20-21 School Calendar Revisions as presented in memo number SB21-008 and attachments. Madeline Hickman SECONDED the motion. Discussion called. Question called. The motion FAILED with a roll-call vote of seven no, zero yes.

COVID-19 FALL PLANNING RE-ENTRY is presented by Superintendent Pauline Harvey, Instructional Specialist Kathleen Fischer, and Assistant Superintendent Mark Roseberry. COVID 19 Pandemic has impacted the North Slope Borough School District's delivery of educational services during the 4th quarter of FY 20. Many of the protocols that existed in the spring are expected to continue into the Fall. Included in the additional documents are the COVID-19 district plans focused around targeted instruction, social emotional learning and safety recommendations for operations management. Principals have reviewed these plans, have begun discussing the start of school to frame their plans for their sites. The teachers will be returning over the next weeks from the date of this report and have an opportunity to detail the plans for use in their classrooms. For the social/emotional learning, the counselors involved in the planning were Jocelyn Niedziela and Jennifer Brown. For the planning in special education, Director of Student Services Lori Roth met with Barbara VanFlein and Diane Seifert. Food service is handled by the Food Service Administrator Elizabeth Wright. Transportation is handled by transportation program coordinator Chris Battle and Information Technology is handled by Director Everett Haimes. The Curriculum & Instruction breakout group consists of: Teachers including Rondee Wilson, Tracie Nash, Joel Antes, Harlee Harvey; the Inupiat Education Department including Ronald Brower and Tennessee Judkins; and the Curriculum & Instruction department including Kathleen Fischer, Kim Neakok, and Ranel Gandia. Under the targeted instructional recommendations, there are three sections listed as Low Risk, Medium Risk, and High Risk denoted as green, yellow, and red. In these sections, each site must list the conditions of learning, continuity of learning, and capacity of learning. Under the conditions of learning, each site must determine the curriculum & instruction/special education delivery such as class size, assessment of skill gaps to determine interventions necessary, type of learning, and schedules. For Instructional Technology, each section of low, medium, and high risk determines the level of support necessary for students to do their work such as providing an on-site technician, remote service delivery, training, and/or remote support depending on the level. Under continuity of learning, skills gaps will continue to be assessed with careful consideration of conducting graduation audits, providing a single point of contact for families, and researching/implementing alternative setting programs. For Special Education, under the low risk, teachers will review the contents of the IEP and discuss options with parents as to how the IEP may be implemented in an alternate setting or alternate

schedule. AN IEP Amendment may be scheduled if any revisions are discussed. This meeting can occur in person or remotely. Related services and evaluations will be done via distance within the school building with SPED staff support. Under the medium risk, teachers will review the contents of the current IEP and discuss options of how the IEP services will be implemented within the current in school and remote service delivery school schedule. An IEP meeting may be scheduled either in person or remotely to discuss IEP implementation. If necessary, an IEP Amendment may be scheduled. Related services and evaluations will be conducted via distance in the school building with SPED staff support. Under the high risk, collaboration with the general education teachers will occur to ensure accommodations & modifications and services are in place. SPED staff will work with parents and the IEP Team to review and develop a program to meet the needs of students with special needs to provide a Free and Appropriate Public Education in an alternate setting. Meetings and services will continue thru remote service delivery as per required timelines. Related Services and evaluations will be completed remotely utilizing secure technology. For information technology, under the low risk, IT will set-up, support and maintain the secure network and technology needed for face to face and remote instruction for students and staff. Technology needs will be communicated through the Service Desk via electronic tickets. Support will be delivered in person or remotely through phone support, internet, and/or in person. IT will support district-wide communication, network, hardware, and software needs through phone and video conferencing. Under medium risk, IT will maintain and update the technology needed for a hybrid of instruction (face to face and remote) for students and staff. Needs will be communicated through the Service Desk via electronic tickets. Services will be delivered in person or remotely through phone support, internet, and/or in person. IT will support district-wide communication needs provided through phone and video conferencing. Under the high risk, IT staff will provide remote support for students and staff through the Service Desk to troubleshoot and increase internet capacity in all areas. IT will provide support and repairs from Utqiagvik through the local site techs. On-going site tech training will be provided. Under capacity of learning, Curriculum & Instruction will include: a unified communication plan for school community. Single delivery platform for classes. Unified plan for exchange of materials. Grouping of students by families. Unified grading system implemented. A single point of contact for families to navigate new systems, and training on ethical guidelines in digital settings for students and staff. For Special Education, based on building schedules, services will be provided in school in smaller groups or through individual instruction as outlined in the IEP. For Instructional technology, IT will maintain and update current systems to provide secure network capability to provide face to face and remote instruction. IT will continue to work with district partners to increase the capacity of remote instruction in alternate settings. IT will support district-wide communication needs relayed to phone and video conferencing. For the medium risk, Curriculum & Instruction, there will be a single delivery platform for blended learning of distance and in-building instruction. This includes a unified plan for exchange of materials, grouping of students by families, unified grading systems, and an extended school week for assignments. A single point of contact for families will ease the navigation of new systems to allow for an increase of online capacity and hardware. Training will be held on ethical guidelines in digital settings for students and staff. Under Special Education, teachers will implement services and instructional opportunities through in school and remote and remote educational opportunities. SPED teachers will coordinate with general education teachers to provide accommodations, modifications, and supports. For Instructional Technology, IT will maintain and update current systems to increase network capacity to provide face to face and remote instruction; continue to work with district partners to increase internet capacity for remote instruction in alternate setting; support district-wide communication needs through phone and video conferencing; and under the direction of IT, site techs will communicate and support student software and hardware needs. For high risk, there will be a unified communication plan in place

identifying a single delivery platform, unified plan for the exchanging of materials; grouping of students by families; unified grading system; and an extended school week for assignments. A single point of contact for families to navigate the new systems in place will allow for an increase of online capacity and hardware; and training on ethical guideline in digital settings for students and staff. Under Special Education, teachers will implement services and instructional opportunities through in school and remote and remote educational opportunities. SPED teachers will coordinate with general education teachers to provide accommodations, modifications, and supports. Under Instructional Technology, IT will: maintain and update current systems to increase network capacity to provide remote instruction; support district-wide communication needs such as phone and video conferencing. Under the direction of IT, site techs support student and staff network, software, and hardware needs remotely. Repairs will be provided through the local site tech or in Utqiagvik, as needed. IT will provide parent and community updates through nsbsd.org. An example of the schedule, by quarter, will include two groups, Group A and Group B. Monday and Tuesday will be reserved for Group A, Wednesday will be over Distance Activities, and Thursday and Friday will be reserved for Group B. The first quarter will hold Language Arts 9-1, Algebra 1-1, and Government and Economics 1-1. The second quarter will hold Language arts 9-2, Algebra 1-2, and Government and Economics 1-2. The third quarter will hold Earth Science 1-1, Physical Education 1-1, and North Slope History 1-1. The fourth quarter will hold Earth Science 1-1, Health 1-1, and Alaska Studies 1-1. For the Social/Emotional Learning recommendations, the conditions include the same low, medium, and high risk for each subsection on the conditions of learning, continuity of learning, and capacity of learning. For conditions of learning, under low risk: Parent/student engagement includes the Inupiaq Education department, building staff, school counselors, and Home School Facilitators collaborating to develop and maintain a unified parent communication plan. School counselors and home school facilitators will be available through office hours targeted to meet individual student needs and will respond to parents questions and concerns. Staff training, in partnership with the Inupiaq Education department, will be provided to all staff through remote delivery, including site administrators and paraprofessionals. The training will be embedded within the Inupiaq values focusing on promoting a structure and developing a predictable environment in all schools. Training will include but not be limited to: promoting a positive school climate, communication (verbal & silent), ACES Training, historical perspective of trauma, Restorative Practices and Restorative Circles, Non-verbal Crisis Intervention. Staff will collaborate to determine how to implement strategies through remote delivery. For inter-agency collaboration, school counselors will be reaching out to local agencies to establish partnerships to facilitate a plan for collaboration with school-wide and small group social emotional support. For student to student support, student council and peer mentorships will be researched and implemented in each school. For school-wide initiatives, school counselors will work with home school facilitators and local agencies to review training provided as part of NSBSD's suicide identification and intervention initiatives. Adjustments in training staff and students may need to be adjusted based on COVID-19 CDC guidelines. For School-based social/emotional plans, school counselors and home school facilitators will develop a building-wide social emotional plan for delivering emotional support to students. The plan will include classroom-based support, targeted small groups, and individual plans for at-risk students. For instructional planning, school counselors will work collaboratively with educational staff to incorporate social/emotional and trauma informed strategies into core instructional areas for in school and remote learning. Under medium risk, parent/student engagement will include counselors partnering with home school facilitators to develop and maintain a parent communication plan and be available through office hours to meet individual student needs and respond to parents' questions and concerns. In partnership with the Inupiaq Education department, training will be provided to all staff through remote delivery, including site administrators and paraprofessionals. The training will be embedded within the Inupiaq

values, focusing on promoting a structure and developing a predictable environment in all schools. Training will include but not be limited to: promoting a positive school climate, Restorative Practices and Restorative Circles, Non-verbal Crisis Intervention. School counselors will reach out to local agencies to establish partnerships to facilitate a plan for collaboration with school-wide and small group social emotional support. For school-wide initiatives, school counselors will work with home school facilitators and local agencies to recommend training opportunities and supports for staff and students through remote delivery or social distancing guidelines. Training will be purchased through the NSBSD Suicide Grant and provided to staff. Student training opportunities will be shared with parents through written or digital communications for support and approval. School counselors and Home School facilitators have developed a building-wide social emotional plan for delivering emotional support to students. The plan will be scheduled and implemented to include in school and remote delivery options for classroom-based support, targeted small groups, and individual plans for at-risk students with parent feedback and support. Instructional planning will include in-school and remote instructional delivery lesson plans including trauma informed strategies and engagement activities. Under high risk, for parent/student engagement, school counselors and home school facilitators will meet with educational staff to review the parent communication plan. Communications will be coordinated as per the communication plan. Due to restrictions on non-contact, all communication will be via distance and according to the unified communication plan. Inter-Agency partnerships have been established and communication will continue as established in previous levels of risk. School-wide, small targeted groups, positive school climate/relationships, trauma informed practices, and individual supports will continue via remote delivery in an alternate setting as per the school-wide social emotional plan. For continuity of learning, examples include scheduling, students at risk, and inter-agency collaboration. In low risk, schedules will be established to allow time for targeted social emotional groups. School counselors and Home School Facilitators will assist in identifying areas of need and work with parents for student participation. Student schedules will be reviewed and possibly adjusted to allow for in school and remote service delivery based on COVID-19 social distancing needs. Student at risk will be identified by school counselors, home school facilitators, and parents to limit participation in their instructional program. Individual learning plans will be developed to promote student engagement and learning opportunities. School Counselors and Home School Facilitators will provide training and identify students who may receive additional services and supports through the NSBSD Homeless Program. To ensure continuity, inter-agency partners will be invited to attend all social/emotional staff development trainings. For medium risk, schedules will be developed with inter-agency partners and parents to provide time for targeted social emotional groups. NSBSD will research and determine possible elective credit opportunities for student participation. Students at risk will have an individual learning plan with student and parent input to promote student engagement and learning opportunities. The District Homeless liaison will provide additional services to students who qualify through the NSBSD Homeless Program. Building-wide, small group, and/or individual supports will be provided with parent permission and/or the agency referral for inter-agency collaboration. Under high risk, due to non-student contact days, student schedules will continue remotely in an alternate setting. Instruction will be provided via a building-wide format such as: zoom, Google classroom, etc. At-risk students will be monitored for attendance, work completion, and engagement with school staff. Parent communication will be through digital or video formats. For capacity of learning, examples include student/emotional support, Ilisagvik Partnership, local agency support for students and families, local inspirational speakers, and community mentorship programs. For low risk, School counselors will utilize resources from the American Counselors Association and local agencies to provide support to students' anxiety and stress related to the non-student contact days during FY20 and possible skill gaps. Emotional support will be provided

for students to adjust to the new schedules, review and learn skills, and new instructional formats based on COVID-19 CDC Guidelines. Upon request and approval, NSBSD will partner with Ilisagvik college to provide a distance learning class. This elective credit class will provide skills to students to promote academic success in a remote learning environment. Support will be provided through NSBSD staff. School counselors and Home School Facilitators will be provided with an opportunity to attend a round table distance meeting with local agency representatives to learn services and support they can offer in person or via remote service delivery. For local inspirational speakers, presenters will be selected to share inspirational messages, messages of resiliency, messages of school importance and success, etc., to increase student engagement, motivation, and wellness. For the community mentorship program, community members will form a club during and after school to support students to participate in a cultural wellness program. New staff will be offered the opportunity to participate in a community mentor program to gain understanding and appreciation for the local culture. Under medium risk, School-based and distance delivery methods will be used to facilitate building-wide social emotional groups to support students' anxiety and stress related to the non-student contact days during FY20 and COVID-19 restrictions. With parent permission, students will be enrolled in an elective credit class to learn skills necessary to be successful in a remote learning environment. Supports will be provided through NSBSD staff. School counselors and Home School Facilitators will communicate agency supports available to students and families. www.nsbsd.org will have links to local Agencies for easy parent access. For local inspirational speakers, staff will schedule district and/or community-wide distance presentations to increase student engagement, motivation, and wellness. Delivery will be via zoom, facebook live, KBRW, etc... For the community mentorship program, community members will form a club during and after school to support students to participate in a cultural wellness program. Programs may be implemented within the home or virtually based on COVID-19 restrictions. New staff will be offered the opportunity to participate in a community mentor program. Under high risk, social emotional groups will be implemented as per student schedule via Zoom or Googlemeet. School counselor and Home School Facilitator schedules and contact information will be available on www.nsbsd.org. District and building-wide virtual assemblies will be announced on KBRW, www.nsbsd.org, through digital and video communications. Community members will maintain a club during or after school to support students and staff to participate in cultural wellness programs during non-student contact days. The program may be implemented in the home or virtually with the materials provided. Lastly, under Operations Management, are the safety recommendations with the three subsections of conditions for learning, continuity of learning, and capacity of learning categorized by low, medium, and high risk. Conditions of learning include examples for central office, maintenance & operations, food service, transportation and human resources. For district office staff, communication will be established and maintained with slope-wide communities and state-wide stakeholders to remain up to date on all COVID-19 guidelines to ensure the health and safety of students and staff. Updates will be shared with parents and community members through the NSBSD, KBRW, SAC, local VHF communications, Facebook, and www.nsbsd.org website. District office will oversee all operations in the midst of COVID-19. As this progresses under each risk, the establishment of close collaboration with local communities increase to support the implementation of local restrictions and guidelines. For Maintenance & Operations, To reduce disruption of instruction, deep cleaning will occur in the classrooms before school, after school, and between class rotations. NSBSD will purchase additional cleaning supplies to support deep cleaning efforts on all flat surfaces. This is the same for medium risk. For high risk, essential staff will be monitoring the building. As noted previously, classes will not be held in the building and hosted virtually. Cleaning will be done upon monitoring of the building and necessity. For food service, under low risk, based on building COVID plans, meals will be provided in schools. Students will eat in the cafeteria or

classrooms. Meals will be provided in disposable to-go containers. Under medium risk, the example is the same as low risk. For high risk, no meals will be provided in school due to student non-contact days. A delivery or pick-up system will be re-visited and implemented based on COVID-19 Guidelines for breakfast and lunch availability. For transportation, under low risk, all bus drivers, bus aides, and students will wear masks and gloves. Students will enter and exit the bus as normal. Social distancing will be in place, household members and/or family members will sit together. Students will be seated one or maximum two per seat. Parents can register their child for bus services thru the enrollment packet available at www.nsbsd.org. For medium risk, all bus drivers, bus aides, and students will wear masks and gloves. Students will enter and exit the bus as normal. Social distancing will be in place but household members and/or family members will sit together. For high risk, no transportation will be provided due to student non-contact days. Bus services will be utilized for meal delivery. Additional information will be provided for scheduled delivery, if needed. For continuity of learning, under Maintenance & Operations, low risk includes bathroom monitoring and cleaned based on a building schedule; cleaning products, hand sanitizer, disinfectant, and PPE will be available for staff use between classes; staff will be trained on the implementation and documentation of deep cleaning activities. This is the same for medium risk. Under high risk, based on building use, deep cleaning will occur in the classrooms before school, after school, and between class rotations. Bathrooms will be monitored and cleaned based on a building schedule. Cleaning products, hand sanitizer, disinfectant, and PPE will be available for staff use between classes. Additionally, staff will be trained the implementation and documentation of deep cleaning activities. Food service for low and medium risk include breakfast provided in a bag, lunch in a to-go container while high risk will provide breakfast and lunch prepared in to-go lunch containers or bags for pick up at designated areas or delivery to student homes. Transportation under low and medium risk include all buses disinfected and sanitized at the beginning of the day, between bus routes, and at the end of the day. Student PPE and temperature checks will be determined. The bus may hold twenty-six students with one per seat or fourteen students every other seat. Routes, time of pick up and drop off will be affected based on social distancing need. Under high risk, no transporation will be provided due to student non-contact days. Due to meal delivery, all buses will be disinfected and sanitized at the beginning of the day, between delivery routes, and at the end of the day. For human resources under low and medium risk, human resources will participate in State and Federal distance activities to remain up-to-date on COVID-19 related issues. Information will be shared with staff and community through digital communications as needed. For high risk, the district will work in collaboration with NSBEA, Native Vilalge of Barrow, and staff to develop instructional protocols in response to increased identification and “high risk” concerns. For capacity of learning, under Food service, the low and medium risk includes strategic seating used to support social distancing; staff wearing masks and gloves while preparing and packaging food; eating surfaces will be sanitized before and after each service; increased hand washing, sanitizing, and deep cleaning will be done. For high risk, breakfast and lunch will be prepared for students in to-go containers. Delivery or specified building locations will be used to distribute meals. A bus schedule will be done based on community delivery needs. On-site pick up locations will be marked with labels at school locations. Community members will be asked to pick up food items in designated locations utilizing social distancing and PPE. For transportation, under low and medium risk, the Bus Barn will work with parents and site administration to schedule bus routes to eliminate as much educational disruption as possible. For high risk, no bus options will be provided due to student non-contact days.

Points of discussion between administration and the Board include how each site may determine the level of risk based on the amount of cases in each village and its respective local, borough, and state mandates; enrollment of all grades; student/teacher ratio; financial capabilities; quarantine and testing requirements;

survey on school re-entry; distance delivery; and Inupiaq Education delivery for students. Board member Mary Jo Olemaun requested the Inupiaq Education Department publish their curriculum for family access to allow for learning at home.

SCHOOL BOARD COMMENTS: No comments were heard at this time.

PUBLIC COMMENTS ON NON-AGENDA ITEM(S): No comments were heard at this time.

DATE & TIME OF NEXT MEETING: Thursday, August 6, 2020 Regular Meeting in Utqiagvik, AK on ZOOM Video Communications.

ADJOURNED AT 3:32 P.M. Nora Jane Burns MOVED to adjourn. Madeline Hickman SECONDED the motion. Question called. The motion carried UNANIMOUSLY.

Respectfully submitted for the September 3, 2020 Regular Meeting:

Chelsie Overby, Board Secretary

Muriel Brower, Board President

Robyn Burke, Board Clerk

Date