

**SANBORN REGIONAL SCHOOL BOARD
MEETING MINUTES**

July 29, 2020

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A meeting of the Sanborn Regional School Board was held on Wednesday, July 29, 2020. A non-public meeting was held at 5:45 p.m. followed by the public meeting which was called to order at 6:55 p.m. by Sanborn Regional School Board Chair, Jim Baker. The following were recorded as present:

SRSD SCHOOL BOARD MEMBERS:

Jim Baker
Peter Broderick
Dawn Dutton
Jamie Fitzpatrick
Larry Heath (via remote connection)
Tammy Mahoney

ADMINISTRATORS:

Thomas Ambrose, Superintendent

STUDENT COUNCIL REPRESENTATIVE:

Jake Tedford

1. **NON-PUBLIC SESSION-RSA 91-A:3 II- Chair Baker called the meeting to order at 5:45 and made a Motion to enter Non-Public Session, moved by Mr. Heath and seconded by Mr. Broderick.**

Roll Call Vote: All in Favor

Discuss of student Safety in light of the COVID-19 pandemic.

Motion to exit Non-Public Session at 6:50 PM by Chair Baker moved by Mr. Heath and seconded by Ms. Mahoney.

Roll Call Vote: All in Favor

PUBLIC MEETING CONTINUES

2. **CALL TO ORDER** at 6:55 PM by Chair, Jim Baker who began by expressing his thanks to the public for their presence saying we want to hear everything you have to say. Mr. Baker reviewed the agenda which will begin with a presentation of the reopening of schools prepared by Administration and given by Superintendent Ambrose. Public comment will be allowed prior to the deliberation of the School Board. We are all required to wear masks and adhere to social distancing guidelines per the CDC regulations which he reviewed. Chair Baker informed all that the meeting is being streamed on *YouTube* live and gave the link to access it. He reviewed the protocols for public comment and turned the next part of the meeting over to Superintendent Ambrose.

3. **SCHOOL REOPENING PLAN PRESENTATION-** Superintendent Ambrose began by walking through the options of the plans, saying they are the result of hundreds of hours of work by a number of people; the administrative team, teachers, and community members. They have done multiples surveys, received many, many emails, had zoom calls and really tried our best to figure out what to do in this really challenging situation. There were two distinct work groups, one for pre-k-6 and one for 7-12 comprised of teachers, parents, School Board members and Administrators.

To see the reopening plan slides, please click [HERE](#).

Mr. Ambrose read a letter from the Administration summarizing their feedback on the question of reopening schools. To see the letter, please click [HERE](#)

Chair Baker invited two School Board members who are members of the Reopening Task Force to share their perspective on the Task Force and the presentation tonight.

Jamie Fitzpatrick-My observations from the focus groups: there was a lot of hard work and dedication from many people; the administration, teachers, and parent groups trying to address the many different aspects of starting school during a pandemic. Discussions were forthright and respectful of people's concerns and ideas. There have been a number of surveys sent out to gauge the concerns and the needs of the broader community. We were and are cognizant of not making decisions in a bubble without seeking greater input from the broader base of the community. We have seen the feedback that shows a great breadth of opinions from members of our community. We are trying to manage through a minefield of possible issues and concerns as we seek the best means to provide education services to our children. In trying to manage through these unprecedented times, there is a quote from an old movie that comes to mind; there are 8 million stories in the naked city. This is one of them. We have just under 1600 children attending Sanborn Regional School District and each one of them has their own story, their own unique set of circumstances, their families are trying to manage to get through their

COVID-19 pandemic . Families are struggling to find the right course to take to ensure health, safety, educational needs and economic security of their families given their specific and unique circumstances and risks that they face. Additionally we have approximately 300 staff in the school district that have their own stories, their own families, their own needs that they are trying to manage in the same fashion to get through this pandemic. There is no one solution that is going to be able to satisfy all those needs. There is no silver bullet that resolves all concerns and eliminates all risks. There are risks inherent in going back to school. There are risks inherent in remote learning and indeed there are risks inherent in life. What we are trying to do today and for the fall is develop a plan that will mitigate the risks as best we can and best serve the needs of the community, knowing we will fall short of addressing all the facets of all the stories of our students, families and staff as we navigate through these unprecedented times. What would the perfect world look like given a prism of a pandemic? In my eyes, that would be all the teachers that feel the need to be remote exactly match by greater numbers with all the families that feel the need to stay remote and that all those families that want to be in person match exactly the numbers of teachers that want to be in person in grade and in in numbers. Do I believe the stars will align to achieve this? No, I don't. I believe that time is short and decisions need to be made. We need to define the plan and proceed with flushing out the details. We need to reach out to the families and staff for their specific concerns on their ability to comply with the plan and then determine our best way to manage results and feedback such that we have the best possible position going forward. There's an old cliché that says no plan ever survives coming face to face with reality. That will also be the case here; no matter the plan we need to be flexible enough to make adjustments as they are needed going forward but we need to start with a decision and a plan and to work to implement it and then manage the exceptions as they arise.

There's an old cliché that says no plan ever survives coming face to face with reality. That will also be the case here; no matter the plan we need to be flexible enough to make adjustments as they are needed going forward but we need to start with a decision and a plan and to work to implement it and then manage the exceptions as they arise. Certainly, we understand whatever we decide there's only one certainty and that is we will not please everyone. It is just not going to be possible and so we will deliberate tonight with your input and try to get the best answer for our community. Thank you.

Dawn Dutton-I want to start by thanking everyone for lending us your voices, pulling together and answering those surveys. Nobody likes them. We sent out multiple surveys and you all did them and we really appreciate that because it was really important for us to hear all of your voices. I have been a part of this Reopening Task Force from minute one. I have seen every part of this process. I have received, along with everybody else, so much information that my head would hurt reading all of the information that we were given to make sure that we could make the best decision for our students. We were given a 37-page document that had every single student survey result on it. All of their answers and they're scared which was heartbreaking and really hard to read. So, I want the kids to know that we hear them and that we understand and

we're here to support them. I also want the parents to know that we understand that you guys are scared. We understand that there are financial responsibilities. We understand that you want your children educated as best as possible. We completely understand all of that and we have heard all of you. I want the teachers to know that we understand where they're coming from as well. It is not an easy decision to make to come back into the classroom or just stay home. We hear you. We understand and we respect everyone's decision and we hear everyone's voice.

There is not going to be one solution, like Jamie said, that is going to take and be the fix-all. There's no right answer. I am going to be blunt. It is a crapshoot. We are not going to have one plan that makes everybody happy. There's a quote and it's never been more perfect than right now unfortunately. It is that we are all in the same storm but we are not in the same boat. I want everyone to understand that we truly understand that. When we vote tonight, know that when we went through all the task force meetings, we researched everything and we looked at everything. We are going to make this decision tonight based on this information and all of this input that we received. We are going to try and do our best for everyone. It is not going to be perfect but we are going to do our best. Thank you.

4. **PUBLIC COMMENT**

◆ Cheryl Gannon (Kingston)-I just want to say that I have read a lot of these documents, not all of them but you guys did a tremendous job. This is one of the most thorough and readable documents; the charts and the layout of it was very readable. I got a little taste of what you went through. I just organized a soccer camp for 26 kids and Dawn, you hit the nail on the head. My head was spinning with all the information and cross-referencing and contradictions and what if and what if. This is I think probably one of the most, if not the most difficult decisions that this community is having to make. I am a teacher. I love being in the class. That is my first option that i would choose if there was a choice, but looking at all the what-ifs for the teachers, for the students the disruptions, trying to get little kids playing soccer, six and eight years old to keep a mask on for just 30 minutes was like herding cats and we tried to be nice and say to them, I know this is really hard but you have to do it. How do you explain that to a six or eight year old and say, no you can't hug your friend, you can't even be a foot from your friend. It's so hard. I just don't see how real learning can take place and with the difficulties that the teachers are going to have. If you don't have a teacher you don't have a class. It doesn't matter how many kids are there. Your teacher is quarantined for two weeks. Who's going to substitute? As you know, they help out but they're not going to give real learning to those kids, so the disruption of ins and outs and if you do have to close for two weeks, how many two-week closures are you going to make as the wave goes through the building until you finally say remote learning has got to be it. I did remote learning. I hated it but as Mr. Ambrose said we had a three day turn-around. We didn't know what we were in for. We learned a lot from that as

teachers and I think that if the teachers have time to get it better this time that remote learning as much as I hate to say it, seems to me to be the best option for everybody's safety. Thank you.

◆ Kristen Stogryn (Kingston)-I have two questions: so if a child comes in contact, what are we defining as contact within that three foot space within a classroom sitting at the same desk or are we actually talking about touching? Because it could go either way and that's tough. If we go by all of that and everybody's in school, I give it a month before everybody's out of school. If one kid gets sick and everybody in that kid's classroom has to quarantine for 14 days including the staff, the lunch lady, the Principal. It is a snowball effect.

Answer-Mr. Ambrose-I would say that contact is interpreted as the student that would be in class with that student but it depends and it is very, very difficult and makes it a tough call. At the very least, it would be the students they're in class with. So, what we are thinking is that if we had groups of students that we would have them in dyads. Using 1st grade as an example, getting young ones to wear masks as was mentioned by Ms. Gannon, we would logically have two classrooms paired up so that so if one of the students gets sick, it would primarily affect those two classrooms and we would hope they would travel to Specials in the same rotation. We would set that up right so we would manage the cohort group size which is what's required and so contact would be the students that they spend time with during the day ,not physical touching. We are defining it as their cohort group.

◆ Kristen Stogryn (Kingston)- I have kids that play hockey. In NH it is a completely different set of rules and regulations than MA, so nothing is concrete, so where do you draw the line? My second question is regarding SST. I have been in contact with them and they led me to believe that they are ready to go and are waiting on the sending schools to make decisions. They are properly outfitted. My son is supposed to be in the Automotive program and she said it is probably one of the safer places there as it is big enough, it is ventilated to meet OSHA requirements and it has to meet NH requirements and COVID requirements. If Sanborn goes remote, is SST also going to be remote?

Answer-Mr. Ambrose- SST is a subset of the Exeter School District. They haven't told us what their schedule is yet and I would defer to Brian Stack for the logistics of this but our initial conversations were that a number of our students drive to SST, so they can independently go there if it is open. For those who don't we can discuss whether or not we could do busing. These are great questions. If you think about it as a series of atoms splitting in the way that they hit each other, we have no idea what the patterns are going to look like as we've never faced anything like this. One thing I will assure you is we are not going to restrict our students from going to SST if it is safe to do so.

◆ Kristen Bucknam (Kingston)-I know this decision must be very difficult for everybody and appreciate all the work everybody's putting into it. My concern of course is not that I'm not concerned about others, but it's my child that I'm concerned with and he happens to be going in as a freshman this year. So, the concern for me and some of the parents I've talked to is that they're kind of going in blind. There wasn't any end of the year for them to come to the high school to even get to know anything about it. My son knows where the auditorium is and he

knows where the gym is but that's kind of it and I'm concerned about what's going to happen if they do either all remote learning where it was completely different in the middle school than it is in the high school and or if it's going to be just the half and half hybrid thing. So, do we know if there's any plan for these kids that really are going to be kind of new to the whole situation. High school's a big transition for them to begin with and then not knowing how it's going to work, I'm concerned about that.

Answer-Mr. Ambrose- The first step is for the Board to adopt a plan which is kind of a holistic plan with the four different options and then decide which one we are in so there's two steps really, there's two items. Once we have been given the directive as an administrative team as to what plan has been adopted and what level we're in then we'll start making all decisions. So, let me just play it out for you in the worst case scenario, if we're going to be full remote then you need to know that of course there will be remote orientations. We'll have video meetings with kids and say this is what your class schedule will be, this is how you log on and we'll walk them through it. There will be a lot of handholding to make sure that everyone is comfortable. I just don't want to answer a question before we have the plan adopted and then there'll be a couple of weeks of planning for what we're going to do next. So, I think a lot of people want us to give them every single answer to every little detail based on their child's experience and that's impossible because we haven't even adopted a framework yet.

◆ Kristen Bucknam (Kingston)- I understand that. I am not expecting you to give me an answer to my individual child. I am asking as a whole. We need to remember that there are a lot of kids who are transitioning to places that they really are unfamiliar with and we need to just remember to take that into consideration along with the whole big plan that there are these little clusters of kids for which everything is going to be new to them; either the first graders coming in or the kids going to middle school or the kids going to high school. It is a little more concerning for those particular groups of kids and for the parents.

◆ Rob Tersolo (Kingston)- I have four that will be attending Sanborn this year. I am fortunate enough where I've been out in the world and I've seen a lot of things and as per your graph up there, I see people on very different ends of this and I see people all in between so I kind of understand that your decision is going to be really tough. I appreciate all the work you've all done on this task force and such. The plan is fantastic; it offers great options the tier system I think should be a guide to basically everybody because of the people on the different sides of that some people want full remote learning some people want full face to face like it was. I see that the testing thing may be a problem coming in with that but me myself; I'm on the tier 1 side of it. Moving forward I would hope that the kids are put first, that the impact on the kids is considered first, whichever end you go on this. Again, I'm on tier one. I've got one going into first grade. I can't put her in a mask, I can't do that. On the remote side, there are so many kids that are going to get lost if you go full remote and I hope you'll reach out to them or set up a plan for that if you decide that way. I mean, there's a lot of research on the kids and I see that

they're the least impacted by what's going on. None of the data you can rely on from anyone. You see one story from one doctor in the morning and the same doctor the next day saying something totally different and that kind of confuses me. For the impact of the children moving forward, I think the staff and the administration (don't get me wrong, I care about them) but I think it would be easier to accommodate them than would a classroom of kindergartens kids. When you show the 32 percent of teachers that want to go back to face to face would there be a way to move them into lower grades so you can have that opened up and that option for them and then maybe remote learning for some of the older classes because again, I understand teachers you see fear in people's faces with this out in the world, but to me the impact on the children is devastating; watching them go through that last year was heartbreaking. No graduation, no proms. Those are important parts of all our lives that we've never forgotten. Any way we can limit that impact I would beg of you just try to move forward in that direction. I mean like i said there's a lot of data on children that aren't the same. They're not vulnerable and speaking of vulnerable, I think a lot of the things they propose the CDC, the DOE are broad brush that covers the vulnerable but doesn't take into fact the people that aren't vulnerable for this. The people that don't even get symptoms which majority are children. With these guidelines, all these guidelines I see the same mistake being made here as with the nursing homes. I mean make no mistake about this virus; the masks can protect you but they don't quarantine you. So if you have someone that's vulnerable, an educator or a child you've got to take that into consideration and a hybrid system is not going to help there. It's kind of been shown that way, it's a virus that's going to get past the mask or to slow it down. It does a great job on that. I have my own theories of where we are with that but my fear is that people think that we're going to go into hybrid and my vulnerable child, a vulnerable teacher is going to feel safer about that and I don't think that's the case with this. So, moving forward I think that should be in consideration as well. If you're vulnerable, I don't think these plans are going to help with that and that's kind of scary to me because I saw the same mistake made already with the nursing homes; they weren't fully quarantined and you had a problem. The testing is another big giant problem. The way it looks on paper if you have one person test positive, they're going to contact trace. Where's the limit on that? I don't see it being one class, it would be the whole school and whole families quarantined.

Comment-Mr. Ambrose- One of my team just sent me a message and for the purpose of the evening's conversation, the NH Department of Education plan, close contact is defined as a person being within 6 feet of the individual diagnosed with COVID-19 during their infectious period for 10 minutes or longer. Depending on individual circumstances and by case-by-case basis public health identify other individuals considered for at-risk exposure. So I just wanted to validate your point that is a lot of people and that's going to be a huge burden. Thank you to Dr. Haynes for sending that to me.

◆Rob Tersolo (Kingston)- Have any teachers had the antibodies test? Is there a program for that?

Answer-Mr. Ambrose- I don't have data on that. I tried to get one and my medical professional said it is not consistent and they don't trust it.

◆ Rob Tersolo (Kingston)- It is very concerning to me because we are 6 months into this and someone has to have data.

◆ Maureen Francis (Kingston)- First, I want to say that to make the comment that teachers especially have done one heck of a job. My son's going to be a junior this year and the way everybody threw together remote learning last year I thought was amazing and everybody muddled through but just a kudos to everyone at the school for doing that. I personally am a proponent of the hybrid plan. The one deficiency that I found last year was my son's ability to easily contact a teacher. He always felt like he was bothering somebody with an email or a message. So that's why I like the idea of the hybrid plan. The problem with that is that first of all, I think everybody has to remember that we really have to work as a united front for our kids, whatever decision is made by the school. We as a community need to back that and be really vocal about that with our kids. My one concern with the hybrid plan or any coming back to the classroom itself is with the people or the kids who are going to choose not to follow the rules. I'm wondering about teenagers and the discipline. What are the plans to handle that?

Answer-Mr. Ambrose- We always follow a code of discipline. If you are referring to masks, it is pretty simple; either you wear it or you don't and it is non-negotiable. You have to wear it.

◆ Kevin Donegan (Newton)-For testing is there any deal the school system has made to get testing in a reasonable amount of time? It seems that if we have someone who needs to get tested and it takes two weeks to get a test back, we have created quite a bit of a problem.

Answer-Mr. Ambrose- The school district can't contract with someone. I try to lead by example and asked for a test so I would know what I would be asking your children to do if they came to school and needed a test. It was pretty harrowing. I was told I would get results in 24 hours and I got them in 5 days.

◆ Kevin Donegan (Newton)-On page 7 of the document it does say that if the Board decides to send us back to school in the fall, that the public will have to OK that in some way. Is that a metric? Also, if we go to Tier 3 for hybrid, will there be teachers available for the higher grades to work on some level on the days the kids are remote?

Answer-Mr. Ambrose- Yes, the 3rd box in the flow chart in green; that's what we are doing right now. It is not a vote. We have to work together. The kids will respond to how we behave. That is the truth. The parental tone is more important than anything. Ques 2-No, they will be teaching the other half of students but they will always be available for students.

◆ Vanessa Matias (Kingston)- I want to start by saying thank you to everyone. They have put countless hours, meetings, conference calls, discussions and surveys, etc. into the district's plans. I agree this is one of the most difficult decisions that we as a district will have to face and unfortunately I know that not everyone will be happy with whatever decision is made also want to thank the teachers for all their work. You all did an amazing job in a short time with remote learning and I can speak for so many parents in saying that we have a newfound respect for all that you do. I hope that as time passes we don't forget those sentiments. I have heard and listened and digested all angles of all these plans. I am a dual working parent, own a business and have three children in elementary middle school and high school. I am concerned that should my family alone contract COVID that the ripple effect we alone could have on the district. If you ask my personal opinion I will say remote all the way. That's what my gut tells me. However, looking at all sides, it is my personal opinion that a hybrid model is the best solution. However, I do not support the current hybrid model as it is presented. During the various work groups both parents and teachers requested to add a hybrid model to the original plan and we were told that a hybrid model was not going to be a consideration and was off the table. After the surveys were received back and reviewed, the administration then decided to add a hybrid model. However, the remote work groups were not allowed any input or feedback on the hybrid model before it was released. It had already been sent off to staff for consideration before a meeting was even discussed with the work groups. I would like to propose that the school board not make a decision tonight and send the draft plan back to the remote work groups for further discussion about the hybrid model. The model presented is not our best work and I know we can make it better. I would also like to ask that if a hybrid or full day model be considered, the school board make a requirement that whatever plan is adopted that a dry run with decision makers (nurses, staff, administration and teachers) takes place before it is implemented. I asked in the work group to consider this as part of the plan. Teachers need to know what to expect as well as other staff members and they need to be able to offer their input for tweaks to the plan for they are the ones on the front line here and their input will be invaluable. In my ideal world I would rather the school board members be a part of the test group that actually participates in the plans before you make a decision. For how can you truly grasp the gravity of your decision should you not be allowed to see it in action. I hope that would be something you consider as well. I don't envy any of you in the decision you have to make. I just ask that you listen to all the stakeholders and do whatever you feel is right and if the current plan doesn't feel right, then send it back, allow us to make improvements. Teachers and staff need time to prepare, so I understand the urgency in making a decision quickly. Let's just make sure it's the best decision.

Comment-Mr. Ambrose-When you say that the focus groups weren't contacted. There just may be a piece of information that you don't know and I just want to clarify for folks. Vanessa and I have worked really closely on this, so we've worked hard. We received hundreds of staff and parent feedback surveys on Monday morning of this week at 8 am. By 4 o'clock, we had a draft plan. It was very clear in those surveys that people did not like what was presented with regard to the full in-person model, that was clear. We drafted the hybrid plan and sent it out to staff. The principals scheduled meetings with the focus groups and their entire staff to get feedback

on that hybrid plan. I met with you on Monday night from 7 to 8: 30 to discuss it. Multiple concerns were shared with me that night and then I met with another group of parents from the focus group the next morning from 8 45 to 9 45.

◆ Vanessa Matias (Kingston)-Yes, it is absolutely true that we met and discussed the feedback. What I was trying to get across was in the beginning, we wanted a hybrid option and it wasn't up for discussion, so we didn't get as much input into what you had released initially.

◆ Joanne Reisinger (Kingston)- I have reviewed the different options for the reopening of the school and had a mix of different emotions; anger, tears, fear and alot of anxiety. I am not trying to make a choice for other people but we should have a choice for remote learning on a consistent level. We have talked about different families and things and my family has high risk (age +60, AFIB, Diabetes, obesity) and my son contracted Lyme Disease when he was 2 years old. He is starting the 4th grade now his immune system is compromised from Lyme Disease and I have a letter from his physician stating as such as confirming that we are high risk. I don't want to be ditched by the system. Research shows anyone with Lyme Disease is high risk. Many people are compromised in this community. Remote learning needs to be considered. I see online that people are going elsewhere and this is going to cause a drop in enrollment. Children's emotional and mental health is important but my kid is happy right now. He understands the situation..that we are home. We are not having birthday parties right now. I don't want him exposed to that. I would like to present the doctor's note to the School Board tonight. My child needs remote learning right now. The goal is to all be back eventually. In the meantime, contact with some peers and a familiar face on Zoom will make that transition a bit easier.

◆ Kelly D'Amaral (Kingston)-My son is going into the eighth grade this year, so I'm very fortunate that I don't have to find child care for him. I am a single working mother. He's going to be home alone doing his school work all by himself just as he did in the seventh grade. Again I am very fortunate of that. A lot of families are not in that same situation, especially for children in the younger grades. Child care is not an option for students that are over the age of six ,seven, eight. You can't find child care for children that are unable to stay alone but have aged out of daycare, so I think that is an important to consider. Also, I have a friend that works at a mental health hospital very locally. In summertime, typically their adolescent unit empty. This summer it has been at full capacity. They recently had 25 children on the waitlist just to get in, Vanessa Matias did say that she considers or hopes that you consider delaying your decision. I don't think that it is an appropriate time to deliberate after hearing everybody speak and make a decision tonight. If that is the case i think you should really look into the mental health hospitals and try to get some numbers on suiciderates and severe anxiety and depression of children who are essentially scared and being left home alone and not having anybody to go to, so those are my main concerns is that these children are not getting the support that they need whether it be education or anything from home. You know there are children that rely on going to school to have any social interaction whatsoever and they're just not getting that.

◆ Natalie Hatch (Newton)-Obviously these are unprecedented times. We're all dealing with things that we never expected to in our lifetime. I've been a nurse for 20 years. I remember hearing in nursing school that we were primed for a pandemic and it was coming. I thought my nursing school instructor was crazy at the time. She seemed like a kind of out there old lady. Well, she was right. The closest thing we have to look at that was similar to this was the flu of 1918 that lasted for about two years so brace yourselves. This isn't going away. I think we've finally come to the point where most people are understanding that. So whatever plan we lay into place is obviously going to probably carry us through. I know everyone is scared. I have been working this whole time. I'm a radiation oncology nurse now. I used to be a cardiac catheter lab nurse; so much different thing but we've changed our entire practice from all in person seeing every patient physically to doing everything we can virtually and having only the patients that absolutely have to come in person come in person. We have half of our staff working remotely, and take our patients in the office virtually. I'm seeing the in-house patients in person sometimes our physicians are at their homes and doing their virtual content consults that way. We've all had to make big changes. My point in that is that I now know that if you appropriately come in contact with people in person, but you do it safely by socially distancing, by practicing good hand hygiene, by wearing masks, by being conscientious of things that you're touching and sanitization, the risk is much lower, especially in our population. We're not living in an area that's a hot spot and as things change and numbers grow, I mean you know maybe we'd need to change plans but I do want to urge people to consider the hybrid model as it kind of presents the most amount of balance for the most number of people right now with the exception of the teachers. The caveat there is the teachers, yes they're going to be in school, but they're going to be exposed to many less students at the same time and that piece is vital in slowing any transmission. Now with being vigilant about anybody with symptoms and monitoring and tracing, those things are very important. I had a question that might help some people understand why I support the hybrid model and that is what does it do with the number of students in the school and in the classroom at one time? Can anyone give me an example of that, you know my son's going into first grade, so what's the average first grade class number of students?

Answer-Mr. Ambrose- So, it would reduce the number of students from 18 to roughly 9 and would be in contact with the first 9 on Monday Tuesday and the other 9 on Thursday and Friday.

◆ Natalie Hatch (Newton)So, it doesn't change the number of people they come into contact with, not over the course of the week, but it does change the density of who they're being exposed to on a daily basis which is important. Also, my child is wearing a mask and I never thought he would be able to, so it is finding what works. He had to go to daycare as my husband and I are essential workers but is in a small group of 6-8. Also, if you are considering homeschooling as many people are talking about, does that mean a loss of funds for the schools? If quarantine can they access their information online?

Answer-Mr. Ambrose- We lose money if a family decides to homeschool we lose the State component to subsidize that student. However, with VLACS we do not. Ques 2-We cannot run hybrid and remote at the same time. The child would receive a packet at home to work on while quarantined. A medical condition would be different and we would have a different system for that.

◆ Heather Ingham (Newton)- As a parent and a member of the task force I can echo Dawn and Jamie's sentiments. This process was painstaking and anxiety inducing making decisions that affect our entire district is daunting, listening to all the feedback and survey results allowed for greater understanding of the needs of all parties involved. Due to information I have received, I am in favor of the hybrid model. This model allows for the needed compromise for all parties. As much as we want the world to go back to what it was before March 13, 2019, we sadly never will again. The hybrid model would allow for students to get back to school to have support from teachers, paras, staff and peers. It would also allow for limited exposure and mitigate risks as less students will be in each classroom. We will never be able to make all parties happy as it's been a divisive topic, especially around masks, the hybrid allows less time for students to be in masks because while they will only be at school two times a week versus the five. I know the district has worked hard to ensure the safety of all parties involved and I'm hopeful the board will vote for a hybrid model that encompasses the needs of all parties. Thank you

◆ Rachael Garbee (Kingston)-I would like to speak to a few concerns that I have based on the information I was given a week ago when I was presented with the original draft plan. As part of that plan we were told that the model that was being most considered was the tier 2 model which requires our students to be present and that our options for remote school would be VLACS. As a parent of a child who is enrolled in VLACS, I have information regarding that situation that parents need to understand and they need to be aware of. VLACS is not guaranteed admission. You can go to the school; you can be a child that is enrolled in that school but you must say that you are a homeschooling parent and you will be responsible for that child's grades and any information that needs to go back to the public school when they return to public school. That is the option that is currently available. There is also a very long waiting list right now. We enrolled my son at the very beginning of all of this because I knew that that was going to be the situation that was occurring and it's something that you just need to be aware of as it is not a full remote option that is available to every parent because not every parent can say that they are homeschooling . If you choose to be a parent who does enroll their children full time, it's only available to full time middle school and high school students. In that capacity you can be a full-time student who is managed by VLACS and you do not have to be declared as homeschooling but you will go through an entire six-week process where the teachers and administration determine whether your student is actually eligible to be enrolled in that full-time classroom. Something else I would just like to note that the elementary program that VLACS has just released for parents and students who are in the situation that we are all in will not be supported by IEP's, 504s because they will have to declare us homeschoolers. Something else that I would just like to state is that I've done a bunch of

research on what other districts are putting out for their plans and you know I was asked to do this because when I said to the team that was presenting this information, why don't we have a remote option for families who are not comfortable, I was told bring information to the school board about other districts who are doing that. I have no less than 15 plans from two different states including the state of New Hampshire with five surrounding districts who have a remote option for parents and students who are not comfortable with returning back to school. Finally I would like to say that if children in our D.J. Bakie School are going to be required to wear masks full time, we need to make accommodations for heat index days just like we do for snow days because children cannot accommodate the heat that will be in school and wear a mask safely. Thank you

Answer-Mr. Ambrose- VLACS has changed their rules over the last 2 weeks. I attended a one hour meeting with the Director of VLACS so if you could email me everything that you just shared because it is completely incongruent with what I was told so I need to research that. I have been told that you don't have to homeschool anymore and that came from the Commissioner of Education. So, if what you said is true then that is a big problem.

◆ Mark Corbin (Kingston)- I have a son who will be a sophomore this year and I'm heavily in favor of online learning mainly because nobody gets sick and nobody dies. Put kids on a school bus, pack them in there. What's the CDC telling you if you get close to each other, if you're in groups? That's how this spreads. A school is absolutely the worst place to be. They're kids. They're not going to social distance. They're not going to know how to social distance. You can tell them to do it but they're going to touch each other, they're going to play with each other, they're going to take their mask off, they're going to put each other at risk, they're going to take that home. They take it home, a kid gets sick and he could have infected 30 people and by the time he knows that he infected 30 people after he gets his results back, a week has gone by and that just spreads. Those 30 people have interacted with 30 more people a piece, so to me the answer's simple there's a lot of inconveniences with online learning but nobody dies. You may have to find a babysitter or you may not be able to go to work or it may be difficult. I got lucky my son's a good student; the teachers did an absolutely excellent job last year. I thought it was amazing how well they did and I thank them for that and I thank all you for going through what you did but COVID-19 is not going to last forever. This may be the only year we have to deal with this. Why not take the route that is safer where no one gets sick and dies. There will be a vaccine. In other countries that have taken better action than the US, it has gone in a progressive manner towards a better outcome. There are less people spreading it. They have a better handle on it than we do. Fortunately, we live in NH which is one of the few states where it is not spreading. It hasn't gone up in MA. I think 187 kids were diagnosed in FL this week. It doesn't care who it kills. This is about one school year online. It's an epidemic and it's pandemic. It's going to last a certain amount of time and it's going to go away but if you stick kids on a school bus and you stick them in a classroom, you're just asking for trouble; it's going to spread that's what it does. Look at every situation where there's people going to parties. They get sick and everyone around them gets sick. To me, it is simple; online learning is the way to do it.

◆ Jennifer Cook (Newton)- I have 2 children, one going into 6th grade and one going into 1st grade. My head is spinning right now just hearing what everyone has to say. I think that everyone really needs to understand that what some see as a simple solution such as finding a babysitter might be inconvenient is also putting some families at risk of maybe losing homes, losing jobs not being able to put food on the table. I for one have not been working since March. I've been very fortunate to have been furloughed and that's coming to an end, unemployment's coming to an end. I don't have an option to work remotely and I have to go back to work to support my family. If I don't have that option, then my family's faced with a lot of very difficult decisions. I'm not saying school's a babysitter. I'm not saying that you forget safety. They've got to get back into school. I've got to go back to work. I just think that those pieces need to be considered because it's a reality for a lot of families. I don't have the option to stay home. I have a couple of questions in terms of anything aside from us returning in person. If we do the hybrid model, if we go remote, is there an expectation that there will be an end date to that. For example, if we say we're going to go all remote start up the school year remotely with the understanding that by November 10th we're going to go back in person or by January 4th. Is there a time frame that we'll be looking at or is it just sort of an unending time that we're going to be using this particular tier because if we go remote, we have no idea how these safety measures are going to be in the school system. We don't know if they're going to work, we don't know the trickle-down effect. We don't know the quarantining teachers and students being in and out of school because we'll be remote. I have a lot of concerns. I understand remote learning is going to look differently than it would in the spring. I'm just speaking from someone who had a five-year-old who didn't want mom as the teacher, who had a fifth grader who although was very independent, struggled learning alone in the walls of our own home. In the springtime, I felt like this is an emergency. We're going to do this. We're going to limp through it and it's going to be fine but I have true concerns now thinking about my children going into these grades and everyone else's kids in a variety of different grades who are going to be in contact with their teacher two days a week and then have three days at home with follow-up work where essentially parents are the ones making sure it happens, which puts the burden on us getting children to follow through and I don't know about anybody else my kids enthusiasm for learning goes from about a ten to three when it's coming from me versus coming from the teachers and I'm not saying these things to say anything is right or wrong. I do not envy any of this but if we don't know what school will look like with these safety measures, I think that in some ways you've got to try it. We could go back and have the safest school year we've ever had because kids are staying home when they're sick, when they have a runny nose or a fever. We are washing hands and wearing masks. I'm not saying that's the way to go, I just think it needs to be considered and so that was my one question in terms of there being a deadline. My second question is what will we base the change in tiers upon, meaning right now we have all this data from the CDC, the NHDOE that says these are the guidelines, these are the regulations, this is how you could technically go back to school but then we took polls and public opinion and what people want and what people don't want, so what happens if we start remote or hybrid

and then in January think oh well you know numbers are still going down. Is this a good time to revisit this? Are we going to look at the guidelines and the are we then going to go and poll back out in the community again to find out that people are still too scared to come back because at some point we have to go back to school. You have to. There's no way we can continue to teach our children and to give them a foundation for the years to come at home. It is scary. I have asthma; my six-year-old has asthma. There are other underlying health conditions. I'm not undermining any of that but at some point we had to say okay, we have to try this and if we talk about how scared we are our kids are going to be scared. If we talk about ways to protect ourselves, they're going to do that. My six-year-old walks into the store now with his hands by his side if he doesn't have pockets and practices not touching anything and staying safe.

◆ Erin Lavallee (Kingston)-I was pleased to see a hybrid option this week. I just wanted to make a personal comment that where I work we survived an outbreak at our facility and it's horrible and it's terrifying. I didn't anticipate how fast those emotions hit you and also the trauma and the guilt. So I'm sure that you're probably already considering all that but just that your own staff is aware and prepared, because if something like that were to happen it's devastating and it was devastating for our residents, to their families as well because we were close to them and this virus is sneaky and it comes in and it's already infected multiple people before you even realize it. So, as long as we're all just aware and really taking those precautions; parents being very careful, being vigilant monitoring your children. Keep them home if they're not feeling well and call the nurse. It's horrible. So if there are resources for teachers such as therapists or counselors available because if it happens it's very devastating.

◆ Jen Lampron (Newton)-in the spirit of transparency, when will the data from the surveys be released, as in the student data, the parent data, the staff data. I know you saw you presented something but I'm looking to understand what you got in and what were those responses. I understand that you'd have to redact comments because obviously we don't want to be passing on personal information but what's your plan in terms of passing that on? (Mr. Ambrose-just email dr. Haynes for the survey results at phyanes@sau17.net). If you go forward with this hybrid plan, how will you accommodate to give 100% of an education with only 40% in the classroom? This concerns me. I am in favor of the return to the classroom. I want five days in the classroom. I want to see those children get a real education and receive the social interaction they need it for their mental health. These are things that are important to me personally. I'm back to work and I know that we have tracing protocols. I'm assuming that you'll have the same thing based on that write-up. There are camps and there are daycares that have been open locally and they have children coming through. Do you have data from that? Is that something that is shared through the State of NH? If not, why not? To me, that would be important information for you to make decisions moving forward. Could we contact them to see how they are doing?

Answer-Mr. Ambrose- This is concerning to all of us. There is no database that tracks daycares or camps that I am aware of. We can look into that but they're not schools. If you have names of specific daycares or camps running regularly, we would be happy to contact them.

◆ Annie Collyer (Newton)-I have to say that I have been, up until this past week, a really strong advocate of going back to school and then learning that the staffing situation that we have, where we have 51% of our staff who are scared and they're at age points and risk points where they are not comfortable coming back to school. I have to say that I think a hybrid or going back to school option is just not realistic. We don't have the staff to be able to educate those kids in the classrooms whereas that same staff is available on a remote basis. I've been thinking a lot about what I would do if I still had my children at home and one of the things I would do is definitely explore VLACS as an adjunct to the remote learning here. I respect that our teachers have learned a lot and I hope that they're going to take three weeks because they start school later and allow the teachers to really put together their remote learning plan if that's what you implement. The second thing is I would get together with a group of other parents with similar age kids and share some of the home schooling. So I'd form my own little cohort of children so that they have social, emotional exposure and learning and can go out in the backyard and play and can do some stuff and can learn together and support one another. So I think that there's some ways that parents may be able to do some hybridization that isn't dependent on 50% of the teachers not being able to come to school.

◆ Dave Hardy (Newton)-I am new with two kids in the school district. I want to start with seeing if there's possibly a time where my daughter could meet the teachers that she will be interacting with this fall because I understand that this is a lot of back and forth. I respect people's feelings and they are scared and kids are also scared and they're naturally scared of the unknown but how we're acting and stuff like that is going to be keeping them on that path. It's reinforcing their concerns and this is what we as parents are here for to calm them in the events that scare them no matter what they may be. There are so many people that are returning to work and have worked through all of this, myself included and it's not really been that bad with all the precautions set in place. There are not many cases that have popped up and if they have the spreading really has been handled well too. So, basically we're new to all this. No one's well-versed in it and we have to make adjustments as we go. Aside from the COVID-19, I strongly believe that there's behavioral and personality development issues that can arise from the lack of interaction with the other kids. Otherwise, are we supposed to just wait for a vaccine to come out and things will magically return to normal because you know then whether you're going to worry about the side effects from that because this really isn't the new normal. We should be putting the kids in as much structured routine as possible. I don't think that as long as precautions are set to put them in a hybrid doesn't sound that bad but I am against doing full remote. I would personally like to send them to school with as a tier 2 plan.

I think that sounds good. Plenty of businesses are doing it and it is taking a good course. I mean the teachers hold an amazing position on children in the development and they're essential

workers themselves and they're not really being recognized as such because they hold such a strong development with the kids and just looking at the screen where your teacher is not going to give you that overall development.

◆ Amy Maltese (Kingston)-This is the first time I have worn a mask during this whole viral experience we are having. So I'm going to say I would do remote learning and the reason that I would like to see that happen at this point is because my children will not wear a face mask and I do not want government encroachment in my life which is what would happen with tracing and I don't trust the test results there was an article that just came out this week where 600K military personnel all got positive COVID tests and it wasn't the case at all. Half of them weren't even tested so this is what we're dealing with; unsubstantiated, confusing information. Children are impacted .012% by this virus and our children are being punished and impacted. My children do not wear a mask. They are not afraid because we live our life as fear nothing but fear itself. So if you live your life that way that's how your children will live their life as well. So I'm for remote learning because that's the only other option I guess or they don't get an education. So that's where I am at.

◆ Kristen Stogryn (Kingston)- If we go back to school and it is deemed unsafe and we switch over to remote learning, can that process happen in reverse; can we start remote and go back if deemed safe to school? My second question is given the status of mental health and the influx of kids that have anxiety and depression, are we prepared as a district to provide more staff to address that?

Answer-Mr. Ambrose-Thank you. I did mean to and I did not answer that earlier and I appreciate that you brought it up again. We all recognize that whatever decision that we make we have to be the way the Commissioner of Education puts it, we need to be nimble. So we do have the ability to switch from one of the four zones to the other so there are two things that need to happen. One is that the School Board adopts a plan and the other is that the School Board places us in a tract on the plan. My recommendation to the Board should I be asked would be to set a time limit to revisit wherever we are. We have to look at the core key driving factor of the decision; community transmission. Right now, the core key driving factor is that we are not in community transmission. The question is, if we go back to school with in-person learning, will we have community transmission and that's the whole argument. Community transmission would be a major marker in deciding which way to go but I will also reiterate that to run a school, staff need to feel comfortable. Administration's job is 24-7 night and day until this is over.

2nd Ques- I am equally concerned as is the staff. The budget adopted was adopted 4 days before COVID-19 and remote learning started. I cannot just add salaries as it doesn't work like that. The 1st step is to ensure safety and once we have a decision and a tract, we will address that and it is on the radar for sure.

◆ Rhonda Allain (Newton)-School is about much more than just academics. I have a very brilliant child who is incredibly shy and she's getting nothing from remote learning on things that she truly needs to work on. She needs to work with groups; she needs to speak in front of a class. None of that happens with remote learning at all. I also want to make sure that we understand the rates that are in our towns. I checked the New Hampshire site this morning: zero in Kingston, zero in Fremont and less than four in Newton. It has been very similar for a while. That's an important factor for us to consider.

◆ Todd Lagimonier (Kingston)- I am a father of a 4 year-old and I want to address my comments to the two in-person options, the tier two and the tier three hybrid learning and quite frankly I don't get the benefit of the hybrid model. I try to compare the two from an education perspective and clearly five days in class versus two days in class there's no comparison. So, let's look at the safety side of it. On the surface a hybrid model, you have half as many students in the class at a time but throughout the week all of the students are in the class at one point or another so it doesn't seem to make a difference from a staff point of view. So, that just leaves the student numbers and although on the surface again it does look like it's better, the three days students are not in class, some of them, many of them are going to have to be in daycare type situations assuming. Parents can find those daycare situations and therefore those students are going to be interacting with others from both maybe inside and outside the community so if we talk about contact tracing and the risks involved in that, it seems to me that there is risk in the hybrid model beyond what we're going to see in the classroom. We can't just look at this in a vacuum and consider what's going on during the school day. There's a whole story to it so I am in favor of getting back to school. Our daughter is a sponge; she loves learning, she loves being in school and I'd like to see that happen and again, I just don't see the benefit of the hybrid model. I think we should give tier 2 a try.

◆ Melissa Adams (Newton)-If you decide to do the 100% remote learning, what will that look like for families that have parents that both work full-time during the day and there is no one to help the student during the day. For instance, I have a child going to fourth grade and if my situation is anything like what it was in spring, I was lucky enough to be remote and help him but I had to hover over him to make sure he was staying focused, make, sure he wasn't rushing through. That will not be my case in September where yes I can find somewhere for him to go but I'm not expecting his grandparents to help him during the day with his remote learning. So, will we be penalized if the learning has to wait until we get home from work to help them? So what are your thoughts on that because I know a lot of families that will have to do that.

Answer-Mr. Ambrose-That would be something that you would need to share with his building principal and teacher and work out with them. The crux of the conundrum that we're in and I just want to be blunt, I'm in that problem. My son will go to school two days a week on a hybrid model they've told us already. My wife and I work full-time. Luckily they're old enough to stay home. I'm in it with you. I'll have to go to work and then go home every night and do school with my son. Every day let me tell you that's like pulling teeth. So, I am with you but the answer

is that you're going to have to work with the building principal and classroom teacher as it is different for each grade.

◆ Brittany Gurrisi (Newton)-I have been so stressed about this decision for months, so it is actually a relief to see that it's also weighing so heavily on you guys; to know that we're all kind of in the same boat and like have the kids best interests at hand .I still don't find myself on one side or the other. Like you said there's no absolute right answer. I just had a couple points in questions and things that I've been thinking about that I want to share. One of my concerns with my son is going into the first grade is being able to follow the rules; keeping the masks on them, not fidgeting. Not to call anyone out but walking in here as adults, we all herded into the doors. Nobody kept six feet apart let alone three feet of space. People are touching their faces. I've been touching my face. Guarantee you that there are masks that are not perfectly on in this room. As adults, how do we expect our children to do it when we're not able to do it for a couple of hours. So, asking my child to do it for 8 hours is difficult. As far as mental health, I feel like it's been addressed tonight in a way where the kids not going to school are missing out on the social opportunities but I'm also concerned with what going into the school and being told no you can't play with your friends, no you can't touch this, no you can't get close to your friend, no you can't read a book together, you always have to have a mask on, oh you touch something it needs to be disinfected is going to do for their stress and their mental emotional health too and coming out of it. Is it going to create anxiety for the kids and being like okay you know years down the road COVID is over we can return back to normal and they're going to be nervous to play with their friends or to go to school. I'm concerned about my son going and it becoming a stressful situation for him and tainting school and he still has many years of it in the future and I don't want it to become, you know, an anxiety point. As far as the testing and stuff goes, for example my mother tested positive with coronavirus a couple months ago. After she got her positive test she was still not getting negative tests she was still testing positive. I know the CDC has now said that you know 10 after 10 days of the test you're not supposed to be contagious anymore but that's also changing day to day so as far as with the testing, if kids are testing positive are we just doing the 14 days is it a negative test and as well as with that if we're looking at you know you need to you have a you know the kids get sick all the time in the winter. Obviously the masks and stuff will help with that but I felt like from November until March my son had the sniffles every other week last year and you know if they're we're looking at every time they you know have the sniffles or have a runny nose or their throat is a little sore they need to go get tested if they're missing days and waiting for the test and going on and on is that going to affect attendance and that they're going to be penalized or held back or not be able to achieve enough to be able to move on to the next great level .

Answer-Mr. Ambrose-I have not heard about the test showing repeated positives, so I am learning too. We are not in the business of penalizing students that need to be out for COVID that's just not on the table. The entire nation, if not the world is about 4 months behind in their education. We are going to take kids in the zone of proximal development and move you to the next step because that's what you need to learn next.

◆ Renee Ulcickas (staff person at Memorial)- I am a Special Education Case Manager for our Basics Program. I work with the kids or help support the kids that Tom was talking about and was worried about their mental health. We are reconfiguring the district so for me as a Special Education Case Manager, I am going to be getting kids on my caseload that i don't know so am i introducing myself to them online. How effective is that going to be? These are kids that might have mental health problems or kind of issues connecting with people and with community so I'm asking that if we could maybe come up with an option or consider trying to get us in person for as long as we can to build our communities. At the high school, the middle school, we need to build community. If you do not have community you will not have academics. So I'm asking you to consider mental health. I am a staff person; I might not have the same view as the classroom teachers. I'm not a classroom teacher though but I do support kids. I go into many different classrooms. I want to support these kids. I want to give them a good start to their school year and I want to build our community because if we don't have the community they're not going to learn and they will suffer so if we could maybe make that an option to be considered maybe that might be something that we could all agree upon because we do need to agree upon this. It frightens me to hear that a five-year-old is scared to go to school because obviously that's their parent's perception but it also frightens me that a five-year-old refuses to wear masks because that's their parent's perception. We all need to agree on what we're going to do and act like adults and support our children.

Chair Baker thanked everyone for their excellent input saying the School Board members will now voice their opinions on the matter.

5. **SCHOOL BOARD DELIBERATION/ADOPTION OF SCHOOL REOPENING PLAN**

Peter Broderick-I think we're going to all agree that someone, a teacher, student or staff member is going to test positive in the Sanborn Regional School District within the next couple of months. What's the effect of that? Well, I did some numbers: if two students at the high school (less than 1%) have COVID-19 and if they have three or four classes that's 80 to 100 students that are going to have to be self-quarantined and that's going to be somewhere in the vicinity of three to five teachers, not including the specialty teachers that go into the classroom to be phenomenal. We very quickly could end up with no staff. Picture the same thing in the middle school or the elementary schools: two students (again less than 1%) of that school test positive. You're not talking just the teachers and the parents, you're talking the one-on-one aides, and you're talking the specialists who come in, speech specialists, math specialists. They're out. The physical education teacher is out, the art teacher is out, and the music teacher is out. How do you run a school? I guess I'm leaning towards, well let's put it this way, you want to go home and pick up your phone October 15th effective immediately there'll be no more school at the middle school or the elementary school because of COVID 1-9 virus. Now you're running around saying who do I get to babysit tomorrow, what do I do for daycare. I'm going to get a little personal with you because I'm not only a grandfather, I'm a great grandfather but I'm

going to tell you right now if one of my children (and I raised 9 of them with my wife) call me and say "Dad, can you babysit Anna tomorrow because the school she's in has COVID virus:", I'm going to have a long talk with my wife on whether or not I do because at my age, if I come down with, it there is a 75% chance I'm going to die. So, do we now say there's going to be remote learning watch the results especially of the parochial schools in the area, the charter schools in the area and be ready for, we're going in ready to go or do we reverse it and end up with problems to the parents and say, Hey effective tomorrow, good luck to you". If we tell you now you will be able to talk to your neighbors you will be able to find someone hopefully. You'll be able to prepare and work. You can tell your boss, "I can work two days a week my husband's going to work two days, we'll work something out". It's an awful, awful situation. If I'm going to error, I'd rather give you time to get out there and work the best you can than to have a phone call and say "tomorrow", think of that happening. There's no right decision and when I talk (right in this very room) I used to say to the kids "you can disagree with me but if you see my logic, that's all I can ask for". It's okay to disagree with me. So you can sit here and say "I don't agree with you Pete but i see what you're saying" because there is no right or wrong answer here. We're writing the playbook. We're writing the history. We're trying to figure out something that's never happened before and I've already talked to the Superintendent, we talked here. I'm going to say right now, after all these years teaching some of you probably where I was your teacher but I want to make sure that those kids are learning. I don't want this to be you know half vacation time and that's where it's going to fall on the parents a lot. Your job is going to be a lot more difficult making sure that your child did their assignment that day and please understand it. How many of you want to go back to algebra and geometry or biology with all that stuff. So, yeah it will be on you. I can't take the gamble that some child is going to get sick because they came to school. I know I have heard you say how do you socialize when you're going to be 6 feet at a minimum apart? Sorry I have to lean on the side of caution with the understanding that we luckily have petri dishes. We can see with the parochial and the charter schools and other States that they're working fine, we are going to pull that plug and start school. But I can't error on the side of children getting sick and bringing that home to parents and their getting sick. You roll the dice and you hope. So I have to lean towards remote learning even though I don't like it.

Larry Heath-As Pete said there is no good program; neither one is right or wrong but I think what we need to remember is the needs of the students. We need to make sure they're safe. We need to make sure that they're in a healthy location. My idea is that we start off with remote learning. We continue to evaluate and review the situation. If we see that it is getting less and less, there's no reason why we can't step back and go to full open, but we need to make sure that we are covering all the bases. We need to have a plan in place to shift from one to the other and we need a date that we could sit there and say "okay, let's look at it and decide which way we are going to go". I'd like to make a comment at this point that we set October 15th as that date to review and make it the next decision. That gives us six weeks once school starts. We should have a fair understanding of which way it's going. If it goes up in our area, then we'll know that we'll keep right on going. If it goes down, maybe we'll slip over to number two, we'll

go over to number three, review it and then take it to number one. The important thing is we've got to make sure that the schools are safe for our students and that they are healthy places for them to come. Don't forget each child has parents and grandparents and we've got to be careful not for just what's around us but who they may contact as they live from day to day. I'm for remote learning at this point with a review and evaluation in the future and not too far in the future.

Tammy Mahoney-So this is this is certainly the most difficult decision in this is my fourth year on the Board, it's the most difficult situation that we've been in and I just want everyone to know that I have two children; they're out of high school now but my daughter had her year impacted as well. She was a sophomore last year and so she had to spend from March to the end of her semester at home working online. I've spent pretty much most of the summer watching comments from different college parents worrying about all the comments that everyone has made here tonight about the safety of their children and the education of their children, whether they should send them back to school. Her college has decided to do most of their classes online but they are bringing the students back and so people are concerned about the health and safety of their students in the college setting. I want to thank everyone for all of your comments. I know there are a lot of different opinions in the room. There have been a lot of people who have emailed us as well to offer their opinion and I thank and appreciate that also. I am very concerned about the education of the students in a remote learning setting but I'm also concerned about the safety factor. Dawn referenced the surveys that we were given. We were given the results of the surveys, all the comments that the staff had in their surveys and the students and it really was heart wrenching to read, especially the students' and they ran the gamut also. There are students who are very much looking forward to returning to school. There are students who are really concerned about their health and the health of the people around them, their families. Staff expressed the same thing. I am in favor of the option that the Administration is recommending to us because they are responsible for rolling that out and monitoring it. I'm not in favor of an open-ended remote learning experience but I will support the option to begin the year with remote learning but I agree with Larry that we need to have some definition on how we're going to evaluate, that we set points and set some criteria for how we're going to make the decision really do hope we can get back to face-to-face instruction. That really is the goal of everyone here.

Dawn Dutton-I don't know how many of you know but I have three kids at home and they all want different things. I have tried to take and listen to everything everyone has said and I think about my oldest who's going to be a senior and I think about the things that she's going to miss out on but there are so many other things that are bigger than that right now. Safety is a huge priority. Parents and financial situations, being able to have the time to plan because you can

almost guarantee that when we start, if we start in person, we're going to end up remote and it's going to be like Pete said, it's going to be real fast and parents are going to really struggle and they can't plan for that. How are they going to handle that if we are in person and a student in a class tests positive. All of the students in that class will have to go and quarantine along with their families which means the families will not be able to go to work with the way I understand it. That's a concern to me as well we're adding stress on top of stress on top of stress. We talk about social-emotional and I'm trying to look at it from every perspective. There are challenges with remote, there are challenges within person. I see there being potential for social-emotional no matter which situation we choose. My gut is telling me remote but for a very specific amount of time before we reevaluate. It will allow students to start the year knowing okay, this isn't forever. It will allow parents to plan. It will allow teachers to create a really strong curriculum and I want to make sure like Tammy said, that the curriculum is really strong. I want to make sure that our children have access to the teachers so they can ask questions, they can get emails answered promptly. I'd like there to be a real solid plan in place so when students have questions they can get answers. I really like what the high school did where they had set times for the students. I understand that there will be students that may not be able to attend at those times so being able to have those teachers record that so that it can be played back later for the student. I know a lot of the teachers did that in middle school; they would post videos for the learning and the children could go back and they could re-watch and that was extremely helpful as well. So, I guess my gut is telling me remote with a definitive time frame to re-evaluate.

Jamie Fitzpatrick-I'd like to echo Tammy's comment about the difficulty of the decision, certainly the most difficult decision I have had to face in terms of engagement from the community. I've not had my email lit up like the way it's been lit up on this issue. Numerous people couldn't be here tonight and also sent many notes in. I very much appreciate the people that got up and spoke. I think that if my count was right, I think that we had half the attendees get up and speak and so I appreciate that. As you can listen from today you can see that there's a wide swing in the community. We've just heard some impassioned comments about favorability for remote and I'll try to make an impassioned comment in the other direction. COVID is not going away. COVID is here, it's going to be here with us through this school year. I heard people mention vaccines. I don't believe a vaccine is a panacea here. I think if all of a sudden a vaccine comes up it's going to be a rushed and untested vaccine. Do we as a school board and an administration say to the community, you must inject an untested vaccine into your child in order for them to go to school? I'm not a doctor. I'm not prepared to make that decision and tell people that's what they must do. We heard comments tonight about the difficulty of getting good strong accurate information on this. I'm not sure how believing I would be of the statements that say, no it's fully tested and completely tested and you don't have to worry about it. So, I have concerns that a vaccine is truly a panacea. We had a lot of comments about safety. Certainly I'm concerned about safety. I'd take a back seat to nobody on that. I just see safety maybe different in terms of what we're looking at. So, if you go to the CDC site and you look at the comparisons of COVID and the flu, you'll find out severe complications in children are five to ten times more

likely with the common flu than they are in COVID. Clearly that's not the case with elderly, quite clearly, quite the opposite. But for children that is the case. The director of the CDC made the comment the other day that the risk of death of a child is one in a million. For that one person it's horrific, it's horrible, it's unbearable but there are also risks in everything we do in life. There are also risks if we go remote. The teachers; hat tip to the teachers and they did yeoman's work putting this together with no chance to get ready to plan and they did as I said yeoman's work in putting together a remote process for our district that said it's my belief that we did not get a whole lot of accumulative knowledge. We kind of sustained where we were. I think Tom mentioned in the last speaker that the whole world lost four months' worth of education so we're going to have to take that into account as to where people are. So if we're talking about a year and we say we might want to get back but I'm not sure anything's going to be terribly different in October than it is in September and are we going to put another year of, well we don't really get a lot of cumulative growth in education for our students. I don't think that's putting the kids first. I don't think that that's an effective education for them and I do think it has long term impacts. Are there difficulties with going full-time? Absolutely, I think Tom laid them out and the Administration did an excellent job in laying out what those difficulties are. I think Tom and his administration team actually said that it's not viable to go full in person. I agree it's difficult. I think we have to try if in fact 50 of the teachers don't show up as a survey shows, well then clearly we're not going to have in person. If in fact the testing is set up the way that it's set up and if in fact we treated that literally, then yes we're going to have problems and maybe it does come out to be that it's not going to be viable and then we can't do it but I don't consider the testing to be as black and white. I read through the 54-page document from the State a few times. Engrossing reading if anybody's interested and there are contradictions all through it in terms of exactly how hard one's going to interpret signs. We did go to the legal team. The legal team gives you the advice that legal teams give you, they give you the advice to say this is your least risk option. That's what you pay legal teams to do. I'm in business. We hire lawyers all the time. They always tell me I can't do things. When I pushed us to what the law says, I said well yeah there's some risk there. There's a risk waking up in the morning so I think it's difficult. I do think it's manageable. Again, I think we need to try. There are real and permanent costs to not going back if you look at what the risks that have been identified. The director of the CDC was just pointing out the other day the risk of going back for children of catching COVID is far less than the risk of suicide for our children. It's far less than the risk of drug overdose for our children, far less by being remote. We risk children and some children are having very great difficulties. I've got some heart wrenching emails talking about what they're going to do; their child is regressing. They're turning back into themselves. They're not sure how to get them out of it. That's real too. What if God forbid one of those children can't handle it and what if they harm themselves in some way. That's child safety too, so I take that into account. Also the –social- educational of the special education; the 504s the IEPs do we think that we really did right by all those folks in the emergency in the spring. I think we tried really hard but I don't think we're able to do that and with planning, can we do it better we can do it a lot better with planning, can we do it sufficiently the same as in person. I don't know. I don't think that we can talk about economic impacts to families and I've got emails on both sides of

that school isn't child care and etcetera but it is real. People could lose jobs. People could not keep their families together. The stress of the families could grow nationally. We're seeing that the levels of abuse being reported for kids is down so you think that's a real good thing . Intuitively that just doesn't make sense to me. High stress, difficult situations, unprecedented at times. People in a difficult situation and everything just gets better all of a sudden. I think it's just not being reported. Why might it not be reported? Kids aren't in places where it can be seen and reported. I hope that God there's none of that in our school district. I don't know whether there is or not. God I don't want to know whether there is or not but that's a national issue. It's real; it's a child safety issue that is associated with remote so I take that into account. Also hybrid I don't think makes a lot of sense to either the teachers or the students. You get kids home three days, you've got parents not having an ability to really manage that those kids that are home three days are going to be having a lot more contact with a lot more people that are a lot less controlled than when in school. So if they're having a lot less controlled than they do when in school then they're bringing into the teachers a lot more exposure than they would have had if they're in a controlled setting in the school during that time frame, with less time out exposed to other people that may or may not have been social distancing. So when I add all this up there are a lot of hard difficulties. Do I know that this is the right choice? No I don't. Do I believe it's the best option? Yeah I do. I think we need to try.

Jim Baker-I've gone back and forth on this issue for months. When I ran for school board, one of the platforms I ran on was academic outcomes, improving academic outcomes and I think we've made some important strides in that area but the past few months I think have been a big setback in terms of the environment that the kids were left to learn in and from reports to people that I run into and neighbors and people I know and families, even though we've gotten some praise for the remote learning that Sanborn was able to pull together, it's still not even close to what needs to be done and the delivery that that needs to happen in order for the kids to progress to the extent that we all want them to. I look at safety and I have to agree with the comments that were made by people that the information that we have is not reliable. We just can't talk to this expert. Everybody has a different view from Dr. Fauci all across the whole country and the CDC and all these different groups. The financial stress on families is really important and that's another thing that was part of my platform when I ran. I ran to try to get our costs under control and our financing better allocated so that we weren't wasting money in some areas and under spending in other areas. This is going to be incredibly difficult for families to try to go back to work. People have to have incomes. Our whole economic system is based on a combination of kids in school and at least one parent working and sometimes two, oftentimes two parents working. So how do parents cope with that if their kids aren't in school? Then I look at the logistics of how having kids in school is going to work and the monitoring that has to be done. All of the hurdles that every single day these kids have to get through between wearing masks and social distancing and not being able to interact with their friends and the quarantine rules. If somebody gets sick we've heard all about how that's going to just mushroom out amongst various groups of people. So, what are the probabilities? That depends on your opinion of how real these numbers are that we get fed by the different agencies all the time. You know

it is the probability of a kid getting sick 0.015 or is it something else? I don't think I really know that. The two things that have really decided this for me are one the teachers' survey where they said knowing the plans that were being offered they'll not do face-to-face teaching. So, that's huge in my mind. They're just not going to do it and they've got legitimate reasons for that. The other part of it is families have to be able to plan. There has to be some sort of consistent base from which they have to plan that. Dawn alluded to that; if we open the school for a few weeks or a few months and if it goes great that's terrific. We lucked out but if we open the school and as Pete said somebody gets sick and then it ripples through teachers and other staff and administrators and groups of kids, we're going to shut down and so I'm looking at this. What are the probabilities? No crystal ball, nobody knows. The chances are if this is as transmittable as we're told and I've been reading about groups of kids now that have gone to graduation parties and done this and done that and they're getting sick in New Hampshire, we've been fortunate. I mean, if you look at the numbers in New Hampshire the people that have been severely impacted by this are compromised elderly people in nursing homes. The younger population is pretty much skated free but what is the risk of that in an environment that we're talking about where you've got all these people together and they want to be together. They want to be with their friends. I just don't see that really being us being able to pull that off and so we put the kids in school for three weeks or four weeks or a month and then somebody gets sick and within a couple of weeks depending on how many people are impacted and the fact that you've got teachers that don't want to do face-to-face teaching. We're going to shut down. So my opinion is we start off with remote learning, let parents know that that's what it is, as hard it is, at least they're not going to have a rug pulled out from under them a month from now. They're going to say okay, this is what we're dealing with. We've got to figure out a plan for how we're going to monitor our kids, have our kids be at home or with neighbors or friends or relatives. It gives them time from now until September to work on a plan and it's and some people aren't going to be able to do it and my heart just breaks for those people because it's just going to be awful for them but I don't really see any logical way to go about it beyond that. We have to give people the opportunity to plan and we can't pull the rug out from under them a month from now. So I am going to vote for the remote learning but I like Larry's idea of a drop dead date of October 15th when we're looking toward that and we're tracking the data and the results with the idea that if we can open school up after that we will and we're going to keep doing that process going forward until we are able to open the school back.

Chair Baker asked for a Motion to approve the remote learning option, moved by Mr. Broderick and seconded by Mr. Heath.

Mr. Fitzpatrick asked for a friendly amendment to add the October 15th review date as suggested by Mr. Heath into the Motion, seconded by Mr. Heath.

Mr. Broderick amended the Motion to approve the remote learning option to be readdressed by October 15, 2020, seconded by Mr. Heath.

Mr. Fitzpatrick said it appears to me that my dissertation has not changed anyone's mind, otherwise people would be asking for further discussion. I think my opinion is pretty well known and pretty well stated as best I know how. I'll also reference comments that were made earlier tonight. There is no one good solution here and I don't know that I'm right, but I do know as a district we do need to be together, so that's all I have to say. You can call for the vote.

Vote: All in Favor

Superintendent Ambrose said (as part of the previous Motion), the Governor has given the opportunity to use 3 days at the beginning of the year without penalty for preparing for this unique year. So the Administration would just ask the Board to consider allowing students to start school 3 days later on September 8th.

Chair Broderick made a Motion to start school on September 8, 2020, seconded by Ms. Mahoney.

Mr. Fitzpatrick commented we need to do a better job at remote learning, have more consistency and be able within grades to have the same type of experience to make sure we are getting accumulated knowledge and that we are passing that on to the students. I know that is the Superintendent's and Administration's intention and the teachers' intention. I fully support this extra time. That is where the focus now has to be; how do we make remote learning a better experience for students to give them the best education we can under this scenario.

Superintendent Ambrose clarified that the Motion should state the students start date is September 8, 2020 and the staff days stay the same with staff returning at the same date previously planned.

Chair Broderick amended the Motion to say the student start date is September 8, 2020, seconded by Ms. Mahoney.

Vote: All in Favor

6. **ADJOURNMENT-** Meeting adjourned by Chair Baker at 9:48 PM

Minutes Respectively Submitted by:

Phyllis Kennedy
School Board Secretary

Minutes of the School Board meetings are unofficial until approved at a subsequent meeting of the School Board.