

**HOLLIS SCHOOL BOARD
JULY 30, 2020
MEETING MINUTES**

A regular meeting of the Hollis School Board was conducted on Thursday, July 30, 2020 at 6:00 p.m. at the Hollis Upper Elementary School.

Robert Mann, Chairman, presided:

Members of the Board Present: Tammy Fareed, Vice Chairman
 Brooke Arthur, Secretary
 Amy Kellner
 Carryl Roy

Members of the Board Absent:

Also Participating: Andrew Corey, Superintendent
 Gina Bergskaug, Assistant Superintendent
 Bob Thompson, Assistant Superintendent of Student Services
 Candice Fowler, Principal, Hollis Upper Elementary School
 Paula Izbicki, Principal, Hollis Primary School

AGENDA ADJUSTMENTS

Requests were made to adjust the agenda by allowing public input to follow the presentation, and by adding, under Deliberations, Board action on an amended school calendar.

There being no objection, the agenda was amended as requested.

APPROVAL OF MINUTES

School Board July 20, 2020

**MOTION BY MEMBER ROY TO ACCEPT, AS PRESENTED
MOTION SECONDED BY MEMBER ARTHUR**

ON THE QUESTION

A request was made that acceptance be tabled until clarification could be provided on public input.

MOTION FAILED

0-5-0

**AMENDED MOTION BY MEMBER ROY TO TABLE THE MINUTES OF THE JULY 20, 2020
MEETING UNTIL THE NEXT REGULARLY SCHEDULED MEETING**

MOTION SECONDED BY MEMBER ARTHUR

MOTION CARRIED

5-0-0

NOMINATIONS/RESIGNATIONS/CORRESPONDENCE

Superintendent Corey read the following statement:

“Dear Community members,

I want to thank you for taking the time to share your input both those in support and opposed to our new wording on masks. The proposed change regarding masks, not yet approved by the Board, is based on discussions with our workforce. Staff is concerned, and expressed the view that masks add another layer of protection. Staff has asked us to require masks. Mask breaks will be built into the daily schedule, and flexibility will be provided to both the Administration and staff to decide mask breaks based on what is taking place instructionally.

We will also be increasing our recess and outside learning opportunities, which will reduce the use of masks. I do not envision our students wearing a mask for 7 hours/day. Students will wear masks, which mean a mask like I have on, a face shield, one of the gaiters, which is a pull up or pull down device, or a face covering. It is a very wide open piece for what works for that family.

Students will wear those when they board the bus, enter school, walk through corridors, or when their teacher or administrator asks them to be worn. In the classroom, teachers will provide breaks. Students will take them off at lunch and during any outdoor lessons or recess. We will be monitoring all aspects of our plan and will evaluate any changes based on local conditions.

Our State data is trending in a positive direction, and if the situation warrants, we will make adjustments prior to September 9th. The words in the plan have changed, but our intent has not. We are currently evaluating our wording, and will be willing to make further recommendations at our next meeting.”

The Brookline School Board approved the plan with the exception of the language around masks requesting the language be reviewed and a recommendation brought before the Board at its August meeting.

DISCUSSION

- Updates to the Return to School Building Plan 2020-2021 (Plan)

Assistant Superintendent Bergskaug spoke of changes that have been made to the Plan based on input received.

Health & Safety

With regard to daily symptom monitoring, both students and staff will be required to answer a series of questions. The questions will change as the recommendations from DHHS have changed. That language will be sent to the Community Advisory Group to identify the exact questions. If responding yes to any of the questions the student is expected to remain at home.

The daily symptom monitoring form is accessed the same way we access report cards or how we will be doing registration beginning this Saturday; through PowerSchool. Responses to the form are simply yes or no. The form generates a report that goes to Administration so that each day they can understand which students are not expected to arrive. The list will go to the nurse’s office so that the nurse can follow up with all of those families to gather additional information, and to try to better understand what type of follow up will need to take place, does the actual symptom require a quarantine or can we expect the student to return the next day. Those are questions for the nurse and family.

If the answer is a no to all of the questions, the student shows up to school. If not answered, the district will reach out to all of those families individually.

Assistant Superintendent Thompson commented on the guidelines released by the NH DHHS. At the time of the first presentation, the guidelines had not yet been vetted. The recommendations have been vetted and feedback received from the community advisory group and school nurses. As a result, the district is proposing full implementation of the guidelines for symptomatic students and staff. The following language will be added to the Plan:

- All DHHS Guidelines for Schools for symptomatic students and staff will be adopted. This includes:
 - Any student or staff member who is symptomatic and confirmed with COVID-19:
 - At least 10 days have passed since symptoms first appeared, AND
 - At least 24 hours have passed since last fever (off fever-reducing meds), AND
 - Symptoms have improved
 - Any student or staff member who is symptomatic but person refuses testing for COVID-19: same as if confirmed with COVID-19
 - Any student or staff member who is asymptomatic but tests positive for COVID-19: 10 days (assuming person remains asymptomatic, if person develops symptoms see above)
 - Any student or staff member who is exposed to someone suspected or confirmed to have COVID-19: 14 days (assuming person remains asymptomatic)
 - Person cannot “test-out” of 14 day quarantine
 - Any student or staff member who has traveled outside of New England: 14 days (from last day of travel)

It is important to realize that our school nurses deal, on a daily basis, with guidelines and regulations from the DHHS. Every day they are put in a position where they need to evaluate students and symptoms to determine if it meets a certain set of guidelines. An example of what will come up this year is students sent to the nurse’s office because they have symptoms that may look like COVID-19; could have a runny nose. We have to look at the student’s medical history to determine if it could be a child that has seasonal allergies. Our nurses are the experts that can take the guidelines that are in place and determine if the situation in front of them presents itself as a COVID issue or some unrelated medical issue.

Any student or staff who has traveled outside of New England (New Hampshire, Vermont, Maine, Massachusetts, Connecticut, and Rhode Island) will have to quarantine for 14 days. This is specific to staff and students. If a family has a member that travels for business and travels outside of New England, the family does not need to quarantine.

Instructional

A question that has come up quite frequently is the idea of pivoting. The three models that have been created allow the district to be very nimble and move in and out of remote learning and physical school environments very quickly. One of the questions that is continually asked is what situation would present itself that would result in having to move from physical school to remote or vice versa. The answer is not black and white. Decisions regarding the pivoting between instructional models will be made at the determination of the Superintendent in conjunction with the Department of Education and DHHS.

Provided was the example of what occurred in March when the decision was made by the Superintendent to close the schools for a single day to do a deep clean after we suspected that a staff member may have been exposed to COVID. That day entailed a lot of conversations as a senior leadership team, with building administration, there were calls with the Department of Education, the Department of Education was consulting with the Governor, we were in contact with the DHHS. The feedback they provided was they didn't think it was necessary to close, but we had the ability to make that decision ourselves. Our Superintendent took it upon himself to close the school in an abundance of caution.

Decisions regarding pivoting from instructional models will be made after careful consideration of available data including, but not limited to, local and state infection rates, potential known exposure by students and staff, and workforce availability.

We need to have a certain number of teachers in the physical school environment if we are going to be able to offer a physical or remote model.

Assistant Superintendent Bergskaug addressed direct instruction noting direct instruction will follow the in-person instruction model in regard to the schedule and expectations for learning. Session length and daily frequency are based on district-determined best-practice, e.g., Kindergarten students will not sit in front of a computer for 7 hours, but will have a very structured schedule for the day. Pacing will mirror in-person instruction, and we will propose some days of collaboration to ensure that our remote teachers are keeping in pace with the in-person teacher. Class periods are more for the COOP discussion. For elementary classes, there will be a morning meeting (via Zoom), which might flow directly into a math focus lesson, which may be followed by small group instruction. ELA and specials will occur daily, and either science or social studies depending on the day. Expectations have been added around what that looks like.

If your child is participating in Zoom instruction, we want to ensure we are following the law and not recording the Zoom session from your phone or computer, that it is really just live interaction. We are making families aware of the fact that it is illegal in New Hampshire to record telephonic or electronic communication without everyone's knowledge.

Assistant Superintendent Thompson noted another aspect added to the Plan is a dedicated substitute for each of the two buildings (2 are proposed at the high school based on size). Building administration will direct the work of this individual. This may include additional support to the nurse or other work related to mitigation efforts. It is understood if adding an auxiliary location for the nurse we have a supervision issue if we have students in more than one location. This individual could provide coverage for classrooms and may also cover lunches.

With regard to additional cleaning protocol, there is a hydrogen peroxide based product that is on the CDC list for cleaning. All surfaces will be cleaned with a mister and then an electrostatic sprayer used to deliver the peroxide based product. Because it is electrostatic, it clings to all sides of surfaces. Cleaning protocol videos will be included as part of the professional development.

A presentation was provided depicting what a typical school day will look like. Can be viewed [here](#) (beginning at tape counter 19:41).

Principal Fowler restated some of the items identified in the reopening plan; masks/facial coverings are required. It states periodic mask breaks will be provided, and there will be at least 5/day (3 times where teachers will be asked to take classes outside/snack/lunch). In addition, the Superintendent has stated if you need to go out we will look at a time that works for you and your classroom. A teacher may reach the decision that the class needs an additional break.

Specific student exemptions for face coverings will be accounted for within IEPs/504/IHPs. Procedures for attendance, notes, and specials have all been adjusted, e.g., do not want paper being handed around. School breakfasts and lunches will be delivered to classrooms. Depending on what is needed, meals may be eaten inside or outside.

When outdoors, teachers will have walkie talkies and emergency backpacks. Campus safety protocols will continue to be enforced. Being able to practice the reverse evacuation drills at the start of the year will be especially important as students will be outdoors more often.

Nurses will have a primary office as well as an auxiliary room to be able to keep students who might be exhibiting symptoms of COVID separate. Students returning from an absence who have been checked by a physician and that documentation has been shared with the school, can return to school the next day without a visit to the health office. Students who had an absence and have not seen a physician are asked not to arrive at school until after carpool and bus drop-off (around 8:45 a.m.). Every student returning without a doctor's note has to be seen by the nurse.

Principal Izbicki noted desks are set up to ensure 6' separation vertically and horizontally. Markings will be placed outside of the buildings. All staff wear ID badges. When face coverings are not being worn, the recommendation is that they be in some kind of plastic bag (will be distributed). All procedures/protocols will be reviewed with staff.

Arrival and dismissal times will be staggered. Car arrival will look very different at the primary school as a plan is being worked on to help alleviate backup traffic. It is anticipated there will be more cars in the car pool line. Two different means of exiting the building are being reviewed. The front of the building will remain for the buses, but there will be separate entrances for each bus as they unload, and the group of buses will leave together. Car dismissal time will begin earlier this year at 2:35 p.m.

Principal Fowler commented in the past, HUES was able to permit parents to drop students off at 8:00 a.m. and have them in the cafeteria. That will not be able to be accommodated this year. Staff will be onsite from 8:15 a.m. to 3:20 p.m. As soon as the 8:15 a.m. bell rings students will come in. There will be different doors available for students to enter the building. When buses start pulling up from HPS it is typically around 3:10 p.m. That is typically completed by 3:20 p.m. On days that it runs later, staff will stay. If it becomes a frequent occurrence another plan will have to be made as it would go beyond the contract language.

Principal Izbicki noted teachers will be asked to have an outside time of learning in addition to during P.E. and environmental science. There are numerous locations for outdoor activities. A rotating schedule will be provided for the use of the various outdoor locations.

A sample schedule was provided for HPS. There will continue to be 2 recess times (morning and afternoon). The desire is for some kind of time outdoors for an academic area. With the intent of focusing on social emotional needs there will be time, if needed, to plan for that. There will always be a morning meeting where we connect with each other. There are concerns about academic gaps and what occurred during remote learning, and there is the desire to ensure there is time for that. Social studies and science time continue to be included as part of the day.

Principal Fowler provided an example of a student schedule at HUES. They will have teachers self-select and sign up for what works best to take their class outdoors in addition to recess and other outdoor times throughout the course of the day. The focus is how do we make this as normal as we can for our students. There will be academic times, specials, and lunch. She commented on how much the students like to self-select guidance lunch bunch. They came from all different classes to have lunch with Mr. Daneau, School Counselor. Although we cannot do that this year, Mr. Daneau will eat lunch every day of the week with a group of students so that he sees those students every single week.

Another question that has been raised is with regard to remote teaching, and what that looks like compared to what is happening in the building. There will be synchronous classes, which means we need students to show up. If they don't show up for a math lesson, they are absent. Then there will be small groups, breaks, time for band to happen, social emotional learning lessons, social studies and science. They will follow the same trajectories; if in-person students are doing the American Revolution and it is a month long study, our remote teachers will be doing American Revolution for a month long study. Students will be given time to work independently as well as in small groups. Specialists will be zooming. There will be mandatory specialist classes. It might look a little different than in the building because there is not enough time for the specialist to do 3 or 4 more classes, but there is enough time for them to do 2 or 3 more a week. Just like in the buildings, students get time to work on their tasks. When they are off Zoom lessons they will be doing some tasks and then will come back in. The length of the day is mirroring that of an in-person day.

There will be pivot days where the district has to unexpectedly go from in-person to everyone being remote, which is why it is so important for both the in-person and remote day to be in sync. Tools will be utilized in the classroom that remote students are using so that when having to move to remote, the transition should be done well. There will be dedicated time for specialists, which will follow a pre-planned schedule based on grade level. That information will be shared with families.

Traditional snow days may still happen when we have power outages. Snow days that make driving to school unsafe, but when the sun is shining in the afternoon, may turn into remote learning days.

Superintendent Corey commented on having worked with the Hollis Police Chief, Joe Hoebeke, for the past few months. Chief Hoebeke has been working very hard to secure another grant. At the August 10th Board of Selectmen meeting, he will convey that he has received a grant that will provide us with a second Community Liaison/School Resource Officer (SRO). That individual will be working with Officer Bergeron at the High School. We will have two full-time officers working at the school, which will help out tremendously with traffic and other issues. The Selectmen were very much in favor of that when they encouraged Chief Hoebeke to go for the grant. Under the title of Community Liaison, the officer will have more than the traditional SRO duties. That allows Chief Hoebeke to make further use of that individual during the summer months, etc.

Superintendent Corey spoke of a conversation he had with John Penney, the engineer in charge of the HVAC. The expectation is that a full report will be available sometime next week. He has indicated he has not seen anything that would prevent the district from re-opening from an HVAC point of view. We have the capabilities to increase our ventilation, which is priority #1 (airflow). The heat source air pumps at HPS are all vented to the outside directly. That air is always coming in as fresh air. Upgrades are being made at HUES. What we have in place currently will meet the needs. Recommendations will be included in the report for considerations when entering the winter season. At that point you are talking about dampers needing to open and close more frequently, etc. Mr. Penney will notify the Administration of any rooms that cannot be used because of ventilation issues. With specials going to the classrooms, if additional space is needed, those rooms could be utilized.

Superintendent Corey stated the proposed changes to the calendar include a delay in the opening of schools until September 9th, which provides two professional development days to be added to the schedule on September 3rd and 4th. October 9th would become a practice day for full remote instruction. November 3rd is not a change to the calendar, but where we traditionally have done a SAU professional development day, that will be given back to the buildings for professional development and instructional collaboration. In those first couple of months we will be identifying gaps that were created last March. This time will provide the teachers an opportunity to plan. What is new in November is the proposal that November 23rd would become a remote learning practice day and the 24th would be a teacher collaboration and curriculum day. Those dates may flip. That would also give us a solid week to clean the buildings as we start to head into the colder weather. In December, the request is that the 21st and 22nd are remote days and the 23rd is a curriculum collaboration day. The Administration will be back before the Board in October/November with any recommendations for the 2nd semester.

Asked, Assistant Superintendent Thompson stated the DHHS has defined fever as 100.4. The questions on the daily symptom monitoring form will match the guidelines from DHHS and will include a specific temperature. Specifics will be published to all families before the start of school.

Member Arthur questioned the discrepancy between “Any student or staff member who is asymptomatic but tests positive for COVID-19: 10 days (assuming person remains asymptomatic, if person develops symptoms see above)” and the more strict “Any student or staff member who is exposed to someone suspected or confirmed to have COVID-19: 14 days (assuming person remains asymptomatic). Assistant Superintendent Bergskaug remarked if exposed, it could take a few additional days for symptoms to show up. That is why it is 14 instead of 10 days.

Asked if a person having a positive test and quarantining is required to provide proof of a negative test to return to school, Assistant Superintendent Thompson stated they are not. Vice Chairman Fareed commented the guidelines are what they are because it is presumed that either you have tested positively or had symptoms and had the disease, according to what she has read from DHHS and CDC guidelines, at a certain point you are no longer contagious even if still symptomatic. Not requiring a negative test to come back to school is per guidelines. She asked for clarification her belief is accurate. Assistant Superintendent Bergskaug stated that to be the case.

Assistant Superintendent Thompson commented on the amount of discussion that occurs between the nurses and administration when making decisions about this, and evaluating each case in the context of what the guidelines are.

Member Arthur questioned if, during a 14 day quarantine, the student would pivot into remote learning, and if a teacher, will they be teaching remotely. The response was yes; from a legal standpoint, the district is not

permitted to deny a child an education for 14 days. They absolutely would be put into remote learning as well the teacher would be. That assumes that people are healthy enough to be able to participate in instruction.

Asked if in the case of a student, a remote teacher would be assigned and then the student would return to their previous teacher upon returning to in-person instruction, Superintendent Corey remarked, at the present moment, what was described is correct. The Administration would like, and there are discussions ongoing, around a Zoom room so the teacher could be in the room and the student that is part of the class and is quarantined, could access that. That is an item that will be discussed with the workforce.

Vice Chairman Fareed commented that sounds reasonable for 1st or 2nd grade, but in the upper grades where there is differentiation in math and reading levels, etc., how do we address if someone is in one level of class and we have remote learning teachers dedicated to the remote learning, do they have the certifications and able to keep up with the various levels that are being taught so that the student in remote learning is receiving the appropriate instructional level. Superintendent Corey remarked it would be premature to give an answer as it is still unknown how many students and/or teachers are returning to in-person or remaining remote. That is why the two major options planned for are in-person and remote. Registration goes out Saturday and we will start to get those numbers in. There will be a better sense of where we are at in time for the August meeting.

Assistant Superintendent Bergskaug stated math will be taught a little bit differently this year. For the most part students will remain in their group and there will be small group instruction to address specific needs of smaller groups within the class. That might be done electronically or in a separate room with appropriate physical distance or plexiglass. The traditional movement for all students during math will not take place.

Vice Chairman Fareed remarked the list of symptoms for COVID-19 look a lot like symptoms for a lot of other bugs that kids pass around, and adults get. She questioned how the district will distinguish, particularly during cold and flu season. Is there confidence the isolation room can accommodate the number of students who show symptoms that are questionable? Do we have the staff to pivot for that many students all at once?

Assistant Superintendent Thompson responded the answer is our amazing school nurses whose job it is to evaluate and work collaboratively with their building administrators to make decisions. We have full faith in them to be able to do this. What you are talking about really is going to be an issue; we may have students that need to go into quarantine who may not have COVID but have other symptoms that we are not able to confirm. Adding the substitute nurse position will also help in addition to having that extra substitute for supervision purposes.

Member Kellner questioned what would trigger communication to parents of classmates if a student has symptoms prior to actually having a positive or negative COVID test. Superintendent Corey stated if the nurse has a concern she would contact the SAU. There are certain health issues that occur every year such as Whooping Cough, which require a call to the DHHS. The DHHS would contact us and advise of next steps. There may be times when the decision is reached that the classroom would move to 100% remote for a few days. If it was a larger group in the building that may force us to put an entire building into remote.

Assistant Superintendent Thompson spoke of having had the opportunity to participate in the DHHS call last week. They were adamant that when you have a positive case, we need to contact them right away so that they can guide us through that process. They are going to ask a lot of questions to be able to do that contact tracing. He walked away from that meeting really feeling like we are not an island, we really will not have to make this decision on our own. We will have professionals that will be able to guide our decision making.

Chairman Mann questioned the situation where the district might face challenges/refusals with regard to wearing face coverings; would it escalate to the Superintendent and stop at that point. Superintendent Corey

stated it would first escalate to the building principal. If going beyond that it would come to him. His conversation, if truly not willing to wear a mask, unless under the 504/IEP/IHP, would be around moving to remote. He noted language in the State law that talks about situations that already exist like this. This is not necessarily the first health emergency school districts have faced. There are processes in place that have to be followed.

Asked if he feels confident he has the tools to be able to handle those things, Superintendent Corey responded when you as a Board adopt the Plan, you are then giving your Principals and SAU Administration the authority to enforce the Plan. Chairman Mann noted exemptions to face coverings is discussed, and asked if social distancing will apply to those who are exempted. Superintendent Corey stated it would. He provided the example of a child with Autism who might struggle to keep a mask on and with the cognitive ability to know what 6' is. Many of our floors will have dots and arrows added. Each tile is 1' and some kids will understand right away that 6 tiles is 6'.

Vice Chairman Fareed questioned if statistics would be collected on positive and presumed cases, and if that information would be public knowledge (#s). Superintendent Corey commented on discussion of the SNAP program used by the nurses. The District had planned a transition to PowerSchool. We will run simultaneous software. PowerSchool will be the software used by parents logging on in the morning. The information will come into the administrator. The SAU is expecting the administrator and nurse to have a daily discussion based on that sheet. All of the visits to the nurse's office will be tracked by SNAP. That data is kept. It is confidential. In terms of general reporting of number of cases, there is the potential for that, e.g., he would not want to publicly state there is 1 case, and in a small community like this, everyone might know who that is. It is not the intent to highlight a child.

Member Roy questioned if someone does not or simply forget to complete the daily symptom monitoring would that student be stopped before coming into the school? Assistant Superintendent Bergskaug responded the first report available to the administrator is in regard to yes responses, which then goes to the nurse for follow-up. For those who did not respond, they would be contacted by staff. It is important this process occur before student arrival to provide time for contacting and/or to locate the student before entering the building.

Member Roy questioned if face coverings would be required during outdoor instructional periods, and was informed if students could be socially distanced, they would not.

Chairman Mann questioned what would occur if guidelines, which are detailed in the Plan change, e.g., will having them written in the Plan inhibit the ability to be flexible? Assistant Superintendent Thompson responded the whole purpose of the Plan is that there is flexibility so that we can move quickly as guidelines change. That is the purpose for statements such as "according to CDC standards". If those standards change we won't have to change the Plan. Vice Chairman Fareed questioned adding a date to the Plan when published. Assistant Superintendent Bergskaug suggested additional language that could be added. If there is a need for an update a communication will be sent out to ensure awareness.

Vice Chairman Fareed suggested adding language indicating guidelines would be updated and sent to families. Superintendent Corey remarked it could be put in the document, but the intent of the Administration is that if next week they changed, we would email blast out and post to social media and elsewhere, the update. He would not want to over-define things and reduce flexibility. If they change next week and we don't have a Board meeting scheduled he would not want to have to come back to the Board for permission for something that the DHHS is doing. What they would do as Administrators is make that call because it came from the medical authority identified in the Plan.

Assistant Superintendent Thompson suggested when referencing specific guidelines that the statement be “They *currently* include...”. Member Roy stated agreement with including an “as of” date and/or adding language indicating this is a living document that will be amended as conditions change.

Member Roy noted Principal Fowler indicated the HUES Library will allow for checking out of books, and questioned if the HPS Library will be open. Principal Izbicki responded all specialists will be pushed in this year, but there will be a way for students to check out books. There is the use of Destiny where students can order books and they can be delivered to the classroom. Because of spacing issues, the Library may have to be used for different things this year.

Member Kellner questioned if it is possible for families to set up a reminder within PowerSchool to fill out the daily symptom monitoring form. Assistant Superintendent Bergskaug stated her thought that it would go out every day with a link.

Member Arthur requested additional discussion on the last bulleted item under remote learning, which states “workforce availability”. Assistant Superintendent Bergskaug spoke of the question of when the district would pivot, why we would pivot, what the threshold is, etc. There are numerous factors. There is no formula for that, but these are the possible reasons why we might need to pivot. One is workforce availability. If our staff, for whatever reason, can’t come in then we can’t operate in person. That would force us to be in remote. Member Arthur questioned if the assumption is that they would be able to teach remotely.

The question was asked of what would occur if there was a large spike in teacher illnesses and the workforce was not sufficient in any setting. Superintendent Corey remarked there is that potential. If we had 15 staff members who were not well enough to teach either in-person or remote then we would be closed. We would work diligently to see if we could get subs, but at the same time that would be a difficult process were it to that magnitude.

Member Arthur asked, in the survey parents filled out, were there questions specifically asking about a hybrid model, and is there any teacher feedback on the concept of hybrid. Assistant Superintendent Bergskaug stated that question was asked, and there was little interest in it. In fact, the last question asked was something along the lines of is there anything else you would like to offer. There were strong opinions against a hybrid model. From a health and safety perspective, that was not believed a good option because you would be doubling the exposure for teachers because you have twice as many students coming on different days. From a facilities perspective, you would have different groups coming in at different times changing the cleaning requirements. From an instructional perspective, they felt it was not a good option because you were essentially cutting the potential instruction to less than half.

Asked for clarification of how instruction would be potentially cut in half, Assistant Superintendent Bergskaug responded were she a teacher in-person with Group A on Monday and Tuesday then Group A is at home on Wednesday, Thursday, and Friday. If teaching Group B on say Wednesday and Thursday, you can’t be doing video lessons, etc. Cannot do two things at once. Group A would be at home Wednesday, Thursday, Friday, Saturday, and Sunday. Noted was the ability to travel and have greater exposure based on the number of days not confined.

Member Arthur stated the same teacher could be with the same students both in person and remote. Assistant Superintendent Bergskaug remarked one of the goals of a hybrid model is to reduce the number of students in a building. At the elementary level it would be a different scenario than at the COOP School District level. Vice Chairman Fareed suggested the result would be significant stress and opportunity gains. It would change the volume of people in the building and the opportunities for distributing them throughout the building. Cleaning staff is still confronted with cleaning the entire building, etc. but it rotates exposure and dilutes risk and allows

for mastering a very long and onerous list of necessary practices, remote learning practices, and new habits we all need to develop.

She does not understand why the District is going for a full open model or why we are not going for a hybrid model that reduces by half or so the number of people in this building. She acknowledged many students and parents who work need more than that, that our special education and other student service recipients have very explicit and specific services that they require of us by Federal and State law never mind our own teams' assessments, and that there are a great many challenges to a hybrid model. She cannot understand, when the distancing guidelines and all of the practices that we see around the world where numbers drop in cities and towns and schools, is because of distancing outcomes, that we are actually going forward with a full open. She does not see how we can manage the risk as well as we could if going to a hybrid model.

Superintendent Corey responded, in that scenario, he believes there would be workforce issues because we are not going to have the perfect numbers. His colleagues who are opening up in hybrid models have buildings that are starting off with 100 children over capacity. They are using State standards, 26-30 in a classroom. If we get just 20% that will not return, class sizes in Kindergarten would be 15, grades 2 and 3 would be 16 and 4-6 there would be 19; basically the same number as his colleagues will get when moving to 2 and 3 days/week. If we end up at 30% not returning to in-person, there would be 13 in Kindergarten, 14 in grades 1 and 2, and 16 or 17 in grades 4, 5, and 6.

Under the hybrid model, there would be 7 kids in Kindergarten, 7 in grades 1 and 2 and 8 children in grades 4, 5, and 6. The numbers we are talking about (still uncertain) are very much in line with what you would see with the hybrid model. He has great concerns with the hybrid model because he is changing the students every other day or every 2 days. The kids are going to have to go someplace for daycare (social media survey taken by 404 people resulted in; 50% said they need in-person, 38% said they wanted 100% remote, and 12% were in favor of the hybrid model. People have not come out to talk about the hybrid model.

Member Arthur noted she has had a great deal of correspondence about a hybrid model. She agrees childcare is of paramount importance, but if we are basing how our schools operate on a foundation of providing childcare that is not the foundation we should be building our decision matrix on. Assistant Superintendent Bergskaug stated that is not what it is being based on; it is one factor. She spoke of having listened to a two-hour return to school UCSF Medical Center discussion based on the most recent research that is out there. What a greater determining factor is for children getting COVID and sharing it with others is the community standards and how the community is open or not and the community's response to mask wearing, etc. The more we can limit the outside exposure the safer our students and faculty are. The Administration has looked at this from every aspect. They are never deciding based on one factor alone.

Member Arthur responded she was not insinuating the decision was based solely on childcare. She believes the guiding principles should be what will be the best educational and health and social emotional outcomes for our children and staff. Superintendent Corey responded he absolutely agrees, and believes the whole plan is based on health and safety. Why he was comfortable going in-person is because of where he believes the numbers will end up. He is also very uncomfortable with the hybrid from a cleaning point of view. He has great concern if a child attended in-person on Monday and Tuesday, then Wednesday through Sunday they are going somewhere, and that increases the risk and that risk is brought back to the building and is here. The District is doing everything it can in regard to disinfecting, but to him, you are increasing the potential risk especially if looking at it from K-12. He does not believe the 7th through 12 graders in a hybrid model will stay home. Member Arthur commented regardless there are hours of the day remaining after the school day when students could exhibit those behaviors. Superintendent Corey remarked typically at 3:30 p.m. parents have put in some protocol. We would simply be opening it up to something much larger, and he believes ultimately it will not be safe.

Vice Chairman Fareed requested additional clarification of the percentage of families that indicated, in the original survey, that they want full remote learning. She questioned if there is a sufficient number of staff available to do that. Superintendent Corey stated there are not yet full numbers for either side. The Administration is in discussion with the workforce. We could end up 100% remote if the workforce doesn't come back.

Chairman Mann commented he wanted to provide enough time to hash out the hybrid model, but it is clear that is not the model that is being brought forward. He is convinced this has been looked at in the decision to not bring that option forward. This is the model the Administration is bringing forward.

Vice Chairman Fareed questioned how the Board would be made aware of the outcomes of discussions with staff and what the consequential numbers are. Superintendent Corey stated the intent is to have a regular Board meeting in mid-August. By that time, there will be registration data and likely more knowledge around staff. The Board can choose any one of the three plans. Remote exists, so does hybrid. Hybrid is the easiest thing to do. We will know the numbers of students and teachers and if the numbers came out they could simply be divided. The reason it hasn't been talked about the most is because if having a full in-person and a full-remote model, he can get to hybrid pretty quick as 90% of the plan would not change. The Administration knows from A-L, there are 1,160 students across the SAU and from K-Z 1,170 across the SAU.

Superintendent Corey stated if the Board indicates a desire to go hybrid, the Administration will come back in August, and there will be a group of people in attendance to tell us they don't want hybrid. If you tell him the desire of the Board is to go fully remote, he will go fully remote. His job is to put together the plan that the School Board wants to support. What the Administration is doing at this time is recommending the plan it believes to be best to meet the needs of the community. He assured the Board he has heard from the community every day for the last 4 months. It is a wonderful community and they are totally supportive.

Chairman Mann commented on appreciating the idea of a practice day for remote. He appreciates the added structure in the remote model that mimics in-person. He spoke of input he has received around students suffering from the lack of structure during the spring time, and commented on the structure seen in the HUES model. He questioned if that can be done at HPS. Principal Izbicki responded the example included in the presentation was simply one example of remote learning. The HUES and HPS models would be similar. They did hear that feedback and are responding to it. That goes to the importance of the remote practice days with regard to the need to teach the students how to access the tools to be prepared should they have to go remote.

Member Kellner commented given the 14-day quarantine required after travel, she is concerned with the two weeks following Thanksgiving. She questions if there will be a huge uptick in remote learners during those two weeks and also following Christmas break. Superintendent Corey remarked he would not disagree, but if you look historically during his tenure, the district has higher absentee rates on those days anyway because families are going to Thanksgiving destinations with friends. We will make it clear we are not looking for people to travel outside of New England. We will be in communication with families stating that up front. One of the issues we are seeing potentially at the COOP level is all of the parents who have to go drop students off at college. The college move in date and two weeks don't necessarily align. Many families are already making the conscious decision that only one parent is dropping off that college student. The communities have been responding really well. He was looking at it as more from the social emotional piece, it is downtime, quality time with family. A lot of people have to use vacation before the end of the year, and the Thanksgiving holiday is a family gathering time. If the Board wanted to stagger those and put various dates here and there, the Administration would be happy to do that.

Member Kellner stated her concern to be with the two weeks following the holidays and the potential for a huge increase in remote learning. Superintendent Corey remarked that could create a workforce issue that we can't address, and we may have to decide to be remote for that period of time if it is going to be that many individuals.

Member Roy noted additional language under the heading of Remote Learning states "Invites to students will be sent to their sau41.org email address or Google Classroom..." and questioned if Google would be implemented across the board. Principal Izbicki responded that is the recommended tool and is the tool they will be using. Google Classroom has been implemented into the classroom over the past few years. Ms. Currier, the technology expert, will be pushing into classrooms this year as well to help with access to all of that.

Principal Fowler noted teachers gathered earlier in the day to discuss the reopening plan, and they are already making plans. They are uncertain, at this time, who will be participating remotely, but their plans are they will participate in PLCs so that the remote teacher and in-person teacher will still be planning together and in step. They will be continually utilizing Google Classroom with students, which will reinforce their knowledge.

Member Roy commented during the spring, emails were sent to parents who then would filter it down. Is there a similar system or will everything be in Google Classroom? Principal Fowler responded she does not know the answer to that. She does know they want to communicate in as many ways as they can to get kids what they need to do. What tends to happen sometimes is it would be in Google Classroom, then we would also email the parents and also put it on the stream.

Vice Chairman Fareed requested clarification if a student is out for a period of time, would they be able to have access to their teacher via a live feed so they can watch the teacher in the classroom. Superintendent Corey stated that student would not. Those students would be moved into a class with a remote learning teacher. The Administration would like to have Zoom rooms; however, that is a discussion with the workforce. Asked if the district has the technology to do that, Assistant Superintendent Bergskaug stated the idea would be a Zoom opened up in the classroom through the computer.

Human Resources

Asked about the kind of supports that will be in place for the mental health of our staff, Superintendent Corey stated the SAU has a very solid program through its health insurance, and has access to whatever services are needed. If that meant we could bring someone in for professional development because the staff wanted that, it could happen. The teachers' union, from a State standpoint, has a number of resources and there are times when we have collaborated with them if they have a great speaker on a specific topic.

There will be a level of anxiety for all of our adults and there will be a level of anxiety for the students. They are not underestimating that. He has met with all of the teachers via Zoom, and made it perfectly clear that the number one goal when we start is not academics, it is to bring these children back and start that social emotional aspect; relationships, connections. If we could accomplish nothing else in whatever time we have in-person it is to start that relationship as that makes for a better online program. It is tough for a young child to connect to someone online that they may have never met. They are talking with the teachers to conduct some Zoom sessions before the year begins for all students, and doing open house for parents via Zoom. Parent/Teacher conferences will all be done via Zoom. We will continue to limit bringing people into the physical environment as much as possible.

Vice Chairman Fareed stated concern with the student services cohort of students, e.g., special education and all the other various students who we are obligated to provide unique services to. She questioned if there is

adequate staff for those who must be in the building and those who cannot be in the building. Assistant Superintendent Thompson responded it is a great question and allows him the opportunity to highlight the amazing work Anne Elser has done with our students in special education during remote learning. The program the students in special education received he would say was the most exceptional program in the State. He would put us up against any district in comparison. He and Anne have daily conversations about the question asked. They are looking at staffing levels. They would operate very similarly as in regular education. There may be students who receive remote services.

They are also looking at a model where if you have chosen to have regular education in a virtual environment, you can still have access to our building for some of those services. It is challenging to have OT services delivered remotely. If a family decides that they want to stay in remote learning but want to have services onsite, we can absolutely do that. The other pieces are the work the District does with a number of contracted service providers. The bottom line is every kid will get what they need.

Chairman Mann questioned in the event a member of staff is unwilling or unable to be in the classroom, we can't accommodate a remote situation, and aside from activating any family leave or other type of scenario, does that situation trigger having to lay that person off as part of the CBA? Superintendent Corey stated staff members have begun sending their documentation in for the Americans with Disabilities Act. Across the SAU there are approximately 60 requests. Many have been known for a long time and some were already receiving accommodations. Some accommodations are based on what they will do, e.g., if a special education teacher working with small groups they might request a face shield or plexiglass, etc. If someone who has their own personal health issue they would potentially get a priority rating for remote learning. There is a whole process that governs the Americans With Disabilities Act, and a process that governs those people that would be taking leave versus COVID or if they had childcare issues. Those are all spelled out. We will work with staff as much as possible. At some point, we as a school district have a responsibility to deliver curriculum. The problem we face, and we would face because of these unique circumstances, is the contracts are already issued. When we say we are going to lay someone off, we have already entered into an agreement with them. We do believe there would be roles for the majority of our staff in remote learning that would have these difficulties attending in-person and also envision at some point it is either going to get better and everyone will come back or it will get worse and we will be 100% remote. When we were 100% remote, all of our employees were able to work.

He noted although the 60 number sounds large, he meets every other Friday with Superintendents; our numbers are relatively low compared to what is being seen. Some of us have pre-existing conditions, and in many cases the accommodation is in the wearing of masks.

Chairman Mann questioned if a particular individual refuses to come in, and we can't accommodate them with remote learning for whatever reason, what do we do? Superintendent Corey stated what we do then is work with legal counsel who will work us through the process, and we take the necessary steps we have to take as a district. Chairman Mann asked for clarification that may trigger some things as part of the CBA. Superintendent Corey stated it could.

Vice Chairman Fareed remarked we certainly retain management rights in the event of a staff person, for whatever reason, who doesn't perform as directed. Vice Chairman Fareed questioned if the district has any kind of emergency authorizations to use a staff member who for example is not certified to teach one grade yet to fill in for a different grade for remote learning or in-person learning. Superintendent Corey noted an example of when certification comes into play would be special education or preschool. For the majority of our elementary staff, if we had a need to place a 5th grade teacher with a 4th grade class we could do that. Understanding some of the paraprofessionals are certified as classroom teachers, Vice Chairman Fareed questioned if that would be a possibility, if needed. Superintendent Corey stated there are many people that hold dual certification that would be looked at. He reiterated there are discussions ongoing with the workforce. In many cases some of the questions that are being asked cannot be discussed by him publicly because of being in a contractual process.

Vice Chairman Fareed clarified she was asking from the perspective of State guidelines; do any school districts in the State have the flexibility to move someone who is designated and hired as a paraprofessional into the classroom teacher role under emergency orders providing they have the certifications? Assistant Superintendent Bergskaug stated the State of New Hampshire Department of Education always has a process of permission to employ due to any sort of extreme emergency. That is not COVID related, that just exists. We typically don't see that in our elementary schools because most of our staff members maintain the certifications that allow them to flex between our grades. It becomes more of an issue in our secondary when you are certified to teach a content area.

Facilities

Member Roy spoke of HVAC upgrades being done as part of the HSMART effort, and questioned the timing of those upgrades. Superintendent Corey stated the supply chain is slow. The RFPs are out to the mechanical vendors who would be doing that work, all drawings, etc. are ready. It is a matter of selecting a vendor and seeing what the supply chain will look like. He provided the example of the SAU patiently waiting for all of the new lights. It is still believed they will arrive in August and the vast majority will be completed prior to school opening. Another example is the massive unit ventilator on the roof, which, because of its location, could be done on a weekend. There will be some difficulty and we may simply delay some of these pieces. When talking about the schedule to HSMART it has been suggested they could come in the weeks of Thanksgiving or Christmas because of the number of days available to do the work. They looked at it from a different lens than he had. There will be some flexibility.

Vice Chairman Fareed spoke of the hiring of John Penney, Penney Engineering, whose specialty is how building components work. He worked with the District through HSTEP and was brought in on HSMART. He has talked in the committee meetings about having attended training with ASHRAE, which is the standard setting body for HVAC type of equipment performance. He monitors very closely any standards that are set that might be able to help us. He is conducting an inventory, room by room, of every school building and existing equipment in the SAU to provide recommendations. In addition to the long delays the other slowdown is that State agencies such as Eversource could not commit to the required inspection after the installation because every week their requirements around COVID have changed. Our contractor has been ready to go, our hands have just been tied.

Member Arthur questioned availability of tents for outdoor classroom time. Superintendent Corey spoke of receipt of two quotes. Rick Barnes, Principal, Hollis-Brookline High School, has coordinated that effort for the SAU. More will be known after further discussion with the manufacturer. We're currently looking at leasing 13 tents across the SAU. The cost of leasing those tents would be approximately \$8,000 per district. Asked how many classrooms could be accommodated with a tent, he suggested it could be up to 4 (some are 30 x 30).

The district will be looking for donations or to borrow some shade tents because in many cases the special education services will be 3 or 4 students. Once the Plan is approved, the Administration can move forward.

Chairman Mann stated his belief, once the Plan is approved and expenditures are understood, the Administration would bring forward a funding strategy. Superintendent Corey stated the intent to come before the Board in August to close out FY20 and provide an update on FY21 expenditures. He stated the belief expenses around cleaning products will double monthly.

Vice Chairman Fareed questioned if the district is receiving support from the CARES Act and similar opportunities. Noted was that the CARES Act is allocated utilizing the formula for Title I. Hollis doesn't accept Title I funds. Based on that formula the Hollis School District qualified for \$7,900 from the CARES Act. The second stimulus is believed to have the same formula for distribution, which is based on the free and reduced population. Across the SAU, funding received was approximately \$35,000. The hope is if there is another stimulus and it is dedicated to schools that they will perhaps start to look at a cost per child basis for distribution.

PUBLIC INPUT

Stephanie Jesse, 57 Buttonwood Drive

Was before the Board as a resident, parent, and para educator at HUES. She loves her job and the children in this community. Her role is to support the special education students, but she does much more than that. She is frequently the person a student comes to if they need to talk about an argument with a friend or how they have worried because their sister is sick. She is the person who notices if your child is struggling for any reason and needs a break. She is the person with them if they want company while they process a problem. She is also the person who will likely notice if your child needs a break from a mask. She understands this year is hard, that everyone is giving up a lot, and we are all struggling, but remarked please know that all school staff want only the best for your children. The SAU and Superintendent Corey are trying their best to make sure that students and staff are as safe as they can be under the current circumstances.

A big part of her job as a para-educator involves social and emotional support for special education students. She believes that to perform that job well she needs to be available to all the students and engage and support all students and bring special education students along with her. That is how she helps them gain social inclusion and teach them about being a good friend and a good classmate. Her plan for this year also includes being vigilant about watching for any student who is struggling to wear their mask and offering a break. She can do that. In return, she is hopeful the community will trust that what staff is asking for is reasonable and well thought out. Every member of our staff works hard for your kids and all want to help every student be smart, safe, and healthy. We love your children and want to be there for them. Please support us and help us do that in a way that keeps us all safer.

Brandie Langfield, 11 Black Oak Drive

Thanked the Board and Administration for the work that has been done and the response to the community. With regard to COVID symptoms, she questioned how the district would transition to remote learning and if students would be assigned a new teacher or continue with existing teachers. She stated concern with students transitioning from in-person model to full remote teachers and whether that will be a smooth transition from what they are currently learning to then into the curriculum a remote teacher is teaching.

How will remote teachers be able to take on such an influx of students that do have to be moved into a remote learning circumstance? Will students be interacting with other classes? How will they be obtaining some of that socialization they have been lacking?

How will students be placed for different levels of study? She has four daughters ranging from 10-3, and her daughter that is entering 5th grade was in a class last year that had different levels of math. How will levels be taken into consideration in both in-person and remote models?

She proposed the hybrid model as she believes a lot of the challenges she has brought up could be addressed that way. It has been said there isn't a lot of interest in that. She believes a percentage of 29% at HPS and 29% at HUES is a significant amount of people. She spoke of speaking on behalf of the interests of fellow parents in her community who are also concerned and interested in a hybrid model. She is supportive of the two models that have been presented, but believes a hybrid model should also be included. When receiving the surveys from teachers and students if the numbers cannot be met, where are we going from there?

She proposed a group of A students and A teachers, B teachers and B students; Monday Tuesday Group A arrives in person, Wednesday is a cleaning day, and Thursday and Friday are group B in-person. The days that the groups are off they are assigned still with the same teacher that was their in-person instructor.

She stated the pros of going with a hybrid model are that both students and teachers are prepared to go in and out of in-person and remote, it provides reduced class sizes, teachers are given the opportunity to more easily manage their class requirements, and students are given the opportunity for more mask breaks, and hopefully a little more socialization with their peers.

Joe Garruba, 28 Winchester Drive

Audio inaudible.....commented on remarks discussed on Monday night, which, in his interpretation, allowed for students who are socially distanced, which means basically all the time they are sitting in their classrooms at their desks, to take their masks off so that they can concentrate on their education. The changes that have come out seem to now be requiring masks to be worn at all times in addition to social distancing, which seems to go beyond what the guidance recommends. It is not clear what justification exists to implement the requirement above and beyond social distancing. Simply because wearing a mask provides a perception of an incrementally lower risk is not a justification to require them at all times. There are drawbacks to having students sitting at desks and wearing masks while trying to learn. He questioned if there is a study that supports the decision to wear masks above and beyond social distancing.

Regarding the daily symptom monitoring form, it seems to be quite an onerous and burdensome requirement for parents. He questioned if there is a legal basis for requiring it in order to have your child educated. He questioned where the information would be useful, and if the information is collected into PowerSchool, who has access to that beyond our own school district.

With regard to the school calendar, he requested clarification on whether there will be changes to the end date of school as a result of the proposed changes.

With regard to the definition of when we pivot from in-person to remote learning, the concept of flexibility has been what has been proposed, but flexibility itself can be limited or bounded by some language in there or some specific targets as far as perhaps a number of cases or some specific standards that would be used. With that, were a transition needed it would be easier for people to understand why it is being done.

Vice Chairman Fareed requested the Administration respond to the question regarding the privacy of PowerSchool data. Assistant Superintendent Bergskaug remarked one of the reasons the district utilizes PowerSchool for the student information system is due to its level of security and page level permissions. It has been approved and vetted through all of our legal requirements. The answer to the questions is simply yes or no. That information will be available only to the administrators. The report on who we need to follow up with would be provided to the nurse. Although our teachers have a PowerSchool logon, they have a much different view than the nurse for example.

Chairman Mann questioned if the information that is received on a daily basis will be maintained and secured, and was informed it would be. He questioned if there are plans to share that with any local governmental agency or others, and was informed there is not. He questioned if the tool has industry standard security capabilities to protect and maintain the data, and was told it does.

Member Roy remarked the formal parent survey that was taken in June addressing in-person versus remote versus hybrid never defined hybrid. She is not confident the results of parents choosing a hybrid model are necessarily talking about the design of a hybrid model that is now being discussed in depth. She believes many thought a hybrid model meant we would offer the choice to stay home or the choice to come to school not half and half. She hesitates to put a whole lot of stock in the number because that is not how people were using the word hybrid back in June. They started using that in July when schools started talking about the type of schedule being discussed here. She would be interested in understanding the viewpoint of families at this time with the further definition.

She is personally in support of what the Administration has brought forth. For a wide variety of reasons she does not agree with a hybrid schedule, but does not believe the data is accurate because that is not what was being discussed in June. Vice Chairman Fareed stated agreement commenting the word hybrid was very generic when it was used, and any discussions today have just been discussions on thought up stuff, it is not even an official recommendation from the staff. It is a very generic word.

Assistant Superintendent Bergskaug stated one of the most difficult aspects of this entire process has been planning for the unknown. Everything we are doing is unknown. Although she can throw out as many surveys as she would like to, can define things, the moment she puts it out there the definition has changed, the data has changed. She knows that although in June she sent out a parent survey, the stats she received would be hugely different. She provided what she referred to as the simplest of examples being when the Town tried to bring back baseball, the question was would you like your child to participate. There was some feedback. Her children were on a team with 50% participation and they ended with 100% in two weeks. There are all of these funny videos out; one day I want to go back, one day I am not sure. It is all unknown. We don't know where

all of our staff are in terms of returning or not, we don't know if a family on July 1st wants to do hybrid, July 5th wants to do in-person and on July 10th wants to do remote.

Assistant Superintendent Bergskaug stated we are taking that as one piece of the puzzle, but ultimately are making a recommendation for what we believe is the best model when all factors are taken into consideration. We believe in what we are presenting. We have considered every possible nuance; everything you can imagine.

Member Roy spoke of families choosing an in-person or remote learning environment, and questioned at what point a family has the ability to choose to flex into the other model for whatever reason. She questioned if the checkpoints mentioned by Superintendent Corey would be defined. Superintendent Corey responded if the will of the Board, checkpoints could be put into the Plan. What they realized is if on September 10th he gets a call from a parent stating their child needs to quarantine, he needs to move that child into remote learning September 11th. The notion of the idea that he can say no to a parent on circumstances that are health related doesn't exist. In some regards the Administration is looking at checkpoints for if there were massive groups, e.g. if data trends well, people might want to come back to in-person and if it gets worse they may want to transition to remote. They are preparing for that. At the same time, many people have asked questions. This happened the last time in 1918; he does not know what they did. The Governor and people with greater medical knowledge than he created a guideline. Every other state around us has told them what they are doing. You as five individuals are putting unbelievable faith in the three of us and he understands that, but there are times when they simply don't have the answer. Next week we could go to 100% remote if things change.

Superintendent Corey spoke of the severe level of fatigue experienced by the three of them, and of how the great many emails and phone calls have all been responded to because they are calls from residents concerned about their children and because of the importance of providing those responses. He stated the Board can instruct the Administration to move in the direction of in-person, hybrid, or remote, and the Administration will come to the August meeting with whatever model is desired. Ultimately, it is the decision of the Board. The Administration is providing recommendations and a plan, what the Board does with it is their choice.

Member Roy commented she is not advocating a checkpoint, she just wished to circle back to it if that was going to be something defined or remain fluid. She is pleased with it being fluid.

Chairman Mann spoke of the question related to identifying standards/criteria. He agrees it will likely be difficult to put down every scenario that would possibly trigger a pivot, but understands when we need to make that decision there will be the need to provide that explanation. Superintendent Corey commented on March 13th it was the Superintendent and Assistant Superintendents who made the decision to close. It was not the State of New Hampshire or the Governor of New Hampshire. He knows people want him to tell them when to pivot, but he is not going to have any other data than Hollis, Brookline, and the SAU and he will make that choice because he really does not worry what the people in Concord think of him. He is worried about the kids that are entrusted in his care. If we have to close, he will close.

Chairman Mann requested additional information on the question relating to the need to wear masks beyond social distancing. Superintendent Corey stated the intent around masks hasn't changed. Our teachers asked us to make it clear that masks were expected. They were looking at it as one more layer of protection. In Brookline, which he could easily support in Hollis, the Board made the decision to approve the Plan absent the language around masks with the understanding the Administration would return to the Board with amended language as the language that was added in made it appear as if there had been a radical change, and there hasn't. It is buses, hallways, and those type of congested areas. When into the classroom that has 6' of distancing we're now saying to the professional that owns that room you can now tell your students they can take off their masks. But the activity may not be an activity that they are just sitting there. There will be some instructional lessons during which the mask would be appropriate. As an example, while seated 6' apart during

a reading lesson there is no need to have a mask on, but if getting up and walking past others to have a discussion with the teacher, there is the need to put the mask on. That is a skill teachers will work with the students on because it is a learning curve especially for our youngest learners. He commented little children love to hug, high five, and all of that is not going to be part of our normal day anymore. It just won't exist, and that is going to be tough for the educator and really tough for the little ones.

Member Arthur commented that defines why she is hung up especially with the addition of the language of at all times mask requirement and the social distancing because she tries to put herself in the place of the students and the teacher imaging 5 days/week of this new reality, and she finds it challenging. That is why she has been really stuck on a reduction of those type of days to see how we all handle it. Her concern is with how it has to look for the sake of safety, and she does understand why it has to be that way, and supports it.

Superintendent Corey remarked were the Board to select to go to a hybrid model, he would need the Board to state what the pivot is to in-person. Eventually the goal is to get all of our students back in-person. If starting in a hybrid, what would be the pivot to in-person?

Vice Chairman Fareed requested clarification on what the Board would be voting on. If a yes vote does that constitute a directive from the Board as to how to open or that there is agreement what has been presented is an option for opening? Superintendent Corey stated a vote in support of the Plan would be the directive on how we are opening, but everything is subject to the data changing.

**MOTION BY MEMBER ROY TO ACCEPT THE RETURN TO SCHOOL BUILDING PLAN 2020-2021, AS WRITTEN WITH CHANGES TO THE FACE COVERINGS SECTION THAT WILL BE BROUGHT FORWARD TO THE BOARD AT ITS AUGUST MEETING
MOTION SECONDED BY MEMBER KELLNER**

ON THE QUESTION

Chairman Mann noted the vote would move the Plan to something more foundational so that the Administration can move forward. At any point in time, if there is the need to make a change, the Board can meet and make changes. This Plan is not written in stone. Member Arthur remarked if approving the Plan as written, registration gets sent and begins the process this weekend. Will there be a deadline on the registration form?

Assistant Superintendent Bergskaug responded it is a soft deadline. She cannot deny any child an education; however, the sooner the better. By August 10th if there is no response to in-person or remote, there is no homeschool or transfer request, the assumption will be that the request is for in-person because that is more difficult to plan for.

MOTION CARRIED

3-1-1

Member Fareed voted in opposition

Member Arthur Abstained

- To see what action the Board will take regarding the approval of a permanent substitute for each school building at a rate of \$100 per day.

MOTION BY MEMBER FAREED TO APPROVE A PERMANENT SUBSTITUTE FOR EACH SCHOOL BUILDING, FOR THE 2020-2021 SCHOOL YEAR, AT A RATE OF ONE HUNDRED DOLLARS (\$100.00) PER DAY

MOTION SECONDED BY MEMBER ROY

ON THE QUESTION

Vice Chairman Fareed spoke of being pleased with the recommendation as she believes it to be long overdue.

Asked if the individual would be required to have a New Hampshire certification, Superintendent Corey stated they would not necessarily as the position would be providing other support such as assisting the nurse. It is being looked at as a substitute teacher. There are times when that position does have a certification and times when it does not.

Asked if there is confidence the funding resources to support the position are available, Superintendent Corey noted the substitute line is traditionally not fully expended. It is believed the position is already funded within that line item.

Asked if there is flexibility in the amount if unable to hire at that rate. Superintendent Corey stated his belief the rate is competitive. He believes what substitutes are looking for this year are permanent homes as they do not necessarily want to travel from district to district. He is aware of at least one district that will open up fully remote, which should increase the substitute pool.

MOTION CARRIED

5-0-0

- To see what action the Board will take regarding the approval of an increase in the daily rate for a substitute to a rate of \$85 per day (non-certified), a rate of \$100 per day (NH Teacher Certification held), and a rate of \$150 per day for a nurse substitute for the 2020-2021 school year.

MOTION BY MEMBER FAREED TO APPROVE AN INCREASE IN THE DAILY RATE FOR A SUBSTITUTE TO EIGHTY FIVE DOLLARS (\$85.00) PER DAY FOR NON-CERTIFIED, ONE HUNDRED DOLLARS (\$100.00) PER DAY FOR AN INDIVIDUAL HOLDING A NEW HAMPSHIRE TEACHER CERTIFICATION, AND A RATE OF ONE HUNDRED FIFTY DOLLARS PER DAY FOR A NURSE SUBSTITUTE, FOR THE 2020-2021 SCHOOL YEAR

MOTION SECONDED BY MEMBER ROY

MOTION CARRIED

5-0-0

- To see what action the Board will take regarding the amended 2020-2021 school calendar

MOTION BY MEMBER FAREED TO APPROVE THE SUPERINTENDENT'S RECOMMENDED ADJUSTMENTS TO THE 2020-2021 SCHOOL CALENDAR

MOTION SECONDED BY MEMBER ROY

ON THE QUESTION

Asked if the proposed calendar preserves the number of traditional days, Superintendent Corey stated the ending date is not changing. The State of New Hampshire provided 3 additional professional development days that would count as instructional days. It is not anticipated there will be changes, and if we do move to remote

learning for snow days (providing there is power), it is believed the last day will be able to be defined and maintained.

MOTION CARRIED

5-0-0

NON-PUBLIC

MOTION BY MEMBER ROY THAT THE BOARD GO INTO NON-PUBLIC SESSION PURSUANT TO RSA 91-A:3 II (a) THE DISMISSAL, PROMOTION OR COMPENSATION OF ANY PUBLIC EMPLOYEE AND (c) TO DISCUSS A MATTER, WHICH IF DISCUSSED IN PUBLIC, WOULD LIKELY AFFECT ADVERSELY THE REPUTATION OF A PERSON, OTHER THAN A MEMBER OF THE BODY OR AGENCY ITSELF

MOTION SECONDED BY MEMBER FAREED

A Viva Voce Roll Call was conducted, which resulted as follows:

Yea: Tammy Fareed, Brooke Arthur, Amy Kellner, Carryl Roy, Robert Mann

5

Nay:

0

MOTION CARRIED

The Board went into non-public session at 8:47 p.m.

The Board came out of non-public session at 9:19 p.m.

ADJOURNMENT

MOTION BY MEMBER FAREED TO ADJOURN

MOTION SECONDED BY MEMBER ROY

MOTION CARRIED

5-0-0

The July 30, 2020 meeting of the Hollis School Board was adjourned at 9:20 p.m.

Date _____

Signed _____