

NOTE: When feasible, TRSB meetings are videotaped. These meeting minutes reflect only a basic summary of the meeting topics, discussion, and action. The Vimeo recording of this meeting can be viewed at: <https://vimeo.com/trsd>  
Materials presented at the board meeting may be viewed at <https://public.timberlane.net/sau/trsb/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2fsau%2ftrsb%2fShared%20Documents%2fSCH%20OOL%20BOARD%20MEETING%20AGENDA%20MATERIALS%2f2020%2d21%2f10%2001%202020%20Meeting&FolderCTID=&View=%7b8B0F59BE%2dD93D%2d4E49%2d9509%2dA6F7531FCCAB%7d>

## TIMBERLANE REGIONAL SCHOOL BOARD MEETING MINUTES

### Regular Business Meeting

October 1, 2020

7:07PM

### Teleconference via Webinar Link

<http://www.timberlane.net/zoomtrsb>

Technology Assistance: 603-382-6541, x3955

### Call to Order (00:00:00)

Chairman Farah called the October 1, 2020 Regular Business Meeting of the Timberlane Regional School Board to order at 7:07pm at which time she read a prepared statement explaining the Governor's orders regarding the Covid-19 Pandemic that allows this meeting to take place electronically. This type of meeting also requires that roll call votes be taken on all motions and all meeting members must also state whether anyone is with them in the room where they are participating in the meeting electronically as required by the Right to Know Law.

### Board Members Present (00:1:12)

Accordingly, the following roll call was taken:

Mr. Boyle was present. He was alone in the room with other family members in the residence.

Mr. Dubé was present. He was alone in his home office.

Dr. Farah was present. She was alone in the residence.

Mrs. Kiszka was present. She was alone in the residence.

Ms. Lowes was present. She was alone in the residence.

Mrs. Machemer was present. She was alone in her office with other family members in the residence.

Mr. O'Neil was present. He was alone in the room with other family members in the residence.

Mrs. Savage was present. She was alone in the room with other family members in the residence.

Mrs. Silva was present. She was alone in the room with other family members in the residence.

### Others Present via Videoconference

Dr. Brian Cochrane, Superintendent of Schools, was alone in his office with other family members in the residence.

Jenna Horan, Student Representative, was also alone in the room with other family members in the residence.

### Others Present via Teleconference

Sandy Allaire, Director of Curriculum, Assessment and Professional Learning

Lucy Canotas, Director of Elementary Curriculum (K-5)

Geoff Dowd, CFO/Business Administrator

Angelo Fantasia, Director of Athletics

Ken Henderson, Director of Technology

Nancy Louiselle, Director of Human Resources

Gary Paradis, Facilities Director

Mark Pedersen, Director of Secondary Curriculum (6-12)

Susan Rasicot, Director of Pupil Personnel Services/Special Education

The Pledge of Allegiance followed roll call.

### APPROVAL OF MINUTES (00:03:12)

The board reviewed the minutes from the September 17, 2020 meetings and the September 3, 2020 non-public meeting:

<b>MOTION:</b>	<b>Ms. Lowes motioned to unseal and approve the TRSB non-public meeting minutes of September 3, 2020; seconded by Mr. Boyle. The motion passed 7-0-0. (Mrs. Silva and Mrs. Savage had stepped out.)</b>
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**MOTION:** Mrs. Kiszka motioned to accept the TRSB non-public meeting minutes of September 17, 2020; seconded by Ms. Lowes. The motion passed 7-0-0. (Mrs. Silva and Mrs. Savage had stepped out.)

**MOTION:** Ms. Lowes motioned to accept the TRSB public meeting minutes of September 17, 2020; seconded by Mrs. Kiszka. The motion passed 7-0-1. (Mrs. Silva had stepped out; Mrs. Savage abstained.)

### **STUDENT REPRESENTATIVE (00:06:48)**

Ms. Horan gave a brief update on the happenings at each of the schools in the District:

- Sandown TLC is practicing being mask heroes and being safe in school. “Owl ways working as a team” is their motto.
- Sandown North’s theme is “We are the village” and they are enjoying having their village back together. Special shoutouts were given to Mr. Zig, Mr. Paul & Mr. Josh for all their hard work cleaning and sanitizing to get everything ready.
- Pollard has both Remote and Hybrid “Penguins (who) will swim”! Students are doing a great job adapting to their new environment.
- Atkinson Academy welcomed their new Interim Principal. The students are doing a great job “striving to capture the stars within.”
- Danville Elementary is learning and adapting to a very new and different school year.
- The Middle School is in their second week of in person learning but they have had a lot of practice on learning new procedures and protocols on Zoom. They also welcomed a new interim assistant Principal.
- The High School feels a new sense of community. She commended the Students, the Educators, the Parents, the Administration and School Board for all the time that everyone has put in to make this year the success that it has been. Sincerest congratulations to all the sports teams whose seasons have started and clubs and organizations that are starting up again. Ms. Horan expressed that she is extremely proud to be a part of the Timberlane community.

### **DELEGATES & INDIVIDUALS (00:9:50)**

**Paul Blair (Atkinson)** There are many kids and families who are continuing to struggle both academically and emotionally. This is not a one size fits all model. There is still a large subset of the District’s students and families whose needs are currently not being met. The 42% of parents who chose five day in-person learning are being denied the education that they deserve. We need to begin discussions and planning for a phased return to full time. This echoes a petition sent to the Board a month ago that was based on community infection data and metrics. For this reason, it is imperative that the Board begin negotiations for a new MOU with the TTA and the TSSU. The current MOU offers no scenario for five days. The inclusion of the wording “as long as there are any precautions related to Covid” ensures there is no possible way that we can return to school this year

This Board has a duty to meet the needs and education of this District. NH has been below all state metrics for many consecutive months now. Rockingham County has been below all metrics for level of community transmission ever since the day those metrics were released. In fact, we have been as much as four to five times below all these metrics. The CDC is recommending a return to school. The AAP is recommending a return to school. There are a lot of schools around us that are open five days. We published a list and there are many, many more school districts that have realistic plans for phased return for five days. It can be done, and it is being done successfully all around us.

We now also have data from Brown University showing minimal evidence of coronavirus spread in K-12 populations in schools. This data is from five hundred fifty (550) schools in forty-six (46) states. It shows the rate of infection among educators in this subset was 0.15 and for students it was 0.076. The conclusion of the study says the evidence suggests a return to class this fall may not be nearly as risky as administrators once thought it would be.

NH rates are among the best in the world and the lowest in our country. We are looking for the Board to lead us out of this. We understand there are staffing concerns; we understand it's not easy. But we must put the kids first. These kids deserve an in-person education if the numbers are safe. We hope you can find us a path to get us there.

**Chris Goodman (Atkinson)** moved here from Seattle during the height of this pandemic. I come here tonight to speak not only as a parent of children in the school system, but also as a professional. I am a pediatric occupational therapist with 21 years of experience. I want to thank the board for accepting and agreeing to follow a standard set of metrics for reentry back into schools. The numbers and current metrics speak for themselves and I will not spend time going over these. Instead I want to touch on a significant issue that has yet to be discussed. This pandemic is a significant and unprecedented event in our lives that has placed a significant strain and stress on our systems, finances, institutions, and most importantly, our children. I want to present some statistics from the CDC. As of June 15, 2020:

- 9.4% of children aged 2-17 years have received an ADHD diagnosis.
- 7.4% of children aged 3- 17 years, have a diagnosed behavioral problem.
- 7.1% of children aged 3-17 have diagnosed anxiety.
- 3.2% of children aged 3-17 years have a diagnosed depression.

One in 54 children has been diagnosed or identified with autism spectrum disorder, according to estimates from the CDC's Autism and Developmental Disorders Monitoring Network. Now the way statistics work, these are from 2018. So, in 2022, we will see these numbers rise and they have been steadily rising since 2009.

The current model of education is not working for these children. In fact, it is more than likely causing significant increases in anxiety and depression, with impact on health and wellbeing, as well as their educational outcomes. This current situation can be clinically defined as an early life stress, or in the literature, it is referred to as an ELS. ELS is defined as a broad spectrum of adverse exposures during early childhood, late childhood, and adolescence. These include childhood trauma, maltreatment, neglect, separation, abuse, parental loss, and starvation. Our schools play a crucial role in identifying these key issues as children are in classrooms. Over 30 to 40% of the adult population have experienced some form of ELS. Furthermore, ELS, during critical phases of juvenile brain development, have been associated with reduced adaptability to stress in adult life, and enhanced vulnerability to disease. Significant trauma, recurrent and or prolonged stress, have a cumulative toxic effect on the child. Many adult diseases should be viewed, according to the literature, as developmental disorders that begin early in life. The fact that persistent health disparities arose with poverty, discrimination or maltreatment could have been a reduced or alleviated from toxic stress and childhood.

Those socio-economic status is associated with reduced access to educational support or parental involvement in education. This is a known fact and has been studied and well documented in the research. How much more relevant is this statement in times like these when parents are having to make that difficult decision to keep a roof over their kids head, the lights on, internet paid for, food on the table or stay at home full time to become their child's navigator, teacher, tech person, and still maintain balance in their own stress and anxiety levels. This is a difficult task for two parents and near impossible in a single parent household. Household chaos is associated with sensitive and harsh parenting. Both are predictors of childhood misconduct. The lack of full time in person schooling and the stress that is creating may have dire consequences that will be felt for years to come inside the classrooms by teachers and administrators.

Our Middle School and High School kids, they experienced stress and adversity in a whole different way. And these children are especially susceptible to adverse outcomes. (Again, the CDC stats are from 2018. We do not have stats for 2020.) Suicide is the 10th leading cause of death in the US. Suicide rates have increased in nearly every state from 99 to 2016. In New Hampshire alone, during this time period, suicide rates have climbed 38 to 58%. This does not reflect adult versus pediatric rates. However, to my broader point these stats are early life stressors and adverse childhood experiences and are only exacerbated by our current situation. I have personal experience

with this with children on my caseload. His parents committed suicide. With friends and colleagues, whose family members have committed suicide. So, I see and feel the impact.

I have not even touched on the most vulnerable population among our school aged children. These are the children on IEPs. They are falling further behind without the in person learning that they desperately, and legally, are required to have. There is a high incidence of anxiety among individuals with autism. This situation is only making it worse. These children, as do all children, require structure, routines, and stability in their environments to learn in the present and not fall farther into their own worlds by disengaging in their learning. I see this daily in my position as an OT. This is highly preventable. I have been evaluating and treating children, since the start of this pandemic and previously they were stable, and now they are in crisis. Sleep has been disrupted behaviors are out of control, they stopped eating, self-harm, admission from self-harm, regression of motor skills or regression of language, unable to self-regulate. This was not a slow regression, but a sudden and drastic change four to six weeks into this pandemic; it's like they fell off a cliff. Schools gone. That was their safety net.

If I had more time, I could go over the research studies. I am happy to provide those to the Board of where I got this information, more than happy to cite all my references. So, I am asking, what is the plan for moving forward? Now that we are in hybrid for all of our kids, why do we not start with our youngest learners and IEP kids, moving to four days in person with deep cleaning on Wednesdays. What is the plan for these children?

**Megan Borba (Sandown)** My question is this: where are these students going? My answer is that they are on a path, and it is not Robert Frost's path. It is a fork in the road that they did not choose. They are holding their breath for a decision that you and I know will not come. The decision to open schools. The metrics show this is what we need, what needs to be done. What are we waiting for? How do you justify these closures? Safety? Please tell me how these decisions are not purely union propaganda. I would honestly love to hear how the pushback from the unions are not a part of these decisions. Please identify one narrative that is not born from union demands. Is there any evidence that the union is acting in a bipartisan manner? The answer is no. The entire situation has been politicized and has been hijacked by a union that saw their opportunity and struck when they knew they had an advantage due to the instability and fear. If I had one question it would be how are you opposing the union in the name of our students? In the name of providing taxpayers their benefits, how are you supporting the full growth of students? Are you providing the mental and social support that all students require? Are you breaking under the pressure of unions or are you fighting for the education of children who deserve what children received only two years before this? How are today's students less deserving? Why don't we all put down the remote or our phones and start looking at reality. Schools can open safely. This is a fact. Teachers can do their jobs in person. This is a fact.

Is it the same as before? No. Would any reasonable person expect any different? No. Do nurses ignore protocols? No. Do grocery store workers ignore recommendations? No. What do they do? They show up. Why? How could they when death awaits? Do they all write their wills and buy their tombstones daily? No, they don't. They aren't opportunistic and revved and manipulated by insane union leaders. Why? First of all, if they pulled some garbage like this in the real world, they would be fired. Imagine that? Fired for not doing your job. All the jobs I have ever had had this odd requirement; it is doing your job. Casinos survive, restaurants survive, arcades survive. Is this the legacy that you guys want to leave? The administration that allowed one party to potentially crush the future. What side of history do you want to be on? I wish you luck. You have the weight of history weighing on your shoulders. I hope you choose in favor of your student body.

**Jen Bisson (Sandown)** I know that there are staffing issues. But we are a very large district and what I am really hoping for his flexibility in opening. I do not feel that it should be an all or nothing situation. I do not think we should be having policies for the entire district when it is high school, middle school, elementary schools, and kindergarten. There are such different schools in different communities with different age ranges. I would like to see flexibility and not an all or nothing approach. For example, if we don't have the resources to get the entire

district open but there are enough resources available to open the elementary schools, I would hate to see that we delay in opening that school because we do not have the resources to open all of them

The other thing I did want to echo was that I, I am really concerned that kids on IEP's are not having their needs met. They are not having the option to be in school five days, and I would like to see a phased approach. It takes many weeks of planning and negotiating to get to the next step. So, we should not be delaying because the planning process and the negotiation process could take months. We really need to be on it now if we have a hope of opening at all.

Also, I would really like to know if we applied for the Cares Act funding and if we received it. If we received it, how was it spent? Thank you.

**John Vaccarezza (Sandown)** I felt compelled to call in tonight based on things that I have read, seen, and heard about. It really came to a head when we looked at the debate that just took place. It was really a forum of criticism, complaints, and rude remarks. I think we as a group have become accustomed and acclimated to believing that that is okay, without looking at celebrating our successes.

Six and a half months ago a worldwide pandemic reached our doorsteps. Schools across the country went into emergency education mode, without time, training, or anything of that nature. Look at how much we have learned in this period. We all now know with asynchronized and synchronized education is. We can all determine the difference between a Google Meet, a Zoom, Google Classroom and in person education. Terms like ClassDojo, Flippity, Bitmoji, Flipgrid, Boom cards, Kahoot and Screencastify, which used to be terms out of a Dr. Seuss book, are now parts of our regular lives. That is a huge learning curve. We learn as individuals through trial and error, and our students grow, not by getting things right all the time, but by working through problems and finding solutions in multiple ways. It is the basis of a growth mindset. No longer is it, I can't. It is, I haven't yet.

Our teachers are in the midst of the greatest professional development model in the history of education. Many, if not most, in six and a half months prior, never held a Google meeting, and now it is a basic lifestyle that they do every single day. They not only are teaching kids, caring for them, and being their support, they are also fielding concerns from parents who did not ask to be put in this situation, are not happy about this situation, but are learning much the same way. That is a huge success, not a failure. Sports teams played for the first time in the past ten days. Other school districts do not have that taking place, another victory. Nothing is normal, but schools are the ones who are charged with giving a sense of normalcy to our students. Education is messy. It is frustrating. And it is completely worth it. The fact that my children, three of them, two in Sandown North and one in Timberlane Middle School are being given an opportunity to learn in multiple ways is only a good thing. Lack of resources, time, training, and staff are hurdles in this process, but they are hurdles that the schools, teachers, administration, and school board are working to overcome. I am a principal in a school district with a staff of 150 staff members and 1270 students. While I cannot ease their enormous burden, I can only applaud their ethics. I ask that you all do the same. It will make a huge difference for the administration, for the staff and most importantly, the students.

**Rob Collins (Danville)** August 11, 2020 a parent survey was completed, and the results showed that a majority, 58%, of parents did not want five day, in person education.

August 13,2020 the school board approved instructional model options that included the current hybrid model with cohorts, or remote learning. A full return to five day in person instruction was not recommended by the administration and was not approved by the School Board. The School Board then asked parents to commit for one semester to either the hybrid, or the remote learning instructional model. We were told we could not change the instructional model until the semester or trimester was over.

August 14,2020 parents were asked to fill out a form committing students for the first semester or trimester to an instructional model, while the five day in person model was appropriately not an option.

When the School Board approved the instructional models on August 13, 2020, the New Hampshire seven-day average infection rate was twenty-five (25) per day and trending down. Today, it sits at thirty-seven (37) per day, 50% higher than it was six weeks ago and trending up.

At the September 17, 2020 School Board meeting, an HVAC report was reviewed and released that shows serious deficiencies within many classrooms, with many more classrooms left untested. All classrooms should be tested and compliant with the minimum standards to keep everyone healthy and safe. Although late in the game, I am hopeful that information is on the way, and will be available to all parents soon.

Please do not rush things. Students have only been in school for three weeks, some only for one week. Things are going well so far. If there is a push to return to five days, we may be shooting ourselves in the foot, resulting in increased infections and quarantines forcing us into remote instruction, without an in-person option. Something that is currently happening with many school districts across New Hampshire. Honor the commitment you asked parents to make hold off on any changes in instructional models, until the start of a new semester or trimester. Survey the parents as you did before if you think of changing the plan is warranted.

The safety of the students, teachers, support staff and administration should be the top priority. When its not, everything else is at risk.

**Shelly Whelan (Plaistow)** It has been two weeks since we all sat in front of each other. I think a lot of us are anxiously awaiting some new information regarding the district's intent to reopen based on the acceptance of the state guidelines. I am just here to reiterate the main concern I have for my kids, that we please work towards a full reopen. Our children really need to be with their peers on a regular basis. They need to be socialized; the isolation is really starting to set in for a lot of kids. Their emotional and mental wellbeing depends on reopening. It is incredibly difficult for a school to appropriately identify the individual child's needs when the child spends more time working behind a computer than in person. It is not a question; our data supports all the parents who are asking for you to execute a full reopening.

I speak for myself here when I say that it seems the CDC guidelines are being either disregarded or perhaps misunderstood. I urge everybody to reread those because they do say six feet or masked when it is not possible to be six feet apart. Based on this, it does seem like we would be able to accomplish getting these kids in school full time and probably very safely. Timberlane's own mask wearing rules are already in place, and that is always to remain masked in the buildings, something that everybody has been following. But that is not a guidance that was even given by the CDC or the state. These kids can definitely be closer together if they are masked. I hope you consider this as not a spacing issue.

We ask you to consider the recent Right to Know that we sent out on Monday to you. We just want to know some additional answers. We did have many suggestions also for consideration. We parents are not here to cause problems, we just want to be involved. We feel communication with appropriate lead time is necessary. I know the subject of PPE availability has come up, and many people have mentioned that there may not be the appropriate amount. I don't know how much news anybody was watching before this Zoom session but Gov. Sununu just announced tonight that PPE should not be a limitation for holding in person learning because the State will actually be able to help districts, get access to PPE and quoting him, he said, "almost immediately".

Our TTA has taught us that really our only means of being heard are banding together but for some reason it seems like the TTA as a group has more accommodations being met than us as parents. Somewhere along the line that really needs to be looked at. Parents are a huge part of this equation. My kids, and many other kids' vitality depend on the School Board, Administration and the TTA aligning to provide an education that is both meaningful and valuable. When I look out in front of me, I see a group of normal everyday people who hold a lot more power over my kid's education than I do. During the last school board meeting, one of the members mentioned that a lot of the School Board members have full time jobs outside of this, and we totally understand that, as do many

of the parents who are working and managing an entire school day. We are all multitasking, and we are all putting in as much as we have as a group. Please know that we really do appreciate the work that you are doing and the time that you are putting in here.

Some of us parents who have been speaking regularly have formed a group called Timberlane Parents for Education. As I have said before, we have received a lot of backlash, and that can happen anytime you stand up for something. But we are just really standing up to advocate for these kids and to support a commonsense data driven approach for reopening. Please keep in mind my kids' education is funded to this school system. We are relying on you whom we have all voted for to represent our kids and what they need and what is in their best interest. So please, we just ask you to do what is right. We thank you for your efforts, and thank you for hearing us, our kids need their teachers in person, and our kids really need you to fight for their education.

**Corinne Martin (Plaistow)** First I want to show gratitude to TRSB, the interim superintendent, TRSD administration, teachers, support staff and all community members. We are all going through a collective trauma right now. Change, resilience, adaptation, integration, and perseverance are all important attributes right now. Normalcy bias, confirmation bias, and cognitive dissonance are all attributes that we should be addressing as an individual. We teach our kids all of this through day to day living. Darwin spoke of adaptation, everything is energy. Children feed off the energy of the adults around them and people feed off each other. We can all begin to work together to show patience, awareness of our own mindsets, and our own emotions and know that we are in uncharted waters and uncharted waters create strong sailors and strong swimmers. Keep Swimming. Be aware of where you are taking frustrations out on others or blaming others for things that are outside of their control. Be aware of where you are adding undue stress on to other people who are trying to do the best that they can. Our children are watching.

We have beautiful weather and scenery in New Hampshire. We are coming into a season where we have leaf peepers come from literally all over the world to see our beautiful trees that are outside of our back doors. It can serve everybody to take a step outside, take a deep breath, re-center themselves and to recognize that we do live in a beautiful world. New Hampshire is a great state to live in. Our data, and our metrics for COVID have been great so far. We would be ignorant, not to recognize that Haverhill, MA, Methuen MA, North Andover, Lawrence, Dracut, and Lowell and following all the way down 495 have all turned into red zones. For people who stay in New Hampshire, that may not be a big deal. Me? I cross into that Massachusetts line, every day, and my children are often in Haverhill. Everyone in the world has had change that they did not anticipate or expect. Let us all have flexibility, grace and keep going with empathy and compassion.

We have had over 200 days since life flipped us on its head, Friday the 13th of March. Please be aware of pandemic fatigue and your own mental and emotional state. Breathe. Relax the Vegas nerve down the center of your body. Relax your jaw. Breathe. All we can do is keep going, and to keep making efforts to stay happy, healthy, safe, and loved. Please remember Maslow's hierarchy of needs and know that we are all trying. Stress is not beneficial to anyone, and I know that we are all seeking to move forward. I did not want to be the one to speak rhetoric, or to repeat what has already been said. I just want to say thank you and keep going. This is symbolic of the chaos theory. We can prevail. Our children will take our lead with our adjustments, adaptation, and perseverance.

**Coral Hampe (Danville) and President of the Timberlane Teachers Association.** I am a middle school teacher and I am sure I speak for all of us when I say that we were psyched to have our students back in the building. It is so nice to hear their voices, see their eyes and see their personalities reflected in their choice of masks. It is not a perfect situation, but I can guarantee that teachers everywhere want nothing more than to have their students back in the classroom. I offer a heartfelt thank you to the members of our community who have stepped in to help us reopen. It hasn't been an easy walk through the jungle, but we are Tiger Strong, and we can overcome anything together.

Speaking of reopening schools. I would like to clarify a common misconception about the Union. The reopen plan has three phases: 100% remote, hybrid and 100% back to school. The only group that can decide which phase of the plan we are in is the district from the MOU. Number two: it is expressly understood by the parties that it is the sole authority of the Timberlane Regional School Board, and/or District, to approve reopening plans and procedures, and that this MOU is meant to address the impact of the Board's decisions which necessitate negotiation over those issues. The Teachers Association does not have the ability to block or hold up any decision about which phase of the district chooses. We will continue to say that we support any phase, based on the metrics, so long as it is implemented safely. We look forward to working with the District on a new MOU. Therefore, I ask the members of the public, please stop blaming the union. We are advocating for the safety of our students and staff. We are not the ones holding us back.

That stated, we do have a few follow up questions to the Lawson Group report of the HVAC systems. These questions were submitted last week, and we have not received answers. However, I do see that the HVAC systems are on the agenda tonight, and perhaps the answers will be provided. These are the questions we have:

- Will the PAC be tested?
- Will all rooms be tested?
- Will rooms be retested?
- What are the new numbers for the airflow in the rooms and buildings that have received repairs?
- Why the cafeteria is not tested? Will they be tested? Kids are without masks in the cafeterias while seated and eating.

I am sure we can all agree that 2020 is a year we could have skipped. No one could have controlled what we face. What we can control is how we react, the negativity towards teachers is heartbreaking. We want the best for your kids, and it is discouraging to hear these attacks every other week. In a world where you can be anything, be kind. Thank you.

### **SCHOOL RE-OPENING PLAN (00:52:03)**

Mrs. Lucy Canotas, Director of Elementary Curriculum, updated the Board on what they have been working on. At the elementary level, since the first day of school, the staff has been working a slow and purposeful increase to students in school four days a week. They started with our most vulnerable populations.

- As of, September 17, 2020, several students who required intensive programming had transitioned to four days a week.
- As of October 1, 2020, another fifteen (15) special education students have moved to four days a week.
- On Monday, October 5, 2020, TRSD will welcome back all Pre-K cohort students to their full 4-day program.
- By October 13, 2020, our elementary teams expect to have transitioned an additional twenty-seven (27) special education students to four in school days.
- By October 19, 2020, TRSD plans to welcome all Kindergarten cohort students for four days of on-site learning.

Wednesday will remain a remote day for all students to allow for the deep cleaning of buildings.

Mrs. Allaire noted that, at the secondary level, they have been working with stakeholders to determine at what point they can begin this phased process at the secondary level. Staffing levels are more impacted at the Middle and High Schools. While they are looking to progressively bring in more students, they are consciously not trying to move faster than the system can handle.

Dr. Farah asked if it would be feasible for the Superintendent to develop an implementation plan aimed at bringing more students back to school. Dr. Cochrane indicated that they would need to review room size again, furniture

needs, number of students, etc. Staffing is the biggest issue and while progress is made each day, there are still incoming requests for leaves as well.

<b>MOTION:</b> <b>Mr. O’Neil motioned to direct the Superintendent to develop a plan to bring all students that have not chosen strictly remote learning back to school; seconded by Mr. Dubé. The motion passed 9-0-0.</b>
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Dr. Farah requested that this be presented at the next meeting.

**CHANGES to the CALENDAR (01:02:31)**

The Administration team discussed some potential changes to the High and Middle school calendars to balance the length of the quarters/trimesters and map out the midterm schedule keeping with the potential of cohorts. These changes will require the approval of the School board since the original dates are published on the school approved calendar.

<b>MOTION:</b> <b>Mrs. Kiszka motioned to accept the changes to the 2020-2021 calendar; seconded by Ms. Lowes. The motion passed 9-0-0.</b>
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**HVAC REPORT (01:05:22)**

The Board discussed the Executive Summary included in the agenda packet relative to the ongoing remediation efforts already underway for the HVAC system. A question about filters was addressed by Dr. Farah. The Lawson Group recommended that the District should not change to a smaller particulate filter because we are bringing in external air and those would only be recommended for air that is being recirculated within a building. That would likely decrease our air flow rates as we try to move air through the rooms.

The Board had requested that a listing of all HVAC systems be provided to include the install date. This request was made because the CIP committee will be meeting and will be looking at priorities for the upcoming capital requests. Given the age of some of the units, Dr. Farah anticipates that they will move to replace some of them. There will be frequent airflow measurements taking place in the buildings as the Board looks to reassess how to get rooms with less air flow up higher. Sandown North would likely be one of the first to reassessed given there was a broken belt there that has now been replaced.

Mr. Paradis stated that the last time these systems were balanced was roughly fifteen (15) to twenty (20) years ago. In a balanced system, most of the rooms should have similar exchange rates. Mr. Paradis recommended bringing a company in to rebalance the systems. This would require that air flow be measured in all classrooms. Mr. Boyle questioned the new one-month life cycle of a filter. Mr. Paradis indicated it was suggested by the Lawson Group. Dr. Farah questioned whether the rebalancing could be done by the in-house HVAC technician. Mr. Paradis explained that he is looking into whether the District has the proper equipment to be able to do that. Dr. Farah also suggested that they pick a room or two and measure the airflow daily to determine the approximate life of a filter.

**PUPIL PERSONNEL SERVICES SPECIAL EDUCATION (01:15:58)**

Mrs. Susan Rasicot, Director of Pupil Personnel Service and Special Education, presented her Executive Summary to the Board. It was largely focused on Emergency Order #48 and the meetings it requires.

- Early Learning/Elementary: 117 meetings held; 101 meetings scheduled for a total of 218/258
- Middle School: 113 meetings held; 35 meetings scheduled for a total of 113/148
- High School: 91 meetings held; 29 meetings scheduled for a total of 120/122.

Ms. Lowes asked whether all the meetings will be completed by the October 8<sup>th</sup>, 2020 deadline. Mrs. Rasicot stated that most of the meetings will be completed however, there are some families that the team is still trying

to connect with and so some may fall outside of that date.

Dr. Cochrane stated that the consult with Jane Bergeron began today. He also said that HR has been working very hard to process applications to get more jobs filled. They have even gone so far as to streamline some of the hiring processes to move people faster. Despite all the work being done, they are still short Paras at the elementary level. Mrs. Kiszka asked how long it generally takes to process an application. Mrs. Louiselle, HR Director, stated that the process for Proctors, Substitutes and Paras generally takes about three weeks.

#### **AUDIT (01:27:24)**

Geoff Dowd, CFO/Business Administrator, said that he received a copy of the Draft audit. He had reached out to Mr. Campos and he was not able to undertake a final review of the audit paperwork. The Draft audit, however, is available for the Board to review. Dr. Farah requested that this go on the next meeting agenda for the Board to act on.

#### **BUDGET DEVELOPMENT (01:28:30)**

There was a budget uploaded this afternoon that the Board has, obviously, not had time to review in any detail.

FY 2020-21	73,304,644	Voted Budget (excl. Capital Reserve)
FY 2021-22 Draft 1	76,341,166	10/1/2020
Summary:	3,036,522	Increase over 2020-21 Voted
	4.14%	% Increase over 2020-21 Voted

Mr. Dowd went over some notes with the Board to explain some moving parts within the budget process. They also discussed some of the drivers that are increasing the budget, such as almost \$600K increase in special education private tuition line. Mr. Dowd expressed some concern over the SAU budget for the new SAU and the default budget. Dr. Farah suggested that Mr. Dowd consult with Mr. Martin regarding the SAU budget and the default budget. The Board also requested that Mr. Dowd provide the SAU staffing and costs for discussion (to drop into both budgets) at the next meeting.

#### **STRATEGIC PLAN AND SUPERINTENDENT'S GOALS (01:49:30)**

Dr. Farah stated that there is a five-year strategic plan in place but most of the leaders of the sub various subcommittees have left or retired. She stated we should be looking at getting those subcommittees up and running as we are now moving into the third year of the plan, which means that soon we are going to be looking to redo the plan. Dr. Farah requested that, for two meetings from now, to look at action items and their statuses, did they get done? What has been done and where do we need to go.

Dr. Farah asked Dr. Cochrane to look at the Board's goals and to see if he could help achieve those goals or possibly propose others. A lot of conversation ensued amongst Board members on how to approach this this year. Ultimately, with the help of Dr. Cochrane, it was decided that there were five important items that needed attention:

- Covid Education Model
- Budget and \$3+m increase
- Facilities
- Special Education
- New SAU

#### **HEALTH TRUST (01:57:30)**

Mr. Dowd explained that the Health Trust is a is an organization that Timberlane uses for health care. They do not necessarily turn a profit, any excess funding that they receive goes into their contingency fund. When their contingency fund reaches their actuarial established limits, they then make a return of that surplus to their members. TRSD is in line to receive a return of surplus of approximately \$425K to \$440K. He suggested that there are three available options:

1. Use it to reduce taxes for the current year as local revenue and recognize in the current year as local revenue.
2. Leave it in the budget and not spend it and allow it to go as excess surplus into the next year but would not be able to spend it.
3. Have a public hearing on it and treat it as unanticipated revenue. Incorporate it as part of our budget. (Could be used for anything COVID related or for any other expenses that should come up.)

The Board requested that, for the next meeting, Mr. Dowd apprise the Board of the amount of the surplus so that a decision can be made as to what should be done with it. Mr. Dowd also explained that Timberlane has applied for approximately \$124K in Cares Act money. The Board also requested that he provide the Covid related expenses to date for the next meeting.

Dr. Farah also reminded members that the public hearing on the proposed budget is January 14, 2021.

#### **POLICIES (02:06:09)**

Mrs. Silva stated that the Policy Committee was supposed to meet tonight but because there was a non-meeting, that meeting was postponed for two weeks. She does not have any further updates on policies.

**MOTION: Ms. Lowes motioned to motion to accept policies EBCG, EHAC, JLCG as a second read; seconded by Mrs. Kiszka. The motion passed 8-0-0.**

The Board requested that policy JIA discussion happen at the next meeting.

#### **ADMINISTRATORS REPORT (02:09:00)**

Dr. Cochrane thanked the Administrative team for all their work during this time. He plans to get out to schools again soon. He acknowledges that there needs to be some work done on the CIP plan. BA position has been posted.

#### **PERSONNEL REPORT (02:13:16)**

**MOTION: Mr. O'Neil motioned to accept the nomination of Audra Low, TRHS Special Education Teacher; seconded by Mrs. Savage. The motion passed 7-0-1 (Mrs. Silva abstaining).**

After the vote, there was a spirited discussion as to the Board's receipt of documentation just before the meeting. Mr. O'Neil made a motion that was seconded by Ms. Lowes, but later withdrawn, setting a 24-hour timeline to receive documents prior to a School Board meeting. Mr. O'Neil wanted it documented, via motion, that this practice is not acceptable. Other Board members also expressed their frustrations and concerns relative to the motion. Dr. Cochrane stated that he agrees there is an issue and explained that the delay in posting is largely due to the current amount of work being processed. He will make every effort to correct that and give the Board time to process the information.

#### **COMMITTEE REPORTS/REPORTS OF THE SCHOOL BOARD (02:23:26)**

Mrs. Kiszka stated that the Energy decided against putting in a warrant article for solar on Sandown North this year. They are going to continue with the LED lights. There is a two-year Return on Investment (ROI). They also plan to reduce the number of hours that the HVAC systems run to reduce operating costs.

Mr. Boyle stated that the Budget Committee met and went over the Pollard Budget which was down slightly. They also reviewed the Transportation budget which is up but that is all by contract. They also reviewed the Budget Committee's budget.

Dr. Farah stated there is a CIP meeting scheduled for next week. A Plaistow rep is needed on the CIP committee. Mrs. Machemer said she would review her availability and get back to the Board.

The Board requested that Mr. Dowd reconvene the Safety committee.

Mrs. Machemer indicated that she and Mrs. Allaire would be reconvening the Curriculum and Assessment committee next week.

**OTHER BUSINESS (02:27:15)**

Mrs. Silva requested that the District post weekly Covid numbers for the public. Dr. Cochrane said that Mr. Pederson has been chosen as the Timberlane Covid Czar, affectionately known as Captain Covid.

<b>MOTION: Ms. Lowes motioned to allow the Chair to sign the TSSU MOU; seconded by Mrs. Savage. The motion passed 6-2-0 (Mr. Boyle and Mr. O'Neil opposed).</b>
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Mrs. Savage mentioned that TRSD is streaming football games and other sports events that are held in the gym to keep visiting spectators at home. She inquired as to whether this could be done for other sports as well because many people have been traveling for games and showing up on the other school's campus. Mr. Paradis said they are actively researching the costs involved to do this. Dr. Cochrane also stated that he has spoken with Mr. Fantasia and he recalls a \$5K cost associated with this. Mr. Fantasia said he thought he might be able to find it in his budget. Dr. Cochrane requested that Mr. Dowd work with Mr. Fantasia to what the costs might be and if he can find the funds to cover it. Mrs. Savage suggested that Facebook Live is also being used by other schools.

Mrs. Silva asked Dr. Cochrane to review current requirements/numbers of spectators for outdoor sports events.

With no other business before the board, Chairman Farah adjourned the meeting at 9:48PM.

Respectfully submitted,

Kat Lancaster  
Recording Secretary

Approved by the Board on October 15, 2020.