

policies, programs and operations.”. The Board was not gathered for any purpose other than to carry out its mandated legal responsibilities to govern the school district. Public comment is an important and valuable aspect of the style of democracy in New Hampshire, but it is not a required part of the meeting.

Given the number of public participants, should each wish to address the Board, the Board would not be able to carry out the work before it. In terms of public comment, the Board, Selectmen, etc., have tried different approaches, e.g., start, middle or end of meeting. The existing arrangement was arrived at.

Discussed was the amount of time expended and the number of opportunities for public input on matters before the Board, e.g., the level of review policies go through, the amount of time and the process used to reach consensus on the budget.

The public comment period for this meeting has been extended (45 minutes) based on the belief there would be a good amount of public participation based on the number of comments provided via email.

Chairman Fareed spoke of the intent to stick to the 3-minute limitation (per speaker). She stated her hope the 45 minutes allotted for this purpose would be adequate. The agenda would not be amended. The Board had before it a great deal of work to be accomplished.

Members of the public wishing to provide input to the Board will have ample time to do so to influence the thinking and planning that will follow.

A request was made for residents wishing to email the Board, do so utilizing their own email so that they can be reached. Every inquiry made this way is responded to. Chairman Fareed spoke of the Board’s respect for every perspective that is provided.

Chairman Fareed remarked time did not allow for the meeting to be turned into a group discussion. The meeting had to be about the work the Board was tasked to do.

AGENDA ADJUSTMENTS

Member Mann spoke of the discussion that occurred at the June meeting relative to conducting a meeting in July specifically to discuss changes to and planning concerning updates to the SAU bathrooms. He requested the agenda be amended to include that discussion.

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

CORRESPONDENCE/RESIGNATIONS/NOMINATIONS

Superintendent Corey informed the Board of a notification of Intent to Retire (effective 6-30-21) received from Brenda Golia, Case Manager, and Tina Langley, Preschool Teacher, Hollis Primary School (HPS).

Letters of resignation were received from Jeri Williams, Psychologist, Hollis Upper Elementary School (HUES) and Jennifer Hannon, Grade 1 Teacher, HPS.

Notices of Intent to Retire (effective 6-30-22) were receive from Brenda Nickerson, Librarian, HUES, and Lee Walsh, Guidance Counselor, HPS.

Alana Cote is moving from a Paraeducator to a Preschool Teacher. Lindsey McCool will move into the position of Grade 2 Teacher replacing Lindsey O’Brien who will move into the Art Teacher position.

Lisa Horder will replace Mrs. Embry as a Speech Therapist.

Superintendent Corey spoke of the significant increase in kindergarten enrollment. The largest kindergarten numbers in the past 10 years or so is being seen in both districts. Hiring will occur to ensure the district stays within educational specifications.

Asked if additional staffing was anticipated during the budget process, Superintendent Corey stated there to be flexibility within the budget. The Administration will always look first to utilize the operating budget. Should there be difficulty, the Contingency Fund could be looked to as well. Asked if it is anticipated contingency funds would have to be utilized, he responded “at this point, no”.

The Case Manager position at HPS will be filled. There remains an opening for intensive needs in Preschool. The Administrative search is completing for the position of Curriculum and Instruction Administrator.

A Grade 1 Teacher position opening has resulted from a staff member choosing to move out of state to be closer to family. There are quite a few job openings across the State and the pool of candidates is not increasing rapidly.

APPROVAL OF MINUTES

Hollis School Board June 2, 2021

The following amendments were offered:

- Page 4, Line 6; delete “The” at the end of the line
- Page 4, Line 45; delete “the work of”

MOTION BY MEMBER ARTHUR TO ACCEPT, AS AMENDED
MOTION SECONDED BY MEMBER MANN
MOTION CARRIED
5-0-0

Hollis School Board – **Public Hearing** June 2, 2021

The following amendment was offered:

- Page 3, Line 21; correct the spelling of “request”

MOTION BY MEMBER ARTHUR TO ACCEPT, AS AMENDED
MOTION SECONDED BY MEMBER ROY
MOTION CARRIED
5-0-0

PUBLIC INPUT

Joe Garruba, 28 Winchester Drive

Spoke of the practice of the Planning Board to schedule additional meetings if time limitations do not permit addressing agenda related items in a single meeting. The concept that we have a room full of people who have important things to say, and the Board does not have time to hear them he does not believe to be a valid point.

Chairman Fareed clarified no one was being prevented from speaking.

Mr. Garruba remarked if there is only 45 minutes set aside and each person is allotted 3 minutes, that would mean that only 15 people speak. He was certain there were more people than that.

Chairman Fareed stated it to be 3 minutes maximum, and she would not accept the assertion that the Board is preventing anyone from speaking.

Mr. Garruba stated the Diversity, Equity & Inclusion (DEI) resolution includes valuable concepts like equality of opportunity and the importance of non-discrimination. However, the document seeks to promote group identity rather than individual responsibility and achievement. This focus on group identity rather than the student distorts the concept of justice. All students should receive equal access to the educational benefits of a Hollis education regardless of their group associations. Placing significance on group identity only serves to foster division in our community. He wishes for students to be taught to value themselves and their unique abilities and talents not to focus on race and other traits. In the definition of diversity, he recommended striking the words “while group identity is important”.

The document seeks to allocate educational resources based on need with no concern that each student reaches their full potential. Educational resources must be distributed equally to all students so that each child reaches their full potential. This thinking is behind decisions to eliminate AP programs as has been done in other districts who adopted these concepts. The goal of our schools should be to see that resources are distributed fairly to all students rather than directing resources only to those students who are part of a specific identity group. He recommended replacing the words “get what they need” with “to have the opportunities to reach their full potential”.

It is not appropriate for Hollis Brookline to redefine the word equity in a way that differs from common usage. Equity, as defined by the National Association of Colleges and Employers, includes the concept of adjusting fairness to overcome bias or systemic structures. Equity of opportunity is what we as a public school must strive to achieve. The imperative is to provide access and opportunity not to allocate resources based on group outcomes. Our unique definition of equity confuses the message of the document and will cause confusion throughout the schools. He recommended replacing “equity” with “equality of opportunity” throughout the document.

Katharine Kinanne, South Merrimack Road

Has been a civil rights advocate since January 20, 2017. Prior to that, she was an HBHS graduate. She was taught by one of the district’s many empowering teachers to stand up for what is right, and like many in our community came back to Hollis because of the schools.

Over the past decade, Board members and administrators have had to perform regular duties while combating a smaller group of extremists who want to privatize public education or simply remove all government. She was in attendance as she believes, in addition to the pandemic, this has resulted in a level of immobilization that must not be allowed to continue.

The fear of constant litigation is substantial especially given the recent Superior Court decision of Hubert vs. Hollis School District. However, it is time to stop coddling these extremists and put a stop to making decisions based on fear and disinformation. We should start with issues addressed in her statement that will be made public in a few days.

Jon Garruba, 30 Meadow Drive

When before the Board in June, he was not able to complete his input. The group is made up of individuals in positions of public trust. We are in very extraordinary circumstances, and decisions being made in both policies for re-opening and DEI are very important to many people. He does not see how the Board can make the best decision for residents if not having an opportunity to hear all public comment. Should there be residents who wish to address the Board following the public comment period, he would like the Board to schedule time before the next meeting to ensure all voices are heard.

Mr. Garruba expressed concern with the description of grouping of children by identity by acknowledging that group attributes are important. He feels this unwise as it will result in students and teachers ascribing stereotype characteristics to these arbitrary groups that are identified. There should be a policy that recognizes each student as an individual. The use of identity groups is divisive and will result in discriminatory impacts to children. This is mentally unhealthy for all students regardless of which groups they might identify with.

The policy also includes a picture. Although pictures convey meanings and concepts quickly, they are very imprecise. He is concerned that leaving pictures and graphics in will leave the policy open for interpretation.

He recommended holding off on a DEI policy until further public input can be evaluated.

Ardath Blauvelt, 38 Van Dyke Road

It seems that education is morphing into social psychology. Under general information for today's discussion under the continuing services headline, on page 5 of 7, learning is mentioned twice:

“Response to Instruction (RTI) model that continues to: identify students with learning gaps, provide targeted intervention, and monitor ongoing student progress.”

The rest of the paragraph concerns social emotional and behavioral; needs of the students.

In the second paragraph we learn that “SAU41 has committed additional resources to our RTI program that will assist in identifying potential learning loss and gaps in students content knowledge.”

She finds it funny to think that is a continuing service as it would strike her as being the heart of education.

“The emphasis of SAU41 will be reducing learning gaps, providing necessary learning supports for vulnerable populations, providing staff training to emphasize student well-being, and encouraging programs that prove to be effective for achievements gains, including non-traditional opportunities.”

Non-traditional seems to be ruling the day now.

Two references to learning and knowledge content. Pages of returning to school protocols and social and emotional well-being.

“SAU41 will continue with the Choose Love program and is currently exploring additional resources to support the social and emotional wellbeing of both students and staff.”

“Additionally, changes had been made to the supervision and evaluation model that both reduced the number and narrowed the scope of formal classroom observations.”

Staff appreciation opportunities will increase, and the Administration will be reading “Putting Teachers First” by Bard Johnson. Teaching is hard work, but so is being a kid. Presumably teachers choose to teach information or knowledge to encourage, train and hone skills. Programs like Choose Love have their place, but education today seems to assume weakness instead of finding and building strength. She suggested choosing success and letting parents nurture their children.

Chairman Fareed clarified “Continuity of Services” is a technical term the State utilizes to describe a certain subset of students.

Danielle Dunetz, 23 Cummings Lane

Is a pediatrician. Two of her children attend HPS.

The following statement was read into the record:

“We are writing to express our concern regarding the discussion of discontinuing masking and the reducing COVID-19 precautions in Hollis Brookline schools. The SARS-CoV-2 virus and associated COVID-19 disease continues to upend our lives. We realize the Centers for Disease Control has removed masking recommendations for vaccinated individuals. However, we do not believe this change pertains to our schools as many of our children are not yet eligible for the COVID-19 vaccine. The CDC is very clear that masking for unvaccinated individuals should continue. In addition, the American Academy of Pediatrics has not changed their recommendations for masking in schools. The AAP strongly recommends the universal use of facemasks in schools for adults and all children older than 2 year. It is therefore imperative that masking continues in schools since most of the students in the elementary school and middle school age groups are not eligible for the vaccine. Teenagers are just now being offered the vaccine.

Additionally, given the waning enthusiasm over vaccination, ongoing significant vaccine hesitancy, poor vaccine utilization, increasing levels of community spread and the appearance of variants that may have more significant implication for our children, it is too soon to ease masking mandates in schools.

Discontinuation of masking in schools at this point shows willful disregard of expert medical and public health opinion. Of note, the CDC recently adjusted their guidelines to recommend that children who are wearing masks around other children wearing masks do not need to quarantine even if they are close contacts. This change will be beneficial helping keep our children in school without hybrid learning or long quarantines if masks are mandatory. We cannot ignore or downplay the impact of COVID-19 disease in children. While the prevalence of pediatric illness is less common and disease severity isn't generally as significant as that observed in adults, we are continuing to see more morbidity and mortality in children from COVID-19 and from

the associated Multisystem Inflammatory Syndrome in children, also known as MIS-C, including many children with COVID long-haul syndrome with prolonged symptoms of disease possibly up to 30% of previously infected children having this.

We also have not yet identified long-term effects of SARS-CoV-2 infection even without severe symptomology. Importantly, the emergence of new variants which are now the most common strains of the disease in the United States are affecting children more broadly, and we have yet to fully understand the implication of new changes in the virus. Across the country our colleagues are seeing patients with COVID-19 disease that are younger and healthier at baseline.

There is no doubt within the scientific community that masks curb the spread of SARS-CoV-2. Epidemiologic investigations continue to support masks. Studies show that in communities where masking mandates were enacted, there was linear decrease in number of cases with the greatest decreases in communities with the longest mandates. In outbreaks including household clusters masks protected against transmission. In addition, even in instances where transmission occurs, masking reduces viral inoculum, which appears to decrease severity of disease. Furthermore, we know that relying on symptoms alone is not a reasonable intervention to mitigate disease. This year has shown that A-symptomatic transmission does continue to play a role in community spread.

Mike Raimondi, 62 Alsun Drive

Over the past year we have heard about COVID being a virus that could be spread through droplets and on surfaces; however that has been upended. We now know with certainty that it is an airborne disease. Which means the masks that 99% of people are wearing are completely ineffective. You need an N95 mask to protect against airborne diseases. Airborne means social distancing is rendered useless because it is not direct contact, it gets up in the air, floats around the room and five minutes later you can get it. He encouraged the Board to investigate the science.

Regarding the DEI initiative, he has a generally positive view of the document. He is an opponent of CRT being taught in our schools and can see a clear need to address his concerns. He does see that there are opportunities for improvement. In the diversity section, there is a sentence that states “While group identity is important, we affirm the centrality of the individual student who is ultimately responsible for his or her own thoughts and actions.” While this statement is true, he is concerned it may be used as a basis to conduct discussions about group dynamics by a teacher who is not a member of a particular group and may not know what they think they do about that group. He provided the example of his family having Native American Indian heritage and his desire to avoid a teacher clumsily stumbling through the different concerns they should have. That is best left to the parents. This lays outside the competency of the school system. He requested reference to group identity be removed.

Under the Inclusion section there is a statement “We know that by creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.”. He requested a change be made to state instead “both our individual and collective capabilities”.

While the document seems agreeable, he is very cautious as to how it will be interpreted and enforced, his reasoning being that there appears to exist a lot of dishonesty and deception taking place with respect to CRT. Many in the education system throughout the country have been feigning ignorance of CRT and stating that they don't understand the concerns of its appearance since it is not actually being taught. These assertions however are undermined by the various teachers' unions themselves. At its 2021 Annual Meeting, the National

Education Association, the union which he believes our teachers belong to, declared “We oppose attempts to ban Critical Race Theory and/or the 1619 project.”

Mr. Raimondi stated he would like to know how the Board will ensure teachers follow their directives and not those of the teacher union.

Kelly Piche, 59 Deacon Lane

Continued reading the statement that was provided by Danielle Dunetz, 23 Cummings Lane:

*Finally, concerns regarding safety of long term mask wearing have not been supported by any ...**audio inaudible**... Masking is a simple, safe, cheap intervention that saves lives. It seems unfathomable to stop an intervention with this profile at this stage in the pandemic. Furthermore, making masks optional in schools is not a viable option. This will undoubtedly create ingroups and outgroups based likely on parent household preferences and will create greater opportunities for bullying in our schools. Additionally, children who do not mask put other children at risk for illness and for quarantine.*

Finally, stopping masking at this time will pose additional risk to teachers and their families especially those who are high-risk, potentially cannot be vaccinated, have poor response to the vaccine given underlying conditions, or live with unvaccinated individuals. It is our duty, as a community, to protect our most vulnerable every step of the way during this pandemic. Sending any of our children to school without masks seems like blatant disregard for life, health, and science.

To comment on a few myths that have been perpetrated:

1. *If there were going to be transmission, we would have seen it by now with kids spending time together playing sports and in dugouts.*

COVID has not been shown to be transmitted easily if at all outdoors. COVID is transmitted very well indoors when people are not masked as shown by many outbreaks when people gather indoors such as in school and at camp bunks and cafeterias.

2. *It should be a parent's choice whether the child wears a mask or not.*

Unfortunately, our children wearing masks doesn't protect them from COVID, if others around them aren't wearing masks. Until a vaccine is available for our students, universal masking of unvaccinated people is key to protect our children.

3. *Children will have to quarantine even if they are wearing masks and are close contact.*

This is no longer the current recommendation. The CDC guidance adds the following exception to the definition of close contact; in the K-12 indoor classroom setting, the close contact definition excludes students who are within 3-6' of an infected student, laboratory confirmed or a clinically compatible illness, where both students were engaged in consistent and correct use of well-fitting face masks and other K-12 school prevention strategies such as universal and correct mask use, physical distancing, increased ventilation were in place in the K-12 school setting.

Our recommendations, as physicians, are as follows:

1. *Continue masking mandate in schools at this time.*
2. *Determine a transmission threshold under which it might be safe to discontinue masking mandates once children are able to be vaccinated.*
3. *Provide ongoing education and encouragement to families in regard to the ongoing need for community mitigation strategies and vaccination.*
4. *If unwilling to follow the CDC and AAP guidelines, please consider separate cohorts/classrooms of masked children and unmasked children.*

Socialization, physical activity, and education are not trivial needs. In fact they are essential to the wellbeing of children, families and communities.

For these reasons, we believe schools need to continue strong safety and sanitation measures such as universal masking. To reiterate, based on the science and data at hand, it is too soon to discontinue masking in schools. This recent quotation is concerning and is one of the reasons we feel so strongly about this issue.”

Ms. Piche noted the signatures on the communication.

John Ferlins, 88 Dow Road

Is a parent and a grandparent of 3 primary age children who he would like to see grow up to be happy, successful adults. The essential knowledge building blocks start at the primary school with the policies the Board ends up putting in place. With the DEI initiative and related materials, there is an awful lot that could really fill up an agenda. Subjects like literacy and math are essential building blocks towards our kids' success, and right now it is a full court effort on parents to get kids to focus, listen in class, and do their homework. With everything that is coming down now with the DEI initiative, as it is incorporated into the syllabus, will detract from what students really must know to prepare them for adulthood.

We don't want to see students shortchanged in their math classes to be marched off to attend social justice bootcamp. He questioned what they would be learning there. If we look at what DEI teaches and what CRT teaches it appears the basic tenants of CRT have really made their way into the DEI. He questioned what we would be forcing upon these kids; telling them that because they are born white that they have an unfair advantage, that there is white privilege that they are born into, that they are oppressors, and these folks of a different color are the oppressed. We don't really want to inculcate our young kids with shame and guilt.

We are already seeing incidents that have been reported, e.g., bullying and intimidation. We really don't want that to continue. The thing that is truly toxic is the idea of group identity. It forces kids into looking at themselves and feeling guilt and different from another group; differences that didn't exist before in the way they perceive each other. It really promotes divisiveness.

Our kids have been beaten up badly with COVID, and he does not believe it to be in the best interest of our educational system that we now hammer them with divisive ideas that are at the foundation of CRT, which he believes is now being called DEI. Identity politics has made its way in there.

He urged the policy makers to keep these issues in mind, and in particular the group identity aspect. We want to teach our kids to be individuals and able to try to excel and not be held back because someone of a different color is not able to academically compete. Those who cannot compete need the individual assistance, but those that are able to advance should be able to participate in AP classes, maximize their potential and be able to feel comfortable about themselves.

Member Mann noted this meeting is only the 2nd or 3rd time the Board has had the opportunity to engage in discussion around some of the verbiage that came out of the work of the DEI Advisory Committee. He is not aware that any of this work will translate into any curriculum changes whatsoever. Curriculum is the responsibility of the Board. It is not dictated by the teacher's union or any other entity/individual(s). The direction of the Board is conveyed to the Administration, which then carries out the goals and expectations of the Board. He commented on hearing remarks around curriculum and policy. DEI came to the Board as a resolution, which is not policy and will not extend into policy, to the best of his knowledge.

Eric Morin, 18 Jambard Road

During the first wave of the COVID-19 virus in March 2020 when most schools here and throughout Europe closed, Sweden was the one exception where they kept schools and daycares open from ages 1-15 accounting for 1.8 million children. They had no mask wearing or social distancing. None of those children died from the virus.

According to Harvard Medical Professor and Epidemiologist Martin Kulldorf, COVID is primarily spread through adults, and it is highly unusual for a child to transmit it from child to an adult. Kulldorf also stated that the risk of infection for teachers is the same or slightly lower than the average in other professions. "There is no public health reason to do that." According to Maria Crisler a Clinical Scientist with experience in microbiology, there was ample evidence to suggest adverse effects from children wearing masks. According to a study in April, 68% of more than 25,000 participants had problems wearing face coverings and the content of carbon dioxide inhaled by them was several times higher than the acceptable norm. Due to the high intake of carbon dioxide, children experienced symptoms such as irritability, headaches, difficulty concentrating, reluctance to go to school, impaired learning, drowsiness and fatigue. Crisler also explained that the issue of mask wearing, especially for children, is more critical as it makes a child more vulnerable than an adult to injury from oxygen deprivation and high intake of carbon monoxide. Microbes also concentrate on the outside of the masks causing bacteria.

Mr. Morin stated his son developed rashes on his face and had to be placed on antibiotics. His other son was kept out of school for several days during allergy season because he couldn't breathe simply because of congestion and having to wear a mask.

Masks are also damaging our children physiologically and developmentally. They are missing social and emotional queues. He has seen children panic and cry over having forgotten a mask. This is no longer about public safety but about control and virtue signaling. We know children are not the spreaders of virus and that much of this is now simply theatre. The physical, physiological and developmental damage that this has and continues to cause our children is reprehensible and can be avoided going forward. End the fear mongering over this virus that has little to no effect on their health.

All members of faculty and staff in the schools that chose to be vaccinated have been vaccinated. It is time to move on. Forcing kids to wear masks at this point, in his opinion, is child abuse as studies have shown masks do little to curb the spread with children. If parents want their child(ren) to wear masks sobeit, it is their child(ren) and their choice. Keep it optional but never mandatory. This is supposed to be the "Live Free or Die" state not live unfree and hide.

Mark Constantian, 99 Twiss Lane

Has been a plastic and reconstructive surgeon in this region for 43 years. He came when he was the only private practice plastic surgeon in the State in 1978. In that time, he has written some 100 papers, 3 textbooks, book chapters, and done a great deal of basic science and clinical research. He has never been able to guarantee a patient equity; it is not possible. He cannot give the same outcome to patient A and patient B because they are different people. The DEI issue concerns him. It involves a lot of surgical societies that have had those discussions.

He would like to be shown five-year outcome studies, where DEI was done in school systems with similar demographics, that show it improved happiness of children; patriotism, cohesiveness. If there is no such thing, that makes it an experiment. That by nature isn't bad, but in that case what we need to do here is to measure certain parameters at the beginning of school, all the things you hope to include with this new philosophy, and then measure them again at a discreet, agreed upon time, and see if what you hoped to achieve has been achieved. In that case, he is happy to listen to it. Without knowing what the outcome is going to be for our children, we are performing an experiment for which the outcome may not be what we want.

Maria Hubert, 68 Hideaway Lane

On June 30th, a study was published in the Journal of the American Medical Association titled "The Experimental Assessment of Carbon Dioxide Content in Inhaled Air With or Without Face Masks in Healthy Children". Two weeks later that study was retracted. Doctors all over the country were sharing that information and it gained a lot of traction.

Ms. Hubert read into the record a letter by Dr. Ron Brown, the doctor who published the study; Author of Retracted Children's Mask Study Responds to TrialSite News:

"Yesterday, July 19, 2021, Trialsitenews.com reported that a study of carbon dioxide in children's mask was retracted by the editors of JAMA Pediatrics. JAMA Pediatrics Editors Retract Children's Mask Study (trialsitenews.com). After requesting a statement from the corresponding author of the retracted study, Dr. Harald Walach, I received the following response by Dr. Walach from his German web address this morning, Easter Time, which is presented here on Trialsitenews.com:"

"Well, we published our response to the queries of the editorial office on Retraction Watch. [JAMA journal retracts paper on masks for children – Retraction Watch]. This is the material we sent to the journal.

The journal did neither respond to that except by saying our response was inadequate, without particularly telling us exactly what was inadequate. The journal said it had done an additional review. My request, sent yesterday morning my time, i.e. morning US business time, has not been answered until yesterday business closing time.

I do not see that any of the comments of the journal has either invalidated our results, nor have we left any of the queries unanswered. In the meantime we have received several comments of atmospheric and chemical scientists who have measured the same amount of carbon dioxide under face masks as we did.

My conclusion is: This retraction is political, as the retraction statement says, because of "public health implications." In our view the public health implications would be that the wearing of face masks by children is carefully scrutinized and anybody who does not agree with our data should produce better data refuting our

findings. This is the normal way of scientific discourse. Censorship because of data that – as one commentator put it- are “unhelpful,” i.e. not wanted, is not the way of science, but the way of autocracies.”

Back in June, the World Health Organization did the same thing, they published a study showing that A-symptomatic spread was very rare. That was retracted also because it didn't fit the political agenda. People need to do their own research and understand what is going on here.

Andrew Scott, 167 Proctor Hill Road

Thanked Member Mann for clarifying how the Board has the responsibility for curriculum. He believes the Board will make the right decisions regarding curriculum. However, implementing that curriculum is the responsibility of the Administration. There are some incidents that have been reported where CRT or CRT type processes have been inserted into classrooms as a part of choices that have been made. He questioned how that is being monitored. He provided the example that was put on the AboutHollis.com website where a father reported hearing that white people are the only ones who can be racist and white people cause racism. That father has a student in the primary school. That father has identified himself to the Board and Superintendent.

A year ago he spoke at a meeting and talked about definition of terms such as diversity, equity, inclusion, racism, and anti-racism. He sent the Board and Superintendent follow-up notes with the definitions. Superintendent Corey requested he be part of the DEI Committee.

There seem to be a lot of definitions within society on CRT. If you quote from Richard Delgado's book Critical Race Theory 3rd edition: “Unlike traditional civil rights discourse, which stresses incrementalism and step-by-step progress, critical race theory questions the very foundations of the liberal order, including equality theory, legal reasoning, enlightenment rationalism, and neutral principles of constitutional law.” This theory is part of a major role occurring in the cultural moment. It seeks not just racial justice, but to undue legal reasoning, the use of logic, reason, and debate to move society forward, i.e., enlightenment rationalism.

It does not believe in incremental change and improvement. It seeks to disrupt, dismantle, and tear down the institutions that have made this country the great nation it is despite its imperfections and continued need to improve.

CRT uses a poor research paragon as a foundation of principles designed to separate people into different groups of oppressors and oppressed and create conflict between those groups. The solutions given by CRT proponents involve discriminating against people now and in the future for past wrongs, which will only create more conflict and strive going forward.

He quoted Professor Ibram X. Kendi, author of several best-selling books including How to be an Anti-Racist: “The opposite of racist isn't 'not racist.' It is 'anti-racist.' What's the difference? One endorses either the idea of a racial hierarchy as a racist, or racial equality as an anti-racist. One either believes problems are rooted in groups of people, as a racist, or locates the roots of problems in power and policies, as an anti-racist. One either allows racial inequities to persevere, as a racist, or confronts racial inequities, as an anti-racist. There is no in-between safe space of 'not racist.’”

Under Mr. Kendi's definition, the identification of racism against non-white people in any situation is always possible and rarely, if ever, falsifiable because it does not have to be intentional or conscious. He provided the example of a white person and black person entering a store where the salesperson first approaches the white person. This could be seen as racism because it prioritizes the white person's needs. If the salesperson first

approached the black person this too could be seen as racism as it could indicate a distrust of black people. The salesperson's perception of the end motivations is irrelevant and to be conscious as anti-racist, she would need to admit her racism and pledge to do better.

This is important because another famous Kendi quote is "Denial is the heartbeat of racism." If you deny you are a racist, then you are a racist. This goes to the anti-bias, anti/racist teacher training that is occurring twice monthly in HPS. This creates a divisive and hostile workplace environment. If these definitions are being used, and he believes they are, undergirding that type of training and professional development, then you are creating a very difficult situation where people can't say that they don't agree with something without being called racist.

Another Kendi quote "The only remedy to past discrimination, the only remedy to present discrimination is future discrimination." He outlined his long-term solution in an article on Pilitico titled Pass an Anti-Racist Constitutional Amendment. The amendment would state that racial inequity is evidence of racist policy, and the different racial groups are equals. The amendment would make unconstitutional racial inequity over a certain threshold, as well as racist ideas by public officials (with "racist ideas" and "public official" clearly defined). It would establish and permanently fund the Department of Anti-racism (DOA) comprised of formally trained experts on racism and no political appointees. The DOA would be unaccountable to voters and would have the power to preclear all local, state and federal public policies based on his definition of anti-racism and inequity. A direct quote from his article states the DOA would "monitor policies, investigate private racist policies when racial inequity surfaces, and monitor public officials for expressions of racist ideas. The DOA would be empowered with disciplinary tools to wield over and against policymakers and public officials who do not voluntarily change their racist policy and ideas."

Mr. Scott stated it is not really a theory, it is an unfalsifiable assertion of racial essentialism that stigmatizes white people as irredeemably racist and privileged and black people as systemically repressed. He cautioned professional development that has this principle undergirding what it is that we are teaching our teachers.

Chairman Fareed commented Mr. Scott asserted that he believes the material quoted is embedded in a twice a month training. She questioned how he drew the conclusion. Mr. Scott stated he is on the DEI Advisory Committee. At their November meeting, Superintendent Corey indicated that this type of training was going on. He had heard some positive things about it. Mr. Scott reached out to the teacher who was doing it and stated a desire to participate in the Zoom session. He asked if he could see the material used. That was early November. He eventually learned that part of that training was about teaching how to change how to teach about Thanksgiving so that it is not just the holiday of thanksgiving but a day of mourning because of the things that have happened in our country and our history. He reached out an additional time, but never received a response.

Karen Dodge, 73 Alson Drive

Has worked in the district for 9 years. Mr. Scott has done an outstanding job capturing the CRT, DEI, ABAR euphemisms. These are Marxist policies, and nobody wants to come forward and admit that. This is what is so insidious about taking our children and reeducating them into believing that they should be classified and that decisions should be made on skin color.

The 1619 project, which is part of the ABAR support, is totally fabricated. There is not one citation, one quotation, one reference to research to validate any of the statements that are being made in the 1619 project. This was a series of essays created by Nikole Hannah-Jones. It cannot be documented or substantiated.

She had intended to give a history of how critical theory morphed into CRT and name all references, but decided it was more important for people to understand that 1) there is no such thing as systemic racism and to tell people that because you are white that you are privileged and that blacks are at the bottom of a hierarchy that has been arbitrarily established. Her concern with Hollis is that the majority of our minority students are not black. They are Asian, Indian, they are three races, and what has happened with CRT, ABAR, and DEI is all these categories have been created to create division; the oppressor versus the oppressed, man versus woman, straight versus homosexual, etc. If you can be put in a category and punished for being in that category, then they have succeeded. This has been going on since 1940. Marx failed miserably in his ideology. He created the paradigm of the bourgeoisie versus the proletariat. He assumed that the proletariat (the workers) would rise up and take over the entrepreneurs and those controlling the government. It didn't happen.

What has morphed into CRT is that class division doesn't work. America is the greatest country, the most diverse, and we have a group of individuals who want to diminish this country's history. Marxism is alive and well and has been put on totally reinstated under the guise of we will teach your children how to understand racism; they won't be racists. Our children are not racists. None of us are racists. The whole notion and the language of white supremacy is a total lie. White people are not responsible for racial disparities, but that is what the kids are being told; it is their fault if their black friend isn't as successful as they are, and nothing could be further from the truth.

A quote from President Ronald Reagan "Freedom is never more than one generation from extinction. We didn't pass it to our children in the bloodstream. It must be fought for, protected, and handed on for them to do the same, or one day we will spend our sunset years telling our children and our children's children what it was once like in the United States where men were free."

Raul Blanche, 1 Mendelssohn Drive

Was born and raised in Cuba. Has lived under communism. When he came to this country, he suffered the issues that DEI attempt to solve. He has lived in Hollis for 36 years. His objective in what he is about to say is to try to bring everyone together to move forward with potential solutions. He suggested changes be made to the initiative. As written. The initiative is too large and is creating division within the Town.

He has followed certain principals in his lifestyle; the devil is in the details, say what you mean and mean what you say, follow the money, and transparency. If the community is going to trust what is being done, we must be totally transparent. He urged the Board to consider ways in which we can be more transparent. He offered to provide his suggestions for potential revisions to the document.

The resolution discusses a five-year plan that will be published some time this year. He would like to see details. Like typical roadmaps in government, when you put together a timeline of actions and recommendations there is always a cost or resource associated with it. If the plan is created without resources, it will not solve anything. Try to come up with a level of estimate for what it will take. Those are the kinds of things that begin to add transparency to the discussion.

It is not a matter of how he feels about the issue. He believes that with the right wording and working together we can move forward.

Adam Bragg, 98 Wright Road

Thanked the Board and Administration for serving the community and the job that has been done in getting the district through COVID-19 thus far. As a parent of a 1st and 3rd grade student, there is an upcoming decision that is being made about reopening that concerns him: “parents will be provided with a choice to have their children wear masks during the school day.”. We all know that COVID-19 is not over. This is especially true for those who are not vaccine eligible, which includes the entire population of this district. Dismissing this basic and proven prevention method of wearing a mask is premature. As recently as July 9th the CDC concluded that schools should continue with their layered prevention strategy, which includes consistent and correct use of masks by people who are not fully vaccinated. If nothing else, he asked the district to wait to lift the mask mandate until everyone in the elementary school cohort has had the opportunity to be vaccinated.

He is a network security engineer by profession. You cannot time a network security outbreak just like you can't time a virus outbreak in your school or community. Lifting the indoor mask requirement is analogy of turning off the anti-virus on your computer or turning off your firewall when you don't think you need it anymore.

COVID-19 still exists in Hollis and the surrounding communities and new variants such as Delta make the virus even more contagious today than it was a year ago when we had the mask mandate and thought it was a good idea. As parents, we need to be able to plan for the upcoming school year. He is hopeful the reopening plan will be in place by or before the August meeting with a mask mandate included.

Chairman Fared noted the planning is being developed continually with input from every proper source, e.g., NH DHHS, CDC, etc. It will not be finalized until very close to the beginning of school.

Jaima Wilder, 48 Pierce Lane

Was born and raised in Hollis and has gone through the entire school system. She graduated, came back to Town and she and her husband are currently raising their 5 children. She has home schooled her children up until her first entered 6th grade. He has continued except that she took him out last year because of the regulations that were put in place and knowing her children and what children need. You cannot teach a small child anything when you are covering your face because they learn from your expressions, and they learn how to speak language through looking at your mouth. It is not only bad for them to be breathing in the carbon dioxide they are taking in when their faces are covered, but if you have ever watched a child and how they deal with their masks, they are not using them properly. The virus spreads by you touching your mouth or face and then touching a surface or something else.

By covering their face, you are probably putting them at a higher risk instead of saying be uncovered and wash your hands more often. The CDC has said that COVID-19 has a 99.8% survival rate. That has not changed. She understands there are those that are immune compromised and those that want to get a vaccine and to vaccinate their child, but that vaccine has been around for less than a year. Every single person that signs up to do that is under an experiment. She does not think it should be mandated for our children and she does not think they should be told to cover their faces anymore.

Children need to be able to have touch and build relationships and learn how to come together. That is how you teach them to be compassionate and to love, not by telling them through a curriculum that you are talking about possibly adding in over time that tells them that there is division. The division can be stopped if people start allowing us to have an opinion and choices as parents. We should not be told as parents what our kids need.

You have not and will not see for many years the psychological effect that this past year has had. She pleaded with the Board to reconsider what is being done to these children in the long term.

Harold Cadman, 169 Depot Road

Stated diversity, inclusion, and equity is simply a euphemism for CRT. They are one in the same and employ Orwellian doublespeak to promote racism as opposed to combatting it as it claims to do. Whatever sins there are in America's past, real or perceived, were part of an evolutionary process that resulted in the largest most diverse and prosperous society on earth today. America is the world's greatest melting pot. America is the world's greatest land of opportunity. DEI and CRT are Marxists constructs designed to divide a nation into groups or factions to create an us vs. them dynamic to demoralize the society making it easier to conquer. It is not surprising that considerable funding is being provided to the teachers' unions by the very racist Chinese Communist party to demoralize American children, so they readily accept the socialist Marxists ideology when they become adults.

The question he has for teachers is are you going to do the bidding of the Chinese Communist party and help them destroy America? If you are not pushing back on your corrupt union leaders then you will be complicit in the destruction of your own country.

James Gill, 30 Milton Place

Thanked the Board members for their service. He stated his wish that Washington operated as effectively as the Town does right now. People are sharing their views. Here we can share what we really think, people listen, and care. He was driving through Town and saw a sign at the variety store that said AboutHollis.com and questioned what that was about. He visited the website. As near as he could tell there were a few women who founded it. Everything he read struck him as fair, balanced, accurate, etc.

Now he is thinking if sitting in the seat of a Board member what would he like to hear. He would like to hear tolerance, respect, and dignity belong to every individual. Intolerance to errors; if they are masking things that are not factually correct, they are partial truths, they are erroneous, then we have a duty and responsibility to change them every step of the way. We change them with respect, tolerance, and dignity.

If you think about it a lot of people are reluctant to criticize or challenge CRT because they haven't made that distinction. They think by criticizing the advocacy of the policy of CRT that they are impugning and maligning someone of color or no color. The reality is respect, dignity, and tolerance belong to the individual, their errors, their partial truths, whatever their motivations, are harmful for children, challenge it, test it, check it. Martin Luther King gave his life for the principle that we should be judged by the content of our character not the color of our skin. CRT just turns that on its head. From a commonsense standpoint you know it is wrong.

Even Solzhenitsyn when living behind the Iron Curtain in the Soviet Union, a highly decorated Soviet soldier in WWII that was sent to the Gulag because he started to express himself, concluded it is not a question of finding out who the good guys are or who the bad guys are because good and evil runs down the middle of every human heart. This CRT is an attempt to determine who the good guys are, who the bad guys are. It repudiates the finest and best people, true leaders, and principles that we stand for. We are the only country in the history of the world that was founded on a creed.

CRT is patently a lie and patently highly damaging. What distinguishes children from adults is their innocence. As adults we are putting on all these challenging issues and are forcing them down to kids, and then we are

wondering why they are struggling when being asked to deal with adult issues that they are not equipped to, and we are robbing them of their innocence. If you deny a child their youth, their innocence, joy and spontaneity, what happens is they become adult children. Let's protect the innocence of our kids.

As far as getting us back to school, on the medical evidence you have brilliant people coming out of Harvard, Oxford, Stanford, Yale, and they are not being heard. Robert Redfield, Director, Centers for Disease Control and Prevention just came out a few weeks ago and said because he said that the virus came out of the lab in Wuhan, he was physically threatened by other scientists.

Mr. Gill suggested we need to buy a little more time on all the fearmongering and panic. Lincoln said as a public servant his purpose was to reflect the will of his constituents. When he could determine what their will was, he would reflect it. If he could not determine what it was, he would do the next best thing to effectuate their will using his own judgment. There are a lot of people here committed to AboutHollis. If he were a member of the Board, he would be saying State law just banned CRT, that is defensible morally, legally and every other way.

No matter how bright you are, you might have 1% of the body of knowledge required to make a wise decision. If the majority comes out, the wisdom of the majority should prevail.

Sue Homola, 15 Mendelssohn Drive

Stated appreciation for clarification that the mission of the Board is the oversight of curriculum. Also heard was information on the ABAR program. She questioned who has oversight of the teacher trainings that are offered on school time, which gives the impression it is a school sanctioned activity. Is there any funding mechanism and who approves that?

Joe Garruba, 28 Winchester Drive

Thanked the Board for allowing the public the opportunity to speak acknowledging the public comment period has run over its allotted time. He will forward most of his comments via email. Schools have been closed for half a day on Friday. In essence that has robbed our children of 10% of their education over the last year. It is not acceptable. Children cannot be expected to compete with others who receive the entirety of their education. The justification for this was based on the fear of the unknown and that was certainly reasonable back early in the pandemic. Now that we know that COVID-19 is not a risk for children and the vaccine is available for others, providing anything less than a full five-day school week with full days would be a grave injustice to his children.

Jon Garruba, 30 Meadow Drive

We have heard a lot of people come up and provide evidence that scientific studies are reversed. We really don't know enough about what is going on. He does know that there have been psychological impacts on his children. He is the father of two adolescent girls. There has been a documented significant increase in the number of attempted suicides particularly among adolescent girls. He was not present to weigh the benefits or drawbacks of a vaccine or masks for anyone else as each person must make that judgment themselves. He knows that he must weigh the impacts to his children that he sees. He sees them generally hesitant to reach out to other children and make new friends. That is a direct result of being isolated in school, not allowed to move from table to table, go to lockers, interact on a normal basis that students before them have been able to. These decisions should be left to the parents and children. He pleaded with the Board not to enforce a mask mandate.

Maureen Maisttison, 60 Milton Place

Expressed her sincere appreciation for all the Board has done to date. A marvelous job has been done educating our kids, keeping them safe, following the science, and doing the right thing.

She spoke of how fortunate the community has been to have had the option of having its students in school or remote full time. The Board did a great thing and had a lot of moral courage and great executive leadership early on. She is hopeful they continue to follow the compass that has lead them to make those great decisions.

Her children are entering 2nd and 5th grade. She supports the training the teachers are allowed to have. She believes it to be good professional development for them. She has heard it is not creeping into a lower level curriculum and indoctrinating our children. She understands what is going on and wished to thank the Board for its support of the teachers to make them more well-rounded and better teachers.

Michelle St. John, 29 Orchard Drive

Wished to lend her support to the Board and stated she has been impressed with everything the Board and district has accomplished over the course of the past year. She understands it has been a difficult task to meet everyone's needs throughout the pandemic. She has heard from parents the incredible job that has been done focusing on the needs of all students; students who have diverse needs, students who might be questioning their identity, students who might have learning disabilities, students of different colors, races, religions. She is very much impressed. Hollis is not as diverse as the community that her family came from, and she does hope that this district continues to move forward in a welcoming environment for all students.

She was at the Hollis Town meeting where the School Resource Officer (SRO) hire was discussed and is pleased to hear that is moving forward. She strongly encouraged a diversity hire in that role and someone that has a background in dealing with mental health needs.

Chairman Fareed thanked the members of the public for providing input reiterating the information provided is taken seriously, very much respected, and considered. She reminded the public should the Board do something/anything a resident does not believe to be ideal, there is time to learn and change. She requested residents continue to bring their comments forward and work with the Board, but please respect the fact that they are doing everything they can with a huge amount of information and a very wide constituency they are obligated to. When things don't work quite right there are plenty of avenues for addressing them, adjusting them, shifting them.

Chairman Fareed stated the desire to discuss how the district functions with respect to expressions of concern around teacher performance, a resource, or complaints from an individual. It is important that everyone understand and see the number of policies and procedures we have, the layers of approvals and authorities we have in place and that the circle closes around the relationship between the Board and Superintendent.

In preparation for this evening, she requested Member Arthur, Chair of the Hollis Policy Committee, reference policies that outline steps parents and community members can take to address concerns that they have. This is a first step.

Member Arthur noted the following policies:

[KE](#) – Public Complaints; references individual complaints can usually be resolved most effectively by parties directly concerned. There is a chain of resolution process.

[KEB](#) – Public Complaints About School Personnel; if a complaint comes to the Board, it will be referred back to the Superintendent who will let the individual know of the complaint and work towards a resolution. The action taken will be reported back to the Board.

[KEC](#) – Policy on Reconsideration of Instructional Materials

[KED](#) – Public Concerns/Complaints About Facilities and Services (Section 504)

[KED-R](#) – Grievance Procedure for Alleged Discrimination – Grievance Complaint Form

Chairman Fareed asked Assistant Superintendent Bergskaug to speak to the material in the handbook; how it works with respect to giving parents guidelines for how to approach the district with concerns. Assistant Superintendent Bergskaug stated school registration is coming up shortly. One of the pieces is signing off on the student handbook. The handbook identifies everything from whether students can have a cell phone to who to contact for various items if there is a concern about materials in the classroom. There are some policies that are a part of the handbook and others that are referenced. All policies are listed on the SAU website and organized by the subject matter. The handbook is also posted on the individual school website.

Chairman Fareed asked Superintendent Corey to summarize the opportunity/processes that employees have for addressing their concerns with one another or content, etc. Superintendent Corey stated any employee who is having difficulty with another employee would go to their direct supervisor and provide the information. That Supervisor will address that issue and it may or may not escalate to the level of the Superintendent. As an organization with approximately 500 staff members that does happen, and it is addressed. In terms of professional development, there is a set process. There are two channels. As an educational professional with a license you must maintain your certification hours. You are obligated to participate in professional development. Some of that is provided by the SAU. When we provide it, we don't tend to approve requests for staff because it is going to happen on campus. For many of the other opportunities to achieve recertification you sit down with the building Principal and develop a goals plan that is in conjunction with the school district's Master Plan, which is filed with the State. The principal must approve your professional development. That comes over to the Assistant Superintendent's Office for approval. Whether there is an associated cost or not it goes through the professional development portal as the district is required to maintain the hours for that recertification. Every three years you recertify.

Typically in September/October the Administration will present a series of goals for the buildings and SAU. Everything lines up with that. This is the only year, since he has been in the district, that that presentation was not provided (because of COVID).

The Administrative Retreat is coming up in August. At that time they hash out the goals as an SAU, which filter down to each building. Those goals are presented to the boards. The goals come from the Strategic Plan. That is the five-year plan that was spoken of.

Superintendent Corey thanked all who attended this evening. What he is most impressed with as an educator is the ability to have the discussion we had because it sets a tremendous example for our children of how to approach difficult topics.

Chairman Fareed commented every two weeks the Business Office processes checks whether payroll or invoices for other expenses. The law requires that every school board appoint two members to sign the check manifest, which is basically the check register. The manifest is required to include all documentation for each expense.

The district has software utilized by district employees to address professional development. Information is loaded into the software that captures the name of the course, source, cost, and rationale the individual employee has for wanting to take the course. It is not a rubber stamp process. The circle closes on not just the amount and vendors name, but any information that the employee has with respect to what the program is, what it certifies, promises to teach, and what its purpose is for that employee.

Member Mann noted the budget is that of the Board to oversee. The only other source of funding is grants, which must come before the Board in a public meeting to be approved for acceptance and expenditure. There are no other sources of funding.

Sue Homola, 15 Mendelssohn Drive

...speaking away from microphone... stated she was wondering who approved the ABAR program, who has oversight of what is taught to teachers and is it being paid for.

Chairman Fareed stated the short answer is yes, definitely; taxpayer funded, approval process that goes through recommendations from the staff, the Board is apprised of the materials and approves/disapproves or asks further questions. There are many layers of eyes on everything. All those eyes help the Board keep the system healthy, honest, and transparent.

Chairman Fareed noted one of the speakers asked for transparency on our processes. A workshop was conducted about the DEI document. The meeting was conducted for two hours, was publicly noted, and no members of the public attended. Individuals can review the archived video or the minutes from the workshop if interested.

Asked if there is adequate classroom space at HPS to handle increased enrollment in Kindergarten, Superintendent Corey stated they would shift things around; if enrollment continues to grow there are spaces such as the Library Media Center that could be utilized (traditionally 3 classrooms and is now 1 space).

PRINCIPALS' REPORT

Superintendent Corey highlighted items included in the report, which was included as part of the [agenda](#) packet.

Kindergarten enrollment has gone up. A teacher will be hired, and space is available.

Joseph Hoebeke, Chief, Hollis Police Department, has finished his procedures and interview processes. The Chief and Superintendent Corey interviewed the two final candidates. A candidate has been selected and will be joining the district for new teacher training and becoming a part of the Hollis School District. The Chief involved a member of the School Board, Principal, etc. to participate in the process.

The Administration is in the final stages of securing a candidate for the Curriculum Coordinator position.

Member Mann remarked enrollment appears to be down 12-15 students from the prior year. Noted was that it is typical to see additional enrollment as we move into the fall. Superintendent Corey stated part of the current situation is working with families on registrations. HUES has more physical availability to get in the building than HPS given ongoing construction. He anticipates overall enrollment will be the same as last year.

Member Mann spoke of the Board's action to authorize the Superintendent to hire during the summer months.

DISCUSSION

- 4 Lund Lane Renovations

Member Mann spoke of the discussion that occurred at the last meeting around improvements to the layout/utilization of space at 4 Lund Lane. The Hollis School District owns and operates the facility, and charges rent to all 3 districts to utilize it as the Administration Office. The facility is undergoing some changes, and the desire was expressed to consider if there are additional improvements that could be priced out to ascertain whether it is financially feasible to pursue. Chairman Fareed noted there are 17 employees utilizing two 1950s bathrooms.

Superintendent Corey stated he has spoken with Kelly Seeley, Business Administrator. The project is on pace when the contractor becomes available, to start work on the removal of the tub and creating a hallway to avoid having to travel through one office to reach another.

There were two pieces that came up in reaching the decision additional work would not be recommended at this time. Contractor availability is slim to none. As a result of that, costs have escalated. Although he believes the work could get done, he is uncertain the cost would be beneficial at this time.

Member Mann questioned if the additional work could be added to the Capital Improvement Plan to ensure the work is scheduled for a future time. Ms. Seeley has suggested this issue be reviewed again in the September/October timeframe. The Maintenance Trust Fund could be looked to as a funding source provided a public hearing is conducted and Board approval received.

- HSMART Building Project Update

Superintendent Corey remarked the project is going well. He offered to accompany Board members on a tour of the facility to view the progress.

Approximately 95% of the sprinkler system (fire suppression) has been installed. The district is changing from the current fire alarm system to a modernized one. That is a complex issue. The district must function off the old system while the new system is being installed.

Boilers that had asbestos inside have been removed and taken off property. The two oil tanks have been removed (came out of ground looking good). Earlier in the day the bollards were put in that will go around the new propane tanks (safety purposes). A crane will be brought onsite to put the platform in for the tanks. The 15,000 gallon tank that will support the fire suppression system is in. the outdoor classroom space was not lost and may be able to be expanded.

Asked if there is the need for lighting, security, fencing around the installation, Superintendent Corey stated, upon project completion, a gate (approved by the Fire Department) and a fire box system will be installed. Once completed, the district may look to plant shrubbery for aesthetic purposes.

- COVID Protocols

Superintendent Corey noted the information included in the agenda packet. The Department of Education (DOE) has required all school districts in the State to submit this plan as a condition of accepting our Federal Elementary and Secondary School Emergency Relief (ESSER) funds.

That plan has two components; it memorializes all the efforts a district has made for the 2020-2021 school year and forecasting ahead to what our plans will be for the 2021-2022 school year. These are preliminary and decisions that are being made right now are being made based on local conditions and the data that we have in terms of COVID-19.

The district is returning to school in as normal a fashion as possible. Students will be back in school on Fridays. Yeomans work has been done this summer with focus on academics regarding material that was able to be covered and areas where there may exist gaps. That information will be passed on to teachers by grade level. The Administration may come before the Board with a request for an early release day to allow for a reflection on curriculum.

Superintendent Corey stated he and other administrators would be participating in a call with the NH DHHS the following day. He understands the recommendations that came from the CDC regarding mask wearing. The CDC is a national organization. The district made the decision last year to follow the NH DHHS and Dr. Benjamin Chan, State Epidemiologist. The desire is to learn of his recommendation. Superintendent Corey spoke of having heard all the comments provided during public comment. It is likely a decision will not be reached until the August timeframe. The question will be asked of how to address the issue should excessive heat become a factor in the fall.

Member Roy questioned if there are any plans to bring back the use of tents. Assistant Superintendent Bergskaug stated there is currently no plan to bring the tents back. However, what was seen was that teachers were taking students outdoors and not utilizing the tents. One critical activity that teachers in both schools in the district engaged in at the end of the year was a discussion of what practices occurred because of COVID that should continue moving forward. One of the favorites was the outdoor time. Superintendent Corey remarked the feedback was great enough that there may be some requests for more of a permanent structure. Board members expressed a desire to learn more of the particulars around such an opportunity.

Member Arthur asked if a questionnaire would be sent to families concerning procedures such as masked and unmasked classrooms. Superintendent Corey responded he personally struggles with that concept as he has no business knowing if an individual is or is not vaccinated. In terms of masks, there will be instances of group settings such as lunch and while in hallways. He spoke of the importance of returning to a normal structure. Ultimately, as much as it would be difficult and we won't be able to please everyone, we will head into a very good school year knowing that we have a plan from last year that allows us to tighten up when we need to. The Administration will be speaking with the DHHS around how we determine when we can loosen up.

The year will start outdoors with no masks. If a quarantine situation returned and other things that impacted us last year, he would consider the use of masks again. He spoke of some of the plans underway such as grouping family members together (twins will be in same classroom to start the year). At the start of the year, recess will be in cohorts.

Vice Chairman Kellner spoke of the Memorandum of Understanding with the teacher's union that was operated under this year and whether there is anticipation for something such as that going forward. Superintendent Corey stated that is not the anticipation. The Administration had been in regular contact through the end of the school year. The teachers are vaccinated, can wear masks if they choose to, etc. He does not see any issues returning to a full day on Fridays. He will be reaching out to them once we get to early August. The Board will be kept apprised.

- Diversity, Equity, and Inclusion Follow-Up from School Board Workshop

Superintendent Corey stated the desire had been to receive public input on the issue. The two primary issues he has received input on recently are masks and DEI and CRT.

He would like the opportunity to receive the additional feedback from the public and bring back any potential adjustments to the Board for review/consideration.

He is aware there were concerns about professional development training. He has addressed that. Once the teachers return, training will be provided on what the new law means under HB2. The Administration will receive that training during the retreat. That training could also play into the DEI statement.

Chairman Fareed remarked we have not received a technical advisory from the NH DOE on the new laws. We have not received technical guidance from the School Board Association. We have not received technical guidance from the private attorneys used by the district who are public school specialists.

- Policy Review by Drummond Woodsum

Superintendent Corey commented on prior discussion of utilizing the School Board Association to conduct a policy review. They are about two years out in that work. Drummond Woodsum believes they will be able to provide the district with a paralegal to get this work started. The Administration is working with Attorney O'Shaughnessy and are trying to identify those within the firm that can give the technical expertise while at the same time approach parts from a paralegal standpoint to reduce costs.

Assistant Superintendent Bergskaug stated she has forwarded to the firm the full list of policies. That will be used as a framework for identifying focus areas and to cost out what a review would look like or consideration of reviewing certain policies based on priority, etc.

Asked when it is believed the review would be able to be conducted, Assistant Superintendent Bergskaug stated her anticipation she would hear back any day with a timeline and cost. The NHSBA has indicated although they have the district on the docket for next summer, they are willing to review that same listing and highlight important items of focus (by next week).

Member Arthur spoke of the public input provided and reference made to comments provided on the AboutHollis website. She questioned how many documented incidents/grievances in this realm have been received. Superintendent Corey stated he has checked with Principal Fowler to ensure he did not misspeak. There were no issues brought to her regarding curriculum at HUES this year. He spoke with Principal Izbicki at HPS and learned of one parent who reached out to her. That parent was referred to him. The situation was addressed internally, and when he spoke with the parent this spring, he learned the parent was very pleased with the education his child was receiving at this point.

Superintendent Corey stated he has been approached by people from AboutHollis.com. His job is to meet, talk to, and gain information from all sources. He continues the dialogue as should there be concerns, he would want to be aware. He encouraged people to reach out to the teachers, building administration, and if not happy with the resolution, to reach out to SAU Administration. If not pleased with the resolution provided at that level, individuals are able to address their concerns with the School Board.

Member Arthur stated her belief what is so foundational for every student's learning is the relationship with their teacher. When reflecting on her own experience with her favorite teacher in 5th grade it was not about any curriculum that she can remember, it was the way she felt when in her classroom. She felt safe, respected, and comfortable. That is the thing she wishes to ensure we protect because relationship building is so foundational. That is what she believes our teachers are striving to do, to know their students well.

Chairman Fareed stated the desire to ensure this Board has carried out its due diligence on any concerns that have been raised, either through disburged information sources that are public facing without names or through any concerns raised through the proper channels as they should be. We respect the public and the rights of our students, families and employees. Our processes allow us to capture those concerns, to date stamp them, to capture and document all the steps and follow through on any concerns raised. The documentation is the only honorable way to base corrective action where needed or to prove that corrective action is not needed, and the only way for an elected board like ours to properly govern over our responsibilities, obligations, accountability and provide the desired transparency.

If anyone has a concern over any factor in our district, they must go through the proper processes in order that their voices are heard, and that justice is achieved for all parties involved. The Board closes that circle with its oversight of the staff and the questions, it is allowed to ask, in the proper settings as dictated by State RSAs.

She stated her confidence, because of fact gathering and information gathering she is tasked with by law, that our Administration has properly responded to all the concerns that have been raised. They cannot act on anonymous statements in the public realm, and yet those concerns have been responded to and we have carried out our oversight of that process. She stated the desire to raise her hand as a vote of confidence in how the staff has handled the concerns that have been raised in public.

She requested each member of the Board speak to whether they feel confident they have had the proper access to staff and proper access to the information believed needed to feel confident in the performance of our Administration when concerns are raised.

Member Roy stated she does. The items come to the Board as part of their own process, but if at any time she wished to seek out answers at any other stage, the door is open, email is available, they answer the phone. They have never not done that for Board members. They have never not done that for members of the public. She is satisfied with the access and information she has been able to and continues to receive.

Member Arthur remarked she does not need to add anything to the statement. She has confidence in the relationship with the Administration.

Member Mann stated when the Board sees a large group of people that come out to address the Board on any item it is valuable to the Board. When we hear a lot about items from parents or groups within the community, we have an opportunity and in some cases an obligation to engage the Administration and ask questions in the right setting. That may be visible to the public and may not. He is convinced that he has received the detail he needs to feel comfortable that the Board has a handle on issues. His other concern is to ensure the tools and policies are in place and there are no gaps in the policies to allow the Board to continue to address issues going forward. He is convinced there are no gaps. This body has the ability not only to oversee but to continue to oversee items. He believes diligence has been done, and he is comfortable with where we are and the things, we are planning going forward.

Vice Chairman Kellner stated agreement with the remarks of her colleagues.

NON-PUBLIC

**MOTION BY MEMBER KELLNER THAT THE BOARD GO INTO NON-PUBLIC SESSION
PURSUANT TO RSA 91-A:3 II (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 MANN**

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

Yea: Brooke Arthur, Tammy Fareed, Amy Kellner, Robert Mann, Carryl Roy
5
Nay: 0

MOTION CARRIED

*The Board went into non-public session at 8:48 p.m.
The Board came out of non-public session at 9:13 p.m. ___*

ADJOURNMENT

**MOTION BY MEMBER MANN TO ADJOURN
MOTION SECONDED BY MEMBER ROY
MOTION CARRIED
5-0-0**

The July 20, 2021, meeting of the Hollis School Board was adjourned at 9:13 p.m.

Date _____ Signed _____