

**HOLLIS BROOKLINE COOPERATIVE SCHOOL BOARD
JULY 21, 2021
MEETING MINUTES**

A regular meeting of the Hollis Brookline Cooperative School Board was conducted on Wednesday, July 21, 2021, at 6:05 p.m. at the Hollis Brookline Middle School.

Holly Deurloo Babcock, Chairman, presided:

Members of the Board Present: Tom Solon, Vice Chairman
Elizabeth Brown
Krista Whalen

Members of the Board Absent: Beth Janine Williams, Secretary
Kate Stoll
Cindy VanCoughnett

Also in Attendance: Andrew Corey, Superintendent
Gina Bergskaug, Asst. Superintendent of Curriculum and Instruction
Tim Girzone, Principal, Hollis Brookline High School
Patrick West, Principal, Hollis Brookline Middle School

APPOINTMENT OF PROCESS OBSERVER

Chairman Deurloo Babcock appointed Member Brown as Process Observer.

AGENDA ADJUSTMENTS

A request was made to amend the agenda by moving the discussion item, DEI Update and Recommendation, to follow public input.

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

NOMINATIONS / RESIGNATIONS / CORRESPONDENCE

Superintendent Corey noted information on new hires was included within the Principals Report, which was part of the [agenda](#) packet.

APPROVAL OF MINUTES

Hollis Brookline Cooperative School Board [June 16, 2021](#)

The following amendments were offered:

- Page 11, Line 2; delete “as it would go”
- Page 15, Line 13; replace “in” with “and”
- Page 16, Line 34; replace “of” with “or”
- Page 19, Line 21; replace “languages” with “language”
- Page 21, Line 2; replace “see” with “seem”

1 **MOTION BY MEMBER SOLON TO ACCEPT, AS AMENDED**
2 **MOTION SECONDED BY MEMBER BROWN**
3 **MOTION CARRIED**

4 **3-0-1**

5 *Member Whalen Abstained*

6
7 Hollis Brookline Cooperative School Board – **Public Hearing** [June 16, 2021](#)

8
9 **MOTION BY MEMBER SOLON TO ACCEPT, AS PRESENTED**
10 **MOTION SECONDED BY MEMBER BROWN**
11 **MOTION CARRIED**

12 **3-0-1**

13 *Member Whalen Abstained*

14
15 Chairman Deurloo Babcock read into the record the language of policy [BEDH](#) – Public Participation at Board
16 Meetings:

17
18 *“The primary purpose of School Board meetings is to conduct the business of the Board as it relates to school*
19 *policies, programs and operations. The Board encourages residents to attend Board meetings so that they may*
20 *become acquainted with the operation and programs of the schools. All official meetings of the Board shall be*
21 *open to the press and public. However, the Board reserves the right to meet and to adjourn or recess a meeting*
22 *at any time. The Board also reserves the right to enter non-public session at any time, in accordance with the*
23 *provisions RSA [91-A:3](#).*

24
25 *In order to assure that persons who wish to appear before the Board may be heard and, at the same time, it may*
26 *conduct its meetings properly and efficiently, the Board adopts as policy the following procedures and rules*
27 *pertaining to public participation at Board meetings:*

- 28
29 1. *The first 15 minutes will be set aside for citizens to address the Board. This period may be extended by a*
30 *majority vote of the Board. Speakers must provide their name and address and will be allotted three*
31 *minutes per person.*
32
33 2. *Consistent with RSA [91-A:3](#), Policy [BEDB](#), and the laws pertaining to student and family privacy rights,*
34 *the Board will not place any matter on the public agenda that is to be properly discussed in a non-public*
35 *session. Complaints regarding individual employees, personnel or students will be directed to the*
36 *Superintendent in accord with Policies KE and KEB.*
37
38 3. *All speakers are to conduct themselves in a civil manner. Obscene, libelous, defamatory or violent*
39 *statements will be considered out of order and will not be tolerated. The Board Chair may terminate the*
40 *speaker's privilege of address if the speaker does not follow this rule of order.*

41
42 *Persons appearing before the Board are reminded that members of the Board are without authority to act*
43 *independently as individuals in official matters. Questions shall be directed to the Board Chair.”*

44
45 Policy BEDB reads in part:

46
47 *“Additionally, the Board reserves the right to limit public discussion at Board meetings to agenda items only.”*

1 This has been the practice of the Board for many years. Chairman Deurloo Babcock stated the Board would be
2 extending the time allotted for public input, and requested residents wishing to address the Board stand to make
3 that desire known and provide an understanding of the number of individuals wishing to provide input.
4

5 **MOTION BY MEMBER DEURLOO BABCOCK TO EXTEND THE PUBLIC INPUT PORTION OF**
6 **THE AGENDA TO SIXTY (60) MINUTES**
7 **MOTION SECONDED BY MEMBER SOLON**
8

9 ON THE QUESTION
10

11 Vice Chairman Solon requested, when providing comment, speakers attempt to avoid repeating information
12 provided by another. He spoke of appreciation for input that has already been received and for that which the
13 Board would hear.
14

15 Unidentified Speaker
16

17 Speaking out from the audience... called for a Point of Order.
18

19 Chairman Deurloo Babcock explained the rules of order by which meetings are conducted.
20

21 Unidentified Speaker
22

23 Commented you are shutting down free speech.
24

25 Chairman Deurloo Babcock permitted the speaker to provide comment.
26

27 Unidentified Speaker
28

29 Stated he understood the point made concerning the amount of input received by the Board and a desire to avoid
30 repetitive comments. He opposed the idea that because someone has already mentioned a concern you are not
31 allowed to speak it noting repetition sometimes helps.
32

33 Vice Chairman Solon stated it was not his intent to not permit individuals to speak.
34

35 Unidentified Speaker
36

37 Remarkd he was not certain it was not.
38

39 Chairman Deurloo looked to bring the meeting back to the motion at hand.
40

41 Unidentified Speaker
42

43 Continued by stating the message was very clear.
44

45 Member Brown noted the motion on the floor and stated her desire to speak to it. She would support the motion
46 with the understanding she is hopeful the Board does not see any more animosity or outbursts. She wished for
47 the meeting to be respectful. Noted was that the Board had already received many emails. Most members spent
48 the prior evening attending or listening to the Hollis School Board meeting. They are all very interested in

1 opinions but are all private citizens who are giving their evening to this, and they would like to be home at a
2 reasonable hour and make rational reasonable rested educated decisions.

3
4 Member Brown addressed the unidentified speaker informing him that she found his shaking his finger at her to
5 be quite offensive. She reiterated her hope that there would be a peaceful, educated discourse.

6
7 Unidentified Speaker

8
9 Speaking out from the audience stated he has been on their side of the fence and knows exactly how they feel.

10
11 Vice Chairman Solon called for a Point of Order stating the public input period had not yet begun.

12
13 **MOTION CARRIED**

14 **4-0-0**

15
16 Chairman Deurloo Babcock stated the Hollis Brookline Cooperative School Board oversees the workings of the
17 Hollis Brookline High School (HBHS) and Hollis Brookline Middle School (HBMS). The elementary schools
18 are in two other districts. The School Board's purview is limited to policy, curriculum, planning, and
19 budgeting. The [policies](#) of the School Board are available to the public on the SAU website.

20
21 There are other documents available on the website including Collective Bargaining Agreements, Program of
22 Studies for the HBHS, student handbooks, which are in the process of being revised, budget information, and all
23 agendas and minutes for the past two years (archives are available). Board meetings are streamed live over the
24 internet and recorded and posted to the website.

25
26 The Board has been reading emails received and many have had the opportunity to watch last night's Hollis
27 School Board meeting. Board members are listening to and processing all that information.

28
29 Public Input is not a time for questions and answers. The Board doesn't respond, but will be commenting on
30 the Diversity, Equity, and Inclusion (DEI) pieces in the agenda packet and the re-opening plan during the
31 discussion portion of the agenda.

32
33 Input is limited to 3 minutes/speaker. Speakers were asked to state their name and address for the record. All
34 questions and comments are to be directed to the Chair.

35
36 **PUBLIC INPUT**

37
38 *The floor was opened for public comment at 6:19 p.m.*

39
40 Joe Garruba, 28 Winchester Drive, Hollis

41
42 Stated his understanding the public comment period is not intended to be a back and forth discussion. However,
43 he was at the Board meeting last month and sent in a proposal for a new policy IB-Academic Freedom. He
44 requested the Board provide an update on where that stands and what the process is.

1 The DEI resolution includes valuable concepts like equality of opportunity and the importance of non-
2 discrimination. However, there are 3 significant problems with the document, which he believes must be
3 amended before the Board consider approving it.

4
5 The document seeks to promote group identity rather than individual responsibility and achievement. This
6 focus on group identity rather than the student distorts the concept of justice. All students should receive equal
7 access to the educational benefits of a Hollis education regardless of their group associations. Placing
8 significance on group identity only serves to foster division in the community. He would like students to be
9 taught to value themselves and their unique abilities and talents not to focus on race and other traits. He
10 recommended striking the words “while group identity is important”.

11
12 The document seeks to allocate educational resources based on need with no concern that each student reaches
13 their full potential. Educational resources must be distributed equally to all students so that each child reaches
14 their full potential. This thinking behind decisions results in the elimination of AP programs as has been done
15 in other districts that adopted these concepts. He recommended amending the resolution by replacing the words
16 “get what they need” with “to have the opportunities to reach their full potential”.

17
18 Marcia Donaldson, 38 Van Dyke Road, Hollis

19
20 Wished to draw a mental picture; two toddlers on a city sidewalk about 20’ apart. They are walking toward one
21 another and as they get closer, they realize who the other is. Arms flailing and little legs pumping and squealing
22 with delight they rush into each other’s arms; laughter, pure joy. One is white and his name is Finnigan. The
23 other is black, and his name is Maxwell. Finnigan’s parents are a man and a woman and Maxwell’s parents are
24 2 men. All 6 of them are best friends. If this thing rings a bell, you probably saw it on Facebook. The video
25 was taken by Finnigan’s dad. It was seen by millions of people. The heartfelt reaction to it crisscrossed the
26 globe. Hardly a surprise; two small children who loved one another. I bet that many of us hope that their
27 connection, their friendship would remain in their hearts for the rest of their lives no matter where they go –
28 uncomplicated kinship.

29
30 Today the proponents of social justice, or whatever term is in fashion, would and do take those two little boys
31 and separate them into their proper affinity group; the key ingredient being the color of their skin. Maxwell
32 would be in the oppressed group and Finnigan in the oppressor. They would be segregated and that is where
33 they are supposed to remain. What is now most important to those two boys, or so they will be told, is the color
34 of their skin. What in Heaven’s name can be good about wrapping a shroud of lifelong victimhood around a
35 black or brown youngster? What good can possibly grow from being told that you are a heartless oppressor?
36 How incredibly cruel it is to tell people of color that they have no hope of being other than a victim? Isn’t that
37 another form of slavery? Yet there are people who are eager to teach this.

38
39 We slowly emerge from lockdown to discover this travesty of education spreading like a cancer. The bottom
40 line is we are witnessing attempts to seed Marxism in our schools. It has never made people happier, healthier,
41 successful or fulfilled. It appeals to the worst of people, certainly not the best.

42
43 Geoffrey James, 147 Rocky Pond Road

44
45 Is the white parent of two of the small handful of black children who attend our school system. They started in
46 kindergarten and are now a sophomore and senior. You can imagine he has been very aware of how race is
47 being taught in our schools. He has not seen anything even vaguely resembling the sort of accusations that get
48 thrown around here. Nothing at all. At no time has any teacher in this school system said that white people are

1 bad because they are white or anything like it. He would have noticed. He would have heard about it. If there
2 is anything that has been missing about the education about this issue it has been a frank discussion of systemic
3 racism, which is actually the core of Critical Race Theory (CRT).

4
5 Systemic racism is the exact opposite of accusing everyone white of being racist. Systemic racism means that
6 even when people try to be color blind and are 100% well-meaning, they can unknowingly perpetuate systems;
7 laws, customs, organizations that lead to disparate outcomes where, to put it bluntly, blacks get the short end of
8 the stick.

9
10 As an example; blacks comprise 12% of the U.S. population, but only 1% of the CEOs in the Fortune 500.
11 Blacks comprise 12% of the population but only own 4.2% of the wealth in the country. Blacks comprise 12%
12 of the population, but the average U.S. black is twice as likely to be fatally shot by police as the average white.
13 Why the huge difference in outcomes? There are really only two explanations; either systemic racism exists,
14 which it does, or blacks are genetically inferior. If our schools don't teach about systemic racism when
15 discussing our economy and society, they are leaving our students to draw the only other possible conclusion,
16 which is that whites are smarter and more moral than blacks. Is this really what we want to teach our children?

17
18 Andrew Scott, 167 Proctor Hill Road

19
20 Was in attendance to advocate for kids in the district who have experienced political discrimination due to an
21 environment cultivated by certain politically biased teachers. He spoke of having gotten to know
22 Superintendent Corey over the past year due to his work on the DEI Advisory Committee. Wherever you fall
23 on the political spectrum, he wanted the community to know that we have a Superintendent who cares deeply
24 about our kids.

25
26 At the Hollis School Board meeting in May, he spoke about adults initially coming forward with the idea for
27 DEI in our schools, and how there was so much going on at the time with COVID and re-opening schools that
28 he put a low priority on the issue. But, when students came forward and met with him and talked about their
29 experiences, he elevated the issue to high priority. We have had a healthy, and at times vigorous, debate and
30 discussion in the community as a result.

31
32 Part of the discussions on the DEI Committee revolved around political bias and, in some cases, political
33 indoctrination and intolerance particularly for conservative views. That discussion is posted on the SAU
34 [website](#).

35
36 At the COOP meeting, one speaker read anonymous testimonials from students at the high school describing
37 political intolerance, indoctrination, bullying by fellow students and an atmosphere of intimidation from some
38 teachers. Recently the testimonies of students, teachers, and parents were posted to the AboutHollis.com
39 website. After learning about these testimonies, he approached Superintendent Corey. Appropriately, he said
40 there wasn't much he could do about anonymous testimonies; parents, teachers, and students needed to come
41 and talk to him. Mr. Scott told those he knew who were associated with the website that unless they put names
42 to the testimonials, they weren't going to have any impact on what was happening in the district.

43
44 Superintendent Corey promised confidentiality and even provided a written note for students promising that he
45 wouldn't use their names, but that he was very interested in hearing their stories. The same offer is open for
46 parents and teachers who are hesitant or fearful to come forward with their stories.

1 Superintendent Corey can be trusted, and he wants the students to know that. He will keep your story
2 confidential, but you must have courage and come forward.

3
4 Parents and some teachers started coming forward to affirm what is on the AboutHollis.com website, but the
5 fear of these students was so strong that they still would not come forward. On our community Facebook page,
6 AboutHollis.com links and articles were censored and deleted. Left-leaning community members openly
7 asserted the testimonies as fiction. The Hollis Brookline Journal Letters to the Editor had a community member
8 write about the website, that it was full of misinformation and boilerplate conspiracy theories, buttressed by
9 unattributed hearsay and clearly intended to generate misplaced outrage over a non-existent problem. This
10 Letter to the Editor finally generated motivation for students to come forward.

11
12 Mr. Scott requested Superintendent Corey confirm that he has met with some of these students. Superintendent
13 Corey stated he has.

14
15 Ellen Kotelly, 17 Hannah Drive, Hollis

16
17 Mother of 5. Had the privilege of teaching full-time this year as the long-term substitute for the art program at
18 HPS. She has never spoken at a meeting in the 20[±] years she has had children in the district. She needed to
19 speak up having witnessed and sat in on meetings during staff time 1:30 – 2:00 p.m. every other Friday. These
20 began on election day as part of staff development and continued until the end of the school year. The topics
21 were very controversial and divisive in nature. Attendance was optional, but she wanted to learn.

22
23 The topic that came up that she wished to address is CRT, which the NEA has already decided to go ahead and
24 endorse. These meetings did involve that. There were encouraged readings. One article mentioned by the
25 leader of the group was portrayed as if we only had one article to read it would be this one: “Student
26 Intervention for Anti-Racist Education”. It is an approach that some Vermont teachers are currently using.
27 Another book was called “White Rage”. She read the following quotes: “School may be the only chance for
28 intervening in a life course based on white supremacist beliefs and actions harmful to them and potentially ruinous
29 or deadly to others.” The stakes are high. “Denial is the heartbeat of racism” to paraphrase Ibram X. Kendi.
30 Students will be learning about things that many of their home families haven’t come to grip with.

31
32 Barbara Shobe, 18 Maple Knoll Drive, Hollis

33
34 Was in attendance to ensure the Board sees the big picture of what is happening in SAU41. She read the
35 following statement: Frankly you are losing students. According to the Liberal Conservative Index, which is
36 based on recent voting in national elections and federal campaign contributions by local residents and consumer
37 personality profiles, Hollis and Brookline are both towns that have a political majority that leans toward
38 conservative. Everywhere I go I meet more and more people that are taking their kids out of public schools
39 because of the obvious liberal agenda. The more SAU41 chooses to do professional development trainings like
40 ABAR, and forces healthy children to wear masks, the more families will be removing their children. Home
41 schools, private schools, and micro school movements are making a killing off every decision you make that
42 pushes our families away.

43
44 It is not just the masks or how conservative children are actively being oppressed by their instructors because of
45 the ABAR either, it is your brightest students that are being ignored because you don’t have the infrastructure to
46 support their pace. They are going to home school. It is the students who have disabilities and can only be
47 helped if they fit within the parameters of your bureaucracy. They are going to home school. The families that
48 don’t want their kids to be taught that skin color changes how they should look at their friends, they are going to

1 home school, and the families that don't want their kids to be taught that skin color changes how they should
2 look at themselves, are going to homeschool. Families whose lives have been ruined by the local loudmouth
3 bullies that are the only ones allowed to share their opinion, are going to homeschool or they are moving away.
4

5 I have been told that the whole community feel has changed in the last few years. This used to be a safe place
6 for everyone to enjoy life, but now one political party has taken control of the forums at which we can speak
7 and shuts down or eviscerates anyone they disagree with. I know that is not you, I'm just saying overall.
8

9 I'm sure we all know this, but you, the School Board, are elected by the people, again majority conservative, to
10 represent our desires within the schools that we pay for with our tax dollars. If you want to continue having
11 student funding, I suggest that you do what it takes to keep those students on campus. The money leaves with
12 the students. Bottom line, your decisions are affecting the district pocketbook and it is all on your shoulders. I
13 trust that you are keeping this in mind as you vote each month. I appreciate that you are not allowing CRT type
14 curriculum into our classrooms yet. The next step is to keep any political bias out of professional development
15 trainings and install live feed cameras in the classrooms so parents can monitor our employees as they teach our
16 children. Thank you.
17

18 Mark Constantian, 99 Twiss Lane, Hollis
19

20 Has been a plastic and reconstructive surgeon in this region for 43 years. His thinking is colored by his
21 profession. His 4 boys went to the Hollis schools all the way through and two of his grandchildren do. He
22 believes equity is not a practical concept. He can't produce equity in two patients; cannot give the same
23 outcome to patient A and patient B because they are different people. He does not believe you can produce
24 equity among two children, in a class, school or neighborhood. It is well intentioned, but he does not believe it
25 will work.
26

27 He questioned if there is evidence that, in a community with demographics like ours, that teaching CRT or DEI
28 improves the school system, decreases racism, improves cohesiveness, does good things for the children. He
29 does not believe there is. That makes this an experiment, which is not necessarily bad.
30

31 We need to measure certain parameters at the beginning of school, all the things you hope to include with this
32 new philosophy, and then measure them again at a discreet, agreed upon time, and see if what you hoped to
33 achieve has been achieved. If not successful, you need to stop until more is known. Otherwise, we are opening
34 ourselves to potential problems. The kinds of things that will fall on this community and the Board for being
35 involved in the decision are very troublesome. We need to know more before we do this, but there is a way to
36 do it carefully.
37

38 Deborah Lussier, 34 Love Lane, Hollis
39

40 Thanked Superintendent Corey for his response to her email. She and her husband do not have children but
41 believe that our teachers and administrators have a tremendous responsibility to create an educational
42 environment that will promote excellence in each student. There is a strong relationship between taxpayers and
43 our schools. That relationship, like any other, must be built on trust. A teacher has the power to influence,
44 teach, and indoctrinate a child. Teachers do touch our future. That carries a heavy responsibility as well as
45 accountability. We must be able to trust that the material they are teaching is in the child's and our best interest.
46 She does not agree with or trust the principles of CRT or whatever language you want to call it. Racism is
47 taught just as hatred is taught. We are not born racist. The language of CRT creates division, mistrust, and

1 fuels hatred where there should be unity. We are a country of people that come from many nations around the
2 world.

3
4 She is Polish, and her family came here in the late 1800s to escape Marxism and Communism. She knows what
5 it is like to be called the dumb Polack. Our cultures, customs and religions may be different, but we are all
6 equally human. No one is better than anyone else and no one should be called an oppressor simply because of
7 the color they were born with. This creates racism.

8
9 Regarding DEI, equity is a sneaky word and instead it should be equality. All in all we as taxpayers and parents
10 need to pay attention to what our children are being taught.

11
12 Ardath Blauvelt, 38 Van Dyke Road, Hollis

13
14 In envisioning the Hollis Brookline graduates of the future, it is the intention of the district to be explicit in the
15 cultivation of a culture that values, respects, and encourages our students to engage in difficult conversations
16 and that we promote, where developmentally appropriate, the use of courageous conversations. When first
17 hearing that term, she assumed it meant group discussions about race. She could imagine many ways to
18 approach it for most ages using current events, history, literature, etc., but why would these discussions be
19 difficult or require courage?

20
21 These are not new topics; kids talk about this stuff all the time in their own ways. Seeing each other as special
22 is inherent to children. If they note differences, it is things like old, pretty, cool, and smart, not as a group.
23 They don't pick friends because of or despite race. Teaching kindness, understanding and acceptance as in SEL
24 or DEI is an ongoing effort in schools, home, clubs, athletics. Now that attitude is close to being called racist.

25
26 In the old days, these conversations were generally about sex, behavior, death, loss of a job; uncomfortable for
27 the kid, but the courage was really on the part of the adult. Now she understood; what is happening is it is the
28 adult who needs the courage to deliberately create discomfort for the child. Specifically, the white, straight
29 Christian man first. Expanded SEL skills are said to facilitate these conversations.

30
31 As she researched, it was clear that the point of these conversations was to courageously inform whites that they
32 are racist, and the conversation part is persuading them to agree. Truly difficult topics such as gender issues are
33 handled respectfully, gently, and in private, but not whiteness. It is an original indelible sin. She does not
34 believe the COOP board would approve stigmatizing, but it is out there, even in SEL, and gaining acceptance.
35 She stated that conversation will not be held here. It is one conversation we will have the courage to reject.

36
37 John Cross, 8B Louise Drive, Brookline

38
39 Has two children one graduated and one in the HBHS. He supports robust inclusion and non-discrimination
40 policies and thanked the Board for its work on those.

41
42 We need theories to help us understand complex things. Our students deserve to learn how to think critically
43 and learn methods to understand complex issues. These are learned through examining different frameworks
44 and point of views. He has a degree in Physics. A lot of physics is based on theory. We have sort of reached
45 the point of being able to prove a lot of these theories because of technical limitations in our experimentation
46 capabilities. He does not believe people would object to teaching physics in school, but a lot of physics right
47 now/contemporary modern physics is theory.

1 Social science is very difficult and abstract as it considers how humans think and what motivates human action.
2 He spoke of being involved in dark matter research in college, which aims to understand what the majority of
3 matter in our universe is made of. The matter that we all see and are made of is only about 5% of what is
4 actually there. That should give you a hint that everything we think we know we maybe know 5% of what we
5 are. Social science is even more complex because it takes into account how people act and think and what
6 motivates them. To critically examine our realities and help improve ourselves and our society, we can't be
7 afraid of theories that make us feel uncomfortable.

8
9 He knows many on the Board and is grateful to have their objective, fact, and fairness based minds leading the
10 district.

11
12 Fred Hubert, 68 Hideaway Lane, Hollis

13
14 Generally the public trusts the Board and Administration is doing what they should be doing. He believes the
15 Board trusts that the staff is doing what they are supposed to be doing, and for the most part they are. There are
16 exceptions. There are specific cases that have been pointed out. It is not a false narrative, it is real.

17
18 There was a section in the re-opening plan that states everyone will be 3' apart in all classrooms but not in the
19 cafeteria. He does not believe that makes sense.

20
21 Maria Hubert, 68 Hideaway Lane

22
23 Spoke of understanding there are parents concerned the district will not continue the mask mandate in the fall.
24 She is also aware there is the option of the school mandating them at any time.

25
26 On June 30th, a study was published in the Journal of the American Medical Association (JAMA) titled "The
27 Experimental Assessment of Carbon Dioxide Content in Inhaled Air With or Without Face Masks in Healthy
28 Children". Two weeks later that study was retracted.

29
30 The summary of the results of the study were "Most of the complaints reported by children can be understood
31 as consequences of elevated carbon dioxide levels in inhaled air. This is because of the dead space volume of
32 the masks, which collects exhaled carbon dioxide quickly after a short time. This carbon dioxide mixes with
33 fresh air and elevates the carbon dioxide content of inhaled air under the mask. This was more pronounced in
34 the study for younger children. This leads in turn to impairments attributable to hypercapnia. A recent review
35 concluded that there was ample evidence for adverse effects of wearing such masks. We suggest the decision
36 makers weigh the hard evidence produced by these experimental measurements accordingly, which suggest that
37 children should not be forced to wear face masks.

38
39 The response by the author of the study, Dr. Harold Walach, to the retraction was: The journal did neither
40 respond to that except by saying our response was inadequate, without particularly telling us exactly what was
41 inadequate. The journal said it had done an additional review. My request, sent yesterday morning my time, had not
42 been answered until yesterday business closing time.

43
44 I do not see that any of the comments of the journal has either invalidated our results, nor have we left any of the
45 queries unanswered. In the meantime we have received several comments of atmospheric and
46 chemical scientists who have measured the same amount of carbon dioxide under face masks as we did.

47
48 My conclusion is: This retraction is political, as the retraction statement says, because of "public health

1 implications.” In our view the public health implications would be that the wearing of face masks by children is
2 carefully scrutinized and anybody who does not agree with our data should produce better data refuting our findings.
3 This is the normal way of scientific discourse. He says we are in an autocratic society.

4
5 James Gill, 30 Milton Place, Hollis

6
7 Driving through Town he saw an AboutHollis sign and was intrigued. He visited the website, and was
8 impressed with the rigorous analysis, that it was fair minded and insightful.

9
10 He volunteers for a few groups and lately has been discouraged by the number of critics versus the number of
11 volunteers. He spoke of the Board members who were volunteering their time and effort for the love of the
12 Towns and the desire to provide the best quality education for the students.

13
14 When it comes to COVID, as near as he can tell, one side claims to be guided by the science. The only problem
15 with that is when the founder/innovator and creator of MRA Technology starts expressing great concerns about
16 its usage he is physically threatened. When the Director of the CDC, Robert Redfield, merely concludes as an
17 expert Virologist that he believes the virus came from the lab, which was a conspiracy theory for a year and a
18 half, he is physically threatened.

19
20 Don't let the perfect be the enemy of the good when you come to making your decision on allowing these kids
21 to get back because divorces, suicides, bankruptcies everything else; while you are waiting for the science to
22 guide you to a perfect God like answer, never going to happen.

23
24 As far as CRT, Aristotle said the mark of an educated mind is the ability to entertain an opposing thought
25 without accepting it. When it comes to DEI, if you implement CRT, the bottom line is one's whiteness will
26 prevent them from speaking and addressing and disagreeing.

27
28 Jon Garruba, 30 Meadow Drive, Hollis

29
30 Stated the desire to ensure the wording included in the DEI resolution is as strong as possible.

31
32 It specifically seeks to group children by acknowledging that physical attributes are important. He feels this
33 unwise as it will result in grouping of children into different identities. The end result of that is both students
34 and teachers will be ascribing stereotype characteristics to those identifies. There should be a policy that
35 recognizes each student as an individual. The use of identity groups is divisive and will result in discriminatory
36 impacts to children. This is mentally unhealthy for all students regardless of which groups they might identify
37 with.

38
39 Although pictures convey meanings and concepts quickly, they are very imprecise. He is concerned that
40 leaving pictures and graphics in will leave the policy open for interpretation.

41
42 He is the father of two adolescent girls. He has been following the science and data from the onset. He is
43 trained as a computer data science analyst and looked at the VARA database and raw CDC and has calculated
44 the probability of viruses affecting him and his family from the beginning of this until now. In the beginning,
45 there was legitimate concern as there was not sufficient information and the available information would drive
46 exceedingly high risk to people. Now that we have been in this pandemic for a while you can continue to look
47 at the data. He has looked at it himself. Please don't have a mask mandate. It is not just to enforce other

1 people's risk and profiles. He would not ask them to evaluate or change what they think, and he does not think
2 they should be asking others to.

3
4 James Crittenden, 232 Worcester Road, Hollis

5
6 Likes to say he is not a lawyer but pretended to be one in front of the United State Patent Office for over 30
7 years. This summer the CRT front has been very exciting. We have a new law in the State, the anti-CRT law.
8 That can be added to our anti-bullying law and to the Federal laws, which are the Equal Protection Rights, 14th
9 Amendment of the Constitution and the Civil Rights 1964 Act. There is a lot of ammunition for those of us
10 who don't believe CRT should be in the classrooms.

11
12 We have had teachers in the State go public saying they are willing to go to jail to do this. They want to do
13 CRT so strongly they are willing to go to jail. That is pretty shocking. Then they get backed up by the National
14 Teachers' Union. There is this group of people who are willing to go to these lengths because it is so important
15 to them to do this to the children in these schools. It is morally and legally wrong.

16
17 He suggested the Board write a memo to all teachers inviting them to school this fall and reminding them,
18 among all the things that are expected of them, they are expected to obey the law. He has not read the teachers'
19 contract but would be surprised if there was something specific in that that says teachers must obey the law.
20 Maybe there should be something in the next contract.

21
22 Melanie Levesque, 2 McDaniels Drive, Brookline

23
24 Thanked the Board, Superintendent, and staff for the work that has been done.

25
26 It seems there is a national effort to undermine public schools. We need to be aware of that. We need to listen
27 to each other and understand how we can do things differently. She has no problem with that but is concerned
28 about divisiveness. She believes in the saying stronger together, the reverse of which is weaker when divided.

29
30 In Hollis and Brookline, we have one of the top districts (#5 in the State). She has heard talk about unity and
31 justice. What we need to do is start talking to each other. Our community needs to work together. She spoke
32 of her support for the Board and her understanding very much of the community also supports the Board.

33
34 Tom Whalen, 218 Worcester Road, Hollis

35
36 Commented on the difficulties of this past year. As the spouse of a School Board member, he has watched
37 closer than most. It was absolute hell – you all went through war together last year. Every week there were
38 meetings, daily phone conversations, weekends in the office trying to sort through who has COVID, who
39 doesn't, who saw who. But in that process, you set the example for the State of New Hampshire and probably
40 for the rest of New England. One of the few schools that stayed open successfully without hurting our children
41 and by giving the best possible chance of education in a completely unusual time that we will hopefully never
42 see again in our lifetimes. Spoke of the work of the Board and Administration when it comes to actually
43 educating children, preparing finances, running the business of the school district. He believes those to be the
44 things they focus on when the public has left the room after providing their personal opinions.

45
46 He congratulated the Board and Administration and stated the desire to concede at least 5 seconds of his time
47 for a round of applause for their efforts in the past year, including the teachers, staff, custodians, nurses,
48 everybody.

1 Michelle St. John, 29 Orchard Drive, Hollis

2
3 Echoed the gratitude expressed. She has two students who are current members of the COOP district. They are
4 very different individuals having individual needs. She has been continually impressed. She echoed the
5 sentiments that the Board, Administration, and staff are all doing a fantastic job.

6
7 This concept of anti-DEI, anti-CRT was brought up as an amendment to the district warrant. Almost a record
8 number of taxpayers turned out. It was voted down, not once but twice.

9
10 She is impressed with the plan that has moved forward. She knows a lot of individuals representing many
11 different perspectives participated for 6 months in putting this together.

12
13 Jaima Wilder, 48 Pierce Lane, Hollis

14
15 Was born and raised in Hollis and has gone through the entire school system. She and her husband moved back
16 into town about 6 years ago and are raising their 5 children. She has home schooled her children up until her
17 first entered 6th grade. He has continued except that she took them out last year because of the regulations that
18 were put in place and knowing her children and what children need.

19
20 The CDC has said that COVID-19 has a 99.8% survival rate. Masks on children are not being worn correctly.
21 Children thrive on connecting, being able to build those relationships. It is stifling to them when those kind
22 of roadblocks are put in their way. Depression, suicide rates, overdoses, drug use, and alcohol use has gone up.
23 She personally knows individuals that are struggling with their children. This must stop. We must return to
24 some sort of normalcy. The new wording being considered will only divide our children more.

25
26 She has seen bullying in Hollis from back in the '80s. It wasn't right, but it is worse now with social media, etc.
27 You are trying to add in and paint people as monsters because of the color of their skin or their religion or
28 political views. At last night's meeting she learned of the proper channels for reaching out to the
29 Administration and Board.

30
31 She is hopeful the Board will consider what will happen with these students in a year, 5 years, 10 years if we
32 don't start really showing them how to love each other and what really matters; their education and how to be
33 the best individual they can be.

34
35 Anna Vyskoubenko, 213 Depot Road, Hollis

36
37 Thanked the Board and Administration for keeping the school open. Stated she would leave the decision on
38 wearing or not wearing masks to the school administration as it proved itself to be very well taking care of the
39 students and staff.

40
41 Wished to express concern on the focus on group identify versus focus on the individual in the DEI language.
42 All students should be given equal opportunity to learn and to reach the maximum of their potential. She is also
43 concerned about the language focusing on equity instead of equality.

44
45 She wished to join the first speaker in the request for information on the processing of the revision of the
46 proposed political neutrality or indoctrination revision to the school teacher academic freedom policy. She
47 believes it to be a very important document and revision. We have great teachers in this school, and they have a
48 significant influence on the students. She would like to see the influence used to teach the subjects of the

1 approved academic program rather than distributing someone's political views. Students should learn to
2 become responsible citizens so that they should be taught to think critically and to think for themselves. She
3 would like to see the ABAR program removed from all the schools.
4

5 Mark Tigert, 199 Dow Road, Hollis

6
7 Agreed with the comments of the previous speaker. At the Hollis School Board meeting last night, was an
8 individual who referred to those who disagreed with her point of view as extremists. He believes she was just
9 misinformed.
10

11 He spoke of extremism stating he lost 7 friends 20 years ago on 9/11. He belongs to a demographic that has a
12 higher per capita of advanced and bachelor's degrees; he is a veteran. He spent over 30 years in the Navy, a
13 large portion of that in intelligence. He also served in submarines. Nobody told them that because that person
14 is this or that, we need to acknowledge white privilege, we need to acknowledge our differences and how we
15 have oppressed, or our ancestors have oppressed someone. He commented if anyone in the room felt oppressed
16 or offended, he would be happy to talk to them about oppression, not here but in other places; the former Soviet
17 Union where he lived, where he talked to people that lived under the boot heel of communism. CRT is based in
18 Marxist theory.
19

20 He has a master's degree, speaks 5 languages. Language is important. Language is the world view of that
21 culture. When you are in intelligence, it behooves you to learn the language of the culture you are studying,
22 ergo, changing the language that our people need to use. When saying "our people" he means Americans. In
23 the Navy they had dark blue sailors and light blue sailors, dark green marines and light green marines. His
24 brothers that he served with in Afghanistan; they didn't see each other by skin color it was whether you could
25 do the job, whether you could trust the person next to you with your life.
26

27 Andrew Scott, 167 Proctor Hill Road, Hollis

28
29 Reiterated Superintendent Corey can be trusted. He was directing that statement to the community; particularly
30 students, parents or teachers who are fearful of coming forward and speaking about incidents happening in the
31 schools. He can be trusted and will keep your story confidential.
32

33 Parents and some teachers have started coming forward to affirm what is on the AboutHollis.com website. The
34 fear of these students was still, at that time, so strong that they would not come forward. On our community
35 Facebook page, AboutHollis.com links and articles were censored and deleted. Left leaning community
36 members openly asserted the testimonies as fiction. The Hollis Brookline Journal Letters to the Editor had a
37 community member write AboutHollis.com was full of misinformation and boilerplate conspiracy theories
38 buttressed by unattributed hearsay and clearly intended to generate misplaced outrage over non-existent
39 problems.
40

41 That is the letter that finally generated motivation for the students to come forward. Their lived experience is
42 real. Their fear is real. Instances of being bullied for their political beliefs in the school are real. Several have
43 now spoken directly with Superintendent Corey as he has affirmed, and two asked him to attend the Zoom call.
44 Their stories would make anyone in this room or listening online numb if your child had gone through what
45 these students have gone through. They affirmed what was on the AboutHollis.com website. They wanted to
46 put their names to the testimony, but Superintendent Corey asked them not to do that based on experiences he
47 has had with students making statements in public and the toxic responses from some adults.

1 Mr. Scott thanked the Board, particularly for the COOP Annual Meeting. He heard some of the debate could have
2 been squashed before the meeting even started but was not.

3
4 Joe Garruba, 28 Winchester Drive, Hollis

5
6 Thanked the Board for allowing everyone who wished to, to speak. He thanked all who provided input.

7
8 Regarding the school re-opening plan, tests are an essential part of learning. They serve two important roles in
9 an educational setting. First, they are a motivating factor for students to internalize material they are learning,
10 and they provide a reason to study and a method of tracking one's progress. Second, they ensure that
11 instructors are covering the material in the curriculum. Without department finals, there is no way to be sure
12 that instructors have addressed the prescribed curriculum.

13
14 Remote learning is not conducive to fair testing. For this reason remote learning must not continue in 2022. He
15 requested the Board specifically identify course comprehensive testing to be restored. It should be stated
16 clearly in the 2022 re-opening plan.

17
18 Another remnant of fear that uncertainty produced in 2020 is assigned seating and contact tracing. School is not
19 only about academics, but also about a student's development and interaction with their peers. It is hard for
20 students to transition to a new school and meet new friends when you are actively reducing their social circles.
21 It is a terrible imposition on their development.

22
23 It is not surprising that policies such as this have resulted in dramatically higher teen suicide rates nationally.
24 Knowing what we have learned in 2021, that COVID-19 does not meaningfully effect children, it would be
25 abusive for the school to continue this policy. He requested restrictions for contact tracing and assigned seating
26 be explicitly removed from the re-opening plan.

27
28 Both his son and daughter had to suffer through school last year carrying their backpacks. To not have lockers
29 when you are in school is unreasonable in this situation specifically since we know that COVID-19 is an air
30 borne concern.

31
32 The concept of having a special meeting to adjust the Articles of Agreement for the COOP in the fall is an
33 exceedingly bad idea as that meeting would likely not be well attended and that would allow special interests to
34 have more influence than they otherwise would.

35
36 ***The public comment period was closed at 7:26 p.m.***

37
38 Vice Chairman Solon stated his expectation there will be discussion directly relevant to the things public
39 speakers commented on. One of the challenges the Board has is disseminating information for people who are
40 not at the meetings. It is very difficult in these times to address your concerns directly. He believed it
41 beneficial to the Board and public if the speakers had the opportunity to observe the discussion that their input
42 stimulates.

- 43
44 ● DEI Update and Recommendation - Informational

45
46 Superintendent Corey stated this to be the first opportunity for the COOP School Board to review the statement.
47 That was intentional because of the desire to hear the discussion that resulted around the warrant article that was

1 brought forth in March. The reality of COVID hit, which has impacted grades 7-12 slightly greater resulting in
2 Board meetings being prioritized differently than the elementary districts.

3
4 Last spring the SAU41 Governing Board was approached, via public input during a Zoom meeting, regarding a
5 resolution related to Diversity, Equity, and Inclusion. He recommended no action at that time as the focus was
6 on preparing for school opening in COVID.

7
8 Later, the Hollis Brookline Cooperative (COOP) School District and Board received a communication from a
9 group of students regarding their concerns over issues they had experienced. It is the job of the Superintendent
10 to represent students. When he realized what students were saying he informed the 3 school boards he would be
11 forming a Superintendent's Advisory Committee. The reason being he didn't want to take the attention of the
12 school boards away from COVID. We were meeting almost on a weekly basis and making decisions about
13 opening/closing, masks, etc.

14
15 Part of the reasoning was also to increase his knowledge of DEI. The advisory committee conducted a series of
16 meetings (published on SAU website) and arrived at the statement before the Board. The statement has been
17 before the Hollis School Board on 2 occasions and the Brookline School Board once. At last evening's Hollis
18 School Board meeting, provided was some powerful and appreciated input regarding a review of certain aspects
19 of the statement.

20
21 After hearing additional input this evening, his recommendation to the Board will likely be to take the statement
22 back to the Committee or his office and do some further work on it.

23
24 The [statement](#) begins by identifying the desire for an inclusive community. It was felt important to cite NH
25 Senate Bill 263, which is part of the reason for this coming forward. Also desired was the statement that while
26 the law is the benchmark, we are committed to create an even better environment for all students in the Hollis-
27 Brookline community.

28
29 Superintendent Corey noted Committee membership represented a variety of different viewpoints. The
30 meetings were not easy, but everyone was heard. By the time they were ending the task of creating this first
31 statement, members had grown to greatly respect each other.

32
33 The first statement affirms freedom of speech, logic, reason, debate, and civil discourse and the aim to graduate
34 young adults who value those qualities and seek to be known for the content of their character.

35
36 In the definition of Diversity, political perspective was included. During much of the discussion he was made
37 aware of what he referred to as unintentional bias that comes out in some classes. That is not the goal. We
38 want to give a balanced portrayal when teaching.

39
40 Addressed was ability and disability as there is the desire to create programs and services to help those who
41 need help. At the same time we want to allow those with special ability to stretch, grow and be challenged. He
42 stated he has no intention of ending AP classes, Advanced classes, specialized clubs, etc. The district has a very
43 robust AP program. It is one of the hallmarks. In his 7 years with this Board, they have always valued our AP
44 classes and many times will choose to run an AP class in an enrollment of 7 or 8 students because that is the
45 right thing to do for students (typically try to have a class size of 13-15).

1 There was a lot of talk around group identity, but we affirm the centrality of the individual student who is
2 ultimately responsible for his or her own thoughts and actions. As much as we value the group, we, as a
3 district, are always trying to focus on personalizing education.
4

5 There was a lot of debate between equality and equity. He understands the concerns around those words, and
6 they can be looked at again. What was desired to be included in the statement is that we seek to provide
7 equality of opportunity (not outcomes).
8

9 Using the 100-yard dash as an example, the intent is to ensure everyone has the training, equipment, uniforms,
10 etc. We know some kids will train harder than others and some have natural ability. When that race starts, we
11 cannot guarantee the outcome. Education, whether we like it or not, is very competitive. Our kids in the 7th
12 and 8th grades are already thinking about colleges and careers and are already planning their courses. There
13 were reasons the decision was made to address Social Emotional Learning a few years ago. The district
14 suffered the loss of a student, and it is critical that we support those students. At times, we have had to talk to
15 some of our best and brightest about balance.
16

17 It was felt very important to include definitions in the statement. A lot of good input has been received. He will
18 likely go back and amend the statement and bring it back before the Board. He has no intention of bringing
19 CRT to the schools. That is positively the truth. He sometimes struggles with the definition of CRT as at times
20 it seems to be a moving target.
21

22 The Administrative team will be receiving training from legal counsel on new legislation (August 16 and 17).
23 He views the statement the same as he does the Strategic Plan; should be a living document changing to meet
24 the needs of the community and the people.
25

26 Superintendent Corey stated his recommendations to be:

- 27
- 28 1. That the Hollis Brookline Cooperative Policy Committee conduct a review of existing policies related to
29 DEI.
30

31 This was done by a member of the Advisory Committee who found the policies to be well-written and
32 meeting the requirements outlined in the RSA.
33

- 34 2. That the Hollis Brookline Cooperative School District maintains its time-tested curriculum while examining
35 how we deliver instruction while making no changes to what we teach.
36

37 A lot of the concerns expressed to him have been regarding how we deliver instruction. Education is a craft
38 and one that you learn as you go further into it. When you start your career, teaching some lessons and
39 concepts is very difficult because you haven't built your toolkit and skillset.
40

41 We have been waiting approximately 2 years for the State to update social studies curriculum. We are
42 expecting a change. The reason for making that understood is to avoid the impression that it is a response to
43 what is going on. This has been in process with the State for over 2 years. The hope is it will arrive this
44 fall. Funding has been included in the budget to begin examining it should the new curriculum be provided
45 by the State.
46

- 47 3. That the Hollis Brookline Cooperative School District make diversity, equity, and inclusion a strategic
48 priority that is reviewed on an ongoing basis.

1 The district operates off the Strategic Plan. We have five-year plans for most everything that is done.

- 2
3 4. That we continue our programs and services to help those who need assistance while allowing those with
4 special ability to stretch, grow, and be challenged at an appropriate level.

5
6 When looking at examples of programs, at the elementary level, there is a fabulous, accelerated math
7 program. At the HBHS we have our AP courses, which we intend to continue.

- 8
9 5. That we promote, where developmentally appropriate, the use of courageous conversations to teach our
10 students to feel comfortable in expressing themselves now and in the future.

11
12 Like many terms, courageous conversations has multiple meanings. His intent was very similar to what
13 occurred at the Board meetings last night and tonight; for people to come out and have a respectful debate,
14 share their concerns and thoughts, and move us forward. He believes that to be a skill we must teach our
15 students.

- 16
17 6. That we further investigate the Choose Love program and determine if we should expand it throughout the
18 Hollis Brookline Cooperative School District.

19
20 The SAU brought in the Choose Love program several years back, after experiencing the loss of a student,
21 to focus in on Social Emotional Learning (SEL). It has been adopted by the State of New Hampshire, and
22 the Governor is a huge proponent.

23
24 Choose Love has started to expand into DEI. Superintendent Corey stated the desire to review the program
25 to see if we, as an SAU, should expand that. He looks at that because there are several things already on our
26 teachers' plates and going out and getting a brand new program would be overloading teachers. By adding
27 to a program they already know and implement in a very positive fashion, we can start to increase this.

28
29 It will not be done for this September. We will do our research, and if making the decision to move forward
30 with this program, will likely use the November professional development day where the SAU brings in that
31 speaker. If we bring in Choose Love, they have a component for community members in the evening hours.

32
33 Superintendent Corey noted he did not ask for any action to be taken on this issue. He always strives to bring
34 things forward in a fashion that allows for time to receive public input. The same process that is typically used
35 with policy is being used even though this is not a policy. Policies typically go through three public readings so
36 that the public can be aware of what is before the Board.

37
38 This is on what he has referred to as a slow train that is moving steadily forward. There have been multiple
39 meetings this year with the students who wrote to us last summer and a great deal has been learned. That will
40 always be the most important voice.

41
42 Chairman Deurloo Babcock stated the COOP does not have CRT as part of its curriculum. As a matter of fact,
43 we have not made any curricular changes in the past 18 months. Since March of 2020, the focus of this district
44 has been on providing full-time in person and/or remote synchronized instruction to our students during a global
45 pandemic. This has meant teacher training on the best utilization of Google Classrooms, online services, tools
46 to make rooming and zooming more productive. We simply have not had time for a full curriculum review or
47 overhaul.

1 However, we do continue to teach the facts of history and the social systems that impact our society including
2 economic systems, cultural systems, government systems, topics about gender, race, sexual orientation,
3 socioeconomic status, disabilities. Religious differences do come up in any study of history and the social
4 sciences. We also encourage our students to read and to find joy in the reading of fiction, and we have
5 encouraged our staff to have age-appropriate conversations, discourse, and debate on controversial topics. We
6 have not asked our staff to focus all their discussions on topics of race.

7
8 In a classroom, topics organically come up. Our staff of educators have been trained and continue to be trained
9 on how to manage and moderate a classroom full of differing opinions and ideas. We want our students to
10 share ideas, to ask questions, to think critically and to support their ideas with facts and with strong primary
11 sources. This past year the SAU has encouraged our staff to seek out professional development on a myriad of
12 things but have asked them to focus on social and emotional learning specifically because we have all been
13 seeing the reports on how the pandemic is impacting the mental health of our students.

14
15 Chairman Deurloo Babcock remarked the pandemic has impacted all of us in such a horrible way, and we are
16 all so angry and frustrated. Our kids are angry and frustrated, our community is angry and frustrated, and it is
17 that anger that is driving us apart instead of bringing us together. It doesn't matter your view of the virus or
18 your view of masks or no masks, vaccines or no vaccines. What matters is that we are all together in this, and it
19 stinks. It stinks for you and for us, and it certainly has been horrible for our administration and our students.
20 We are very aware of that and are trying to do the best we can to make our kids have a decent experience.

21
22 We've asked our staff to take training on social and emotional learning. In many ways she wishes she was a
23 mental health professional, that schools did not have to deal with mental health issues. The Board has had
24 many conversations over whether it belongs in schools. The thing is our students are with us 7 hours/day and
25 some are anxious, some are depressed, some are overwhelmed, and our staff whether teachers, custodians, paras
26 need to be prepared on how to help them.

27
28 The professional development approval process is outlined in the Collective Bargaining Agreement, and our
29 staff can either receive professional development from a program that the SAU sets up or can seek classes on
30 their own. These classes need to meet the requirements of their professional development plan and their
31 certification. There is a two-step approval plan; building Principal and Assistant Superintendent of Curriculum
32 and Instruction. The Board has appointees who sign off on our manifests. There is a whole circle that gets
33 completed so the Board can see what is occurring.

34
35 We will always encourage our staff to learn as much as they can to help them create safe, open, welcoming
36 classrooms for our students. With the new language from the State, HB2, we have reached out to the district
37 attorney for guidance on how to continue to encourage discussions in a classroom while staying true to the law.
38 More is expected to be heard on that in the next few months.

39
40 She personally wants all the students to know that their opinions and ideas are respected. If something goes
41 wrong, there is a process that needs to be followed, and that process is laid out in Policy [KE](#) – Public
42 Complaints. Basically it is to follow the chain of command. The student or parent needs to go to the teacher
43 first. If the problem is not resolved they then head to the building administration, then the Superintendent, and
44 then to the Board.

45
46 Last year when a group of students put their names on an email, which they sent to the Board and the
47 Superintendent, which spelled out their own experiences with discrimination, the Superintendent redirected
48 them to their building Principal. He said you need to follow the process. That Principal worked with them over

1 a year to review their list of complaints. Some of those complaints were true first-hand experiences of
2 discrimination and oppression that they had felt. Some of those experiences were hearsay, things they had
3 heard about happening. Some of those had been things that had been investigated and resolved, but
4 investigations often must stay confidential. The students had a great learning experience figuring out which one
5 of those things could be acted on and make a difference.

6
7 Chairman Deurloo Babcock commented she has been seeing a quote from Martin Luther King, Jr., and wanted
8 to give the full sentence of his comment about color and character: "I have a dream that my four little children
9 will one day live in a nation where they will not be judged by the color of their skin but by the content of their
10 character." It is a beautiful dream. It was his dream. Some of the people tonight believe that has been
11 realized, but many others disagree. That is the question; are we there yet? That is the type of question that I
12 hope our students will still be able to debate and discuss as we move forward.

13
14 Vice Chairman Solon thanked those who came to provide input. He appreciates the fact that he heard some
15 very thoughtful and new input. This month he is starting his 17th year as an SAU 41 Board member; 15th year
16 on the COOP Board. During his time there was never a mention of CRT. It is not part of the curriculum. He
17 had never heard the term until his young adult children told him about a Facebook discussion going on and had
18 to explain it to him. He has since tried to come up to speed. The fact that there are overlapping topics that are
19 discussed in the classroom is not evidence that CRT is being taught. Teaching someone that voting exists and
20 about how the election process works is not the same as instructing them how to vote.

21
22 There are existing Federal laws, state laws, and district policies that are well publicized. None of them that we
23 have had brought to our attention instruct the teachers to use CRT practices in the classroom nor have we made
24 a conscious attempt to put anything in our curriculum. There are soundbites being taken out of context.
25 Sometimes teachers seeking to better understand a topic leads them to investigate these issues. There are
26 phrases used, but that is not evidence that it is being taught.

27
28 In our classes, students learn about many isms; capitalism, socialism, Catholicism, Judaism, Buddhism,
29 Atheism, plagiarism, sexism, racism, etc. Teaching about a topic is not advocacy or indoctrination. It is
30 education. Ignorance and avoidance are not helpful to our children. Thanks to all this misinformation and
31 controversy about CRT in our community, it is a topic of interest in our schools. We can't shut it down. It has
32 come into our schools as a topic of discussion. Discussing and teaching about CRT is not the same as teaching
33 CRT just as discussing topics like racism, slavery, genocide, liberal and conservatism or any hot or sensitive
34 topic, it is not instructing or encouraging the students to adopt the practices. In many cases it is just the
35 opposite. There is a quote that has been used and abused: "Those who cannot remember the past are
36 condemned to repeat it". Keeping our kids ignorant is not the goal of our school district.

37
38 It is also not the goal to make education passive or without challenges or without discomfort. Being called on
39 in class, being told to go to the board and do a math problem, solving difficult problems put before us or
40 resolving conflict, just plain speaking up or self-advocacy, these are all uncomfortable situations for many
41 students, for many people. Growth can be uncomfortable. The kids come to school with pre-existing opinions
42 and beliefs. Some may originate from their family or discussion with friends, from personal experience or
43 studies they have taken on their own. If expressed they may be challenged, isn't that the point of critical
44 thinking that is so highly valued is the ability to challenge assumptions or questions that are brought before us?
45 There is a difference between a challenge and an attack, but to the challenged the difference may not be
46 obvious. That is a big thing.

1 As an engineer by training he thought it was his duty at a presentation to ask the question what might go wrong.
2 The presenter spent all the time talking about how a project was going to go right. He asked what about this or
3 that potential. Afterwards his supervisor came up to him and said they don't want you to come to their
4 meetings anymore. When asked why he said because you kill their project before they start. That is how he
5 learned that you could bring up the challenges, but you must acknowledge the potential at the same time. We
6 want our teachers to challenge our students. Classmates will also challenge one another and the teachers. We
7 must allow that to take place but within limits. Sometimes limits are exceeded. It is not ideal, but we are
8 hopeful it is not frequent and that when it does happen, people learn from it, and it is not repeated.

9
10 School should be a safe place to push limits, to get uncomfortable, but we know we can get better. Teachers are
11 human; they think, feel, and have opinions. Our policy [IB](#) asks that if a teacher is sharing a personal opinion
12 that the total presentation is essentially balanced and fair.

13
14 Vice Chairman Solon remarked he has not heard directly from the students but has heard from many parents
15 that they believe that some teachers are not succeeding at achieving that balance. We have members of the
16 community accusing teachers of a wide range of transgressions. As Superintendent Corey alluded to, they have
17 conversations with teachers, when they are aware of them, to deal with those things, but they are done
18 confidentially, and the hope is they are done productively in a way that the teacher becomes a better teacher.
19 Teachers are required to abide by the law and when they don't and it is acknowledged, there are consequences
20 to that.

21
22 He reiterated what Mr. Scott said, we must know about specifics in order to address specifics. We cannot act on
23 hearsay. For that reason, the process that the Chairman described is what needs to take place. If a parent or
24 student believes a teacher is not being balanced in their presentation of a topic, they need to make it known, but
25 first to the teacher because it may just be an issue that the teacher in enthusiasm, maybe they are taking a devil's
26 advocate position to challenge the student and inadvertently are being viewed as dictating something. Teachers
27 have incredible authority. They have incredible power; the power of persuasion, the power of influence, and
28 they have the power that even if a student disagrees, they may not feel comfortable opposing or contradicting
29 that teacher for fear of retribution in something as simple as poor grading. Despite best efforts, there may be
30 times when the line is crossed. But we can't fix it if we don't know about it.

31
32 If we can get anything out of this process it is to provide a better channel of communication so that that self-
33 correcting loop can occur the way it is intended to. It is not our intent to create a school of indoctrination. He
34 does not believe, for the most part, it is the intent of the teachers to indoctrinate. He won't say categorically it
35 doesn't happen because anything is possible, people are people. What we need to do is learn when something
36 objectionable is occurring, clarify what is really occurring, and take steps to fix it.

37
38 Member Whalen thanked members of the public who have communicated their concerns. She commented on
39 having learned a great deal and remarked when reading some of the letters she was struck with the question of
40 why people thought certain things, e.g., some of the letters made the assumption that we were teaching CRT, we
41 are trying to make the white children in our district feel that they are oppressors, and they just received that
42 because they are white, and we are trying to teach them to hate their country. She was stunned by that because
43 she cannot imagine what would be the purpose in doing that.

44
45 First, we live in the most amazing country in the world, and we are so very fortunate to live here. Just having
46 this discussion right here and having people write us and tell us they are unhappy with us or are happy with us
47 are good things, and we all learn from that. Even when you get a letter that you completely disagree with your

1 first instinct sometimes is to go oh my gosh where is that coming from, but then it sits in your brain, and you
2 analyze it because you want to understand where everyone is coming from.

3
4 Having been on the Board for 10 years, she can promise that her colleagues and the Administration truly want
5 what is best for our children, and certainly for our country. It sounds very patriotic, but she feels very strongly
6 about that because she is so proud to live in a country where we continue to make progress and changes, and we
7 look back on our history and think that wasn't great, we need to move forward. That takes skill, intelligence,
8 fortitude, and guts. That is what we are all trying to do.

9
10 She is pleased the Superintendent is looking at putting the definition of CRT in what is being looked at as that is
11 part of the confusion that we are all thinking and talking about different things; moving target. She promised,
12 as she understands CRT, we are not teaching it. We work hard in this district, on this Board, and in this
13 Administration to make sure that all children thrive. That is the thing we have in common. Everything she read
14 was a concern for children. Educating is the most important thing and knowledge is power. The more
15 information we can give our students the better equipped they are to go out into the world and make a brighter
16 future for our country.

17
18 We all do a great job. It truly takes a village. We have 86% of our children going on to higher education
19 whether that be a junior college or a four-year institution. We have 6.2% going into trades and career and 2.3%
20 going into the military, which is a little above the national average (2%). It depends on the year, but we always
21 have quite a strong number of students. One year we had close to 5% going into the military. We truly try to
22 encourage that path as well. As you can hear, people are moving back after they are educated here because it is
23 an amazing community to live in.

24
25 She spoke of how she has enjoyed her now 22 years of living in this community. She enjoys every aspect of it,
26 even when we are having these difficult discussions, even when we have a 9-hour meeting. That is democracy.
27 That is everyone talking and hearing what everyone has to say. She appreciates those who have the courage to
28 get up and speak in front of their neighbors and friends. She reiterated we are all trying to accomplish the same
29 goal. We would never have any curriculum that would make any student feel that they are a bad person because
30 of the color of their skin. Every student should feel safe in our schools, encouraged to learn, and to move
31 forward to become happy thriving citizens of our country.

32
33 Member Brown spoke of the definition of CRT commenting the problem is no one around here really has a
34 clear definition. What she thinks it means is not what others think. The first time she encountered it was in the
35 early 1990s when in law school and being taught in property class by a professor whose last job was at the
36 ACLU. She learned a lot about CRT in that class and not a lot about property law. She can guarantee what our
37 kids are learning in our schools is not CRT. You can't confuse CRT with trying to teach kids culturally relevant
38 education and culturally diverse literature. You can't just use that as a buzz phrase and try to make everything
39 that is happening in the school that is a conversation about race, social economics, gender identity, etc.
40 somehow a negative buzz term.

41
42 She spoke of the need for courageous conversations. We as parents and you as community members who are
43 concerned about what is being taught in the schools, need to have courageous conversations at the dinner table,
44 and then need to teach our children how to have courageous conversations at school, with you about what is
45 happening at school, and with their teachers about how they are interpreting the conversations that are
46 happening in class. She commented they could have a political tornado at her home on any given day as they
47 have the full spectrum of ideas represented at the dinner table especially when her oldest is home. Her kids

1 have come home with different stories about things they have heard in school, and they have had to have
2 courageous conversations at the dinner table and courageous conversations with those teachers.

3
4 When she gets frustrated at reading about the AboutHollis website she is really frustrated with seeing
5 allegations, hearsay, and no identity put onto those conversations. If something happens and it is bad enough
6 that you need to report it to someone outside of your household, you need to follow the protocol. We don't
7 have administrators that can be in every classroom. The very notion that someone suggested earlier that we
8 should put a camera in every class so that we can videotape every teacher's conversation and coursework every
9 single day is outrageous. It violates FERPA. We can't do that. We cannot be broadcasting other children to
10 parents and other adults. It can't be done nor is that what we want to happen. She does not want to be
11 videotaped every moment at her job nor should we want our teachers to be. We want them to have some ability
12 to speak in the classroom, and to be able to have conversations with the students in the classroom and able to,
13 especially at the high school level, develop critical thinking skills.

14
15 These critical conversations must start at home. If you've got fundamental beliefs that you want to make sure
16 your children learn, make sure that those are instilled at home. They are going to come to school with those
17 ideas and they are going to feel confident enough to have those courageous conversations in the classroom. The
18 more kids are exposed to other kids speaking out and expressing their political opinion, they will feel more
19 emboldened to do the same thing. It is difficult for some of these younger students as they enter the high school
20 as freshmen, to be as bold as they need to be about their opinions.

21
22 Member Brown stated following the language "Therefore may it be resolved that", #1 says "The SAU #41
23 school districts will make diversity, equity, and inclusion a strategic priority by actively supporting such
24 efforts." She leans fairly conservative in her political views and finds that statement not to be what she sends
25 her kids to school for. She would like the front and center statement of what the school is here for to state
26 something to the effect that "The SAU will make critical thinking, data, research, intellectual curiosity, respect
27 for diverse opinions and ideas, respect and compassion for others and their ideas and thoughts, a strategic
28 priority by actively supporting such efforts."

29
30 She wants to make learning critical thinking skills, teaching our kids how to write express opinions about these
31 issues number 1. If we teach our kids how to think, research, and write, no matter what profession they choose
32 to go into, they will excel. Critical thinking skills are what we need to teach our kids. We can teach those as
33 our number 1 priority in line with being able to be respectful of others and their differences.

34
35 Vice Chairman Solon questioned if there is a presumption that the Board is ultimately going to adopt some
36 resolution. He has an ongoing objection to that process. He thinks what is trying to be achieved through the
37 work on the resolution is worthy of support, but not this process of creating a resolution. If the Board is not in
38 support of formally adopting a resolution, is there the desire to continue working on it?

39
40 Superintendent Corey responded he views the resolution as a document for himself, the administration, and to
41 guide teachers. He does not necessarily need the Board to formally adopt something but believes it important
42 that the Board and community understand the perspective that he would come at this issue with. He would be
43 more concerned about the Board ultimately agreeing with the recommendations; the 6 points. Those to him
44 have greater importance as they will impact the Strategic Plan for multiple years. The resolution to him is kind
45 of taking everything he learned and putting it in one document so when people ask how he arrived at the
46 recommendations the document will explain.

1 He can see the Boards stating and prioritizing the recommendations differently, but his goal was to provide the
2 gist of where he was heading. He is very comfortable with where the process is and believes some quality work
3 can be done in the fall.

4
5 Vice Chairman Solon stated concern when the instructional practices committee work was being done, they,
6 unrelated to this, used the words inclusion and equity. One of the things they dealt with at that time was
7 ensuring they prioritized the individual student's needs and interests and that our academics and our recognition
8 is open to all interests and career paths, etc. He does not want that to get pushed aside by the focus on these
9 elements.

10
11 Superintendent Core remarked that is a great point, and as we head into the Strategic Plan, that to him is when
12 we need to have those tough conversations to meld them, prioritize them, decide what are goals, priorities, and
13 objectives are. He does not see this as a separate piece, he sees one committee having really focused on the
14 academic side and this more on the social emotional side. Those need to come together. It's not going to be
15 easy work, but when we finish this in a couple of years, we will be a lot better for that child who is sitting in
16 kindergarten, 1 grade, 2nd grade. Chairman Deurloo Babcock remarked it is a slow process and we are taking
17 our time.

18 **PRINCIPAL AND ATHLETIC REPORTS**

19 **• Student Handbook Update**

20
21
22
23 Tim Girzone, Principal, HBHS, remarked the transition from the middle to high school has gone smoothly thus
24 far. Starting in the early spring he was able to participate on a variety of different planning committees
25 including building the master schedule, participating in the hiring process for a number of teacher positions,
26 meeting with teachers, counselors, secretaries and maintenance staff.

27
28 The school is open. We have the ESY and Summer Academy ongoing. The gym and weight room are open
29 and being utilized. The high school robotics team hosted a camp at the HBMS for students interested in the
30 STEM field.

31
32 The following individuals have been hired to fill open positions:

33 Math

34
35
36 Lance Flamino attended Keene State where he earned a BA in Mathematics and will be completing his M.Ed. in
37 Educational Leadership this summer. Mr. Flamino has most recently been teaching Math at ConVal High
38 School where he has also coached and served as Department Chair.

39 English

40
41
42 Jordan Brown attended UNH where she earned a BA in English Teaching and a MA in Secondary Education.
43 Ms. Brown most recently completed her student teaching at Souhegan High School and covered a long-term sub
44 position at Bow High School.

45
46 Kate Mode attended UNH where she earned a BA in English. She also holds master's degrees from Southern
47 New Hampshire University in English and Teaching Secondary English. Ms. Mote has most recently taught

1 English and Theater at Founders Academy in Manchester where she has also served as the vice chair of the
2 Humanities Department and the Theater Director.

3
4 Physical Education

5
6 Nicole Fortuna attended SUNY Purchase where she lettered and was team captain in both softball and cross
7 country. Ms. Fortuna earned a Master of Physical Education and Sports Pedagogy from Manhattanville College
8 and most recently served as a long-term substitute in the Nashua School District.

9
10 Cole Buschmann attended Keene State College where he earned a BS in Athletic Training. In addition to
11 serving as their Athletic Trainer, Mr. Buschmann has also most recently served as the Head Strength and
12 Conditioning Coach as well as a professor of Physical Education at New England College.

13
14 School Guidance Counseling

15
16 Emily Thompson attended UNH where she earned a BS in Human Development and Family Studies and more
17 recently went on to earn her M.Ed. in School Counseling from Rivier University. Ms. Thompson was employed
18 at Easter seals NH and most recently served as a school counselor intern at Bedford High School.

19
20 Special Education Case Manager

21
22 Bethany Beck attended Miami University where she earned a BS in Elementary Education and then went on to
23 earn an M.Ed. in Special Education from Grand Canyon University. Ms. Beck has experience as both a special
24 education case manager and a classroom teacher and most recently was employed in the Lakota School District
25 (Ohio) as a science teacher.

26
27 Principal Girzone informed the Board and viewing audience of the hiring of Kimberly Meyer for the position of
28 Assistant Principal of Student Services.

29
30 Vice Chairman Solon questioned if there were any retirements that took place since the time of the last meeting
31 and was told there were not.

32
33 Chairman Deurloo Babcock noted the Summer Academy was instituted this year to help fill gaps noticed in
34 individual students. Principal Girzone noted interventions are offered across the COOP in math and English.
35 At the high school there is the credit bearing system, so part of the summer academy includes additional
36 components.

37
38 Updates to the Student Handbook were detailed in the material included with the agenda packet. The daily bell
39 schedule and COOP calendar have been added to the handbook. Another addition came with the identification
40 of a need for language in the handbook to address a potential remote environment, e.g., potential exists for
41 students working on a group project, teacher working with a student remotely. The previous "Social Media
42 Regulations" were replaced with "Electronic Communication Guidelines. Language around Class Rank was
43 replaced with Latin Honors, language around Classroom Celebrations has been replaced with "Celebrations and
44 Food in the Classroom, and policies JLF and JICD; marked as pending.

45
46 Member Brown questioned if the new language would prohibit the selling of candy bars at the theatre programs.
47 Principal Girzone stated it would not as that occurs outside of the school day. Member Brown noted that is not
48 clear. All our other policies apply at a school event. She suggested it should be specific that afterschool

1 activities are not necessarily going to have to follow the school nutrition guidelines. Superintendent Corey
2 stated there to be exemptions in the law. Principal Girzone stated the language to be specific to the classroom.
3 The suggestion was made that the sentence that reads “Food is allowed for an event that is tied to the curriculum
4 and certain school-wide events.” be amended to include “extra-curricular events” or something to that effect.
5 Assistant Superintendent Bergskaug noted the section in the policy is specific to school items during the school
6 day. Member Brown suggested the handbook language be made to agree with policy.
7

8 Patrick West, Principal, HBMS, spoke of having had the opportunity to observe end of the year celebrations at
9 HBMS thanks to the video posted by Tim Girzone, Yolanda Flamino and Mark Meskell. Prior to his official
10 arrival he was able to be part of the hiring process for four new hires. During his first few weeks at the COOP,
11 he attended the first day of a three-day administrative retreat where he met all administrators in Hollis,
12 Brookline and the COOP. He has been working with Tim Girzone, Yolanda Flamino, Jen Campbell, Mark
13 Meskell, Ben Arria and Joanne Lake to become familiar with HBMS and all operations.
14

15 Ms. Flamino and Mrs. Campbell have been working with guidance and Carol Tyler to finalize student’s
16 schedules that meet the needs of all our learners.
17

18 Student Open House Days will be conducted on August 26th and 27th from 8:00 a.m. to 12:00 p.m. Parents will
19 receive notification, via email, to complete all school forms in advance of the Open House, and that their child’s
20 schedule is available to view. They are encouraged to walk through the child’s schedule to gain familiarity with
21 the building on these days.
22

23 The HBMS is currently fully staffed. Club Advisors are sought for Yearbook (co-advisor), Robotics (co-
24 advisor), Chess Club and Video Game Club.
25

26 The gym floor along with most of the classrooms in the north wing have been stripped and waxed. Custodial
27 staff has started stripping and waxing classrooms in the south wing while the main hallway re-tiling is
28 underway. Much of the furniture that was stored this past year is making its way back into the building.
29

30 The school continues to register new to the district students throughout the summer. As of July 14th 6 new
31 students have registered.
32

33 The Extended School Year began on July 6th. HBMS is hosting students Pre-K through Grade 8 from Hollis
34 and Brookline this summer. Thirty-four grade 7 and grade 8 students are enrolled in ESY this summer.
35 Students are working on reading, math and other related services during the 5 weeks that ESY is being offered.
36 NECC has continued and is running all summer.
37

38 The HBMS is also hosting a Math Summer Academy to support student learning loss due to the pandemic.
39 There are currently 10 students participating in the Summer Academy.
40

41 Camp Force began on July 12th at HBMS. Camp Force is a 5-day summer camp (4 hours each day) run by
42 HBHS Robotics Team 1073 that introduces students to robotics design, implementation, and control concepts.
43 The camp targets students in grade 7 - 9. This year, there are 9 campers, 6 of which are SAU students.
44

45 Vice Chairman Solon questioned the approximate number of students in the Summer Academy at the HBHS.
46 Assistant Superintendent Bergskaug spoke of the credit recovery options for both English and Math, English is
47 purely credit recovery. There is a total of 11 students some of which have already completed the credit

1 recovery (down to 5-6). For math there is credit recovery and skill based recovery. There are 12 students
2 participating. Vice Chairman Solon expressed his gratitude for the running of these programs.

3
4 Principal West highlighted the changes to the HBMS Student Handbook. Changes include updating names of
5 staff, link on the front page, table of contents, school calendar, daily bell schedule, report card dates, and
6 language around cell phones, which states “Students may bring cell phones to school, but the phone must be
7 secured in their locker for the day. However, a classroom teacher reserves the right to use phones in class for
8 educational purposes. Should a cell phone be in a student’s possession during the school day the student may
9 be asked to bring their cell phone to the main office and leave it there for the day. If a student continues to have
10 their phone out during the school day, the student may be asked to leave their phone in the main office during
11 the school day for an extended period of time. Parents may be notified and expected to pick up the phone from
12 the school.”. The prior language was the student will be asked. That was changed to allow flexibility in some
13 situations.

14
15 Vice Chairman Solon questioned if the language “the student may be asked” could be changed to indicate a
16 requirement. Superintendent Corey stated the concern about cell phones is when they go from someone’s
17 possession to another’s it creates potential issues. The middle school is tightening up, but overall have done a
18 very good job with cell phones. He struggles with making it black and white because then it makes it black and
19 white for an administrator and teacher.

20
21 Vice Chairman Solon questioned, with the language indicating a request, if the request is denied, is there
22 recourse? Superintendent Corey stated there is as it would indicate failure to respect an administrator’s request.

23
24 Principal West noted language developed last year around virtual classroom expectations has been added.
25 Deleted from page 15 was the sentence “Teachers will provide an optional snack time, usually mid-morning”.
26 Teachers will not be required to provide an optional snack time because the schedule has been updated and does
27 not require that in the mid-morning. Page 16 includes a health snacks section for parties/celebrations and
28 curriculum related food items in school. Principal West noted that too would be amended to reflect the
29 language in the policy.

30
31 Asked if there is an expectation that there will be virtual classes in the HBMS in the upcoming year,
32 Superintendent Corey stated the language was added to provide the flexibility because this is seen as a resource
33 from the pandemic that could assist us in a wide variety of situations. Vice Chairman Solon questioned if it has
34 become a reality yet. Superintendent Corey responded he believes the district will get there and some of that
35 may be some of the ways we have to address some of the re-opening plan for select individuals.

36
37 The last change was the updating of Policy JLCJ. Some of the policies referenced indicate their pending status.

38
39 Asked if it is normal practice to requote policies in the handbook, Assistant Superintendent Bergskaug stated
40 some are required by law to be distributed to all families annually. The handbook will be sent to all families
41 electronically on July 30th. Information will be provided for those unable to attend the Open House.

42
43 Superintendent Corey spoke of the Athletic Coordinator’s report noting efforts to gear up for the fall. He
44 commented on the yeoman’s work that has been done and spoke of being excited for the coming school year
45 and returning to some level of normalcy.

46
47 Asked if there have been any changes with the turf fields since the time of the last meeting, he noted the
48 bleachers are completed. The work crew needs to return to do the press box and the handicap ramp. Asked if

1 there has been further investigation into proposed rental rates, he stated an HB Elevates meeting is planned for
2 Thursday. The Athletic Coordinator is of the opinion the rates that were discussed are appropriate to start.

3
4 With HB Elevates, Superintendent Corey and Vice Chairman Solon have discussed the potential of advertising
5 at the fields as a revenue generating option.

6
7 **MOTION BY MEMBER BROWN TO TABLE DELIBERATION ON POLICIES JLF, JLDDBA, AND**
8 **EBD**

9 **MOTION SECONDED BY MEMBER WHALEN**

10 **MOTION CARRIED**

11 **4-0-0**

12
13 **DISCUSSION**

14
15 ● Mask Lawsuit Update

16
17 A copy of the Order issued by the Superior Court was included as part of the agenda packet. The Board had
18 asked for an update regarding legal costs. That information is not yet available and is expected to be available
19 for the August meeting.

20
21 ● Articles of Agreement – Potential Fall Meeting Date

22
23 Vice Chairman Solon noted included with the agenda packet was the amended article, as drafted by legal
24 counsel, and a PowerPoint presentation. He questioned if the Board felt the presentation, as a freestanding
25 document, is understandable as written so that should we advertise the meeting and post this is what will be
26 proposed that it would be sufficient for informing the public of the content of the meeting.

27
28 The process desired involves an in-person/electronic information session and a formal hearing proposed to take
29 place at the September Board meeting (9-15-21). The Moderator believes it is not within the 7-25 day range
30 from the date of a hearing to the date of a special meeting. Legal counsel has been asked to provide an opinion.

31
32 Some time within 25 days of the September Board meeting we would have a district meeting style meeting to
33 vote on the proposal.

34
35 The first activity would be to present information (late August/early September). The hearing would follow.
36 Chairman Deurloo Babcock suggested an information session that would allow for back and forth discussion.
37 Vice Chairman Solon remarked he is not objecting to that, but during the last discussion of this, expressed was a
38 concern that a back and forth discussion could essentially take away from the value of the hearing.

39
40 Superintendent Corey remarked there has to be a way for the information to just be presented. He sees that in-
41 person or via Zoom and allowing for clarifying questions. From the standpoint of the debate about the article
42 that should occur at the Public Hearing and 25 days following that would be the larger meeting for people to
43 vote. He believes the documents provided along with legal counsel providing some sort of introductory
44 paragraph would meet the requirements. The information would be posted in newsprint, and he suggested it
45 also be included in the agenda packet for the August meeting.

46
47 Member Brown suggested sending the information out and conducting a public hearing. If for some reason the
48 hearing has a great deal of attendance and becomes controversial, a public forum can be scheduled.

1 Chairman Deurloo Babcock stated her opinion the plan is great, and the document was clear and
2 understandable. Asked if she is acceptable to having the public hearing at the September meeting, she indicated
3 she is.

4
5 A meeting date will be decided upon at the August School Board meeting.

6
7 ● Social and Emotional Learning Update

8
9 Superintendent Corey spoke of the anticipation this opening will be like a new experience for everyone. At the
10 Administrative retreat, they will stress with Administration and staff to get out to their Guidance Counselors
11 and try to get a pulse on things early as students try to adjust to being back. The High School schedule will go
12 back, we do plan to go back to lockers, lunches, etc. There will be an adjustment. It is uncertain if it will be a
13 minor adjustment or a culture shock. The work we have done over the last couple of years we are hoping pays
14 off in our classrooms. Teachers will be asked to do a bit more of that whether it be in ROCK or a discussion in
15 CAV Block, just getting out there and seeing where the students are. He has spoken with the Athletic
16 Coordinator around ensuring coaches are aware of this.

17
18 Assistant Superintendent Bergskaug noted Federal funding has been utilized to increase school counseling to
19 further reduce numbers and increase that contact with individual students.

20
21 Asked if any option is being offered for continued remote learning, Superintendent Corey responded we are not
22 unless a specific student need. Asked if headcount was added to the counseling office, Assistant Superintendent
23 Bergskaug stated it was not; just made every existing position a 1.0 position.

24
25 Chairman Deurloo Babcock spoke of the prior social emotional learning committee. The next step was social
26 and emotional committees at the building level. Assistant Superintendent Bergskaug stated they are still in full
27 force in half of our buildings. Some of it is due to a change in the principals, but they are there and are the
28 groups that have pushed some of the programs we brought to the middle school at the end of the year and our
29 high school the Adventure Lure activity that students were able to participate in. They are there, they are just
30 not as formalized with quarterly meetings as an SAU.

31
32 Chairman Deurloo Babcock remarked that is important work that you need to do, and it is hard to do that work
33 when you spend a lot of time on compiling documents for Right-to-Know requests. That is the work that we
34 want you to be able to do and the work that we know you want to be doing. It is a shame that we are spending
35 so much time on things that are distracting from the work of helping our students.

36
37 ● Instructional Review Process Based on COVID

38
39 Assistant Superintendent Bergskaug stated she has requested that all teachers report out on differences that they
40 have seen in their cohorts this year; whether it was that we didn't get to something (that was not the case) or just
41 in general this particular cohort seemed to struggle with the speaking component in terms of the ELA standards.
42 That information was gathered by building administrators and analyzed/reviewed. That information gave us the
43 invite list for the summer learning academies K-12.

44
45 In terms of the more generalized comments on what was learned, what did you find difficult, etc., those
46 responses are being reviewed and efforts made to determine how to spiral that into the next course. The list is
47 being compiled and given directly to the receiving teachers. Those receiving teachers in October won't be
48 saying gee they seem to be struggling in this area. Before the students arrive, teachers will be tasked, in the

1 Professional Learning Communities, with developing a concrete plan on how they are spiraling that in. It
2 doesn't mean do that lesson and cram it in, it means how are they going to integrate it in a way that flows
3 appropriately and really solidifies that knowledge, but just in a different year than was originally intended or if a
4 topic was supposed to be spiraled and we didn't start the spiral last year, know that we need an inter-lesson to
5 get that going.

6
7 ● Draft Reopening of School Plan for 2021-2022 – Informational

8
9 The re-opening plan that was submitted to the State was brought before the Board at its last meeting for
10 discussion/review. Since that time additional guidance has been received from the CDC. Today The
11 Superintendent, Assistant Superintendent, and Director of Student Services were on a call with NH DHHS.
12 Tomorrow morning the Director of Student Services will be meeting with the school nurses to reflect on the
13 guidance that was received and see if we need to make any changes to our original plan.

14
15 Assistant Superintendent Bergskaug stated the lengthy re-opening plan has been drafted but remained in draft
16 form given the desire to obtain any updated guidance to ensure we have the plan that makes the most sense for
17 our community given our transmission rates and the concerns we have.

18
19 Superintendent Corey added the CDC came out with a mask statement. One of the things they talked about was
20 if vaccinated you do not have to wear a mask, if unvaccinated you should wear a mask. People should know
21 that is not legal in New Hampshire. It is against the law. We cannot do that and were not intending to.

22
23 The American Pediatricians Association came out with their standard. Last year the SAU followed the
24 guidance of the NH DHHS and Dr. Benjamin Chan, State Epidemiologist. Dr. Chan came out today and
25 basically said that you need to look at all the issues based on transmission in your district.

26
27 Right now, masks are optional this summer. We have not had any issues with COVID through the summer and
28 hope we will be able to come up with a plan around masks. It is difficult because one age group has not had the
29 opportunity to be vaccinated yet. There may be different recommendations for different districts based on the
30 availability of the vaccine.

31
32 Vice Chairman Solon questioned if there are any students under the age of 12 in the COOP district.
33 Superintendent Corey stated there is that potential for a period as the cutoff is September 30th. Noted was the
34 need for enough time to reach the age of 12 and have two vaccines administered. Superintendent Corey
35 commented on a discussion earlier in the day around the possibility of including language within the re-opening
36 plan that would address that.

37
38 Vice Chairman Solon questioned why go into the issue of timing or ability of vaccinations. Assistant
39 Superintendent Bergskaug responded one of the arguments is deciding for a population that is eligible, whether
40 they want to or not has certain implications, and then making a potential different decision for a population that
41 is not eligible. If we were to open the year with a mask mandate for the elementary districts, does it make sense
42 to say just given the level of fatigue with mask mandates, that the mandate is in place up until 60 days after the
43 vaccine becomes available and then it becomes optional.

44
45 Vice Chairman Solon questioned, for the COOP district, because it is such a small portion of the population for
46 whom it is a variable and within the entire population, we have no knowledge and no control over it, should we
47 make those statements. He suggested whatever you do for the COOP district don't change your plan or key
48 your plan to whether the vaccination availability changes between now and then.

1 Superintendent Corey commented on having learned during the call with NH DHHS that school buses fall under
2 the Federal order and are considered public transportation. Masks are required on school buses under the
3 Federal guidelines, and it doesn't matter what our mask policy is for the district.

4
5 Social distancing will be done to the maximum extent possible. Asked what the process is behind allowing
6 close proximity in the cafeteria but not elsewhere, Superintendent Corey stated it was not allowed last year.
7 The gymnasium and cafeteria were used as well as outdoors, when possible. The goal and what is being
8 discussed is whether we can provide the 3' minimum. The balancing act is that the students want to be back
9 together. He felt, after the call ended, it was good luck, have a nice year, we'll talk to you in June. We will not
10 be doing symptom monitoring this year. There is no quarantine of entire class. Nurses will have the flexibility
11 to make decisions based on what they are seeing with the student who is in their office.

12
13 Assistant Superintendent Bergskaug added the re-opening document that was generic was SAU 41 wide. Two
14 of our schools had lunch in the classroom at their desk. What we are saying is we are going to use our
15 cafeterias again. Given every individual school and their limitations on size, we were very creative in order to
16 open. The idea is we will go back to normal. That doesn't mean that we will no longer potentially offer
17 multiple spaces. Eating outside at both the middle and high school was well received by everybody. It doesn't
18 have to end.

19
20 Superintendent Corey stated the Board would see the lengthy document in August. Basically, it is returning to
21 school as normal with the ability in the plan to pull back if needed or to increase things if needed. One of the
22 things that will be requested when the plan is approved is to provide the Administration the flexibility to make
23 changes as needed.

24
25 Asked if the tents would return, Assistant Superintendent Bergskaug stated they would not noting more often
26 than not they were not actually used. We are strongly encouraging classes to go outdoors.

27
28 Chairman Deurloo Babcock stated the current Policy IB has been submitted to legal counsel for review. It will
29 be on the Policy Committee agenda for next week.

30 31 **DELIBERATIONS**

- 32
- 33 ● To see what action the Board will take regarding policy **JLF** – Reporting of Child Abuse and Neglect
- 34
- 35 ● To see what action the Board will take regarding policy **JLDBA** – Suicide Prevention
- 36
- 37 ● To see what action the Board will take regarding policy **EBBD** - Indoor Air Quality
- 38

39 **HOLLIS BROOKLINE HIGHLIGHTS**

40 41 **REPORT OUT BY PROCESS OBSERVER**

42
43 Member Brown stated the Board has come close to adjourning on time simply because all discussion of policies
44 was moved to a future meeting.

45
46 An hour had been allotted for public input, which ended up being more like an hour and 20 minutes. She was
47 glad to see that the public input went more smoothly than she had anticipated based upon the opening

1 comments. It is good to allow folks to come and share these thoughts on these issues. Overall the public had
2 the right tone and respect for the process.

3
4 **ADJOURNMENT**

5
6 **MOTION BY MEMBER WHALEN TO ADJOURN**

7 **SECONDED BY MEMBER BROWN**

8 **MOTION CARRIED**

9 **4-0-0**

10
11 *The July 21, 2021, meeting of the Hollis Brookline Cooperative School Board was adjourned at 9:28 p.m.*
12
13
14

15 Date _____ Signed _____

DRAFT