

LEGISLATIVE COMMITTEE MINUTES

SB304

Bill as Introduced

SB 304 - AS INTRODUCED

2022 SESSION

22-2979

10/04

SENATE BILL **304**

AN ACT relative to discrimination in public workplaces and education.

SPONSORS: Sen. Kahn, Dist 10; Sen. Whitley, Dist 15; Sen. Sherman, Dist 24; Sen. Watters,
Dist 4; Sen. Prentiss, Dist 5; Sen. Rosenwald, Dist 13; Sen. Perkins Kwoka, Dist
21; Sen. D'Allesandro, Dist 20; Sen. Cavanaugh, Dist 16; Sen. Soucy, Dist 18

COMMITTEE: Judiciary

ANALYSIS

This bill removes provisions concerning freedom from discrimination in public workplaces and education, and clarifies the authority of public schools and public employers concerning discrimination.

Explanation: Matter added to current law appears in ***bold italics***.
Matter removed from current law appears [~~in brackets and struck through.~~]
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Twenty Two

AN ACT relative to discrimination in public workplaces and education.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 1 Discrimination in Public Schools. RSA 193:40 is repealed and reenacted to read as follows:

2 193:40 Application to Education Laws. Consistent with education laws of New Hampshire,
3 which recognize the need to provide diverse educational approaches to instruction and curriculum
4 tailored to meet students' needs, nothing in Title XV of the New Hampshire Revised Statutes
5 Annotated shall be construed as barring any person employed by a public school district, school
6 administrative unit, or public academy from, or subjecting them to civil liability for, engaging in any
7 form of instruction concerning the historical or current experiences of any group that is protected
8 from discrimination under RSA 193:38 and RSA 193:39.

9 2 State Commission For Human Rights; Freedom from Discrimination in Public Workplaces.
10 RSA 354-A:29 through 354-A:34 are repealed and reenacted to read as follows:

11 354-A:29 Public Workplaces; Training. No public employer is barred from, or shall be subject to
12 civil liability for, engaging in or requiring as a condition of employment any form of training
13 concerning the historical or current experiences of any group that is protected from discrimination
14 under this chapter. A public employer for the purposes of this section includes the state or any
15 subdivision thereof, including, but not limited to counties, cities, towns, precincts, water districts,
16 school districts, school administrative units, or quasi-public entities.

17 3 Effective Date. This act shall take effect upon its passage.

Committee Minutes

SENATE CALENDAR NOTICE

Judiciary

Sen Sharon Carson, Chair
 Sen Bill Gannon, Vice Chair
 Sen Harold French, Member
 Sen Rebecca Whitley, Member
 Sen Jay Kahn, Member

Date: December 20, 2021

HEARINGS

	Wednesday	01/12/2022
	(Day)	(Date)
Judiciary	State House 100	1:00 p.m.
(Name of Committee)	(Place)	(Time)
1:00 p.m. SB 303-FN	relative to reimbursement of sheriffs offices for prisoner custody and control.	
1:15 p.m. SB 375-FN	relative to requirements for charitable organizations.	
1:30 p.m. SB 301-FN-LOCAL	relative to the procedure for violations under the right to know law.	
1:45 p.m. SB 304	relative to discrimination in public workplaces and education.	
2:00 p.m. SB 299-FN	relative to the penalty for escape.	

EXECUTIVE SESSION MAY FOLLOW

Sponsors:

SB 303-FN

Sen. Hennessey
 Sen. D'Allesandro

Sen. Whitley
 Rep. Trotter

Sen. Bradley

Sen. French

SB 375-FN

Sen. Gannon
 Sen. Daniels
 Rep. Potucek

Sen. Hennessey
 Sen. Giuda

Sen. Perkins Kwoka
 Rep. Espitia

Sen. French
 Rep. Alexander Jr.

SB 301-FN-LOCAL

Sen. French

Sen. Avard

Sen. Gannon

SB 304

Sen. Kahn
 Sen. Prentiss
 Sen. Cavanaugh

Sen. Whitley
 Sen. Rosenwald
 Sen. Soucy

Sen. Sherman
 Sen. Perkins Kwoka

Sen. Watters
 Sen. D'Allesandro

SB 299-FN

Sen. Carson

Sen. D'Allesandro

Sen. Prentiss

Jennifer Horgan 271-7875

Sharon M Carson
 Chairman

Senate Judiciary Committee
Jennifer Horgan 271-7875

SB 304, relative to discrimination in public workplaces and education.

Hearing Date: January 12, 2022

Time Opened: 2:07 p.m.

Time Closed: 6:19 p.m.

Members of the Committee Present: Senators Carson, Gannon, French, Whitley and Kahn

Members of the Committee Absent : None

Bill Analysis: This bill removes provisions concerning freedom from discrimination in public workplaces and education, and clarifies the authority of public schools and public employers concerning discrimination.

Sponsors:

Sen. Kahn

Sen. Whitley

Sen. Sherman

Sen. Watters

Sen. Prentiss

Sen. Rosenwald

Sen. Perkins Kwoka

Sen. D'Allesandro

Sen. Cavanaugh

Sen. Soucy

Who supports the bill: 1405 people signed up in support of the bill. Full sign in sheet available upon request.

Who opposes the bill: 481 people signed up in opposition to the bill. Full sign in sheet available upon request.

Summary of testimony presented in support:

Senator Kahn

- The only way for NH to realize all minorities communities have to offer is for the majority group to be open to understanding how past events continue to have an impact and how to engage with each other.
- The only way for racist, sexist, or other exclusionary behaviors or attitudes to change is for the majority of the population to be aware they exist and want to change them.
- A key factor in changing antisemitic behavior was when the catholic church confronted its antisemitism in Vatican II.
- If 1 and 4 NH women and 1 and 20 NH men have been the victim of an attempted or completed rape it is up to the majority of the population to

recognize that sexual harassment and violence are prevalent, inherently wrong, and cannot be tolerated.

- Is sexual harassment training a divisive concept?
- Can't confront issues of difference and bias without the discomfort that comes with it.
- The anti-discrimination statutes are ambiguous and confusing as if by design.
- In RSA 354-A:31 there is a triple negative, 'no public employer or government program shall teach that any person cannot attempt to treat other equally and without regard to differences'
- Does that mean we should teach without regard to age, sex gender identity, sexual identity, race, color, marital status or mental or physical disability?
- People are treated differently all of the time based off of these factors.
- If you are under 18 you cannot vote, you cannot attend certain movies.
- If you are transgender, you are four times more likely to be a victim of a violent crime than if you are cis gender.
- Should we not talk about these differences just because there may be a system that advantages some and disadvantages others.
- Described how disabled students are treated differently in schools to cater to their specific needs.
- The Federal Reserve recently put out a report titled, *Racism and the Economy*, which stated that race is both an independent and dependent variable.
- RSA 354-A:33 states "No employee shall be subject to any adverse employment action, warning, or discipline of any kind for refusing to participate in any training that compels participants to express beliefs in divisive concepts.
- If an individual views sexual harassment training as a divisive concept, can they refuse to participate?
- RSA 193:40 states "Nothing in this section shall be construed to prohibit the discussing of historical existence of ideas identified in this section."
- How does an educator interpret their ability to discuss current events regarding unequal treatment, such as the Uyghurs?
- If Critical Race Theory is all this is about, why did we need to cloak that in the statute that involves all other protected classes?
- There is very little evidence that anyone in NH public schools teaches CRT.
- In the one incident pointed out last year, the consultant's contract was terminated.
- We do not need an ambiguous law that threatens teachers and public employees and drags NH through the press as a hyper fearful state where bounties are placed on successful complaints against teachers leading to their dismissal.
- Senator Whitley asked if he agrees the intent of the original language was to muzzle discussions about gender equality, systemic racism, and more under a guise of political neutrality.
 - Believes it has dramatically chilled the conversation in municipalities, other forms of government, and in our schools. The confusing language is

disrupting what people feel comfortable being able to speak, teach, and train about.

- Senator Gannon asked if he sees it as a teacher can teach anything but can't advocate for something.
 - Does not see it that way. Does not believe teachers are instructing to a principle as described. Teachers challenge students to think about events that have happened and to try to understand through different lenses how those different perspectives view an event. There is nothing more useful than using a current event as a teaching tool. The Attorney General's opinion also does not clarify this regarding current events. Thinks the vagueness is quite apparent.
- Senator Gannon pointed out that the statute says nothing shall limit 'academic freedom' multiple times throughout.
 - Disagrees on that. The phrase 'academic freedom' is used only once to exclude the colleges and universities.
- Senator Whitley asked if he believes the existence of the ban plus the provisions of the language used is the crux of why the statute is ambiguous.
 - Yes.

Senator Watters

- 'Inherently' has proven to be a problematic in this statute.
- The Attorney General has interpreted 'inherently' as something that belongs by settled habit.
- 'Habit' is the usual way of behaving, something a person does often or in a repeated way.
- Societies create settled behaviors and that is what creates our history.
- There have been settled habits about issues of equality in this country despite constitutional laws and supreme court decisions.
- 'Culture' is defined as the beliefs, customs, arts of a particular society, group, place, or time or a way of thinking.
- Teaching settled conditions or habits might run into trouble regarding this law.
- The draft version of the Declaration of Independence said "We hold these truths to be sacred & undeniable; that all men are created equal & independent, that from that equal creation they derive rights inherent & inalienable,"
- In the final version it says "We hold these truths to be self-evident that all men are created equal that they are endowed by their creator with certain unalienable rights"
- Jefferson's 1784 notes on Virginia discusses what the word 'inherent' means and whether can we determine inherent characteristics from patterns of behavior.
- He determined if he was going to hold the idea of equality under the law, then he was going to have to find a way of distinguishing African Americans from the category of men.
- Shared language regarding Jefferson's struggle with this.

- This enriches our notions to understand these struggles regarding what ‘inherent’ means.
- Those settled habits about race and other categories are very hard to change.
- Applications for 4th grade teachers have fallen off the cliff and teachers are saying why would they come to NH where they may be liable for legal action.
- Senator Whitley asked if he is aware of any other examples where NH has banned certain topics of conversation.
 - In 1978, when he first started teaching at UNH, was presented with a document he was supposed to sign before starting, saying he was never a member of the Communist Party or of any group that would advocate the overthrowing the US Constitution. Did not sign it. In the 1950s at UNH there were attempts to have state police sitting in classroom to monitor teachers. Reminds him of the arguments over sex education and family values. We have struggled with the sex education and have come up with this opt out situation. Under this current bill no one can even opt in.

Representative Perez

- Is an immigrant that has been here for 35 years.
- Shared her experience working with people from different cultures and different backgrounds, and appreciated learning what makes people happy in other cultures.
- Learning about people’s background can help them to feel welcome.
- Used to feel like NH was a welcoming state and now it does not.
- People feel they have the right to say you don’t belong here.
- It is good to have companies be able to teach about other countries and different beliefs.
- Senator Gannon asked if there is something specific in last year’s legislation that is concerning.
 - Already sees systematic racism, and people treating others differently because of the way they look. The passage of the bill last year has emboldened people. Sees parents in social media saying they are going to sue the teacher or make sure that they lose their license. NH already has a teacher shortage. Sees everyone as a human being, but when we bring this divisive language, it is not helping us. We have to make sure teachers are allowed to speak about things even if it is not always easy.
- Senator Kahn asked if the use of the word ‘prohibition’ is part of the reason why people are confused.
 - Believes this bill is what we need. Doesn’t want to disable the teachers or the companies from being able to teach. We must make sure teachers and employers feel comfortable to bring forward these issues that may be taboos.

Margaret Burns (NH Municipal Association) (provided written testimony)

- Does not have position on what municipalities should or should not teach but, is opposed to the state controlling and dictating to municipal elected officials or employers what they are allowed to discuss, teach, or train.
- Prior to the passage of this law had not heard about issues or complaints regarding CRT.
- After the passage of the bill has heard a lot of angst and confusion from municipal officials about what they are allowed to talk about.
- This was particularly true with communities where they had recently started efforts around equity and diversity training either for the community or employees.
- Many communities stopped their efforts waiting for the Attorney General's guidance to try to help understand the law.
- This has created a chilling effect and municipal officials are afraid to move forward with trainings.
- Senator Gannon pointed out that the current statute states 'nothing in this section shall be construed to prohibit the discussion'
 - That section if it stood alone would be very clear, but it contradicts and butts up against the other enumerated topics that municipal employers are prohibited from training on, teaching about, etc. That internal conflict within the statute, as well as some of the terms that have been brought up in prior testimony has led to this halting on the municipal level from undertaking some of their efforts.
- Senator Gannon asked if the same internal conflict is in this bill
 - No, does not think it creates the same conflict. This bill, rather than banning speech, opens up a channel for the ability to talk.

Andrea Chatfield (HR State Council of NH) (provided written testimony)

- HR professionals are generally the ones that are charged with ensuring that the workplace is following anti-discrimination laws.
- One key way of doing that is providing effective training on diversity, anti-harassment, anti-discrimination, inclusion and equity.
- The legislation passed last year, hampered the ability of HR professionals to figure out how to do that.
- This leaves employers open to discrimination lawsuits.
- Legal discrimination is not always an overt act, and it is not always intentional.
- Patterns of lower pay for females, patterns of older workers not being able to find new employment, or situations where people of color or those with disabilities not being promoted are patterns can lead to anti-discrimination lawsuits.
- Employers have to be vigilant, but how can they do that if they cannot train or counsel its managers and supervisors on how to recognize those patterns,
- In no way should the state shut down discussions or chill trainings.
- Had a client with a difficult manager that was dismissive to females and people of color who he supervised. He went through training and benefited from it.

- Under the current statute, he could have refused to participate in that training on the basis of claiming it was saying he was inherently racist or sexist.
- From the perspective of HR professionals these conversations can be difficult but important to have.
- How do you have a discussion with a younger generation to have empathy towards older generations because they do not have the perspective of the older generation?
- In section 34 it states employees can pursue all remedies under this statute and all other statutes.
- Under the current law a violation on training on one of these aspects can lead to far more remedies than just a violation of the main body of RSA 354-A.
- Individuals can sue in all different forms, which raises the concern that the intention was to really chill these trainings.
- A lot of prohibitions in the current law are really unnecessary to prohibit.
- Any HR professional would never say many of these things, like that anyone should be discriminated against because of their race, gender, or nationality.
- Senator Whitley asked if she believes the banned concepts statute has the potential to drive away businesses or hamper recruiting.
 - The statute applies only to public employers so does not think it would have that impact on private businesses. Worries about disparity that is going to develop between those in the public sector and private sector.
- Senator Kahn asked given that RSA 354 has been on the books for quite some time, is this current statute necessary or are the concerns raised regarding the divisive concepts already covered.
 - Absolutely it is covered. RSA 354-A is a robust statute that covers many protected classes. It has been a strong statute and thinks the NH Human Rights Commission has done an admirable job in defending and enforcing it.

Megan Tuttle (NEA-NH)

- After the current law passed, made multiple requests to the Department of Education and the Attorney General's Office for specific and guidance to assist educators; those requests have gone unanswered.
- Students will miss out if opportunities to have constructive dialogues is taken away from them.
- AP English are now worried about using the Pulitzer Prize winning book, *Beloved*. They are no longer asking their students if slavery has a legacy in our culture, government or elsewhere out of fear it will be misinterpreted as indoctrination.
- Teachers feel the current law has banned concept teaching and that they cannot allow students to dialogue with each other, peer review others work, or to let student lead classroom discussions because they do not know if it could lead to the discussion of a banned concept.

- The ban's broad use of the word 'teach' dissuades teachers from using material as a jumping off point for discussion.
- Discussed the opportunities missed out by students because they are not given the opportunity to share their own opinions, discuss current events, agree or disagree about social or historical issues, or develop analytical skills.
- The DOE installed a public mechanism for reporting educator noncompliance to take away teaching credentials.
- Discussed the bounty that was put out by an advocacy organization for the first successful prosecution of a teacher.
- False reporting is a major concern, so teachers have significantly altered their curriculum.
- We need to trust educators and students deserve the freedom to learn.
- Senator Gannon pointed out that the NEA at their last meeting, said they were going to teach in school the 1619 Project. Asked if that is true.
 - That is the national organization, not NEA-NH. Would have to go back and look at that. If it was passed it would have been passed by the majority but that does not mean NEA-NH was in support of it.
- Senator Gannon spoke to the challenges his children faced in school for being Republicans. Stated that he doesn't want kids to be told they are inherently racist. If they do not accept every aspect of something they are going to be bullied. The current law is a watered-down version of the House Bill. Worried this bill is going to divide the state into a very progressive group and a very conservative group; wants to find a middle ground. Asked if there is any middle ground between this bill and the current statute.
 - Respectfully, no. Part of the issue with the current law is the word 'teach' and the fuzzy line between teach and discussion. The current law applies to anyone in the school system. Hearing from educators across the state that they are afraid to bring up anything. Teachers are afraid if something is misinterpreted, they are then going to be put into the DOE website.
- Senator Whitley asked if instead of banning concepts of discussion allowing the debate of an issue is the better way to prepare our students for the modern world.
 - Thinks it better to allow debate. Banning puts it more at the forefront of what we shouldn't be doing. Does not even know what exactly is banned because the law is so vague. We have asked for specific things that are banned and they still don't have that clarity. Educators are concerned about putting their livelihood at risk. Even if a report is found to be nothing that is still an educator's reputation and that is really hard to come back from.
- Senator Whitley asked if she has heard from teachers who are afraid to come and testify.

- Speaking out is hard for a lot of teachers. Part of it is the timing and a fear of being criticized for that. Across the state, books are being shelved and teachers are not teaching what they have been teaching and all their lessons are being rewritten. They are afraid if they come testify something could happen.
- Senator French asked for a list of books that are being shelved.
 - Beloved and the Stamped from the Beginning (children's version) are some of them. Will ask about others and get back to the Committee.
- Senator Whitley asked would she be surprised that the Hopkinton school district has started to pull books from their curriculum.
 - Not at all. Knows there are other areas of the state where they are looking at the libraries in schools as well.
- Senator Kahn asked for copies of the letters sent to the Attorney General and the DOE.
 - Sure. They have sent two to the Attorney General and one to the DOE.

Jake Berry (New Futures) (provided written testimony)

- There is clear evidence that inequities and disparities around income, health care, housing and other factors disproportionately effect people of color and women.
- Census Bureau data show that people of color report significantly lower income and higher poverty levels than the statewide average.
- These disparities extend to education, childcare, housing, and more, deeply impacting the public health of the entire state.
- It is critical that all Granite Staters are encouraged to discuss and explore the historical, cultural, and institutional forces at play.
- Without learning about these issues and exploring them we will not be able to address them.
- Senator Gannon asked if the income disparity is due to newer immigrants coming into the country, who are taking lower-level jobs.
 - There are a wide variety of factors and is sure that is one of them. Historically and contemporarily speaking there are a wide variety of historical and institutional structures that reinforce these disparities.
- Senator Gannon asked if the income inequity of women is more due to a lot of women choosing to leave good jobs in order to be nurturers at home.
 - That may be the case in some cases. However, some employers may look at certain applicants and may make conscious or unconscious assumptions about them.

Devon Chaffee (ACLU)

- The current law is unconstitutionally vague and being challenged in federal court in two lawsuits.
- The law invites arbitrary and discriminatory enforcement.
- The current law includes 4 of the 10 banned concepts of the September 22, 2020, Executive Order signed by President Trump.

- The memorandum that implemented that Executive Order made it very clear that the banned concepts included in the NH law are intended to target the use of terms like white privilege, intersectionality, systemic racism, racial humility, and unconscious bias.
- A federal court partially enjoined that order because it was so vague that it was impossible for plaintiffs to determine what conduct was prohibited.
- Rather than curing the ambiguities identified by the federal court, the NH law imposing penalties for violating its provisions.
- One remedy for a perceived violation is civil action in superior court. This means any student or parent that is assigned a book they think is prohibited by the law can file a lawsuit against a teacher or a school.
- The law also includes that violations by a teacher shall be considered a violation of the educator code of conduct that justifies disciplinary action by the State Board of Education.
- A violation could lead to the revocation of an educator's license to work in the state, ending their career.
- The House Committee Chair stated that his understanding of the law was that it was in fact intended to prohibit discussions.
- The DOE Commissioner has suggested some books may be prohibited.
- *Stamped for Kids* was planned for the curriculum in a Cheshire County School, but it was placed on indefinite hold after the law was passed.
- A high school social studies teacher has disallowed students to pick their own topics for research papers because they are afraid that topics chosen by the students might lead to subjects in class that will violate the law.
- A social studies teacher in Cheshire County put on hold a review of their curriculum that was meant to ensure more experiences of Black, indigenous, and people of color were represented in their American History units because they were afraid.
- Education focusing on race and gender serves to close existing opportunity gaps, and inequality, and helps students of color to feel a better sense of belonging.
- This is about censorship in schools.
- Senator Gannon asked when the House Chair made that comment.
 - Speaking in a public hearing yesterday about the final version that passed.
- Senator Gannon asked if the language stating that 'nothing will be construed as prohibiting the teaching' would allow for these books to be used.
 - It is very telling that the statute does not simply use the word 'advocacy'. It says, 'students shall not be taught or instructed'. It is using much broader terms and that is part of what is creating the concerns in schools. The law says you can discuss the historical existence of ideas and subjects, but what about beyond that? Teachers are finding it almost impossible to draw that line in the classroom. A teacher has essentially

stopped asking students to apply historical concepts to their own experiences which is a well-established practice in social studies.

- Senator Whitley asked who is involved in the current litigation.
 - The ACLU is representing GLAAD, the Disability Rights Center for NH, and NEA-NH in one and the American Federation of Teachers the plaintiff in the other.

Jonah Wheeler (Rights in Democracy)

- Without a teacher talking about the brutal history about how the state has treated people of color would not be alive today.
- Growing up without a single person around him who looks the same or has lived the same experience is incredibly isolating.
- Thinks of the young Black people with white families going through a similar if not worse experience.
- Has been fired from a job for having unconventional hair, has faced discrimination, and has been called the n-word.
- Racism still persists in our society.
- Many of his peers did not know until it was viral on the internet recently of the 1921 Tulsa Race Massacre.
- The future leaders of our country should learn the horrors of our past, so they don't make the same mistakes.
- Schools are not the place for propaganda or ideology, but for spirited discussion on the hardest topics of our time.
- Believes understanding the full history of where we have been, is the only way of knowing where we need to go.

Asma Elhuni (Rights in Democracy)

- Is a Muslim and a immigrant who lives in the US.
- Shared her experience for coming to the US as the daughter of parents who came on asylum.
- What we promote the US to be like for immigrants and what is actually happening are two different things.
- Shared her experience of being called a sand n-word and being made fun of for her religion and where she comes from.
- What was even more harmful was seeing Muslims only portrayed negatively on TV or in the news.
- It was also very damaging seeing her community treated as a threat by law enforcement.
- Research has shown Muslims are not a violent people, but the stereotype persists.
- Muslims are often pulled at airports, mosques are surveilled, they are on no-fly lists, and get caught up in entrapment or surveillance.
- We cannot change society if we do not know what is wrong with it.
- Her mother won't complain and say she has never been discriminated against even though Ms; Elhuni has seen it happen; it is low standard because she is

comparing it to where she came from and she thankful to be out of the harm she was in. That should not be the standard and as a nation we need to get better.

Barrett Christina (NH School Boards Association) (provided written testimony)

- Believes in local control over local decision matters.
- In a recent meeting the issue of the current law came to the forefront. At least two school boards proposed resolutions asking NHSBA to take a position against that language.
- Shared one of the resolutions.
- There are multiple state statutes and DOE rules that place curriculum decisions in the hands of local school boards, like RSA 189:1-(a), II.
- RSA 193-E:1, II states “School districts then have responsibility and flexibility in implementing diverse educational approaches to instruction and curriculum tailored to meet student needs.”
- The statute goes on further to say it is the responsibility of school boards “to determine the scope, organization, and sequence of course offerings, and to choose the methods of instruction, the activities, and the materials to be used.”
- The language of HB2, runs contrary to existing statutes relative to the rights of school boards to determine local educational matters.
- The DOE with the Human Rights Commission and the Attorney General’s Office did issue a technical assistance advisory in the middle of August that did answer some questions but not all of them.
- Has told schools to review their curriculum, professional development, and libraries.
- We are not going to know what the law really means until a court tells us what it means.
- Does not see the word ‘advocacy’ in the current statute.
- The contradiction comes in paragraph II of RSA 193:40, where teachers are not prohibited from it in paragraph II, but are prohibited from teaching it in paragraph I, does not know how to rectify those two provisions.
- The middle ground of this issue would be a simple repeal of the current law.

Katie Merrow (NH Charitable Foundation) (provided written testimony)

- Children deserve an education that promotes their development, their critical thinking skills, and offers practical tools for the future.
- The US has a complex history and NH students have a right to learn the good and the bad elements of it.
- The future of the state depends on having a state where all people are fully welcomed.
- The current law puts us at risk as being perceived nationally as an inhospitable place.
- Given the workforce problems we are facing, we cannot have a law that discourages people from coming to NH.

Karen Liot Hill

- 17-year City Councilor of Lebanon and former mayor.

- Over the past few years, the city has been embarking on diversity and equity initiatives.
- Recently created a Diversity, Equity, and Inclusion Commission and identified training they wished to work on with the city staff.
- The law has created a cloud of uncertainty and hindered the ability of the city to move forward with some of those initiatives.
- Is a mother of a high school student, and on more than one occasion has heard that her child's teacher has stopped discussions from happening, particularly as students have made connections between the past and the present. The teacher has avoided having those discussions out of fear of running afoul of the law.

Thomas White (Cohen Center for Holocaust and Genocide Studies) (provided written testimony)

- Black teachers have had groups meeting in secret across the state to try and get support, as they are afraid that they are going to get targeted for discussing these issues publicly.
- The current law is consistent with other anti-public education initiatives that are being undertaken in the state.
- The Loyalty Act that is currently under discussion requiring teachers to only praise the good of America (HB1255).
- Can only assume the vagueness of the statute is on purpose with the intent to mobilize anger.
- There is currently a contraction of public space in NH.
- Schools and school boards are being harassed and intimidated.
- Looks at societies falling away from democracy.
- Some of the questions they ask when assessing these things are: Is there a targeted group? Is it facing organized violence? Is the violence deliberate and systemic? Are there growing questions and distrust about democratic processes? Does exclusionary ideology exist? Are minority elites manipulating division? Are institutions being undermined, like public education? To what degree is there polar fractionalization? Are institutions being fragmented along ideological lines? Are identities divisive or unifying? Is education of younger generations under attack? We have heard all of that here today.
- Concerned about the destruction of public space, which includes the space to discuss divisive concepts and assess history.
- Feels for any children being targeted for their beliefs, and as a former teacher that would be anathema to anyone's professional calling.
- Senator Kahn asked if he has come across anyone teaching CRT in the state.
 - No.
- Senator Kahn asked has anyone asked him about that kind of curriculum.
 - No.
- Senator Carson stated that this is not a new phenomenon, but a problem that has been festering for a long time. The problem is coming from the school boards, and the fact that the school boards are not listening to parents. Shared

that parents are being intimidated by police being brought to school board meetings when nothing is going on other than parents getting up and talking about their children. We will probably see more legislation like this because parents want to be involved in the education of their children, but they are not being paid attention to. Both sides are being torn and we need to find some way to get back to the middle; thinks that begins by listening to the parents.

- As a public educator that has always been the goal and objective. The more we get parents involved in the curriculum, the stronger the school districts are. Unfortunately, the trend in these kinds of laws do the exact opposite of that. Having back channels on the DOE website to inform on teachers isn't involving parents in the classroom, it is setting parents against teachers. Legislation like the current law makes teachers terrified and less likely to talk to parents about these kinds of issues.

Heidi Crumrine (provided written testimony)

- NH's 2018 Teacher of the Year.
- None of her colleagues or anyone she works would ever defend an educator who targets, marginalizes, demeans, or belittles a student.
- The current law is not about protecting students, it is about making teachers feel like they are under a constant microscope.
- It is frustrating that there never seemed to be conversations with educators to talk about the original bill.
- It is also frustrating that these hearings come during the school day when teachers cannot attend.
- The DOE Commissioner has expressed that the form is a formality and that teachers shouldn't be concerned because this happens in the business world.
- It is not the same. The form was published without warning or input, and it supports a goal the public didn't support and that was hidden in a budget bill.
- Feels there were no constructive conversations about what is happening in NH classrooms.
- Pathways to file complaints about teachers already existed.
- It can't be a coincidence that within a week of the form going up, the nationally funded fringe group Moms of Liberty put a bounty on teachers.
- One teacher received a death threat for teaching the history of slavery.
- One teacher was contacted by the FBI because their name was on a watch list circulated by the Proud Boys.
- A teacher's Rosie the Riveter poster was taken down by students because they thought it represented feminism.
- A teacher was told to remove all LGBTQ stickers from their classroom.
- An administrator said to a group of concerned teachers that they support what the teachers are doing but if the teachers are reported via the DOE form there is not much they can really do to help.
- An educator said they are afraid to combat the increase in LGBTQ bullying because of the blow back from fringe groups.

- Her neighbor is a teacher who decided not to teach about thanksgiving in the same way simply because it did not feel worth it.
- Do we want to continue to top notch schools or pander to extremist groups that don't really know what is going on in classrooms?
- Is worried about getting targeted. Will she get reported on the DOE form for her remarks today? Will she get a phone call from the FBI?
- Legislation that incites fear and prevent exemplary teaching is not what we need right now.
- Teachers need a seat at the table on policy discussions regarding their profession.

Kathleen LaClair

- Has been a teacher at Hopkinton High School for 21 years.
- Has paused in class during her teaching regarding these concerns.

Katie Meserve (provided written testimony)

- Was a student in Hopkinton and is now a student at Tufts.
- Hopkinton has an overwhelmingly white identifying community, which is a trend throughout rural NH.
- Hopkinton students live mostly within their own racial bubbles without a lot of contact with people from other cultures.
- At Tufts lives with a much more diverse population.
- Education isn't a place where policy makers get to pick a choose what content is taught based off of how upsetting or divisive it may be.
- US history and current social and political states are filled with cruelty, injustice, and both subtle and not so subtle biases based mainly on race and gender.
- It is important for students to form their own opinions with all the information possible.
- Shared how her education exposed her to different ideas and concepts that allowed her to see the world from a different perspective.

Mia Richter (provided written testimony)

- Is a former Hopkinton High School and now attends Brown.
- Believes strongly that the problem the current statute was trying to address is not a problem at all.
- Has never encountered any suggestion that she should feel some sort of shame or inherent moral failing because she is white.
- Nuanced discussions about these complicated historical topics are very important.
- Was taught to think and argue for herself, and not simply accept some set of particular beliefs.
- Feels strongly that it is important for students to get a strong foundation on subjects like race in high school.

Harold Stokes (provided written testimony)

- Is currently a student at Hopkinton High School.

- In a school sanctioned debate in class on paid family medical leave, said 'it was only for a privileged few'. A teacher jumped in and told him not use the word 'privilege' as it a trigger word that made people uncomfortable.
- Had never been censored by a teacher before.
- Thinks it is his right to use a word in the English language in a respectful, unbiased form.
- It is terrible when words like that are taken out of context and not allowed in classrooms.
- Understands what that teacher was doing, because that teacher doesn't fully understand what the current law means.
- In Hopkinton there was a website by a group of parents targeting teachers.
- While they are kids, they are able to make their own decisions.
- Senator Kahn asked Ms. LaClair if she has stopped teaching certain things in her classroom.
 - Ms. LaClair responded that normally she has a unit in her AP English class where students read a nonfiction book focused on some aspect of race. Has not gotten to that unit yet and is considering whether to teach it. Often students say that is one of the most interesting units they do. The goal is to make students critical thinkers, and always push them to use evidence to support their ideas. Has been looking to see how this law has played out, and the bounty is in the back of her mind. Has had that unit for about 7-8 years and this would be first time not doing. Students have questioned the claims in one of the books *The New Jim Crow* and she has asked them to support their positions with research and it totally fine with that. One of the assignments is always to talk about the writer's argument and how well the writer supported it. If we do not talk about current events, students are not going to be prepared for the future.

Laurie Warnock (provided written testimony)

- The school environment is a petri dish in many ways, and one of the things that brews in a school is discomfort.
- Spoke to how some children are comfortable identifying as Republicans likely because they have had the opportunity to bounce ideas off of someone in a safe setting.
- Schools should be a safe setting for the bouncing and challenging of ideas.
- The current law makes discomfort a greater harm than discrimination.
- Students must learn to manage their discomfort in order to develop the needed resilience.
- Senator Gannon shared how his kids are resilient and are not wallflowers. Is concerned about the progressive movement of people advocating that people are biased.
 - It is so evident in the wording of the current law that there should be no setting where an individual is made to feel uncomfortable because they are being called a racist because of their beliefs. If their beliefs are racist,

they should become comfortable with being called a racist. That idea that discomfort should be the guiding factor in educational setting does our kids a disservice.

Nancy Breena

- Is a retired teacher.
- During her career, she and her colleagues were treated like the professionals they knew themselves to be.
- Some of her lessons involved students being asked to put themselves in someone else's shoes and reflect on how that felt.
- Was named NH Teacher of the Year and given the Governor's Award for Arts in Education.
- Doubts she could teach some of those lessons today.
- Today's public-school teachers find themselves mistrusted.
- There is home school curriculum titled "School of the West" which is based on the concept that the white race is superior.
- There is something rather ironic about a public-school teacher being turned in for teaching what structural racism is when down the street their tax money could be helping some parent teach their kids that white people are superior.

Heather Gigliello

- Is a high school English teacher, is the Department chair at Monadnock, and is a doctoral candidate. Writing her dissertation on the effects the current law has had on high school English teachers.
- Critical thinking is so essential to education, but in order to achieve that you need diverse perspectives. Teachers use diverse literature to achieve that.
- Shared some teachers' thoughts
- One teacher said our most vulnerable school populations such as, people of color and LGBTQIA+ community have suffered as a result of the law because it is difficult to have conversations around their experiences without teachers fearing the loss of their license.
- Senator Kahn asked for her to provide any qualitative comments she has collected.
 - Is still working on that study, but would be happy to share her findings when it concludes.

Louise Spencer

- Shared Martin Luther King Jr's quote "Whites, it must frankly be said, are not putting in a similar mass effort to reeducate themselves out of their racial ignorance, It is an aspect of their sense of superiority that the white people of America believe they have so little to learn. he reality of substantial investment to assist Negroes into the twentieth century, adjusting to Negro neighbors and genuine school integration, is still a nightmare for all too many white Americans...These are the deepest causes for contemporary abrasions between the races. Loose and easy language about equality, resonant resolutions about brotherhood fall pleasantly on the ear, but for the Negro there is a credibility

gap he cannot overlook. He remembers that with each modest advance the white population promptly raises the argument that the Negro has come far enough. Each step forward accents an ever-present tendency to backlash.”

- Many who speak in favor of the current statute are very quick to quote Dr. King’s *I Have a Dream* speech.
- Suspects if some children brought home that quote, it might trigger a reporting to the DOE.
- Many of the things Dr. King said were supportive, but many of them were also challenging and difficult.

Professor John Greabe

- Is a professor of constitutional law at UNH Franklin Pierce, and directs the Warren B Rudman Center for Justice, Leadership, and Public Service.
- Speech bans targeting controversial topics are rooted in weakness and fear, and over time Americans have always come to see them as misguided.
- Is deeply concerned about the legislative authorization of legal action by uninjured persons designed to chill their targets lawful conduct.
- The Texas legislature has enacted a law allowing anyone in the nation to file suit against persons or entities involved in assisting someone in obtaining an abortion after the sixth week of pregnancy.
- California Governor Newsom is attempting to get the CA legislature to enact a similar law regarding anyone involved the manufacturer or sale of certain firearms.
- At the present many of the abortions and firearms targeted by these laws are constitutionally protected.
- The goal of these laws is not to regulate illegal conduct, but to make it too risky and expensive to exercise one’s lawful rights.
- Many in this legislature would like the laws changed so that states can regulate these activities more freely.
- No one in this legislature should support legislation designed to chill lawful activity through vigilante lawsuits.
- Sham laws such as this undermine political accountability and invite cynicism about the integrity of the legislative process.
- Deceitful government conduct seeking to punish lawful action is the very definition of tyranny.
- The goal of these provisions is to deter educators from engaging in difficult, but essential and entirely lawful conversations about these topics.
- If this legislature wants to suppress conversations about these topics they should do so explicitly and not hide behind a subterfuge.
- Senator Kahn requested written testimony.
 - Will send that to the Committee.

Jonathan Weinberg

- Is a Concord School Board Member.
- No one can seem to be able to define what divisive concepts are.

- Last summer received many questions about back to school, but most questions were about CRT.
- When asking people what CRT is, they would say it is about making white people hate themselves.
- Someone said it was a new version of slavery.
- People also made comments equating CRT to Nazi propaganda.
- As a Jewish person found that to be despicable.
- The state legislature has fanned the flames by legitimizing the misidentification of CRT as either Nazi propaganda or a new age of slavery.

Christina Kim Philibotte

- Teacher and the Manchester School District's Chief Equity Officer.
- Shared her personal experience as a Korean American adoptee in NH.
- The outcome of the law is the direct opposite of the intention of ensuring all kids feel safe.
- If we want kids to come to school and feel safe, valued, and heard the training she is supposed to be giving is what we need.
- Has changed language and revised words in her training to ensure she is not walking that pathway of breaking the law.
- Refrained from giving some trainings as a result of the current law.
- Those trainings are to help teachers better understand the cultural backgrounds of their students so that they can better support them.
- Questioned that if she brought a book with her to class and was asked about it and said it was a good book, is that advocating for it?
- Under the current law teachers cannot bring their full selves to the class, they have to hold back.
- Is a plaintiff on the lawsuit against this law. Made the choice not to put her name out front to avoid death threats and violence.
- Her daughter gave testimony last year against HB544. By the time she got home, someone who is a proponent of the bill had found her on Twitter, put her name on Twitter, and put the name of her high school on Twitter, and within seconds she was receiving death threats. The person who made the original threat was a 40-year-old woman in NH.
- Senator Carson shared that she has received death threats as well and how difficult that can be. Spoke to how it is unacceptable and that it is a problem with social media that is unfortunate. If we had more face-to-face interactions with people, we would not have that kind of problem.
- This law is creating an environment of mistrust that is dividing us.
- What would help is supporting teachers and provide the resources needed to reach each and every student.

James Chapman

- Shared his experience of being a teacher in NH and in other states.
- Wishes a lot more people arguing for this bill had classroom experience.
- Teaching is a very hard job, but it is the most important job there is.

- If future citizens are not compassionate or caring, then they will not be as able to shape policy in the future.
- Only way we overcome these things is with informed citizens who grew up as informed students.

James Morse

- Superintendent of the Oyster River Cooperative School District.
- Was on the Governor's Taskforce but was one of the members who resigned.
- His teachers instantly went into fear mode when this law passed.
- There are three avenues for someone to file against a teacher, the DOE, the Human Rights Commission, and Superior Court.
- Had the school district attorney review previous years to ensure they were in compliance with the law and had the lawyer meet with teachers in small groups to let them ask questions.
- Spent thousands of dollars doing this because his teachers needed to be reassured that they were not in violation of this law.
- Developed a template of paperwork, so if any teacher is challenged, they would be able to compile what is going on in the classroom.
- If someone challenges a teacher, he is obligated to investigate and report it to the DOE.
- To date has not had any challenges, but it is only a matter of time until some teacher in the state is challenged.
- CRT is not being taught in K-12 classrooms because it is a graduate school law theory.
- Senator Whitley asked why he resigned from the Governor's Advisory Council on Diversity and Inclusion.
 - Had spent five years in Oyster River and at that time was working with families and staff on diversity, equity, inclusion, and justice. When the original version of this law was being considered it was it was contrary to the very principles of why the Governor formed the Council. The Governor prior to the legislation was very support of the Council's work. That law is contrary to everything he believes as an educator and therefore he could not stay on the Council. The Governor was originally not going to support the bill, but it made its way into the budget. It was just something he couldn't buy into.

Dr. Dottie Morris (provided written testimony)

- Is an educator in NH.
- Her main concern is using the phrase "banned concepts", it makes her very nervous because when you think about concepts, innovation is a part of concepts and when we start to ban concepts, we start down a slippery slope.
- This process is indicative of why so many are concerned about the law as it stands because these kinds of conversations are being interrupted in schools.
- The very things we are saying we want to solve, banning stuff will not solve them.

- We would be negligent as a society if we do not allow young people to have these hard discussions.
- Shared her experience of growing up in a community where crosses were burned, but she had adults that helped her to navigate those situations.
- How do we come together as a civil society and get to the real core issue rather than issue “banned concepts”?
- Senator Kahn asked what the experiences of the minority students she works with have had.
 - Some of things have to do with the fact that they didn’t learn certain things until much later because of the omission of certain things in K-12. When they learn these things, that causes discomfort and it is very hard. They do need someone to help them navigate the feelings they are having and the concerns they have about their future. Also works a lot with students who may have engaged in behavior that is causing harm to students representing a certain identity. With those students there is a sense of shame for what they did but that leads to altering their behavior. Those students did not have a lived experience, but once they care about someone else’s lived experience they start to make connections. The idea of allowing students to talk and having someone to help them navigate from both ends does really help in gaining a deeper understanding of each other. Worked with students who held view totally opposite of hers and knows it is possible to keep herself out of the room in order help them clearly articulate what they believe to be true.
- Senator Gannon stated that the severability section allows for any section that is found to be invalid to be removed leaving the rest of the language. Raised concerns about how he has seen teachers push agendas on students. The intent of the language is to make a better learning environment.
 - In no way is trying to imply intent. Questioned if banning is the best solution to getting to the desired outcome. Once you start saying things like “banning concepts” that is anxiety producing because a part of concept building is innovation, creativity, and all the things we do in education.

James McKim

- Managing partner for Organizational Ignition, is the president of the Manchester branch of the NAACP, served on the Governor’s LEACT Commission, and serves as chair of the Episcopal Churches’ National Committee on Anti-Racism and Racial Reconciliation.
- There are many motivations for the bill and believes they are all honorable intentions, but the language of the statute is a textbook case of where intent does not equal impact.
- This has implications for people of color, women, people with disabilities, etc because it negates their experience.

- For many people of color there is already a distrust of government and public officials and institutions.
- From the discussions he has had with parents who are people of color, the language of the statute increases that mistrust.
- Shared an experience of providing training on implicit bias to the Attorney General's Office and individuals in the Judiciary. Had been working with them before the language came out and the statute was passed. Once it was passed, said to the Attorney General that he was no longer comfortable delivering this training due to the lack of clarity in the language. This was two weeks before the guidance came out. After the guidance came out, felt comfortable delivering the training, but is still a little worried about it.
- Even though it is more clarity in the guidance, but that is not the language that is in the statute.
- The Attorney General's guidance is not legally binding.
- There is a difference between equality in stature and equality in treatment
- Equality in stature is what the country is based on, but that is not the same as equality of treatment.
- We need to treat everyone equally, but not everyone is on the same playing field.
- Equal treatment is not the same as equal access because there are people who are facing disadvantages.
- Talked about the cartoon of three youths trying to see the baseball game over a fence. In one panel they are each given the same size of box. The tallest and middle height youths can now see over the fence, but the smallest cannot.
- The law states 'should not be discriminated against or receive adverse treatment'. This allows white males to say they have been adversely treated when someone from a protected class gets a job or gets into school over them.
- In Section IV the language states that members of other identified groups should be treated equally. There is the equal versus equitable treatment again.
- If there is way to change that language so that those concerns are addressed, would be fine with the law.
- Offered an amendment to the bill due to it not going far enough to mitigate some of the concerns. Would want the language to indicate that not only should no one be subject to civil liability but also there should be no punishment or retaliation for discussing these subjects.
- Senator Gannon stated he has issues with the fence cartoon and how that concept can create a fracture in society by giving someone more than another. It is a zero-sum game when there are only so many admission spots in a school and this will create jealousy.
 - There is no such thing as a zero-sum game, there is a bigger picture there. Agrees that it is going to create jealousy. How do we address the inequities that have been over time?

- Senator Kahn asked if part of the bigger picture is trying to prepare people for things like a healthcare system that benefits a more diverse graduate pool that will then serve a larger population.
 - Would agree with that. We must somehow figure out how to address both the systemic inequalities that exist and not penalize those who, through no fault of their own have those privileges.

Summary of testimony presented in opposition:

Chau Kelly

- Shared her personal experience as a political refugee.
- Her mother was a teacher.
- Grew up in a communist/socialist system.
- Her mother risked going to prison to teach her the truth.
- We should be fearful of losing our children to communist indoctrination.
- This should not be about teachers being comfortable, it should be about what is right.

Lily Tang Williams (NH Aging American Coalition)

- Is a Chinese immigrant from mainland China.
- Is a part of the second largest minority group in NH with 3%.
- Had a rally last April called “Stop Critical Race Theory Indoctrination”
- Had 250-300 people show up to support the stopping of CRT.
- Many held a sign in their native language saying “All men are created equal”
- Saddens her to see what is going on with division and voices being silenced.
- Shared her personal experience in China and her experience with self-censoring.
- The NEA passed a budget last June to push CRT into 14,000 public school districts.
- Diversity, equity, and inclusion are communist terms.
- Mao used Critical Class Theory to divide all citizens into oppressor and oppressed.
- The US is not a systemic racist country because immigrants come here.
- Some teachers are social justice warriors who are indoctrinating students.
- Shared that a white child in Hanover was asked to apologize for their whiteness/racism as homework.
- Expressed how students are not taught about communism and how people suffered under Mao.
- Individual racism does still exist, and it should not.

Speakers

S-47
0-11

(17)

Senate Judiciary Committee SIGN-IN SHEET

Date: 01/12/2022 Time: 1:45 p.m.

SB 304 AN ACT relative to discrimination in public workplaces and education.

Name/Representing (please print neatly)

Name/Representing	Support	Oppose	Speaking?	Yes	No
Rep Erica Laxon <i>Rep</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rep Glenn Cordelli <i>Rep</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rep. Jeanne Natter <i>Rep</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input type="checkbox"/>
Opheia Buase	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maggie Fogarty, AFSC)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jonah Wheeler, Rights and Democracy)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asma Elhoni, lobbyist ✓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nancy Breanna	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input type="checkbox"/>
Nancy Breanna	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ed FRIEDRICH/London	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dennis Jakubowski	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Deborah Jakubowski	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input type="checkbox"/>
Kathleen Cahill	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Thomas White	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Heather Gigliello	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Barrett M. Christine / NYSBA ✓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louise Spencer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alicia Lekas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TONY LEKAS	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Senate Judiciary Committee SIGN-IN SHEET

Date: 01/12/2022 Time: 1:45 p.m.

SB 304 AN ACT relative to discrimination in public workplaces and education.

Name/Representing (please print neatly)

Name/Representing	Support	Oppose	Speaking?	Yes	No
Rep. RALPH BOEHM <i>Rep</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rep Deb HOBSON <i>Rep</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CHAU KELLEY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SAMIE BRASSILL	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Margaret Byrnes NHMA <i>L</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Karen Lidt Hill, Lebanon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Thomas White	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Andrea Chatfield (HR State Council of NH)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lily Tang Williams	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Elizabeth Corcll	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Megan Tuttle - NEA-NH <i>✓</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dan Itse	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jake Berry, New Futures)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Heidi Cwmvine	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kathleen LaClair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Devon Chaffee / ACLU-NH <i>✓</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Laurie Warnock	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Harold Stokes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input type="checkbox"/>

Senate Remote Testify

Judiciary Committee Testify List for Bill SB304 on 2022-01-12

Support: 1403 Oppose: 472

<u>Name</u>	<u>Title</u>	<u>Representing</u>	<u>Position</u>
Watters, Senator David	An Elected Official	Myself	Support
Perkins Kwoka, Senator Rebecca	An Elected Official	Myself	Support
Cavanaugh, Senator Kevin	An Elected Official	Myself	Support
White, Rebecca	A Member of the Public	Myself	Support
Kahn, Jay	An Elected Official	Myself	Support
Coppola, Shawna	A Member of the Public	Myself	Support
Yen, Lidia	A Member of the Public	Change for Concord	Support
Kidder, Steven	A Member of the Public	Myself	Support
Smith, Jennifer	A Member of the Public	Myself	Support
King, Jordan	A Member of the Public	Myself	Support
Beaulieu, Rebecca	A Member of the Public	Myself	Support
Rosenwald, Cindy	An Elected Official	SD 13	Support
Castillo-Turgeon, Eva	A Member of the Public	Myself	Support
Shaffer, Lindsey	A Member of the Public	Myself	Support
Chipman, Liz	A Member of the Public	Myself	Support
Boucher, Beth	A Member of the Public	Myself	Support
Phillips, Anne	A Member of the Public	Myself	Support
Phillips, Lincoln	A Member of the Public	Myself	Support
Austin, Suzanne	A Member of the Public	Myself	Support
LaFond, Steven	A Member of the Public	Change for Concord	Support
Painten, Elisa	A Member of the Public	Myself	Support
Reed, Barbara D.	A Member of the Public	Myself	Support
Baker, Deb	A Member of the Public	Myself	Support
Bashel, Morgan	A Member of the Public	Myself	Support
Townsend, Chuck	A Member of the Public	Myself	Support
Englund, Alfrieda	A Member of the Public	Myself	Support
Englund, Robert	An Elected Official	Myself	Support
Warner, Kelly	A Member of the Public	Myself	Support
Warnock, Laurie	A Member of the Public	Myself	Support
Flockhart, Eileen	A Member of the Public	Myself	Support
Leswing, Katherine	A Member of the Public	Myself	Support
Cassano, Christina	A Member of the Public	Myself	Support
Desmond, Ellen	A Member of the Public	Myself	Support
Middleton, Barbara	A Member of the Public	My self	Support
Cuff, JoEllen	A Member of the Public	Myself	Support
Peterson, Susan	A Member of the Public	Myself	Support
Maclauchlan, Kristin	A Member of the Public	Myself	Support
Coon, Kate	A Member of the Public	Myself	Support
MARTEL, JENNIFER	A Member of the Public	Myself	Support
Bracy, Sue	A Member of the Public	Myself	Support
Page, Ashley	A Member of the Public	Myself	Support
Sandy, Leo	A Member of the Public	Myself	Support
Kaputa, Beth	A Member of the Public	Myself	Support
Pollard, Jane	A Member of the Public	Myself	Support
Roos-Unger, Ellen	A Member of the Public	Myself	Support
Boughter, Madeline	A Member of the Public	Myself	Support
Malmberg, Jane	A Member of the Public	Myself	Support

Ferren, Jessica	A Member of the Public	Myself	Support
Draper, Michael	A Member of the Public	Myself	Support
Frye, Kim	A Member of the Public	Myself	Support
Wilson, Regina	A Member of the Public	Myself	Support
Champaign, Sarah	A Member of the Public	Myself	Support
Champaign, Kevin	A Member of the Public	Myself	Support
Peterson, Kristina	A Member of the Public	Myself	Support
Tankle, Reva	A Member of the Public	Myself	Support
Ayers, Déborah	A Member of the Public	Myself	Support
Stanley, John	A Member of the Public	Myself	Support
Damon, Claudia	A Member of the Public	Myself	Support
Lincoln, Mary	A Member of the Public	Myself	Support
Roberge, Mary	A Member of the Public	Myself	Support
Varney, Michele	A Member of the Public	Myself	Support
Culliton, Penny	A Member of the Public	Myself	Support
Fogarty, Sean	A Member of the Public	Myself	Support
LaValley, Laura	A Member of the Public	Myself	Support
Jennings, Karen	A Member of the Public	Myself	Support
Griesinger, Andrew	A Member of the Public	Myself	Support
LaForce, Marc	A Member of the Public	Myself	Support
Walsh, Lynne	A Member of the Public	Myself	Support
Wilson, Kristin	A Member of the Public	Myself	Support
Lewis, Elizabeth	A Member of the Public	Myself	Support
McCabe, Kathleen	A Member of the Public	Myself	Support
Mason, Michelle	A Member of the Public	Myself	Support
Byrne, Nathaniel	A Member of the Public	Myself	Support
Palmer, Grace	A Member of the Public	Myself	Support
Ross, Brooke	A Member of the Public	Myself	Support
Crawford, Nancy	A Member of the Public	Myself	Support
Paludi, Gail	A Member of the Public	Myself	Support
eisman, merle	A Member of the Public	Myself	Support
Borge, Rachel	A Member of the Public	Myself	Support
Bickford, Jessica	A Member of the Public	Myself	Support
Thorne, Sarah	A Member of the Public	Myself	Support
Rathbun, Jeremy	A Member of the Public	Myself	Support
Hadwen, Ann	A Member of the Public	Myself	Support
Stimpson, Pamela	A Member of the Public	Myself	Support
Goodell, Mary	A Member of the Public	Myself	Support
Hathorn, Bruce	A Member of the Public	Myself	Support
Montville, Kyle	A Member of the Public	Myself	Support
Doe, Holly	A Member of the Public	SAU #28	Support
MacFadden, Heather	A Member of the Public	SAU88 / Lebanon School district	Support
Freeland, Katherine	A Member of the Public	SAU88/Lebanon School District	Support
Wilson, Kathryn	A Member of the Public	Myself	Support
Young, Jocelyn	A Member of the Public	SAU 44	Support
Strout, George	A Member of the Public	Myself	Support
Denoncourt, Hilary	A Member of the Public	Myself	Support
Hill, Bonnie	A Member of the Public	Myself	Support
Rice, Jane	A Member of the Public	Myself	Support
McGivern, Elizabeth	A Member of the Public	Myself	Support
Sousa, Chris	A Member of the Public	Myself	Support
Levesque, Lindsay	A Member of the Public	Myself	Support
Rzemien, Kristen	A Member of the Public	SAU 88	Support
Wormald, Randy	A Member of the Public	Myself	Support
Schildge, Eric	A Member of the Public	Myself	Support
Kingston, Bill	A Member of the Public	Myself	Support

Ryan, David	A Member of the Public	Myself	Support
LeBlanc, Jennifer	A Member of the Public	SAU 88	Support
Kelley, Erin	A Member of the Public	Myself	Support
D'Entremont, John	A Member of the Public	SAU # 88	Support
McKinney, Garth	A Member of the Public	SAU 42 - Nashua School District	Support
Gigliello, Heather	A Member of the Public	Myself	Support
King, Stefanie	An Elected Official	Myself	Support
Langley, Representative Diane	An Elected Official	Myself	Support
Shokal, Janet	A Member of the Public	Myself	Support
Mayes, Mary	A Member of the Public	SAU88 School District	Support
Benouski, Kim	A Member of the Public	Myself	Support
Lamphier, Regan	An Elected Official	SAU 42	Support
Holden, Russell	A Member of the Public	Myself	Support
Chase, Valerie	A Member of the Public	Myself	Support
Michaud, Christi	A Member of the Public	Myself	Support
Chase, Thomas	A Member of the Public	Myself	Support
Geary, Fiona	A Member of the Public	Myself	Support
Bouldin, Amanda	An Elected Official	Hillsborough District 12	Support
Schamberg, Nh St Rep Tom	An Elected Official	Myself	Support
Pirozzi, Stacie	A Member of the Public	Myself	Support
Armstrong, Mary	A Member of the Public	Myself	Support
White, Connor	A Member of the Public	Myself	Support
Witte, Lisa A	A Member of the Public	SAU 93 - Monadnock Regional School District	Support
Merrell, Susan	A Member of the Public	Myself	Support
Jill, Coffey	A Member of the Public	Myself	Support
Boyle, Amy	State Agency Staff	Myself	Support
Jones, Andrew	A Member of the Public	Myself	Support
Devore, Gary	A Member of the Public	Myself	Support
Rodriguez, Gregory	A Member of the Public	SAU 42	Support
Beauregard-Bennett, Renee	A Member of the Public	Myself	Support
Kivela, Kristen	A Member of the Public	Myself	Support
Smith, Kevin	A Member of the Public	Myself	Support
Hills, Kaitlyn	A Member of the Public	Myself	Support
Mullen, Sue	An Elected Official	Myself	Support
Smith, Jessica	A Member of the Public	Myself	Support
Johnston, Traci	A Member of the Public	Myself	Support
Turner, Julie	A Member of the Public	SAU 37	Support
Martin, Pamela	A Member of the Public	Myself	Support
Costa, Lois	A Member of the Public	Myself	Support
Rittmeyer, Babette	A Member of the Public	Myself	Support
Ngo, Chau	A Member of the Public	Myself	Support
Katz-Borin, jennifer	A Member of the Public	Myself	Support
Andriski, Christopher	A Member of the Public	SAU 16	Support
Heath, Mary	An Elected Official	Manchester	Support
Rist, Helen	A Member of the Public	Myself	Support
Hackmann, Kent	A Member of the Public	Myself	Support
LaBrie, Jody	A Member of the Public	Myself	Support
Letendre, Michael	A Member of the Public	Myself	Support
Zylinski, Catherine	A Member of the Public	Myself	Support
Myler, Mel	An Elected Official	Myself	Support
Wallace, Latonya	A Member of the Public	Myself	Support
Boggs, Ivy	A Member of the Public	Myself	Support
Minickiello, Linda	A Member of the Public	Myself	Support
Hedquist, Chelsea	A Member of the Public	Myself	Support
McKim, James	A Member of the Public	Myself	Support
Crawford, Jennifer	A Member of the Public	Myself	Support

Naso, Megan	A Member of the Public	Myself	Support
Wakefield, Esther	A Member of the Public	Myself	Support
Almy, Susan	An Elected Official	Myself	Support
Osherson, Sam and Julie	A Member of the Public	Myself	Support
Madory, Erin	A Member of the Public	Myself	Support
Sublette, Nicole	A Member of the Public	Myself	Support
Ruiz, Jana	A Member of the Public	Myself	Support
Sheehan, Anne	A Member of the Public	Myself	Support
Ladd, Karen	A Member of the Public	Myself	Support
Wenig, Mary	A Member of the Public	SAU88	Support
Cicerchi, Renee	A Member of the Public	Myself	Support
QUISUMBING-KING, Cora	A Member of the Public	Myself	Support
McGann, Judith	A Member of the Public	Myself	Support
McLaughlin, Alyssa	A Member of the Public	SAU 88/Lebanon Middle School	Support
thomas, tari	A Member of the Public	Myself	Support
Blais, Holly	State Agency Staff	Myself	Support
Talcott, Erin	A Member of the Public	Myself	Support
Derry, William	A Member of the Public	Myself	Support
Gallagher, Virginia	A Member of the Public	Myself	Support
Powers, Laura	A Member of the Public	Myself	Support
soule, karen	An Elected Official	Myself	Support
Minickiello, Scott	A Member of the Public	Myself	Support
Dodge, Corinne	A Member of the Public	Myself	Support
Corwin, Samantha	A Member of the Public	Myself	Support
Bradley, Stephen	A Member of the Public	Myself	Support
Melanson, Laurie	A Member of the Public	Myself	Support
DiCenso, Laurie	A Member of the Public	Myself	Support
Chase, Eric	A Member of the Public	SAU #23	Support
Cashin, Amanda	A Member of the Public	Myself	Support
Currier, Dorothy	A Member of the Public	Myself	Support
Telerski, Laura	An Elected Official	Hillsborough 35	Support
Hill, Melinda	A Member of the Public	Myself	Support
Gluck, Tammy	A Member of the Public	Myself	Support
soucy, donna	An Elected Official	SD 18	Support
Russell, Laura	A Member of the Public	Myself	Support
Chase, Wendy	An Elected Official	Myself	Support
Sampson, Joseph	A Member of the Public	Myself	Support
Loo, Mileva	A Member of the Public	Myself	Support
Tiebout, Robert	A Member of the Public	Myself	Support
Santoro, Margo	A Member of the Public	Myself	Support
Flemming, Donald	A Member of the Public	Myself	Support
Schwotzer, Pamela	A Member of the Public	Myself	Support
McDowell, Catherine	A Member of the Public	Myself	Support
Sweet, Kelly	A Member of the Public	Myself	Support
Cronin, Thomas	State Agency Staff	The University System of New Hampshire	Support
Clark-Kevan, Margery	A Member of the Public	Myself	Support
Cote, Lois	A Member of the Public	Myself	Support
Blais, Vanessa	A Member of the Public	Myself	Support
Daniels-Williams, Shewanda	A Member of the Public	Myself	Support
MacDonald, Sandie	A Member of the Public	Myself	Support
Istel, Claudia	A Member of the Public	Myself	Support
MacDonald, Randy	A Member of the Public	Myself	Support
Want, Leslie	An Elected Official	SAU 37/ Manchester	Support
Sherman, Senator	An Elected Official	SD24	Support
De Wall, Rainbow	A Member of the Public	Myself	Support
Heath, Jill	A Member of the Public	Myself	Support

Petralia, Salvatore	A Member of the Public	Myself	Support
Franco, Amy	A Member of the Public	Myself	Support
Repucci, Kyle	A Member of the Public	Myself	Support
Ruane, Marybeth	A Member of the Public	sau23/Haverhill Cooperative School Districe	Support
Leggett, Sydney	A Member of the Public	Myself	Support
Cloutier, Karen	A Member of the Public	Myself	Support
Tarbell, Pamela	A Member of the Public	Myself	Support
Lenz, Elaine	A Member of the Public	Myself	Support
Friend-Gray, Allison	A Member of the Public	Myself	Support
Duffy, Susan	A Member of the Public	Myself	Support
Jenkins, Casey	A Member of the Public	Myself	Support
Hillier, Jeffrey	A Member of the Public	Myself	Support
Gage-Anderson, Jerry	A Member of the Public	Myself	Support
Krohn, Suzanne	A Member of the Public	Myself	Support
Lambert, Georgina	A Member of the Public	Myself	Support
Grey, Reese	A Member of the Public	Myself	Support
Thomas, William	A Member of the Public	Myself	Support
Schriedel, Justus	A Member of the Public	Myself	Support
alpert, amie	A Member of the Public	Myself	Support
Trought, Elizabeth A	A Member of the Public	Myself	Support
Blaine, Marcia	A Member of the Public	Myself	Support
Levy, Mariam	A Member of the Public	Myself	Support
Badger, Andrea	A Member of the Public	Myself	Support
Garnham, Dennis	A Member of the Public	Myself	Support
Toms, MD, Bill	A Member of the Public	Myself	Support
Barnett, Carissa	A Member of the Public	Myself	Support
Yates, Sophia	A Member of the Public	Myself	Support
Santiago, Kailie	A Member of the Public	Change for Concord	Support
Marshall, Stephanie	A Member of the Public	Myself	Support
Dion, Ben	An Elected Official	Ben Dion	Support
Reid, Lucinda	A Member of the Public	Myself	Support
Tucker, Shyla	A Member of the Public	Myself	Support
GRIER, CYBELE	A Member of the Public	Myself	Support
Raven, Mary	A Member of the Public	Myself	Support
Quinn, Reagan	A Member of the Public	Myself	Support
Preble, Monique	A Member of the Public	Change for concor	Support
Rceves, Rene	A Member of the Public	Myself	Support
Wilson, Avere	A Member of the Public	Change for Concord	Support
Brickett, Jane	A Member of the Public	Myself	Support
Colson, Marjorie	A Member of the Public	Myself	Support
Land, Morgan	A Member of the Public	Change for concord	Support
Canney, Clayton	A Member of the Public	Myself	Support
Isenberg, Ann	A Member of the Public	Myself	Support
Philpott, Valerie	A Member of the Public	Change For Comfort	Support
Anger, Charlie	A Member of the Public	Myself	Support
Vazquez, Natalia	A Member of the Public	Myself	Support
Bergman, Brianne	A Member of the Public	Change for Concord	Support
Jones, Bethany	A Member of the Public	Change for Concord	Support
Schwanfelder-Nelken, Aubrey	A Member of the Public	Change for Concord	Support
Johnson, Riley	A Member of the Public	Myself	Support
Phillips, Twyla	A Member of the Public	Change for Concord	Support
Smith, Oak	A Member of the Public	Myself	Support
Asubiojo, Anuoluwa	A Member of the Public	Change for Concord	Support
Wildman, Anna	A Member of the Public	Myself	Support
Drake, Nikola	A Member of the Public	Changeforconcord	Support
Ayala, Samantha	A Member of the Public	Change for Concord	Support

Jhsn, Aiah	A Member of the Public	Change for Concord	Support
R, Max	A Member of the Public	Myself	Support
Roberts, Joanne	A Member of the Public	Myself	Support
McCready, Shannon	A Member of the Public	Myself	Support
Rudloff, Rebecca	A Member of the Public	Change for Concord	Support
Burton, Sofia	A Member of the Public	Change for concord	Support
Elsass, Mya	A Member of the Public	Myself	Support
Williams, Mackenzie	A Member of the Public	Myself	Support
Best, Jessica	A Member of the Public	Change for Concord	Support
Leland, Ashley	A Member of the Public	Myself	Support
Fredrick, Emily	A Member of the Public	Myself	Support
Koppy, Patsy	A Member of the Public	Myself	Support
Clark, Tyler	A Member of the Public	Myself	Support
Cuff, Naya	A Member of the Public	Myself	Support
Roberge, Jacqueline	A Member of the Public	Change for Concord	Support
Quiles, Janelle	A Member of the Public	Change for Concord	Support
Brown, Grace	A Member of the Public	Myself	Support
Bakke, Dana	A Member of the Public	Myself	Support
Watson, Keyvanta	A Member of the Public	Myself	Support
Partoza, Rylee	A Member of the Public	Myself	Support
Balsa, Luca	A Member of the Public	Change for concord	Support
Oketch, Richard	A Member of the Public	Myself	Support
Amerson, Aja	A Member of the Public	Change for Concord	Support
Spring, Cynthia	A Member of the Public	Myself	Support
nadeau, darlene	A Member of the Public	Myself	Support
Alexander, Deidra	A Member of the Public	Myself	Support
Jara, Tom	A Member of the Public	Myself	Support
Taylor, Sami	A Member of the Public	Change for concord	Support
De Los Angeles, Esmeralda	A Member of the Public	Myself	Support
McRae, Jess	A Member of the Public	Myself	Support
Piskovitz, Jennifer	A Member of the Public	Myself	Support
Antonio, Samantha	A Member of the Public	Myself	Support
Navarro, Julia	A Member of the Public	Change for Concord	Support
Rosatti, Kandra	A Member of the Public	Myself	Support
Podlipny, Ann	A Member of the Public	Myself	Support
Rivera, Sofia	A Member of the Public	Change for concord	Support
Beaudoin, Breanna	A Member of the Public	Myself	Support
Foyer, Kaylee	A Member of the Public	Myself	Support
DePuy, Charles	A Member of the Public	Myself	Support
Gonzalez, Alejandra	A Member of the Public	Change for Concord	Support
Brewer, Marco-Josiah	A Member of the Public	Change For Concord	Support
Burack, Beatrice	A Member of the Public	Myself	Support
Polizos, Andrea	A Member of the Public	Myself	Support
McLafferty, Abigail	A Member of the Public	Change for Concord	Support
Kriho, Jenna	A Member of the Public	Myself	Support
Stewart, Sienna	A Member of the Public	Myself	Support
Rainey, Deborah	A Member of the Public	Myself	Support
Davis, Kye	A Member of the Public	Myself	Support
Turner, Chris	A Member of the Public	Myself	Support
Beck, Gerald	A Member of the Public	Myself	Support
Grant, Kautra	A Member of the Public	Myself	Support
Hernandez, Elaina	A Member of the Public	Change for concord	Support
COFFIN, MEREDITH	A Member of the Public	Myself	Support
Lynch, Chrisinda	A Member of the Public	Myself	Support
Flynn, Catharine	A Member of the Public	Myself	Support
Lett, Woullard	A Member of the Public	Manchester NAACP Education Committee	Support

Boyle, Deb	A Member of the Public	Myself	Support
Hatcher, Phil	A Member of the Public	Myself	Support
Walla, Elliot	A Member of the Public	Myself	Support
Walters, Lawrence	A Member of the Public	Myself	Support
Burnette, Elizabeth	A Member of the Public	Myself	Support
Hopper, Dana	A Member of the Public	Myself	Support
Hilton, Kate	A Member of the Public	Myself	Support
Ferner, David	A Member of the Public	Myself	Support
Evansen, Icarus	A Member of the Public	Myself	Support
Jossi, Emma	A Member of the Public	Myself	Support
Gillis, Kim	A Member of the Public	Myself	Support
Pinneo, Sarah	A Member of the Public	Myself	Support
Muirhead, Russell	An Elected Official	Myself	Support
Crockett, Robert	A Member of the Public	Myself	Support
Trimarco, Heidi	A Member of the Public	Myself	Support
Nelson, Mari	A Member of the Public	Change for concord	Support
Huang, Alice	A Member of the Public	Myself	Support
Trantham, Layla	A Member of the Public	Myself	Support
Krikorian, Linnell	A Member of the Public	Myself	Support
Foster, Deb	A Member of the Public	Myself	Support
Brentrup, Maureen	A Member of the Public	Myself	Support
Plagge, Amanda	A Member of the Public	Myself	Support
Hayward, Lisa	A Member of the Public	Myself	Support
Merrick, Cybele	A Member of the Public	Myself	Support
Watson, Dijonna	A Member of the Public	Change for conquer	Support
Hakken-Phillips, Mary	An Elected Official	Myself	Support
Riordan, mary	A Member of the Public	Myself	Support
Miles, Pamela	A Member of the Public	Myself	Support
Loehrer, Andrew	A Member of the Public	Myself	Support
McConnell, Kelly	A Member of the Public	Myself	Support
Rowsom, Joshua	A Member of the Public	Myself	Support
Draper, Liza	A Member of the Public	Myself	Support
Bergstrom, Candace	A Member of the Public	Myself	Support
Turton, Crystal	A Member of the Public	Myself	Support
Kingsley, Barbara Jo	A Member of the Public	Myself, Barbara Jo Kingsley	Support
Phillips, Jessica	A Member of the Public	Myself	Support
Levy, Susannah	A Member of the Public	Myself	Support
Scelza, Nicholas	A Member of the Public	Myself	Support
Mendoza, Maximiliano	A Member of the Public	Change for Conquer	Support
Coglisser, Jemma	A Member of the Public	Change for Concord	Support
Lippington, Kimberly	A Member of the Public	Myself	Support
Johnston, Kevin	A Member of the Public	Myself and my son	Support
Lysikhina, Veronika	A Member of the Public	Myself	Support
Lindquist, Sarah	A Member of the Public	Myself	Support
Tea, Salem	A Member of the Public	Myself	Support
Burns, Bella	A Member of the Public	Change of Concord	Support
Crompton, Misty	A Member of the Public	Myself	Support
Cromwell, Evan	A Member of the Public	Myself	Support
Leister, Blake	A Member of the Public	Myself	Support
Brooks, Jessica	A Member of the Public	Myself	Support
BURLINGAME, TERRY	A Member of the Public	Myself	Support
Torpey, Jeanne	A Member of the Public	Myself	Support
Blakley, Madison	A Member of the Public	Change for Concord	Support
Meyer, Emily	A Member of the Public	Myself	Support
Maddocks, William	A Member of the Public	Myself	Support
DeFuria, Claudia	A Member of the Public	Myself	Support

Howe, Jana	A Member of the Public	Myself	Support
Holt-Shannon, Michele	A Member of the Public	Myself	Support
Weber, David	A Member of the Public	Myself	Support
Steenburgh, Mary	A Member of the Public	Myself	Support
Burrington, Renee	A Member of the Public	Myself	Support
Lajoie, Katherine	A Member of the Public	Myself	Support
Lajoie, John	A Member of the Public	Myself	Support
rizo, John	A Member of the Public	Change for concord	Support
Keene, Peter	A Member of the Public	Myself	Support
w, Giovanna	A Member of the Public	Myself	Support
Walton, Ben	A Member of the Public	Myself	Support
DuBois, Karen	A Member of the Public	Myself	Support
Jackson, Casey	A Member of the Public	Myself	Support
Gardner, Oona	A Member of the Public	Myself	Support
Senier, Siobhan	A Member of the Public	Myself	Support
Boyle, Cynthia	A Member of the Public	Myself	Support
Liu, Jasmine	A Member of the Public	Myself	Support
Heimann, Sarah	A Member of the Public	Myself	Support
Bagley Sr, Donald	An Elected Official	Myself	Support
Morgan, Sierra	A Member of the Public	Change for Concord	Support
Hutchins, Jennifer	A Member of the Public	Myself	Support
Rieke, Catherine	A Member of the Public	Myself	Support
Town Manager, Todd Selig	An Elected Official	Town of Durham, NH	Support
Rickards, Jennifer	A Member of the Public	Myself	Support
Blanchard, Sandra	A Member of the Public	Myself	Support
Sandler, Erin	A Member of the Public	Myself	Support
Alford-Teaster, Jennifer	A Member of the Public	Myself	Support
Young, Emily	A Member of the Public	Myself	Support
Kerr, Darey	A Member of the Public	Myself	Support
Greene, Lily	A Member of the Public	Myself	Support
Behrens, Catherine	A Member of the Public	Myself	Support
Feder, Marsha	A Member of the Public	Myself	Support
Davidson, Suellen	A Member of the Public	Myself	Support
Kapadia, Nirav	A Member of the Public	Myself	Support
Stokley, Adia	A Member of the Public	Myself	Support
Schwsrz MD, Adam	A Member of the Public	Myself	Support
Arakelian, Caroline	A Member of the Public	Myself	Support
Kerr, Sarah	A Member of the Public	Myself	Support
Sanchez, Yolanda	A Member of the Public	Myself	Support
Kerr, Sarah-Jane	A Member of the Public	Myself	Support
Kerr, Philip	A Member of the Public	Myself	Support
Brooks, Gabriel	A Member of the Public	Myself	Support
MacMartin, Meredith	A Member of the Public	Myself	Support
Feltman, Elise	A Member of the Public	Myself	Support
Reeg, Chloe	A Member of the Public	Change for concord	Support
Bachman, Emilce	A Member of the Public	Myself	Support
Smolen, Kali	A Member of the Public	Myself	Support
Goodman, Daisy	A Member of the Public	Myself	Support
Langlois, Lori	A Member of the Public	Myself	Support
Saum, Judith	A Member of the Public	Myself	Support
Carrillo, Bianca	A Member of the Public	Myself	Support
Cook, Samuel	A Member of the Public	Change for Concord	Support
Koch, Laurie	A Member of the Public	Myself	Support
Andrews, Nikki	A Member of the Public	Myself	Support
Qualls, Rileigh	A Member of the Public	Myself	Support
Putnam-Pouliot, Chris	A Member of the Public	Myself	Support

Koch, Helmut	A Member of the Public	Myself	Support
Meeks, Ellie	A Member of the Public	Myself	Support
Juarez Velazco, Michelle	A Member of the Public	Myself	Support
Cottrell, Kylie	A Member of the Public	Change for conqueror	Support
Day, Cynthia	A Member of the Public	Myself	Support
Rich, Martha	A Member of the Public	Myself	Support
Yosha, Patricia	A Member of the Public	Myself	Support
Kelman, David	A Member of the Public	Myself	Support
Vaze, Neha	A Member of the Public	Myself	Support
Quinn, William G	A Member of the Public	Myself	Support
M McDonald, Sarah	A Member of the Public	Myself	Support
Herman, Melissa	A Member of the Public	Myself	Support
Menard, Catherine	A Member of the Public	Myself	Support
Nixon, Sherrill	A Member of the Public	Myself	Support
Lane, Clare	A Member of the Public	Change for Concord	Support
steffen, apollo	A Member of the Public	Myself	Support
naylor, Anna	A Member of the Public	Myself	Support
Rettew, Annie	A Member of the Public	Myself	Support
Cameron, Mical	A Member of the Public	Myself	Support
Kapadia, Alison	A Member of the Public	Myself	Support
Robertson, Janet	A Member of the Public	Myself	Support
Bernstein, Judith	A Member of the Public	Myself	Support
Bostick, Christina	A Member of the Public	Changeforconcord	Support
Reed, Amanda	A Member of the Public	Myself	Support
Bernstein, Edward	A Member of the Public	Myself	Support
Malik, Maria	A Member of the Public	Myself	Support
Dunham, Bonnie	A Member of the Public	Myself	Support
Wade, Jocelin	A Member of the Public	Change for Concord	Support
Appel, Rev. Shayna	A Member of the Public	Myself	Support
Connolly, Bridget	A Member of the Public	Myself	Support
Sherin, Margaret	A Member of the Public	Myself	Support
Thomas, Victoria	A Member of the Public	Change for Conquer	Support
Moccia, Lianne	A Member of the Public	Myself	Support
thomas, charles	A Member of the Public	Myself	Support
DeWitt, Sarah	A Member of the Public	Myself	Support
Todd, Kathleen	A Member of the Public	Myself	Support
Malskis, Bethany	A Member of the Public	Myself	Support
Black, Elizabeth	A Member of the Public	Myself	Support
Griggs, Rachel	A Member of the Public	Myself	Support
Oxenham, Evan	A Member of the Public	Myself	Support
Leuchtenberger, Michael	A Member of the Public	Myself	Support
Karalis, Despina	A Member of the Public	Myself	Support
Mirkarimi, Arnita	A Member of the Public	Myself	Support
Zhang, Valentina	A Member of the Public	Myself	Support
MacKenzie, Rebecca	A Member of the Public	Myself	Support
Li, Maxwell	A Member of the Public	Myself	Support
Gibbs, Tucker	A Member of the Public	Myself	Support
Bowie, Debra	A Member of the Public	Myself	Support
Suhanosky, Vivian	A Member of the Public	Change for Concord	Support
Morris, Emma	A Member of the Public	Change for Concord	Support
Protas, Jon	A Member of the Public	Myself	Support
Martinez, Stephanie	A Member of the Public	Change for concord	Support
Escamilla Gomez, Cynthia	A Member of the Public	Myself	Support
Miller, Raegan	A Member of the Public	Change For Concord	Support
Latham, Asher	A Member of the Public	Myself	Support
Hayward, Marcia	A Member of the Public	Myself	Support

Bliss, Thomas	A Member of the Public	Myself	Support
luff, caroline	A Member of the Public	Myself	Support
Teller-Elsberg, Wendy	A Member of the Public	Myself	Support
Gordon, Benji	A Member of the Public	Change for Concord	Support
Scholz, Hailey	A Member of the Public	Myself	Support
Rodriguez, Viridiana	A Member of the Public	Myself	Support
Ross, Benjamin	A Member of the Public	Myself	Support
Rasmussen, Matthew	A Member of the Public	Myself	Support
Negron, Joseph	A Member of the Public	Change for Concord	Support
Hill, Nacemah	A Member of the Public	Change for concord	Support
Gorman, Nadia	A Member of the Public	Myself	Support
Hoffman, Anna	A Member of the Public	Myself	Support
Stewart, Sarah	A Member of the Public	Myself	Support
Home, Lisa	A Member of the Public	Myself	Support
Christian, Kennedy	A Member of the Public	Change for Concord	Support
Cotton, John R.	An Elected Official	Myself	Support
Huang, Sarah	A Member of the Public	Myself	Support
Argeropoulos, Peter	An Elected Official	Myself	Support
Ross, Jonathan	A Member of the Public	Myself	Support
Finecy, Elizabeth	A Member of the Public	Change for concord	Support
Morrow, Cathy	A Member of the Public	Myself	Support
Metzger, Emily	A Member of the Public	Myself	Support
Tripp, Ryan	A Member of the Public	Myself	Support
Menard, Anne	A Member of the Public	Myself	Support
Weinstein, Rachel	A Member of the Public	Change for Concord	Support
Saum, Douglas	A Member of the Public	Myself	Support
Chadha, Sophie	A Member of the Public	Myself	Support
Katzler, Lynsey	A Member of the Public	Change for Concord	Support
Cavender, Lexi	A Member of the Public	Myself	Support
Bowles, Margaret	A Member of the Public	Myself	Support
Brandes, Anne	A Member of the Public	Myself	Support
Lusterio, Nora	A Member of the Public	Myself	Support
Karzai, Seelai	A Member of the Public	Myself	Support
Griffith, Dylan	A Member of the Public	Myself	Support
Gaulin, Kendra	A Member of the Public	Myself	Support
Malcolm, Colby	A Member of the Public	Myself	Support
Kelley-Vail, Janet	A Member of the Public	Myself	Support
Vail, Franz	A Member of the Public	Myself	Support
KILLAY, SAM	A Member of the Public	Myself	Support
Spalding, Christian	A Member of the Public	Myself	Support
Kieffer, Kelly	A Member of the Public	Myself	Support
Scherer, Emily	A Member of the Public	Myself	Support
Kohl, Elizabeth	A Member of the Public	Myself	Support
Al-Nimr, Rima	A Member of the Public	Myself	Support
Gonzalez- Rodriguez, Alana	A Member of the Public	Myself	Support
Cousineau, Edward	A Member of the Public	Myself	Support
Berry, Elizabeth	A Member of the Public	Myself	Support
Evans, Anne	A Member of the Public	Myself	Support
Arnold, Island	A Member of the Public	Myself	Support
Hurley, John	A Member of the Public	Myself	Support
Durazo, Natalie	A Member of the Public	Myself	Support
Bianchi, William	A Member of the Public	Myself	Support
E, Megan	A Member of the Public	Myself	Support
Leach, Steven	A Member of the Public	Myself	Support
Freeman, Robert	A Member of the Public	Myself	Support
moore, Shana	A Member of the Public	Myself	Support

Prindle, Megan	A Member of the Public	Myself	Support
Mott-Smith, Wiltrud	A Member of the Public	Myself	Support
Grossi, Anne	A Member of the Public	Myself	Support
Greene, Lawson	A Member of the Public	Myself	Support
Siegart, Diane	A Member of the Public	Myself	Support
Lewis, Jim	A Member of the Public	Myself	Support
Weiner, Stephanie	A Member of the Public	Myself	Support
Varela, Raphael	A Member of the Public	Myself	Support
Bui, Vivian	A Member of the Public	Change for Concord	Support
Blackwell, Beyonce	A Member of the Public	Myself	Support
Baranes, Sarah	A Member of the Public	Myself	Support
Bennett, Jazmine	A Member of the Public	Change for concord	Support
Eiler, James	A Member of the Public	Myself	Support
Zheng, Brian	A Member of the Public	Myself	Support
GARRETT-MCCARTHY, PATRICIA	A Member of the Public	Myself	Support
Worth, Rev. Elsa	A Member of the Public	Myself	Support
Brooks, Seth	A Member of the Public	Myself	Support
Brown, Nikita	A Member of the Public	Myself	Support
Sleigh, Fiona	A Member of the Public	Myself	Support
Dresser, Sarah	A Member of the Public	Myself	Support
Moore, Melissa	A Member of the Public	SAU 23	Support
Mahnke, Kelsie	A Member of the Public	Myself	Support
Larrick, Laura	A Member of the Public	Myself	Support
Emmons, Norman	A Member of the Public	Myself	Support
Hatem, Evelyn	A Member of the Public	Myself	Support
Ames, Bethany	A Member of the Public	Myself	Support
Lopez, Gabriel	A Member of the Public	Myself	Support
Boll, Christine	A Member of the Public	Myself	Support
Erchull, Chris	A Lobbyist	GLBTQ Legal Advocates & Defenders	Support
Steiner, Robin	A Member of the Public	Myself	Support
McLaughlin, Katie	A Member of the Public	Myself	Support
Jain, Siona	A Member of the Public	Myself	Support
kornick, cinnamon	A Member of the Public	Myself	Support
Reeves, Teresa	A Member of the Public	Myself	Support
Torres, Dalilah	A Member of the Public	Myself	Support
Schulte, Morissa	A Member of the Public	Change for Concord	Support
Parenteau, Patricia	A Member of the Public	Myself	Support
Phillips, Rylee	A Member of the Public	Myself	Support
Pittman, Vicky	A Member of the Public	Myself	Support
Kang, Emily	A Member of the Public	Myself	Support
Nash, Makala	A Member of the Public	Myself	Support
Bedard, Rebecca	A Member of the Public	Myself	Support
Little, Rosemary	A Member of the Public	Myself	Support
Jones, Aubrey	A Member of the Public	ChangeForConcord	Support
Williamson, Genesis	A Member of the Public	Myself	Support
Burnett, Anne	A Member of the Public	Myself	Support
Burks, Amara	A Member of the Public	Change for Concord	Support
Golomski, Casey	A Member of the Public	Myself	Support
Peterson, Jemma	A Member of the Public	Change For Concord	Support
Tejeda, Moises	A Member of the Public	Myself	Support
Ferner, Betty Jane	A Member of the Public	Myself	Support
Conn, Stephen	A Member of the Public	Myself	Support
Hauck, Brigid	A Member of the Public	Myself	Support
Hoard, Alexa	A Member of the Public	Myself	Support
Wylie, Jennifer	A Member of the Public	Myself	Support
Idelkope, Daniel	A Member of the Public	Myself	Support

Wilke, Mary	A Member of the Public	Myself	Support
Brown, Mary	A Member of the Public	Myself	Support
Peshkova, Svetlana	A Member of the Public	Svetlana Peshkova	Support
Crockett, Ala	A Member of the Public	Myself	Support
Cantin, Jessica	A Member of the Public	Myself	Support
Hughes, Corry	A Member of the Public	Myself	Support
Narrol, Jordan	A Member of the Public	Myself	Support
Pérez, María	An Elected Official	District 23	Support
Baker, Cheryl	A Member of the Public	Myself	Support
Mayo, L Jill	A Member of the Public	Myself	Support
Bennett, Hannah	A Member of the Public	Myself	Support
Reed, Zoe	A Member of the Public	Change for Concord	Support
Nardino, Marie	A Member of the Public	Myself	Support
Mueller, Pam	A Member of the Public	Myself	Support
Blake, Kathleen	A Member of the Public	Myself	Support
Gordon, Shelly	A Member of the Public	Myself	Support
Aguilar, Katrina	A Member of the Public	Change for Concord	Support
Callaway, Barbara	A Member of the Public	Myself	Support
Torres, Laura	A Member of the Public	Myself	Support
Downing, George	An Elected Official	Keene Board of Education	Support
Johnson, Steven	A Member of the Public	Myself	Support
Van de Kauter, Sandra	A Member of the Public	Myself	Support
Liebl, Elena	A Member of the Public	Myself	Support
Ward, Janet	A Member of the Public	Myself	Support
Sims, Sherry	A Member of the Public	Myself	Support
Brennan, Nancy	A Member of the Public	Myself	Support
Parent, Katie	A Member of the Public	Myself	Support
Covert, Susan	A Member of the Public	Myself	Support
Beaupre', Donna	A Member of the Public	Myself	Support
Beaupre', Stephen	A Member of the Public	Myself	Support
Prevost, Hannah	A Member of the Public	Myself	Support
Cohen, Taylor	A Member of the Public	Myself	Support
Moses, Gena Cohen	A Member of the Public	Myself	Support
Beaupre, Darrell	A Member of the Public	Myself	Support
McLeish, Colin	A Member of the Public	Myself	Support
Sanz, Jordan	A Member of the Public	Myself	Support
Belew, Piper	A Member of the Public	Myself	Support
Hegfield, Laura	A Member of the Public	Myself	Support
Hurley, Paula	A Member of the Public	Myself	Support
Udutha, Anirudh	A Member of the Public	Myself	Support
Zajano, Emily	A Member of the Public	Myself	Support
Davies, Mary	A Member of the Public	Myself	Support
day, Pristine	A Member of the Public	Myself	Support
Prevost, Darren	A Member of the Public	Myself	Support
Magnifico, Alecia	A Member of the Public	Myself	Support
hansberry, melinda	A Member of the Public	Myself	Support
Vazquez, Kameron	A Member of the Public	Myself	Support
hansberry, mark	A Member of the Public	Myself	Support
Graham, James	A Member of the Public	Myself	Support
Smith, Maja	A Member of the Public	Myself	Support
Bouchard, Kate	A Member of the Public	Myself	Support
Shill, Mackenzie	A Member of the Public	Myself	Support
Oxenham, Ian	A Member of the Public	Myself	Support
Boyer, Judith	A Member of the Public	Myself	Support
Wheeler-Bean, Debra	A Member of the Public	Myself	Support
Allen-Samuel, Susan	A Member of the Public	Myself	Support

Costa, Annie	A Member of the Public	Myself	Support
Rayamajhi, Sabitri	A Member of the Public	Myself	Support
Foster, Laurie	A Member of the Public	Myself	Support
Norton, Kenncth	A Lobbyist	NAMI NH the National Alliance on Mental Illness	Support
Bisson, Jennifer	A Member of the Public	Myself	Support
Morton, Kaylee	A Member of the Public	Myself	Support
Ackerman, Zelda	A Member of the Public	Myself	Support
Minnick, Richard	A Member of the Public	Myself	Support
FRIEDRICH, ED	A Member of the Public	Myself	Support
Benjamin, Journee	A Member of the Public	Myself	Support
Micavich, Colleen	A Member of the Public	Myself	Support
Ciatto, Susan	A Member of the Public	Myself	Support
Smiley, Julie	A Member of the Public	Myself	Support
Maxwell, Chris	A Member of the Public	Myself	Support
Demar, Richard	A Member of the Public	Myself	Support
Berlenbach, Susan	A Member of the Public	Myself	Support
Zaenglein, Barbara	A Member of the Public	Myself	Support
Zaenglein, Eric	A Member of the Public	Myself	Support
GADAPEE, Carlene	A Member of the Public	Myself	Support
Finocchiaro, Laura	A Member of the Public	Myself	Support
Jimenez, Melissa	A Member of the Public	Myself	Support
Falk, Cheri	A Member of the Public	Myself	Support
Hampton, Sharon	A Member of the Public	Myself	Support
Loiselle, Susan	A Member of the Public	Myself	Support
Hampton, Mark	A Member of the Public	Myself	Support
Gelsey, Giana	A Member of the Public	Myself	Support
Falk, Stephen	A Member of the Public	Myself	Support
Crumrine, Heidi	A Member of the Public	Myself	Support
Jablonski, Vivian	A Member of the Public	Myself	Support
Collins, Callie	A Member of the Public	Myself	Support
Jernstedt, Margaret	A Member of the Public	Myself	Support
Choate, Dave	A Member of the Public	Myself	Support
Allen, Alexandra	A Member of the Public	Myself	Support
Richter, Molly	A Member of the Public	Myself	Support
Robbins, Annie	A Member of the Public	Myself	Support
Elliott, Kim	A Member of the Public	Myself	Support
Leese, Matthew	A Member of the Public	Myself	Support
Perry, Cynthia	A Member of the Public	Myself	Support
Bean, Erin	A Member of the Public	Myself	Support
Paqucttc, Rebecca	A Member of the Public	Myself	Support
Wicks, Pam	A Member of the Public	Myself	Support
Baver, Jacob	A Member of the Public	Myself	Support
Hartman, Jessica	A Member of the Public	Myself	Support
Demers, Haley	A Member of the Public	Myself	Support
Cutting, Sarah	A Member of the Public	Myself	Support
Cutting, Ken	A Member of the Public	Myself	Support
FURMAN, DEBORAH	A Member of the Public	Myself	Support
Hedlund, Rebecca	A Member of the Public	Myself	Support
Park, Audrey	A Member of the Public	Myself	Support
Chorma, Maureen	A Member of the Public	Myself	Support
Heitzman, Peili	A Member of the Public	Myself	Support
Park, David	A Member of the Public	Myself	Support
Sinkus, Rose	A Member of the Public	Myself	Support
Bryant, Marlise	A Member of the Public	Myself	Support
Gildea, Beth	A Member of the Public	Myself	Support
Bryant, Michael	A Member of the Public	Myself	Support

Grossman, alexandra	A Member of the Public	Myself	Support
Devane, Melissa	A Member of the Public	Myself	Support
Harmon, Zachary	A Member of the Public	Myself	Support
Hill, Conor	A Member of the Public	Myself	Support
REMESCH, KATHERINE	A Member of the Public	Myself	Support
Pompeo, Tara	A Member of the Public	Myself	Support
Moore, Ellen	A Member of the Public	Myself	Support
Triff, Max	A Member of the Public	Myself	Support
Furey, Nathaniel	A Member of the Public	Myself	Support
Dockham, Sara	A Member of the Public	Myself	Support
Ames, James	A Member of the Public	Myself	Support
Dockham, Greg	A Member of the Public	Myself	Support
Hilbert, Laura	A Member of the Public	Myself	Support
Williams, Janet	A Member of the Public	Myself	Support
Stock, Jackie	A Member of the Public	Myself	Support
Thibault, James	A Member of the Public	Myself	Support
gim, c	A Member of the Public	Change for Concord	Support
Sullivan, Kara	A Member of the Public	Myself	Support
M Clark, Denise	A Member of the Public	Myself	Support
gim, Cam	A Member of the Public	Myself	Support
Westfall, Sue	A Member of the Public	Myself	Support
Fenner-Lukaitis, Elizabeth	A Member of the Public	Myself	Support
Malmberg, Richard	A Member of the Public	Myself	Support
Clegg, Donna	A Member of the Public	Myself	Support
Choate, Kerri	A Member of the Public	Myself	Support
Mansfield, Kathrine	A Member of the Public	Myself	Support
Torres, Gretchen	A Member of the Public	Myself	Support
Pacheco, Manette	A Member of the Public	Myself	Support
Marsolini, Diane	A Member of the Public	Myself	Support
Witty, Deborah	A Member of the Public	Myself	Support
Lunetta, Celeste	A Member of the Public	Myself	Support
Jefferson, Chris	A Member of the Public	POC	Support
Tucker, Steve	A Member of the Public	Myself	Support
Fuentes, Sebastian	A Member of the Public	Myself	Support
Ellis, Jamie	A Member of the Public	Myself	Support
Roddy, Mark	A Member of the Public	Myself	Support
ODonnell, Megan	State Agency Staff	Myself	Support
Ford, Catherine	A Member of the Public	Myself	Support
Thompson, Keith	A Member of the Public	Myself	Support
Abruzzese, Cathleen	A Member of the Public	Myself	Support
Ramsey, Colleen	A Member of the Public	Myself	Support
Straz, Sarah	A Member of the Public	Myself	Support
Kim, Eunice	A Member of the Public	Myself	Support
Willing, Maura	A Member of the Public	Myself	Support
Cummings, Allison	A Member of the Public	Myself	Support
Liberman, Sheryl	A Member of the Public	Myself	Support
Lavoie, Michelle	A Member of the Public	Myself	Support
Kaufold, Cory	A Member of the Public	Myself	Support
Lavoie, Wayne	A Member of the Public	Myself	Support
Markus, Amy	A Member of the Public	Myself	Support
Koga, Claire	A Member of the Public	Myself	Support
Bockley, Wes	A Member of the Public	Myself	Support
THOMPSON, LAURA	A Member of the Public	Myself	Support
McConnell, Liz	A Member of the Public	Myself	Support
Bates, David	A Member of the Public	Myself	Support
Carvajal, Tatiana	A Member of the Public	Myself	Support

Richman, Susan	A Member of the Public	Myself	Support
Raye, Charles	A Member of the Public	Myself	Support
Augun, Audrey	A Member of the Public	Myself	Support
Hood, Abigail	A Member of the Public	Myself	Support
Kolar, Catherine	A Member of the Public	Myself	Support
Gregg, Robin	A Member of the Public	Myself	Support
Shahcen, Darlene	A Member of the Public	Myself	Support
Mazaka, Kristan	A Member of the Public	Myself	Support
Hirai, Barbara	A Member of the Public	Myself	Support
Marrocco, Elizabeth	A Member of the Public	Myself	Support
Marrocco, Rob	A Member of the Public	Myself	Support
McWilliams, Rebecca	An Elected Official	Merrimack 27	Support
West, Melissa	A Member of the Public	Myself	Support
Carr, Patrick	A Member of the Public	Myself	Support
Thomas, Rebecca	A Member of the Public	Myself	Support
Palmieri, Helen	A Member of the Public	Myself	Support
Bobay, Kathryn	A Member of the Public	Myself	Support
Wheeler Russell, Jessica	A Member of the Public	Myself	Support
Anderson, Julia	A Member of the Public	Myself	Support
Petrin Ellis, Kacie	A Member of the Public	Myself	Support
Saltonstall, Sophie	A Member of the Public	Myself	Support
Milutinovich, Allison	A Member of the Public	Myself	Support
Rosenfeld, Kristy	A Member of the Public	Myself	Support
Kilpatrick, Jessica	A Member of the Public	Myself	Support
Wiener, Dennis	A Member of the Public	Myself	Support
Cassely, Ted	A Member of the Public	Myself	Support
Fordham, Molly	A Member of the Public	Change for Concord	Support
Atwell, Mary	A Member of the Public	Myself	Support
Briggs, Eleanor	A Member of the Public	Myself	Support
Rajaniemi, Molly	A Member of the Public	Myself	Support
Rugoletti, Steven	A Member of the Public	Myself	Support
Cox, Patricia	A Member of the Public	Myself	Support
Ganem, Jennifer	A Member of the Public	Myself	Support
Hanaway, Peter	A Member of the Public	Myself	Support
Kelly, Annie	A Member of the Public	Myself	Support
Colwell, Allison	A Member of the Public	Myself	Support
Frankel, Nancy	A Member of the Public	Myself	Support
Cecchetti, Richard	A Member of the Public	Myself	Support
Riley, Amy	A Member of the Public	Myself	Support
Ewing, Louise	A Member of the Public	Myself	Support
Carr, Judith	A Member of the Public	Myself	Support
Campbell, Kay	A Member of the Public	Myself	Support
Deleault, Jenessa	A Member of the Public	Myself	Support
A McLaughlin, Barbara	A Member of the Public	Myself	Support
Perencevich, Ruth	A Member of the Public	Myself	Support
frank, alicia	A Member of the Public	Myself	Support
Overstreet, Susan	A Member of the Public	Myself	Support
Moretti, Marcos	A Member of the Public	Change for Concord	Support
Gregg, April	A Member of the Public	Myself	Support
Pawley, Katherine	A Member of the Public	Myself	Support
Nash, Lisa	A Member of the Public	Myself	Support
Piotrowski, Teresa	A Member of the Public	Myself	Support
Moretti, Diego	A Member of the Public	Myself	Support
Beenton, Anne	A Member of the Public	Myself	Support
Duffy, Mara	A Member of the Public	Myself	Support
Taylor, David	A Member of the Public	Myself	Support

Taylor, Dave & Sue	A Member of the Public	Myself	Support
Simpson, Valerie	A Member of the Public	Myself	Support
DeLew, Nancy	A Member of the Public	Myself	Support
Hamilton, Sara	A Member of the Public	Myself	Support
Houle, Autumn	A Member of the Public	Myself	Support
Zakar, Kelly	A Member of the Public	Myself	Support
Greenlaw, Amy	A Member of the Public	Myself	Support
Naro, Christopher	A Member of the Public	Myself	Support
DeSantis Thompson, Jessica	A Member of the Public	Myself	Support
Pannell, Kathryn	A Member of the Public	Myself	Support
Mathieu, Steven	A Member of the Public	Myself	Support
Simpson, John	A Member of the Public	Myself	Support
Bassarrear, Tom	A Member of the Public	Myself	Support
Quinn, Annemarie	A Member of the Public	Myself	Support
Welkowitz, Larry	An Elected Official	Myself	Support
MacAskill, Holly	A Member of the Public	Myself	Support
Dillingham, Lisa	A Member of the Public	Myself	Support
Polychrones, Andrea	A Member of the Public	Myself	Support
Paradis, Crystal	A Member of the Public	Myself	Support
MacDonald, Erika	A Member of the Public	Myself	Support
Smiley, Seth	A Member of the Public	Myself	Support
Mebert, Carolyn	A Member of the Public	Myself	Support
Bertini, Jessica	A Member of the Public	Myself	Support
McCarthy, Shelby	A Member of the Public	Myself	Support
Morin, Nathan	An Elected Official	Myself	Support
Potvin, Shana	A Member of the Public	Myself	Support
Buxton, Robert	A Member of the Public	Myself	Support
O'Neill, Faye	A Member of the Public	Myself	Support
Nolan, Eileen	A Member of the Public	Myself	Support
Green, Jill	A Member of the Public	Myself	Support
Meyers, Mary	A Member of the Public	Myself	Support
Zakon-Anderson, Elizabeth	A Member of the Public	Myself	Support
Downs, Nathan	A Member of the Public	Myself	Support
Nelson, Elizabeth	A Member of the Public	Myself	Support
Smith, Kathleen	A Member of the Public	Myself	Support
Zakon-Anderson, Steven	A Member of the Public	Myself	Support
Knox, Tania	A Member of the Public	Myself	Support
Peale, Jim	A Member of the Public	Myself	Support
Boucher, Michael	A Member of the Public	Myself	Support
MORTON, JENNIFER	A Member of the Public	Myself	Support
Lancaster, Kathleen	A Member of the Public	Myself	Support
Clifton, Tracy	A Member of the Public	Myself	Support
Lauginiger, Jeanne	A Member of the Public	Myself	Support
Laflamme, Martha	A Member of the Public	Myself	Support
Pugh, Stephen	A Member of the Public	Myself	Support
Miller, Laurie	A Member of the Public	Myself & my husband, Andrew Miller	Support
Schander, Susan	A Member of the Public	Myself	Support
Dufresne, Martha	A Member of the Public	Myself	Support
Dufresne, Thomas	A Member of the Public	Myself	Support
Chabot, Jennifer	A Member of the Public	Myself	Support
Grossman, Kathy	A Member of the Public	Myself	Support
Morton, David	A Member of the Public	Myself	Support
Haugen, Christopher	A Member of the Public	Myself	Support
Ceplo, Seana	A Member of the Public	Myself	Support
Earle, Theresa	A Member of the Public	Myself	Support
Wilson, Colin	A Member of the Public	Myself	Support

Kearns, Gavin	A Member of the Public	Myself	Support
Laramie, L	A Member of the Public	Myself	Support
Nadeau, Meredith	A Member of the Public	Myself	Support
Karwatske, Jessica	A Member of the Public	Myself	Support
Dudra, Karen	A Member of the Public	Myself	Support
Mumford, Grace	A Member of the Public	Myself	Support
Davidson, Geri	A Member of the Public	Myself	Support
Adams, Daniel	A Member of the Public	Myself	Support
Anderson, Kathy	A Member of the Public	Myself	Support
Saucier, Erin	A Member of the Public	Myself	Support
Brown, Miles	A Member of the Public	Myself	Support
Cole, Liz Ryan	A Member of the Public	Myself	Support
Fraga Muller, Jocelyn	A Member of the Public	Myself	Support
Ragazzo, Larissa	A Member of the Public	Myself	Support
Bleicken, Janet	A Member of the Public	Myself	Support
Rice-Pearson, Christic	A Member of the Public	Myself	Support
Hunt, Kelsey	A Member of the Public	Myself	Support
Graham, Christopher	A Member of the Public	Myself	Support
Carisa, Corrow	A Member of the Public	Myself	Support
Reynolds, Deidre	A Member of the Public	Myself	Support
Porter, Todd	A Member of the Public	Myself	Support
Poirier, Amy	A Member of the Public	Myself	Support
Mellow, Andrew	A Member of the Public	Myself	Support
Roberts?, Andrew	A Member of the Public	Myself	Support
HASSINGER, JAMES	A Member of the Public	Myself	Support
Lister, Charlotte	A Member of the Public	Myself	Support
Hinkley, Amie	A Member of the Public	Myself	Support
Reisman, Robert	A Member of the Public	Myself	Support
Dulac, Michelle	A Member of the Public	Myself	Support
Broyer, Audrey	A Member of the Public	Myself	Support
Aronson, Laura	A Member of the Public	Myself	Support
Jensen, Jaclyn	A Member of the Public	Myself	Support
Wentworth, Jessica	A Member of the Public	Myself	Support
Godin, Irene	A Member of the Public	Myself	Support
Peterson, Dave	A Member of the Public	Myself	Support
Walsh, Martha	A Member of the Public	Myself	Support
Walsh, James	A Member of the Public	Myself	Support
Nyby, Jessica	A Member of the Public	Myself	Support
Bushueff, Catherine	A Member of the Public	Myself	Support
Edwards, Caroline	A Member of the Public	Myself	Support
Doucette, Melissa	A Member of the Public	Myself	Support
Skudlarek, Paul	A Member of the Public	Myself	Support
Dunton, Beth	A Member of the Public	Myself	Support
Thomas, Sally	A Member of the Public	Myself	Support
Plante, Susan	A Member of the Public	Myself	Support
Moodie, Jerrell	A Member of the Public	Myself	Support
Gracza, Kathleen	A Member of the Public	Myself	Support
Pastore, Erin	A Member of the Public	Myself	Support
Nason, Lori	A Member of the Public	Myself	Support
Loehrer, Saranya	A Member of the Public	Myself	Support
Garcea, Kelly	A Member of the Public	Myself	Support
Sapienza, Leigh-Anne	A Member of the Public	Myself	Support
Lindpaintner, Lyn	A Member of the Public	Myself	Support
Demeter, Micaela	An Elected Official	Myself	Support
Collins, Robert	A Member of the Public	Myself	Support
Plante, Erica	A Member of the Public	Myself	Support

Bolton, Jason	A Member of the Public	Myself	Support
Cullen, Nina	A Member of the Public	Myself	Support
LaBombard, Jone	A Member of the Public	Myself	Support
Horton, Sabrina	A Member of the Public	Myself	Support
Chen, Melinda	A Member of the Public	Myself	Support
Marchildon, Amy	A Member of the Public	Myself	Support
Jaffe, Melissa	A Member of the Public	Myself	Support
Hussey, Garrett	A Member of the Public	Myself	Support
McGonagle, Erin	A Member of the Public	Myself	Support
Blyer, Jennifer	A Member of the Public	Myself	Support
GINGRAS, JULIE	A Member of the Public	Myself	Support
Westlake, Jane	A Member of the Public	Myself	Support
Matthews, Trudy	A Member of the Public	Myself	Support
Chylinski, Teresa	A Member of the Public	Myself	Support
Richard, Peter	A Member of the Public	Myself	Support
Larson, Melanie	A Member of the Public	Myself	Support
Mason, James	A Member of the Public	Myself	Support
Vaillancourt, Jody	A Member of the Public	Myself	Support
Kane, Deborah	A Member of the Public	Myself	Support
Trefethen, Robin	A Member of the Public	Myself	Support
Reed, Barbara	A Member of the Public	Myself	Support
Chapin, Laura	A Member of the Public	Myself	Support
Kaupp, Cara	A Member of the Public	Myself	Support
Ward, Rebekah	A Member of the Public	Myself	Support
Gordon, Laurie	A Member of the Public	Myself	Support
Juvet, David	A Lobbyist	Business & Industry Association of New Hampshire	Support
Hofheinz, Hannah	A Member of the Public	Myself	Support
Schmitt, Cheri	A Member of the Public	Myself	Support
Baker, Jeannette and Dudley	A Member of the Public	Myself	Support
DiCicco, Harriet	A Member of the Public	Myself	Support
Hanson, Douglas	A Member of the Public	Myself	Support
perez, maria	An Elected Official	Myself	Support
Hobby, Christine	A Member of the Public	Myself	Support
Mason, Linda	A Member of the Public	Myself	Support
Edwards, Emily	A Member of the Public	Myself	Support
Doherty, Richard	A Member of the Public	Myself	Support
Dinsmore, Thomas	A Member of the Public	Myself	Support
Trainer, Jacqui	A Member of the Public	Myself	Support
Hay, Susan	A Member of the Public	Myself	Support
Halani, Aviva	A Member of the Public	Myself	Support
Shofner, Melinda	A Member of the Public	Myself	Support
Gagnon, Tiffany	A Member of the Public	Myself	Support
Hudson, Cynthia	A Member of the Public	Myself	Support
Hardy, Jenna	An Elected Official	Myself	Support
Gordon, Margaret	A Member of the Public	Myself	Support
Lazure, Erica Plouffe	A Member of the Public	Myself	Support
Aldrich, Eric	A Member of the Public	Myself	Support
West, Kate	A Member of the Public	Myself	Support
Reardon, Donna	A Member of the Public	Myself	Support
Caldwell, Dennis	A Member of the Public	Myself	Support
Worth, Steven	A Member of the Public	Myself	Support
Pallotta, Laura	A Member of the Public	Myself	Support
Gardner, Ingeborg	A Member of the Public	Myself	Support
Basken, Katherine	A Member of the Public	Myself	Support
Langcillotti, Jodi	A Member of the Public	Myself	Support
Mundy, Theresa	A Member of the Public	Myself	Support

Severson, Laurel	A Member of the Public	Myself	Support
Campbell, Hester	A Member of the Public	Myself	Support
Barry, Amy	A Member of the Public	Myself	Support
Ferguson, Mia	A Member of the Public	Myself	Support
Fenton, Meghan	A Member of the Public	Myself	Support
Drake, Andrea	A Member of the Public	Myself	Support
Donovan, Julie	A Member of the Public	Myself	Support
Wong, Alice	A Member of the Public	Myself	Support
Magoon, Erin	A Member of the Public	Myself	Support
Hay, William	A Member of the Public	myself	Support
baillargeon, jennifer	A Member of the Public	Myself	Support
Schmidlein, Allison	A Member of the Public	Myself	Support
Spillane, Jennifer	A Member of the Public	Myself	Support
Spillane, John	A Member of the Public	Myself	Support
Kandilakis, Sally	A Member of the Public	Myself	Support
JohnSt, Michelle	A Member of the Public	Myself	Support
Hunt, Amy	A Member of the Public	Myself	Support
Pannell, John	A Member of the Public	Myself	Support
LaPierre, Sarah	A Member of the Public	Myself	Support
Mitchell, Susan	A Member of the Public	Myself	Support
Ring, Nolan	A Member of the Public	Myself	Support
Colby, Rose	A Member of the Public	Myself	Support
Guy, Melissa	A Member of the Public	Myself	Support
Sutton, Michael	A Member of the Public	Myself	Support
O'Neil, Elizabeth	A Member of the Public	Myself	Support
Reyes, Kidaliz	A Member of the Public	Change for Concord	Support
Howes, Deb	A Lobbyist	American Federation of Teachers - NH	Support
LaCasse, Chloe	A Member of the Public	Myself	Support
Assetta, Regina	A Member of the Public	Myself	Support
Beames, Amber	A Member of the Public	Myself	Support
Ellermann, Maureen	A Member of the Public	Myself	Support
murray, Jason	A Member of the Public	Myself	Support
La Vallee, Jill	A Member of the Public	Myself	Support
Moge, Michelle	A Member of the Public	Myself	Support
Ferguson, Laurie	A Member of the Public	Myself	Support
Sandin, Peter	A Member of the Public	Myself	Support
Berry, Jane	A Member of the Public	Myself	Support
Moge, Dan	A Member of the Public	Myself	Support
Chandler, Scott	A Member of the Public	Myself	Support
Carrera, Laurie	A Member of the Public	Myself	Support
CORDELL, EGE	An Elected Official	Myself	Support
Fay, Maura	A Member of the Public	Myself	Support
Jakubowski, Dennis	A Member of the Public	Myself	Support
Hoffer, David	A Member of the Public	Myself	Support
Henninger, Heidi	A Member of the Public	Myself	Support
Anastasia, Patricia	A Member of the Public	Myself	Support
Mousli, Eliza	A Member of the Public	Myself	Support
Guy, Darren	A Member of the Public	Myself	Support
cordell, james	A Member of the Public	Myself	Support
O'Neil, Patricia	A Member of the Public	Myself	Support
Hampton, Doris	A Member of the Public	Myself	Support
Parmele, Victoria	A Member of the Public	Myself	Support
Vogeley, Carole	A Member of the Public	Myself	Support
Kirk, Janet	A Member of the Public	Myself	Support
Bolduc, Danielle	A Member of the Public	Myself	Support
Coker, Martha	A Member of the Public	Myself	Support

Setmire, Laura	A Member of the Public	Myself	Support
Russell, Adam	A Member of the Public	Myself	Support
Murphy, Kristen	A Member of the Public	Myself	Support
Davidson, Stephen	A Member of the Public	Myself	Support
Cutshall, Catherine	A Member of the Public	Myself	Support
Vivado, Mauricio	A Member of the Public	Myself	Support
Guevarra, Catherine	A Member of the Public	Myself	Support
Winkler, AnneMarie	A Member of the Public	Myself	Support
Kruser, Kirsten	A Member of the Public	Change for Concord	Support
Atwell, Lea Anne	A Member of the Public	Myself	Support
Lavoie, Rebecca	A Member of the Public	Myself	Support
Wong, Brandon	A Member of the Public	Myself	Support
Campbell, Leonard	A Member of the Public	Myself	Support
Roberge, Rachel	A Member of the Public	Myself	Support
Baker, Catherine	A Member of the Public	Myself	Support
Dery, Nicole	A Member of the Public	Myself	Support
Carpinone, Diana	A Member of the Public	Myself	Support
McVoy, Richard	A Member of the Public	Myself	Support
Fried, Jennifer	A Member of the Public	Myself	Support
Gagnon, Gregory	A Member of the Public	Myself	Support
Webb, Karen	A Member of the Public	Myself	Support
Clancy, Tom	A Member of the Public	Myself	Support
Kalvaitis, Tracey	A Member of the Public	Myself	Support
Scalia, Derek	A Member of the Public	Myself	Support
Harpster, Sarah	A Member of the Public	Myself	Support
Cherrington, Brett	A Member of the Public	Myself	Support
Tentarelli, Liz	A Member of the Public	Myself	Support
Hoffer, Deb	A Member of the Public	Myself	Support
Moss, Kelly	A Member of the Public	Myself	Support
Holt, Keith	A Member of the Public	Myself	Support
Zielfelder, Sharon	A Member of the Public	Myself	Support
Jaggard, Sue	A Member of the Public	Myself	Support
Chase, Ryan	A Member of the Public	Myself	Support
Mattlage, Linda	A Member of the Public	Myself	Support
Harper, Samantha	A Member of the Public	Myself	Support
Davidson, Stuart	A Member of the Public	Myself	Support
Contois, James	An Elected Official	Myself	Support
Horton, Billy	A Member of the Public	Myself	Support
Rasche, Patrice	A Member of the Public	Myself	Support
Berger, Natalie	A Member of the Public	Myself	Support
Rasche, Stephen	A Member of the Public	Myself	Support
Chase, Lea	A Member of the Public	Myself	Support
Lockwood, Emmctt	A Member of the Public	Myself	Support
Madison, Andrew	An Elected Official	Myself	Support
Tilli-Pauling, Marianne	A Member of the Public	Myself	Support
Ahmed, Zara	A Member of the Public	Myself	Support
Mason, James Samuel	A Member of the Public	Myself	Support
Acham, vY	A Member of the Public	Myself	Support
Porter, Julie	A Member of the Public	Myself	Support
Derhak, Christine	A Member of the Public	Myself	Support
Mason, Karie	A Member of the Public	Myself	Support
Rozzo, Jessica	An Elected Official	Myself	Support
Sieks, David	A Member of the Public	Myself	Support
Grigas, Annmarie	A Member of the Public	Myself	Support
Emberley, Owen	A Member of the Public	Myself	Support
Luther Hillman, Betty	A Member of the Public	Myself	Support

Dolman, Alfred	A Member of the Public	Myself	Support
Cusson, Jeanne	A Member of the Public	Myself	Support
Adams, Caroline	A Member of the Public	Myself	Support
Schuman, Diana	A Member of the Public	Myself	Support
Goldstein, Amy	A Member of the Public	Myself	Support
Wallace, Margaret	A Member of the Public	Myself	Support
Harmon, Mary	A Member of the Public	Myself	Support
Heath, Ruth M	A Member of the Public	Myself	Support
Gregory-Davis, John	A Member of the Public	Meriden Congregational Church, UCC	Support
Spencer, Katherine	A Member of the Public	Myself	Support
Goodrich, Kristen	A Member of the Public	Myself	Support
Smith, Harry	A Member of the Public	Myself	Support
Hernandez, Alicia	A Member of the Public	Myself	Support
Goodrich, Chad	A Member of the Public	Myself	Support
Raspiller, Cindy	A Member of the Public	Myself	Support
Brown, Howard	A Member of the Public	Myself	Support
Veloza, Tara	A Member of the Public	Myself	Support
Espitia, Manuel	An Elected Official	Myself	Support
Friedman, Jennifer	A Member of the Public	Myself	Support
Tilli-Pauling, Nigel	A Member of the Public	Myself	Support
Segal, Lisa	A Member of the Public	Myself	Support
Anderson, Emily	A Member of the Public	Myself	Support
Fyfe, Charlotte	A Member of the Public	Myself	Support
Perez-Glassner, Paula	A Member of the Public	Myself	Support
DePasse, Greg	A Member of the Public	Myself	Support
Cochrane, Eleanor	A Member of the Public	Myself	Support
Cochrane, Douglas	A Member of the Public	Myself	Support
Hall, Miranda	A Member of the Public	Myself	Support
Evans, Elizabeth	A Member of the Public	Myself	Support
Cohen, Jan	A Member of the Public	Myself	Support
Parente, Cynthia	A Member of the Public	Myself	Support
Orvis, Sharyn	A Member of the Public	Myself	Support
Cohen, Richard	A Member of the Public	Myself	Support
Webb, John	A Member of the Public	Myself	Support
Kaplan, Carol	A Member of the Public	Myself	Support
Parente, Michael	A Member of the Public	Myself	Support
Hussey, Ann	A Member of the Public	Myself	Support
Moody, Katie	A Member of the Public	Myself	Support
Simpson, Jane	A Member of the Public	Myself	Support
Robertson Souter, Catherine	A Member of the Public	Myself	Support
Anderson, Violet	A Member of the Public	Myself	Support
Sevigny, Marcus	A Member of the Public	Myself	Support
Bekkala, Ron	A Member of the Public	Myself	Support
MartinezAdorno, Melissa	A Member of the Public	Myself	Support
Condodemetraky, Dina	A Member of the Public	Myself	Support
O'Neill, Nan	A Member of the Public	Myself	Support
O'Donnell, Kathleen	A Member of the Public	Myself	Support
O'Neill, Kevin	A Member of the Public	Myself	Support
Evans, Matthew	A Member of the Public	Myself	Support
Parry, Brianna	A Member of the Public	Myself	Support
Beeson, Roberta	A Member of the Public	Myself	Support
Miller, Shelby	A Member of the Public	Myself	Support
Morrill, Elizabeth	A Member of the Public	Myself	Support
Perry, Apryl	A Member of the Public	Myself	Support
Kiefner, Robert	A Member of the Public	Myself	Support
Adams, Katie	A Member of the Public	Myself	Support

Rosenberg, Karen	A Lobbyist	Disability Rights Center-NH	Support
Petrigno, Rep. Peter	An Elected Official	Myself	Support
Kolios, Katherine	A Member of the Public	Myself	Support
Wells, Rev. Jason	A Member of the Public	Myself	Support
Dawson, Zoe	A Member of the Public	Myself	Support
Evans, Connie	A Member of the Public	Myself	Support
Jones, Stephanie	A Member of the Public	Myself	Support
Phillips, Paul	A Member of the Public	Myself	Support
Hagman, Tammi	A Member of the Public	Myself	Support
Woods, Renia	A Member of the Public	Myself	Support
Stinson, Benjamin	A Member of the Public	Myself	Support
Burr, Emily	A Member of the Public	Myself	Support
Judge, Erin	A Member of the Public	Myself	Support
Dansereau, Susan	A Member of the Public	Myself	Support
McInnis, Jennifer	A Member of the Public	Myself	Support
Groh, Theo	A Member of the Public	Myself	Support
Waldron, George	A Member of the Public	Myself	Support
Ovalle, Anais	A Member of the Public	Myself	Support
Adumene, Kile	A Member of the Public	Myself	Support
Dorcely, Riccardo	A Member of the Public	Myself	Support
Kinney, Rev. Dr. Gail	A Member of the Public	Myself	Support
Barry, Christopher	A Member of the Public	Myself	Support
Gracy, Laura	A Member of the Public	Myself	Support
Steinhauser, Lesley	A Member of the Public	Myself	Support
Bachman, Kate	A Member of the Public	Myself	Support
Schaffer, Mike	A Member of the Public	Myself	Support
Gardner, Trevor	A Member of the Public	Myself	Support
Prasad, Bailey	A Member of the Public	Myself	Support
Morton, Pierre	A Member of the Public	Myself	Support
Schaffer, Hanna	A Member of the Public	Myself	Support
Mann, Jeffrey	A Member of the Public	Myself	Support
Lindberg, Ian	A Member of the Public	Myself	Support
Pagnotta, Katie	A Member of the Public	Myself	Support
Eaton, Alcxis	A Member of the Public	Myself	Support
Sekera, Kim	A Member of the Public	Myself	Support
Minihan, Jeremiah	A Member of the Public	Myself	Support
Jones, Delaney	A Member of the Public	Myself	Support
Miele, Jaime	A Member of the Public	Myself	Support
Kilar, Megan	A Member of the Public	Myself	Support
Gallagher, Cindy	A Member of the Public	Myself	Support
Everett, Joseph	A Member of the Public	Myself	Support
Bekkala, Angela	A Member of the Public	Myself	Support
Ladd, Carl	A Lobbyist	New Hampshire School Administrators Association	Support
Williams, Lindsey	An Elected Official	Myself	Support
Rakoski, Ronnieann	State Agency Staff	NHCDD - Council members	Support
Raff, Alan	A Member of the Public	Myself	Support
Mejia, Andres	A Member of the Public	Myself	Support
Thompson, Tim	A Member of the Public	Myself	Support
Duck, Elizabeth	A Member of the Public	Myself	Support
Mashibini-Prior, Deborah	A Member of the Public	Myself	Support
Thompsin, Timothy	A Member of the Public	Myself	Support
Roman, Valerie	A Member of the Public	Myself	Support
Hepburn, Steven	A Member of the Public	Myself	Support
Alexandre, Lydia	A Member of the Public	Myself	Support
Skoglund, Chris	A Member of the Public	Myself	Support
Ferrell, Lu	A Member of the Public	Myself	Support

Barnett, Jess	A Member of the Public	Myself	Support
Grogan, Jamie	A Member of the Public	Myself	Support
Adewumi, Victoria	A Member of the Public	Myself	Support
McLeod, Kenna	A Member of the Public	Myself	Support
Pfahler, Martin	A Member of the Public	Myself	Support
Kindeke, Grace	A Lobbyist	American Friends Service Committee	Support
Du Bois, Carol	A Member of the Public	a member of the public	Support
Adams, Alli	A Member of the Public	Myself	Support
Gregory-Davis, Susan	A Member of the Public	Myself	Support
Butterfield-Ferrell, Kristen	A Member of the Public	Myself	Support
Woodward, Zach	A Member of the Public	Myself	Support
Pennington, Jill	A Member of the Public	Myself	Support
Marcotte, Christopher	A Member of the Public	Myself	Support
Hayward, Mark	A Member of the Public	Myself	Support
Merback, Bee	A Member of the Public	Change for Concord	Support
Pugh, Barbara	A Member of the Public	Myself	Support
Fox, Elizabeth	A Member of the Public	Myself	Support
Harriott-Gathright, Linda	An Elected Official	Myself	Support
Mejia, Christina	A Member of the Public	Myself	Support
King, Marcia	A Member of the Public	Myself	Support
Young, Elizabeth	A Member of the Public	Myself	Support
Lamy-Harris, Elizabeth	A Member of the Public	Myself	Support
Barry, Leslie	A Member of the Public	Myself	Support
Auger, Joyce	A Member of the Public	Myself	Support
Maniak, Molly	A Member of the Public	Myself	Support
Tingle, Madison	A Member of the Public	Myself	Support
Chausovsky, Kelly	A Member of the Public	Myself	Support
Tucker, William	A Member of the Public	Myself	Support
Pierson, Abigail	A Member of the Public	Myself	Support
Henry, Elizabeth	A Member of the Public	Myself	Support
Lostoski-Ho, Lcanna	A Member of the Public	Myself	Support
Nicholson, Lisa	A Member of the Public	Myself	Support
Busser, Lila	A Member of the Public	Myself	Support
Glos, Maya	A Member of the Public	Myself	Support
Breeling, James	A Member of the Public	Myself	Support
Zuckerman, Madeleine	A Member of the Public	Myself	Support
Graham, Kristen	A Member of the Public	Myself	Support
DiLorenzo, Charlotte	An Elected Official	Myself	Support
Curtis, Cassandra	A Member of the Public	Myself	Support
Moyer, Valerie	A Member of the Public	Myself	Support
Barkhouse, Sarah	A Member of the Public	Myself	Support
Coakley, Susan	A Member of the Public	Myself	Support
Bone, Margaret	A Member of the Public	Myself	Support
Stiles, Carolyn	A Member of the Public	Myself	Support
Dodds, Heather	A Member of the Public	Myself	Support
Crowther, Graeme	A Member of the Public	Myself	Support
Morin, Krystal	A Member of the Public	Myself	Support
Woods, Brenna	A Member of the Public	Myself	Support
Blais, Abigail	A Member of the Public	Myself	Support
Van Der Beken, Grant	A Member of the Public	Myself	Support
Fruscella, Olivia	A Member of the Public	ChangeforConcord	Support
Kloos, Robin	A Member of the Public	Myself	Support
LaMarche, Kara	A Member of the Public	Myself	Support
Willow, Strother	A Member of the Public	Myself	Support
Saldana, Perla	A Member of the Public	Myself	Support
Burack, Larsen	A Member of the Public	Myself	Support

Gorrell, Jessica	A Member of the Public	Myself	Support
Sublette, Christopher	A Member of the Public	Myself	Support
Milliken, Heather	A Member of the Public	Myself	Support
Murphy, Lisa	A Member of the Public	Myself	Support
Brey, Lisa	A Member of the Public	Myself	Support
Houde, Carol	A Member of the Public	Myself	Support
Introcaso, Paul	A Member of the Public	Myself	Support
Parrish, Morgan	A Member of the Public	Myself	Support
Turcotte, Eric	A Member of the Public	Myself	Support
Johnston, Jennifer	A Member of the Public	Myself and the City of Concord	Support
Potter, Mackenzie	A Member of the Public	Myself	Support
RAMIREZ, VIVIANNA	A Member of the Public	Myself	Support
DeLeon, Story	A Member of the Public	ChangeforConcord	Support
Curley, Hugh	A Member of the Public	Myself	Support
Perich, Peter	An Elected Official	Myself	Support
Tran, Jenna	A Member of the Public	Change for Concord	Support
Stein, Marin	A Member of the Public	Myself	Support
stover, emma	A Member of the Public	Myself	Support
Goldhardt, John	A Member of the Public	Manchester School District	Support
Davis, Greg	A Member of the Public	Myself	Support
renderos, angelica	A Member of the Public	change for concord	Support
Hall, Brooklyn	A Member of the Public	Myself	Support
Soriano, Axel Jair	A Member of the Public	Myself	Support
Howlett, Cass	A Member of the Public	Myself	Support
Green, Margaret	A Member of the Public	Myself	Support
MILLER, HANNAH	A Member of the Public	Myself	Support
Hollins, Baylee	A Member of the Public	Myself	Support
Richards, Nancy	A Member of the Public	Change for Conquer	Support
Dal Porto, Madelyn	A Member of the Public	Myself	Support
DeRome, Raven	A Member of the Public	Myself	Support
behr, bailey	A Member of the Public	Myself	Support
Weikart, Chloe	A Member of the Public	Myself	Support
Arteaga, Brianna	A Member of the Public	Change for Concord	Support
Mapes, Enieveah	A Member of the Public	Change for concord	Support
Gonzalez, Diana	A Member of the Public	Myself	Support
Jachim, Madison	A Member of the Public	Change for Concord	Support
Yang, Raymond	A Member of the Public	Myself	Support
Thonavong, Maria	A Member of the Public	Change for Concord	Support
Mallari, Sidney	A Member of the Public	Change for Concord	Support
Cook, Audrey	A Member of the Public	Myself	Support
Timm, Vina	A Member of the Public	Change For Concord	Support
Williams, Mia	A Member of the Public	Change For Concord	Support
Bradner, Ada	A Member of the Public	Change for Concord	Support
McCarten, Jillian	A Member of the Public	Myself	Support
Figaszewski, Kendalynn	A Member of the Public	myself	Support
Cervantes, Star	A Member of the Public	Myself	Support
Ornelas, Ariana	A Member of the Public	Change for Concord	Support
Lange, Michelle	A Member of the Public	Myself	Support
Carroll, Kacey	A Member of the Public	Change for concord	Support
Stiggers, Trinity	A Member of the Public	Change for Concord	Support
Carbonell, Milca	A Member of the Public	Change for Concord	Support
Atchison, MAYAH	A Member of the Public	Change for Conquered	Support
Sockwell, Brooke	A Member of the Public	Change for Concord	Support
Hood, Tai'Lynn	A Member of the Public	Myself	Support
Finklea, Geneva	A Member of the Public	Change for Concord	Support
Jade, Alicia	A Member of the Public	Myself	Support

Ellis, Briana	A Member of the Public	Myself	Support
Sandoval, Julio	A Member of the Public	Concord	Support
herd, Zahara	A Member of the Public	Myself	Support
Jones, Eleashia	A Member of the Public	Myself	Support
Cheeseboro, Charlyse	A Member of the Public	Myself	Support
Maciejewska, Cade	A Member of the Public	Change for Concord	Support
Russell, Katelyn	A Member of the Public	Myself	Support
Magnone, Brianna	A Member of the Public	Myself	Support
Whitfield, Noelle	A Member of the Public	Change for Concord	Support
Bostick, Emma	A Member of the Public	changeforconcord	Support
Ramadan, Amira	A Member of the Public	Change of Concord	Support
Mobley, Rosaleen	A Member of the Public	Myself	Support
day, amanda	A Member of the Public	Change For Concord	Support
Knights, Elise	A Member of the Public	Change for Concord	Support
Stoddard, Kristine	A Lobbyist	Bi-State Primary Care Association	Support
Blossom, Cherry	A Member of the Public	Change for Concord	Support
Schultz, Evelyn	A Member of the Public	Myself	Support
Bodian, Sonaya	A Member of the Public	Myself	Support
Barnes, Audrey	A Member of the Public	Change for Concord	Support
Carrasco, Sabrina	A Member of the Public	Myself	Support
Jaird, Jasper	A Member of the Public	Change for Concord	Support
b, megan	A Member of the Public	Myself	Support
Perez, Nayelie	A Member of the Public	Myself	Support
MacDonald, Alexandra	A Member of the Public	Concord for Change	Support
carrell, milo	A Member of the Public	Myself	Support
Elle-Stokes, Genevieve A	A Member of the Public	Myself	Support
Leshner, Scottie	A Member of the Public	Myself	Support
Baseden, Katherine	A Member of the Public	Myself	Support
Adams, Benjamin	A Member of the Public	Myself	Support
Shang, Leanne	A Member of the Public	Myself	Support
Lewis, Sean	A Member of the Public	Myself	Support
Surette, Patty	A Member of the Public	Myself	Support
Bolton, Makayla	A Member of the Public	Myself	Support
Souza, Heather	A Member of the Public	SAU #88 / Lebanon School District	Support
Farnham, Amy	A Member of the Public	Myself	Support
Jennings, Lisa	A Member of the Public	Myself	Support
Baylor, Philip	A Member of the Public	Myself	Support
Stevenson, Haylee	A Member of the Public	Change for Concord	Support
Chapman, Michele	A Member of the Public	Myself	Support
Faria, Ami	A Member of the Public	Myself	Support
Hamel-Chandler, Rachel	A Member of the Public	Myself	Support
Simko, Lisa	A Member of the Public	Myself	Support
Holtan, Ashley	A Member of the Public	Myself	Support
Myhill, Hope	A Member of the Public	Change For Concord	Support
Schmidt, Janet	A Member of the Public	Myself	Support
Hartley, Laurie	A Member of the Public	Myself	Support
Flynn, Laurie	A Member of the Public	SAU 23	Support
Meierdiercks, Bethany	A Member of the Public	Myself	Support
Hage, Amy	A Member of the Public	Myself	Support
Shuchman, Barbara	A Member of the Public	Myself	Support
Bassa-Quñones, Shamy	A Member of the Public	Myself	Support
Moran, Sarah	A Member of the Public	Myself	Support
Moody, Elizabeth	A Member of the Public	Myself	Support
Adams, Olivia	A Member of the Public	Myself	Support
Tarawa, Izzabella	A Member of the Public	Change of Concord	Support
Guerra-Martinez, Michelle	A Member of the Public	Myself	Support

Alvarez, Juan	A Member of the Public	Myself	Support
Lohse, Charron	A Member of the Public	Change for Concord	Support
Calix, Kai	A Member of the Public	Change for concord	Support
Anderson, Lilia	A Member of the Public	Myself	Support
Divelbiss, Alexandria	A Member of the Public	Change for concord	Support
Ramirez, Jasmine	A Member of the Public	Myself	Support
Smith, Audrey	A Member of the Public	Change for Concord	Support
Corn-Bryson, Aaliyah	A Member of the Public	Myself	Support
Costigan, Nicolas	A Member of the Public	Change for Concord	Support
Gaynor, Jazira	A Member of the Public	Change for Concord	Support
Jimenez, Jay	A Member of the Public	Myself	Support
Donald, Nathan	A Member of the Public	Myself	Support
O'Rorke, Terri	A Member of the Public	Myself	Oppose
Bacon Nelson, Deborah	A Member of the Public	Myself	Oppose
Garland, Ann	A Member of the Public	Myself	Oppose
Caudill-Slosberg, Margaret	A Member of the Public	Myself	Oppose
Clarke, Katherine	A Member of the Public	Myself	Oppose
Goodwin, Douglas	A Member of the Public	Myself	Oppose
brentrup, maureen	A Member of the Public	Myself	Oppose
Phillips, Margery	A Member of the Public	Myself	Oppose
Ducharme, Marna	A Member of the Public	Myself	Oppose
Ducharme, Leo	A Member of the Public	Myself	Oppose
Williamson, Perry	A Member of the Public	Myself	Oppose
Desroches, Melissa	A Member of the Public	Myself	Oppose
Drysdale, Robert	A Member of the Public	Myself	Oppose
Morgan, Meredith	A Member of the Public	Myself	Oppose
Trinkle, Galen	A Member of the Public	Myself	Oppose
Whittington, Christiane	A Member of the Public	Myself	Oppose
Ager, Chris	A Member of the Public	Myself	Oppose
White, Jennifer	A Member of the Public	Myself	Oppose
Perry, Mark	A Member of the Public	Myself	Oppose
Richards, Daniel	A Member of the Public	Myself	Oppose
O'LEARY, KATHLEEN	A Member of the Public	Myself	Oppose
Worts, Daniel	A Member of the Public	Myself	Oppose
McLaughlin, Tina	A Member of the Public	Myself	Oppose
O'Brien, Amy	A Member of the Public	Myself	Oppose
Underwood, Jody	An Elected Official	Myself	Oppose
Green, Donna	A Member of the Public	Myself	Oppose
Holcombe, Susan	A Member of the Public	Myself	Oppose
Ferrantello, Anthony	A Member of the Public	Myself	Oppose
Kenda, Steve	A Member of the Public	Myself	Oppose
Blumenshine, Kent	A Member of the Public	Myself	Oppose
Greene, Bob	An Elected Official		Oppose
Durand, Stephanie	A Member of the Public	Myself	Oppose
Rutzke, David	A Member of the Public	Myself	Oppose
Ammon, Keith	An Elected Official	Myself	Oppose
Seale, ANDREW	A Member of the Public	Myself	Oppose
Frechette, David	A Member of the Public	Myself	Oppose
Blumenshine, Lee	A Member of the Public	Myself	Oppose
Littlefield, Richard	An Elected Official	Myself	Oppose
Polidura, Sue	A Member of the Public	Myself	Oppose
Bettencourt, Don	A Member of the Public	Myself	Oppose
Homola, Susan	An Elected Official	Myself	Oppose
Bettencourt, Janice	A Member of the Public	Myself	Oppose
Piasecki, Gregory	A Member of the Public	Myself	Oppose
Fulton, Joan	A Member of the Public	Myself	Oppose

Ward, Joanne	A Member of the Public	Myself	Oppose
Hough, Gregg	An Elected Official	Myself	Oppose
Smith, William	A Member of the Public	Myself	Oppose
Charles, Suzanne	A Member of the Public	Myself	Oppose
Dreusicke, Jorg	A Member of the Public	Myself	Oppose
Brigham, Peter	A Member of the Public	Myself	Oppose
Ferraro, Frank	A Member of the Public	Myself	Oppose
Merlino, Tim	A Member of the Public	Myself	Oppose
Howard, Raymond	An Elected Official	Myself	Oppose
Griset, Brian	A Member of the Public	Myself, wife, children and grandchildren	Oppose
Brigham, Robin	A Member of the Public	Myself	Oppose
true, chris	An Elected Official	Rockingham district four	Oppose
Edwards, Carol	A Member of the Public	Myself	Oppose
Hale, Sandra	A Member of the Public	Myself	Oppose
Nester, Jeffrey	A Member of the Public	Myself	Oppose
Catapano, Frank	A Member of the Public	Myself	Oppose
Page, Glenn	A Member of the Public	Myself	Oppose
McGuinness, Mary	A Member of the Public	Myself	Oppose
Bender, Lorie	A Member of the Public	Myself	Oppose
Parker, Susan	A Member of the Public	Myself	Oppose
Wall, Terese	A Member of the Public	Myself	Oppose
Durand, Rick	A Member of the Public	Myself	Oppose
Kerr, Gregory	A Member of the Public	Myself	Oppose
Ginnetti, Libby	A Member of the Public	Myself	Oppose
Page, Marilyn	A Member of the Public	Myself	Oppose
Testerman, Karen	A Member of the Public	Myself	Oppose
Stanizzi, Anthony	A Member of the Public	Myself	Oppose
Timchak, Ruth G	A Member of the Public	Myself	Oppose
SPIZZIRRI, ROSEANNA	A Member of the Public	Myself	Oppose
SHORTALL, JAMES	A Member of the Public	Myself	Oppose
Baker, Scott	A Member of the Public	Myself	Oppose
Silva, Lance	A Member of the Public	Myself	Oppose
Anderson, Carolyn	A Member of the Public	Myself	Oppose
Nevins, Chris	A Member of the Public	Myself	Oppose
Perlo, Bruce	A Member of the Public	Myself	Oppose
Nicoletti, Angela	A Member of the Public	Myself	Oppose
Hiller, Judith	A Member of the Public	Myself	Oppose
Pauer, Eric	A Member of the Public	Myself	Oppose
Landon, Lovell	A Member of the Public	Myself	Oppose
Zaino, Jay	A Member of the Public	Myself	Oppose
Tapley, Marcia	A Member of the Public	Myself	Oppose
Le Doux, Julie	A Member of the Public	Myself	Oppose
Menning, James	A Member of the Public	Myself	Oppose
SNOW, Brian	A Member of the Public	Myself	Oppose
Morin, Eric	A Member of the Public	Myself	Oppose
Radford, Joel	A Member of the Public	Myself	Oppose
Blauvelt, Ardath	A Member of the Public	Myself	Oppose
horsley, sylvia	A Member of the Public	Myself	Oppose
Grady, Virginia	A Member of the Public	Myself	Oppose
Raimondi, Michael	A Member of the Public	Myself	Oppose
Rivers, David	A Member of the Public	Myself	Oppose
Larnard, Donald	A Member of the Public	Myself	Oppose
Mesa-Tejada, Jorge	A Member of the Public	Myself	Oppose
Ford, Debra	A Member of the Public	Myself	Oppose
Hubert, Fred	A Member of the Public	Myself	Oppose
CRITTENDEN, JAMES	A Member of the Public	Myself	Oppose

sellers, john	A Member of the Public	Myself	Oppose
Quaine, Patrick	A Member of the Public	Myself	Oppose
Gabert, Elizabeth	A Member of the Public	Myself	Oppose
Parry, Nancy	A Member of the Public	Myself	Oppose
Green, Janet	A Member of the Public	Myself	Oppose
Delorey, David	A Member of the Public	Myself	Oppose
Cullivan, Kelley	A Member of the Public	Myself	Oppose
Carter, Jaime	A Member of the Public	Myself	Oppose
Hauschel, Acksonne	A Member of the Public	Myself	Oppose
Shisko, Sean	A Member of the Public	Myself	Oppose
Farrow, Lauren	A Member of the Public	Myself	Oppose
Smith, Linda	A Member of the Public	Myself	Oppose
Tedoldi, Nicole	A Member of the Public	Myself	Oppose
Garnett, Marikaye	A Member of the Public	Myself	Oppose
Peschke, Catherine	A Member of the Public	Myself	Oppose
Tedoldi, Anthony	A Member of the Public	Myself	Oppose
Argo, Edith	A Member of the Public	Myself	Oppose
Ferrandi, Collette	A Member of the Public	Myself	Oppose
Ferrandi, Rudolph	A Member of the Public	Myself	Oppose
Snell, Mary	A Member of the Public	Myself	Oppose
leblanc, Nathalie	A Member of the Public	Myself	Oppose
Robillard, Clementina	A Member of the Public	Myself	Oppose
Wells, Marnie	A Member of the Public	Myself	Oppose
Constantian, Mark	A Member of the Public	Myself	Oppose
Garcia, Santa	A Member of the Public	Myself	Oppose
Legere, Heidi	A Member of the Public	Myself	Oppose
Sheehan, Jeanette	A Member of the Public	Myself	Oppose
Cullivan, Matthew	A Member of the Public	Myself	Oppose
Herkel, James	A Member of the Public	Myself	Oppose
Hinckley, Cheryl	A Member of the Public	Myself	Oppose
Pawlik, Darlene	A Member of the Public	Myself	Oppose
Pauer, Rep. Diane	An Elected Official	Myself	Oppose
Tyner, Robin	A Member of the Public	Myself	Oppose
Tyner, Luke	A Member of the Public	Myself	Oppose
Tyner, Jasper	A Member of the Public	Myself	Oppose
Molinaro, Linda	An Elected Official	Myself	Oppose
Lackey, Jeanette	A Member of the Public	Myself	Oppose
Runey, Dennis	A Member of the Public	Myself	Oppose
Grella, Thomas	A Member of the Public	Myself	Oppose
Hurd, Lawrence	A Member of the Public	Myself	Oppose
Post, Lisa CM	An Elected Official	Myself	Oppose
TALBOT, RICHARD	A Member of the Public	Myself	Oppose
Ploszaj, tom	An Elected Official	Myself	Oppose
Bates, Rebecca	A Member of the Public	Myself	Oppose
Mendola, joe	A Member of the Public	Myself	Oppose
Ahern, Henry	A Member of the Public	Myself	Oppose
Hussey, Deborah	A Member of the Public	Myself	Oppose
blanche, raul	A Member of the Public	Myself	Oppose
LaBonte, Patricia	A Member of the Public	Myself	Oppose
Mitchell, Geoffrey	A Member of the Public	Myself	Oppose
Hug, Hans	A Member of the Public	Myself	Oppose
Bonenfant, Marco	A Member of the Public	Myself	Oppose
Parker, Toni	A Member of the Public	Myself	Oppose
Mahoney, Tammy	A Member of the Public	Myself	Oppose
Weimer, Craig	A Member of the Public	Myself	Oppose
Meyer, Joanne	A Member of the Public	Myself	Oppose

Feren, Elizabeth	A Member of the Public	Myself	Oppose
Haefner, Aly	A Member of the Public	Myself	Oppose
Haefner, Mark	A Member of the Public	Myself	Oppose
Rider, Diane	A Member of the Public	Myself	Oppose
Morgan, Hallowell	A Member of the Public	Myself	Oppose
Haefner, Christopher	A Member of the Public	Myself	Oppose
Murphy, Tamara	A Member of the Public	Myself	Oppose
Haefner, Sean	A Member of the Public	Myself	Oppose
Haefner, Brigid	A Member of the Public	Myself	Oppose
Littlefield, Denise	A Member of the Public	Denise Littlefield	Oppose
Harmon, William	A Member of the Public	Myself	Oppose
Haefner, Benjamin	A Member of the Public	Myself	Oppose
Haefner, Mary Catherine	A Member of the Public	Myself	Oppose
Russell, Virginia	A Member of the Public	Myself	Oppose
Forbes, Julia	A Member of the Public	Myself	Oppose
Maltzie, Scott	A Member of the Public	Myself	Oppose
Russell, Roy Russell	A Member of the Public	Myself	Oppose
Herring, Erik	A Member of the Public	Myself	Oppose
Perlo Jr, Bruce	A Member of the Public	Myself	Oppose
sickel, art	A Member of the Public	Myself	Oppose
griset, matthew	A Member of the Public	Myself	Oppose
Daniels, Mark	A Member of the Public	Myself	Oppose
Bettencourt, Rebecca	A Member of the Public	Myself	Oppose
Sulish, Alice	A Member of the Public	Myself	Oppose
Esolen, Debra	A Member of the Public	Myself	Oppose
Teshima, April	A Member of the Public	Myself	Oppose
Sulish, Phillip	A Member of the Public	Myself	Oppose
McLaughlin, Michael	A Member of the Public	Myself	Oppose
Dulac, Nancy	A Member of the Public	Myself	Oppose
Cox, Terry	A Member of the Public	Myself	Oppose
Lins, Christopher	A Member of the Public	Myself	Oppose
Kan, Sergei	A Member of the Public	Myself	Oppose
Romito, Susan	A Member of the Public	Myself	Oppose
Moffett, James	A Member of the Public	Myself	Oppose
Young, Ross	A Member of the Public	Myself	Oppose
Camarota, Hon. Linda Rea	A Member of the Public	Myself	Oppose
Plante, Raymond	A Member of the Public	Myself	Oppose
Cunning, Nancy	A Member of the Public	Myself	Oppose
Jurberg, Paul	A Member of the Public	Myself	Oppose
Walsh, Bill	A Member of the Public	Myself	Oppose
Cerundolo, Aida	A Member of the Public	Myself	Oppose
Hill, Jane	A Member of the Public	Myself	Oppose
Scaer, Beth	A Member of the Public	Myself	Oppose
Axelmann, Elliot	A Member of the Public	Myself	Oppose
Iller, Michelle	A Member of the Public	Myself	Oppose
Rich, Cecilia	An Elected Official	Myself	Oppose
Allen, Brenda	A Member of the Public	Myself	Oppose
Bartlett, Mary	A Member of the Public	Myself	Oppose
Watkins, Valerie	A Member of the Public	Myself	Oppose
Maynard, John	A Member of the Public	Myself	Oppose
Ainsworth, Steven	A Member of the Public	Myself	Oppose
glidden, deborah	A Member of the Public	Myself	Oppose
Decoster, Callaway	A Member of the Public	Myself	Oppose
Humphreys, Tom	A Member of the Public	Myself	Oppose
Prohl, Maureen	A Member of the Public	Myself	Oppose
McGuinness, Michael	A Member of the Public	Myself	Oppose

White, Raymond	A Member of the Public	Myself	Oppose
Bentley, John	A Member of the Public	My self	Oppose
Dumont, Rick	A Member of the Public	Myself	Oppose
Gorayeb, Marc	A Member of the Public	Myself	Oppose
Zaccaria, Mark	A Member of the Public	Myself	Oppose
Steelman, Greg	A Member of the Public	Myself	Oppose
Stewart, John	A Member of the Public	Myself	Oppose
Esolen, Anthony	A Member of the Public	Myself	Oppose
Derba, Lynne	A Member of the Public	Myself	Oppose
Neil, Amanda	A Member of the Public	Myself	Oppose
Dettore, Marc	A Member of the Public	Myself	Oppose
Zaccaria, Ruth Ann	A Member of the Public	Myself	Oppose
McCormack, Rebecca	A Member of the Public	Myself	Oppose
Richardson, Daniel	A Member of the Public	Myself	Oppose
Hubacker, Neil	A Member of the Public	Myself	Oppose
Catapano, Michael	A Member of the Public	Myself	Oppose
Arria, Tom	A Member of the Public	Myself	Oppose
Sorber, Anne	A Member of the Public	Myself	Oppose
El-Azem, Laura	A Member of the Public	Myself	Oppose
Ide, Matthew	A Member of the Public	Myself	Oppose
Moffett, Kaitlyn	A Member of the Public	Myself	Oppose
Moffett, Aaron	A Member of the Public	Myself	Oppose
m johnson, kristina	A Member of the Public	Myself	Oppose
Egan, Michael	A Member of the Public	Myself	Oppose
Johnson, Errick	A Member of the Public	Myself	Oppose
tarr, carol	A Member of the Public	Myself	Oppose
Gadbois, Barry	A Member of the Public	Myself	Oppose
Talis, Zina	A Member of the Public	Myself	Oppose
Sullivan, Diane	A Member of the Public	Myself	Oppose
Laboe, James	A Member of the Public	Myself	Oppose
Schlieper, Mark	A Member of the Public	Myself	Oppose
Bloomquist, Thom	A Member of the Public	Myself	Oppose
Williams, Lily	A Member of the Public	Myself	Oppose
Lloyd, E.A.	A Member of the Public	Myself	Oppose
Egan, Mike	A Member of the Public	Myself	Oppose
Pastore, Heather	A Member of the Public	Myself	Oppose
Connors, Dariel	A Member of the Public	Myself	Oppose
Ward, Mary	A Member of the Public	Myself	Oppose
Chih, Andy	A Member of the Public	Myself	Oppose
Hoyt, Amy	A Member of the Public	My Self	Oppose
Dillon, Thomas	A Member of the Public	Myself	Oppose
Freeman, Honorable Lisa M	A Member of the Public	Myself	Oppose
Roux, Deb	A Member of the Public	Myself	Oppose
Morgan, Melissa	A Member of the Public	Myself	Oppose
Dreusicke, Madeline	A Member of the Public	Myself	Oppose
Cormier, Joe	A Member of the Public	Myself	Oppose
Chase, Rachelle	A Member of the Public	Myself	Oppose
Smith, Julie	A Member of the Public	Myself	Oppose
Martin, Chas	A Member of the Public	Myself	Oppose
Doucette, Tina	A Member of the Public	Myself	Oppose
Longfellow, Ralph	A Member of the Public	Myself	Oppose
Galante, Louise	A Member of the Public	Myself	Oppose
Ward, Eugene	A Member of the Public	Myself	Oppose
Arnheim, E DIANNE	A Member of the Public	Myself	Oppose
Levasseur, Donna	A Member of the Public	Myself	Oppose
Galante, Louis Paul	A Member of the Public	Myself	Oppose

Babb, Paul	A Member of the Public	Myself	Oppose
Babb, Julie	A Member of the Public	Myself	Oppose
Donaldson, Marcia	A Member of the Public	Myself	Oppose
Crow, Matt	A Member of the Public	Myself	Oppose
Gillis, Jonathan	A Member of the Public	Myself	Oppose
Pray, D.	A Member of the Public	Myself	Oppose
Mercer, Jennifer	A Member of the Public	Myself	Oppose
Swanson, John	A Member of the Public	Myself	Oppose
Stone, Greg	A Member of the Public	Myself	Oppose
Menezes, Michael	A Member of the Public	Myself	Oppose
BAILEY, ROBERT	A Member of the Public	Myself	Oppose
Hussey, Patrick	A Member of the Public	Myself	Oppose
Mercier, Matt	A Member of the Public	Myself	Oppose
Hynes, Kristine	A Member of the Public	Myself	Oppose
Przydzielski, Michael	A Member of the Public	Myself	Oppose
Vincent, Mark	A Member of the Public	Myself	Oppose
Tremblay, Lisa	A Member of the Public	Myself	Oppose
Tremblay, Matthew	A Member of the Public	Myself	Oppose
Thompson, Danielle	A Member of the Public	Myself	Oppose
matteo, robert	A Member of the Public	Myself	Oppose
Fulchino, Susan	A Member of the Public	Myself	Oppose
Velentine, Joan	A Member of the Public	Myself	Oppose
Sammartino, Danielle	A Member of the Public	Myself	Oppose
Mullin, Kelly	A Member of the Public	Myself	Oppose
Parnell, Catherine	A Member of the Public	Myself	Oppose
Olson, William	A Member of the Public	Myself	Oppose
Cooper, Carlton	A Member of the Public	Myself	Oppose
Aragona, Guylaine	A Member of the Public	Myself	Oppose
Towne, Brenda	A Member of the Public	Myself	Oppose
Cooper, Misty	A Member of the Public	Myself	Oppose
Corcoran, Beth	A Member of the Public	Myself	Oppose
McCarthy, Hon. Frank	A Member of the Public	Myself	Oppose
Sammartino, Nicholas	A Member of the Public	Myself	Oppose
Volkman, Douglas	A Member of the Public	Myself	Oppose
Hodgkins, Russell	A Member of the Public	Myself	Oppose
Stout, Richard	A Member of the Public	Myself	Oppose
Plummer, L Sandra	A Member of the Public	Myself	Oppose
Rollins, Ericka	A Member of the Public	Myself	Oppose
DeBourke, Sheana	A Member of the Public	Myself	Oppose
McIvin, Daniel	A Member of the Public	Myself	Oppose
House, Nancy	A Member of the Public	Myself	Oppose
Kelley, Chase	A Member of the Public	Myself	Oppose
Hodgkins, Donella	A Member of the Public	Myself	Oppose
Dattilo, Joseph	A Member of the Public	Myself	Oppose
Minsinger, william	A Member of the Public	Myself	Oppose
Laplante, Louise	A Member of the Public	Myself	Oppose
Bishop, Lawrence	A Member of the Public	Myself	Oppose
Beaudoin, Sherry	A Member of the Public	Myself	Oppose
Barassi, Tina	A Member of the Public	Myself	Oppose
Dube, Roxanne	A Member of the Public	Myself	Oppose
Ingram, Bob	A Member of the Public	Myself	Oppose
Morton, James	A Member of the Public	Myself	Oppose
Cook, Susan	A Member of the Public	Myself	Oppose
Ankarberg, Aidan	An Elected Official	Myself	Oppose
Loscocco, William	A Member of the Public	Myself	Oppose
Valdez, Dwight	A Member of the Public	Myself	Oppose

Miller, Greg	A Member of the Public	Myself	Oppose
Gibson, Marilyn	A Member of the Public	Myself	Oppose
Gannon, Cathleen	A Member of the Public	Myself	Oppose
Scamman, James	A Member of the Public	Myself	Oppose
Kleinpeter, Roger	A Member of the Public	Myself	Oppose
Famulari, Brei	A Member of the Public	Myself	Oppose
Sheedy, Keisha	A Member of the Public	Myself	Oppose
Anderson, Justin	A Member of the Public	Myself	Oppose
Sliz, Derek	A Member of the Public	Myself	Oppose
Daman, Bonni	A Member of the Public	Myself	Oppose
Torosian, Mary Beth	A Member of the Public	Myself	Oppose
Pajaro-Marinez, Kevin	A Member of the Public	Myself	Oppose
Gilman, Harlan	A Member of the Public	Myself	Oppose
O'Neill, Jessica	A Member of the Public	Myself	Oppose
St. Hilaire, Lisa	A Member of the Public	Myself	Oppose
Entrekin, Brad	A Member of the Public	Myself	Oppose
Weiske, Susan	A Member of the Public	Myself	Oppose
Petrusewicz, Carol	A Member of the Public	Myself	Oppose
Wuelper, Rep Kurt	An Elected Official	Strafford 3	Oppose
Campbell, Andrea	A Member of the Public	Myself	Oppose
Dillard, Michelle	A Member of the Public	Myself	Oppose
Miskelly, Robert	A Member of the Public	Myself	Oppose
Tom, Jan	A Member of the Public	Myself	Oppose
Tom, Albert	A Member of the Public	Myself	Oppose
Sampson, Dr Deborah	A Member of the Public	Myself	Oppose
Tripp, Richard	An Elected Official	Myself	Oppose
McIntyre, John	A Member of the Public	Myself	Oppose
Fillinger, Mary	A Member of the Public	Myself	Oppose
Masotto, Mellisa	A Member of the Public	Myself	Oppose
Gaudette, Marc	A Member of the Public	Myself	Oppose
Goolsby, Kerri	A Member of the Public	Myself	Oppose
Bernardy, J D	An Elected Official	Myself	Oppose
Plummer, Sandra	A Member of the Public	Myself	Oppose
Williams, Dan	A Member of the Public	Myself	Oppose
Werner, Renee	A Member of the Public	Myself	Oppose
Cullen, Nina	A Member of the Public	Myself	Oppose
Hussey, Heather	A Member of the Public	Myself	Oppose
Bauhan, Sarah	A Member of the Public	Myself	Oppose
Evangelista, Ken	A Member of the Public	Myself	Oppose
Robinson, Steven	A Member of the Public	Myself	Oppose
Eklund, Jane	A Member of the Public	Myself	Oppose
Binford, David	An Elected Official	Myself and constituents	Oppose
Archibald, Janan	A Member of the Public	Myself	Oppose
Spillane, James	An Elected Official	Rockingham 2	Oppose
PETERSON, JOSHUA	A Member of the Public	Myself	Oppose
Pamek, Samdra	A Member of the Public	Myself	Oppose
Wilson, Jenny	A Member of the Public	Myself	Oppose
Berendes, Doreen	A Member of the Public	Myself	Oppose
Bershtein, Alan	An Elected Official	Rockingham County, District 2 - Nottingham, Deerfield, Candia	Oppose
Gibson, Robert	A Member of the Public	Myself	Oppose
Ducharme, Dori	A Member of the Public	Myself	Oppose
Hublcy, Tricia	A Member of the Public	Myself	Oppose
J, Stephanie	A Member of the Public	Myself	Oppose
Richardson, Bryan	A Member of the Public	Myself	Oppose
Touma, Samia	A Member of the Public	Myself	Oppose
Potenza, Kelley	A Member of the Public	Myself	Oppose

Potenza, Peter	A Member of the Public	Myself	Oppose
Sims, Julie	A Member of the Public	Myself	Oppose
McClory, Robert	A Member of the Public	Myself	Oppose
Woodbury, Sarah	A Member of the Public	Myself	Oppose
Holmes, Kathy	A Member of the Public	Myself	Oppose
Hardy, Leticia	A Member of the Public	Myself	Oppose
Cardinale, Donald	A Member of the Public	Myself	Oppose
Riedel, Jane	A Member of the Public	Myself	Oppose
Houston, Alicia	A Member of the Public	Myself	Oppose
Lochman, Mike	A Member of the Public	Myself and my family of 4	Oppose
Campbell, Robin	A Member of the Public	Myself	Oppose
Kachmar, Lee	A Member of the Public	Myself	Oppose
Noble, Kristin	A Member of the Public	Myself	Oppose
Monroe, Sean	A Member of the Public	Myself	Oppose
Bonser, Leyna	A Member of the Public	Myself	Oppose
Kachmar, Tim	A Member of the Public	Myself	Oppose
Cianci, Christopher	A Member of the Public	Myself	Oppose
Towne, Rodney	A Member of the Public	Myself	Oppose
Costenbader, Melody	A Member of the Public	Myself	Oppose
Costenbader, David	A Member of the Public	Myself	Oppose
Johnson, Rep Dawn	An Elected Official	Myself	Oppose
Schade, Kate	A Member of the Public	Myself	Oppose
Kelloway, Mary	A Member of the Public	Myself	Oppose
Collopy, Brian	A Member of the Public	Myself	Oppose
Brandano, Albert	A Member of the Public	Myself	Oppose
Bennett, Cindy	A Member of the Public	Myself	Oppose
Matzkin, Marsha	A Member of the Public	Myself	Oppose
Phillips, Ellen	A Member of the Public	Myself	Oppose
Spenard, Richard	A Member of the Public	Myself	Oppose
Felix, Jolene	A Member of the Public	Myself	Oppose
Brown, Susan	A Member of the Public	Myself	Oppose
Phelps, Hunter	A Member of the Public	Myself	Oppose
Brackett, Glenn	A Lobbyist	NH AFL-CIO	Oppose
Rollins, David	A Member of the Public	Myself	Oppose
Smith, Jason	A Member of the Public	Myself	Oppose
Brady, Matt	A Member of the Public	Myself	Oppose
Kliskey, Jessica	A Member of the Public	Myself	Oppose
Letares, Steve	A Member of the Public	Myself	Oppose
Connor, James	A Member of the Public	Myself	Oppose
Grinnell, Terese	A Member of the Public	Myself	Oppose
Tuttle, Jennifer	A Member of the Public	Myself	Oppose
Lawrence, Therese	A Member of the Public	Myself, One of the People	Oppose
Sims, Roy	A Member of the Public	Myself	Oppose
Trainor, Lisa	A Member of the Public	Myself	Oppose
Ferreira, Kina	A Member of the Public	Myself	Oppose
LaClair, Donna	A Member of the Public	Myself	Oppose
Kingsbury, Sharon	A Member of the Public	Myself	Oppose
Saltzman, Amanda	A Member of the Public	Myself	Oppose
Creegan, Timothy	A Member of the Public	Myself	Oppose
Torosian, Peter	An Elected Official	Rockingham County District # 14	Oppose
Descoteaux, Michelle	A Member of the Public	Myself	Oppose
LeBrun, Michael	A Member of the Public	Myself	Oppose
Harris, Sharon	A Member of the Public	Myself	Oppose
Loveless, Lionel	A Member of the Public	Myself	Oppose
Anderson, Richard	A Member of the Public	Myself	Oppose
Anderson, Cynthia	A Member of the Public	Myself	Oppose

Mullin, Paul	A Member of the Public	Myself	Oppose
Kepple, Beth	A Member of the Public	Myself	Oppose
Hatfeild, Eric	A Member of the Public	Myself	Oppose
Golter, Erica	A Member of the Public	Myself	Oppose
✦ Bates, Deborah	A Member of the Public	Myself	Oppose
Bates, Adam	A Member of the Public	Myself	Oppose
Ferreira, Melissa	A Member of the Public	Myself	Oppose
Enos, Liz	A Member of the Public	Myself	Oppose
Noel, Kristy	A Member of the Public	Myself	Oppose
Chapin, Charles	A Member of the Public	Myself	Oppose
Routhouska, Michelle	A Member of the Public	Myself	Oppose
Peterson, Julie	A Member of the Public	Myself	Oppose
O'Sullivan, Fran	A Member of the Public	Fran O'S	Oppose
Andrian, Adriana	A Member of the Public	Myself	Oppose
Westbrook, Tenley	A Member of the Public	Myself	Oppose
Risner, Sandee	A Member of the Public	Myself	Oppose
Jeffry, Hall	A Member of the Public	Myself	Oppose
Johnson, Debra	A Member of the Public	Myself	Oppose
Basinas, James	A Member of the Public	Myself	Oppose
Doherty, Lisa	A Member of the Public	Myself	Oppose
Kaiser, Linda	A Member of the Public	Myself	Oppose
Carpenter, Penny	A Member of the Public	Myself	Oppose
S, Megan	A Member of the Public	Myself	Oppose
Anna, Sillitta	A Member of the Public	Myself	Oppose
Pawtah, J	A Member of the Public	Myself	Oppose
Chrobak, Jason	A Member of the Public	Myself	Oppose
Bresciano, Lisa	A Member of the Public	Myself	Oppose
Neil, Brian	A Member of the Public	Myself	Oppose
Sawyer, Zachary	A Member of the Public	Myself	Oppose
Gallant, Nicole	A Member of the Public	Myself	Oppose
R Davey Jr., William	A Member of the Public	Myself	Oppose
Al-Hajj, Minna-Tullah	A Member of the Public	Myself	Oppose
Davey Sr, William R	A Member of the Public	Myself	Oppose
Griffin, Anne	A Member of the Public	Myself	Oppose
Loew, Jenny	A Member of the Public	Myself	Oppose
Lopez, Amarilys	A Member of the Public	Change for concord	Oppose

Testimony

Jennifer Horgan

From: William Gannon
Sent: Thursday, January 6, 2022 7:32 PM
To: Don Bolduc; Sharon Carson; Harold French; Becky Whitley; Jennifer Horgan
Subject: Re: SB 304

It is a horrible bill
Don, thanks for pointing that out
Senator Bill Gannon

Get [Outlook for iOS](#)

From: Don Bolduc <dcb@donbolduc.com>
Sent: Thursday, January 6, 2022 6:07:37 PM
To: Sharon Carson <Sharon.Carson@leg.state.nh.us>; William Gannon <William.Gannon@leg.state.nh.us>; Harold French <Harold.French@leg.state.nh.us>; Becky Whitley <Becky.Whitley@leg.state.nh.us>; Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB 304
Senators,

Please do not support SB 304.

Thank you,

Don Bolduc

Sent from my iPhone

Jennifer Horgan

From: monira4@myfairpoint.net
Sent: Friday, January 7, 2022 4:13 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jennifer Horgan; Ruth Ward; Denise Ricciardi; Erin Hennessey; Jay Kahn; Suzanne Prentiss; ~Senators; Frank.Edelblut@doe.nh.gov
Subject: VOTE ITL on SB304

Dear Honorable Members of the Senate Judiciary Committee:

My name is Monica Rahilly and I am a resident of Londonderry, NH. I also urge you to vote ITL on SB304 which would reinstate discriminatory actions within the public school system. I concur with Anne Marie Banfield, Condoleeza Rice and as Former HUD Secretary, Ben Carson, MD argues CRT robs children of the American Dream. CRT creates more division, disempowers individuals and indoctrinates our children into believing they are racists. On a personal note, I work with the poor and homeless in crisis. It is very difficult to get them out of the mindset of being a victim, hence they are unable to move forward. CRT will not only cripple them more, but their families. There is too much at stake here.

Respectfully,

Monica Rahilly

Dear Members of the Senate Judiciary Committee:

My name is Ann Marie Banfield and I am a resident of North Hampton, New Hampshire. I **urge you to vote ITL on SB304** which would reinstate discriminatory actions within the public school system.

In 2021, we saw an influx of the radicalized Critical Race Theory training for teachers, and the curriculum aimed at children in the public schools. This came in under the umbrella of Diversity, Equity, Inclusion and Justice. It was so alarming to teachers and parents, that many of them mobilized to affirm our civil rights through the non-discriminatory language that was passed in HB2.

We saw teacher training in SAU16 that described everyone as white supremacists if they believed in a colorblind society. We had New Hampshire parents assuring their children that they were not responsible for slavery after receiving a lesson in history that placed the actions of slave owners on their children.

These are violations of the Civil Rights Act, but parents and teachers do not want to have to take their school district to court. There are costs involved, and it can be a lengthy

process, as we are seeing in SAU16 right now. The school districts have tax-payer funded attorneys at their disposal, so it can be a daunting task to spend thousands of dollars on a private attorney to fight for our basic civil rights.

Currently there is an ongoing lawsuit in SAU16 where a resident is just trying to compile documents to see how CRT was implemented in the school district. Residents already uncovered information that shows that they were planning to push more bias and prejudice on the students. The Superintendent is using tax-payer funded attorneys to fight against producing these documents. SAU16 has already spent roughly \$10,000.00 to keep these documents hidden.

We do know that SAU16 purchased books for the students on anti-racism. Anti-racism includes the same toxicity as the radicalized Critical Race Theory we are seeing in k-12 schools.

For instance, in the book SAU16 purchased for 8th grade children, the author says that there are two identities that we all fit in.

You fit into the ***dominant culture*** if you fit into any of these identities:

- 1) White
- 2) Upper-middle-class
- 3) Cisgender
- 4) Male
- 5) Educated
- 6) Athletic
- 7) Neurotypical
- 8) Able-bodied

You are in the ***subordinate culture*** if you fit into any of these identities:

- 1) Brown
- 2) Indigenous people of color of the global majority
- 3) Queer, transgender, nonbinary, cisgender women, youth
- 4) Muslim, Jewish, Buddhist, atheist, non-Christian
- 5) Neurodiverse
- 6) Those living with disabilities
- 7) Those living in poverty, and more.

A student or teacher must then determine which of those two boxes they fit in.

This is why Condoleeza Rice rejected the narrative of CRT that we are seeing in k-12. She disagreed with requiring white people to feel guilty for everything that has happened in the past. She mentions one of the most important features of CRT which is, the idea that black people have to feel disempowered.

Rice rejects this radical worldview, and goes on to say that she wants black kids to be completely empowered, and to know that they are beautiful in their blackness. But in

order to do that, she doesn't want them to make white kids feel bad for being white. Condoleeza Rice just summed up why the radicalized CRT agenda is wrong for students in New Hampshire.

While this radical agenda in our schools may be wrong, the CRT/DEIJ/Anti-Racist agenda also violates our basic civil rights. Those rights were affirmed in HB2 with the anti-discrimination language.

Why would anyone think it's ok to discriminate against any group of people based on their skin color? Why would we want to go backwards? Why would you **not** want to affirm the civil rights of all of the children and teachers in the public school system?

This kind of discriminatory behavior has been happening in many of the New Hampshire schools like Litchfield, Sanborn, Exeter, Hollis-Brookline, and Hopkinton, to name a few.

Parents have set up websites, Facebook pages, and have objected to this discriminatory behavior at school board meetings. HB2 has helped those parents and teachers demand that their school administrators focus on academic achievement for all of their students.

Teachers are in a very difficult position speaking publicly, but HB2 helped them so they aren't subjected to this kind of hate and prejudice in Professional Development.

It was David Ryan, Superintendent of SAU16 who admitted in a public meeting that they would have to change their professional development because of the anti-discriminatory law. The professional development in SAU16 provided by 2Revolutions was questioned at a public meeting when someone asked about the Professional Development East Kingston teachers had to endure **1:22:29**.

According to 2 Revolutions, teachers and children are covert racists and a white supremacists if they are:

1. Of the belief that we should be colorblind when judging someone
2. Silent
3. Are white parents self-segregating in certain neighborhoods & schools
4. Live in an area where education funding is from property taxes
5. Supports the message of Make America Great Again
6. Denies White Privilege
7. Believes in Exceptionalism
8. Celebrates Columbus Day
9. Claims reverse racism
10. Assumes good intentions are enough
11. Believes : But we're all one big human family....there's only one human race.

This is the kind of professional development we have seen in New Hampshire Schools. This is not training that is focused on helping all students succeed academically, but training teachers to blame and shame their colleagues and the children in their care.

The teachers in SAU16 were subjected to professional development by 2Revolutions who was hired to work with the teachers. According to 2 Revolutions if you live in an area that funds public education through property taxes, you are a white supremacist. That would mean that every resident in New Hampshire is a white supremacist, including all of the members of the Senate Judiciary Committee. They then work on dismantling your inherent white supremacy. But if you look at this new world view, you can never dismantle your inherent racism. These vendors sell their anti-racist propaganda for profit to schools that are willing to violate the civil rights of the teachers and children.

There are many more examples I can share but I think you can see that this kind of destructive bias we saw in New Hampshire schools prior to the passage of HB2. This was damaging to teachers and children in our public schools, but more importantly, it was violating their civil rights. The children who are in the subordinate culture may then begin viewing themselves as abnormal and inferior just as Condoleeze described in her interview.

HB2 provided a way for parents and teachers to fight back against the prejudice aimed at them. They shouldn't be used as a political tool by political radicals. Our schools should be focused on academic excellence and literacy in the core subjects. They should be nurturing children in kindness and compassion instead of the character assassination we've witnessed.

It's unfortunate that some of our educators thought that this radicalized approach in our classrooms was ok. It is not-- it violates our most basic civil rights. There are ways that teachers and children can learn the truth about history without this kind of psychological game being played on them, and it shouldn't include discriminatory actions aimed at teachers and children.

For these reasons I urge you to vote ITL on SB304 and affirm our civil rights.

ADDITIONAL Information:

2REVOLUTIONS:

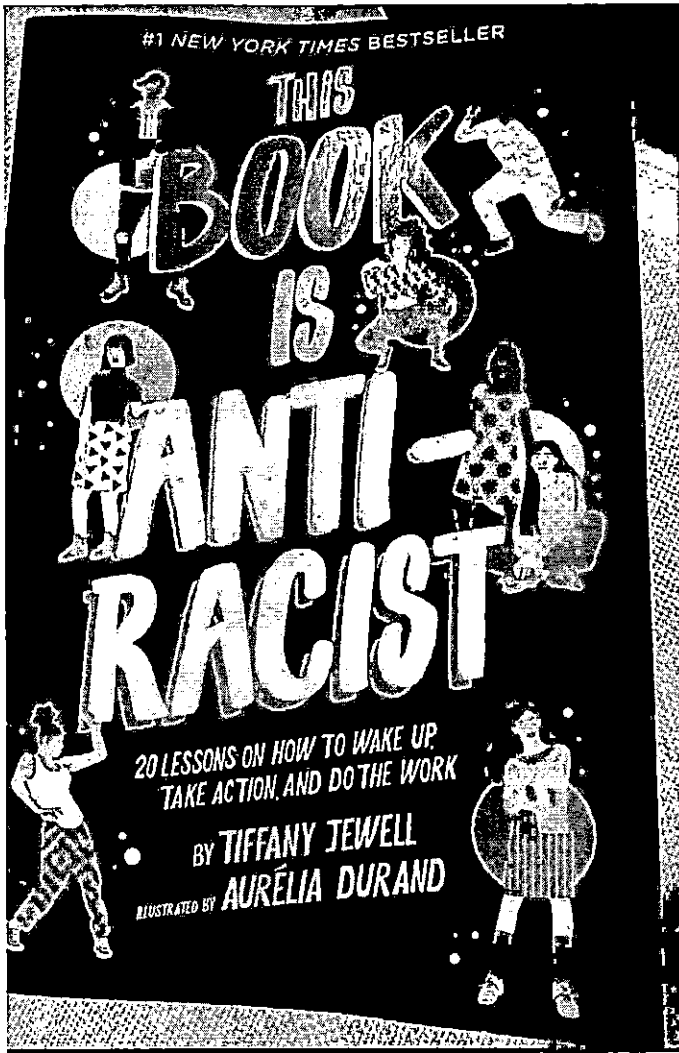
DEI Commitments


Overt White Supremacy (Socially Unacceptable)

Lynching
Hate Crimes
Blackface The N-word
Swastikas Neo-Nazis Burning Crosses
Racist Jokes Racial Slurs KKK

Covert White Supremacy (Socially Acceptable)

Calling the Police on Black People White Silence Colorblindness
White Parents Self-Segregating Neighborhoods & Schools
Eurocentric Curriculum White Savior Complex Spiritual Bypassing
Education Funding from Property Taxes Discriminatory Lending
Mass Incarceration Respectability Politics Tone Policing
Racist Mascots Not Believing Experiences of BIPOC Fraternalism
"Make America Great Again" Blaming the Victim Hiring Discrimination
"You don't sound Black" "Don't Blame Me, I Never Owned Slaves" Bootstrap Theory
School-to-Prison Pipeline Police Murdering BIPOC Virtuous victim Narrative
Higher Infant & Maternal Mortality Rate for BIPOC "But What About Me?" "All Lives Matter"
BIPOC as Halloween Costumes Racial Profiling Denial of White Privilege
Prioritizing White Voices as Experts Treating Kids of Color as Adults Inequitable Healthcare
Assuming Good Intentions Are Enough Not Challenging Racist Jokes Cultural Appropriation
Eurocentric Beauty Standards Anti-Immigration Policies Considering AAVE "Uneducated"
Denial of Racism Tokenism English-Only Initiatives Self-Appointed White Ally
Exceptionalism Fearing People of Color Police Brutality Fetishizing BIPOC Meritocracy
"You're So Articulate" Celebration of Columbus Day Claiming Reverse-Racism Paternalism
Weaponized Whiteness Expecting BIPOC to Teach White People Believing We Are "Post-Race"
"But We're All One Big Human Family" / "There's Only One Human Race" Housing Discrimination



Ibram X. Kendi 
@DrIbram



Some White colonizers "adopted" Black children. They "civilized" these "savage" children in the "superior" ways of White people, while using them as props in their lifelong pictures of denial, while cutting the biological parents of these children out of the picture of humanity.
[twitter.com/jennybethm/sta...](https://twitter.com/jennybethm/status/1299999999999999999)

11:04 AM · Sep 26, 2020



Ibram X. Kendi's books have been assigned to children in districts like Hopkinton.

SOME CHARACTERISTICS OF WHITE SUPREMACY CULTURE

CHARACTERISTIC	WHAT IT LOOKS LIKE IN ACTION
Perfectionism	Little appreciation expressed among people for the work that others are doing; appreciation that is expressed usually directed to those who get most of the credit anyway
Sense of Urgency	Continued sense of urgency that makes it difficult to take time to be inclusive, encourage democratic and/or thoughtful decision-making, to think long-term, to consider consequences
Defensiveness	The org structure is set up & much energy spent trying to prevent abuse and protect power as it exists rather than to facilitate the best out of each person or to clarify who has power and how they are expected to use it
Quantity over Quality	Things that can be measured are more highly valued than things that cannot; Little or no value attached to process; If it can't be measured, it has no value
Paternalism	Those with power think they are capable of making decisions for and in the interests of those without power
Either/Or thinking	Good/bad; right/wrong; with us/against us; linked to perfectionism in making it difficult to learn from mistakes or accommodate conflict. No sense that things can be both/and
Power Hoarding	Little, if any, value around sharing power
Fear of Open Conflict	When someone raises an issue that causes discomfort, the response is to blame the person for raising it, rather than looking at the issue which is actually causing the problem. Culture of politeness
Right to Comfort	The belief that those with power have a right to emotional and psychological comfort (valuing logic over emotion) Scapegoating those who cause discomfort

Source: showingupforracialjustice.org

ANALYSIS RACIAL ISSUES

VIDEO: 'White people should commit suicide as an ethical act,' Duquesne professor says

MATT LAMB - ASSOCIATE EDITOR • AUGUST 30, 2021

SHARE THIS ARTICLE:



He defended a proposition by a fellow professor

Duquesne University **Professor Derek Hook** said there are merits to the argument proposed by another professor who argued that it would be ethical for white people to kill themselves.



The anti-critical race theory group Mythinformed MKE posted the video recently. "This is part of an 'anti-racist' discussion on 'nice white therapists held by the [American Association for Psychoanalysis in Clinical Social Work]," the group wrote on Facebook. The video appears to be from a **summer session** hosted by Hook, though the content is not otherwise publicly available.

"White people should commit suicide as an ethical act," the top of a presentation by Hook said.



Rebecca [redacted]

I just can't [redacted], My 9 year old asked me this weekend if slavery was her fault because she's a white person. (We have an open question/answer about anything) and she is super interested in Rosa Parks and the Underground Railroad. We happened to be in Boston when she asked this one.

I guess we prob need a separate FB page [redacted]. The look in her eyes thinking that slavery was HER/OUR fault was soul-crushing.

Like · Reply · 1d



Rebecca is a New Hampshire who posted this on Social Media

Jennifer Horgan

From: Barbara Koehler <barb.koehler@roadrunner.com>
Sent: Friday, January 7, 2022 4:35 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jennifer Horgan; Ruth Ward; Denise Ricciardi; Erin Hennessey; Jay Kahn; Suzanne Prentiss; ~Senators; Louise (Frank) Edelblut
Subject: Fwd: NH EDUCATION..... VOTE ITL on SB304

My name is Barbara Koehler and I am a resident of Moultonborough, NH. We also are seeing CRT being pushed in our school system. I am forwarding Ms. Banfield's letter because I could NOT say it better or more succinctly. Please listen to us and vote ITL on SB304.

Thank you for your time and service to the state,
Barbara Koehler

----- Forwarded message -----

From: Ann Marie Banfield <banfieldannmarie@gmail.com>
Date: Fri, Jan 7, 2022 at 2:30 PM
Subject: VOTE ITL on SB304
To: Sharon.Carson@leg.state.nh.us <Sharon.Carson@leg.state.nh.us>, <William.Gannon@leg.state.nh.us>, <Harold.French@leg.state.nh.us>, <Becky.Whitley@leg.state.nh.us>, <jennifer.horgan@leg.state.nh.us>
Cc: Ruth Ward <Ruth.Ward@leg.state.nh.us>, Denise Ricciardi <denise.ricciardi@leg.state.nh.us>, <Erin.Hennessey@leg.state.nh.us>, Jay Kahn <Jay.Kahn@leg.state.nh.us>, <Suzanne.Prentiss@leg.state.nh.us>, Senators New Hampshire <Senators@leg.state.nh.us>, Louise (Frank) Edelblut <Frank.Edelblut@doe.nh.gov>

Dear Members of the Senate Judiciary Committee:

My name is Ann Marie Banfield and I am a resident of North Hampton, New Hampshire. I urge you to vote ITL on SB304 which would reinstate discriminatory actions within the public school system.

In 2021, we saw an influx of the radicalized Critical Race Theory training for teachers, and the curriculum aimed at children in the public schools. This came in under the umbrella of Diversity, Equity, Inclusion and Justice. It was so alarming to teachers and parents, that many of them mobilized to affirm our civil rights through the non-discriminatory language that was passed in HB2.

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want to have to take their school district to court. There are costs involved, and it can be a lengthy process, as we are seeing in SAU16 right now. The school districts have tax-payer funded attorneys at their disposal, so it can be a daunting task to spend thousands of dollars on a private attorney to fight for our basic civil rights.

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- 8) Able-bodied

You are in the ***subordinate culture*** if you fit into any of these identities:

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- 7) Those living in poverty, and more.

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features of CRT which is, the idea that black people have to feel disempowered.

Rice rejects this radical worldview, and goes on to say that she wants black kids to be completely empowered, and to know that they are beautiful in their blackness. But in order to do that, she doesn't want them to make white kids feel bad for being white. Condoleezza Rice just summed up why the radicalized CRT agenda is wrong for students in New Hampshire.

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2. Silent
3. Are white parents self-segregating in certain neighborhoods & schools
4. Live in an area where education funding is from property taxes

5. Supports the message of Make America Great Again
6. Denies White Privilege
7. Believes in Exceptionalism
8. Celebrates Columbus Day
9. Claims reverse racism
10. Assumes good intentions are enough
11. Believes : But we're all one big human family....there's only one human race.

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There are many more examples I can share but I think you can see that this kind of destructive bias we saw in New Hampshire schools prior to the passage of HB2. This was damaging to teachers and children in our public schools, but more importantly, it was violating their civil rights. **The children who are in the subordinate culture may then begin viewing themselves as abnormal and inferior just as Condoleeze described in her interview.**

HB2 provided a way for parents and teachers to fight back against the prejudice aimed at them. They shouldn't be used as a political tool by political radicals. Our schools should be focused on academic excellence and literacy in the core subjects. They should be nurturing children in kindness and compassion instead of the character assassination we've witnessed.

It's unfortunate that some of our educators thought that this radicalized approach in our classrooms was ok. It is not-- it violates our most basic civil rights. There are ways that teachers and children can learn the truth about history without this kind of psychological game being played on them, and it shouldn't include discriminatory actions aimed at teachers and children.

For these reasons I urge you to vote ITL on SB304 and affirm our civil rights.

ADDITIONAL Information:

2REVOLUTIONS:

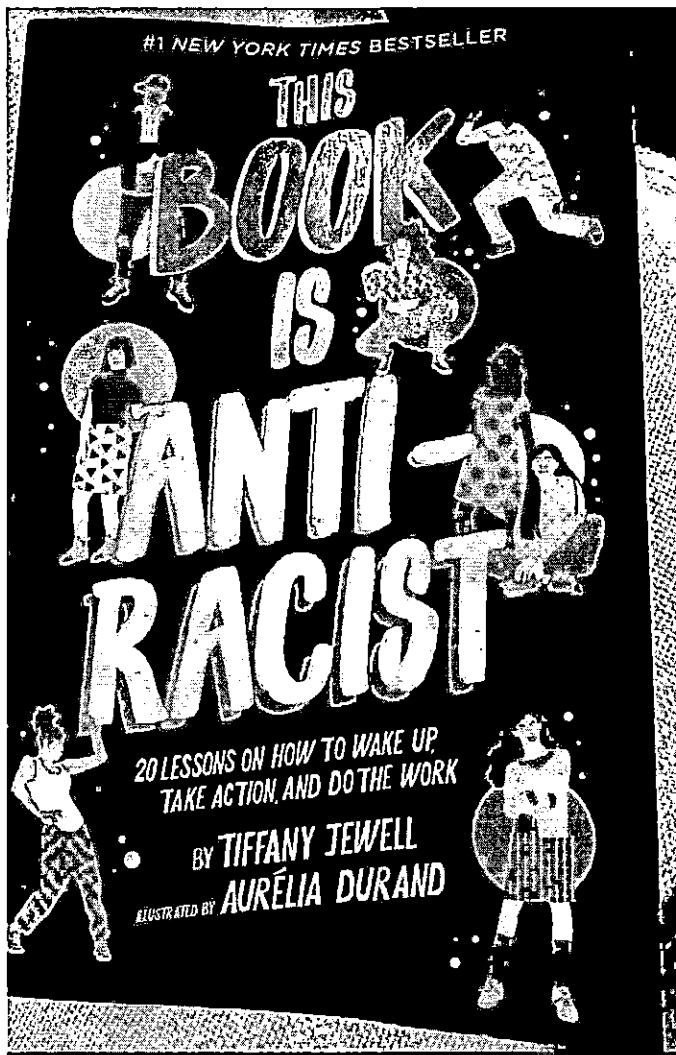
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Ibram X. Kendi 
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[twitter.com/jennybethm/sta...](https://twitter.com/jennybethm/status/1298888888888888888)

11:04 AM · Sep 26, 2020



Ibram X. Kendi's books have been assigned to children in districts like Hopkinton.

SOME CHARACTERISTICS OF WHITE SUPREMACY CULTURE

CHARACTERISTICS	WHAT IT LOOKS LIKE IN ACTION
Perfectionism	Little appreciation expressed among people for the work that others are doing; appreciation that is expressed usually directed to those who get most of the credit anyway
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Defensiveness	The org structure is set up & much energy spent trying to prevent abuse and protect power as it exists rather than to facilitate the best out of each person or to clarify who has power and how they are expected to use it
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Paternalism	Those with power think they are capable of making decisions for and in the interests of those without power
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Source: showingupforracialjustice.org



VIDEO: 'White people should commit suicide as an ethical act,' Duquesne professor says

MATT LAMB - ASSOCIATE EDITOR · AUGUST 30, 2021

SHARE THIS ARTICLE:    

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I guess we prob need a separate FB page . The look in her eyes thinking that slavery was HER/OUR fault was soul-crushing.

Like · Reply · 1d



Rebecca is a New Hampshire who posted this on Social Media

Support for SB304

The honest study of American history has met serious opposition in the New Hampshire Senate. The Department of Education, Commission for Human Rights and Department of Justice have issued a doctrine: "New discriminatory practice prohibitions applicable to k-12 educational programs." To support that legislation, which was incorporated into the state budget (!), the state officials have posted an online complaint form which would make educators victims of vigilantism from students and/or parents. This is essentially a censorship model, clearly an anti-democratic stance working against academic freedom.

SB 304 seeks to repeal HB2 sections which use this censorious language. SB 304 seeks to mitigate the potential impact of the misinformation campaign surrounding the "Right to Freedom from Discrimination in Workplaces and Education" Act. SB304 would ensure that public school educators and administrators *cannot be held liable for breaking the law* simply by "engaging in any form of instruction concerning historical or current experiences of any group that is protected from discrimination."

As a former public school teacher with 30-years experience, I can testify to the need for a curriculum that ensures an inclusion and accurate history that is consistent with actual historical experience. Authentic historical study sometimes includes not only details of remarkable achievements, but also ugly facts about slavery, discrimination and segregation. For our students to survive in an increasingly diverse society, all of them need to learn the positive and negative aspects of our history.

Discomfort, guilt, even shame may be a learner's response to some historical facts, just as celebration and admiration may be responses to positive historical achievements. Both responses are legitimate in the

process of becoming educated. And whatever their curricular choice, schools need to embrace and defend both intellectual honesty and respect for all available evidence.

That is what SB304 seeks to do, by pointing to the need to reverse/or repeal the sections of HB2 that rule against authentic, open-minded view of history. As an active member of the Racial Unity Team, I want to make clear my support for SB304, which will end the atmosphere of fear and intimidation among teachers who have felt the need to remove concepts and conversations that may shed light on harmful historical policies and practices.

Respectfully submitted,
Patricia Yosha
Exeter, New Hampshire

Jennifer Horgan

From: Ann Marie Banfield <banfieldannmarie@gmail.com>
Sent: Friday, January 7, 2022 5:30 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jennifer Horgan
Cc: Ruth Ward; Denise Ricciardi; Erin Hennessey; Jay Kahn; Suzanne Prentiss; ~Senators; Louise (Frank) Edelblut
Subject: VOTE ITL on SB304

Dear Members of the Senate Judiciary Committee:

My name is Ann Marie Banfield and I am a resident of North Hampton, New Hampshire. I **urge you to vote ITL on SB304** which would reinstate discriminatory actions within the public school system.

In 2021, we saw an influx of the radicalized Critical Race Theory training for teachers, and the curriculum aimed at children in the public schools. This came in under the umbrella of Diversity, Equity, Inclusion and Justice. It was so alarming to teachers and parents, that many of them mobilized to affirm our civil rights through the non-discriminatory language that was passed in HB2.

We saw teacher training in SAU16 that described everyone as white supremacists if they believed in a colorblind society. We had New Hampshire parents assuring their children that they were not responsible for slavery after receiving a lesson in history that placed the actions of slave owners on their children.

These are violations of the Civil Rights Act, but parents and teachers do not want to have to take their school district to court. There are costs involved, and it can be a lengthy process, as we are seeing in SAU16 right now. The school districts have tax-payer funded attorneys at their disposal, so it can be a daunting task to spend thousands of dollars on a private attorney to fight for our basic civil rights.

Currently there is an ongoing lawsuit in SAU16 where a resident is just trying to compile documents to see how CRT was implemented in the school district. Residents already uncovered information that shows that they were planning to push more bias and prejudice on the students. The Superintendent is using tax-payer funded attorneys to fight against producing these documents. SAU16 has already spent roughly \$10,000.00 to keep these documents hidden.

We do know that SAU16 purchased books for the students on anti-racism. Anti-racism includes the same toxicity as the radicalized Critical Race Theory we are seeing in k-12 schools.

For instance, in the book SAU16 purchased for 8th grade children, the author says that there are two identities that we all fit in.

You fit into the ***dominant culture*** if you fit into any of these identities:

- 1) White
- 2) Upper-middle-class
- 3) Cisgender
- 4) Male
- 5) Educated
- 6) Athletic
- 7) Neurotypical
- 8) Able-bodied

You are in the ***subordinate culture*** if you fit into any of these identities:

- 1) Brown
- 2) Indigenous people of color of the global majority
- 3) Queer, transgender, nonbinary, cisgender women, youth
- 4) Muslim, Jewish, Buddhist, atheist, non-Christian
- 5) Neurodiverse
- 6) Those living with disabilities
- 7) Those living in poverty, and more.

A student or teacher must then determine which of those two boxes they fit in.

This is why Condoleezza Rice rejected the narrative of CRT that we are seeing in k-12. She disagreed with requiring white people to feel guilty for everything that has happened in the past. She mentions one of the most important features of CRT which is, the idea that black people have to feel disempowered.

Rice rejects this radical worldview, and goes on to say that she wants black kids to be completely empowered, and to know that they are beautiful in their blackness. But in order to do that, she doesn't want them to make white kids feel bad for being white. Condoleezza Rice just summed up why the radicalized CRT agenda is wrong for students in New Hampshire.

While this radical agenda in our schools may be wrong, the CRT/DEIJ/Anti-Racist agenda also violates our basic civil rights. Those rights were affirmed in HB2 with the anti-discrimination language.

Why would anyone think it's ok to discriminate against any group of people based on their skin color? Why would we want to go backwards? Why would you **not** want to affirm the civil rights of all of the children and teachers in the public school system?

This kind of discriminatory behavior has been happening in many of the New Hampshire schools like Litchfield, Sanborn, Exeter, Hollis-Brookline, and Hopkinton, to name a few.

Parents have set up websites, Facebook pages, and have objected to this discriminatory behavior at school board meetings. HB2 has helped those parents and teachers demand

that their school administrators focus on academic achievement for all of their students.

Teachers are in a very difficult position speaking publicly, but HB2 helped them so they aren't subjected to this kind of hate and prejudice in Professional Development.

It was David Ryan, Superintendent of SAU16 who admitted in a public meeting that they would have to change their professional development because of the anti-discriminatory law. The professional development in SAU16 provided by 2Revolutions was questioned at a public meeting when someone asked about the Professional Development East Kingston teachers had to endure **1:22:29**.

According to 2 Revolutions, teachers and children are covert racists and a white supremacists if they are:

1. Of the belief that we should be colorblind when judging someone
2. Silent
3. Are white parents self-segregating in certain neighborhoods & schools
4. Live in an area where education funding is from property taxes
5. Supports the message of Make America Great Again
6. Denies White Privilege
7. Believes in Exceptionalism
8. Celebrates Columbus Day
9. Claims reverse racism
10. Assumes good intentions are enough
11. Believes : But we're all one big human family....there's only one human race.

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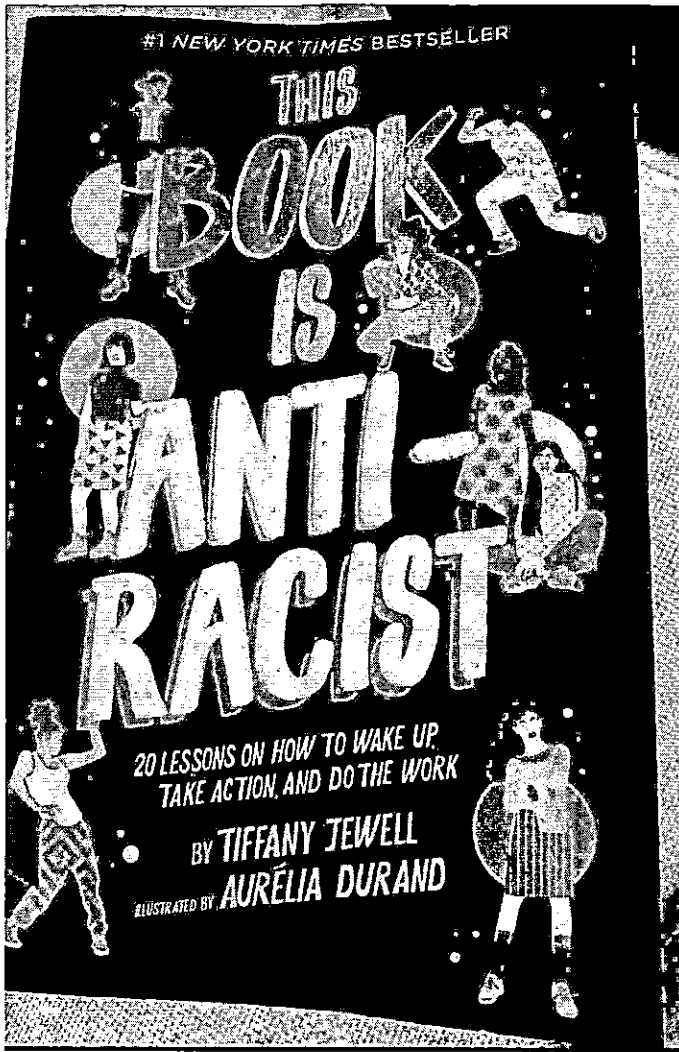
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Source: showingupforracialjustice.org

ANALYSIS RACIAL ISSUES

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MATT LAMB - ASSOCIATE EDITOR • AUGUST 30, 2021

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New Hampshire School Boards Association

Barrett M. Christina, Executive Director
Brenda Willis, President, Derry Cooperative
Holly Kennedy, First Vice-President, Hinsdale
Travis Thompson, Past-President, Exeter Regional Cooperative

25 Triangle Park Drive, Suite 101
Concord, NH 03301
Phone: (603) 228-2061
www.nhsba.org

To: New Hampshire Senate – Judiciary Committee
From: New Hampshire School Boards Association
Date: January 12, 2022
Re: SB 304

Dear Honorable Members of the Committee:

Please accept this follow-up correspondence as additional testimony submitted by the New Hampshire School Boards Association (NHSBA) relative to SB 304. NHSBA supports SB 304 for the following reasons.

First, one of NHSBA's bedrock principles is that local school boards should retain local control over local educational matters. These principles are established by the following NHSBA Resolutions, adopted and in some cases repeatedly reaffirmed by NHSBA member school boards at our annual Delegate Assembly. The pertinent Resolutions are as follows:

NHSBA supports diversity, equity, and inclusion in all aspects in our schools, is committed to the concept that free and open dialogue around such concepts as racism and sexism is a vital component to education, and opposes any actions which limit this free exchange of ideas. (October 2021)

NHSBA opposes any branch of New Hampshire government adopting or supporting curriculum standards that usurp state's rights and de-emphasize and limit local control of curriculum and local school board oversight. (2011)

NHSBA supports local boards and their responsibility for establishing the structure, accountability, advocacy and delivery of instruction within their local district. This includes statutory changes that affirm this managerial policy confided exclusively to public employers. Specifically, governing bodies have the right to determine standards for evaluation, compensation, selection, layoff and retention, discipline, assignment and transfer, and other traditionally accepted managerial rights so as to continue public control of governmental functions. (2013)

NHSBA supports state and federal legislation that affirms the responsibility for Education resides with the states, which have delegated to local school boards the power and authority to adopt policies, establish priorities, and provide accountability to direct the operation of the schools, including the school system's mission and goals, organization, budget, program, curriculum and services, all essential to the daily operation of schools, consistent with state laws and regulations. (2014)

Second, these principles are already supported in current New Hampshire law. Primarily, NHSBA directs the Committee to the following statutes:

RSA 189:1-a, II: Elected school boards shall be responsible for establishing the structure, accountability, advocacy, and delivery of instruction in each school operated and governed in its district. To accomplish this end, and to support flexibility in implementing diverse educational approaches, school boards shall establish, in each school operated and governed in its district, instructional policies that establish instructional goals based upon available information about the knowledge and skills pupils will need in the future.

193-E:1, II: Respecting New Hampshire's long tradition of community involvement, it is the purpose of this chapter to ensure that appropriate means are established to provide an adequate education through an integrated system of shared responsibility between state and local government. In this system, the state establishes minimum standards for public school approval and academic standards for inclusion and delivery of educational services at the local level. School districts then have responsibility and flexibility in implementing diverse educational approaches to instruction and curriculum tailored to meet student needs.

193-E:2-a, V(a): It is the responsibility of local teachers, administrators, and school boards to identify and implement approaches best suited for the students in their communities to acquire the skills and knowledge included in the curriculum, to determine the scope, organization, and sequence of course offerings, and to choose the methods of instruction, the activities, and the materials to be used.

Third, the principles of local control over local educational and curricular matters have been embedded in Department of Education Rules for decades. Largely Ed 306, Minimum Standards for Public School Approval, place various requirements on local school boards the responsibility of overseeing curriculum standards, graduation requirements, and instructional resources through school board policy-making obligations.

January 12, 2022
NH Senate – Judiciary Committee
Re: SB 304/NHSBA Testimony
Page Three

In sum, New Hampshire law has traditionally and should continue to respect the right of local school boards to determine local educational standards for their local communities. SB 304 properly returns this right to the local school boards.

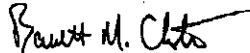
Aside from respecting local control over local educational matters, NHSBA has significant concerns regarding the disruptive impact that last year's "anti-discrimination" bill has had on the delivery of educational services to New Hampshire students. Since the passage of HB 2 last year, multiple educational associations and organizations have repeatedly asked the New Hampshire Department of Education for clarification as to what would actually constitute a violation of this law. While the NHDOE and the Attorney General's office did issue a technical assistance advisory last summer, that advisory is just as vague and uninformative as the bill itself. Follow up requests for guidance have received little response, and in many cases, no response. At the very least, those charged with overseeing and enforcing this law should provide thorough guidance to New Hampshire teachers, administrators and school boards.

Due to the lack of clear answers and guidance, school boards have spent numerous hours at board meetings fielding questions that are unanswerable. This creates the false belief that school boards are not being transparent, when in reality, no one in charge of enforcing this law has been able to get a straight answer on what is allowable and what is not allowable under HB 2.

For these reasons, NHSBA supports SB 304 and respectfully asks the Committee to recommend this bill ought to pass.

Thank you for your consideration. Please reach out to the New Hampshire School Boards Association if you have any questions or if NHSBA can be of any assistance.

Respectfully,



Barrett M. Christina
Executive Director



**Statement by Chris Erchull,
Staff Attorney, GLBTQ Legal Advocates & Defenders (GLAD),
before the Senate Judiciary Committee,
in Support of Senate Bill 304,
An Act Relative to Discrimination in Public Workplaces and Education**

Honorable Chairperson Carson and Members of the Committee:

Thank you for taking the time to consider my statement in support of Senate Bill 304, An Act Relative to Discrimination in Public Workplaces and Education. This bill will reverse the harm caused by the recently-enacted so-called “Divisive Concepts” legislation, which has impeded educational opportunities for New Hampshire public school students. SB 304 will also ensure that teachers and public employers have the freedom to teach vital concepts necessary for participation in a just, equitable, and more unified world.

As an attorney with GLBTQ Legal Advocates & Defenders (GLAD), New England’s leading legal rights organization dedicated to ensuring equality for LGBTQ people and people living with HIV, I fully support legislation that promotes the free exchange of ideas in classrooms and public workplaces. GLAD submits this written testimony to highlight three important points to underscore our support.

1. The so-called “Divisive Concepts” legislation denies critical learning opportunities to New Hampshire students and public employees.

The “Divisive Concepts” law that went into effect in 2021 has demonstrably stifled the discussion of important ideas from classrooms and workplaces, disadvantaging our students and public employees. New Hampshire’s public school teachers, in particular, have no way of knowing what topics are forbidden under the law, yet they are under a constant threat of disciplinary action. The result is a climate of fear that effectively silences teachers and students when it comes to discussions about past and present discrimination and civil rights.

Past efforts to banish important ideas and concepts from classroom discussion have demonstrated the harm caused by legislation of this nature. For example, the Arkansas state legislature enacted a law in 1928 to prevent teaching evolution in the classroom. At the time, the idea of evolution was unfamiliar to many people and, for some, contradicted their sincerely held religious beliefs. The effect of the law was to prevent students from learning important ideas about modern science, which put Arkansas youth at a disadvantage compared to other students across the country. Eventually in 1968, after forty years, the Supreme Court of the United States held that the statute was unconstitutional because the law relied only on the religious beliefs of some of the citizens of Arkansas.¹

¹ *Epperson v. Arkansas*, 393 U.S. 97 (1968).

In another example, in 1976, a school board in Long Island, New York banned a list of nine books, some of which were revered literary classics by authors like Kurt Vonnegut and Langston Hughes, from a school library because parents had complained that they viewed the books as “anti-American, anti-Christian, anti-Semitic and just plain filthy.” There is no doubt that the parents who complained were looking out for the well-being of the children in the school district, but banning the books deprived students of the right to a full opportunity to learn and engage critically with the ideas presented in the banned books. As a result, the students were at a disadvantage because they lacked learning opportunities available to students in other school districts. The Supreme Court ruled that the school board had violated the First Amendment rights of the students who desired access to the books as part of a robust education to prepare them to engage with the world as full citizens.²

These lessons from the past help illustrate the importance of encouraging students to engage with difficult and even controversial ideas and concepts in the classroom, rather than closing them off from the world around them. Full engagement is crucial to a complete education. Laws that exclude concepts from schools typically have the effect of depriving students of opportunities to learn, even if the intent is to insulate and protect them from new ideas that some members of the community might see as controversial, frightening, or even harmful. It is more harmful to students to enter the world unprepared.

2. The so-called “Divisive Concepts” legislation has already caused more division in New Hampshire.

While the proponents of the “Divisive Concepts” law suggested that it would reduce division and promote unity, the reality is that the law has become the source of division in New Hampshire schools. Teachers, administrators, parents, and students across the state have voiced their fierce opposition to the legislation, putting them at odds with the law’s proponents and at odds with the people tasked with enforcing it.

Education Commissioner Frank Edelblut decried the message of a popular and timely book by Ibram X. Kendi, *How to Be an Antiracist*, claiming that it contradicts the message of Dr. Martin Luther King, Jr., that it distorts our nation’s history, and that it is inconsistent with our Constitution.³ Instead of inviting students to engage in a discussion about Kendi’s ideas, however, Commissioner Edelblut has taken the position that students should not know these ideas exist.

Going even further, Commissioner Edelblut has caused teachers to fear losing their licenses if they so much as mention Kendi in the classroom. The Department of Education published a website last November inviting parents to lodge complaints against New Hampshire’s public school teachers, urging surveillance of teachers who dare to introduce

² *Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853 (1982).

³ Frank Edelblut, *Teach children about racism, not to be racists*, Union Leader Op-Eds (June 13, 2021), https://www.unionleader.com/opinion/op-eds/frank-edelblut-teach-children-about-racism-not-to-be-racists/article_36088256-e64a-509d-8552-33d442fcc90f.html.

topical discussions about racism and other forms of discrimination in schools.⁴ These steps have the effect of pitting parents, who are genuinely concerned about the well-being of their children, against dedicated teachers, who work tirelessly to provide meaningful education to our young people. By inspiring division in this manner, the legislation and the efforts to enforce it erode trust in the relationship between parents and teachers. Students benefit when teachers and parents work together, united in the goal of preparing young people to participate in a diverse and ever-changing world. The “Divisive Concepts” law does nothing to further that goal.

And the division is not limited to the dynamics within the classroom. Moms for Liberty has offered a cash payout to anyone who successfully goes after a teacher under the “Divisive Concepts” law.⁵ Furthermore, two lawsuits have been filed against the State of New Hampshire on behalf of the two major teachers’ unions, along with parents, teachers, and administrators, challenging the constitutionality of the “Divisive Concepts” law.⁶ Far from promoting unity, this law has been extremely divisive in the short time that it has been law in New Hampshire.

3. Students and public employees must be equipped to participate in the world by learning the complicated and nuanced truth about our history.

Granite Staters understand that New Hampshire is an exceptional state in an exceptional nation. We should all be proud of the achievements in building democracy and advancing civil rights owed to the founders and many bold leaders throughout our collective history. But we also understand that our history is clouded by unpleasant elements, including the state’s role in the trans-Atlantic slave trade. For example, it does not benefit us to ignore the abhorrent truth that the New Hampshire colony did not impose tariffs on the importation of captive Africans, which led to the smuggling of enslaved people from Portsmouth to other colonies.⁷ By learning about New Hampshire’s participation in past atrocities, students learn to be accountable for ensuring that history does not repeat itself, and students are empowered to repair the ongoing harm that persists because of our historical errors, some of which have not been fully redressed.

The text that is proposed in SB 304 to replace the “Divisive Concepts” law will ensure that teachers will not lose their jobs or otherwise face penalties solely for teaching harsh truths about our history to our youth. Such assurances are necessary in a time of nationwide political division. We must ensure our teachers are able to prepare students to engage and to introduce students to unpleasant facets of the past, without fearing arbitrary punishment for doing so. The political divide was exacerbated by the enactment of the

⁴ New Hampshire Department of Education, *Right to Freedom from Discrimination in Public Workplaces and Education* (last visited Jan. 10, 2022), <https://www.education.nh.gov/who-we-are/deputy-commissioner/office-of-governance/right-to-freedom-from-discrimination>.

⁵ “We’ve got \$500 for the person that first successfully catches a public school teacher breaking this law.” @Moms4LibertyNH, Twitter.com (Nov. 12, 2021), <https://twitter.com/moms4libertynh/status/1459166253084467205>.

⁶ See *Mejia, et al. v. Frank Edelblut, et al.*, 1:21-cv-01077 (D.N.H. Dec. 20, 2021); *Local 8027, AFT-New Hampshire, et al. v. Frank Edelblut, et al.*, 1:21-cv-01063 (D.N.H. Dec. 13, 2021).

⁷ Middle Passage Ceremonies and Port Markers Project, *African Presence in New Hampshire* (last visited Jan. 10, 2022), <https://www.middlepassageproject.org/2020/06/24/african-presence-in-new-hampshire/>.

“Divisive Concepts” law in New Hampshire last year, but SB 304 is the opportunity to bring us together.

In 1954, the Supreme Court of the United States unanimously delivered a crystal clear message that our public schools must not be permitted to perpetuate the historical inequality that has plagued our nation from before its founding.⁸ The promise of *Brown v. Board of Ed.*, that “separate but equal” is inherently unequal, went beyond ensuring that students of different races be allowed to learn together—the decision taught us that our Constitution promises public school students a truly integrated education. An education that fully acknowledges the victories and failures of the past, while celebrating our differences and promoting unity, will vindicate the cherished aspiration of our Declaration of Independence, the firm belief that all men are created equal. SB 304 brings us a step closer to that promise, ensuring that New Hampshire students will be stewards of a future free from inequality based on race, religion, gender, sexual orientation, or any other core aspect of identity.

We respectfully urge the Committee to vote Ought to Pass on SB 304.

January 12, 2022

Submitted by:



Chris Erchull
NH Bar #266733
Staff Attorney
GLBTQ Legal Advocates & Defenders
cerchull@glad.org
617-426-1350

⁸ *Brown v. Board of Education of Topeka*, 347 U.S. 483 (1954).

Tom White, Coordinator of Educational Outreach, Cohen Center for Holocaust and Genocide Studies, 229 Main Street, Keene, NH

Healthy and resilient democracies are built on respect, cooperation, trust, and the building of safe, shared public spaces such as public schools. I am testifying in favor of SB 304 because public education is under attack. Its shared space has become contested space where teachers are villainized and have become targets. Violence and intimidation at school board meetings is becoming more acceptable. It is time to step back and recognize that we are at a threshold of either destroying or preserving democratic safe space. The debate about the future of our Republic boils down to this: Do we see history as something that reassures us, comforts us, justifies us, or as something that challenges and warns us? Why don't we allow ourselves to see that history can both comfort and challenge us?

My friend, Martin Rumscheidt, the son of a Nazi perpetrator, discovered his father's crimes after the war. He had to navigate a difficult truth: he loved his parents, but his father, an IG Farben executive, utilized slave labor at Auschwitz. How does Martin confront his difficult past? He has chosen to recognize the shame, but not accept the guilt. He is not guilty of anything – that is, unless he does not confront the past responsibly. Brigadier General Ty Seidule also confronted his upbringing that, in his case, was distorted by the “Lost cause” myth that slavery was noble, and that treason was somehow justifiable. In *Robert E Lee and Me* he wrote, “To create a more just society, we must start by studying our past...Be honest. Be vulnerable. Above all, tell the truth.” David Frey, professor of History and the Founding Director of the Center for Holocaust and Genocide Studies at West Point, teaches his cadets that, “You can't be a good defender of America if you don't know what you're defending, wars and all.”

It is understandable to distance ourselves from painful truths, but unfortunately, that does not protect us. Indeed, it holds us back and puts us in danger. Confronting the truth of American history, good and bad, demonstrates a devotion to, and love of, the ideals and promises of the Republic. It empowers us to reject those who seek to manipulate us. American moral philosopher Susan Neiman wrote, “How we remember the past constrains the possibilities we consider for the future.” It is instructive, not divisive, to recognize that the United States, out of necessity, was created as an imperfect compromise. It is not a “theory” that the three-fifths compromise of the 1787 Constitutional Convention gave disproportionate political and economic power to white Southern enslavers. Not only did this allow nonrepresentational, unchecked power to flourish, it expanded slavery and even played a role in the removal of indigenous peoples from their land. It also led, at a time when the rest of the advanced world had outlawed slavery, to the self-inflicted wound of the Civil War. How many NH soldiers gave their lives in defense of the Union?

And yet, we face new bills such as HB 1255, "An Act Relative to Teachers' Loyalty" which seeks to prohibit "promoting any theory that depicts the U.S. in a negative light". Teachers would be forced to sacrifice their professional integrity, to stop teaching analytical and critical thinking to their students and succumb to an ideological agenda that asks us to suspend our common sense. It is part of the pattern of a growing movement to suppress public education.

Why have terms like diversity, equity, inclusion, and justice come to be heard as code words for political indoctrination and even treason? Why has a non-existent issue been created and framed as an urgent problem that needs to be solved through legislation? One answer is George Floyd's murder in our public space in May 2020. The bills that flooded legislatures soon after the murder, emanated from a presidential executive order issued to stop diversity training for federal workers. This order has since been rescinded, but this is where issues such as racism, sexism, and bias were defined as "divisive concepts". It is from this executive order that self-described and well-funded "freedom" groups created the template for nationwide legislation. Laws like NH's ominously entitled "Right to Freedom from Discrimination in Public Workplaces and Education" Act was not home grown or unique to NH, but part of an ideological movement. Its intent, implied by its outcomes, was not to prosecute vaguely and ambiguously defined "crimes", but to alert us that freedom itself was under attack and that we needed to act against a mysterious enemy. The law allows for a broad scope of groundless accusations from a frightened public whose standard is perception not fact, and whose actions of intimidation are sanctioned by public authorities. The NH Department of Education's website, circumventing established procedures, encourages "informers" to identify teachers who are perceived as threats. It is producing a chilling effect in our classrooms.

Teachers are frightened as they face the threat of retribution for violating some unclear ideological point. NH Moms for Liberty are offering bounties to "catch" offending teachers. "I definitely feel targeted" one teacher told me and another related that "It was definitely chilling when Moms for Liberty put a 'bounty' on our heads". Librarians are being threatened and groups of teachers across the state, out of fear, are meeting in secret to find support. One teacher told me "I will not go teach in a state where I am surveilled as a potential threat". This legislation is not only shrinking our public spaces, it is also undermining our way forward, our ability to recruit and diversify, and sustain our way of life. At worst, it is an incitement to vigilantism.

In my field we assess warning signs and risk factors that undermine democracy by evaluating questions such as: Is there a targeted group and is it facing organized violence? Is there a capacity to inflict violence? Is the violence deliberate? Systematic? Are there growing questions and distrust about democratic process? Does exclusionary ideology exist? Are minority elites manipulating divisions? Are institutions being undermined? To what degree is

there identity-based polar factionalism? Are institutions being fragmented along ideological lines? Are identities divisive or unifying? Is education of younger populations under attack?

We need to be careful, take a breath, summon our courage, and recognize that we are indeed strong enough, resolute enough, generous, and resilient enough, to protect the freedom of our public spaces to discuss a variety of ideas. We can embrace our love of the Republic by trusting democratic norms. We can invest in our public educators who model respectful, fact-based, learning and whose work is devoted to our democratic experiment. We can show how we are not afraid to discuss contentious ideas and we can refuse to villainize those who do not think the way that we do. We can continue to be the model of democracy that the first-in-the-nation primary state calls us to be. We will not do this by cutting off conversation, villainizing others or weaponizing difference.

SB 304 is a positive step forward by seeing public education as a public good, a safe space, with local control that rejects ideological tyranny in favor of the 1st and 14th Amendments.

Thank you.

Respectfully submitted,

Thomas M. White

DR DISABILITY RIGHTS CENTER - NH

64 North Main Street, Suite 2, Concord, NH 03301-4913 • mail@drcnh.org • drcnh.org
(603) 228-0432 • (800) 834-1721 voice or TTY • FAX: (603) 225-2077

January 12, 2022

Judiciary Committee
New Hampshire Senate
State House
107 North Main Street
Concord NH 03301

Re: Senate Bill 304, relative to discrimination in public workplaces and education

Dear Senator Carson and members of the Committee:

I am writing on behalf of the Disability Rights Center – NH in support of Senate Bill 304, which would repeal RSA 193:40 and 354-A:29 through 354-A:34 – current laws that interfere with continued progress in the disability rights movement.

I am sure that the Committee is aware of the historical segregation and mistreatment people with disabilities have endured including in institutions in our own state such as the former Laconia State School. Over the last several decades, people with disabilities have made significant progress toward full inclusion and participation in society. Legal protections like the Americans with Disabilities Act (ADA) and New Hampshire's statutes prohibiting disability discrimination have been critical to this progress, but much of the progress has resulted from changes in perceptions and attitudes. Those attitudinal changes have often come from people with and without disabilities identifying and addressing the stigma and bias that people with disabilities regularly confront. Doing so has required – and will continue to require – open discussion about sometimes difficult subjects by people of all ages, especially by young people in educational settings.

Our students should not only be learning about the history of harmful discrimination that led to laws like the ADA, but also how discrimination continues in our society and the need to stop its perpetuation. That continued work should include open and full discussion of the ways negative perceptions regarding people with disabilities is perpetuated through, for example, messages about mental illness and other disabilities that are included in news and entertainment media portrayals of disability. It should allow for the honest examination of our own conscious and unconscious attitudes and reactions to people with disabilities. Students should be encouraged and able to fully engage in discussions that allow them to examine, and potentially correct, mistaken assumptions about people with disabilities, related attitudes, and bias. Their teachers should not be discouraged from leading those important discussions.

Protection and Advocacy System for New Hampshire

Rich discussions about such things as common perceptions of mental illness, societal attitudes toward the capacity of people with intellectual disabilities, and the fairness of requiring accommodations for physical disabilities in public spaces will not occur if teachers fear they will face discipline as a result. These kinds of discussions, when done well, may require uncomfortable examination of our own experiences, the attitudes we have been exposed to, and our own sometimes mistaken assumptions about disability. Unfortunately, educators, school administrators and others will often view these kinds of discussions as skirting too closely to the prohibitions against instruction related to unconsciously negative attitudes contained in the current law.

A teacher who is subjected to a complaint after engaging in a classroom discussion examining negative perceptions of people with disabilities will be much less likely to have that discussion again. This will be true even if the complaint is utterly without basis. Other teachers who hear about such complaints will also be less likely to engage in the open discussions that progress against bias requires. This dynamic threatens to interfere with continued progress on the path toward full participation in society for people with disabilities and to jeopardize the progress we have already made.

These statutes are therefore a significant threat to the disability rights movement, and we ask that you support their repeal. Thank you for consideration.

Sincerely,



Karen L. Rosenberg
Policy Director



Dina S. Condodemetraký

Real Estate Broker / Investor | The Investor's REALTOR®

P.O. Box 952, Concord NH 03302-0952

603.715-2663 · rentals@dina.realtor

January 12, 2022

Senator Rebecca Whitley (D-Hopkinton)
Legislative Office Building, Room 101
33 North State Street
Concord, NH 03301
Becky.Whitley@leg.state.nh.us

RE: SB 304 – relative to discrimination in public workplaces and education.

Dear Senator Whitley:

First, I would like to thank you and the Committee for introducing SB 304 to the Senate. I am still floored by the fact that the original bill this is aimed to repeal was included in the NH State Budget or even introduced in the first place. I am writing to support SB 304 in hopes to repeal and replace the Divisive Concepts Ban and I am quoting here, “create an environment and provide protections where educators feel comfortable talking about race and gender in contemporary society, including how much issues and systemic inequality impact communities of color in NH and nationally.”

New Hampshire's children are promised a fair and comprehensive education. That should also include an HONEST education. Glossing over or omitting events that took place in our history such as Slavery, Women Suffrage, the Civil Rights movement, Me Too, People Against Police Brutality (the list goes on) from my children's education because they are divisive topics is in no way fair or comprehensive or honest.

I am a Woman, I am Black, I am a Parent and Charter School Board Member. I am a New Hampshire Resident/Registered Voter/Taxpayer. I appreciate being heard and seek diversity, equality, inclusion, and justice that provides education for every student. Thank you kindly for listening.

Every Best Wish Be well,

Dina S. Condodemetraký



January 12, 2022

Hon. Sharon Carson, Chair
Senate Judiciary Committee
State House Room 100
Concord, New Hampshire

Re: SB 304, relative to discrimination in public workplaces and education

Dear Senator Carson and Committee Members:

I write to express the New Hampshire Municipal Association's support for SB 304, which would repeal language that was added to the state's human rights statute last year. We opposed the bill that gave rise to this language last year, HB 544, and we opposed the inclusion of the language in HB 2.

As enacted in HB 2, the current law (RSA 354-A:29 to :34) states that no public employer shall "teach, advocate, instruct, or train any employee, student, service recipient, contractor, staff member, inmate, or any other individual or group" any one or more of several concepts listed in the statute. Although we do not specifically support any of the teachings that are prohibited by the statute, we also do not understand why the state should control what municipal employers are permitted to say to their employees, so long as they are not encouraging illegal conduct.

We have heard from local officials who were concerned that their efforts to improve discourse and training on topics related to diversity and equity for their employees could result in lawsuits based on claimed violations of this new law. The law is ambiguous, so much so that the attorney general had to issue a guidance document explaining what the law does and does not prohibit. The law has served only to intimidate and confuse people and discourage open communication among public officials and employees.

RSA 354-A:29 to :34 outlaws particular speech. Because public officials and employees, as competent adults, are capable of deciding for themselves what to teach and what to believe, SB 304 takes a much more productive approach: It embodies the fundamental principle of free speech by stating that a public employer is not prohibited from "engaging in or requiring as a condition of employment any form of training concerning the historical or current experiences of any group that is protected from discrimination" under the human rights statute.

NEW HAMPSHIRE MUNICIPAL ASSOCIATION

25 Triangle Park Drive • Concord, NH 03301 • Tel: 603.224.7447 • NH Toll Free: 800.852.3358

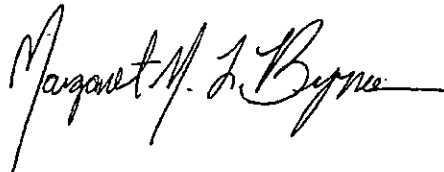
NHMAinfo@nhmunicipal.org • governmentaffairs@nhmunicipal.org • legalinquiries@nhmunicipal.org

www.nhmunicipal.org

We encourage the committee to support repeal of last year's law and the substitution of this language by recommending SB 304 as Ought to Pass.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, reading "Margaret M.L. Byrnes". The signature is written in a cursive style with a long horizontal flourish extending to the right.

Margaret M.L. Byrnes
Executive Director

January 11, 2022

Senate Judiciary Committee
State House Room 100
Concord, New Hampshire 03301

Dear Honorable Members of the Senate Judiciary Committee,

As community members who remain dedicated to the state's diversity, equity, and inclusion efforts and as former members of the Governor's Advisory Council on Diversity and Inclusion, we write to urge you to pass Senate Bill 304 (SB 304). SB 304 would repeal last year's damaging "banned concepts" law and add additional clarification on the authority of public schools and public employers concerning discrimination.

Last year, as members on the Council, we advocated against what is now commonly referred to as the "banned concepts law." The ambiguous and contradictory language and enhanced penalties in the law censor New Hampshire educators and schools, police, and other government agencies from having important conversations about race, gender, sex, and ability. As such, the law is currently chilling honest, frank, and robust discussions that are central to ongoing efforts to make New Hampshire a more equitable, diverse, and inclusive place.

It is clear that this law undermines the state's work to promote diversity and inclusion—including the work done by and recommendations given by the Commission on Law Enforcement Accountability, Community, and Transparency, the COVID-19 Equity Response Team, and the Governor's Advisory Council on Diversity and Inclusion.

We have each heard stories from Granite State educators that they are afraid to teach under this law for fear of being taken to court or professionally reprimanded for accidentally teaching something that someone believes to be against the law. This is not the type of learning environment that fosters important, honest, and robust discussion on significant issues such as racism, sexism, and ableism. Moreover, the new statute has stymied public employers from conducting necessary training for their staff to provide critical public services effectively to all Granite Staters.

We said this as Council members, and it still rings true: limiting conversations amongst citizens of New Hampshire is not reflective of our state's embrace of freedom of speech and freedom of expression. This law harms our state's ability to best understand and meet the needs of all its residents, and it harms teachers who are simply trying to do their job.

We look forward to continuing to work with members of the legislature to make the State of New Hampshire a more equitable, diverse, and inclusive state, and to protect the rights of all

Granite Staters to engage in open and honest dialogue to learn to live together. Please feel free to contact us with any questions.

Sincerely,

Dr. Dottie Morris
Devon Chaffee
Maria Devlin

Sharon Harris
James Maggiore
Dr. Salman Malik

Dr. James Morse
Pawn Nitichan
Sheriff Eliezer Rivera

Allyson Ryder



NEW HAMPSHIRE
CHARITABLE FOUNDATION

January 11, 2022

Senate Judiciary Committee

Sent via email

RE:Support of SB304

To the honorable members of the Judiciary Committee,

The New Hampshire Charitable Foundation stands firmly behind the belief that all of our children deserve an education that promotes their development and critical thinking skills and offers them practical tools for their future.

As such, we urge you to pass SB304 to repeal and replace the provisions adopted in last year's budget bill, HB2. The current law makes it difficult for our children to receive the complete education they deserve to help them thrive in communities and civic life.

Our nation has a complex history, and New Hampshire students have the right to learn the good and the bad elements of that history. Our children have benefited from longstanding curricula that teach both. We do children a disservice if we seek to eliminate certain American ideas and events, past and current, from their education. The current law makes it difficult for students and teachers to have honest and accurate learning conversations about the systemic racism that harms people and communities and limits progress, and about topics like sexism, disability, and gender identity. We have an obligation to prepare our kids to have honest conversations with people of varied backgrounds and experiences – by building understanding, not by banning ideas.

The current law is unclear, and teachers are understandably confused about it. They are concerned for their jobs and reputations if one parent complains, fairly or not, about a book, film or historical document included in the curriculum – or about a conversation that happens naturally in a classroom. Our children will miss out on a complete and accurate education if educators have to worry about complaints or lawsuits for teaching about racism or slavery, or for allowing students of all backgrounds to share their experiences honestly.

The future of our state, our shared prosperity and well-being, depend on all people being fully welcomed and valued, able to thrive and to help sustain their communities. The current law puts New Hampshire at risk of being perceived nationally as inhospitable for people who seek a welcoming, inclusive, diverse place to live and learn. Given the workforce challenges faced by businesses and nonprofits alike, we cannot afford to have a reputation that discourages people from coming to New Hampshire to work and raise their families – or from staying here.

SB304 provides a straightforward and clear way to correct course in New Hampshire, and to give our children the education and skills they need to thrive in communities, in careers – and in civic life. We urge you to pass it.

Respectfully,

A handwritten signature in black ink, appearing to read "Richard Ober". The signature is fluid and cursive, with a long horizontal stroke at the end.

Richard Ober
President & CEO



TOWN OF DURHAM
8 NEWMARKET ROAD
DURHAM, NH 03824

Tel: 603-868-5571

Fax: 603-868-1858

www.ci.durham.nh.us

January 10, 2022

Senator Sharon Carson, Chair
NH Senate Judiciary Committee
State House, Room 100
Concord, NH 03301

Re: Support for Senate Bill 304

Dear Chair Carson and Honorable Members of the Senate Judiciary Committee,

I write on behalf of the Town of Durham in support of Senate Bill 304, a bill that would repeal and replace the problematic "*Right to Freedom from Discrimination in Public Workplaces and Education*" law that was included in HB 2 last session. The "*Right to Freedom from Discrimination in Public Workplaces and Education*" law began as HB 544, the so-called "divisive concepts" bill. A broad coalition opposed HB 544. Although HB 544 was ultimately tabled, a watered-down version of the controversial language was included in HB 2 and eventually became law.

Leaders at the local level are uniquely and appropriately situated to appreciate the particular concerns and needs of their communities and should have the freedom to decide how to address and talk about important issues related to history, diversity, and equity.

After the passage of HB 2, many local and school district officials became concerned that their efforts to improve discourse and training on important topics related to diversity and equity for their employees, officials, and the public could result in lawsuits.

Many towns, cities, and school districts, like Durham and the Oyster River Cooperative School District (including the communities of Durham, Lee, and Madbury), have formed local committees or commissions and have held public listening sessions concerning these timely topics, yet such efforts were threatened when the new law became effective, largely because the language in the law is ambiguous and likely to lead to inconsistent application or interpretations. That inconsistency could result in frivolous lawsuits and actions against local governments, school districts, and their officials and/or employees.

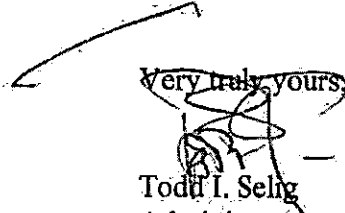
SB 304 would appropriately repeal that law and replace it with language stating that no public employer is prohibited from engaging in or requiring training concerning "the historical or current experience of any group that is protected from discrimination" under the state's human rights law.

Letter to Sen. Sharon Carson, Chair
NH Senate Judiciary Committee – Support for SB 304
January 10, 2022 – Page 2

SB 304 is consistent with the long-held concept of local control for our municipalities, school districts, and counties in New Hampshire.

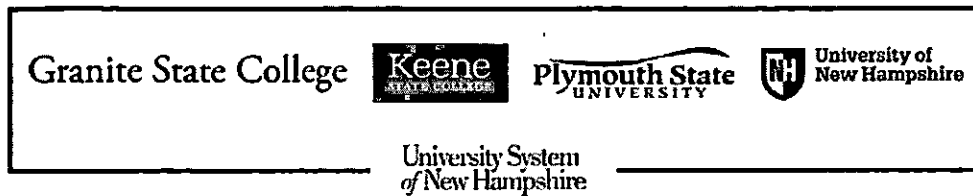
Do not hesitate to contact me should you have further questions in regard to this or any other matter.

Very truly yours,



Todd I. Selig
Administrator

c: Durham Legislative Delegation
James Morse, ORCSD Superintendent of Schools
James Dean, President, University of NH
Durham Human Rights Commission
Durham Town Council
New Hampshire Municipal Association



Senate Judiciary Committee

January 11, 2022

SB 304, relative to discrimination in public workplaces and education.

Testimony of Tom Cronin, Director of Government Relations
University System of New Hampshire (USNH)

As institutions of higher education, large employers and state contractors, the University System and its component institutions are committed to our mission as places of learning, growth and development. Diversity, Equity and Inclusion (DEI) are embedded into our values and are the framework for how we work to create spaces of belonging.

The state's public colleges and universities are places for self-exploration, and we work to provide the tools needed to foster a better understanding of oneself and the societies in which we live. Our academic missions require thoughtful debate and deliberation on difficult social, economic and cultural issues.

In our classrooms and learning spaces our faculty challenge students to explore the full breadth of our state and national history, and to participate in vigorous debate on important topics of our day. We work to foster environments where students can understand and critically assess the ways their identities and past and existing systems intersect to create our shared culture. We believe this exploration is part of our responsibility in preparing well-rounded citizens who will participate in our economy and communities with a fuller understanding of the challenges facing our society and, hopefully, with a view towards promoting justice and equity.

As employers, we are committed to promoting these same expectations among our faculty and staff. Trainings and other educational opportunities on issues of diversity and inclusion are readily available for those who wish to participate. These programs align with federal and state anti-discrimination laws and have a long history of success in establishing inclusive spaces for growth and learning for each participant.

SB 304 proposes valuable improvements to state law that affirm the importance of diverse educational experiences and clarifies that teachers, employees and employers may not be punished for encouraging discussion on historical or current experiences of groups and individuals that have and often still are subject to discrimination. For this reason, we encourage the committee recommend SB 304 ought to pass.

Contact: Tom Cronin, Director of Government Relations
thomas.cronin@unh.edu | 603-264-5659

January 10, 2022

To New Hampshire Lawmakers:

I am writing in testament today that it is imperative that SB 304 be implemented in order to repeal the Banned Concepts Law passed through the state budget process. This law has made it difficult to hold meaningful and necessary discussions with students out of fear that I may be called to task for something that should be absolutely legal based on the First Amendment.

It is a lie that Critical Race Theory is taught in elementary and high school classrooms. Through curriculum, we do, however, talk about topics that are relevant to current events as well as American and world history which this law makes it difficult to address without anxiety that my teaching credentials could be called into question over a vaguely written law. Furthermore, our most vulnerable school populations, members of minority groups such as People of Color and people who are members of the LGBTQA+ community suffer with the Banned Concepts Law in place. It is difficult to have conversations around their experiences, without, again, worrying that I may lose my license.

This law seems like a witch-hunt -for what? For teachers doing their job to help students grapple with difficult topics? The Education Commissioner has been less than supportive of educators. Instead, he's catered to fringe groups such as Moms for Liberty who actually offer a bounty for reporting teachers who engage in instruction that is deemed a "Banned Concept". Why? Shouldn't there be more focus on making education more accessible for all? Students must have access to information to construct their own opinions and understanding of our world, history, and culture.

There are important truths that we must understand and convey to students for them to be informed citizens. Acknowledgement of things that have occurred in America, in our own state, and the world that are egregious acts against human beings such as the enslavement of Africans, and genocide of indigenous people here on American soil, to the atrocities of the Holocaust, and current LGBTQA+ rights movement, as well as on going issues such as systemic racism are not meant to make a student feel bad about themselves; they are meant to inform them so they are aware of what they will encounter in the world and acknowledgement -understanding of these topics leads to positive action.

I want my students to be well rounded individuals, but I also hope for them that they are compelled to do their part to make the world a better place. One way that educators ensure they send students out into the world who are going to have good character and knowledge of the world is not by skirting important and difficult issues, but by letting them make decisions and opinions about them freely, therefore, SB 304 must be passed.

Sincerely



Erin Kelley M.Ed.

ELA Teacher Monadnock Regional High School

S.A.G.E. Advisor (Student Allies/Action for Greater Equality)



January 10, 2022

To: Members of the New Hampshire Senate Judiciary Committee

Re: Senate Bill 304, Relative to discrimination in public workplaces and education

Dear Senators,

As an organization with members from businesses and employers with significant operations in New Hampshire, we support legislation that strengthens our ability to build inclusive workplaces that thrive when the innovative thinking of a diverse workforce is fostered. For this and the reasons identified below, we support Senate Bill 304, Relative to discrimination in public workplaces and education. We believe that our work to address systemic racism and sexism cannot be limited at any level – in our schools, our communities or our workplaces.

As identified in our [Open Letter Opposing the Language of HB544](#), An act relative to the propagation of divisive concepts and its final form in HB2 in 2021, in which over 300 businesses and organizations signed on, we believe:

- **Diverse and inclusive work environments support innovative thinking and problem solving.** We value the opportunities that arise from different perspectives and open-minded inquiry. The success of New Hampshire businesses depends on the ability to attract diverse generational, gender and racial employee groups at all levels within our organizations, and we must constantly work to create an environment that makes all employees feel empowered in their roles.
- **Our businesses, large and small, have seen that inclusive work environments dramatically increase employee retention,** which directly impacts our financial bottom line. Inclusive work environments must be fostered, including enabling open and honest discussions about racism and sexism, implicit bias and how we can eliminate structural racism.
- **As a geographically small state, we constantly compete with neighboring states to attract the best talent.** Creating the image that New Hampshire is regressive and intolerant puts us at an economic disadvantage.
- **We value each of our employees and their diverse backgrounds.** We strive to foster an environment that lifts the human spirit and helps individuals to achieve their fullest potential within our workplaces and our communities.

We strongly urge, our elected representatives, to support SB 304, and to continue the important work to make our state prosperous through diversity, equity and inclusion.

Sincerely,

Michelle Veasey, Executive Director

To: Chairman Sharon Carson. Senate Judiciary Committee

From: Representative Charlotte DiLorenzo

Date: January 11, 2022

Re: Support SB 304

Honorable Senate Judiciary Committee Members, today write in support of SB 304. It is crucial that our educators have the freedom to teach true history without infringement from the government. Our teachers do not need to have 424 legislators in the classroom, dictating what is to be taught or not taught in our public schools. What they do need is the freedom to prepare our students for their future endeavors, in the community, the workplace and their higher educational endeavors. We must trust our educators to teach actual history without fear of being censured or punished, and without fear of losing their jobs because the NH legislature has censored academic freedom.

Respectfully,

Rep. Charlotte DiLorenzo

Rockingham 17 Newfields, Newmarket

Ege Cordell

66 Meadowview Road
West Chesterfield, NH 03466
603-313-2341
ecordell@sau29.org

12, January, 2022

To the sponsors of SB304

My name is Ege Cordell and since 2006 I have served on the Chesterfield School Board. I am also chair of the SAU29 School Board. I am not here to sugarcoat the state of public education. In fact, I serve because there is much work to be done, much thought and understanding to be shared, much worry for our students and families, and as a taxpayer, much attention to the bottom line.

Today, I want to share with you my personal experience this past October when a group of four community members (and one outsider) came to us to remind us that we are being watched. There is no better way to display the effects of HB544 than to showcase the actions of this "group" and the support and guidance they are receiving from the Commissioner of the DOE himself. In my 16 years as a board member, I have never had occasion to email, meet, or Facebook post with any Commissioner, and until the last few years, I have not had to fight so hard for any kind of support from the office itself. Yet, here we are. In October, our public input was dedicated to 4 speakers who claimed to represent the concerned citizens and parents of our school community. The comments ranged from disparaging our student performances, wanting to follow staff to see if they "broke the rules" of HB544, monitoring staff for lessons on Critical Race Theory, requesting ALL books, handouts, websites and any other written material in order to search for objectionable/divisive concepts (rebutting all of our efforts and suggestions to fulfill this request in a reasonable manner). Without understanding, and with frank disrespect, fingers were pointed, masks were pulled down, and they demanded, "Who, who, who approves the books?"

None of this was unmanageable nor unimaginable for the board, as we are very aware of the continued nationwide push to upend public education, but it was unnerving to realize the Commissioner had his hand in the process of tying us up in right-to-knows, giving guidance to individuals without consideration for the very school he is responsible for. Commissioner Edelblut has been copied on every email from Kate Day in her attempts to invalidate the quality of public education, yet his responses to our Superintendent for clarity have been met with rote indifference. In response, our Administrators and staff have had to take time away from the monumental task of teaching, to that of providing curriculum to a vocal minority. Our Principals throughout SAU29 held a meeting where Kate Day was on the agenda and SB544 was her motivation. Let me be clear, in sixteen years I have never attended a

Principal's meeting, as they are for Administrators, not public or boards. The utilization of our most expert staff to fulfill the demands of one person empowered and guided by the Commissioner are grounds enough to Repeal and Replace today.

In closing, I'd like to share one final comment from our October Public Input which opened the door for overwhelming community support at our November meeting; "When we were young (speaker was in her 70-80's) no one knew that there were differences, we all just got along. YOU, YOU, YOU ALL are responsible for creating the hate with your divisive concepts." While she had pride in the concept of a static, unchanging curriculum, using the terminology handed to her, we in Chesterfield pride ourselves on a staff that understand the transformative nature of our world, and therefore, education. While she implicated the staff and the board for "creating hate," she forgot that knowing the full breadth of history is not divisive nor does it breed hate, rather, it allows us to understand each other with more empathy and care, a greater perspective with more clarity, and empowers all of our youth with knowledge.

In response, our community showed up in force to the November Board meeting, with every single person, present and in written input, stating full support of Chesterfield School, the Principal, the teachers, the paraprofessionals and all of the employees. We repeatedly heard the voices of parents, graduates, grandparents and others who have history and experiences far beyond the "group of concerned citizens" with our School and their voices were loud and clear. Chesterfield School takes care of the students and families, giving them support as well as an education they can be proud of. Public schools are not a panopticon for entitled people to watch every move. They can see the results of our teaching through the students that leave our building. They enter High School as learners; intelligent, curious, empathetic, and ready to take on the world. As obvious as it sounds, they are the future and the future belongs to them...without thoughtful, accurate, and open dialog and teaching, we are limiting our students...that is what is truly dangerous. Not a danger is a University Law School level course (CRT) which has a very specific role in a very limited environment for those who are pursuing legal studies and at the point where they can comprehend and theorize the subject matter. Let's get back to respecting our educated and trained grade-level, content experts, our teachers. And Repeal and Replace, allowing them to go back to teaching under articulate guidance from a DOE without a political agenda.

Sincerely,

Ege Cordell



NEW HAMPSHIRE
COUNCIL ON
DEVELOPMENTAL DISABILITIES



January 12, 2022

Senator Sharon Carson, Chair
Senate Judiciary Committee
New Hampshire State House
Concord, NH 03301

RE: SB304 – relative to discrimination in public workplaces and education

Dear Chairman Carson and Members of the Senate Judiciary Committee:

Thank you for considering my testimony. My name is Isadora Rodriguez-Legendre and I am the Executive Director of the New Hampshire Council on Developmental Disabilities (DD Council). I'm providing testimony on behalf of the DD Council membership, which believes this bill has a positive impact on the disability community. Our Council, by law is comprised of at least 60% people with developmental disabilities and parents or guardians of people with developmental disabilities, who are volunteers advocating for disability justice.

The DD Council is a federally funded agency that is dedicated to dignity, full rights of citizenship, equal opportunities and full participation for all NH citizens with developmental disabilities. The DD Council carries out its mission through education, advocacy and collaboration on initiatives that encourage full integration and inclusion of individuals with developmental disabilities as required in the Developmental Disabilities and Bill of Rights Act (2000). Our agency is charged with identifying the needs of our community and then developing a Five-Year State plan to address those needs. Some of our goals promote education, training and advocacy to better serve NH citizen with developmental disabilities and this is accomplished by promoting public policies and initiatives that remove barriers and create opportunities in all areas of life for people with disabilities.

The DD Council membership believes strongly that it is important to educate and train the public about the historical marginalization of, and discrimination against, people with disabilities. They believe that educators and public employees should not be barred from, nor subjected to civil liability for engaging in instruction, education or training concerning the historical or current experiences of any group that is protected from discrimination. The DD Council supports SB304 in an effort to continue its federal mandate of advocacy, capacity building and systems change work on behalf of people with disabilities in New Hampshire.

Sincerely Yours,

Isadora Rodriguez-Legendre, MSW
Executive Director

January 12, 2021

The Honorable Sharon Carson, Chair
Senate Judiciary Committee
State House, Room 100
107 North Main Street
Concord, NH 03301

Re: New Futures Support for Senate Bill 304, relative to discrimination in public workplaces and education

Dear Senator Carson and Honorable Members of the Committee:

New Futures appreciates the opportunity to testify in support of Senate Bill 304, which would repeal the ban on discussion and teaching of certain so-called divisive concepts, including issues of race in gender, in New Hampshire schools and workplaces. New Futures is a nonpartisan, nonprofit organization that advocates, educates and collaborates to improve the health and wellness of all New Hampshire residents. As New Hampshire's authorized Kids Count organization, New Futures advocates for data-based policies that support Granite State families.

New Futures stands in strong support of SB 304, as it would allow Granite State teachers, students and professionals to once again discuss, learn about, and ultimately work to address many of the issues that directly impact the health and wellness of many of our residents. From a public health standpoint, there is clear evidence that inequities and disparities disproportionately affect people of color and women across New Hampshire. According to data from the U.S. Census Bureau, individuals across New Hampshire who identify as African American or Hispanic, among other communities of color, report significantly lower income and higher poverty levels than the statewide average. These disparities extend to access to education, childcare, housing and other social determinants of health, and they impact the health and wellness of our entire state.

To address these inequities, it's critical that all Granite Staters, especially students, are welcome and encouraged to discuss them and explore the historical, cultural and institutional forces that created and continue to reinforce them each day. Without learning about these issues and exploring them in the classroom or the workplace, neither our citizens, nor our state, will be able to address them, to support all our children and families, and to become the safe, healthy and equitable place we all envision.

For these reasons, New Futures supports SB 304 and encourages the Committee to recommend this bill Ought to Pass.

Respectfully submitted,



Jake Berry
Vice President of Policy
New Futures

¹ New Hampshire Fiscal Policy Institute, Greater Investments Key For Students Facing Inequities Across New Hampshire, August 25, 2021

TESTIMONY ON SB 304 – RELATIVE TO DISCRIMINATION IN PUBLIC WORKPLACES AND EDUCATION

January 12, 2022

Judiciary
Senate ~~Justice~~ Committee

Comments on Behalf of the HR State Council of New Hampshire

Good afternoon, my name is Andrea Chatfield. I serve as the Government Relations & Legislative Chair for the **HR State Council of New Hampshire** (the "HR State Council"), and I am speaking today on behalf of the HR State Council. I want to thank the members of the ~~Justice~~ ^{Judiciary} Committee for the opportunity to speak with you today about Senate Bill 304 ("SB 304").

The State Council is a membership organization made up of over 1,000 Human Resource professionals in our State. The State Council is affiliated with the national SHRM (Society of Human Resource Management) organization and works to serve the local SHRM chapters throughout New Hampshire. Our members are the front lines for workplace law compliance in their respective workplaces. Many of our members work for the public employers that are covered by the divisive concepts law.

The State Council supports SB 304 and its repeal of sections 29-34 in RSA chapter 354-A and section 40 in RSA chapter 193. Those sections were added pursuant to language in last year's HB 2 related to divisive concepts. Among the Council's concerns about the divisive concepts sections are the following:

Vulnerable to discrimination lawsuits: RSA 354-A:29-34 will severely impair public employers from being able to train its employees on preventing racial and gender bias, and thereby make such employers (including the State itself) vulnerable to liability for discrimination lawsuits. Illegal discrimination is not always an overt act, nor always intentional. Courts and the EEOC have long recognized that unlawful discrimination can stem from stereotyping and unconscious bias. Patterns of lower pay for females in an organization, older workers not being able to find new employment, or situations where qualified people of color or with disabilities are not being promoted or given advancement opportunities, likely stem from forms of implicit bias. If an employer cannot train or counsel its managers and supervisors on recognizing why these patterns exist and avoiding them, the employer is vulnerable to being sued for employment discrimination and for not taking any action to avoid such discrimination. The State, in no way, should be making any employer vulnerable to such lawsuits.

Hampering effective diversity and inclusion training: Employers of all sizes are investing in and implementing diversity, equity, and inclusion (DEI) training because they recognize the importance of having open, honest and sometimes difficult conversations about gender, race, religion, age, and disability in the workplace. To be inclusive in a manner that fulfills the public policies underlying our discrimination laws and strengthens the fabric of our society, we must have these conversations so we can understand other people's experiences beyond our own, and learn from them, and also to understand our own stereotypical thinking. HR professionals, and their employers, should not be constrained by the State in being able to design such trainings. While RSA 354-A:29, II states that the law does not prohibit sensitivity training based on humanity and equality, the overall language in sections

29-34 contain broad (and sometimes confusing) prohibitions thus hampering employers from designing meaningful DEI trainings that provide historical context and allow employees to understand that they may act in a manner that unconsciously hurts others. Further, the remedies provided for violation of just the part of RSA 354-A that covers such trainings are extraordinary and well beyond the remedies for violations of the remainder of the State's anti-discrimination statute. This raises the concern that the underlying intention of RSA 354-A:29-34 is to chill DEI trainings.

Unnecessary prohibitions: RSA 354-A:29-34 prohibit education and training which states one race or gender (or other protected status) is superior to another. HR professionals will readily tell you that any such training would be a direct violation of State and Federal discrimination laws and therefore they would never develop discrimination or diversity/inclusion training that espouses such a concept. Thus, a prohibition on such training is wholly unnecessary.

For all of these reasons, the HR State Council supports SB 304 and its repeal of RSA 354-A:29-34 and RSA 193:40.

Thank you for the opportunity to speak to you today. If I can provide any additional information, my contact information is below.

Andrea G. Chatfield, Esq.
On behalf of the HR State Council of New Hampshire

Contact Information:
Cook, Little, Rosenblatt & Manson, pllc
1000 Elm St., 20th Floor
Manchester, NH 03101
Tel: 603-621-7118
a.chatfield@clrm.com



Statement by Gilles Bissonnette, ACLU-NH Legal Director
Senate Judiciary Committee
ACLU-NH Support of SB304
Hearing: January 12, 2022

I submit this testimony on behalf of the American Civil Liberties Union of New Hampshire (“ACLU-NH”), a non-partisan, non-profit organization working to protect civil liberties for over 50 years. SB304 would repeal last year’s “banned concepts act” and would replace it with language that helps ensure that educators can have frank and open discussions on race and gender. We respectfully urge the Committee to vote SB304 *ought to pass*, as the banned concepts act is unconstitutionally vague and is being challenged in New Hampshire federal court through two lawsuits.

I. The Ambiguities of the Banned Concepts Act and its Penalties.

The banned concepts act is so unclear and vague that it fails to provide necessary guidance to educators about what they can and cannot include in their courses. This ambiguity invites arbitrary and discriminatory enforcement.

The banned concepts act essentially contains four of the ten “banned concepts” that were in President Trump’s September 22, 2020 Executive Order. The Executive Office of the President’s September 28, 2020 memorandum implementing this Order specifically referenced the third banned concept (which is in New Hampshire’s banned concepts act)—namely, that “an individual, by virtue of his or her race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously”—and made clear that it was targeting trainings that, for example, used the phrases “white privilege,” “intersectionality,” “systemic racism,” “racial humility,” and “unconscious bias.”

On December 22, 2020, a federal court partially enjoined the Executive Order, in part, on the ground that the plaintiffs were likely to succeed on their vagueness challenge. *See Santa Cruz Lesbian & Gay Cmty. Ctr. v. Trump*, 508 F. Supp. 3d 521, 543 (N.D. Cal. 2020). The district court found that the Executive Order’s banned concepts are “so vague that it is impossible for Plaintiffs to determine what conduct is prohibited.” Despite this decision in *Santa Cruz*, the banned concepts act in New Hampshire includes 4 of the 10 banned concepts from President Trump’s Executive Order.

Rather than curing these ambiguities identified in *Santa Cruz*, the banned concepts act imposes penalties for violating its vague provisions. One remedy for a perceived violation is a civil action in Superior Court against a government entity (including a school district)—and potentially even the employee—for damages and equitable relief, including an injunction to stop the instruction of or training on the banned concept.¹ The private right of action afforded to “[a]ny person aggrieved by an act made unlawful” under the banned concepts act serves to compound the chilling effect of the law.² For example, under RSA 193:40 III, the student (or the parent of a student) assigned a book perceived as being prohibited by the banned concepts act could file a Superior Court lawsuit against the school and potentially the teacher themselves.

II. The Banned Concepts Act Chills Discussions and Instruction on Race, Gender, and Disability That Are Critical to an Informed Citizenry and Promoting a Sense of Belonging. SB304 Will Help Ensure That This Critical Instruction Can Occur Without Penalty.

Because of this vague language and stiff penalties, some educators will inevitably avoid important topics concerning race and gender because they fear being the subject of a complaint or lawsuit from an angry parent or student who does not like what is in their curriculum.

¹ See RSA 354-A:34 (“Any person aggrieved by an act made unlawful under this subdivision may pursue all remedies available under RSA 354-A, RSA 491 ...”) (emphasis added); RSA 193:40 III (“Any person claiming to be aggrieved by a violation of this section [government teaching banned concepts in schools], including the attorney general, may initiate a civil action against a school or school district in superior court for legal or equitable relief ...”).

² See RSA 354-A:34.

For example, is Tiffany Jewell's book *This Book is Anti-Racist* banned under the act? Is the book *Stamped (For Kids): Racism, Antiracism, and You* banned under the act? No one knows, and the State will not provide concrete answers as to whether specific texts are covered or not. As a result, in order to avoid the act's penalties, teachers are currently pulling books from staff and course instruction out of a fear of liability—even if these books may not necessarily be covered by the act. In other words, books are essentially being banned out of a fear of the banned concepts act.

These discussions on race and gender are critically important. This is for at least two reasons. *First*, the act's chill of education focusing on race, gender, and DEI concepts harms all Granite Staters because the inclusion of such concepts in classrooms provides a multitude of benefits for students and society at large. Student body diversity—and the resultant diversity in views and perspectives that flow from such diverse students' participation—improves critical thinking and problem solving, increases racial understanding, reduces stereotypes and prejudices, and develops leadership and critical thinking skills and many other skills necessary to thrive in an increasingly diverse society.³ These benefits manifest for all students.

Second, these discussions of race and gender are particularly important as New Hampshire rapidly becomes more diverse. The 2020 census indicated that—while New Hampshire's population grew by a modest 4.6% during the past decade—the number of residents who are people of color increased by 74.4% to 176,900 in 2020. Black, Hispanic, and other people of color now represent 12.8% (176,900) of the state's population compared to 7.5% (101,400) in 2010. This diversity is particularly prevalent in the southern part of New Hampshire. For example, the population of Manchester and Nashua was 98% White in 1980 according to census data. Manchester now is 85% White. Nashua now is 82% White. As the Carsey School of Public Policy at the University of New Hampshire explained, "children are at the leading edge of the state's growing diversity."⁴ The *Union Leader* also recently reported that "more than 2 of every 5 children in Manchester and Nashua hail from families of color," and that, "[i]n 30 years, Manchester's youngest generation has shifted from 94% White in 1990 to 57% last year."⁵ Instruction on race and gender, including DEI concepts, serves to close existing opportunity gaps and inequalities faced by students of color in New Hampshire and other historically marginalized groups. It also helps these students to feel a better sense of belonging in New Hampshire.

III. The Harm of Censorship, Even of Ideas We Do Not Like

Lastly, the banned concepts act is, put simply, about censorship in schools. Censorship is a dangerous concept. In schools, we should be allowing ideas to be discussed—even those we do not agree with—so students are exposed to alternative perspectives and taught to evaluate issues for themselves. This skill set is necessary to educate the next generation of adults to have critical thinking skills and be able to meaningfully participate in our democracy.

But through the act's chill, students are (and have been) robbed of the information, ideas, and instructional approaches that would prepare them to engage in the robust dialogue and analytical thinking necessary to effectively function as citizens in America's democratic system. Our schools are "nurseries of democracy." See *Mahanoy Area Sch. Dist. v. B. L. ex rel. Levy*, 141 S. Ct. 2038, 2046 (2021).

For these reasons, the ACLU-NH supports SB304.

³ See, e.g., Roslyn Arlin Mickelson, *Research Brief: School Integration and K-12 Outcomes: An Updated Quick Synthesis of the Social Science Evidence 5*, Nat'l Coal. on Sch. Diversity (Oct. 2016), <https://files.eric.ed.gov/fulltext/ED571629.pdf>.

⁴ Kenneth Johnson, "Modest Population Gains, but Growing Diversity in New Hampshire with Children in the Vanguard," *Carsey School of Public Policy* (Aug. 30, 2021), <https://carsey.unh.edu/publication/modest-population-gains-but-growing-diversity-in-new-hampshire-with-children-in-vanguard>.

⁵ Michael Cousineau, "NH Grows More Diverse, Faces Call For Change," *Union Leader* (Dec. 19, 2021), https://www.unionleader.com/news/business/whats_working/nh-grows-more-diverse-faces-call-forchange/article_8c1cfc2d-73c1-51f3-9a5d-939525c3c21e.html.

To Members of the Senate Judiciary Committee,

My name is Laurie Warnock, I've lived in Hampstead for the past 33 years. I'm speaking in enthusiastic support of SB 304, relative to discrimination in public workplaces and education.

I work as an educator for a public health agency. My job has me in front of students from Salem to Stewartstown talking to them about things like the dangers of vaping and nicotine addiction. It is not unusual for a student to hang back as their classmates leave the room to tell me about a parent or grandparent who smokes. There is often a mix of confusion, sadness, even embarrassment that an adult they love could continue a behavior that they know is unhealthy, and would even expose loved ones to the known dangers. As much as I'd love to tell them the magic words they could bring home to Nanna that would help her quit smoking, the best I can do is use the moment to reinforce the lesson. I tell them that breaking an addiction is an incredibly difficult thing both physically and mentally, that this is the power that something so toxic can have. That they have the power to make different decisions for themselves, based on what they've learned, both from the lesson and from the examples of others. It is an opportunity for that child to examine their feelings of discomfort, the uneasiness that new knowledge can create, the critical thinking we want them to develop and employ in their decision making.

It's easy to spot hatred when it appears like the black hatted bad guy in a western, waving a Confederate flag from the back of a pick up, spraying the N word on across a family's home or sporting swastika tattoos. My dad always said, when someone shows you who they are, believe them. But those extremists are the low hanging fruit. Discrimination takes much more insidious forms in the way of policy and practice. We have a long history of using race and ethnicity to define where folks get to live, learn and work. As the descendent of immigrants, I've spent hours researching my ancestors' lives, visiting the places where my people were forged. I have not identified a single link to royalty; I come from peasant stock and proudly, people who worked hard in hard places and when they arrived here they faced discrimination we should not be proud of. But that is the gift of studying history, that uneasiness that new knowledge can create that prompts introspection and outward action.

Last year's HB544 (RSA 193:40) crept into law through the trash chute, as a budget bill amendment, a strategy resorted to when failure through legitimate process seemed certain. It imposed vague and conflicting parameters on what could or could not be taught in schools or public agencies, setting discomfort as a greater harm than discrimination. It emboldened those with a grudge to offer a bounty on educators who crossed its ambiguous lines. It constrains teachers from challenging their students to explore their country's past with an eye toward truth rather than pastoral myth and it prevents employers from encouraging constructive conversation toward diverse and equitable workplaces.

I urge you to support SB 304, and consign RSA 193:40 with its sorry fear of uncomfortable conversations to the history books. We are better than that.

Laurie Warnock
20 Redcoat Drive
Hampstead NH 03841
Lwarnock62@gmail.com
603-770-7954

Denise Burchsted
93 Grant Street
Keene, NH 03431

New Hampshire Senate Judiciary Committee
Concord, NH

RE: In favor of SB 304

Dear Committee members:

I write as an individual citizen of New Hampshire to register my support for SB 304.

As a mother, a professor, and a citizen of New Hampshire, I am terrified by the current statute that uses vague, broad language to police what can happen in classrooms. This appears to directly contradict the pride of living in a country that protects free speech and that limits government intervention on speech. SB 304 will restore that feeling of pride.

My children have sought out the lessons that embrace the complexity of our lives. They feel betrayed in school when lessons boil down information to overly simplified, comfortable perspectives. The teachers who are best able to support their needs, however, are now very confused how to teach these topics.

I am dismayed that the request for clarification by these teachers has not resulted in any clarification. However, the form posted by the Department of Education in response to the request for clarification – and the bounty that has been additionally offered by a private group for successfully reporting in a teacher – clarifies that the current statute is being used in the service of silencing teachers.

The schools in my city of Keene, and across New Hampshire, are suffering from a lack of teachers. Despite the heroic efforts of the remaining teachers, students are nonetheless suffering due to the teacher shortage. As the pandemic has clearly demonstrated, not only does our future depend on the schools, but schools also provide a foundation for today's economy. The current statute, being used to terrify and silence teachers, only makes things harder to address the teacher shortage. This threatens the basic functioning of the schools and endangers our economy.

The use of State money to defend this statute in court feels shocking to me. There are many compelling legal arguments regarding how the current statute violates the constitutional protections of free speech, which has already been demonstrated in court in regard to the federal executive order with similar language. This is an embarrassing use of State money: to protect a statute that terrifies teachers, that does not support the teaching of complex information, that endangers recruitment of new teachers to address the teacher shortage and

therefore threatens our economy, and that may violate basic constitutional principles of free speech.

In my role as a professor of environmental studies, I have learned how race plays a very serious role in environmental and related health outcomes. For example, the location of hazardous materials is best predicted by the race of the people in a neighborhood, and not by their income. In other words: when comparing neighborhoods today with similar incomes, the neighborhoods with more people of color will have more hazardous materials located in their neighborhood. Health outcomes that are associated with environmental hazards – such as childhood asthma – also correspond much more with race, not income. Exploration of these difficult topics in the classroom becomes very confusing, given the current statute and especially by the attempt to expand the limitations to the college classroom. SB304 will enable us as a society to discuss and address these complicated issues, rather than avoid them in fear of tripping a vague and unclear trigger that results in serious penalties.

I urge you to vote in favor of SB304.

Thank you in advance for your attention to these concerns
- Denise Burchsted, PhD

Jennifer Horgan

From: Beth Scaer <bethscaer@gmail.com>
Sent: Saturday, January 8, 2022 11:57 AM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jennifer Horgan
Cc: Ruth Ward; Denise Ricciardi; Erin Hennessey; Jay Kahn; Suzanne Prentiss; ~Senators; Louise (Frank) Edelblut
Subject: Vote ITL on SB304
Attachments: Image (9).jpg; Image (12).jpg; Image (13).jpg; Image (11).jpg

Dear Members of the Senate Judiciary Committee:

I am writing to ask you to vote ITL on SB304 which would reverse the recently passed ban on public school staff teaching that an identified group is:

- Inherently superior or inferior to people of another identified group
- Inherently racist, sexist, or oppressive, whether consciously or unconsciously
- Should be discriminated against or receive adverse treatment
- Should not treat members of other identified groups equally

I found the following children's book at the Nashua Library that could be used in a classroom to shame white children if SB304 is passed.

"Not My Idea: A Book about Whiteness" by Anastasia Higginbotham

- It has a burning cross on the cover next to the American flag.
- The introduction invites children to "dismantle white supremacy."
- The author informs her young readers that "whiteness is a bad deal" and "we can see your pointy tail."
- In her conclusion, she implies that white people have sold their souls to the devil so they can take advantage of people of color.

See the attached pages from the book.

Please vote ITL on SB304 to protect kids from this damaging ideology.

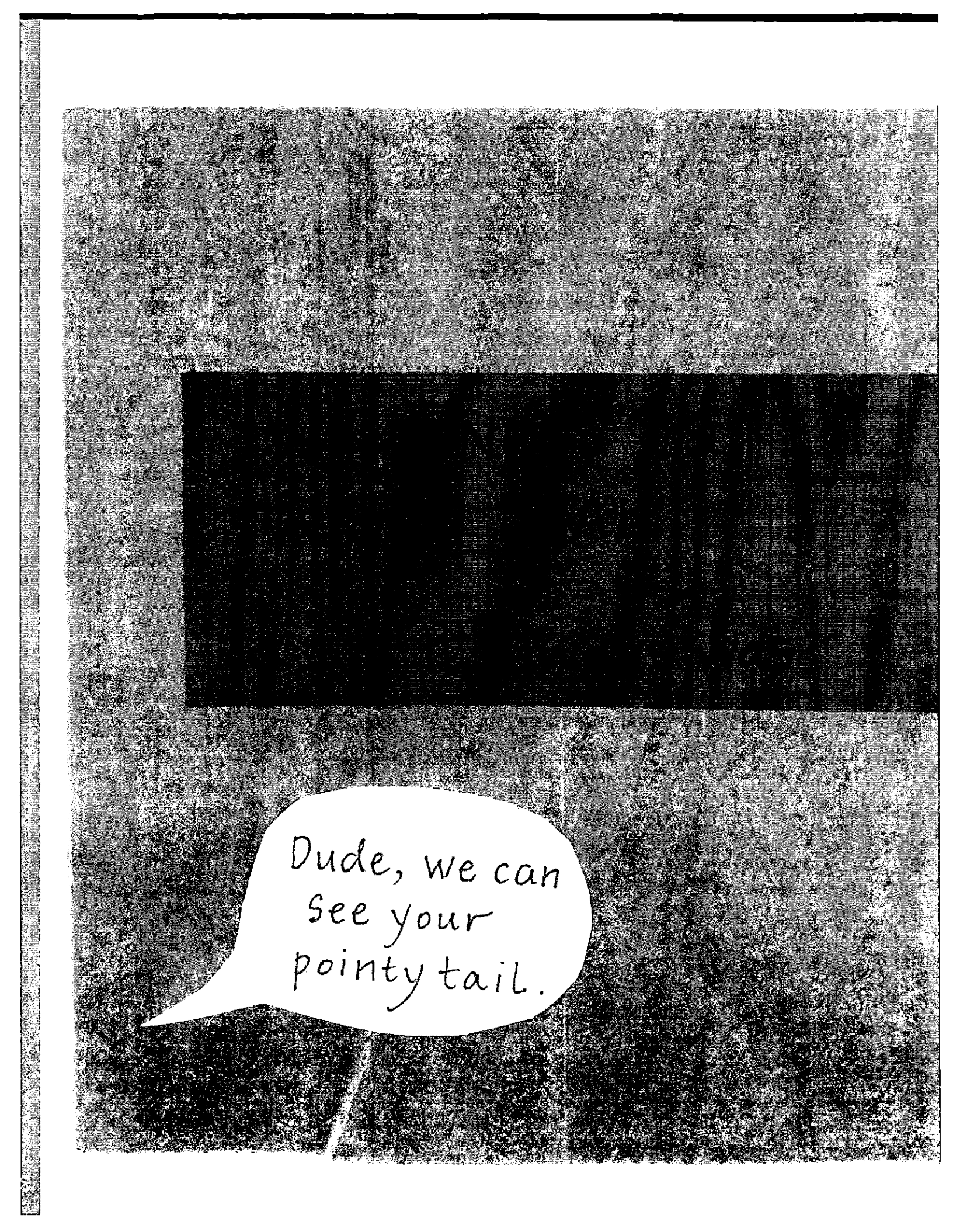
Beth Scaer
111 East Hobart St, Nashua
603-888-5487

NOT MY IDEA

A BOOK ABOUT WHITENESS

Written and illustrated by
Anastasia Higginbotham





Dude, we can
see your
pointy tail.

Contract
Binding YOU to
WHITENESS

You get:

- ✓ stolen land
- ✓ stolen riches
- ✓ special favors †

WHITENESS gets:

- ✓ to mess endlessly
with the lives
of your friends,
neighbors, loved
ones, and all fellow
humans of

COLOR

for the
purpose
of
profit
\$

✓ your soul
Sign below:

† Land, riches, and
favors may be revoked
at any time, for
any reason.





Dear Child,

Looks like you were born to make history.

The system of white supremacy shows itself in all its horror.

The people are showing ourselves, too—look how many!

Now, you, me, and everyone alive in this moment* get to be part of undoing what should never have been done.

We meet this moment with our hearts broken, many times over.

We meet it with the education we've gotten so far and a lot of listening and learning ahead of us.

We meet it breathing... and being still as we begin to understand.

We meet it with a burning, actually on-fire question: *What took so long?*

Now. Let's dismantle white supremacy everywhere—especially in our own minds and bodies.

This is the chance of a lifetime and you are free to embrace it.

With love and courage ...

Anastasia
Brooklyn, New York
June 2020

*There is a note for you at the end of this book about *being alive in this moment*.

Jennifer Horgan

From: Talia King <frisketal@yahoo.com>
Sent: Sunday, January 9, 2022 4:13 PM
To: William Gannon
Cc: Sharon Carson; Harold French; Becky Whitley; Jennifer Horgan
Subject: Re: SB304

Thank you I appreciate all you do!

Sent from my iPhone

On Jan 9, 2022, at 3:12 PM, William Gannon <William.Gannon@leg.state.nh.us> wrote:

Talia

Not to worry, we have the votes to stop 304. I am in agreement with all you said.
I will be sure we vote it down in judiciary committee and defeat it on the Senate floor.
Senator
Bill Gannon
Sandown

[Get Outlook for iOS](#)

From: Talia King <frisketal@yahoo.com>
Sent: Sunday, January 9, 2022 2:55:41 PM
To: Sharon Carson <Sharon.Carson@leg.state.nh.us>; William Gannon <William.Gannon@leg.state.nh.us>; Harold French <Harold.French@leg.state.nh.us>; Becky Whitley <Becky.Whitley@leg.state.nh.us>; Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB304

Please do not allow the overturning of HB544 through SB304. Please uphold the integrity of HB in not allowing for any teaching in the schools or training of employees that includes language that anyone is inherently racist due to the color of their skin.

Nobody is against teaching of honest history, what the residents of NH are against is the teaching of history through a social justice lens that layers in the teaching or training of inherent racism amongst other very alarming language. HB544 should remain in tact.

Thanks,
Talia King
Exeter

Jennifer Horgan

From: Mary Wilke <wilke.mary@gmail.com>
Sent: Sunday, January 9, 2022 6:35 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: Please vote OTP on sb304 and repeal and replace the anti-discrimination provisions added to the budget

To the Members of the Senate Judiciary Committee,

I'm a retired public school teacher writing to urge you to vote OTP on sb 304, which would repeal and replace the legislation originally referred to as the "divisive concepts" bill. That bill, ultimately folded into the budget, was based in part on the unfounded concern that public school teachers were teaching Critical Race Theory and making their students feel bad because of their race, gender, etc. It was a so-called solution to a problem that did not exist. Yet its passage raises the following ongoing concerns:

1) RSA 193:40 leaves teachers feeling pressure to avoid some important topics

I remember one day when a group of my fifth graders came in from recess very upset because some of their classmates had excluded other classmates from a pick-up soccer game, allegedly based on race. I decided that a class discussion of the issue needed to happen then and there. I had no time to plan my exact words, or to think about questions students might ask and how I'd answer them, but went ahead to facilitate what turned out to be a constructive conversation that helped resolve the problem. Teachers are often faced with "teachable moments" like this, where an opportunity is lost if not acted on.

My reaction might have been different if RSA 193:40 had been in effect at the time, partly because the statute and the guidance around it on exactly what you can and cannot say are not entirely clear. Under those circumstances, I might not have felt comfortable jumping into this conversation without having a chance to think it through, practically word by word, in advance. Moreover, in today's environment, where some parents are being encouraged to scrounge for evidence that their children's teachers are indoctrinating their children, an innocent misunderstanding could potentially lead to threats to a teacher's livelihood. Knowing that, I might have had reservations about holding the discussion at all, yet I truly believe that avoiding it would have been counterproductive.

2) RSA 193:40 perpetuates the unfounded idea that public school teachers can't be trusted

For instance, shortly after RSA 193:40 was enacted, the Northwood Republican Town Committee sent a flyer to Northwood homes warning that "CRT has morphed into the shaming of white children for the sins of their ancestors," that it has "engulfed the education system," and that it's a "political ideology for indoctrination of Socialism or worse Marxism in our schools." They noted that the anti-discrimination legislation encoded in RSA 193:40 was enacted to protect children from these alleged abuses. They even urged parents to be on the lookout for teachers telling students to lie to their parents about what went on in class. Meanwhile, Moms for Liberty offered a \$500 bounty for anyone turning in an errant teacher to the DOE.

I hope some of you will take the time to walk into an actual public school classroom and see for yourselves how hard teachers work to create environments that make all students feel welcome and appreciated and how far from the truth it is to suggest that they want to shame any of their students. Teachers make huge efforts to plan and provide differentiated lessons because they want their students, in all their diversity, to succeed. They console and encourage students when they're frustrated or

discouraged, help them resolve conflicts with friends, and even provide them (at their own expense) with backpacks and snacks and winter jackets.

I've never known teachers who used their positions to push their own political beliefs on their students. And I'm not aware of any Marxists among the teachers I've worked with - if there are any, they're keeping their beliefs to themselves.

Public school teachers have been through a tremendously stressful couple of years, having to adapt to teaching in the middle of a pandemic, toggling between online and in-person teaching, often with little notice. They deserve our respect and gratitude, not our mistrust. Please vote OTP on SB304.

Thank you for your consideration and for your service to the State of NH,

Mary Wilke
Concord, NH

P.S. I wish I could be there in person to speak in support of sb 304, but because there are people in my family who are particularly at risk of serious Covid infection, I need to do this by email. I do wish you had allowed me the opportunity to testify remotely, given the circumstances we find ourselves in.

Jennifer Horgan

From: Debra Williams <williamsdebra13@yahoo.com>
Sent: Sunday, January 9, 2022 9:10 PM
To: Sharon Carson; William Gannon; Jennifer Horgan; Harold French;
Becky.Whitely@leg.state.nh.us
Subject: CRT

Kill SB 304 teaching racism in public school won't be tolerated in NH. I would expect that the \$85 per day of my tax dollar will promptly be returned to me to pay for private school. This should also apply to children being forced in remote learning. The per day tax dollars should be returned to the parents also. Sincerely Debra Williams

Sent from my iPad

Jennifer Horgan

From: ellen hyatt <ellenahyatt@gmail.com>
Sent: Monday, January 10, 2022 6:51 AM
To: Becky Whitley; Harold French; Jennifer Horgan; Sharon Carson; William Gannon
Subject: Stop SB304

Dear NH legislators,

I am a proud tax-paying citizen of our great State and Nation! I have lived abroad and seen by contrast the remarkable Nation we have been so blest to be born into!

Why are hundreds of thousands flocking to enter our nation both legally and illegally each year! The United States is a symbol of freedom and opportunity with the motto of Liberty and Justice for All! In my lifetime, this has been progressively more and more true for millions of Americans from all races, color and creeds! Millions have come to join us in this American Dream from many different countries! My personal friends who immigrated from China, Korea, Caribbean, Brazil, Ireland and others have come, worked hard and been lifted out of poverty! They are very successful and enjoy their identity as Americans!

We will honor the great Martin Luther King jr in a few days! He famously said He longed for the day when a man will be judged NOT for the color of his skin BUT for the content of his character! I believe we are living this truth to a great extent never seen before!

Please do not reverse the remarkable progress in this nation over the past 50 or more years!

Bills such as SB304 encourage racism, division and a radical ideology that will destroy the whole idea of "E pluribus unum "-

"Out of many one"! We must resist this current push of critical race theory which will only serve to breakdown our society by toxic indoctrination and division!

This bill is in opposition to everything we, as Americans strive for to advance all people as equal under the law with opportunities to pursue life, liberty and the pursuit of happiness! Please say No to SB304 and other bills like this which are destructive to our democratic republic!

Thank you for you thoughtful consideration!

Sincerely,
Ellen A Hyatt, PhD

Jennifer Horgan

From: Jennifer Horgan
Sent: Monday, January 10, 2022 8:19 AM
To: ~Senate Judiciary Committee
Subject: FW: SB 304

-----Original Message-----

From: kjennings@healthalert.net <kjennings@healthalert.net>
Sent: Monday, January 10, 2022 7:10 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB 304

Good day,

I am writing in support of SB 304. It is critically important to repeal the banned concepts law passed through the state budget process. This law is contrary to our Constitutional right for free speech and exerts a chilling effect on teachers' work. Teachers must not live in fear of losing their teaching credentials for facilitating their students' understanding of the beautiful and complex history we share in the US.

The banned concepts law directly harms our students in NH. They need a thorough and nuanced understanding of our history in order for them to effectively compete in the marketplace. This limit on their education interferes with their potential for success in our multiracial and multicultural world. And frankly, the banned concepts law is an embarrassment to NH. This was not a law that was endorsed by the people of New Hampshire. And finally, there needs to be a process of truth=telling about history in order for us not to repeat the mistakes of the past and to move forward constructively in the spirit of reconciliation and healing.

thank you for this opportunity to share my thoughts.

Karen Jennings
Keene, NH

Jennifer Horgan

From: Jennifer Horgan
Sent: Monday, January 10, 2022 8:19 AM
To: ~Senate Judiciary Committee
Subject: FW: SB 304

From: Ellen Roos-Unger <eroosunger@gmail.com>
Sent: Sunday, January 9, 2022 4:37 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB 304

Dear Ms Horgan,

I am writing to you in support of the Repeal and Replace Banned Concepts Law- SB 304. As both a resident and voter in Amherst, NH and a public school teacher in state I feel very strongly that historical truths should be allowed as a part of our state curriculum. Any decision otherwise will result in the spread of misinformation and muzzling of public school teachers. Please work your hardest to rectify this unthinkable reality!

Sincerely,

Ellen Roos-Unger

Jennifer Horgan

From: Jennifer Horgan
Sent: Monday, January 10, 2022 9:08 AM
To: ~Senate Judiciary Committee
Subject: FW: SB 304

From: Bill Kingston <DC9guy@comcast.net>
Sent: Monday, January 10, 2022 9:03 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB 304

I support this Bill because it repeals the Divisive Concepts ban.
It also removes the threat of being fired from our teachers and allows them to present a more accurate curriculum without government censorship.

Bill Kingston
New Castle
DC9guy@comcast.net
603 431-7876

January 10, 2022
To New Hampshire Lawmakers:

I am writing in testament today that it is imperative that SB 304 be implemented in order to repeal the Banned Concepts Law passed through the state budget process. This law has made it difficult to hold meaningful and necessary discussions with students out of fear that I may be called to task for something that should be absolutely legal based on the First Amendment.

It is a lie that Critical Race Theory is taught in elementary and high school classrooms. Through curriculum, we do, however, talk about topics that are relevant to current events as well as American and world history which this law makes it difficult to address without anxiety that my teaching credentials could be called into question over a vaguely written law. Furthermore, our most vulnerable school populations, members of minority groups such as People of Color and people who are members of the LGBTQA+ community suffer with the Banned Concepts Law in place. It is difficult to have conversations around their experiences, without, again, worrying that I may lose my license.

This law seems like a witch-hunt -for what? For teachers doing their job to help students grapple with difficult topics? The Education Commissioner has been less than supportive of educators. Instead, he's catered to fringe groups such as Moms for Liberty who actually offer a bounty for reporting teachers who engage in instruction that is deemed a "Banned Concept". Why? Shouldn't there be more focus on making education more accessible for all? Students must have access to information to construct their own opinions and understanding of our world, history, and culture.

There are important truths that we must understand and convey to students for them to be informed citizens. Acknowledgement of things that have occurred in America, in our own state, and the world that are egregious acts against human beings such as the enslavement of Africans, and genocide of indigenous people here on American soil, to the atrocities of the Holocaust, and current LGBTQA+ rights movement, as well as on going issues such as systemic racism are not meant to make a student feel bad about themselves; they are meant to inform them so they are aware of what they will encounter in the world and acknowledgement -understanding of these topics leads to positive action.

I want my students to be well rounded individuals, but I also hope for them that they are compelled to do their part to make the world a better place. One way that educators ensure they send students out into the world who are going to have good character and knowledge of the world is not by skirting important and difficult issues, but by letting them make decisions and opinions about them freely, therefore, SB 304 must be passed.

Sincerely

Erin Kelley M.Ed.

ELA Teacher Monadnock Regional High School
S.A.G.E. Advisor (Student Allies/Action for Greater Equality)

Jennifer Horgan

From: Marsha Feder <marshafeder@gmail.com>
Sent: Monday, January 10, 2022 11:18 AM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: SB304

To the Senate Judiciary Committee:

I urge you to SUPPORT SB 304 and repeal the divisive concepts law.

I believe that acknowledging and discussing the history of this country is necessary to learn from past mistakes and work towards collective action to write a new inclusive chapter.

Thank you

Marsha Feder

Hollis

Jennifer Horgan

From: Jennifer Horgan
Sent: Monday, January 10, 2022 11:18 AM
To: ~Senate Judiciary Committee
Subject: FW: Opposition to SB304

From: Frank Ferraro <fferraro2010@gmail.com>
Sent: Monday, January 10, 2022 11:16 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Opposition to SB304

Dear Members of the Senate Judiciary Committee:

My name is Frank Ferraro and I am a resident of North Hampton, New Hampshire. I urge you to vote ITL on SB304, a bill that would reinstate discriminatory actions within the public school system.

I am on record being in full support of teaching our history, the good and the bad. Our history is full of flawed individuals and times that, along with our exceptionalism, should be taught, but without personal opinions or biases. Telling children that they are an oppressor or an oppressed solely because of the color of their skin or their sex or their religion is not education and it should not be acceptable under the law.

If a teacher finds it difficult to teach history without including personal opinions then I suggest that individual is not educating the students, but is attempting to indoctrinate them.

The final wording on this issue in HB2 was already compromise between the language of HB544, the so-called divisive concepts bill, and no restrictions at all. I ask you to stand firm and vote to ITL SB304.

Frank Ferraro
North Hampton

Jennifer Horgan

From: Jennifer Horgan
Sent: Monday, January 10, 2022 11:59 AM
To: ~Senate Judiciary Committee
Subject: FW: Opposition to SB304

From: Donna F. <shimjung1@gmail.com>
Sent: Monday, January 10, 2022 11:40 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Fwd: Opposition to SB304

Date: Mon, Jan 10, 2022 at 10:24 AM Subject: Opposition to SB304 To: <jennifer.horgan@leg.state.nh.us>

Dear Jennifer,

I am writing to you to express my opposition to HB304 that would allow teaching Critical Race Theory (CRT) in NH schools.

Research indicates that CRT is an outcrop from the violent ideological school of Marxist philosophy. Thus, CRT breeds hatred and divisiveness and is instrumental in subversion and deceit that results in brainwashing unsuspecting young minds who have yet not developed the capacity for critical thinking.

As such, CRT has absolutely no place in NH schools and I urge the Senate Judiciary to strongly oppose SB304.

Opposition to HB304 would send the message to NH parents that children would be protected from forced indoctrination into groupthink.

Thank You.

Donna Ferrantello, Ph.D.

Keene, NH

Jennifer Horgan

From: Jennifer Horgan
Sent: Monday, January 10, 2022 11:59 AM
To: ~Senate Judiciary Committee
Subject: FW: SB 304

From: Brian Griset <grisetandsons@comcast.net>
Sent: Monday, January 10, 2022 11:50 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB 304

Being an old Marine growing up during the 1950's and the turbulent 1960's with the Civil Rights movement led by Dr. King (which I supported) I find it unbelievable that "Progressives" today wish to turn back the clock and repudiate the standards set by Dr. King in accordance with our Declaration of Independence.

Those that support the indoctrination of children in our schools, with a message of prejudice and an opinion that people should be judged "by the color of their skin", are unworthy to hold office in our State and in our Nation because as Dr. King said long ago, they should "be judged by their character".

Any philosophy, including CRT, that proposes that a person should be prejudged by their skin color is a standard we've worked hard to remove from our society over the past six decades.

Supporters of CRT, supporters of this bill, are misguided.

Prejudice, regardless of skin color, is prejudice. Prejudice, regardless of skin color, is evil!

Protect our Children and Grandchildren from these misguided individuals.

A UNANIMOUS rejection of this Bill is the only right thing to do.

Brian Griset

grisetandsons@comcast.net
603.686.1139

Jennifer Horgan

From: Jennifer Horgan
Sent: Monday, January 10, 2022 12:19 PM
To: ~Senate Judiciary Committee
Subject: FW: SB304

From: Glenn Page <grp0527@gmail.com>
Sent: Monday, January 10, 2022 12:13 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB304

Senate Judiciary Committee,

Please be aware that the proposed repeal of the anti-discrimination law passed last summer would in effect allow for discrimination to be fully endorsed by the State of New Hampshire. The law passed last summer is an affirmation by the State, that New Hampshire will continue abide by the Civil Rights Act of 1964, which codified in law and prohibits **"discrimination based on race, color, religion, sex, national origin, and later sexual orientation and gender identity."**

Please accept this testimony into the public record.

Glenn Page
Resident of Greenland, NH

Jennifer Horgan

From: Fred Hubert <fhubert67@yahoo.com>
Sent: Monday, January 10, 2022 1:33 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jennifer Horgan
Subject: SB304

Dear Senators,

I can't fathom why anyone would legitimately want to repeal legislation that was passed to prevent discrimination in classrooms. I've seen the many published lies (I use this term because it is intentionally dishonest - it is not misinformation) about the anti-discrimination legislation passed last year as I am sure you have. I will trust that you will ignore all of that and instead focus on the wording of the actual legislation. I find it to be very clear and straightforward. Please defeat SB304 in whatever way necessary to keep our anti-discrimination legislation intact.

Fred Hubert
Hollis, NH

Granite State College



University System
of New Hampshire

Senate Judiciary Committee

January 11, 2022

SB 304, relative to discrimination in public workplaces and education.

Testimony of Tom Cronin, Director of Government Relations
University System of New Hampshire (USNH)

As institutions of higher education, large employers and state contractors, the University System and its component institutions are committed to our mission as places of learning, growth and development. Diversity, Equity and Inclusion (DEI) are embedded into our values and are the framework for how we work to create spaces of belonging.

The state's public colleges and universities are places for self-exploration, and we work to provide the tools needed to foster a better understanding of oneself and the societies in which we live. Our academic missions require thoughtful debate and deliberation on difficult social, economic and cultural issues.

In our classrooms and learning spaces our faculty challenge students to explore the full breadth of our state and national history, and to participate in vigorous debate on important topics of our day. We work to foster environments where students can understand and critically assess the ways their identities and past and existing systems intersect to create our shared culture. We believe this exploration is part of our responsibility in preparing well-rounded citizens who will participate in our economy and communities with a fuller understanding of the challenges facing our society and, hopefully, with a view towards promoting justice and equity.

As employers, we are committed to promoting these same expectations among our faculty and staff. Trainings and other educational opportunities on issues of diversity and inclusion are readily available for those who wish to participate. These programs align with federal and state anti-discrimination laws and have a long history of success in establishing inclusive spaces for growth and learning for each participant.

SB 304 proposes valuable improvements to state law that affirm the importance of diverse educational experiences and clarifies that teachers, employees and employers may not be punished for encouraging discussion on historical or current experiences of groups and individuals that have and often still are subject to discrimination. For this reason, we encourage the committee recommend SB 304 ought to pass.

Contact: Tom Cronin, Director of Government Relations
thomas.cronin@unh.edu | 603-264-5659



TOWN OF DURHAM
8 NEWMARKET ROAD
DURHAM, NH 03824
Tel: 603-868-5571
Fax: 603-868-1858
www.ci.durham.nh.us

January 10, 2022

Senator Sharon Carson, Chair
NH Senate Judiciary Committee
State House, Room 100
Concord, NH 03301

Re: Support for Senate Bill 304

Dear Chair Carson and Honorable Members of the Senate Judiciary Committee,

I write on behalf of the Town of Durham in support of Senate Bill 304, a bill that would repeal and replace the problematic "*Right to Freedom from Discrimination in Public Workplaces and Education*" law that was included in HB 2 last session. The "*Right to Freedom from Discrimination in Public Workplaces and Education*" law began as HB 544, the so-called "divisive concepts" bill. A broad coalition opposed HB 544. Although HB 544 was ultimately tabled, a watered-down version of the controversial language was included in HB 2 and eventually became law.

Leaders at the local level are uniquely and appropriately situated to appreciate the particular concerns and needs of their communities and should have the freedom to decide how to address and talk about important issues related to history, diversity, and equity.

After the passage of HB 2, many local and school district officials became concerned that their efforts to improve discourse and training on important topics related to diversity and equity for their employees, officials, and the public could result in lawsuits.

Many towns, cities, and school districts, like Durham and the Oyster River Cooperative School District (including the communities of Durham, Lee, and Madbury), have formed local committees or commissions and have held public listening sessions concerning these timely topics; yet such efforts were threatened when the new law became effective, largely because the language in the law is ambiguous and likely to lead to inconsistent application or interpretations. That inconsistency could result in frivolous lawsuits and actions against local governments, school districts, and their officials and/or employees.

SB 304 would appropriately repeal that law and replace it with language stating that no public employer is prohibited from engaging in or requiring training concerning "the historical or current experience of any group that is protected from discrimination" under the state's human rights law.

Letter to Sen. Sharon Carson, Chair
NH Senate Judiciary Committee – Support for SB 304
January 10, 2022 – Page 2

SB 304 is consistent with the long-held concept of local control for our municipalities, school districts, and counties in New Hampshire.

Do not hesitate to contact me should you have further questions in regard to this or any other matter.


Very truly yours,

Todd I. Selig
Administrator

- c: Durham Legislative Delegation
James Morse, ORCSD Superintendent of Schools
James Dean, President, University of NH
Durham Human Rights Commission
Durham Town Council
New Hampshire Municipal Association

Jennifer Horgan

From: Toni Parker <savedthrufaith99@protonmail.com>
Sent: Monday, January 10, 2022 5:35 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jennifer Horgan; Ruth Ward; Denise Ricciardi; Erin Hennessey; Jay Kahn; Suzanne Prentiss; ~Senators; Frank.Edelblut@doe.nh.gov
Subject: SB 301 and 304 are scheduled for hearing at 1:00 on Wednesday Jan 12.

Dear Members of the Senate Judiciary Committee:

My name is Toni Parker and I am a resident of Weare, New Hampshire. I urge you to vote ITL on SB304 which would reinstate discriminatory actions within the public school system.

SB304 would repeal the anti-discrimination law and BRING CRT BACK INTO THE CLASSROOM: This MUST BE DEFEATED

I urge you to vote ITL on SB304 and affirm our civil rights. ***** OPPOSE *****

SB301 text relative to the procedure for violations under the right to know law.
***** SUPPORT *****

SB 301 and 304 are scheduled for hearing at 1:00 on Wednesday Jan 12.

Respectfully Submitted,
Toni Parker

Jennifer Horgan

From: Cathie Ackerman <cathiema@aol.com>
Sent: Tuesday, January 11, 2022 2:22 AM
To: Daniel Richardson; Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Cc: Erin Hennessey; Chuck Morse; Denise Ricciardi; James Gray; Ruth Ward; Kevin Avard; Gary Daniels; Regina Birdsell; John Reagan; Bob Giuda
Subject: Re: In Opposition to SB304 relative to discrimination in public workplaces and education.

I agree with you.

Sent from the all new AOL app for iOS

On Tuesday, January 11, 2022, 12:14 AM, Daniel Richardson <daniel6_22@comcast.net> wrote:

Ref: Jan 12, 2022 Meeting

SENATE JUDICIARY COMMITTEE -

I write in strenuous opposition to SB304. This bill proposes to green-light government employees to indoctrinate their subordinate charges and wards with lies and hate in the form of blaming of one race against another. It removes any responsibility for false instruction in unvetted material to young minds. One form of this material type is known as Critical Race Theory (CRT). It allows for psychological trauma and unlimited damage of students minds by propagandizing falsehoods. It poses to have no limit on the repetitive bombardment with what would be state-sanctioned mental cruelty.

This bill allows public school teachers to employ compelling innocent children to confess to supposed thought-crimes, to supposed thought-crimes of relatives and to compel agreement with blaming their own ancestors for crimes. No parent would want such abomination contrary to personal family values foisted on their young loved ones.

There should be a heavy penalty for non-academic waste of class instruction in fomenting hatred and racial discrimination. Allowing such garbage legislation to enable societal division training to pass would be a crime against Americanism.

The bill sponsors should be ashamed of themselves for being willing purveyors of ersatz evil.

Kill this bill please!

Daniel Richardson, Nashua

Jennifer Horgan

From: Jennifer Horgan
Sent: Tuesday, January 11, 2022 8:22 AM
To: ~Senate Judiciary Committee
Subject: FW: Support SB304

-----Original Message-----

From: Mary Hakken-Phillips <mhp4nhrep@gmail.com>
Sent: Monday, January 10, 2022 10:21 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Support SB304

To the NH Senate Judiciary Committee:

Thank you for taking my testimony. I'm writing to you today as the daughter of a retired public school teacher who had more than 35 years of teaching and administrative service. As I grew up, I watched my mother balance the needs of her own children and family with the needs of her own students and community. But it didn't matter if she was speaking to her biological children or her students, because the lesson was always the same: truth matters, especially when it hurts or is inconvenient.

The very thought that teachers could be intimidated to change their lesson plans for certain concepts to be based on political talking points rather than actual facts and history is beyond comprehension. Teachers spend many years training on the best methods to provide students with critical thinking skills and the tools to learn the truth. Why should a politician get to override these teachers' lesson plans? Why should teachers be forced to avoid certain conversations and lessons based on the preferences of the political party in power? I wonder if it is to make a parent feel better about past discrimination from which they have benefited or to make a politician feel more powerful? No. History is full of mistakes & ugliness; our world has immorality & hate. I believe academic freedom must be prioritized and the First Amendment must protect our teachers in public school settings so they can teach these lessons, no matter how hurtful and inconvenient.

Science, facts, logic and reasoning should drive our decision making in schools and in the legislative process. Thus, I join my fellow Granite Staters in supporting our teachers who should be able to teach the truth without intimidation.

Thank you.

Rep. Mary Hakken-Phillips
Grafton 12

Sent from my iPhone

Jennifer Horgan

From: Jennifer Horgan
Sent: Tuesday, January 11, 2022 8:23 AM
To: ~Senate Judiciary Committee
Subject: FW: SB 304

From: Cybele Merrick <cybelemerrick@yahoo.com>
Sent: Monday, January 10, 2022 9:52 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB 304

I am writing in support of SB304. It is a needed remedy to the so-called divisive concepts rule that passed the NH legislature last year.

Whether the subject is Prohibition, women's fight to secure the vote, the struggles of organized labor, or the ongoing battles to recognize the full humanity of people of color, this country has faced issues that have been deemed divisive. We owe it to our student to allow -- no, to encourage -- teachers to address these subjects in the classroom in all their complexity. We should encourage the thoughtful discussion of divisive concepts, rather than attempt to avoid them.

~Cybele Merrick
Lyme NH

Jennifer Horgan

From: Jennifer Horgan
Sent: Tuesday, January 11, 2022 8:24 AM
To: ~Senate Judiciary Committee
Subject: FW: CRT

From: Jackie Linder <jac.lin2@comcast.net>
Sent: Monday, January 10, 2022 7:56 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: CRT

PLEASE! PLEASE! I DO NOT WANT CRITICAL RACE THEORY TO BE TAUGHT IN OUR NEW HAMPSHIRE CLASSROOMS!!!!!!

Jackie Linder
10 White Oak Drive
Exeter, NH 03833

Jennifer Horgan

From: Jennifer Horgan
Sent: Tuesday, January 11, 2022 8:25 AM
To: ~Senate Judiciary Committee
Subject: FW: SB 304 - Please distribute to all Judiciary Committee Members

From: Geoffrey Mitchell <gkmitchell@brantenergy.com>
Sent: Monday, January 10, 2022 6:23 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB 304 - Please distribute to all Judiciary Committee Members

Ms. Horgan and all Committee Members:

Please vote against repeal of SB 304.

Support "educating" our children with the basics in public schools, not "indoctrinating" them to support ideological driven concepts and theories.

Respectfully submitted.

Geoff Mitchell
10 Dearborn Brook Circle
Exeter, NH 03833
978-337-8709

Jennifer Horgan

From: Jennifer Horgan
Sent: Tuesday, January 11, 2022 8:26 AM
To: ~Senate Judiciary Committee
Subject: FW: I oppose this sort of curriculum

From: lawrence hurd <larryhurd2007@yahoo.com>
Sent: Monday, January 10, 2022 5:44 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: I oppose this sort of curriculum

Look I do know who you people think you are!! But we the public.. \You know the people that you work for by an overwelminly majority do not wish to have our kids brain washed with this Marxist garbage! Further I am going to push for the money to be tied to the kids even this common core garbage has to go.. it been dunning down these kids, it is time to get back to basics further most Kids don't go to collage they need to be taught life skills and how this world really works.. You clown in office are only there because we the people agree to this but make no mistake the giant is stirring
Sincerely Lawrence Hurd

Sent from Mail for Windows



Virus-free. www.avg.com

January 10, 2022

Dear Members of House Judiciary Committee

I am writing in support of SB304 which would repeal and amend sections 297 and 298 of SB2 regarding holding public school teachers liable for learning about and teaching topics of racism, sexism, and the experience and history of other groups protected by the Civil Rights Act of 1965.

Our state and country are built on the premise of equality for all people, which is an ideal that has clearly not yet been achieved. Our education system is a major resource to provide students with information from different perspectives, experiences, understanding of our history to move the country toward this ideal. The desire to silence and punish teachers comes from a place of fear that equality for all means loss of power for the few.

Sections 297-298 of SB2 represent an unprecedented over-reach of government into public education and establishes a dangerous precedent in NH of the party in power being able to dictate curriculum and punish teachers. SB 304 restores freedom from government intervention and allows NH teachers and students to learn a full range of perspectives based on facts, history, and experience and for students to draw their own opinions from this teaching. Please vote in support of SB304.

Stephanie Marshall

7 Nelson Drive

Exeter, NH 03833



NEW HAMPSHIRE
CHARITABLE FOUNDATION

January 11, 2022

Senate Judiciary Committee

Sent via email

RE: Support of SB304

To the honorable members of the Judiciary Committee,

The New Hampshire Charitable Foundation stands firmly behind the belief that all of our children deserve an education that promotes their development and critical thinking skills and offers them practical tools for their future.

As such, we urge you to pass SB304 to repeal and replace the provisions adopted in last year's budget bill, HB2. The current law makes it difficult for our children to receive the complete education they deserve to help them thrive in communities and civic life.

Our nation has a complex history, and New Hampshire students have the right to learn the good and the bad elements of that history. Our children have benefited from longstanding curricula that teach both. We do children a disservice if we seek to eliminate certain American ideas and events, past and current, from their education. The current law makes it difficult for students and teachers to have honest and accurate learning conversations about the systemic racism that harms people and communities and limits progress, and about topics like sexism, disability, and gender identity. We have an obligation to prepare our kids to have honest conversations with people of varied backgrounds and experiences – by building understanding, not by banning ideas.

The current law is unclear, and teachers are understandably confused about it. They are concerned for their jobs and reputations if one parent complains, fairly or not, about a book, film or historical document included in the curriculum – or about a conversation that happens naturally in a classroom. Our children will miss out on a complete and accurate education if educators have to worry about complaints or lawsuits for teaching about racism or slavery, or for allowing students of all backgrounds to share their experiences honestly.

The future of our state, our shared prosperity and well-being, depend on all people being fully welcomed and valued, able to thrive and to help sustain their communities. The current law puts New Hampshire at risk of being perceived nationally as inhospitable for people who seek a welcoming, inclusive, diverse place to live and learn. Given the workforce challenges faced by businesses and nonprofits alike, we cannot afford to have a reputation that discourages people from coming to New Hampshire to work and raise their families – or from staying here.

SB304 provides a straightforward and clear way to correct course in New Hampshire, and to give our children the education and skills they need to thrive in communities, in careers – and in civic life. We urge you to pass it.

Respectfully,

A handwritten signature in black ink, appearing to read "Richard Ober", with a long horizontal flourish extending to the right.

Richard Ober
President & CEO

Jennifer Horgan

From: Kat Peters <katpeters18@aol.com>
Sent: Tuesday, January 11, 2022 11:12 AM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan; Erin Hennessey; Chuck Morse; Denise Ricciardi; James Gray; Ruth Ward; Kevin Avard; Gary Daniels; Regina Birdsell; John Reagan; Bob Giuda
Subject: OPPOSE SB304 discrimination in public workplaces and education.

Good morning Senators:

Ref: Jan 12, 2022 Meeting

SENATE JUDICIARY COMMITTEE -

I write in strenuous opposition to SB304. This bill proposes to allow government employees to indoctrinate their subordinate

charges and wards with lies and hate in the form of blaming of one race against another. It removes any responsibility for false instruction in unvetted material to young minds. One form of this material type is known as Critical Race Theory (CRT). It allows for psychological trauma and unlimited damage of students minds by propagandizing falsehoods.

This bill allows public school teachers to employ compelling innocent children to confess to supposed thought-crimes, to supposed thought-crimes of relatives and to compel agreement with blaming their own ancestors for crimes. No parent would want such abomination contrary to personal family values foisted on their young loved ones.

There should be a heavy penalty for non-academic waste of class instruction in fomenting hatred and racial discrimination. Allowing such garbage legislation to enable societal division training to pass would be a crime against Americanism.

Oppose this bill, please and thank-you!

Sincerely yours,

Mrs. Kathryn Peterson
5 Cortez Drive
Nashua, NH
(603) 888-2768
NH native

Jennifer Horgan

From: William Gannon
Sent: Tuesday, January 11, 2022 11:13 AM
To: Jennifer Horgan
Subject: Re: SB 304

Hi Sarah

Last years law allows for teaching any idea, but it doesn't allow advocating for a belief. It is an anti discrimination statute guaranteeing equAl treatment for all

Senator Gannon

Sandown

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From: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Sent: Tuesday, January 11, 2022 8:22:42 AM
To: ~Senate Judiciary Committee <SenateJudiciaryCommittee@leg.state.nh.us>
Subject: FW: SB 304

From: Sarah Pinneo <spinneo@gmail.com>
Sent: Monday, January 10, 2022 9:24 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB 304

Dear Senate Judiciary Committee,

I *support the repeal* of the Divisive Concepts Bill that appeared in the house budget.

Intimidating teachers is a terrible idea. Shutting down free discussion in a classroom is also a terrible idea. That's what Hitler did. And Stalin. If we start criminalizing classroom discussion, we're no better than Mussolini.

Thank you,

Sarah Pinneo

Small business owner

Etna NH

Jennifer Horgan

From: Deborah Bacon Nelson <dbaconnelson@gmail.com>
Sent: Tuesday, January 11, 2022 11:40 AM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: Support for SB304
Attachments: Judicial Committee - SB304.pdf

Dear Senators - I am including the text of this letter in the email, but you will also find it attached as I do not know which choice you prefer.

**Gratefully,
Deborah H. Bacon Nelson**

Letter in support of SB304

My name is Deborah Nelson, and I live in Hanover where I currently serve on the Hanover and Dresden School Boards. Until I recently retired, I taught American History and Literature for three decades in New Hampshire's public school system. One important goal was to educate my students about America's past and to examine various periods in history with a critical eye. I encouraged my students to question, to read multiple sources of information, to draw connections when appropriate between the past and the present. The novels, plays, poetry, short stories, and essays that were read in the class supplemented periods in history. For example, *The Narrative of the Life of Frederick Douglass* was read during the period leading up to the Civil War, and *The Grapes of Wrath* while we examined the Depression. When we studied the period of Reconstruction, students watched the award winning documentary *13th*, and they were prepared for the film by reading a profile of Bryan Stevenson in Smithsonian Magazine, by watching his TED talk, and of course by their study of historical documents concerning Reconstruction.

I share this level of detail with you because watching *13th* prompted at least one student to cry in my classroom, but it is critical to understand that she was not **damaged** by what she saw, she was profoundly **changed**, and isn't this the goal of education? Do we not want our students to reflect on what they know, to grow as a result of what they read about, to reconsider the lives of others who lived in the past? Is it not our goal to educate our students, to share with them material they have not previously been exposed to, and to provide them with the tools to evaluate information and answer their own questions in the future? This same student has since graduated from college and entered medical school, and I delight in receiving updates from her. I think she was never so excited as when she had the chance, at the University of Richmond, to hear Bryan Stevenson deliver a lecture in person, and she wrote me a long and cherished letter about that experience. She never once regretted being emotionally affected by our class experience with the film, and her parents never considered retaliating because she had that experience.

I am writing this letter in advance of your hearing on SB304 because I am unable to attend in person as I fell on Sunday and hit my head. I now sport 6 staples, am recovering from a

concussion, and am not allowed to drive a car. In fact, sitting at my computer to write this letter runs counter to post-concussion protocol, but I think the circumstances require my effort. I can think of little that is as damaging to teaching and education as an effort to shut down certain kinds of classroom discussions. The vagueness of the language contained in HB2 is so dangerous, and intimidating, and it threatens to stifle the very innovation and exploration which we should be celebrating. I have spoken with former colleagues about the new reality under which they teach, and they are understandably afraid. One young teacher said to me, "Is this the classroom discussion that will get me in trouble? Is this the day I get the phone call or the email?" We are the United States of America, and we need not fear providing information and encouraging classroom discussions. Our students are smart and resilient, and we do not damage them when we encourage them to think.

As a child growing up during the Cold War, I lived in Baghdad as well as in East and West Africa where my father worked to support democratic principles and to encourage governments to follow the model of the United States rather than that of the [then] Soviet Union. I cannot begin to imagine the dismay that he would express over this recent dismantling of the core principle of a democracy which is a strong public education.

Let us revisit President Franklin Delano Roosevelt's inaugural speech when he said those now prophetic words:

"This is pre-eminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great nation will endure, as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that **the only thing we have to fear is fear itself - nameless, unreasoning, unjustified terror** which paralyses needed efforts to convert retreat into advance. In every dark hour of our national life, a leadership of frankness and of vigour has met with that understanding and support of the people themselves which is essential to victory. And I am convinced that you will again give that support to leadership in these critical days."

The Hanover and Dresden School Boards have unanimously made public their opposition to this measure, a position with which I am sure you have been made familiar. Because we are an interstate school district, our board members representing the town of Norwich, VT are deeply concerned about this attack on local control.

I urge you to **support SB304** and only regret that I am unable to read this paper to you in person.

Deborah H. Bacon Nelson
21 Forest Edge Drive
Hanover, NH 03755

(603) 643-0399

Jennifer Horgan

From: Jennifer Horgan
Sent: Tuesday, January 11, 2022 12:40 PM
To: ~Senate Judiciary Committee
Subject: FW: SB304

From: Deb Roux <sunnydays88@icloud.com>
Sent: Tuesday, January 11, 2022 12:39 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB304

Hi Jennifer,

Please do not pass Bill SB304. Our children deserve to be taught the truth about our Great USA and how our country was founded on Biblical principals and Godly men who loved one another and helped one another when in need. They did not count on the government at all. The Government was set up to protect our rights and to uphold Biblical teachings. Our children need to be taught how to love each other!

Please check out the Patriot Academy website. Our children should be taught classes from this group of Patriots.

<https://www.patriotacademy.com>

Please share this with the rest of the Senate Judiciary members.

Thank you,

Deb

Jennifer Horgan

From: Jennifer Horgan
Sent: Tuesday, January 11, 2022 12:50 PM
To: ~Senate Judiciary Committee
Subject: FW: CRT bill SB304

From: Grand Central Princess Pastore <ladygrandcentral1913@gmail.com>
Sent: Tuesday, January 11, 2022 12:44 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: CRT bill SB304

My name is Heather Pastore and I am a private tutor in NYC. I strongly oppose SB304 because it will go against and violate the actions set forth in 1954's Brown vs Board of Education in which began the end to segregation and separate and unequal education for all students especially African American students. This bill will also be in clear violation of the federal civil rights act of 1965. These liberal democrats even in my state are doing everything to reverse what is and has been declared constitutional and has remained so for 68 and 57 years respectively. CRT is the product of the 1619 project which is nothing more than a liberal progressive democrat organization that wants to change history so that it fits their agenda. This bill will also prevent the parents right to know what is being taught to their children, and we already know how that went in Virginia. The progressive and liberal democrats lost dearly in that state and the same should happen in NH because the parents spoke with their ballots and their voices. Lawmakers should not take the place of parents. This is why I oppose SB304. Thank you for your time and cooperation in this matter.

Sincerely,

Heather Pastore.

Jennifer Horgan

From: Kathy K <alfadva33@hotmail.com>
Sent: Tuesday, January 11, 2022 2:56 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: SB 304

Good afternoon, I urge you to *OPPOSE* this ridiculous bill. Our children should not be taught this. We are *NOT* oppressors and oppressed and our children deserve better.

Please *DO NOT SUPPORT* this ridiculousness.

Thank you
Kathy Komar
Merrimack, NH

Jennifer Horgan

From: Mariam Levy <mariam.levy@gmail.com>
Sent: Tuesday, January 11, 2022 3:30 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Blitzman, Jay; Kahn@leg.state.nh.us; Jennifer Horgan
Subject: SB304

Hello Senate Judiciary Committee Members,

I am writing to you to urge you to support and vote yes on SB304 tomorrow, which seeks to mitigate the damaging effects of Sections 297-298 of HB2.

As a parent of children in the public school system and as a consultant who works with schools around implementing restorative justice, I find the "divisive concepts" legislation a dangerous and chilling tactic to control what is discussed in our schools. The punitive nature of this legislation and the following encouragement to file complaints against teachers seems totally counter productive to the deep and rigorous intellectual spaces that our schools need to be to grow independent and critical thinkers.

I agree that the intention of no lesson or training should be to impose guilt or shame or worthlessness on anyone. I don't agree that creating vague laws that instill fear in teachers about engaging in important discussions with our students is a way to mitigate that concern.

Please restore the ability of our teachers and students to freely engage in crucial conversations without the fear of being reported and punished by supporting SB304.

Thank you for listening,

Mariam Levy
Exeter, NH

--

Please join me in supporting the Third Annual CommUNITY Abundance Gathering on November 13th!



Jennifer Horgan

From: Rabbi Jon Spira-Savett <rabbijon@tbanashua.org>
Sent: Tuesday, January 11, 2022 3:51 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: in support of sb 304

Dear Senators Carson, Gannon, French, Whitley, and Kahn:

My name is Jonathan Spira-Savett. I live in Nashua and serve here as rabbi of Temple Beth Abraham. I am currently president of the Nashua Area Interfaith Council, and I am honored to serve with Senator Kahn on the State Commission on Holocaust and Genocide Education.

I write to urge you to forward and recommend SB 304. I am both a proud patriot, a leader and builder in my local community active in civic life, and someone who believes that our state and country can always be made better if we learn and reflect and join together. There is no contradiction between these perspectives. I taught high school American history myself, and the objective was always to marry committed and critical citizenship. It's a practice and perspective well rooted in educational philosophy and long practice.

We know that there are citizens of New Hampshire intent on using the newly passed law to intimidate and harass teachers who are trying to do the best kinds of teaching. The ambiguities and convoluted language of that law leaves room for this, even if this was not your intent as legislators. SB 304 is a clear statement that we believe in education, we believe in ourselves as a nation and in truth as something we deserve and can grow from, we believe in our educators and the strength of our patriotic community.

Thank you for your time and service.

Sincerely,
Rabbi Jonathan Spira-Savett

Jennifer Horgan

From: Jennifer Horgan
Sent: Tuesday, January 11, 2022 3:58 PM
To: ~Senate Judiciary Committee
Subject: FW: It is imperative we pass SB304

From: Speshkova <speshko@gmail.com>
Sent: Tuesday, January 11, 2022 3:41 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: It is imperative we pass SB304

Dear Jennifer Horgan,

I am writing to you in support of passing SB304.

I am an NH state employee at the University of New Hampshire. I currently coordinate the Middle Eastern Studies Minor at UNH and teach anthropology. I am also a co-founding member of INHCC (Indigenous New Hampshire Collaborative Collective), which includes Indigenous and non-Indigenous public educators who have touched the lives of countless people in our public and private school systems in NH (e.g., local public libraries' presentations). More importantly, I am a mother of the off-white kid who is a high schooler in the Granite State and I am the person who learned her privilege as "white" only upon arrival to this country: I am the only Caucasian among my friends – as in the only person from the Caucasus (the South of Russia, conquered by the Empire in the 18-19 centuries), which is also the region/homeland of the "symmetrically perfect" Georgian [slave's] skull (late 18th century) that gave rise to this -- "the Caucasian" -- divisive and racist concept. In the former Soviet space, this reference "Caucasian" is used derogatorily by law enforcement and politicians for the last thirty years! Our kids and the general public are entitled to know about this fact!

Further, I, among other public educators, want to be able to teach the full global history which includes the Americas, and **all** Americans (Indigenous, Descendants of the Enslaved, and current Immigrants), and the North American experience in its sometimes-ugly totality. This means teaching and learning about the experiences of genocide, racism, fascism, white supremacy, and gender, racial, age, racial, immigrant status, and ability discrimination. These areas of education include stories about ourselves and our friends and neighbors in NH, who are, like me and my family, people of and off-color and/or immigrants and made the State our home. Although we have made NH and America our home, we have also faced discrimination, bias, and hardship because of racializing, immigration status, and/or gender, age, ability, etc... Inability to teach about these complex and painful realities prevents us all from teaching the truth about Americas' history, and erases our (including Indigenous and recent immigrants') history, culture, and presence.

We cannot fear or avoid facing our history. The past and current history remind us of this simple fact again and again all over the world. It is imperative we pass SB304.

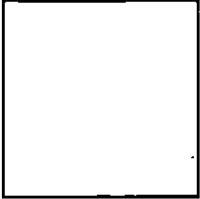
SvetLana Peshkova

Core Member, Indigenous New Hampshire Collaborative Collective (INHCC), see <http://indigenousoh.com>

UNH is located in N'dakinna on the unceded traditional lands and waterways of the Abenaki, Pennacook, and other Wabanaki Peoples past and present.

--
Svetlana (Lana) Peshkova

Core Member of \ Indigenous New Hampshire Collaborative Collective (for INHCC, see indigenousoh.com)



Jennifer Horgan

From: Jennifer Horgan
Sent: Tuesday, January 11, 2022 4:02 PM
To: ~Senate Judiciary Committee
Subject: FW: testimony for SB304 on Wed Jan 12

From: Casey Golomski <Casey.Golomski@unh.edu>
Sent: Tuesday, January 11, 2022 3:03 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: testimony for SB304 on Wed Jan 12

Dear Jennifer Horgan,

After registering to give testimony on SB304 in lieu of the Wed Jan 12 hearing, I am writing to you in support of passing SB304.

I am a NH state employee at the University of New Hampshire. I chair the University's Africana and African American Studies Program. I am also a board member of the Seacoast African American Cultural Center (SAACC), a 22-year running community-based educational nonprofit in Portsmouth promoting Black arts and culture. SAACC's board members include many African American educators who have touched the lives of countless students in our public and private school systems in NH.

Our educators want to be able to teach the history of all Americans and the American experience. This means teaching and learning about the experiences of our friends and neighbors in NH who are also people of color and immigrants. They have made NH and America their home, and they have also faced discrimination, bias, and hardship because of the color of the skin. The current bill that SB304 seeks to repeal prevents them from teaching about their own communities and experiences which are part of American history itself. This is unjust and unfairly silences people. It erases their history, culture, and presence.

We cannot live in fear of our own history. We live free once we educate ourselves and dialogue about difficult issues. It is imperative we pass SB304.

Sincerely,
Casey Golomski

Casey Golomski
Associate Professor of Anthropology
Core Faculty in Women's and Gender Studies
Program Coordinator of Africana and African American Studies

Author of *Funeral Culture* (Indiana University Press)
and recent articles in *Africa* and *Transforming Anthropology*
Board member of the *Seacoast African American Cultural Center*

University of New Hampshire
Department of Anthropology

308 Huddleston Hall, 73 Main Street
Durham, NH 03824 United States



**Statement by Chris Erchull,
Staff Attorney, GLBTQ Legal Advocates & Defenders (GLAD),
before the Senate Judiciary Committee,
in Support of Senate Bill 304,
An Act Relative to Discrimination in Public Workplaces and Education**

Honorable Chairperson Carson and Members of the Committee:

Thank you for taking the time to consider my statement in support of Senate Bill 304, An Act Relative to Discrimination in Public Workplaces and Education. This bill will reverse the harm caused by the recently-enacted so-called "Divisive Concepts" legislation, which has impeded educational opportunities for New Hampshire public school students. SB 304 will also ensure that teachers and public employers have the freedom to teach vital concepts necessary for participation in a just, equitable, and more unified world.

As an attorney with GLBTQ Legal Advocates & Defenders (GLAD), New England's leading legal rights organization dedicated to ensuring equality for LGBTQ people and people living with HIV, I fully support legislation that promotes the free exchange of ideas in classrooms and public workplaces. GLAD submits this written testimony to highlight three important points to underscore our support.

1. The so-called "Divisive Concepts" legislation denies critical learning opportunities to New Hampshire students and public employees.

The "Divisive Concepts" law that went into effect in 2021 has demonstrably stifled the discussion of important ideas from classrooms and workplaces, disadvantaging our students and public employees. New Hampshire's public school teachers, in particular, have no way of knowing what topics are forbidden under the law, yet they are under a constant threat of disciplinary action. The result is a climate of fear that effectively silences teachers and students when it comes to discussions about past and present discrimination and civil rights.

Past efforts to banish important ideas and concepts from classroom discussion have demonstrated the harm caused by legislation of this nature. For example, the Arkansas state legislature enacted a law in 1928 to prevent teaching evolution in the classroom. At the time, the idea of evolution was unfamiliar to many people and, for some, contradicted their sincerely held religious beliefs. The effect of the law was to prevent students from learning important ideas about modern science, which put Arkansas youth at a disadvantage compared to other students across the country. Eventually in 1968, after forty years, the Supreme Court of the United States held that the statute was unconstitutional because the law relied only on the religious beliefs of some of the citizens of Arkansas.¹

¹ *Epperson v. Arkansas*, 393 U.S. 97 (1968).

In another example, in 1976, a school board in Long Island, New York banned a list of nine books, some of which were revered literary classics by authors like Kurt Vonnegut and Langston Hughes, from a school library because parents had complained that they viewed the books as “anti-American, anti-Christian, anti-Semitic and just plain filthy.” There is no doubt that the parents who complained were looking out for the well-being of the children in the school district, but banning the books deprived students of the right to a full opportunity to learn and engage critically with the ideas presented in the banned books. As a result, the students were at a disadvantage because they lacked learning opportunities available to students in other school districts. The Supreme Court ruled that the school board had violated the First Amendment rights of the students who desired access to the books as part of a robust education to prepare them to engage with the world as full citizens.²

These lessons from the past help illustrate the importance of encouraging students to engage with difficult and even controversial ideas and concepts in the classroom, rather than closing them off from the world around them. Full engagement is crucial to a complete education. Laws that exclude concepts from schools typically have the effect of depriving students of opportunities to learn, even if the intent is to insulate and protect them from new ideas that some members of the community might see as controversial, frightening, or even harmful. It is more harmful to students to enter the world unprepared.

2. The so-called “Divisive Concepts” legislation has already caused more division in New Hampshire.

While the proponents of the “Divisive Concepts” law suggested that it would reduce division and promote unity, the reality is that the law has become the source of division in New Hampshire schools. Teachers, administrators, parents, and students across the state have voiced their fierce opposition to the legislation, putting them at odds with the law’s proponents and at odds with the people tasked with enforcing it.

Education Commissioner Frank Edelblut decried the message of a popular and timely book by Ibram X. Kendi, *How to Be an Antiracist*, claiming that it contradicts the message of Dr. Martin Luther King, Jr., that it distorts our nation’s history, and that it is inconsistent with our Constitution.³ Instead of inviting students to engage in a discussion about Kendi’s ideas, however, Commissioner Edelblut has taken the position that students should not know these ideas exist.

Going even further, Commissioner Edelblut has caused teachers to fear losing their licenses if they so much as mention Kendi in the classroom. The Department of Education published a website last November inviting parents to lodge complaints against New Hampshire’s public school teachers, urging surveillance of teachers who dare to introduce

² *Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853 (1982).

³ Frank Edelblut, *Teach children about racism, not to be racists*, Union Leader Op-Eds (June 13, 2021), https://www.unionleader.com/opinion/op-eds/frank-edelblut-teach-children-about-racism-not-to-be-racists/article_36088256-e64a-509d-8552-33d442fcc90f.html.

topical discussions about racism and other forms of discrimination in schools.⁴ These steps have the effect of pitting parents, who are genuinely concerned about the well-being of their children, against dedicated teachers, who work tirelessly to provide meaningful education to our young people. By inspiring division in this manner, the legislation and the efforts to enforce it erode trust in the relationship between parents and teachers. Students benefit when teachers and parents work together, united in the goal of preparing young people to participate in a diverse and ever-changing world. The “Divisive Concepts” law does nothing to further that goal.

And the division is not limited to the dynamics within the classroom. Moms for Liberty has offered a cash payout to anyone who successfully goes after a teacher under the “Divisive Concepts” law.⁵ Furthermore, two lawsuits have been filed against the State of New Hampshire on behalf of the two major teachers’ unions, along with parents, teachers, and administrators, challenging the constitutionality of the “Divisive Concepts” law.⁶ Far from promoting unity, this law has been extremely divisive in the short time that it has been law in New Hampshire.

3. Students and public employees must be equipped to participate in the world by learning the complicated and nuanced truth about our history.

Granite Staters understand that New Hampshire is an exceptional state in an exceptional nation. We should all be proud of the achievements in building democracy and advancing civil rights owed to the founders and many bold leaders throughout our collective history. But we also understand that our history is clouded by unpleasant elements, including the state’s role in the trans-Atlantic slave trade. For example, it does not benefit us to ignore the abhorrent truth that the New Hampshire colony did not impose tariffs on the importation of captive Africans, which led to the smuggling of enslaved people from Portsmouth to other colonies.⁷ By learning about New Hampshire’s participation in past atrocities, students learn to be accountable for ensuring that history does not repeat itself, and students are empowered to repair the ongoing harm that persists because of our historical errors, some of which have not been fully redressed.

The text that is proposed in SB 304 to replace the “Divisive Concepts” law will ensure that teachers will not lose their jobs or otherwise face penalties solely for teaching harsh truths about our history to our youth. Such assurances are necessary in a time of nationwide political division. We must ensure our teachers are able to prepare students to engage and to introduce students to unpleasant facets of the past, without fearing arbitrary punishment for doing so. The political divide was exacerbated by the enactment of the

⁴ New Hampshire Department of Education, *Right to Freedom from Discrimination in Public Workplaces and Education* (last visited Jan. 10, 2022), <https://www.education.nh.gov/who-we-are/deputy-commissioner/office-of-governance/right-to-freedom-from-discrimination>.

⁵ “We’ve got \$500 for the person that first successfully catches a public school teacher breaking this law.” @Moms4LibertyNH, Twitter.com (Nov. 12, 2021), <https://twitter.com/moms4libertynh/status/1459166253084467205>.

⁶ See *Mejia, et al. v. Frank Edelblut, et al.*, 1:21-cv-01077 (D.N.H. Dec. 20, 2021); *Local 8027, AFT-New Hampshire, et al. v. Frank Edelblut, et al.*, 1:21-cv-01063 (D.N.H. Dec. 13, 2021).

⁷ Middle Passage Ceremonies and Port Markers Project, *African Presence in New Hampshire* (last visited Jan. 10, 2022), <https://www.middlepassageproject.org/2020/06/24/african-presence-in-new-hampshire/>.

“Divisive Concepts” law in New Hampshire last year, but SB 304 is the opportunity to bring us together.

In 1954, the Supreme Court of the United States unanimously delivered a crystal clear message that our public schools must not be permitted to perpetuate the historical inequality that has plagued our nation from before its founding.⁸ The promise of *Brown v. Board of Ed.*, that “separate but equal” is inherently unequal, went beyond ensuring that students of different races be allowed to learn together—the decision taught us that our Constitution promises public school students a truly integrated education. An education that fully acknowledges the victories and failures of the past, while celebrating our differences and promoting unity, will vindicate the cherished aspiration of our Declaration of Independence, the firm belief that all men are created equal. SB 304 brings us a step closer to that promise, ensuring that New Hampshire students will be stewards of a future free from inequality based on race, religion, gender, sexual orientation, or any other core aspect of identity.

We respectfully urge the Committee to vote Ought to Pass on SB 304.

January 12, 2022

Submitted by:



Chris Erchull
NH Bar #266733
Staff Attorney
GLBTQ Legal Advocates & Defenders
cerchull@glad.org
617-426-1350

⁸ *Brown v. Board of Education of Topeka*, 347 U.S. 483 (1954).

Jennifer Horgan

From: Jennifer Horgan
Sent: Tuesday, January 11, 2022 4:13 PM
To: ~Senate Judiciary Committee
Subject: FW: SB 304

From: Elsa Worth <elsa@stjameskeene.com>
Sent: Tuesday, January 11, 2022 1:54 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Cc: Jay Kahn <Jay.Kahn@leg.state.nh.us>
Subject: SB 304

Dear Members of the Senate Judiciary Committee,

I write in support of SB 304, which will repeal the divisive concepts bill (RSA 193:40.) Not only is the divisive concepts bill inconsistent with our democratic ideals of free speech and inquiry, it has a chilling effect on the creativity, freedom and integrity of NH public school classrooms. It hobbles the very equality it appropriates language to appear to promote. In addition, the divisive concepts bill was passed in a way that precluded public debate, making it all the more spurious.

As leaders charged with upholding the common good, please repeal RSA 193:40 for the good of our students, our state and our democracy by passing SB304.

Sincerely,

The Rev. Elsa Worth, Rector
St. James Episcopal Church
44 West Street
Keene, NH 03431
603-352-1019
cell: 203-984-2906
blog: www.stjameskeene.com/returningandrest/

To the members of the Senate Judiciary Committee,

My name is Beatrice Burack and I'm an 18-year-old college student from Hopkinton who's lived her whole life in New Hampshire. I grew up attending NH public schools and am extremely grateful for the valuable education I received there. That's why I'm so concerned about the current laws restricting what teachers can say in the classroom, and why I think SB304 is an important measure that must be passed.

The authors of the 'divisive concepts' section of HB2 worded the law cleverly, but it's clear to me and to teachers everywhere that the effect of the law is not to prevent discrimination in NH schools but to keep students from being taught important lessons about the inequalities and acts of discrimination that have occurred throughout American history and continue into the present day. Curriculum that fails to address and let students grapple with these issues necessarily fails to prepare NH students for the realities of the world we live in.

I am grateful for the teachers throughout my childhood who taught me and my classmates both the triumphs and failures of American history. It is my sincere hope that SB304 will pass so that teachers today also feel empowered to do so. The future of the next generation is at stake.

Thank you.

Jennifer Horgan

From: Jennifer Horgan
Sent: Tuesday, January 11, 2022 4:31 PM
To: ~Senate Judiciary Committee
Subject: FW: SB 304

From: Kathleen Blake <kmett@comcast.net>
Sent: Tuesday, January 11, 2022 4:30 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB 304

Dear Ms. Horgan,

I am writing in full support of SB 304. I am a citizen of Dover, a retired educator, and a person with mixed heritage, including indigenous. I strongly believe that, unless true, accurate and honest history can be taught, discussed, and explored in our schools, we cannot progress from our current maelstrom of political and social encampments and heal as a united American public. As Winston Churchill accurately stated, "Those that fail to learn from history are doomed to repeat it."

Please support SB 304.

Sincerely,
Kathleen Blake

Jennifer Horgan

From: Gena Cohen Moses <genacohenm@gmail.com>
Sent: Tuesday, January 11, 2022 4:55 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: Support for SB 304

Good afternoon. I am writing to urge you to support SB 304, a bill to revisit the “divisive concepts” bill passed into law last year. While I appreciate the urge to ban discrimination in public schools I believe that the effect of the law is to make it difficult to have clear discussions in public schools about the legacy of slavery and anti-semitism in this country. Moreover, I notice that the current Legislature is supportive of “local control” of school issues until such time as they disagree with what those localities might be doing.

Thank you for considering supporting SB 304.

Gena Cohen Moses
Concord, NH

Jennifer Horgan

From: Amy Vorenberg <amyvberg1@gmail.com>
Sent: Tuesday, January 11, 2022 4:57 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: Support SB304

I write in support of SB304, which seeks to ensure that our education system and our valuable teachers can do the job we want them to do - teach the history of our country truthfully and clearly so that students receive an unbiased and factual recounting. Moreover, the current legislation that SB304 will replace is unclear, vague, and places undue burdens on our public teachers and administrators. In a state that prides itself on "Live Free or Die" as a motto, it is surprising and disappointing that the legislature seeks to control what educators -who are trained professionals, can and can't do.

*Amy Vorenberg
Concord, NH*

Jennifer Horgan

From: Downing, George <gdowning@sau29.org>
Sent: Tuesday, January 11, 2022 5:03 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: SB 304, relative to repeal and replacement of anti-discrimination legislation

Good afternoon,

I am the current Chair of the Keene Board of Education. I have been on the Board for seven years. I am writing to express my support of SB 304, which proposes to repeal the anti-discrimination included in the last state budget.

The language in the current budget is vague, poorly worded, and attempts to solve a problem that simply does not exist in our schools. It also creates a new avenue for complaints that bypasses all established procedure and at least in theory puts teachers at risk of heavy fines and loss of license for teaching established history. The actual effect, intended or not, has been to create a sense of fear among educators, and to waste time and resources of school districts and teachers already stretched to their limits by the pandemic.

The current language included in the budget bill faced extensive public opposition as a standalone bill from many constituencies in the state; so much so that it was initially tabled, before being inserted instead in the budget. This language has had an immediate and direct effect on the Keene district:

- * Our teachers and administrators were forced to devote considerable time over the summer reviewing all history and social studies courses to identify potential offensive topics. This cost the district time and money at a time when there were far more important concerns to address.
- * Multiple potential new hires have removed their names from consideration due to this language, deciding instead to pursue teaching jobs in other states.
- * Multiple current educators are actively seeking new employment outside the state.

At a time when there is a teacher shortage across the country, and when every New Hampshire district is struggling to fill their positions, the language under consideration here is pushing potential teachers out of our state. It is also costing districts time and money at a time when both are extremely short due to the pandemic. I fully support the goal of this bill to remove and replace the language in RSA 193:4. Doing this will support our teachers and our districts in providing quality education now and in the future without fear of undue persecution.

Thank you for your time.
Best,
George Downing

George Downing
Chair, Keene Board of Education
gdowning@sau29.org
603.209.3206

Environmental awareness message

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Jennifer Horgan

From: Carlton Cooper <cwcooper20@yahoo.com>
Sent: Tuesday, January 11, 2022 5:07 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: SB304 Overturning Critical Race Theory Ban

Good evening,

My name is Carlton Cooper and I am a citizen of Rochester, NH. I am writing you in response to Senate Bill SB304 which is looking to overturn the ban on Critical Race Theory in our schools. **This bill cannot pass.** The ban is of the utmost importance to maintaining any sort of belief that we are all equal. There should be no teachings stating that one race is better than another. That because a person was born a certain skin color, they act a certain way.

CRT holds to the idea that:

1. **There is no absolute truth**—only competing narratives. It sees “lived experiences” as mattering more than facts.
2. **Individuals are either an oppressor or victim.** You are predetermined by immutable characteristics such as race to fall into either category. Culture is defined by groups exercising power over each other. There should be no teachings stating that one race is better than another. That because a person was born a certain skin color, they act a certain way.
3. **America is systemically racist and must be dismantled.** It sees America as having been founded on the system of capitalism, which is racist, and therefore must be disrupted.

When followed to its logical conclusion, CRT is destructive and rejects the fundamental ideas on which our constitutional republic is based. Applying the philosophy would violate a multitude of American civil rights laws by treating people differently according to race. It should not be elevated in New Hampshire classrooms.

- **New Hampshire Policymakers should reject the tenets of critical race theory** and orient public policy toward rebuilding the institutions of family, education, and work for citizens of all racial backgrounds. True equality will be achieved by maximizing the ability of Americans to become self-sufficient, not by dividing Americans on the basis of race and apportioning resources based on skin color.

Thank You
Carlton Cooper
(617) 947-6722
cwcooper20@yahoo.com

Jennifer Horgan

From: Matt Fisk <mtfisk78@gmail.com>
Sent: Tuesday, January 11, 2022 5:09 PM
To: Sharon Carson; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: SB 304

Dear Members of the Committee,

Thank you for taking up SB304 to repeal the "Divisive Concepts" legislation that was passed this previous year. As an educator I have seen the chilling effect this has had on discourse in the classroom. One of the missions of public schools is to prepare students to be active, engaged citizens. Students need to be provided with the skills and knowledge necessary to think on their own and participate in our democracy. The current legislation greatly hinders this mission of public schools.

I have taught in three different school systems and have seen thoughtful, engaged young people who are passionate about the issues of today. During the two most recent presidential elections I saw students participate in civil discourse in a way that was respectful and thoughtful. The Divisive Concepts Bill takes a very poor attitude towards students because it implies that students are unable to take knowledge and make sense of it on their own. It implies that if students are presented with information that may be unpleasant they do not have the cognitive ability to think critically. I have never seen this to be the case. On the contrary, I have seen students with liberal views listen to a conservative student share their perspective and respond with a defense of their opinion. I have seen students with conservative views hear out the perspective of more liberal students and hold firm to their beliefs. As adults, we need to start empowering the next generation of citizens by trusting that when provided with information they will make informed decisions. Students need to be presented with factual information regardless of how unpleasant it may be.

I believe that the greatness of the United States is in its ability to look critically at its history. I would argue that the 3/5 clause in the Constitution, the Fugitive Slave Act, Red-lining Real Estate practices, and Jim Crow Laws were all inherently racist. Our students need to learn this history, but with fear of bounties and losing their teaching license, educators are now reluctant to engage in these conversations.

When I work with other teachers I share two pictures. One is of a white mob greeting the 9 Black students who were trying to integrate Little Rock High School in 1957. The other picture is of a group of white men and women marching with Dr. King, their arms linked. Neither picture is representative of all white people in the United States. That is important for people to know; individuals choose whether they will stand for or against injustice and that decision is an individual one; not a decision that comes due to race. But without teaching our students the history of times when our country has

failed to live up to its ideals, we are not arming our students with the knowledge they need to be able to act and think on their own.

Schools need to be the marketplace of ideas. Schools are where students begin to put into practice the skills that they are learning: how to think critically, how to argue a position, how to engage in civil discourse, and how to take what they know and apply it to make their community a better place. I would strongly encourage members of this committee to support SB304 and repeal the Divisive Concepts bill. Thank you for your time and public service.

Matthew Fisk

(603) 496-3218

Matthew Fisk

(603) 496-3218

Jennifer Horgan

From: Marie Nardino <mdnardino@gmail.com>
Sent: Tuesday, January 11, 2022 5:24 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: Support SB304

Members of the Senate Judiciary Committee:

I urge you to support SB304—

The idea that the true history of this country should be modified or whitewashed before it is taught to our students is misguided and dumb. Students must be taught the truth about our country's history and teachers must be rewarded for doing so, rather than vilified and penalized. Please use your authority for the good of the people of New Hampshire and our future generations.

Thank you.

Marie D. Nardino
Andover

Jennifer Horgan

From: Tiffney Trant <tiffney2018@gmail.com>
Sent: Tuesday, January 11, 2022 5:29 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: SB 304

Good evening, I am writing to plead to you to oppose SB304.

My household is a biracial household. We are NOT oppressed or oppressors, our children were taught to love the individual for who they are not the race, ethnicity or nationality they are. OUR children deserve better. Our children should not be taught CRT in their schools or anywhere else for that matter.

What is being created is a very unsafe, hostile environment, especially for kids.

In a time that we should be worried about keeping our children safe from real problems such as, child trafficking, drugs, abuse and neglect, suicide and depression, child hunger and bullying to name a few, we are wasting valuable time and resources on ridiculousness.

This should have never been brought up for CRT has no place in the school systems to begin with, especially in a place where kids should be laughing and playing; instead, tragedy has overshadowed the should-be sacred place of childhood joy and fun. These children do not discriminate nor do they know of it unless it is forced in front of their faces.

Please DO NOT SUPPORT this ridiculousness, the time wasted on this nonsense is time that should be spent on actual problems we face daily.

Thank you for your time and thank you for listening. Please do the right thing and oppose this bill. These children need you to stand up for them and what's right.

Jennifer Horgan

From: hackleboropqr@gmail.com
Sent: Tuesday, January 11, 2022 5:53 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: SB 304

I support SB 304. I urge you to vote in the affirmative .
Catherine Goegel.

Sent from my Galaxy Tab® A

Jennifer Horgan

From: ifoxter <ifoxter@hotmail.com>
Sent: Tuesday, January 11, 2022 7:01 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn
Cc: Jennifer Horgan
Subject: SB 304

Committee Senators,
Stop racism (hatred of whites) by stopping SB304.
I don't want NH teaching children to hate me.
Thank you.
Terry Cox
Webster

Jennifer Horgan

From: Julian Long <julian.lee.carr@gmail.com>
Sent: Tuesday, January 11, 2022 7:27 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: Support for Senate Bill 304

Dear Senators,

I am writing to express my support for Senate Bill 304, An Act Relative to Discrimination in Public Workplaces and Education, which would repeal the banned concepts law.

SB 304 would ensure that teachers are not punished for teaching vital concepts in the classroom and that students have the opportunity to develop critical thinking skills, engage productively in an increasingly diverse state, and country, and appreciate human differences.

I ask that you support this legislation. Thank you for your time and consideration.

Sincerely,

Julian Carr Long
23 King Street
Rochester, NH

Jennifer Horgan

From: William Gannon
Sent: Tuesday, January 11, 2022 8:03 PM
To: Donna Beatrice; Sharon Carson; Harold French; Becky Whitley; Jennifer Horgan
Subject: Re: SB304

Done
Senator Bill Hannon

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From: Donna Beatrice <dbjb1314@comcast.net>
Sent: Tuesday, January 11, 2022 6:03:04 PM
To: Sharon Carson <Sharon.Carson@leg.state.nh.us>; William Gannon <William.Gannon@leg.state.nh.us>; Harold French <Harold.French@leg.state.nh.us>; Becky Whitley <Becky.Whitley@leg.state.nh.us>; Jennifer Horgan, <jennifer.horgan@leg.state.nh.us>
Subject: SB304

Dear Esteemed Legislators,

We implore you to NOT allow SB304 to come to the fruition in NH. It will repeal anti-discrimination law and bring Critical Race Theory into the classroom. Please show the nation that we are the Live Free or Die state. We do not want our children to be indoctrinated with racial teaching.

Sincerely,
The Beatrice Family
Nashua

Jennifer Horgan

From: Allyson Ryder <almryder@outlook.com>
Sent: Tuesday, January 11, 2022 8:27 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Cc: Devon Chaffee; Ariana Schechter; Dottie Morris; Pawn Nitichan; James C Morse; Salman Malik; Maria Devlin; Sharon Harris; Jim Maggiore; Eli Rivera
Subject: Former GACDI members letter on SB 304
Attachments: SB304-Equity_Forward_Letter.pdf

Good evening:

The former members of the Governor's Advisory Council on Diversity and Inclusion, who resigned in June 2021, are collectively sending members of the NH Senate Judiciary Committee a letter advocating for SB 304, a bill that would repeal last year's "banned concepts" law and add additional clarifications on the authority of public schools and public employers concerning discrimination.

That letter is attached. Please feel free to reach out to me with any questions.

January 11, 2022

Senate Judiciary Committee
State House Room 100
Concord, New Hampshire 03301

Dear Honorable Members of the Senate Judiciary Committee,

As community members who remain dedicated to the state's diversity, equity, and inclusion efforts and as former members of the Governor's Advisory Council on Diversity and Inclusion, we write to urge you to pass Senate Bill 304 (SB 304). SB 304 would repeal last year's damaging "banned concepts" law and add additional clarification on the authority of public schools and public employers concerning discrimination.

Last year, as members on the Council, we advocated against what is now commonly referred to as the "banned concepts law." The ambiguous and contradictory language and enhanced penalties in the law censor New Hampshire educators and schools, police, and other government agencies from having important conversations about race, gender, sex, and ability. As such, the law is currently chilling honest, frank, and robust discussions that are central to ongoing efforts to make New Hampshire a more equitable, diverse, and inclusive place.

It is clear that this law undermines the state's work to promote diversity and inclusion—including the work done by and recommendations given by the Commission on Law Enforcement Accountability, Community, and Transparency, the COVID-19 Equity Response Team, and the Governor's Advisory Council on Diversity and Inclusion.

We have each heard stories from Granite State educators that they are afraid to teach under this law for fear of being taken to court or professionally reprimanded for accidentally teaching something that someone believes to be against the law. This is not the type of learning environment that fosters important, honest, and robust discussion on significant issues such as racism, sexism, and ableism. Moreover, the new statute has stymied public employers from conducting necessary training for their staff to provide critical public services effectively to all Granite Staters.

We said this as Council members, and it still rings true: limiting conversations amongst citizens of New Hampshire is not reflective of our state's embrace of freedom of speech and freedom of expression. This law harms our state's ability to best understand and meet the needs of all its residents, and it harms teachers who are simply trying to do their job.

We look forward to continuing to work with members of the legislature to make the State of New Hampshire a more equitable, diverse, and inclusive state, and to protect the rights of all

Granite Staters to engage in open and honest dialogue to learn to live together. Please feel free to contact us with any questions.

Sincerely,

Dr. Dottie Morris
Devon Chaffee
Maria Devlin

Sharon Harris
James Maggione
Dr. Salman Malik

Dr. James Morse
Pawn Nitichan
Sheriff Eliezer Rivera

Allyson Ryder

Jennifer Horgan

From: Annie Rettew <abrettew@gmail.com>
Sent: Tuesday, January 11, 2022 8:54 PM
To: Becky Whitley; Harold French; Jay Kahn; Sharon Carson; William Gannon; Jennifer Horgan
Subject: Please support SB304

Dear Judiciary Committee Members,

Please support the well thought out SB394 that will trust our educators to teach our children properly and with integrity. Teaching is a hard job, especially over the past two years and teachers do not need to be targeted. Students deserve to be taught about our country's history in full and learn from it.

Thank you for your time and consideration.

Annie Rettew, RN
Concord

Jennifer Horgan

From: Ruth Perencevich <rperence@comcast.net>
Sent: Tuesday, January 11, 2022 9:36 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: SB304

To the Senate Judiciary Committee...please please please take a more reasoned approach to teaching in schools around divisive concept language. To have a better future, students need to understand the past in a truthful and complete way. And to have good schools, teachers need to feel trust rather than a bounty bullseye on their backs. Please **SUPPORT SB304** and provide a fair, honest education to all our young people. Thank you from this concerned voter...Ruth Perencevich, Concord

To: Chairman Sharon Carson. Senate Judiciary Committee

From: Representative Charlotte DiLorenzo

Date: January 11, 2022

Re: Support SB 304

Honorable Senate Judiciary Committee Members, today write in support of SB 304. It is crucial that our educators have the freedom to teach true history without infringement from the government. Our teachers do not need to have 424 legislators in the classroom, dictating what is to be taught or not taught in our public schools. What they do need is the freedom to prepare our students for their future endeavors, in the community, the workplace and their higher educational endeavors. We must trust our educators to teach actual history without fear of being censured or punished, and without fear of losing their jobs because the NH legislature has censored academic freedom.

Respectfully,

Rep. Charlotte DiLorenzo

Rockingham 17 Newfields, Newmarket

Jennifer Horgan

From: Debbie Kane <kanecomnh1@gmail.com>
Sent: Wednesday, January 12, 2022 8:17 AM
To: Becky Whitley; Harold French; Jay Kahn; Sharon Carson; William Gannon; Jennifer Horgan
Subject: Please support SB304

I'm writing to ask your support of SB304, which will repeal HB2 sections 297 and 298. These two sections, which would hold public school teachers liable for teaching "inherent" superiority or inferiority of groups of people, aren't relevant to what's being taught in New Hampshire schools and are the result of a national misinformation campaign seeking to de-legitimize public education. If adopted, Sections 297-298 will unfairly penalize our teachers for teaching facts--about American history, sociology, and social injustice.

Sections 297-298 of HB2 represent an unprecedented over-reach of government into public education. That seems to directly contradict the famed "New Hampshire way" that so many elected officials in our state profess to support.

I, for one, want to live in a state that supports a public education system that allows *every* student to learn about our country's complex history.

Please vote in support of SB304.

Debbie Kane
Exeter, NH

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:29 AM
To: ~Senate Judiciary Committee
Subject: FW: SB 304

-----Original Message-----

From: Richard Doherty <rcharddoherty@gmail.com>
Sent: Wednesday, January 12, 2022 8:14 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB 304

Greetings,

This is testimony for repealing SB 304.

“ There are three points I’d like to make. First, it is central to academic tradition to take a position to argue. So to remove any positions waters down any discussion. Second, there is a chilling effect from the wording of the current bill that may make educators avoid important discussions. And third, the idea of any citizen being able to sue a school or educator seems contrary to our effort to retain teachers and costly for the taxpayers who pay for our school systems in the first place.”

Sincerely,

Richard Doherty
Stoddard NH

Sent from my smaahht phone...

Jennifer Horgan

From: ellermannf@aol.com
Sent: Wednesday, January 12, 2022 8:30 AM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: Support for SB304

Good Morning

I am writing to ask for your support of SB304. As a teacher of American Culture, I am very dismayed at the lack of knowledge some in the Legislative body have shown toward our history. I can only surmise it is from a lack of education or interest in our nation's past. To say that our country does not have a past tied to racism which led to a system of laws and cultural acceptance that one race was superior to another is a lie. The Trail of Tears, The Chinese Exclusion Act, Segregation, Lynchings, The Tulsa Massacre, these are all real examples of systemic racism in American history.

When I was 10 years old, a house next to my family's home was for sale. A real estate agent came to our house one day and asked my father if he was okay with a black family moving in next door. I was proud of my father for saying that the house should be sold to anyone who could afford to buy it. It was my first introduction to racism. Since then, I have seen many more examples of cultural attitudes that come from a time when "nigger" was an acceptable word and the lynching of black Americans became a community party.

As a teacher, I now have a target on my back because of our legislation restricting the teaching of subjects that make some uncomfortable. The truth does not always feel comfortable, but it needs to be told. Our children need to know the truth. They need to understand what "White Privilege" and "White Supremacy" mean so they can prevent the cultural attitudes that lead to racist beliefs and practices. Stop the gag on necessary topics in our classrooms.

Please support SB304.

Maureen Ellermann
Concord

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:33 AM
To: ~Senate Judiciary Committee
Subject: FW: Reject SB304

From: David Nash <davidnash3@gmail.com>
Sent: Wednesday, January 12, 2022 8:31 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Reject SB304

Dear Senator Horgan,

I sincerely thank you for your service.

I ask you to oppose the SB304 at this time for our State. This topic needs further discussion and reconsideration by the great People of New Hampshire.

Thank you for your time.

Best Regards,

--

David L. Nash

Trust Building and General Contracting, LLC
Plymouth
Cell/Text 603-381-4676

--

David L. Nash

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:34 AM
To: ~Senate Judiciary Committee
Subject: FW: Support for SB304

From: Hannah Hofheinz <hannah@ladibug.org>
Sent: Wednesday, January 12, 2022 7:58 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Support for SB304

Dear Committee,

I write in support of SB304 being considered today at the Senate Judiciary hearing. It is exceedingly important schools teach accurate and fulsome history to the young people of this state and that we respect that our educators and education system pursue these learning objectives in the best possible way for their students *without risk or fear of retaliation* because of the discomfort that learning can cause. I hope that you will proceed accordingly and support SB304.

Yours Sincerely,
Hannah Hofheinz
Exeter, NH

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:34 AM
To: ~Senate Judiciary Committee
Subject: FW: SB304

-----Original Message-----

From: Jonathan Roe <jkroe0509@gmail.com>
Sent: Wednesday, January 12, 2022 7:49 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB304

Good morning Senator. I am writing to ask you to kill SB304. I am absolutely dumbfounded to see this bill even being brought forward but not surprised. It is destructive to all of our children and the future of our great state. Please do what is best for our children, lead our state and be an example to the nation by crushing this bill. Thank you for your time and service to the people of NH.

Jonathan Roe

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:35 AM
To: ~Senate Judiciary Committee
Subject: FW: SB304-OPPOSE

From: Kathy Mayo <kathymayo2013@yahoo.com>
Sent: Wednesday, January 12, 2022 7:00 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Cc: Kathy Mayo <kathymayo2013@yahoo.com>
Subject: SB304-OPPOSE

Good Morning Senator Horgan,

I DO NOT want to bring Critical Race Theory back into the classroom. This will happen if you repeal the anti-discrimination law. Therefore I am asking you to KILL SB304!

NOTE: SB304 would repeal the anti-discrimination law and BRING CRT BACK INTO THE CLASSROOM: This MUST BE DEFEATED)

Respectfully,
Kathy Mayo
Nottingham

Sent from [Mail](#) for Windows

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:35 AM
To: ~Senate Judiciary Committee
Subject: FW: SB304

From: Susan Plante <smplante71@gmail.com>
Sent: Wednesday, January 12, 2022 6:59 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB304

I am very much in support of SB 304 repealing the "divisive concepts" law. The "Divisive Concepts" law creates fear and confusion among our teachers. The law is vague and has made teachers and students fearful of discussing history and current events.

As a parent any concerns with my child's curriculum can always be discussed with the teacher, the school administrators, the district administration, or the school board. This law was not needed and should be repealed.

Thank you,
Susan M. Plante
Londonderry, NH

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:35 AM
To: ~Senate Judiciary Committee
Subject: FW: Support of SB 304 testimony

-----Original Message-----

From: Jessica Nyby <jessicanyby@yahoo.com>
Sent: Wednesday, January 12, 2022 6:50 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Support of SB 304 testimony

My name is Jessica Nyby and I am a parent of 4 children in the Dover public school system. I moved here from the south in time for my oldest child to begin kindergarten because education is important and good education was not going to be found down south.

Educating our children based on fact is not only necessary to ensure the mistakes of the past aren't made again in the future but also because dumming down or watering down historical relevance is wrong. Our kids need to know nazi germany was a bad thing. They need to know slavery built this country and it is a bad thing. Teachers put their heart and soul into their work and censorship of their craft is a slap in the face to every student who attends school.

I never thought in my lifetime we would see such a deliberate attack on fact based lesson, remorse and a totalitarian approach to not only our federal government but now our states as well.

Shame on any politicians who support this level of censorship. They have no business speaking for or creating laws for the population.

I support SB 304

Jessica Nyby
Sent from my iPhone

Jennifer Horgan

From: Leigh-Anne S <lsapienza007@gmail.com>
Sent: Wednesday, January 12, 2022 8:36 AM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: Statement in Support of SB304

Honorable Chairperson Carson and Members of the Committee:

Please accept this statement in support of Senate Bill 304, An Act Relative to Discrimination in Public Workplaces and Education. This bill offers a needed fix for the “divisive concepts” language included in last year’s budget bill.

The “divisive concepts” legislation was enacted as a solution to a problem that did not exist. The legislation did not solve problems, but it created them. With its vague language, the law has spawned legal challenges that must be settled. It has inspired shameful vigilantism and bounties. It has stymied efforts by local governments and other public employers to improve equity and diversity training. Most troubling, it has intimidated teachers and stifled important classroom conversations. Sadly, it seems that this was the intended effect of the law.

Forcing teachers to avoid uncomfortable topics by threatening them with disciplinary action will not make those uncomfortable topics disappear. It will deprive our students of a full and complete education. We do not solve problems by avoiding them. We cannot make discrimination go away by pretending that it does not exist. The current bill would ensure that public employers and teachers are not barred from teaching about “the historical or current experiences of any group that is protected from discrimination.” I strongly encourage you to solve the problems that the divisive concepts legislation created by passing SB 304.

Regards,
Leigh-Anne Sapienza
Dover, NH

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:37 AM
To: ~Senate Judiciary Committee
Subject: FW: SB 304

From: Robert Reisman <robertreisman2@gmail.com>
Sent: Wednesday, January 12, 2022 6:15 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB 304

Hi-

I am writing to register my strong support for SB 304. The bill that was passed regarding the teaching of "divisive concepts " is an abridgment of our free speech rights and an embarrassment to our state. Our teachers should be free to teach about history and social problems without fear of authoritarian reprisals.

Also, we have a significant teacher shortage. How do you think your "divisive concepts" prohibition, and the associated teacher bounties, impacts that? If you care about teachers, students, families, and NH, you will end this foolishness and pass SB 304, effectively repealing the Divisive Concepts law.

Thank you,
Robbie

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:37 AM
To: ~Senate Judiciary Committee
Subject: FW: SB304

From: Kelsey Andre <kelseyandre@yahoo.com>
Sent: Wednesday, January 12, 2022 5:35 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB304

I'm writing you today in support of SB304. It is crucial to the integrity of our schools that SB304 be passed.

The existing law is vague, unconstitutional, and threatens teachers to the point that they are unable to carry out their duties. It prevents teachers and students from having nuanced discussions about incredibly important social and historical issues. The consequences of violating the existing statute can be devastating as much as they are arbitrarily enforced - that's not something that contributes to a quality educational experience. Teachers need to be free to educate and our children need to be able to access educators who aren't censored or afraid.

Thank you for your consideration.

Kelsey Andre Hunt
Riverside Drive
Berlin, NH

252-562-4688
kelseyandre@yahoo.com

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:37 AM
To: ~Senate Judiciary Committee
Subject: FW: Personal statement in support of teaching history SB 304

-----Original Message-----

From: Liz Ryan Cole <lizryancole@me.com>
Sent: Wednesday, January 12, 2022 4:28 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Personal statement in support of teaching history SB 304

The history I learned as a girl in my small town, from teacher's who introduced us to many concepts some now call "Divisive", excited my interest in the world, lead me to becoming a history major in college and eventually a teacher in a field where history can be important. Please do not limit teaching important ideas.

Respectfully,

Liz Ryan Cole
802.274.1511

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:38 AM
To: ~Senate Judiciary Committee
Subject: FW: My support for SB 304

From: Janelle Schander <janellept@gmail.com>
Sent: Tuesday, January 11, 2022 11:12 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: My support for SB 304

Hello Senate Judiciary Committee Members,

I am writing to you to urge you to support and vote yes on SB304 tomorrow, which seeks to mitigate the damaging effects of Sections 297-298 of HB2.

As a parent of children in the public school system and as a consultant who works with schools around implementing restorative justice, I find the "divisive concepts" legislation a dangerous and chilling tactic to control what is discussed in our schools. The punitive nature of this legislation and the following encouragement to file complaints against teachers seems totally counter productive to the deep and rigorous intellectual spaces that our schools need to be in order to grow independent and critical thinkers.

I agree that the intention of no lesson or training should be to impose guilt or shame or worthlessness on anyone. I don't agree that creating vague laws that instill fear in teachers about engaging in important discussions with our students is a way to respond to that concern.

Please restore the ability of our teachers and students to freely engage in crucial conversations without the fear of being reported and punished and vote to support SB304.

Thank you for listening,

S. Janelle Schander
Exeter, NH

--
S. Janelle Schander (She.Her)

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:39 AM
To: ~Senate Judiciary Committee
Subject: FW: SB 304: Repeal of the Divisive Concepts Law!

From: David & Sue Taylor <dstaylor342@gmail.com>
Sent: Tuesday, January 11, 2022 10:40 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB 304: Repeal of the Divisive Concepts Law!

The long history in NH has shown that the Government has tried to protect the freedom of its citizens as well as their free speech. The Divisive Concepts Law was passed by the Republican Legislature against the will of the majority of the citizens as an add on to the budget with the Governor signing off. This puts both the freedom of its citizens and free speech at risk. The law has been implemented by the State Education Commissioner with the establishment of a web site where students, parents or colleagues can report a teacher they accuse of teaching divisive concepts and making a student feel uncomfortable. And now \$500 rewards have been offered to anyone who reports this teacher. Do we want a state where we encourage citizens to report on each other?

Most teachers had never heard of this problem of "Critical Race Theory" and they simply try to teach our history honestly, giving students an opportunity to express their differing opinions about historical events. All great nations have dark chapters in their history and they can only remain great nations if they're able to face their history honestly and change to live up to their ideals such as has happened in Germany. The next thing we know we'll be banning books as they are some places where they've accused Dr. Seuss's *The Lorax* of making children feel uncomfortable about capitalism. We want our children to become empathetic human beings and to work towards equality and justice for all as stated by our Constitution. If we don't get rid of this law we will have an even greater teacher shortage than we do now and our children will not be prepared to deal with the real world. Please support SB 304 to repeal this law!

Sincerely,
Sue Taylor
Plainfield, NH

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:39 AM
To: ~Senate Judiciary Committee
Subject: FW: Support for SB304

From: Lawrence Welkowitz <lwelkowi@keene.edu>
Sent: Tuesday, January 11, 2022 10:37 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Support for SB304

Dear Judiciary Committee:

I am Chair of the Department of Psychology at Keene State College and the State House Representative for Cheshire District 4/Keene Ward 1 and am writing in support of SB304. It is of the utmost importance to **Repeal and Replace Banned Concepts Law**

First, the imposition of a gag rule for Divisive Concepts is counter to our American idea of Free Speech. And free speech is, in turn, critical to academic discourse. Education is all about tackling difficult ideas and theories. We argue, dissect ideas, listen, debate – and eventually, construct new and better ideas. That is the core engine of academic work.

In my own field of Psychology, we have many theories and ideas that are hotly debated and discussed. From psychoanalytic theories focusing on early childhood trauma and intrapsychic causes to learning theories that argue more for environmental influences. We don't ban discussing these ideas. Quite the opposite, we present them to our students so that they can mull them over and together we sort out both supporting evidence and unresolved problems.

And we don't shy away from discussing what we now consider "dark moments" in the history of psychology. For example we know that IQ testing of immigrants was used in the 1920's and 30's to limit the numbers of Italians, Irish and Jews, who were thought to be "mentally defective." We don't shy away from these topics – instead we face them head on, even though they may cause some to be uncomfortable. And because we discuss them we are able to generate new ways of thinking that move beyond older models that people used to cling to.

Slavery, as an example, was once widely accepted in the US, especially in the South. This we know to be a truth, albeit a hard one to understand. But by facing that history head on in this country, and not by avoiding it, we have been able to move forward, as evidenced by the 13th and 14th amendments to the constitution which freed the slaves and gave Blacks the right to vote. Discuss, confront, debate, dissect – all tools in education that must not be stopped. Quite the opposite, only by confronting dark elements of the past can we move toward a brighter future.

Please support SB304 so that we can remove the Divisive Concepts Ban and get back to the business of a free and open education.

Lawrence Welkowitz

Lawrence Welkowitz, Ph.D.
Prof. of Psychology
Chair, Dept. of Psychology
Keene State College
Keene, NH 03435-3400

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:39 AM
To: ~Senate Judiciary Committee
Subject: FW: SB 304

From: lisa st. hilaire <lisasthilaire@yahoo.com>
Sent: Tuesday, January 11, 2022 9:49 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB 304

I am writing IN SUPPORT of SB 304. I submitted the online form but I think I mistakenly said I was against it.

However, I am very much in support of SB 304 repealing the "divisive concepts" law. The "Divisive Concepts" law creates fear and confusion among our teachers. The law is vague and has made teachers and students fearful of discussing history and current events.

As a parent any concerns with my child's curriculum can always be discussed with the teacher, the school administrators, the district administration, or the school board. This law was not needed and should be repealed.

Thank you,
Lisa St. Hilaire
3 Mont Vernon Drive
Londonderry NH

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:40 AM
To: ~Senate Judiciary Committee
Subject: FW: Judiciary hearing: 1:45 pm , SB304 on 1/12/2022

From: Steven Rugoletti <srugoletti@yahoo.com>
Sent: Tuesday, January 11, 2022 9:40 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Judiciary hearing: 1:45 pm , SB304 on 1/12/2022

Testimony:

While I am not a history teacher and the "divisive concepts" law or its supporters have not directly targeted either myself or my course (Physical Science), I believe in the future, it may. There are many instances where racism, bigotry, misogyny, and political ideologies such as fascism and Nazism have "driven" science.

Galileo was persecuted by the church, Jewish scientists were driven from Germany with many being exterminated. This changed the landscape of nuclear physics and quantum research from central Europe to the Americas. The defeat of the Nazis and axis powers weighed heavily into the development of the Manhattan Project. Black scientists and women routinely faced discrimination and were ostracized from science communities, a practice that still occurs to some degree now.

These are few specific examples of topics I cover when discussing how history and science often collide. I believe it is only a matter of time before the "divisive concepts" law comes to my classroom through some overzealous parents seeking to exercise their state-given rights over my responsibility to teach an unfiltered history.

Friends of mine have already been targeted by people seeking create unrest and harm. One of my colleagues, at the advice of the FBI after one such online attack, recommended he install a security system on their home in the event the threats became physical. The threats were considered that credible, and they are emboldened by the "divisive concepts" law and the "bounty" by the state.

I firmly support SB304 to repeal the "Divisive Concepts" law.

Regards,
Steven Rugoletti
NH Resident, Plaistow, NH

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:40 AM
To: ~Senate Judiciary Committee
Subject: FW: SB304 - Please Vote to Kill This Bill

From: Aubrey Freedman <aubreyyfreedman@gmail.com>
Sent: Tuesday, January 11, 2022 9:28 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB304 - Please Vote to Kill This Bill

Hi Senator Horgan. This bill is a workaround HB544. The only thing wrong with that bill was that it was watered down in the end and removed the penalties for advocating racism. Teachers and public employees who openly advocate racism should have been barred from teaching in New Hampshire government schools forever.

HB544 was perfectly clear that racism could be discussed but not advocated: N.H. Rev. Stat. § 193:40 (“**II.** Nothing in this section shall be construed to prohibit discussing, as part of a larger course of academic instruction, the historical existence of ideas and subjects identified in this section. **III.** Any person claiming to be aggrieved by a violation of this section, including the attorney general, may initiate a civil action against a school or school district in superior court for legal or equitable relief, or with the New Hampshire commission for human rights as provided in RSA 354-A:34.”)

Please vote to kill this bill because it seeks to label individuals as part of a group and encourage a cult of victimhood. We are all individuals and should be judged as individuals, not as part of a group.

Sincerely,
Aubrey Freedman
138 Ridge View Drive
Bridgewater, NH 03222
603-520-9464

Dear Chairperson Carson and Members of the Senate Judiciary Committee,

I write to support SB 304, which would repeal and replace the divisive concepts language signed into law last year through the budget.

This law seems to require teachers to choose between their districts' curriculum and adopted textbooks, and this vaguely worded but heavily threatening censoring of — of what, exactly? of historical fact? (e.g. that slavery existed in this country for over 200 years?); of debate and discussion? (which is how students learn to think critically, and which businesses request our schools to foster); learning to detect and arm yourself against author or speaker bias? (this is how students are trained to judge safety and veracity in their consumption of social media). We need SB 304 to ensure teachers can pursue their districts' educational goals, without fear of reprisal.

I worry that the divisive concepts language is meant to silence free speech, blunt critical thinking, and foment distrust and hatred of our public schools and those professionals who have chosen the vocation of educating our young. In ancient Greece, the teacher Socrates was so feared and hated by the ruling class that he was famously put to death by poisoning.

Let us instead be proud of the thoughtfulness and dedication New Hampshire's schools and teachers put into designing and executing curriculum for our students to take their place in a complex world. Please support SB 304.

Thank you,

Susan Richman
16 Cowell Drive, Durham, NH 03824
(603) 868-2758 susan7richman@gmail.com

January 11, 2022

To the Members of the New Hampshire Senate Judiciary Committee,

I am testifying in support of Senate Bill 304.

As a student at the University of New Hampshire and a proud product of New Hampshire public schools, I have been deeply concerned by the attacks on public education in this state and the entire country. The fixation on quelling so-called “divisive concepts” in New Hampshire public schools is a part of a larger attack to stunt existing and vital conversations that take place in Granite State classrooms each and every day. It is impossible to believe that the intent of this legislation is to do anything other than start a crescendo of legislative activism from well funded, right wing groups outside of the State of New Hampshire, much like the kind that we have been seeing in countless other states. In other words, banning “divisive concepts” has laid the groundwork for legislation that bans books from schools and libraries, igniting indifference within our students, and even the complete re-writing of history itself (as we see with efforts like HB 1255).

Banning “divisive concepts” has granted less freedom for Granite State educators and students to explore issues about the history of the United States, identity and institutions’ relationships to these identities, and each of our roles in combating systemic harm in our society.

One of the additional devastating consequences of the censorship legislation enacted by the state budget last year has been the enhancement of a teacher shortage in the State of New Hampshire. Why on Earth would anyone seek to pursue a career that has become so politicized due to coordinated attacks from people in positions of immense power? The confusion exists within public school classrooms to lecture halls at the University of New Hampshire: what can I teach, what can I not teach, will I get in trouble for this, will I get in trouble for that? Does my lesson plan pass the bar for ‘non-divisive’ content, as outlined by the Dept. of Education’s guidelines? Will my career end because of a political *bounty* placed on my adherence to this regulation? Vast uncertainty and energy that could go into questions and concepts that time and circumstances thrust in our hands, minds, and hearts are instead going towards mitigating a culture of fear within the classroom.

When this legislation first came about in the form of HB 544, I took a lot of time reflecting on my experience being asked tough questions and learning material from my teachers that I likely would not have found anywhere else but the public schools I was fortunate to attend. Thankfully, such challenges like the ones installed in last year's

budget did not exist so broadly and so decisively. There are already so many existing challenges that educators have to face, why must we add state-sanctioned denial and flummox to their list?

Senate Bill 304 is vital, as it strips away this ban on divisive concepts and chips away at the confusion that the state has imposed on our educators. Time to have our educators' backs by letting them engage with their students fully, without last year's paradoxically divisive smell test in the mix.

Sincerely,

Conor Hill

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:41 AM
To: ~Senate Judiciary Committee
Subject: FW: SB304

-----Original Message-----

From: Larry Bishop <lrrybshp@metrocast.net>
Sent: Tuesday, January 11, 2022 7:09 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB304

I am 100% against this Bill.

Critical Race Theory has no place in NH schools.

It's nothing short of Liberal Progressive Marxist indoctrination of our youth.

My entire family is a hard No.

Thank you.

Lawrence Bishop

Sent from my iPhone

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:41 AM
To: ~Senate Judiciary Committee
Subject: FW: SB304

From: mecnh65@aim.com <mecnh65@aim.com>
Sent: Tuesday, January 11, 2022 7:07 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Fwd: SB304

-----Original Message-----

From: mecnh65@aim.com
To: Sharon.Carson@leg.state.nh.us <Sharon.Carson@leg.state.nh.us>
Sent: Tue, Jan 11, 2022 6:13 pm
Subject: SB304

Dear Mrs. Horgan,

Please understand just how communist our schools truly are and vote down SB304.
This is the generation in which our children greatly need structure, History, English, Math, PE etc.... and kindness.
No child deserves to have this ripped out of their hands and be told what to do and when to do it. Our kids need to think and grow' with their ideas to become loving adults that can provide for themselves and their family.
Don't make this a police state, say No to this bill. SB304
Thank you,
MCrook

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:42 AM
To: ~Senate Judiciary Committee
Subject: FW: SB 304 Hearing 1/12/2022

From: Taylor Deva <taylordeva@gmail.com>
Sent: Tuesday, January 11, 2022 6:05 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB 304 Hearing 1/12/2022

To whom it may concern:

I recently filled out the remote/online form to support SB 304. The rescinding of the "Divisive Concepts" Law is a significant step in enhancing the success of teachers and students.

As a teacher, I find the "Divisive Concepts" Law to be an attack on free speech, critical thinking, and diversity. I teach 8th grade English Language Arts and we do grapple with tough topics (including topics such as the Holocaust and the formation of our country). In order to understand and learn from difficult topics, we need to be able to learn hard truths. The "Divisive Concepts" Law takes that critical thinking away.

Education is an avenue through which we, as a society can learn and heal. How can we heal if we don't confront the truths of our past? When we learn the truth, we are able to learn from it and build a better future for our society. The "Divisive Concepts" Law contradicts that and makes it near impossible to help our future be what we want it to be for our children. As a teacher, I should not be worried about certain groups of people (extremists, if you will) putting monetary bounties on my credentials. Teachers should be supported in fostering classroom discussions that help prepare our students for the future. As a teacher, I can do that by helping my students learn from the mistakes of the past so they are not repeated in the future.

Thank you for your time,

-- Taylor Cohen, Educator

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:42 AM
To: ~Senate Judiciary Committee
Subject: FW: SUPPORT SB304

From: Emily Zajano <emzajano@gmail.com>
Sent: Tuesday, January 11, 2022 5:43 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SUPPORT SB304

Dear Members of the Senate Judiciary Committee,

I am writing in support of SB304 which would repeal and amend sections 297 and 298 of SB2. These sections are not necessary and do not pertain to what is actually happening in schools. They claim to hold public school teachers liable for teaching "inherent" superiority or inferiority of groups of people, when that is not a topic being taught. What they actually do is put teacher's licenses and careers at risk for teaching factual history and sociology, and learning about social injustices.

Sections 297-298 of SB2 represent an unprecedented over-reach of government into public education. Please vote in support of SB304. Support an education system that allows every student to learn previous inequities existed, in order to work together and continue to construct a more just society for all.

Thank you for your work to help our state.

Sincerely,

Emily A. Zajano, MD

Exeter, NH

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:42 AM
To: ~Senate Judiciary Committee
Subject: FW: Please vote no!

From: Linda Brown <lindab@medlinesys.com>
Sent: Tuesday, January 11, 2022 5:36 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Please vote no!

Hi Becky,

Please kill the bill tomorrow!

Thank you

Linda Brown
Medline Systems LLC
603-329-7889

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Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:42 AM
To: ~Senate Judiciary Committee
Subject: FW: I support SB 304 which bans the enforcement of the so-called "divisive concepts" bill

From: Mike & Janet Ward <jwardnh@comcast.net>
Sent: Tuesday, January 11, 2022 5:35 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: re: I support SB 304 which bans the enforcement of the so-called "divisive concepts" bill

To members of the Senate Judiciary Committee:

I support SB 304 which bans the enforcement of the "divisive concepts" bill. The "divisive concepts" bill makes the teaching of our nation's history an act which might jeopardize a teacher's career and livelihood. The "divisive concepts" bill is a travesty of justice because the adjective "divisive" can be applied at the whim of individuals. Discussion of historical facts like the actual treatment of black citizens in our nation's history might strike some people as "divisive" and objectionable, while others can persuasively defend such discussion as necessary and essential to our nation's ability to grow into a more just and equitable society.

The "divisive concepts" legislation not only opens the door to costly and unnecessary legal challenges, but also attempts to make our nation's true history magically disappear through coercive and unjustifiable threats to our state's teachers.

Frank Edelblut, our state's Commissioner of Education, having done all in his power to dismantle our public education system, has cynically encouraged persecution of teachers who dare to teach the real, fact-based history of our country, not the cosmetically edited version he and his supporters prefer.

Please, support SB 304 which reinstates reason and the recognition of reality as necessary to the teaching of our nation's history and to moral growth. Our students will be the wiser and stronger for it.

Janet Ward
Contoocook, NH
603/746-4991

Jennifer Horgan

From: Kathryn&John Pannell <kjimpennell@gmail.com>
Sent: Wednesday, January 12, 2022 8:43 AM
To: Jennifer Horgan
Subject: Divisive Law 304

I am very much in support of SB 304 repealing the "divisive concepts" law. The "Divisive Concepts" law creates fear and confusion among our teachers. The law is vague and has made teachers and students fearful of discussing history and current events.

As a parent any concerns with my child's curriculum can always be discussed with the teacher, the school administrators, the district administration, or the school board. This law was not needed and should be repealed.

Thank you,
John P.

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:43 AM
To: ~Senate Judiciary Committee
Subject: FW: Senate Bill 304, (Judiciary Committee, 1/12/22 @ 1:45 p.m.)

From: Sandra Van de Kauter <svdk52@yahoo.com>
Sent: Tuesday, January 11, 2022 5:06 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Senate Bill 304, (Judiciary Committee, 1/12/22 @ 1:45 p.m.)

I support Senate Bill 304 (the hearing on which is currently scheduled for 1/12/22 at 1:45 p.m., before the Judiciary Committee.)

I support Senate Bill 304 because I find it absurd that we have to tread on eggshells to teach about America's defeat of Nazism because doing so might "offend" or "upset" some child of German ancestry, or someone whose family currently supports Nazism. You can't teach about the "Greatest Generation" without pointing out that the greater part of an entire nation espoused evil notions and acted on them.

Everyone in the Legislature knows that the bill sought to be repealed is based on a complete lie--that "CRT" is being taught in New Hampshire schools--and they knew it at the time they voted for the prior bill. So why do we have this prior law? Because racists want to make it difficult to move beyond racism. Racists benefit from racism.

I want to make sure that students in New Hampshire are entitled to a robust discussion of all of our history, so that we can make progress where needed.. I want to make sure that students in New Hampshire learn HOW to have robust and honest discussion, which process is probably even more important than the actual content discussed. I want to make sure we are not turning out sniveling "snowflakes" who can't handle facts, differences of opinion, and the concept that we are not perfect, but we can strive to be, by being honest about our shortcomings, if any.

Sandra Van de Kauter
Keene, NH

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:46 AM
To: ~Senate Judiciary Committee
Subject: FW: Divisive Law 304

From: Kathryn Pannell <krossignol@gmail.com>
Sent: Wednesday, January 12, 2022 8:44 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Divisive Law 304

I am very much in support of SB 304 repealing the “divisive concepts” law. The “Divisive Concepts” law creates fear and confusion among our teachers. The law is vague and has made teachers and students fearful of discussing history and current events.

As a parent any concerns with my child’s curriculum can always be discussed with the teacher, the school administrators, the district administration, or the school board. This law was not needed and should be repealed.

Thank you,
Kathryn P.

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 8:57 AM
To: ~Senate Judiciary Committee
Subject: FW: Sb304

-----Original Message-----

From: Jennifer Baillargeon <jbaillargeon10@gmail.com>
Sent: Wednesday, January 12, 2022 8:49 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Fwd: Sb304

> Good morning Jennifer,
>
> I am writing in support of sb304. My child is a member of the LGBTQ+ community and the divisive concepts bill is
> impeding progress of inclusion and acceptance in school.
>
> Thank you,
> Jen
>
> Sent from my iPhone

Jennifer Horgan

From: Maura Fay <maurafay@gmail.com>
Sent: Wednesday, January 12, 2022 9:04 AM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: Yes to SB304

To the Senate Judiciary Committee:

I am writing in support of SB304 which would repeal and amend sections 297 and 298 of SB2. These sections are not necessary and do not pertain to what is actually happening in schools. Instead they put teacher's licenses and careers at risk for teaching factual history about social injustices.

Sections 297-298 of SB2 represent an unprecedented and unconstitutional over-reach of government into public education.

Please vote in support of SB304. Support an education system that allows every student to learn factual history about the inequities that exist in our society so that we can construct a more just society for all.

Sincerely,

Maura Fay

Exeter NH

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 9:09 AM
To: ~Senate Judiciary Committee
Subject: FW: Support for SB304

From: Nolan Ring <iluvk9s@gmail.com>
Sent: Wednesday, January 12, 2022 9:02 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Support for SB304

To Whom It Concerns:

To simply ban discussion of “divisive concepts” doesn’t change the impact of what those concepts are addressing. There can’t be justice and equality for all until we shine a bright light on past and present injustices, and how those injustices are perpetuated.

Nolan Ring
Nashua, NH

--
Nolan Ring

Jennifer Horgan

From: / Jennifer Horgan
Sent: Wednesday, January 12, 2022 9:09 AM
To: ~Senate Judiciary Committee
Subject: FW: I Support SB 304

-----Original Message-----

From: Michael Sutton <mikes0526@gmail.com>
Sent: Wednesday, January 12, 2022 9:02 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: I Support SB 304

To Whom it May Concern:

I believe the “Divisive Concepts” law should be repealed. It is incredibly vague and has made teachers and students afraid to discuss REAL history and current events.

I agree with Rep. Manny Espitia that politicians should not be telling teachers what to do and how to teach and that the law does not allow us to truly address the issue of racism in New Hampshire. In fact, this bill is purely racist itself. It was clearly introduced into law to limit teachings of racial equity and white privilege.

This “Divisive Concepts” law should be repealed at once.

Thanks,
Michael Sutton
12 Hough St
Dover Resident



January 12, 2022

Hon. Sharon Carson, Chair
Senate Judiciary Committee
State House Room 100
Concord, New Hampshire

Re: SB 304, relative to discrimination in public workplaces and education

Dear Senator Carson and Committee Members:

I write to express the New Hampshire Municipal Association's support for SB 304, which would repeal language that was added to the state's human rights statute last year. We opposed the bill that gave rise to this language last year, HB 544, and we opposed the inclusion of the language in HB 2.

As enacted in HB 2, the current law (RSA 354-A:29 to :34) states that no public employer shall "teach, advocate, instruct, or train any employee, student, service recipient, contractor, staff member, inmate, or any other individual or group" any one or more of several concepts listed in the statute. Although we do not specifically support any of the teachings that are prohibited by the statute, we also do not understand why the state should control what municipal employers are permitted to say to their employees, so long as they are not encouraging illegal conduct.

We have heard from local officials who were concerned that their efforts to improve discourse and training on topics related to diversity and equity for their employees could result in lawsuits based on claimed violations of this new law. The law is ambiguous, so much so that the attorney general had to issue a guidance document explaining what the law does and does not prohibit. The law has served only to intimidate and confuse people and discourage open communication among public officials and employees.

RSA 354-A:29 to :34 outlaws particular speech. Because public officials and employees, as competent adults, are capable of deciding for themselves what to teach and what to believe, SB 304 takes a much more productive approach: It embodies the fundamental principle of free speech by stating that a public employer is not prohibited from "engaging in or requiring as a condition of employment any form of training concerning the historical or current experiences of any group that is protected from discrimination" under the human rights statute.

NEW HAMPSHIRE MUNICIPAL ASSOCIATION

25 Triangle Park Drive • Concord, NH 03301 • Tel: 603.224.7447 • NH Toll Free: 800.852.3358

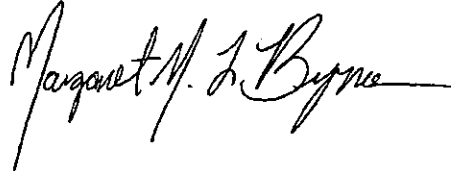
NHMAinfo@nhmunicipal.org • governmentaffairs@nhmunicipal.org • legalinquiries@nhmunicipal.org

www.nhmunicipal.org

We encourage the committee to support repeal of last year's law and the substitution of this language by recommending SB 304 as Ought to Pass.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, reading "Margaret M.L. Byrnes". The signature is written in a cursive style with a long horizontal flourish at the end.

Margaret M.L. Byrnes
Executive Director



New Hampshire School Boards Association

Barrett M. Christina, Executive Director
Brenda Willis, President, Derry Cooperative
Holly Kennedy, First Vice-President, Hinsdale
Travis Thompson, Past-President, Exeter Regional Cooperative

25 Triangle Park Drive, Suite 101
Concord, NH 03301
Phone: (603) 228-2061
www.nhsba.org

To: New Hampshire Senate – Judiciary Committee
From: New Hampshire School Boards Association
Date: January 12, 2022
Re: SB 304

Dear Honorable Members of the Committee:

Please accept this follow-up correspondence as additional testimony submitted by the New Hampshire School Boards Association (NHSBA) relative to SB 304. NHSBA supports SB 304 for the following reasons.

First, one of NHSBA's bedrock principles is that local school boards should retain local control over local educational matters. These principles are established by the following NHSBA Resolutions, adopted and in some cases repeatedly reaffirmed by NHSBA member school boards at our annual Delegate Assembly. The pertinent Resolutions are as follows:

NHSBA supports diversity, equity, and inclusion in all aspects in our schools, is committed to the concept that free and open dialogue around such concepts as racism and sexism is a vital component to education, and opposes any actions which limit this free exchange of ideas. (October 2021)

NHSBA opposes any branch of New Hampshire government adopting or supporting curriculum standards that usurp state's rights and de-emphasize and limit local control of curriculum and local school board oversight. (2011)

NHSBA supports local boards and their responsibility for establishing the structure, accountability, advocacy and delivery of instruction within their local district. This includes statutory changes that affirm this managerial policy confided exclusively to public employers. Specifically, governing bodies have the right to determine standards for evaluation, compensation, selection, layoff and retention, discipline, assignment and transfer, and other traditionally accepted managerial rights so as to continue public control of governmental functions. (2013)

NHSBA supports state and federal legislation that affirms the responsibility for Education resides with the states, which have delegated to local school boards the power and authority to adopt policies, establish priorities, and provide accountability to direct the operation of the schools, including the school system's mission and goals, organization, budget, program, curriculum and services, all essential to the daily operation of schools, consistent with state laws and regulations. (2014)

Second, these principles are already supported in current New Hampshire law. Primarily, NHSBA directs the Committee to the following statutes:

RSA 189:1-a, II: Elected school boards shall be responsible for establishing the structure, accountability, advocacy, and delivery of instruction in each school operated and governed in its district. To accomplish this end, and to support flexibility in implementing diverse educational approaches, school boards shall establish, in each school operated and governed in its district, instructional policies that establish instructional goals based upon available information about the knowledge and skills pupils will need in the future.

193-E:1, II: Respecting New Hampshire's long tradition of community involvement, it is the purpose of this chapter to ensure that appropriate means are established to provide an adequate education through an integrated system of shared responsibility between state and local government. In this system, the state establishes minimum standards for public school approval and academic standards for inclusion and delivery of educational services at the local level. School districts then have responsibility and flexibility in implementing diverse educational approaches to instruction and curriculum tailored to meet student needs.

193-E:2-a, V(a): It is the responsibility of local teachers, administrators, and school boards to identify and implement approaches best suited for the students in their communities to acquire the skills and knowledge included in the curriculum, to determine the scope, organization, and sequence of course offerings, and to choose the methods of instruction, the activities, and the materials to be used.

Third, the principles of local control over local educational and curricular matters have been embedded in Department of Education Rules for decades. Largely Ed 306, Minimum Standards for Public School Approval, place various requirements on local school boards the responsibility of overseeing curriculum standards, graduation requirements, and instructional resources through school board policy-making obligations.

January 12, 2022
NH Senate – Judiciary Committee
Re: SB 304/NHSBA Testimony
Page Three

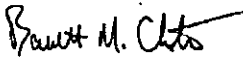
In sum, New Hampshire law has traditionally and should continue to respect the right of local school boards to determine local educational standards for their local communities. SB 304 properly returns this right to the local school boards.

Aside from respecting local control over local educational matters, NHSBA has significant concerns regarding the disruptive impact that last year's "anti-discrimination" bill has had on the delivery of educational services to New Hampshire students. Since the passage of HB 2 last year, multiple educational associations and organizations have repeatedly asked the New Hampshire Department of Education for clarification as to what would actually constitute a violation of this law. While the NHDOE and the Attorney General's office did issue a technical assistance advisory last summer, that advisory is just as vague and uninformative as the bill itself. Follow up requests for guidance have received little response, and in many cases, no response. At the very least, those charged with overseeing and enforcing this law should provide thorough guidance to New Hampshire teachers, administrators and school boards.

Due to the lack of clear answers and guidance, school boards have spent numerous hours at board meetings fielding questions that are unanswerable. This creates the false belief that school boards are not being transparent, when in reality, no one in charge of enforcing this law has been able to get a straight answer on what is allowable and what is not allowable under HB 2.

For these reasons, NHSBA supports SB 304 and respectfully asks the Committee to recommend this bill ought to pass.

Thank you for your consideration. Please reach out to the New Hampshire School Boards Association if you have any questions or if NHSBA can be of any assistance.

Respectfully,

Barrett M. Christina
Executive Director

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 9:30 AM
To: ~Senate Judiciary Committee
Subject: FW: Divisive Concepts law

From: Cathy Guevarra <catguevarra@gmail.com>
Sent: Wednesday, January 12, 2022 9:26 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Divisive Concepts law

Please note my support for SB 304. The "Divisive Concepts" law is very vague and creates an atmosphere of fear for teachers. The truth is the truth and I am more concerned that our textbooks will continue to overlook and ignore parts of this country's past simply because it is shameful. As a retired elementary teacher, I constantly told my students that making mistakes is inevitable and the way learning begins. It is imperative to learn from our past, good and the bad.

Sincerely,
Catherine Guevarra - Hawkinson
43 Old Chester Road
Derry, NH. 03038



January 10, 2022

To: Members of the New Hampshire Senate Judiciary Committee

Re: Senate Bill 304, Relative to discrimination in public workplaces and education

Dear Senators,

As an organization with members from businesses and employers with significant operations in New Hampshire, we support legislation that strengthens our ability to build inclusive workplaces that thrive when the innovative thinking of a diverse workforce is fostered. For this and the reasons identified below, we support Senate Bill 304, Relative to discrimination in public workplaces and education. We believe that our work to address systemic racism and sexism cannot be limited at any level – in our schools, our communities or our workplaces.

As identified in our [Open Letter Opposing the Language of HB544](#), An act relative to the propagation of divisive concepts and its final form in HB2 in 2021, in which over 300 businesses and organizations signed on, we believe:

- **Diverse and inclusive work environments support innovative thinking and problem solving.** We value the opportunities that arise from different perspectives and open-minded inquiry. The success of New Hampshire businesses depends on the ability to attract diverse generational, gender and racial employee groups at all levels within our organizations, and we must constantly work to create an environment that makes all employees feel empowered in their roles.
- **Our businesses, large and small, have seen that inclusive work environments dramatically increase employee retention,** which directly impacts our financial bottom line. Inclusive work environments must be fostered, including enabling open and honest discussions about racism and sexism, implicit bias and how we can eliminate structural racism.
- **As a geographically small state, we constantly compete with neighboring states to attract the best talent.** Creating the image that New Hampshire is regressive and intolerant puts us at an economic disadvantage.
- **We value each of our employees and their diverse backgrounds.** We strive to foster an environment that lifts the human spirit and helps individuals to achieve their fullest potential within our workplaces and our communities.

We strongly urge, our elected representatives, to support SB 304, and to continue the important work to make our state prosperous through diversity, equity and inclusion.

Sincerely,

Michelle Veasey, Executive Director

Tom White, Coordinator of Educational Outreach, Cohen Center for Holocaust and Genocide Studies, 229 Main Street, Keene, NH

Healthy and resilient democracies are built on respect, cooperation, trust, and the building of safe, shared public spaces such as public schools. I am testifying in favor of SB 304 because public education is under attack. Its shared space has become contested space where teachers are villainized and have become targets. Violence and intimidation at school board meetings is becoming more acceptable. It is time to step back and recognize that we are at a threshold of either destroying or preserving democratic safe space. The debate about the future of our Republic boils down to this: Do we see history as something that reassures us, comforts us, justifies us, or as something that challenges and warns us? Why don't we allow ourselves to see that history can both comfort and challenge us?

My friend, Martin Rumscheidt, the son of a Nazi perpetrator, discovered his father's crimes after the war. He had to navigate a difficult truth: he loved his parents, but his father, an IG Farben executive, utilized slave labor at Auschwitz. How does Martin confront his difficult past? He has chosen to recognize the shame, but not accept the guilt. He is not guilty of anything – that is, unless he does not confront the past responsibly. Brigadier General Ty Seidule also confronted his upbringing that, in his case, was distorted by the “Lost cause” myth that slavery was noble, and that treason was somehow justifiable. In *Robert E Lee and Me* he wrote, “To create a more just society, we must start by studying our past...Be honest. Be vulnerable. Above all, tell the truth.” David Frey, professor of History and the Founding Director of the Center for Holocaust and Genocide Studies at West Point, teaches his cadets that, “You can't be a good defender of America if you don't know what you're defending, warts and all.”

It is understandable to distance ourselves from painful truths, but unfortunately, that does not protect us. Indeed, it holds us back and puts us in danger. Confronting the truth of American history, good and bad, demonstrates a devotion to, and love of, the ideals and promises of the Republic. It empowers us to reject those who seek to manipulate us. American moral philosopher Susan Neiman wrote, “How we remember the past constrains the possibilities we consider for the future.” It is instructive, not divisive, to recognize that the United States, out of necessity, was created as an imperfect compromise. It is not a “theory” that the three-fifths compromise of the 1787 Constitutional Convention gave disproportionate political and economic power to white Southern enslavers. Not only did this allow nonrepresentational, unchecked power to flourish, it expanded slavery and even played a role in the removal of indigenous peoples from their land. It also led, at a time when the rest of the advanced world had outlawed slavery, to the self-inflicted wound of the Civil War. How many NH soldiers gave their lives in defense of the Union?

And yet, we face new bills such as HB 1255, "An Act Relative to Teachers' Loyalty" which seeks to prohibit "promoting any theory that depicts the U.S. in a negative light". Teachers would be forced to sacrifice their professional integrity, to stop teaching analytical and critical thinking to their students and succumb to an ideological agenda that asks us to suspend our common sense. It is part of the pattern of a growing movement to suppress public education.

Why have terms like diversity, equity, inclusion, and justice come to be heard as code words for political indoctrination and even treason? Why has a non-existent issue been created and framed as an urgent problem that needs to be solved through legislation? One answer is George Floyd's murder in our public space in May 2020. The bills that flooded legislatures soon after the murder, emanated from a presidential executive order issued to stop diversity training for federal workers. This order has since been rescinded, but this is where issues such as racism, sexism, and bias were defined as "divisive concepts". It is from this executive order that self-described and well-funded "freedom" groups created the template for nationwide legislation. Laws like NH's ominously entitled "Right to Freedom from Discrimination in Public Workplaces and Education" Act was not home grown or unique to NH, but part of an ideological movement. Its intent, implied by its outcomes, was not to prosecute vaguely and ambiguously defined "crimes", but to alert us that freedom itself was under attack and that we needed to act against a mysterious enemy. The law allows for a broad scope of groundless accusations from a frightened public whose standard is perception not fact, and whose actions of intimidation are sanctioned by public authorities. The NH Department of Education's website, circumventing established procedures, encourages "informers" to identify teachers who are perceived as threats. It is producing a chilling effect in our classrooms.

Teachers are frightened as they face the threat of retribution for violating some unclear ideological point. NH Moms for Liberty are offering bounties to "catch" offending teachers. "I definitely feel targeted" one teacher told me and another related that "It was definitely chilling when Moms for Liberty put a 'bounty' on our heads". Librarians are being threatened and groups of teachers across the state, out of fear, are meeting in secret to find support. One teacher told me "I will not go teach in a state where I am surveilled as a potential threat". This legislation is not only shrinking our public spaces, it is also undermining our way forward, our ability to recruit and diversify, and sustain our way of life. At worst, it is an incitement to vigilantism.

In my field we assess warning signs and risk factors that undermine democracy by evaluating questions such as: Is there a targeted group and is it facing organized violence? Is there a capacity to inflict violence? Is the violence deliberate? Systematic? Are there growing questions and distrust about democratic process? Does exclusionary ideology exist? Are minority elites manipulating divisions? Are institutions being undermined? To what degree is

there identity-based polar factionalism? Are institutions being fragmented along ideological lines? Are identities divisive or unifying? Is education of younger populations under attack?

We need to be careful, take a breath, summon our courage, and recognize that we are indeed strong enough, resolute enough, generous, and resilient enough, to protect the freedom of our public spaces to discuss a variety of ideas. We can embrace our love of the Republic by trusting democratic norms. We can invest in our public educators who model respectful, fact-based, learning and whose work is devoted to our democratic experiment. We can show how we are not afraid to discuss contentious ideas and we can refuse to villainize those who do not think the way that we do. We can continue to be the model of democracy that the first-in-the-nation primary state calls us to be. We will not do this by cutting off conversation, villainizing others or weaponizing difference.

SB 304 is a positive step forward by seeing public education as a public good, a safe space, with local control that rejects ideological tyranny in favor of the 1st and 14th Amendments.

Thank you.

Respectfully submitted,

Thomas M. White

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 9:39 AM
To: ~Senate Judiciary Committee
Subject: FW: I support SB304

From: Leonard Campbell <lsoup03@gmail.com>
Sent: Wednesday, January 12, 2022 9:33 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: I support SB304

Hon. Senators:

A teacher can not teach well when she or he has shackled hands.

The Divisive Concept that has garnered the excitement of people afraid to confront history is a dog whistle.

Teachers must be able to freely teach and communicate the history that is present in the world if we are to live in a civil society.

Len

Leonard Campbell
Center Harbor, NH
603-455-1105

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 10:08 AM
To: ~Senate Judiciary Committee
Subject: FW: SB 304

-----Original Message-----

From: Sharon Zielfelder <sziefeld@icloud.com>
Sent: Wednesday, January 12, 2022 10:05 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB 304

Good Morning,

I am writing to express my support of Senate Bill 304 to repeal SB2 Divisive Concepts Bill. The language in SB2 is purposely vague and restrictive and subject to interpretation which puts a great deal of unnecessary stress on our teachers.

There is no need for SB2. There are remedies available for parents who have problems with a particular lesson. They are always free to discuss the lesson with the teacher, principal and/or the school board.

The language in SB2 encourages individuals without a stake in the schools to further their political views at the expense of our teachers and the education of New Hampshire students.

Thank you,

Sharon Zielfelder
43 Allen Farm Rd
Northwood, NH 03261

Sent from my iPhone

Jennifer Horgan

From: Linda Mattlage <l.mattlage@gmail.com>
Sent: Wednesday, January 12, 2022 10:10 AM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: Support SB304

I am a NH resident. I strongly support SB 304 because it will repeal the banned subjects language (aka "divisive concepts") which was inserted into the budget without public hearing. We now have a situation where the Board of Education is encouraging vigilantes to turn in teachers! I cannot believe this is happening in New Hampshire! Please adopt SB 304 and return our state to a place where there can be a free exchange of ideas in the classroom and the workplace. Thank you.

Linda Mattlage
Concord

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 10:22 AM
To: ~Senate Judiciary Committee
Subject: FW: Support SB 304: Written Testimony

From: Owen Emberley <oemberley@gmail.com>
Sent: Wednesday, January 12, 2022 10:21 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Support SB 304: Written Testimony

My name is Owen Emberley. I live in Concord, NH. I am in support of SB 304. Thank you for taking my written testimony.

RSA 193:40 and RSA 354-A:29 through 354-A:34 are some of the worst pieces of legislation I have seen enacted in our state in recent memory. I view these laws as a violation of our free speech. They are a clear attempt to white-wash history, and I cannot define them in any other way than white supremacy.

Please do what is right and pass SB 304. Thank you.

Owen Emberley
(he/him/his)

Jennifer Horgan

From: Ruth Heath <ruthmheath@comcast.net>
Sent: Wednesday, January 12, 2022 10:43 AM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: Support SB304

Please support SB304 which takes away legal liability to enforce the so-called 'divisive concepts' bill. The original bill is fraught with problems, and until appeals are heard, this limits the harm to teachers. The state has no business or constitutional right to limit what is taught as history. What we need to teach is facts (always tinted by our own perspective), the process of finding unbiased information, and the ability to think critically about what is found.

Please protect teachers from the chilling effects of the divisive concepts bill by supporting SB304.

Thank you,

Ruth Heath

Canterbury NH 03224

Jennifer Horgan

From: Nancy Brennan <burningnan14@gmail.com>
Sent: Wednesday, January 12, 2022 10:59 AM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: Vote yes on SB304

I am hoping to testify today, but as a 74-year-old cancer survivor with underlying conditions, I will not feel comfortable if the room is packed with unmasked and unvaccinated people, so I send it along via email.

Thank you for taking my testimony this afternoon. I am speaking in support of SB304. I am a retired teacher. I loved my job. But you know, I can't imagine teaching today. I feel lucky to have taught in a public high school where innovative teaching methods were encouraged and we were trusted, treated like the professionals we knew ourselves to be. We strove to graduate problem solvers and independent thinkers. Some of my lessons involved creating situations where students were asked to put themselves in someone else's shoes and reflect on how that felt and what they learned in those roles. For my work, I was named NH Teacher of the Year and given the Governor's Award for Arts in Education.

But I doubt I could teach some of those lessons today. Today's public school teachers find themselves mistrusted, with targets on their backs and bounties on their heads if they ask the "wrong" question or say the "wrong" thing.

At the same time, parents are free to take money out of the public school and privately teach whatever they want their kids to learn. Do you know that there is a home-school curriculum titled School of the West? Look it up. The curriculum is based on the concept that the white race is superior. I am not questioning a parent's right to homeschool their kids however they see fit. But there is something rather ironic, don't you think, about a public school teacher being turned in for teaching what structural racism is when down the street their tax money could be helping parents teach their kids that people of white are superior to people of color?

The original so-called divisive concepts bill was folded into the budget and did not get the separate attention it deserved. I urge this committee to think about the effect that bill has on the atmosphere around public education. Do we want our children to learn the truth about our history and our culture, the good and the harmful? Do we want them to be independent thinkers who can justify their point of view with facts and strive to make this a better place? Or do we want them to be little robots memorizing a white-washed version of our country's history? Please support SB304 and remove the divisive concepts language. Let teachers teach.

Thank you.

Nancy Brennan, Weare

Jennifer Horgan

From: Shana Potvin <shanapotvin@gmail.com>
Sent: Wednesday, January 12, 2022 11:14 AM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: Support SB304

I encourage you to support SB304. We must repeal and replace the divisive concepts language signed into law last year through the budget process. Students need to understand the truth about our country's past and deserve an honest and complete education.

Thank you for your consideration,

Shana Potvin

233 Joppa Hill Rd, Bedford, NH 03110

Jennifer Horgan

From: Kat Peters <katpeters18@aol.com>
Sent: Wednesday, January 12, 2022 11:38 AM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jennifer Horgan
Subject: N O to any CRT in schools!!!!

Dear NH Senators

"Critical race theory"! I am against the CRT bill SB30 being in NH schools.
No race favoritism at all! No changes to American history.

Reward good performance only!

Thank-you most kindly

Mrs. Kathryn Peterson
5 Cortez Drive
Nashua, NH 03062
(603) 889-2768

DISABILITY RIGHTS CENTER - NH

64 North Main Street, Suite 2, Concord, NH 03301-4913 • mail@drcnh.org • drcnh.org
(603) 228-0432 • (800) 834-1721 voice or TTY • FAX: (603) 225-2077

January 12, 2022

Judiciary Committee
New Hampshire Senate
State House
107 North Main Street
Concord NH 03301

Re: Senate Bill 304, relative to discrimination in public workplaces and education

Dear Senator Carson and members of the Committee:

I am writing on behalf of the Disability Rights Center – NH in support of Senate Bill 304, which would repeal RSA 193:40 and 354-A:29 through 354-A:34 – current laws that interfere with continued progress in the disability rights movement.

I am sure that the Committee is aware of the historical segregation and mistreatment people with disabilities have endured including in institutions in our own state such as the former Laconia State School. Over the last several decades, people with disabilities have made significant progress toward full inclusion and participation in society. Legal protections like the Americans with Disabilities Act (ADA) and New Hampshire's statutes prohibiting disability discrimination have been critical to this progress, but much of the progress has resulted from changes in perceptions and attitudes. Those attitudinal changes have often come from people with and without disabilities identifying and addressing the stigma and bias that people with disabilities regularly confront. Doing so has required – and will continue to require – open discussion about sometimes difficult subjects by people of all ages, especially by young people in educational settings.

Our students should not only be learning about the history of harmful discrimination that led to laws like the ADA, but also how discrimination continues in our society and the need to stop its perpetuation. That continued work should include open and full discussion of the ways negative perceptions regarding people with disabilities is perpetuated through, for example, messages about mental illness and other disabilities that are included in news and entertainment media portrayals of disability. It should allow for the honest examination of our own conscious and unconscious attitudes and reactions to people with disabilities. Students should be encouraged and able to fully engage in discussions that allow them to examine, and potentially correct, mistaken assumptions about people with disabilities, related attitudes, and bias. Their teachers should not be discouraged from leading those important discussions.

Protection and Advocacy System for New Hampshire

Rich discussions about such things as common perceptions of mental illness, societal attitudes toward the capacity of people with intellectual disabilities, and the fairness of requiring accommodations for physical disabilities in public spaces will not occur if teachers fear they will face discipline as a result. These kinds of discussions, when done well, may require uncomfortable examination of our own experiences, the attitudes we have been exposed to, and our own sometimes mistaken assumptions about disability. Unfortunately, educators, school administrators and others will often view these kinds of discussions as skirting too closely to the prohibitions against instruction related to unconsciously negative attitudes contained in the current law.

A teacher who is subjected to a complaint after engaging in a classroom discussion examining negative perceptions of people with disabilities will be much less likely to have that discussion again. This will be true even if the complaint is utterly without basis. Other teachers who hear about such complaints will also be less likely to engage in the open discussions that progress against bias requires. This dynamic threatens to interfere with continued progress on the path toward full participation in society for people with disabilities and to jeopardize the progress we have already made.

These statutes are therefore a significant threat to the disability rights movement, and we ask that you support their repeal. Thank you for consideration.

Sincerely,



Karen L. Rosenberg
Policy Director

Jennifer Horgan

From: Kimberly Kirkland <kimberly@reiskirkland.com>
Sent: Wednesday, January 12, 2022 12:11 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: Support SB304

Please pass SB304. We must stop this attempt to censor education in our state. Preventing our students from learning history is as anti live free or die as anything I can think of. It will also disadvantage our kids not to know our history. Thank you.

Kimberly Kirkland
Concord, NH

***** Confidentiality Notice *****

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Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 12:12 PM
To: ~Senate Judiciary Committee
Subject: FW: Repeal SB 304 Divisive Concepts

From: Apryl P <apryl.perry@gmail.com>
Sent: Wednesday, January 12, 2022 11:55 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Repeal SB 304 Divisive Concepts

Hello,

The "Divisive Concepts" law bans discussion of "divisive concepts" in schools and has created fear and confusion for teachers and students. The law is incredibly vague and potentially prohibits the discussion of real history facts and current events. Schools should be a safe place to discuss, debate and learn about difficult topics. These topics for discussion should not be regulated by partisan antics.

Respectfully,
Apryl Perry

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 12:12 PM
To: ~Senate Judiciary Committee
Subject: FW: SB 304 Opposed

From: Sue B <toflyakite@gmail.com>
Sent: Wednesday, January 12, 2022 11:40 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB 304 Opposed

Dear Jennifer,

This MUST be opposed.

Our future is in our children.

They must never be indoctrinated to feel bad, guilty or responsible for being White.

My name is Brown but I am white and that is who I am.

Whitney (White) ancestry left England in 1635 to seek a better life John & Elinor Whitney, son John Jr (my ancestor) and siblings sailed Elizabeth Ann, settled in what is now Watertown, Ma. My greatgrandmother, Grace May Whitney - I am the eldest of her grandchildren and proud to be.

The vision for this country must be ONE of empowerment of the citizens and it starts at cradle. Our children must NEVER be INDOCTRINATED by our Government with these dangerous agendas to manipulate the minds to make them feel bad about themselves or another different from themselves. We are all ONE race, the Human race and we ALL WIN the race when we all are taught that, learn that and apply it in our daily lives towards one another. Our focus must be on achieving this in our lifetime for our children and generations to come. We need EVERY child to feel worthy and good about themselves regardless of color, gender, religion or ethnicity. This will empower them to see their real potential and create their vision for their future. This will require unity of minds to make this a reality. We can unite and create better citizens, a better state and a better nation united in purpose with a vision. We can be a light for all Nations a nation to aspire to become.

Please share my letter that expresses my hope and vision for our children, our most precious resource that build the future.

Thank you in advance for assisting me to share this.

Sincerely,
Susan Brown

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 12:12 PM
To: ~Senate Judiciary Committee
Subject: FW: Oppose SB304
Attachments: OPPOSE SB304.pages

From: Mary Fillinger <mary.fillinger@mac.com>
Sent: Wednesday, January 12, 2022 11:39 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Oppose SB304

To Members of the NH Senate Judiciary Committee:

I am writing to you as a member of the public in **OPPOSITION** to **SB304**.

SB304 seeks to repeal anti-discrimination protections in our public schools.

What is the reasoning for removing legislation that protects our children from being discriminated against, or from being taught discriminatory ideology, in NH public schools?

The answer appears to be in order to allow for the teaching of Critical Race Theory in our schools (SB304's "diverse educational approaches to instruction and curriculum"), along with its inherent group-based discrimination and racism.

SB304 fulfills the National Education Association's goal of promoting Critical Race Theory (CRT) and the 1619 Project in all K-12 public schools across the country. This proposed goal was voted on, and approved, at the 2021 NEA annual meeting.

CRT isn't "just about teaching history." It is about judging groups of people by the color of their skin, not by judging individuals by the content of their character. It is about replacing traditional individual-based civil rights fought for by many including Martin Luther King, Jr, and replacing them with identity based/group-based "rights." This is what Cultural Marxism, or race-based Neo-Marxism, looks like.

By repealing anti-discrimination legislation to promote group-based discrimination inherent in CRT, SB304 appears to undermine established NH State Law against discrimination, the Civil Rights Act of 1964, the Equal Protection Clause of the 14th Amendment to the US Constitution, and even the Declaration of Independence ("We hold these truths to be self-evident, that all men are created equal...".)

I respectfully and strongly urge you to oppose SB304.

Sincerely,

Mary Fillinger
Hanover, NH



Dina S. Condodemetraky

Real Estate Broker / Investor | The Investor's REALTOR®

P.O. Box 952, Concord NH 03302-0952

603.715-2663 · rentals@dina.realtor

January 12, 2022

Senator Rebecca Whitley (D-Hopkinton)
Legislative Office Building, Room 101
33 North State Street
Concord, NH 03301
Becky.Whitley@leg.state.nh.us

RE: SB 304 – relative to discrimination in public workplaces and education.

Dear Senator Whitley:

First, I would like to thank you and the Committee for introducing SB 304 to the Senate. I am still floored by the fact that the original bill this is aimed to repeal was included in the NH State Budget or even introduced in the first place. I am writing to support SB 304 in hopes to repeal and replace the Divisive Concepts Ban and I am quoting here, "create an environment and provide protections where educators feel comfortable talking about race and gender in contemporary society, including how much issues and systemic inequality impact communities of color in NH and nationally."

New Hampshire's children are promised a fair and comprehensive education. That should also include an HONEST education. Glossing over or omitting events that took place in our history such as Slavery, Women Suffrage, the Civil Rights movement, Me Too, People Against Police Brutality (the list goes on) from my children's education because they are divisive topics is in no way fair or comprehensive or honest.

I am a Woman, I am Black, I am a Parent and Charter School Board Member. I am a New Hampshire Resident/Registered Voter/Taxpayer. I appreciate being heard and seek diversity, equality, inclusion, and justice that provides education for every student. Thank you kindly for listening.

Every Best Wish Be well,

Dina S. Condodemetraky

Joanne Burke
249 Bay Road
Newmarket, NH 03857

Support of Senate Bill 304

603-566-5913

JoanneBurkeRD@outlook.com

Dear Senators

I write in enthusiastic support of Senate Bill 304. New Hampshire residents and employees should not be denied full access to the history and educational insights that have shaped where we are and where we are going as a state and a nation regarding race and gender equity. I had submitted testimony against the restrictive and information chilling House Bill 544, and have attached that testimony below.

Thanks, in advance, for submitting SB 304. In these times of COVID, I am not comfortable attending in person

+++++

Joanne Burke
249 Bay Road
Newmarket, NH 03857
Opposition to HB 544
603-566-5913
JoanneBurkeRD@outlook.com

This letter is written to express my strong opposition to HB 544. As a health professional, educator, and NH resident with a long-standing commitment to food justice and racial equity, this bill will set New Hampshire back in its efforts to effectively and systematically address race and gender inequities.

This innocuous sounding bill is essentially a rewrite of the ill-conceived Trump Administration's September 22, 2020 "Executive Order on Combating Race and Sex Stereotyping". Though the Executive Order's purported goals were to promote unity and to "combat offensive and anti-American race and sex stereotyping" in actuality the proposed legislation would have undermined our nation's capacity to have much needed discussion and training related to promoting comprehensive race and equity training. President Biden rescinded this Executive Order on January 20, 2021. It is exquisitely distasteful to learn that Representative Ammon, Representative Cordelli, and Representative Osborne are reintroducing this Executive Order under the guise of New Hampshire HB544.

New Hampshire **should not** be advancing legislation that is designed to restrict free speech by proposing federal employees and educators be barred from using curriculums and trainings

that examine systemic racism, white privilege and other race and gender bias issues. As written, the bill identifies specific “divisive issues” that are to be off-limits during trainings. These so-called divisive issues and concepts are nationally recognized terms and concepts that are central to understanding racial equity and diversity issues. In truth, attempts to discourage discussing these concepts is a direct threat to free speech and education, as well as to thoughtfully understanding and systemically addressing issues of race, diversity and equity.

The National Council of Non-Profits¹ identified over 300 plus respected organizations, (who represent thousands of individuals), that voiced strong opposition to the Executive Order when it was first issued by former President Trump. Full statements by multiple organizations can be accessed through the link provided in reference one. These include national organizations such as, but not limited to the following:

- American Association of State Colleges and Universities
- The Chambers of Commerce
- The YWCA
- The National Council of Non-Profits
- Girl Scouts of America
- The March of Dimes
- National Association of University Professors
- The National Council of Non-Profits

Additional material² by the Non-Profit quarterly looks at the dangers of this order.

As noted by the Network for Public Health Law³, rather than viewing concepts like systemic racism, critical race theory, and white privilege as dangerous and divisive, those who seek to promote public health increasingly see discussing these concepts through learning, dialogue, and shared understandings as important tools for eradicating the very well documented health disparities that people of color and marginalized individuals experience.

Clearly the national events of the past few months, including the uprising of January 6th at the capitol indicate the need for a greater commitment to understanding and addressing racism in our country. But racism and gender equity need to be addressed by each of us, in all communities, in all states, including New Hampshire.

- In our own state government, not only was the fall Facebook posting by Representative James Spillane promoting the looting and burning of homes of those displaying Black Lives Matters signs a very distasteful action, the lack of substantive consequences by the House and Governor Sununu was even more disappointing, indicating that we as a state provides a tacit approval for this type of racially charged behavior.
- According to the March 11, 2020 New Hampshire Business Magazine, NH ranks #45 nationwide in gender pay equality. In other words, the Granite State has among the worst pay gaps, indicating NH women make 74 cents for every \$1 a man earns.

Restricting trainings regarding race and gender equity threatens our ability to make progress in NH on key issues of justice and equality for all our citizens. As House Members you are in a position to defeat this chilling legislation, and I urge you to do so.

Thank you for the work you do on behalf of all the residents in the State of New Hampshire. I am happy to answer any questions, and look forward to learning of the defeat of HB544.

Sincerely,

Joanne Burke

1. National Council for Nonprofits. The Executive Order on Combating Race and Sex Stereotyping <https://www.councilofnonprofits.org/trends-policy-issues/the-executive-order-combating-race-and-sex-stereotyping>
2. Delaney <https://nonprofitquarterly.org/how-nonprofits-can-stop-trumps-effort-to-roll-back-diversity-training/>. Accessed February 10, 2021
3. The Network for Public Health Law. An Assessment of the Executive Order on Combating Race and Sex Stereotyping. January 25, 2021. Accessed February 10, 2021/ <https://www.networkforphl.org/wp-content/uploads/2021/01/HEWG-Policy-Assesment-of-EO-Race-Sex-1-25-2021-1.pdf>
4. BusinessNH Magazine <https://www.businessnhmagazine.com/article/nhamp39s-gender-pay-gap>

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 12:25 PM
To: ~Senate Judiciary Committee
Subject: FW: Critical race Theory

From: jpmom39 <jpmom39@gmail.com>
Sent: Wednesday, January 12, 2022 12:22 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Critical race Theory

Hi I oppose to Critacal race theory it should not be in our schools period or be taught for that matter. Please vote no and protect our children.

Sent from my Galaxy

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 12:25 PM
To: ~Senate Judiciary Committee
Subject: FW: kill bill SB304

From: Steven Cotran <cotransteven@gmail.com>
Sent: Wednesday, January 12, 2022 12:24 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: kill bill SB304

--

I'd like for discrimination to remain illegal, thanks!

--

Steve Cotran
17 Tidewater Farm Rd
Greenland NH 03840

Ege Cordell

66 Meadowview Road
West Chesterfield, NH 03466
603-313-2341
ecordell@sau29.org

12, January, 2022

To the sponsors of SB304

My name is Ege Cordell and since 2006 I have served on the Chesterfield School Board. I am also chair of the SAU29 School Board. I am not here to sugarcoat the state of public education. In fact, I serve because there is much work to be done, much thought and understanding to be shared, much worry for our students and families, and as a taxpayer, much attention to the bottom line.

Today, I want to share with you my personal experience this past October when a group of four community members (and one outsider) came to us to remind us that we are being watched. There is no better way to display the effects of HB544 than to showcase the actions of this "group" and the support and guidance they are receiving from the Commissioner of the DOE himself. In my 16 years as a board member, I have never had occasion to email, meet, or Facebook post with any Commissioner, and until the last few years, I have not had to fight so hard for any kind of support from the office itself. Yet, here we are. In October, our public input was dedicated to 4 speakers who claimed to represent the concerned citizens and parents of our school community. The comments ranged from disparaging our student performances, wanting to follow staff to see if they "broke the rules" of HB544, monitoring staff for lessons on Critical Race Theory, requesting ALL books, handouts, websites and any other written material in order to search for objectionable/divisive concepts (rebutting all of our efforts and suggestions to fulfill this request in a reasonable manner). Without understanding, and with frank disrespect, fingers were pointed, masks were pulled down, and they demanded, "Who, who, who approves the books?"

None of this was unmanageable nor unimaginable for the board, as we are very aware of the continued nationwide push to upend public education, but it was unnerving to realize the Commissioner had his hand in the process of tying us up in right-to-knows, giving guidance to individuals without consideration for the very school he is responsible for. Commissioner Edelblut has been copied on every email from Kate Day in her attempts to invalidate the quality of public education, yet his responses to our Superintendent for clarity have been met with rote indifference. In response, our Administrators and staff have had to take time away from the monumental task of teaching, to that of providing curriculum to a vocal minority. Our Principals throughout SAU29 held a meeting where Kate Day was on the agenda and SB544 was her motivation. Let me be clear, in sixteen years I have never attended a

Principal's meeting, as they are for Administrators, not public or boards. The utilization of our most expert staff to fulfill the demands of one person empowered and guided by the Commissioner are grounds enough to Repeal and Replace today.

In closing, I'd like to share one final comment from our October Public Input which opened the door for overwhelming community support at our November meeting; "When we were young (speaker was in her 70-80's) no one knew that there were differences, we all just got along. YOU, YOU, YOU ALL are responsible for creating the hate with your divisive concepts." While she had pride in the concept of a static, unchanging curriculum, using the terminology handed to her, we in Chesterfield pride ourselves on a staff that understand the transformative nature of our world, and therefore, education. While she implicated the staff and the board for "creating hate," she forgot that knowing the full breadth of history is not divisive nor does it breed hate, rather, it allows us to understand each other with more empathy and care, a greater perspective with more clarity, and empowers all of our youth with knowledge.

In response, our community showed up in force to the November Board meeting, with every single person, present and in written input, stating full support of Chesterfield School, the Principal, the teachers, the paraprofessionals and all of the employees. We repeatedly heard the voices of parents, graduates, grandparents and others who have history and experiences far beyond the "group of concerned citizens" with our School and their voices were loud and clear. Chesterfield School takes care of the students and families, giving them support as well as an education they can be proud of. Public schools are not a panopticon for entitled people to watch every move. They can see the results of our teaching through the students that leave our building. They enter High School as learners; intelligent, curious, empathetic, and ready to take on the world. As obvious as it sounds, they are the future and the future belongs to them...without thoughtful, accurate, and open dialog and teaching, we are limiting our students...that is what is truly dangerous. Not a danger is a University Law School level course (CRT) which has a very specific role in a very limited environment for those who are pursuing legal studies and at the point where they can comprehend and theorize the subject matter. Let's get back to respecting our educated and trained grade-level, content experts, our teachers. And Repeal and Replace, allowing them to go back to teaching under articulate guidance from a DOE without a political agenda.

Sincerely,

Ege Cordell

Jennifer Horgan

From: B & K Holmes <rlkholmes@tds.net>
Sent: Wednesday, January 12, 2022 12:52 PM
To: Jennifer Horgan
Subject: Re: Send info please

Thank you I can watch!

From: Jennifer <jennifer.horgan@leg.state.nh.us>
To: B <rlkholmes@tds.net>
Date: Wednesday, 12 January 2022 12:17 PM EST
Subject: RE: Send info please

Good Afternoon Ms. Holmes,

Unfortunately we do not keep transcripts of committee hearings, but the hearings are live streamed on the Senate YouTube page ([New Hampshire Senate Livestream - YouTube](#)) for your convenience.

The Committee may or may not choose to take up a vote on the bill today, so I may not be able to give you an update about it today. Any recommendations or information, including the Committee Report and the Hearing Report on the bill will be updated on the bill's docket page for your review: [Current Legislation Search \(state.nh.us\)](#) as soon as it becomes available.

Please let me know if you have any further questions.

Best,

Jenny

Jennifer C. Horgan

NH State Senate

Legislative Office Building

Room 5

Concord, NH 03301

(603) 271-7875

From: B & K Holmes <rlkcholmes@tds.net>
Sent: Wednesday, January 12, 2022 11:01 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Re: Send info please

I was hoping for a transcript of testimonies... and of course the vote.

Thanks

From: Jennifer <jennifer.horgan@leg.state.nh.us>
To: B <rlkcholmes@tds.net>
Date: Wednesday, 12 January 2022 9:29 AM EST
Subject: RE: Send info please

Good Morning Ms. Holmes,

I would be happy to assist you if I can. Are you looking for how the process works here in the Senate or are you only looking for the recommendation the Committee makes regarding SB304 or something else?

If you can just let me know, I would be happy to help.

Best,

Jenny

Jennifer C. Horgan

NH State Senate
Legislative Office Building
Room 5
Concord, NH 03301
(603) 271-7875

-----Original Message-----

From: B & K Holmes <rlkcholmes@tds.net>
Sent: Wednesday, January 12, 2022 9:24 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Send info please

Hello Jennifer,
I'm hoping with this digital age it might be a simple matter for you to email me the proceedings of the senate Judiciary hearing happening this afternoon on bill HB304. I'm hoping for common sense to prevail and that the bill will fail as it is so contrary to REAL education and what the schools SHOULD be teaching. CRT is a cancer that must be stopped.
A teacher,
Kathy Holmes

Jennifer Horgan

From: Ian Oxenham <ian.r.a.oxenham@gmail.com>
Sent: Wednesday, January 12, 2022 1:40 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: Written Testimony in Support of SB 304

To The Honorable Members of the New Hampshire Senate's Judiciary Committee:

I support SB 304 because the current RSA 139:40 exposes educators to the threat of lawsuits and civil liability for simply conveying factual information about ongoing discrimination in the United States.

To illustrate the perniciousness of the current RSA 139:40, consider the following example. As part of a unit on civil rights and discrimination, a New Hampshire social studies teacher wishes to include purely factual information from a peer-reviewed 2020 New York University study. This study found that police search black drivers "about 1.5 to 2 times as often as white drivers" even though the study also found that black drivers "were less likely to be carrying drugs, guns, or other illegal contraband compared to their white peers." The problem for the teacher, however, is that by doing so they risk being sued by a member of the public under RSA 139:40, III or facing discipline from the state board of education pursuant to RSA 130:40, IV.

The reason for this is that RSA 139:40, I can readily be interpreted as prohibiting a teacher from providing any factual information to students that *might* lead them to independently conclude that members of certain groups are "inherently racist, sexist, or oppressive." In the above example, one of the teacher's students could conceivably engage in sloppy logic and infer that black drivers are searched more often because white police officers are inherently racist. Consequently, people who would prefer New Hampshire students are kept in the dark about ongoing discrimination in U.S. society could sue, or attempt to get the state board to discipline, the teacher for illegally "teaching" the belief that white people are inherently racist.

Granted, such an interpretation may well extend RSA 139:40, I's prohibition on teaching a belief that members of certain groups are inherently racist far beyond its intended reach. But the problem is that the very fact that it *could* be interpreted this way creates a chilling effect for teachers that will intimidate them into censoring factual information from their curriculum. Furthermore, the vagueness of RSA 139:40, I's language leaves those subject to it in the position of not knowing what facts they can and cannot teach. Indeed, for that very reason a federal court ruled that virtually identical language in Executive Order 13,950 was likely void for vagueness under the U.S. Constitution's Due Process Clause (see pages 24-27 of linked court order).

RSA 139:40's chilling effect is further amplified by the fact that the safe harbor provision in Paragraph IV only covers "discussing, as part of a larger course of academic instruction, the *historical* existence" of racism, sexism, and other forms of discrimination (emphasis added). In other words, the safe harbor provision tellingly omits any protection for teachers discussing, as part of a larger course of academic instruction, any information pertaining to the *continued* existence of such discrimination.

However unintentional it may have been, the current RSA 139:40 thus arms individuals who would prefer to suppress free and public discussion of uncomfortable facts with a potent legal weapon for intimidating others into silence. In a society that values freedom of speech, that alone should be reason enough to repeal such a law. I therefore urge you to recommend that the Senate pass SB 304.

Sincerely,

Ian Oxenham, Esq.

Ian R. A. Oxenham, Esq., Attorney at Law
New Hampshire Bar ID 272771
92 Methodist Hill Road
Plainfield, New Hampshire 03781
603-443-2465

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 2:36 PM
To: ~Senate Judiciary Committee
Subject: FW: SB304 - expression of support

From: Deborah Mashibini-Prior <dmashibini@gmail.com>
Sent: Wednesday, January 12, 2022 1:40 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB304 - expression of support

HELlo JEnnifer,

This might be a bit late since the hearing on this begins shortly, but just in case this can help make a difference, I want to express my sincere and vehement support for repealing the "divisive concepts" ban.

Race has always been a "divisive" issue in America and that is exactly why teachers at all levels must have the freedom to teach about the history and continued impact of racial divisiveness in our country.

I am white, but have family members who are black or biracial, including my daughter. I know from personal experience that trying to deny the continued impact of race on all of us in this country is ignoring an important truth.

There are many black scholars, writers, and academics who have and will continue to outline and explore the ways in which race continues to impact the outcomes and potential of our children. We need to openly address these issues if we are ever to get beyond them. Race isn't the entire history of America, but it is an important element of our history and present. No one is inherently better than another, but all of our lives and perspectives have been shaped by that history and it is important for educators to be able to freely explore and allow conversations around that issue.

Thank you for passing along my concern and support for the effort to eliminate the ban.

Thank you,

Deborah

Deborah Mashibini-Prior

[https://deborah-mashibini-prior.pixels.com/
dmashibini@gmail.com](https://deborah-mashibini-prior.pixels.com/dmashibini@gmail.com)
(603) 667-6694

Ayla Cordell

66 Meadowview Road
West Chesterfield, NH 03466
603-313-9789
ayla.cordell@gmail.com

January 12, 2022

To the Sponsors of SB304,

I have been a Chesterfield community member since I was five years old. From first to eighth grade, I flourished under the helm of the Chesterfield staff, where not only my academics, but my social and emotional skills grew. I remember being the only one in my freshman year English class who knew how to completely write a research paper, having effectively honed the skills of critical research, structure, and citation in my middle school English class. When I was twelve and a student, when I was twenty-three and subbing in the schools after a harrowing year of pandemic schooling, and now, when I simply call Chesterfield home--I have been a member of this community and a staunch supporter of Chesterfield school. I would attend Chesterfield again, if I could.

After attending college and studying Sociology, I have built a solid foundation with which to view, understand, and challenge our world. This continuously broadens my perspective and expands my empathy, which is why I find the events of the October school board meeting so disconcerting. After spending four months of the last school year subbing at the schools of Sau29, spanning first grade to twelfth grade-- I recognize what a tall task teaching is, nevermind during a pandemic. I thoroughly believe I am not qualified to teach, beyond not having my certificate, with the intelligence, planning, patience, and sheer knowledge that the teachers at Chesterfield school have. The criterion that they follow in each choice they make for their classroom is immense, and I am grateful it is not my job, and entirely trusting that they hold the capacity and critical thinking skills to make these choices for their classroom. The teachers at Chesterfield do not owe me anything, but I owe them a whole lot.

I will not dwell on "Critical Race Theory," except to acknowledge that its meaning has been skewed and adopted as a buzzword to instill fear. And anyway, it is not taught at K-12 schools. "Critical Race Theory" is a theoretical framework taught in law school, and, as I am not a law professor, I don't find it within my purview to question its legitimacy. But to me, what I see in our community regarding this topic is a concern for our children, which I can highly empathize with, though I see it is thoroughly misplaced.

Growing up in Chesterfield, most people I saw looked like me. It was easy, then, to experience life and schooling through the same framework as my classmates. This was not wrong--after all, we all build our perspectives based on what we know--however, as I furthered my education and changed my surroundings, I began to expand my perspective, placing myself within the larger narrative of America. Though I would love to just say, "Color doesn't matter, we're all equal, we don't have differences," I understand that my youth led me to a distinct worldview that centered my experiences, and didn't include the different perspectives and life experiences of those who look different from me.

I would suggest that anyone who thinks “colorblindness” represents equality to reconsider, for it was in my grandmother’s youth that schools were legally segregated, and her early adulthood that our nation legally could deny Black and other racial minorities access to housing, jobs, and voting based explicitly on race. We cannot contend that race does not matter if we live in a nation that has for centuries had laws prohibiting others access to what I easily enjoy explicitly based on race. And, many studies show that moving away from color blindness encourages those who have not had to experience racial inequity to be more open to measures building equality. So, teachers do not create difference and intolerance by teaching history. I would argue that through acknowledging difference and examining it throughout history, they bring students closer because of their heightened understanding and recognition of diversity. When you begin to ascribe shame to diversity, you delve into ideology that has marked the darkest times of our history. And, as we continue to learn, we have the power to do better, to be better.

I understand why this feels threatening, how it feels like an implication of guilt. I urge you to recognize your feelings as valid, and still work to understand why it may not be so. America is a country founded on ideals, and it is evident in our history that we have struggled to live up to them. It is simply a fact. Through honestly learning our past, we learn not to feel guilty, not to feel less than, but to recognize and value the different perspectives and life experiences of all those around us, and build more empathetic, considerate, active citizens of the world. I have no qualms with history being taught at Chesterfield, especially considering the faith I have in the staff, and that they already follow a curriculum designed specifically for the age and maturity of their students.

I shudder to think of having books banned in the library as I have seen in other states grappling with this issue. I did not think New Hampshire would attempt to confine freedom to a complete education. As a former student of New Hampshire public school and a substitute teacher, I can confidently say that you misjudge our students if you do not think they have the capacity for developing their own perspectives and views, and simply building a worldview that accurately represents the true breadth of diversity that exists. I did not ever think that could be controversial or deemed divisive. That is what truly frightens me—that those in power like Commissioner Edelblut will continue to spout harmful rhetoric and institute it to negatively impact the future generation of New Hampshirites. That we will fear growth and confrontation of our truths so much that we serve injustice to our youth. If this is the case, this growing generation will no longer be in New Hampshire by the time they are ready to be leaders. I would not be the person I am today without the quality of education Chesterfield provided me, nor the understanding I am accustomed to a lack of diversity that I needed to honestly challenge and expand in order to be a conscientious member of society. We do not have to resign ourselves to blissful ignorance, and I sincerely hope we do not.

Thank you,

Ayla Cordell

Jennifer Horgan

From: Russell Payne <19riderlee36@comcast.net>
Sent: Wednesday, January 12, 2022 3:50 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jennifer Horgan
Subject: SB 304

Dear Members of The Senate Judiciary Committee:

I want to give you members of the Committee a little historical perspective as I have viewed the revolution that has been stirred by those who hate America. Divide and conquer is their game plan and chief among those strategies is their program to sew hate between the races. Going back over the stretch of time when their Marxist program wasn't so successful in poisoning the racial issue with a purpose to divide our nation, I remember as a teenager being involved in amateur boxing in Indiana and two-thirds of my opponents were young negro men. Back at that time the term "black" was not used, for it has been a revolutionary label. We used to train on Saturday morning at the Colored Community Center run by the the NAACP whose director was a good customer at the A & P store where i worked. Three of five our basketball team were colored. We both, black and white loved basketball, sports and there was great respect and peace between black and white folks. But this all changed from 1959 to 1962 when I was in the Army. The race agitators were busy in those three years sewing hate that since then has been ever-increasing each year. It isn't by accident! I say all this because everyone has their own story, the good or bad baggage that life has taught them. Study this issue. Make your decision on "true facts." Everyone has a right to his own opinion , but not to his "own facts."

Therefore, just as you all, and I have our stories on this issue, Lily Tang Williams from Weare, NH has her story which I believe you need to know. For she grew up in the Mau's Cultural Revolution in China. She knows what CRT is , she lived in it, and by the grace of God survived. I beg you to inform yourself thoroughly about what CRT really is. I can think of no better short article on CRT than the articles from the links below. Please help stop the progress of this revolution of hate by opposing SB304. Kill the bill before its purpose "murders our nation."

Sincerely & respectfully

Russ Payne

[Critical Race Theory: Marxist Poison Infecting America](#)

[Black Preacher Drops Truth Bomb on "Demonic Cult" of Critical Race Theory](#)

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 3:54 PM
To: ~Senate Judiciary Committee
Subject: FW: Repeal and Replace Banned Concepts Law- SB 304

From: Elizabeth Lamy-Harris <eliharris000@gmail.com>
Sent: Wednesday, January 12, 2022 3:49 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Repeal and Replace Banned Concepts Law- SB 304

Repeal and Replace Banned Concepts Law- SB 304

I write in support of repeal and band concepts law SB 304. As a semi-retired classroom teacher of over 20 years and a new grandmother, I believe teachers must be able to hold discussions on current and historical events without job security. Students need to hear our countries histories, including our nation's difficulties, to prepare for their civic responsibilities.

I believe that legislators should be protected from liabilities for "engaging in any form of instruction concerning the historical or current experiences of any group that is protected from discrimination", as SB 304 states.

Thank you for your careful deliberation SB 304.

Sincerely,

Elizabeth Lamy-Harris
103 Staniels Road
Loudon, NH 03307



City of Keene

New Hampshire

January 12, 2022

Chairman Sharon Carson & Honorable Members
Senate Judiciary Committee

Re: SB 304

Dear Chairman Carson & Committee members:

Please considering this letter in support of SB 304 and its proposed amendments to RSA 354-A. The amendments to RSA 354 advanced at the conclusion of the 2021 session were unnecessary and confusing as the existing statute clearly articulated employer (whether public and private) responsibilities related to unlawful discriminatory practices. The addition of specific public employer requirements (RSA 354-A:29-34) have caused confusion, increased opportunity for conflict and raised concerns regarding litigation. Training related to these topics: discrimination, diversity, equity and inclusion can be uncomfortable and require participants to reflect on long held beliefs or assumptions. The current statute, RSA 354:33, with the opportunity for a public employee to refuse to participate creates barriers that a private employer does not face when addressing these similar obligations in their workplaces.

In Keene, through the leadership of the Mayor and City Council, established a Racial Justice & Community Safety Committee which conducted public forums and advanced a report in March of 2021 that will influence the efforts of the City as an employer as it responds to concerns related to diversity, equity, inclusivity and discrimination. The Council adopted a proclamation declaring Keene an inclusive and welcoming community clearly articulating our commitment to addressing these issues. Discussions regarding next steps were delayed in response the amendments advanced to RSA 354-A as the City considered the new law and additional guidance provided through the Attorney General's Office.

While the Attorney General's Opinion provided additional guidance and clarification regarding the laws impact on public employer, the simplest way to eliminate any confusion or ambiguity that followed these 2021 amendments to RSA 354-A would be adoption of SB 304. Adoption of SB 304 will provide a common framework for private and public employer responsibilities under RSA 354 and support implementation through the tools available for all employers working to foster and support diverse, inclusive, and equitable workplaces free from discrimination.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Elizabeth A. Fox".

Elizabeth A. Fox

Assistant City Manager/Human Resources Director

cc: Elizabeth Dragon, City Manager

City of Keene • 3 Washington Street • Keene, NH • 03431-3192 • <https://ci.keene.nh.us>

Jennifer Horgan

From: Jennifer Horgan
Sent: Wednesday, January 12, 2022 4:42 PM
To: ~Senate Judiciary Committee
Subject: FW: Repeal SB 304

-----Original Message-----

From: Kelly Chausovsky <kellychausovsky@yahoo.com>
Sent: Wednesday, January 12, 2022 4:08 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Repeal SB 304

Hello,

The gag order on “divisive concepts” in state educational settings is unconstitutional and has crippled teachers and undermined education. It should be repealed.

Thank you,
Kelly Chausovsky
Bedford

Sent from my iPhone

My name is John Greabe, and I teach Constitutional Law and other subjects at the University of New Hampshire Franklin Pierce School of Law. I also direct the Warren B. Rudman Center for Justice, Leadership & Public Service. The views that I am expressing here today are my own and not those of the University or the Rudman Center.

I strongly support Senate Bill 304.

Others have and will testify about the need for classroom conversations about topics near the periphery of the restraints on speech imposed by the New Hampshire's so-called "Divisive Concepts" law. I share their views in full. Speech bans targeting controversial topics are rooted in weakness and fear. Over time, Americans have always come to see them as misguided.

But I would like to focus my testimony on another deeply problematic feature of this law. The feature to which I refer is legislative authorization of legal action by uninjured persons designed to chill their targets from engaging in lawful conduct.

If you follow the news, you probably are aware that the Texas legislature has enacted a law that invites anyone in the nation to file a lawsuit against persons or entities involved in assisting someone in obtaining an abortion after the sixth week of pregnancy.

And you might also have heard that California Governor Gavin Newsom is trying to get the California legislature to enact a similar law targeting anyone involved in the manufacture, distribution, or sale of certain firearms.

At present, many abortions and commercial firearms activity targeted by these laws are constitutionally protected. But the goal of these laws is not to regulate illegal conduct. It is, rather, to make it too risky and expensive to exercise one's *lawful* rights.

Now, many in this legislature oppose the protection now afforded to certain abortions and commercial activity involving firearms. And many in this legislature would like to see the law change so that states can regulate these activities. But no one in this legislature should support legislation designed to punish *lawful* activity through vigilante lawsuits, as these laws do.

Sham laws undermine political accountability and invite cynicism about the integrity of the legislative process. They violate the rule of law. Deceitful government conduct seeking to punish *lawful* action is the very definition of tyranny.

New Hampshire's law is a sham. By its terms, it prohibits discriminatory speech that no competent professional would engage in. But its remedial provisions, which invite *any* aggrieved person to sue schools and to report teachers to the state board of education, seek to accomplish far more. The goal of these provisions is to deter educators from engaging in difficult but essential--*and entirely lawful*--classroom conversations about racism, slavery, sexism, religious bigotry, and other forms of discrimination. Earlier versions of the law make this clear.

If this legislature wants to suppress conversations about these vital topics, it should enact a law that does so explicitly. It should not hide behind a subterfuge. The people of New Hampshire are entitled to honesty and transparency from their representatives.

Many thanks for considering my views.

Jennifer Horgan

From: Jennifer Horgan
Sent: Thursday, January 13, 2022 8:35 AM
To: ~Senate Judiciary Committee
Subject: FW: SB304

From: KATHRYN SMITH <kcsmith@comcast.net>
Sent: Wednesday, January 12, 2022 5:08 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SB304

Good afternoon,

I am writing to request that you vote to stop bill SB304. This constant affront to our civil liberties, our natural rights, and the encroaching systemic overthrow of our social structure has been occurring rapidly over the past several years in the form of socialist ideologies. New Hampshire and the United States needs strong Patriots, who love America, to stand in the gap for our children and great grandchildren.

What kind of world will they inherit from us? Are we going to hand them a society where they have no sense of privacy, and every aspect of our lives is controlled under government scrutiny? We really need to step back and analyze the cracks in the foundation of our rights and liberties these little bills cause. Eventually, the whole foundation will crumble under the accumulation of these little cracks.

So, I implore you to please please please support freedom, the family unit, and our right to privacy.

Thank you,
Kathryn Smith

January 10, 2022

Dear Members of Senate Judiciary Committee

I am writing in support of SB304 which would repeal and amend sections 297 and 298 of SB2 regarding holding public school teachers liable for learning about and teaching topics of racism, sexism, and the experience and history of other groups protected by the Civil Rights Act of 1965.

Our state and country are built on the premise of equality for all people, which is an ideal that has clearly not yet been achieved. Our education system is a major resource to provide students with information from different perspectives, experiences, understanding of our history to move the country toward this ideal. The desire to silence and punish teachers comes from a place of fear that equality for all means loss of power for the few.

Sections 297-298 of SB2 represent an unprecedented over-reach of government into public education and establishes a dangerous precedent in NH of the party in power being able to dictate curriculum and punish teachers. SB 304 restores freedom from government intervention and allows NH teachers and students to learn a full range of perspectives based on facts, history, and experience and for students to draw their own opinions from this teaching. Please vote in support of SB304.

Stephanie Marshall

7 Nelson Drive

Exeter, NH 03833

Jennifer Horgan

From: Sonja Caldwell
Sent: Thursday, January 13, 2022 10:06 AM
To: Jennifer Horgan
Subject: FW: Testimony on SB304
Attachments: SB304 Testimony.docx

From: James T. McKim, Jr. <jtmckim@gmail.com>
Sent: Thursday, January 13, 2022 10:03 AM
To: Sonja Caldwell <Sonja.Caldwell@leg.state.nh.us>
Subject: Testimony on SB304

Hello,

I write because I was the last person to testify at yesterday's Judiciary Committee hearing on SB304 and was asked to provide a written copy of my testimony. However, as the hearing is over, the web site no longer allows me to see the email address to which I can send my testimony.

My testimony is attached. Could you either get my testimony to the Committee or let me know how I should get it to them?

Thank You,

Cheers,

James T. McKim, Jr., PMP, ITIL
Managing Partner, Organizational Ignition, LLC
- igniting growth through the alignment of people, process, and technology.
www.organizationalignition.com
(603) 540-3988
Schedule a meeting: calendly.com/jtmckimjr



SB304 Testimony

I am Managing Partner of Organizational Ignition, LLC, a Management Consulting firm which focuses on organizational performance through diversity - the subject of a book I'll be releasing in March. I am, also, President of the Manchester NAACP. I served with pride on the Governors LEACT Commission which spend much time discussing the very topic of discriminations we are here to discuss today. It also serve as Chair of the Episcopal Church ECCAR at the national level. But it is in my capacity as Managing Partner of Organizational Ignition that I appear before you today.

I whole heartily support this bill. I recognize the many motivations for the Right to Freedom from Discrimination statute passed last year as part of HB2. I believe those motivations were overall well-meaning. However, the language of that statute is a text-book case of where intent does not equal impact as has been expounded upon by many people during this hearing.

It seems overall the intent is to eliminate the teaching that one protected class (really personality type to us the language of Marilyn Loden's Diversity Wheel) is better than another. A noble goal. However, the language of the statute does not accomplish that. The language is so vague that it has created fear in teachers and public officials such that they don't feel they can say anything about the real discrimination that exists right here in NH. Discrimination that I and many other people of color have experienced. A fact of our lives. It says that we and our experiences don't matter and should not be spoken of in the hopes that perhaps those experiences and we ourselves will go away.

I don't know that the perspective of some parents has been raised here. The vagueness of the language has made many parents with whom I have interacted feel that they in addition to the mistrust they already have in public institutions, they now no longer can trust teachers to teach the hard truths of our history.

While I will allow that it is not intentional, this language amounts to censorship from discussing facts. It creates an unwelcoming atmosphere in a state which needs people of all kinds to come and feel as if they belong. I have hear from people around the country that they were considering looking at a job in NH but because of the statute, they did not feel comfortable coming here.

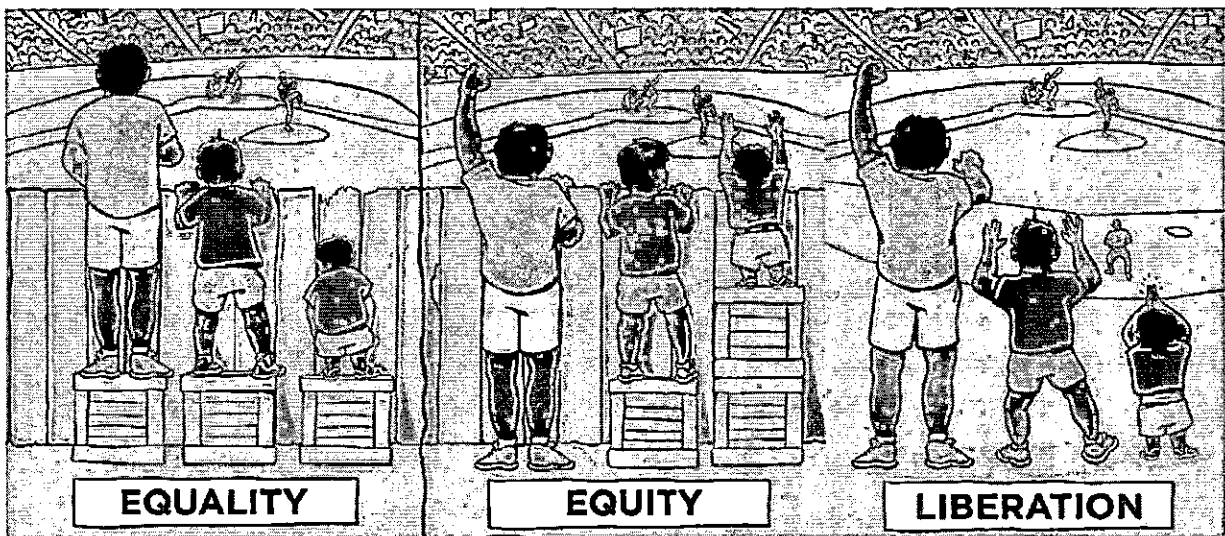
You have heard about the confusion caused by the vagueness of this statute. I will share a story about my own teaching about DEI. Tell story of AG's office. Point out that, yes, the AG, after reviewing my content, indicated he did not think it violated the law. The week after, the guidance was released. But my concern is that his interpretation is not necessarily supported by the law and is not binding as the law is. So, until the law is changed, this confusion, concern, and fear will remain.

Furthermore, this statute does something legislation should not do. It puts penalties on those who teach complex subjects like race, gender, and disability potentially just because someone feels uncomfortable with those subjects. As the author James Baldwin said, "Not everything that is faced can be changed; **but nothing can be changed until it is faced,**" The current statute causes these so called "divisive concepts" to not even be faced. If they are not faced, our society cannot change – people cannot grow to understand how to live in harmony.

Equality of stature (as espoused in the U.S. Declaration of Independence as "all men are created equal") is not equality in treatment. The language of the statute confuses the two. The language seems to say that all those protected classes are on the same playing field as the dominant white male group. We know, and I can say from experience, this is not the case. Research has proven there are health disparities between people of different races. And systemic discrimination does nothing to eliminate these disparities.

354-A:31 section III allows white males to say they have been adversely treated if someone from a protected class gets a job over them or gets into a school over them, even if all other skills are equal.

354-A:31 section IV ignores the fact that there are inequities in the status of different groups such that to create a society where people have equal opportunity, they must be treated **equitably** not equally. There is a difference between equal treatment and equitable treatment. To illustrate the difference, I offer the following cartoon.



Today, we have a system of inequality, To address it, we must, at least, treat people equitably, not equally as the current statute indicates. Even if there are sufficient resources to treat those disadvantaged equitably, preference now goes to those who are of the dominant race, gender, or those without disabilities. The statute makes equitable treatment illegal, even when resources are abundant.

And as to the thought that there is a zero-sum game, there is a micro and a macro view. The micro view is that if resources are scarce, someone has to lose. The macro view is that we are, arguably, the most powerful nation on earth with vast resources (which, IMHO are not well applied - but that's a discussion for a different time) so there should be no losers. The fact that there is really no zero-sum game is illustrated by Heather McGee in her book The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together A summary of her work can be seen in the New York Times article "The Way Out of America's Zero-Sum Thinking on Race and Wealth" at <https://www.nytimes.com/2021/02/13/opinion/race-economy-inequality-civil-rights.html> We do need

to determine how to help those in both the micro and macro situations. The current legislation does not do this. In fact, in my opinion, it harms individuals and institutions.

The one thing I would amend in SB304, if I could, would be to indicate not only that no one should be subject to civil liability, but also that no one should be subject to any punishment or retaliation of any kind for discussing these subjects. This would reduce the chilling impact already made by the current statute and give managers and HR professionals more guidance on how to address complaints brought by those who are uncomfortable with these difficult conversations.

In conclusion, as we approach MLK Day, I would encourage you all to support SB304 as it replaces the poorly written language of the current statute that discourages teaching the full truth of the history and society and prohibits the equitable (not equal) treatment that would bring about the equality of stature, that seems to be intended by the current statute, with language that encourages open vigorous discussions of these topics and equitable behavior that will eliminate the current inequities moving us toward allowing everyone to enjoy those unalienable Rights enumerated in the Declaration of Independence of "Life, Liberty and the pursuit of Happiness".

Thank You for your time.

Jennifer Horgan

From: James T. McKim, Jr. <jtmckim@gmail.com>
Sent: Thursday, January 13, 2022 10:12 AM
To: Jennifer Horgan
Subject: Testimony for SB304
Attachments: SB304 Testimony.docx

Hello,

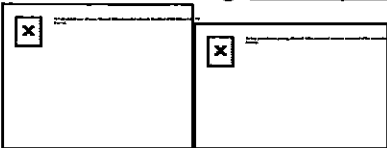
As requested yesterday, attached is my written testimony in support of the bill.

In addition, I would like to share that as a result of the discussion we had while I was testifying, I would like to convey that I do see the benefits of both the "stick" approach the current bill takes and the "carrot" approach SB304 takes. I think a bill that combines them both would be the most effective in achieving the goal we all want, a reduction if not elimination of discrimination.

I would be happy to meet with anyone on either side of the isle to come up with language that does this.

Cheers,

James T. McKim, Jr., PMP, ITIL
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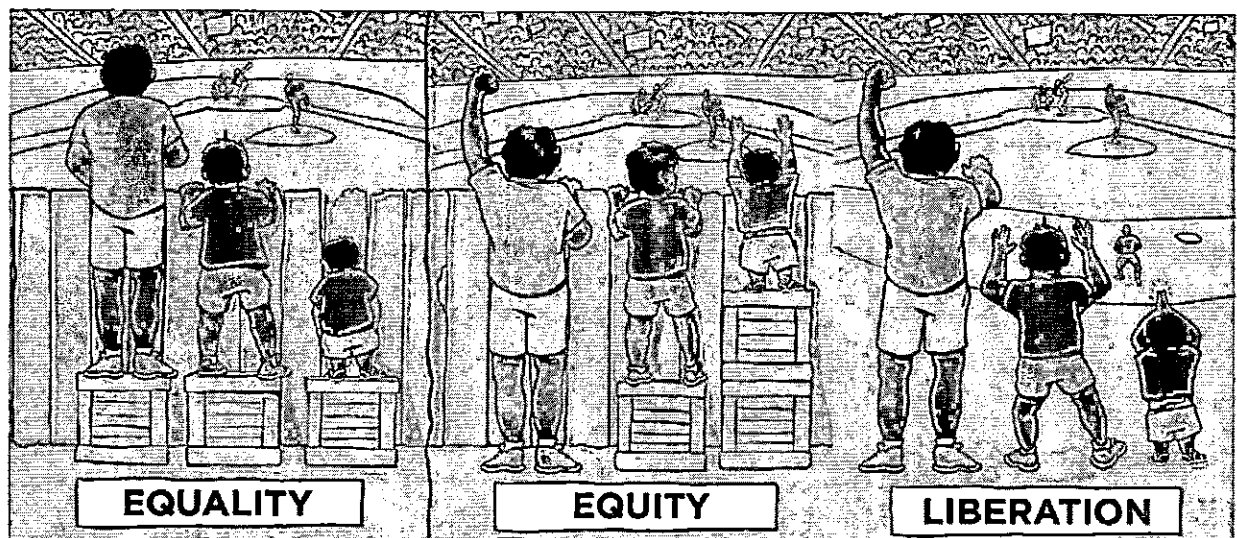
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Equality of stature (as espoused in the U.S. Declaration of Independence as "all men are created equal") is not equality in treatment. The language of the statute confuses the two. The language seems to say that all those protected classes are on the same playing field as the dominant white male group. We know, and I can say from experience, this is not the case. Research has proven there are health disparities between people of different races. And systemic discrimination does nothing to eliminate these disparities.

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Thank You for your time.



OYSTER RIVER COOPERATIVE SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

36 Coe Drive

Durham, New Hampshire 03824

Telephone: 603-868-5100

Facsimile # 603-868-6668

January 12, 2022

Senator Sharon Carson, Chair
NH Senate Judiciary Committee
State House, Room 100
Concord, NH 03301

Re: Support for Senate Bill 304

Dear Chair Carson and Honorable Members of the Senate Judiciary Committee,

I write on behalf of the Oyster River Cooperative School District in support of Senate Bill 304, a bill that would repeal and replace the extremely problematic "Right to Freedom from Discrimination in Public Workplaces and Education" law included in HB 2 last session, commonly referred to as the 'Divisive Concepts' bill.

Thank you for the opportunity to speak in favor of SB 304. I was a member of the Governor's Task Force who resigned in protest of HB 544/HB 2, I am a Superintendent of Schools in the Oyster River Cooperative School District and a member of our local Diversity, Equity, Inclusion and Justice Task Force. I am also the President of the New Hampshire School Administrators Association.

This bill as enacted has set a dark cloud over the State of New Hampshire. The most onerous part of this bill threatens teachers with a loss of license and thus, their livelihood. The language in the bill is both vague and contradictory allowing any person the ability to accuse any teacher of teaching a 'divisive concept' and provides multiple options to register their complaint with the NH DOE, or the Human Rights Commission or in superior court. The complaint would require lawyers, investigation, time, and money, all the while sending shivers of fear in the teacher so accused. I have been a superintendent for thirty-one years and I have never seen a legislature threaten a teacher's license for teaching history.

I listened to the testimony last year as to why the proponents wanted this bill to pass and it all was based on stopping Critical Race Theory (CRT) being taught in our public-school system. As I stated numerous times, and continue to say to anyone who will listen, CRT is not taught in New Hampshire Public Schools. I can say this with absolute confidence because CRT is a graduate school law theory, not appropriate for a k-12 setting.

I have listened to legislators promote this bill as an anti-discrimination bill. In fact, it is the opposite. This bill is about restricting speech. I liken this position as something you would read in George Orwell's novel 1984 when he refers to doublespeak. NH teachers have a long history of teaching the true history of the United States. They are very proud of our country with its many strengths but recognize we have shortcomings. The history of racism is rooted in our history and its impact is undeniable. Only by acknowledging our mistakes, can we grow as a country. Racism is a real part of our history that plays out today in the news when we see people of color murdered or accused for no other reason than the color of their skin.

SAU #5

DURHAM, LEE, MADBURY

Senate Sharon Carson
January 12, 2022 – Page 2

Unlike totalitarian states, one of our foundational principles in the United States is the 1st amendment and our right to freedom of speech. The 'divisive concepts' law heads down the path of mandating what teachers say, contrary to the 1st amendment. This law has no place in a free country and certainly not New Hampshire where we pride ourselves with the motto, 'Live Free or Die'. Public educators across New Hampshire look forward to the repeal of this law.

Sincerely,



Dr. James C. Morse, Sr.
Superintendent

Cc: Todd Selig, Durham Town Administrator
James Dean, President, University of NH
New Hampshire Municipal Association

My name is John Greabe, and I teach Constitutional Law and other subjects at the University of New Hampshire Franklin Pierce School of Law. I also direct the Warren B. Rudman Center for Justice, Leadership & Public Service. The views that I am expressing here today are my own and not those of the University or the Rudman Center.

I strongly support Senate Bill 304.

Others have and will testify about the need for classroom conversations about topics near the periphery of the restraints on speech imposed by the New Hampshire's so-called "Divisive Concepts" law. I share their views in full. Speech bans targeting controversial topics are rooted in weakness and fear. Over time, Americans have always come to see them as misguided.

But I would like to focus my testimony on another deeply problematic feature of this law. The feature to which I refer is legislative authorization of legal action by uninjured persons designed to chill their targets from engaging in lawful conduct.

If you follow the news, you probably are aware that the Texas legislature has enacted a law that invites anyone in the nation to file a lawsuit against persons or entities involved in assisting someone in obtaining an abortion after the sixth week of pregnancy.

And you might also have heard that California Governor Gavin Newsom is trying to get the California legislature to enact a similar law targeting anyone involved in the manufacture, distribution, or sale of certain firearms.

At present, many abortions and commercial firearms activity targeted by these laws are constitutionally protected. But the goal of these laws is not to regulate illegal conduct. It is, rather, to make it too risky and expensive to exercise one's *lawful* rights.

Now, many in this ~~room~~^{legislature} oppose the protection now afforded to certain abortions and commercial activity involving firearms. And many in this ~~room~~^{legislature} would like to see the law change so that states can regulate these activities. But no one in this ~~room~~^{legislature} should support legislation designed to ~~penalize~~^{chill} *lawful* activity through ~~deceitful~~^{seeking} and vigilante lawsuits, as these laws do.

Sham laws undermine political accountability and invite cynicism about the integrity of the legislative process. Deceitful government conduct to punish *lawful* action is the very definition of tyranny.
↳ They disrespect the rule of law.

New Hampshire's law is ~~also~~ a sham. By its terms, it prohibits discriminatory speech that no competent professional would engage in. But its remedial provisions, which invite any aggrieved person to sue schools and to report teachers to the state board of education, seek to accomplish far more. The goal of these provisions is to deter educators from engaging in difficult but essential--and *entirely lawful*--classroom conversations about racism, slavery, sexism, religious bigotry, and other forms of discrimination. Earlier versions of the law make this clear.

A handwritten signature in black ink, appearing to read "D. J. ...". The signature is written in a cursive style and is positioned at the top of the page.

If this legislature wants to suppress conversations about these vital topics, it should enact a law that does so explicitly. It should not hide behind a subterfuge. The people of New Hampshire are entitled to honesty and transparency from their representatives.

Many thanks for considering my views.

Good afternoon,

My name is Jonathan Weinberg, and I am a member of the Concord School Board, and while I am here in my capacity as an individual and not speaking on behalf of the board, I see how SB 304 is critical legislation for many aspects, but firstly to combat the fear in teachers that they will be reported for merely teaching history. As we all surely know, the group, "Mom's for Liberty" placed a bounty on teachers' heads if they were found guilty of teaching so called "divisive concepts". If this wasn't enough to make educators weary, concurrently, the state of NH instituted a snitch system where parents and individuals could report educators who violated the recently passed "divisive concepts" legislation. Yet, outside of the legislative chambers, it appears no one can really define what divisive concepts are.

Last summer, as a member of the City and Community Relations Committee on the Concord School Board, I represented the board with fellow members at a booth every Saturday by the Statehouse. This created a unique opportunity to engage with constituents and community members outside of a formal meeting setting. As expected, we received many questions about back to school, but the most common questions were about if we taught "CRT, or critical race theory". One of the main questions, I inquired of those asking was what do they define as Critical Race Theory? Then, individuals would typically say that "it is when you make white people hate themselves" and what was even more staggering was when someone said to me "it is basically a new version of slavery". I was taken aback by this claim that Critical race theory was slavery reincarnated. I wanted to recommend the book, *The New Jim Crow by Michelle Alexander*, as that provides an actual view on what a new iteration of slavery is; yet that would unfortunately most likely fall under the forbidden books list.

Other times, people made comments equating critical race theory to Nazi propaganda. As not only an individual in education, but especially as a Jewish person, to hear these comments comparing the teaching of history to a time when my great grandfather was in a concentration camp is despicable.

We live in a state where critical race theory has become an umbrella term for everything it is not.

And what is even more tragic is how the state of New Hampshire and state legislature have only fanned the flames of misinformation as they legitimized the misidentification of “critical race theory” as either Nazi Propaganda or encouraging people to suggest that it is new age of slavery.

This must stop. I urge you to vote to pass SB 304.

Good afternoon,

My name is Katie Meserve. I graduated from Hopkinton High School in 2020 and am currently a sophomore at Tufts University. Hopkinton is a town that has an overwhelmingly white-identifying population, which is a trend that we see throughout ^{rwq}New Hampshire. This means that, as students, we have very little contact with different cultures and remain very much inside our own racial “bubbles”, so to speak. At Tufts, my life is vastly different; my freshman year roommate lived in Turkey, a country that is known for its restrictive and oppressive legislature, and I currently live in a suite consisting of seven Asian and Asian-American female identifying students, one Asian-American male identifying student, and one black male identifying student. I am aware now more than ever how sheltered I have been in terms of understanding the context behind the identities of my peers, and this is what leads me to testify ^{in favor of this bill}~~against this oppressive law.~~

Education isn't a place where policymakers get to pick and choose what content is taught based on how upsetting or “divisive” it may be. The United State's history and, unfortunately, current social and political state is filled with cruelty, injustice, and both subtle and not-so-subtle biases, primarily on the basis of gender and race. It is difficult to talk about, certainly, but it is so necessary to put the experiences of those who are different from us into context. Talking to my peers at Tufts has exposed the privilege that I, as a white woman, have in the United States. If I were to get pulled over by the police, I would be more worried about what my parents would think than if the police would deem me a threat due to the color of my skin. I'm never confronted with racially-motivated jabs about my speech or the need to dodge prodding questions about my heritage, and I never have to muster the courage to correct someone when they misgender me.

My education at Hopkinton High, however, has shone a light on these experiences that are had by so many others even before my time at Tufts. In my AP English class I read the book *Just Mercy* by Bryan Stevenson, and learned a whole new side to the criminal injustices in America. I learned of the atrocities committed towards Japanese-Americans in the 1940s in my history classes, and was exposed to different pronouns and how they can be used in everyday speech. These topics are heavy for a high school student to learn about, but it is absolutely necessary that students are armed with all the information, good and bad, when forming their own opinions. Teaching history and current events isn't promoting some sort of "agenda", it is stating facts and allowing students to interpret that as they will. I know for a fact that my understanding of my own privilege, along with the context to go alongside with the experiences of my friends at Tufts, is due to the exposure that I got through my studies in race, gender, and sexual orientation at Hopkinton.

Hello, my name is Mia Richter, I am a first-year college student from Hopkinton, and I support SB304. I attended the Hopkinton public schools from first through twelfth grade, and I value the high-quality education I received.

My first problem with the language in HB2 that this bill would reverse is that it seems entirely unnecessary. It addresses a problem I never encountered in 12 years of school without such a law in place. In my overwhelmingly white school, no teacher ever suggested that I should feel ashamed of being white. We had nuanced discussions about complicated historical topics and engaged with multiple perspectives on them. Most of all, we were taught to think and argue for ourselves. My teachers cared less about what we argued than whether we had factual evidence to back it up. The mission of my upper-level English and history classes was to teach students how to construct an argument, more than to accept any specific set of beliefs.

Unfortunately, in addition to being unnecessary, the language in HB2 may stifle the more nuanced conversations that need to be occurring at a racially homogeneous school like Hopkinton. For example, the idea that people may hold unconscious racial bias is both true and different from telling a student they are inherently racist or oppressive, but HB2 makes this distinction unclear. If teachers react by deciding it is safer to avoid the subject altogether, students won't be exposed to a significant topic.

Moreover, true learning is often a process of misunderstanding that slowly becomes understanding. HB2 makes it possible for a student who has misunderstood their teacher to begin a disciplinary process against that teacher, instead of asking clarifying questions until they reach a better understanding. I know I often misunderstood things in school and my teachers would tell you that I asked a lot of questions. However, the legislature has created an environment in which teachers must fear saying anything about these topics that could be misunderstood, which is both unrealistic and unfair. Students cannot learn if their teachers steer away from everything complicated because *life* is complicated.

Teachers must be allowed to have critical discussions with their students about these sometimes-uncomfortable issues. The population of both students and teachers at Hopkinton is overwhelmingly white, as is the town. I now attend a university that is exponentially more diverse than my hometown, where a level of understanding and competence around issues of race, gender, class, etc., is expected and necessary. It is the responsibility of K-12 education in NH to prepare students for wherever they go after high school. If students do not learn about this set of issues fully and realistically, they will not be prepared to enter the world after graduation.

Thank you for your time.

Kathleen LaClair

1:45 pm, State House, Room 100

I became an English teacher because I love books. I love their ability to transport me to different places and different times, to see things from another person's perspective. It's why I read. It's why I choose a variety of books for my students to read. When we read about views we might disagree with, we have to think about our own views more carefully, and, in class, when we hear classmates' views that might disagree with our own, we have to be respectful in our responses.

At the beginning of each year, I tell my students very directly that my main goals as their teacher are to make them more critical thinkers and more effective communicators. I explain that I am not worried about whether they remember the plot or character names from the books we read as much as I care about their ability to read something, think thoughtfully and carefully about it, and then communicate those ideas to others in a clear and respectful way.

My students care about the world, about society, and are very aware of current events. They want to talk about, learn about, and read about these issues. But right now the divisive concepts law makes teachers afraid to even entertain these conversations, let alone read books and debate topics that might fall under the umbrella of the law. When students have asked about concepts such as privilege, racism, discrimination, gender, etc., concepts they can hear about daily on the news or read about daily online, and that some deal with daily in their own lives, I now falter in my response. Where before I may have asked what they thought about the issue or offered various viewpoints or recommended books, now I worry that inadvertently I might say the wrong thing and potentially lose my teaching license.

as evidenced by the students who are in the room today.

Honestly though, this isn't about me. It's about our students and the disservice we are doing them by not preparing them for a future in which they will have to face these issues, whether that's in their college classes, on the streets, at their work or in their own lives. If they aren't able to talk about, read about, and think about these topics in spaces they feel safe, in classrooms where they are asked to look at things from both sides and to support their ideas with credible sources, they won't be prepared to be adults with these skills.

Teachers think carefully about the students they have in front of them. We design lessons and assignments to meet their needs and their interests, but also to challenge them and to help them grow. We realize we are responsible for their education and we take that responsibility seriously. It's why I am here today, because, as I said, it's not about me. It's not about us, as teachers, it's always about the students. For their sake, I hope that you vote to pass Senate Bill 304 and repeal the divisive concepts law.

Thank you for your time.

Hi, my name is Hal Stokes and I'm a junior at Hopkinton High School and it is a privilege to be here today to speak to you on the topic of public education. Speaking of the word, "privilege," I thought you might be interested to hear an example, from a student's perspective, about the way the current divisive concepts law is being administered to limit the free speech of both students and teachers in NH high schools – and it involves the word privilege. I was recently engaged in a class sanctioned high school debate about the potential benefits and pitfalls of paid family medical leave. During my turn to speak, I stated that paid medical leave shouldn't be only for the "privileged" few in this country. This prompted my teacher to actually jump into the debate to say that the word "privileged" shouldn't really be used because it was a trigger word that made people uncomfortable. I was completely shocked. Never before in my life have I ever been censored in my school for my beliefs – and certainly not for using a word that is in the English dictionary and that I have every right as an American to respectfully say while in a debate forum.

I want to make very clear that I don't hold my teacher responsible for jumping in to prevent my use of that word. I happen to like and respect that teacher as an educator. I also know, as all the students know, that teachers in my town are being harassed on the internet with websites that all the students have seen. So, I know that this is just something that teachers feel like they have to do now to protect themselves.

Just last year, I wrote a letter to my local School Board when there was a lot of hysteria on one of those websites about the use of the book *Stamped* by Ibram X. Kendi in my sophomore English class. Mostly, I wanted the School Board to know that there are a lot of students, myself included, who found the book to be a really great example of a perspective we aren't often exposed to in Hopkinton, which is a predominantly white community. In fact, that class taught me about a lot of different perspectives. I read about the social elite in *The Great Gatsby*, the post Civil War in Mark Twain's *Puddin'head Wilson*, as well as the plight of Chinese Americans in a book entitled *American Born Chinese*. Reading all these different texts taught me so much about the American experience and made me really think about who I am as a young American. There was nothing divisive about this experience, rather it was one of the most inclusive educational experiences of my life. Sadly, I learned that this course's curriculum was greatly modified this year to not include several of these texts due to the backlash. My younger peers are now getting a watered-down version of the course based on the fear and confusion created by this new law.

In closing, I just want to say to all the legislators who are considering whether students should be exposed to information that some parents might not agree with, that you should all have more faith in the students in this state. We are technically kids, but in just a few years we will be adults. We have grown up in the age of technology and misinformation – and we are really good at figuring out what seems right to us and what seems crazy. Please don't do us the disservice of feeding us just one side of any story or of censoring our thoughts and voices. Let us be exposed to perspectives outside of our small cities and towns, let us hear unpopular opinions. Give us the opportunity to see the world through many different sets of eyes and to form and express our own opinions. And let our teachers, teach. President Dwight D. Eisenhower said, "Don't join the book burners...Go into your library and read every book." That's all our teachers are trying to do, and I really hope you support their efforts, because it's the only way we as students can truly learn to think for ourselves.

Please support this bill.

Good afternoon

My name is Dottie Morris, and I am a proud member of the education community in New Hampshire who is dedicated to co-creating communities to enrich the learning environment. It is an honor and privilege to have this opportunity to stand before you this afternoon to urge you to pass Senate Bill 304 (SB 304). I do not take this opportunity lightly, because there were many actions from the past that allows for me to stand before this body today. It is from that history of openness to hear diverse ideas and counternarratives about what is and what could be, that I urge you to embody when you consider SB 304 as we forge forward. The passage of SB304, will help to continue the tradition to allow classroom spaces as labs for young people to practice their skills of hearing diverse perspectives.

I am making this request for three reasons.

First, I would like to start with the phrase “banned concepts.” If the banned concepts law remains active, we are on a slippery slope. With this law we are in essence saying ban ideas, innovation and creativity since all of these things are represented when we say concept. How can academic excellence co-exist in a space that bans concepts? The freedom to explore a vast array of ideas and possibilities is so core to finding one’s vocation and fulfilling it. It is also the core of establishing new and potentially improved ways to do things; a way to repair harm from the past, live genuinely and authentically in the present and to chart a path to a richer more inclusive environment for the future.

Second, we are being negligent in our duties to adequately prepare young people to meet the demands of the future by denying teachers the ability to help students discuss these “banned concepts”, engage in critical thinking about these concepts and establish their own ideas. In many ways we are banning the ability for young people to be thinkers. We are putting students from NH at a major

disadvantage when it comes to being able to address the growing concerns faced by not only the state, but nationally and internationally. Imagine sitting in a classroom in college at 18 or 19 and hearing some of these ideas or concepts for the first time. Now, image this student in graduate school pursuing their lifelong vocation as a clinical psychologist and learning that the way you can ethically practice is to understand the person and the systems having an impact on this person's mental health? You can only imagine the shock, confusion, and even anxiety this person will experience when their classmates have foundational information that allows them to speak freely and with confidence during these conversations.

Third, the banned concepts law lacks clarity as it is currently written. Teachers are confused over what would constitute a violation of the law. Given the high stakes associated with violating the law, teachers are backing off from having important conversations with students in the classroom. As a result, books are not being used because the content of the book would require the teacher to provide contextual information that could be perceived as a violation of the law. There is a rich body of literature that's being omitted from the curriculum and that has an impact on all students.

A college student emphasized how important it is to the development of young people to have exposure to diverse bodies of literature. She stated in a paper written in September 2021:

“To me, as a future educator, having diverse literature is extremely important. Starting children off with diverse literature, teaching them about the whole world, and not just “their world” is crucial to their education and the development of their own values and knowledge, to make them well-rounded people.”

-Student in Keene State College Culture and Psychology course Fall, 2021 - Paper submitted on September 15, 2021

Instead of banning concepts, I ask this of those of us who are elders and adults responsible for education of young people, to come together for the sake of the children and chart out a path without banning or restricting. I ask instead of banning ideas, we find ways to model how to discuss these complex and complicated concepts. Instead of banning concepts, I ask we find a way to engage in genuine and sincere conversations with each other where we have the young people's best interest in mind.

Again, I urge you to pass SB 304.

To Members of the Senate Judiciary Committee,

My name is Laurie Warnock, I've lived in Hampstead for the past 33 years. I'm speaking in enthusiastic support of SB 304, relative to discrimination in public workplaces and education.

I work as an educator for a public health agency. My job has me in front of students from Salem to Stewartstown talking to them about things like the dangers of vaping and nicotine addiction. It is not unusual for a student to hang back as their classmates leave the room to tell me about a parent or grandparent who smokes. There is often a mix of confusion, sadness, even embarrassment that an adult they love could continue a behavior that they know is unhealthy, and would even expose loved ones to the known dangers. As much as I'd love to tell them the magic words they could bring home to Nanna that would help her quit smoking, the best I can do is use the moment to reinforce the lesson. I tell them that breaking an addiction is an incredibly difficult thing both physically and mentally, that this is the power that something so toxic can have. That they have the power to make different decisions for themselves, based on what they've learned, both from the lesson and from the examples of others. It is an opportunity for that child to examine their feelings of discomfort, the uneasiness that new knowledge can create, the critical thinking we want them to develop and employ in their decision making.

It's easy to spot hatred when it appears like the black hatted bad guy in a western, waving a Confederate flag from the back of a pick up, spraying the N word on across a family's home or sporting swastika tattoos. My dad always said, when someone shows you who they are, believe them. But those extremists are the low hanging fruit. Discrimination takes much more insidious forms in the way of policy and practice. We have a long history of using race and ethnicity to define where folks get to live, learn and work. As the descendent of immigrants, I've spent hours researching my ancestors' lives, visiting the places where my people were forged. I have not identified a single link to royalty; I come from peasant stock and proudly, people who worked hard in hard places and when they arrived here they faced discrimination we should not be proud of. But that is the gift of studying history, that uneasiness that new knowledge can create that prompts introspection and outward action.

Last year's HB544 (RSA 193:40) crept into law through the trash chute, as a budget bill amendment, a strategy resorted to when failure through legitimate process seemed certain. It imposed vague and conflicting parameters on what could or could not be taught in schools or public agencies, setting discomfort as a greater harm than discrimination. It emboldened those with a grudge to offer a bounty on educators who crossed its ambiguous lines. It constrains teachers from challenging their students to explore their country's past with an eye toward truth rather than pastoral myth and it prevents employers from encouraging constructive conversation toward diverse and equitable workplaces.

I urge you to support SB 304, and consign RSA 193:40 with its sorry fear of uncomfortable conversations to the history books. We are better than that.

Laurie Warnock
20 Redcoat Drive
Hampstead NH 03841
Lwarnock62@gmail.com
603-770-7954

My name is John Greabe, and I teach Constitutional Law and other subjects at the University of New Hampshire Franklin Pierce School of Law. I also direct the Warren B. Rudman Center for Justice, Leadership & Public Service. The views that I am expressing here today are my own and not those of the University or the Rudman Center.

I strongly support Senate Bill 304.

Others have and will testify about the need for classroom conversations about topics near the periphery of the restraints on speech imposed by the New Hampshire's so-called "Divisive Concepts" law. I share their views in full. Speech bans targeting controversial topics are rooted in weakness and fear. Over time, Americans have always come to see them as misguided.

But I would like to focus my testimony on another deeply problematic feature of this law. The feature to which I refer is legislative authorization of legal action by uninjured persons designed to chill their targets from engaging in lawful conduct.

If you follow the news, you probably are aware that the Texas legislature has enacted a law that invites anyone in the nation to file a lawsuit against persons or entities involved in assisting someone in obtaining an abortion after the sixth week of pregnancy.

And you might also have heard that California Governor Gavin Newsom is trying to get the California legislature to enact a similar law targeting anyone involved in the manufacture, distribution, or sale of certain firearms.

At present, many abortions and commercial firearms activity targeted by these laws are constitutionally protected. But the goal of these laws is not to regulate illegal conduct. It is, rather, to make it too risky and expensive to exercise one's *lawful* rights.

Now, many in this legislature oppose the protection now afforded to certain abortions and commercial activity involving firearms. And many in this legislature would like to see the law change so that states can regulate these activities. But no one in this legislature should support legislation designed to punish *lawful* activity through vigilante lawsuits, as these laws do.

Sham laws undermine political accountability and invite cynicism about the integrity of the legislative process. They violate the rule of law. Deceitful government conduct seeking to punish *lawful* action is the very definition of tyranny.

New Hampshire's law is a sham. By its terms, it prohibits discriminatory speech that no competent professional would engage in. But its remedial provisions, which invite *any* aggrieved person to sue schools and to report teachers to the state board of education, seek to accomplish far more. The goal of these provisions is to deter educators from engaging in difficult but essential--*and entirely lawful*--classroom conversations about racism, slavery, sexism, religious bigotry, and other forms of discrimination. Earlier versions of the law make this clear.

If this legislature wants to suppress conversations about these vital topics, it should enact a law that does so explicitly. It should not hide behind a subterfuge. The people of New Hampshire are entitled to honesty and transparency from their representatives.

Many thanks for considering my views.

It is a chilling time to be a teacher in New Hampshire and I am delighted to testify in support of SB 304 to repeal the HB 20 divisive concepts legislation that was snuck into the budget trailer bill last spring and signed by Governor Sununu.

On paper, HB20 seems reasonable and even welcomed. After all, shouldn't we want teachers who marginalize students to receive the strictest of consequences? Absolutely. My colleagues and I would never defend an educator who targets or demeans a student or group of students. Not a single one of us would support an educator who uses fear, intimidation, and retaliation in any form in their classrooms. Not a single one of us would not speak up if we witnessed any of this kind of abuse of our students.

This bill is not about protecting students, it is a dog-whistling cause that is both irrelevant and harmful to our teachers, students, and their families.

Last month, in response to this legislation, instead of advocating and supporting NH teachers, the NH Department of Education published a form that anyone can fill out to report a teacher who has allegedly violated the language in HB2. The DOE advertises this as a way to protect students and teachers from discrimination. Commissioner Edelblut has suggested that these types of reporting systems are already in place in other professions and this is just a formality. He stated that "The shock relative to the fact that this is a website that was provided seems inconsistent with what's happening in the rest of the professional world... Cosmetology doesn't view this as an attack on cosmetology because someone files a complaint."

Except this is not the same. Teachers, who are already under attack because of the law, now feel under even more attack because this form was published without any warning or input, to support the goals of a bill that the public did not support but was hidden in a budget bill. There have been no constructive conversations about what is actually happening in NH classrooms. When was the last time that anyone who crafted this legislation has actually been inside of and participated in a NH classroom? When was the last time that any of you were? If it was when you yourself were in high school, that does not count.

Pathways for families to file complaints and concerns about teachers already exist. In the event that a complaint to a teacher, then a principal, then a superintendent, then a school board member does not work, then of course involvement of the NH Department of Education is appropriate. That has always been available. Where is the evidence that those pathways do not work?

 A V O R

This is everything but a formality. It can be no coincidence that within a week of the release of this reporting form that the nationally funded fringe group "Moms of Liberty" put a bounty on teachers by offering \$500 for the first person to successfully 'catch' a teacher. Governor Sununu denounced this bounty, but the Department of Education has remained silent.

The stories that have begun to emerge from New Hampshire teachers should be of grave concern to each of you. Let me tell you about a few:

- The teacher who has received death threats because they taught the history of slavery;
- The teacher who was contacted by the FBI because their name was on a watch list circulated by the Proud Boys;
- The teacher whose Rosie the Riveter poster was taken down by students because it represents feminism;
- The teacher who was told to remove all LGBTQ stickers and signs in their classroom;
- The administrator who said to a group of concerned teachers that they support what they are doing, but if they are reported via this DOE form, they cannot do much to help;
- The administrator who told a teacher that they are afraid to combat the increase in LGBTQ bullying in their school because of the blowback from fringe groups;
- The teacher who decided to not teach about Thanksgiving this year out of fear that the books they use that give students a more full understanding of history will be misconstrued. In the words of this teacher, "One word and I'm suddenly under investigation? I am now reconsidering everything."

These are real teachers in real New Hampshire schools who are working with real students. Students who need them and who are struggling to make sense of their worlds and our world. These are teachers who are already hurting. In a recent informal survey of over 250 teachers in a Facebook group for NH educators, 38% have reported that their stress is so high they are seeking medical attention; 64% report that the divisive concepts bill has contributed to that stress and anxiety; and 81% report that the Moms for Liberty bounty has caused them anger. Nearly 70% report that this new bill has caused them to shy away from important conversations in their classrooms. Yet, because NH teachers are amazing, close to 80% report that it has not caused them to change their outward support of their marginalized and often 'othered' students.

Yes, that is good news that our teachers, despite this vile legislation, are still doing what is right for their students. But we have to ask ourselves - at what cost? Of those 250

teachers surveyed, 61% reported they are seriously considering quitting or retiring this year. 95% are worried about the future of education in New Hampshire.

We are at a crossroads. Do our communities want strong New Hampshire public schools that can retain top notch teachers? Do we want to stay at the forefront of innovation, as we have been for the last several years? Or do we pander to extremist fringe groups and allow for the dismantling of public education in New Hampshire?

As I have crafted my remarks for you today, I have wondered: In speaking out, am I putting a target on my own back? Will there be retaliation via the DOE reporting form, the bounty by Moms For Liberty, or a phone call from the FBI? Is this what you want the teachers in this state to be thinking about?

I believe in all of our schools in New Hampshire. I believe in our teachers and I believe in our students. Legislation that incites fear and prevents exemplary teaching is not what our teachers and students need right now. What we do need is a laser-like focus on equitable access to education for all students in New Hampshire, and a seat at the table for all policy decisions about our profession.

Thank you for proposing this bill and I hope that you will join me in standing up for our schools, our teachers, and our students.

Thank you,
Heidi Crumrine
2018 NH Teacher of the Year
Concord High School English Teacher & Literacy Coach
hcrumrine@sau8.org



CITY OF CONCORD

New Hampshire's Main Street™
Human Resources Department

Jennifer Johnston
Director of Human Resources

January 10, 2022

When President Biden was elected he quickly revoked President Trump's Executive Order 13950 on race/sex stereotyping, after the United States District Court for the Northern District of California issued a nationwide preliminary injunction in the case of *Santa Cruz Lesbian and Gay Community Center d/b/a The Diversity Center of Santa Cruz v. Trump*. Sadly, a political agenda causes this misguided notion of race/sex stereotyping to continue.

We must repeal HB 2 and replace it with SB 304, as HB 2 perpetuates a misunderstanding of the role discrimination plays in employment and replace it with language that allows for our continued education on matters of illegal discrimination. Understanding the experiences of minorities in our work places helps to prevent discrimination and harassment, not cause it. HB 2 only works to give voice to the belief that celebrating diversity is divisive. That acknowledging disparity and unfairness somehow is unfair and unjust. We need diverse and inclusive workplaces to be productive, efficient and just. HB 2 is not representative of who we are as a state. The City of Concord's training on harassment and discrimination as well as Diversity tries to unify people and engender respect and appreciation. Fear makes people believe it is about creating division. I strongly am in favor of **SB 304** repealing that law and replacing it with language stating that no public employer is prohibited from engaging in or requiring training concerning "the historical or current experience of any group that is protected from discrimination" under the state's human rights law. I am in support of **SB 304** on behalf of myself, the children I am raising in New Hampshire schools and for my employer, the City of Concord.

Sincerely,

Jennifer Johnston
Director Human Resources and Labor Relations



July 12, 2021
First Class U.S. Mail

John M. Formella, Esq.
Attorney General
N.H. Dept. of Justice
33 Capitol Street
Concord, NH 03301

Re: Implementation Guidance for Public School Districts Regarding House Bill 2

Dear Attorney General Formella:

As President of NEA-NH, which represents 17,000 educators in our state, I write to request the issuance of formal guidance on the implementation of HB 2 within public school districts and public institutions of higher education across the State of New Hampshire. More specifically, the statutory language passed, under the section entitled: “Right to Freedom from Discrimination in Public Workplaces and Education,” contains ambiguity requiring clarification. Such clarification is particularly important for certified educators given that the statutory language provides: “IV. Violation of this section by an educator shall be considered a violation of the educator code of conduct that justifies disciplinary sanction by the state board of education.” (emphasis added).

Therefore, please issue detailed guidance to be followed by educators, administrators and school boards covering, at a minimum, the following subject areas:

1. What types of academic instruction regarding inherent and/or institutional bias or discrimination are prohibited;
2. What it means to permissibly teach prohibited “subjects identified in this section” as a “larger course of academic instruction” as included in section RSA 193:40, II;
3. Which topics related to racial and/or social justice are specifically prohibited from academic teaching and dialogue within public schools;
4. Whether or not academic instruction regarding historical racism, including, without limitation, in relation to slavery, segregation, the civil rights movement and affirmative

action, may still be taught in public school classrooms. If so, how a violation of RSA 193:40 can be avoided when discussing these topics;

5. What specific categories of literature or written subject matters are prohibited from assignment or dissemination to students;
6. What are the parameters educators must follow when answering questions from students about current events that touch the topic areas in the law, e.g. the protests surrounding police reform, the Black Lives Matter movement, and news stories about the passage of this law;
7. What may be taught about historical systems and practices which led to discriminatory outcomes. For example, what is permissible to be taught about “redlining” by the Federal Housing Administration in the 1930’s that led to racially segregated neighborhoods throughout the United States;
8. Is teaching about the existence of implicit bias or other similar social sciences prohibited. If not, what are the guideposts for discussing this kind of theory in classrooms;
9. What are the best practices for public school districts, administrators and public educators to avoid a violation of the new provisions enacted by HB 2 regarding the education of public school students;
10. What, if any, discretion remains with the New Hampshire Board of Education to not issue discipline where it is found that a teacher or district allowed students to hear or be taught prohibited information, which, in accordance with RSA 193:40, IV, “shall be considered a violation of the educator code of conduct that justifies disciplinary sanction by the state board of education;”
11. How does the law apply to higher education staff as the law only mentions the academic freedom of faculty members. Are their prohibitions on what staff members can discuss, teach, or provide to students;
12. What are the guideposts for academic freedom provided to University System Faculty. HB2 states the law shall not limit academic freedom to “research, publish, lecture, or teach in the academic setting” does this mean their freedom on these topics is absolute?

Once we have received guidance from the Department of Justice, we will swiftly disseminate that much-needed information to our members. As we approach the 2021-22 academic year, time is of the essence. The current state of confusion caused by HB 2 as it relates to public education will likely lead to unnecessary legal disputes and action if clarification is not provided. If we can be of assistance to you in forming your analysis and/or producing guidance, please do not hesitate to contact us for that purpose.

Thank you for your attention to this important and time-sensitive matter. We look forward to hearing from you soon.

Sincerely,

A handwritten signature in black ink that reads "Megan Tuttle". The signature is written in a cursive, flowing style.

Megan Tuttle
President
NEA-NH



August 5, 2021

EMAIL

John M. Formella, Esq. (attorneygeneral@doj.nh.gov)
Attorney General
N.H. Dept. of Justice
33 Capitol Street
Concord, NH 03301

Frank Edelblut
Commissioner (frank.edelblut@doe.nh.gov)
Department of Education
101 Pleasant Street
Concord, NH 03301

Re: Request for Further Clarification Concerning Implementation Guidance on House Bill 2 for Public School Districts

Dear Attorney General Formella and Commissioner Edelblut:

I write to you as the President of NEA-NH, an organization representing approximately 17,000 educators in New Hampshire, every single one of whom are impacted by the “Right to Freedom From Discrimination in Public Workspaces and Education” law signed by Governor Sununu on June 25, 2021. It is because of this vast impact to our membership that I am following up with a further communication after our letter of July 12, 2021, has thus far been unanswered by your offices.

NEA-NH has reviewed the 2½ -page FAQ guidance issued on Wednesday July 21, 2021 (your Guidance). We appreciate the time and effort expended by your offices in developing this guidance, which answers a number of questions that our members have had about the new law. Additional questions remain, however, on which we seek clarification. Because the licenses, careers, professional reputations, and livelihoods, of our members are at stake for any violation of the law, it is imperative that they have a detailed understanding of what conduct and/or teaching practices are prohibited by the law and constitute “a violation of the educator code of conduct that justifies disciplinary sanction by the state board of education.” With the 2021-2022 school year quickly approaching, we need your assistance in making the full scope of the law clear.

As we understand the law, as construed through the lens of your July 21st Guidance, we understand it to permit the teaching and discussions described below. If we are mistaken in our legal analysis, please respond in detail to correct our understanding. Given the high stakes for our members, it is imperative for our members to be provided with reliable, detailed guidance that will allow them to clearly avoid the severe consequences of violating this amorphous law.

We understand as follows:

1. Discussing with students¹ incidents of racism or other prejudices exhibited and experienced by them or others in the school community or elsewhere is permitted.
2. Engaging in conversations about racism or other prejudices students, or others known to them, may have exhibited in the past is not prohibited provided the educator does not instruct students that they exhibited those behaviors because of inherent characteristics.
3. It is permissible to draw attention to the language, behavior, or writing of a student that might be sexist, racist, or otherwise prejudicial. The law does not prohibit educators from referring for discipline students for such behavior or comments provided it is done in accordance with school policy and procedure and state law. In fact, in order to comply with requirements of the “Bullying Law” educators are required to recognize and report such conduct in accordance with the school board policy implementing the law. *See* NH RSA 193-F.
4. Introducing students to the concept of implicit bias, discussing the topic, and discussing student experiences with bias is permitted, so long as students are not taught that bias is inherent in students due to their status as members of a specific group. Implicit bias training and education specifically pertaining to states of mind which are learned, assumed, or reinforced by society and not “inherent,” is permitted.
5. Structural Racism (a.k.a Societal Racism, Systemic Racism) describes the ways in which institutional, historical, cultural, and interpersonal practices that are learned or imposed create racism within structures of society, the economy and the government. It does not contemplate that persons or groups are naturally, biologically, or innately racist. Therefore, including the concept of Structural Racism in instruction and conversation with students is permitted.²
6. Specific books or works of certain authors are not “banned” under the law.³ Assigning students the writings of certain authors that express the author’s particular view or theory about discrimination, racism or other prejudices is permitted provided the educator

¹ “Students,” encompasses both K-12 students and higher education students. “Educators,” are those teaching and non-teaching employees in both K-12 and public higher education institutions.

² For example, students could be taught, not only about the racist historical practice of “redlining,” but also about the lasting inequalities and structural barriers it has created for generations of African Americans.

³ On June 13, 2021 Commissioner Edelblut wrote an Op-Ed in the Union Leader leaving the distinct impression that Dr. Ibram Kendi’s book, *How to be an Anti-Racist* may not be assigned under the new law. He raised the same proposition at the July 8, 2021 State Board of Education meeting. The Guidance is not consistent with his statements. Please address this contradiction. Additionally, if there are certain texts which your offices’ believe are *per se* prohibited under this law, please provide a list so educator’s know that prior to making 2021-2022 lesson plans.

conveys to students that the book represents the author's opinion or theory and the educator does not require the student to adopt the theory or opinion. For example, the works of James Baldwin are not *per se* prohibited from instruction or discussion in accordance with the above.

7. The law permits teaching novels, non-fiction works, or other approved texts by instructing students on, and discussing, the historical context surrounding the works. Such permitted instruction and discussion includes information on racism or other prejudices which were expressed in both overt and subtle ways by systems, individuals, and government actors.

8. The law permits instruction on, and discussion of, racism and oppression in teaching historical events and contemporary events, so long as students are not instructed that the individual actors were inherently racist. For example, educators may explain the racism carried out systematically, collectively and individually by southern slave owners in the United States, prior to the American Civil War. Educators may also explain the collective and large-scale societal discrimination and genocide carried out by Nazi Germany against Jewish populations in several countries. These historical issues can be connected to the modern era to explain the danger of racism and neo-Nazi groups that exist today.

9. Teaching historically accurate lessons is permissible under the law, even if that history challenges students' notions of history as they previously understood it, provided the educator does not assign racist or prejudicial actions to the historical actors as inherent to them. For example, accurately teaching about the genocidal impact on Native Americans of the arrival of colonial Americans to the United States, and the subsequent western expansion of the United States, is permitted.

10. The use of the historical primary sources (original documents) in coursework is permitted provided the use of sources is part of a larger course of academic instruction. This is the case even if the sources may contain an author's assertion that one race or group is inherently inferior to another, for example Thomas Jefferson's *Notes on the State of Virginia*.

11. Similarly, it is permissible to assign reading of fiction and non-fiction works where character(s) may express discriminatory beliefs or engage in discriminatory acts against other characters or persons, for example *To Kill a Mockingbird* or *Huckleberry Finn*. Discussion about the actions of those characters, their discriminatory beliefs, or intent is not prohibited.

12. It is permissible under the law to use teaching techniques which probe a student's understanding of their current reality, push them to think critically and analytically about social and historical contexts, and asks them to empathize with others or consider a different perspective than the one they currently have, provided the educator does not require that the student adopt a view that racism is inherent to some individuals.

13. It is permissible to discuss the subject of "white privilege," a set of social and economic advantages that are a product of systems, structures, and learned biases, so long as the privilege is not discussed in such a way as to indicate that the racial favoritism at the core of white privilege is "inherent" or cannot be overcome.

14. It is permissible to engage with students in discussion of gender non-conformity, acknowledging different gender identities of students and colleagues, and curriculum which contains characters and story lines which discuss or highlight gender non-conforming, or LGBTQ individuals provided the text does not promote discrimination of such individuals.

15. The law permits the exhibiting and sharing of art, music, dance, or other artistic expressions that comment on racism, sexism, or other prejudices provided it is age appropriate and relevant to the curriculum approved by the School Board or higher education institution. It is also permitted for artists, writers, and historians to address students or for students to read about the artist's motivation for the work.

The paragraphs above do not purport to exhaustively describe all of the instruction and discussion that is permitted under the law but are illustrative of the types of discussion and instruction that we understand remain permitted. We appreciate your prompt response to confirm that these examples are consistent with your understanding of the law, so that educators may plan accordingly for the upcoming year.

We expect that as the implementation of the law moves forward, we may encounter scenarios requiring further analysis. We are hopeful that your offices, as the chief law enforcement and educational agencies of the Granite State, will have continual open dialogue with us about these issues as they arise.

Sincerely,

A handwritten signature in black ink that reads "Megan Tuttle". The signature is written in a cursive, flowing style.

Megan Tuttle
President, NEA-New Hampshire



January 12, 2022

Senate Judiciary Hearing Testimony - SB304

Good afternoon,

My name is Megan Tuttle, I am the President of NEA-NH and I represent more than 17,000 New Hampshire educators. For more than 168 years it has been our mission to advocate for the children and public-school employees of New Hampshire. We are committed to improving student achievement in New Hampshire public schools, providing learning opportunities for teachers and students, and ensuring that all students are ready to succeed.

NEA-New Hampshire has held from the beginning that the current law's vagueness would have a chilling effect on educators throughout the state. After seeing the law in action this year, our members, our students, and their parents know this is true.

After this law was passed, NEA-New Hampshire made multiple requests for specific guidance and instruction to assist educators in staying within the new law. These requests were sent to both the Department of Education and the Attorney General's office. To this day, these requests have gone unanswered.

New Hampshire has consistently ranked in the top 3 or 4 states with regards to public education. Our students and our state lose if opportunities to constructively address race in our classrooms are muzzled and criminalized by this law that is vague on content and unyielding in punishment.

AP English teachers in our state are now worried about continuing to use the Pulitzer Prize winning book Beloved in their high school AP English class as the book centers the traumatic legacy of slavery on the characters. They no longer ask their class whether slavery had a legacy elsewhere in American culture, government, or policy and allow them to discuss, explore, and defend their opinions because they fear the discussion will be misinterpreted as "indoctrinating" students in violation of one of the prohibited areas of the Act.

Many educators now worry that the banned concept act impedes competency-based teaching. They feel as though they cannot allow students to dialogue with each other, to peer review each other's work, or to let students lead classroom discussion because they don't know if student-driven learning will lead to a discussion that could be interpreted as the instruction of a banned concept.

The law's broad use of the word "teach" dissuades teachers from presenting material as a jumping off point for discussion less they be accused of "indoctrinating" students simply because they expose them to one author's thesis.

Our teachers feel that they must now teach material in a vacuum in order to limit the analogies students may draw to current events that could address one or more of the banned concepts. They are hesitant to ask questions like "does what we just read or saw apply in your life? Where do you

see this happening now?" because they are concerned open discussions like that might veer into banned concepts.

Teachers believe that students are disadvantaged by the law because they are not being given the opportunity to form their own opinions or perspectives on important social and historical issues. For example, because they are not being given the opportunity to read Stamped from the Beginning, these students cannot determine if they agree, disagree, or have an alternative opinion to the author. They are not developing analytical skills to support any opinion they could form if they are not permitted to engage in discussion with peers or teachers about the author's failings, misunderstandings, or flawed reasoning.

An educator who teaches AP English at a public high school in Hillsborough County reports that since the Act passed they have reluctantly stopped "bringing his class to life" by relating materials to current events or to student's own experiences which is a common teaching tool. This educator is concerned that prompting a discussion related to current events risks misinterpretation the educator is "indoctrinating" students about the viewpoints of those involved.

An educator who teaches in Hillsborough County reports that after the law passed they worried about continuing to use the Pulitzer Prize winning book *Beloved* in their high school AP English class as the book centers the traumatic legacy of slavery on the characters. They ultimately determined to use the book but changed their approach to the material. For example, they used to inquire of their class whether slavery had a legacy elsewhere in American culture, government, or policy and allow them to discuss, explore, and defend their opinions. Now, they fear the discussion will be misinterpreted as "indoctrinating" students in violation of one of the prohibited areas of the Act. And yet they are also concerned that they are not meeting the NH State Minimum Standards for High School English which require "Systematic instruction and activities designed to enable students to...recognize how our literary heritage relates to the customs, ideas, and values of today's life and culture." Ed 306.37 (c)(4)(j).

An educator who teaches 8th grade Social Studies at a Cheshire County public middle school reports that prior to the law's passage, the entire grade level was going to read *Stamped (For Kids): Racism, Antiracism, and You*, which was adopted by Sonja Cherry-Paul from the books catered to adults entitled (i) *Stamped from the Beginning: The Definitive History of Racist Ideas in America* by Dr. Ibram X. Kendi, and (ii) *Stamped: Racism, Antiracism, and You: A Remix of Stamped from the Beginning* by Jason Reynolds and Dr. Ibram X. Kendi. Social studies and English teachers were engaged with each other in planning curriculum involving the book and how to deliver the history of race and racism in our country in an historically accurate and responsible manner. After the law passed, their principal asked that the teachers hold off on using the book. The planning meetings have not been reconvened and 250 books purchased with school district money have never been taken off the storage shelves.

An educator reports that the English and social studies teachers in their school were planning a project of assessing their current curriculums to ensure non-white perspectives, voices, and experiences were adequately presented in student learning. Among other reasons, this project was initiated because students of color brought to the attention of this teacher their feeling that BIPOC perspectives were not well presented in the curriculum. After the Act passed, this project has been on hold as many teachers are too unsure of the parameters of the Act to change or add to the curriculum and meetings would not be productive. Many teachers are too concerned that adding BIPOC centered material will lead to complaints being lodged against them or cause controversy and unwanted attention.

An educator who teaches 8th grade social studies at a Cheshire County public middle school reports that their curriculum requires teaching about American history including slavery, racism, women's rights, and the Civil Rights Movement. They report that although it is not required or standard practice, they brought their teaching materials to his school administration out of an abundance of caution so they could confirm they were not in violation of the Act. Without affirming the curriculum, this educator's principal asked the teacher to submit the curriculum to the district administration team for evaluation of the material. To that end this educator is now spending countless hours

finding citations for universally accepted historical facts, events, and perspectives so that the material can be unassailable if challenged by parents as a violation of the law.

An educator who teaches 8th grade social studies at a Cheshire County public middle school reports a chilling effect on their selection of material simply because it will cause controversy regardless of the legality of the material. For example, authors like Dr. Ibram Kendi and Howard Zinn are often cited as authors of “critical race theory” even though that is not true.

A social studies teacher in Rockingham County had prepared to have their eighth grade students read selections from the book *Stamped (For Kids): Racism, Antiracism, and You*, which was adopted by Sonja Cherry-Paul from the books catered to adults entitled (i) *Stamped from the Beginning: The Definitive History of Racist Ideas in America* by Dr. Ibram X. Kendi, and (ii) *Stamped: Racism, Antiracism, and You: A Remix of Stamped from the Beginning* by Jason Reynolds and Dr. Ibram X. Kendi. This book had been granted approval for use during the 2021-2022 school year by the principal and the School Board which approved the funds to purchase the books. The educator planned on having the students read a few chapters of the and then reflect on the different perspectives during our nation’s founding. Following a complaint from a parent about the book—a complaint that the principal told the educator she assumed was due to the Act—the teacher was directed to no longer utilize the book.

In Hillsborough County social studies teachers were told by District administrators to cease teaching *Stamped (For Kids)* after they learned a complaint had been filed to the Department of Education about the material. The teachers were told, “we could all lose our licenses for this.”

A high school social studies teacher in Hillsborough County has disallowed students to pick their own topics for research papers, for fear that topics chosen by students may lead to discussions in class that may violate the Act.

While ignoring our requests for clarity on the new law, the Department of Education installed public mechanisms for reporting educator non-compliance and procedures to take away teaching credentials, prompting what we believe is the first bounty ever offered on an educator.

Teachers believe that false reports of violations of the Act would be extremely damaging as they would cause unnecessary controversy and attention up to and including reports to the Department of Education, disciplinary referrals, and investigation by the school district, not to mention harassment and unwanted attention via social media and news coverage. To that end, educators are either declining to use permissible works altogether or removing controversial authors names from the materials prior to presenting them to students.

The chilling effect of the Banned Concepts Act is that New Hampshire educators are now weighing meeting state standards against losing their license and livelihoods.

Parents and teachers want to provide our children the best education they can. But the Banned Concepts Act has created an environment that limits the context in which kids can learn about history and what books they can read. We should trust educators and parents – not politicians- to ensure our kids get the best education possible.

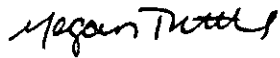
Teachers are trained and experienced in education and have a duty to set their students up to be successful contributors to society. Educators should have the freedom to teach the honest, complete facts about historical events like slavery and civil rights without being censored by politicians and having their licenses and livelihoods put at risk by a vague law.

SB304 restores the ability to provide diverse educational approaches to instruction and curriculum tailored to meet students' needs. Our students deserve the freedom to learn. They deserve to be a part

of an education that helps them learn from mistakes of the past, so they are better prepared to succeed. To inhibit New Hampshire's educators from engaging in the kinds of discussions that help teach and challenge students to use this knowledge to form their own opinions is a disservice to them, the State of New Hampshire, and our country.

On behalf of NEA-NH and its membership I respectfully ask that you find SB 304 ought to pass.

Thank you.

A handwritten signature in black ink that reads "Megan Tuttle". The signature is written in a cursive, flowing style.

Megan Tuttle – President NEA-NH

Jennifer Horgan

From: Deborah Sumner <dsumner@myfairpoint.net>
Sent: Thursday, January 13, 2022 10:21 AM
To: Jay Kahn; Sharon Carson; William Gannon; Harold French; Becky Whitley; Jennifer Horgan
Cc: Tom Sherman; Rebecca Perkins Kwoka; Lou D'Allesandro; Donna Soucy; David Watters; Kevin Cavanaugh; Suzanne Prentiss; Cindy Rosenwald
Subject: Support SB 304 relative to discrimination in public workplaces and education

Support SB 304 relative to discrimination in public workplaces and education

Dear Honorable Members of the Senate Judiciary Committee,

Thank you to the sponsors of this bill. I heard comments from Sen. Kahn and Sen. Gannon on NHPR this am.

Sen. Gannon, the "line" is vague. The courts already have said that re: Trump's executive order. The question is why members of your party codified a watered-down version anyway. This is a challenging time for all of us, more for educators, parents and students than many of us.

I am a former teacher and an undeclared voter.

What was the true purpose of the bill SB 304 seeks to repeal?

I sense a real spirit of meanness that has infected the R party nationwide and in NH. I am the great-granddaughter of a lifelong NH Republican and one-term legislator, whose first vote was for Abraham Lincoln. I hope state Rs will return to be the party of which he was so proud.

I encourage legislators who oppose this bill to read BOTH the AFT and NEA lawsuits. Listen to the educators.

I am including a copy of the SECOND of three communications I sent to the Education Commission and educators. This one came after the AFT filed its lawsuit and before the NEA filed theirs.

The AFT suit, I said, caused me to "take heart again." So does this attempted repeal of a very bad, mean-spirited "law."

Please include this testimony in the legislative history for this bill. Thank you.

Respectfully,
Deborah Sumner
474A Great Rd.
Jaffrey, NH 03452
603-532-8010

copies: SB 304 sponsors

"Telling the truth about the past helps cause justice in the present. Achieving justice in the present helps us tell the truth about the past."

James Loewen

From: Deborah Sumner <dsumner@myfairpoint.net>

Subject: AFT Lawsuit

Date: December 15, 2021 at 11:46:52 AM EST

To: "president@aft-nh.org" <president@aft-nh.org>, dstrom@aft.org

Cc: Cathy.J.Cassady@affiliate.doe.nh.gov, "Lane, Ann" <Ann.L.Lane@affiliate.doe.nh.gov>,

"Nazzaro, Philip" <Philip.J.Nazzaro@affiliate.doe.nh.gov>, "Cline, Andrew"

<Andrew.C.Cline@affiliate.doe.nh.gov>, "Terrell, Ryan" <Ryan.A.Terrell@affiliate.doe.nh.gov>,

"Griffin, Celina" <Celina.T.Griffin@affiliate.doe.nh.gov>, "Sala, Richard"

<Richard.K.Sala@affiliate.doe.nh.gov>, mtuttle@nhnea.org, governorsununu@nh.gov,

"Edelblut, Louis (Frank)" <Louis.F.Edelblut@doe.nh.gov>, chuck.morse@leg.state.nh.us,

donna.soucy@leg.state.nh.us, sherman.packard@leg.state.nh.us,

renny.cushing@leg.state.nh.us

Dear American Federation of Teachers,

<https://htv-prod-media.s3.amazonaws.com/files/aftnhlawsuitdivisiveconcepts-1639417220.pdf>

Thank you so much for filing the lawsuit and articulating so clearly the issues involved. Looks like you had some help from history teachers!

What a wonderful opportunity for students (of all ages) across the country to WATCH teachers stand up for themselves, their students, the promise of learning and education against bullying.

As your complaint stated on p. 39 "The passage of HB 2, in its watered-down form, was intended to inject partisan politics into New Hampshire's educational regimen by adding New Hampshire and its far right-leaning legislators to the political map and the national conversation surrounding the manufactured and contrived political controversy of critical race theory."

It is important that you exposed that truth.

It's hard, when you are being bullied/abused (in one of its many forms) to stand up for yourselves. (As a constituent of former state Rep. Susan Emerson, we know bullies do exist in the NH legislature and, unfortunately, not enough of their colleagues are willing to stand up to them FOR the public interest. The system of rewards and punishments is still too strong.)

I wish Commissioner Edelblut and others had vocally stood up for you AGAINST sneaking this bill into the state budget as a deal to a certain faction within our government in return for passing the budget. I consider that cheating.

"Equal justice under the law" is a promise of our government. However, in my experience that's not how the adversarial legal system works! This problem can be solved out of court, but only if the parties are working from a place of equality and WANT to solve it. I hope state government officials, the department of education and teachers will choose that option. That is what democratic decision making looks like. My fourth-grade students showed me that is possible.

THAT would be a great learning opportunity for our students and country. If NH can do it, so can every other state.

Best of luck. Thank you for showing the example of Atticus Finch, that even if you know you may be licked before you begin, you are willing to speak up for what you believe and deal with the consequences, which I expect will be both ugly and positive. I hope MOST of it is positive.

Hang on for the ride and be good to yourselves.

Deborah Sumner
Jaffrey, NH

PS I'm glad Gov. Sununu threatened to veto HB 544.

In 1933, my grandfather, a long-time superintendent of schools in the Boscawen-Pennacook area gave a speech about the 50-year history of that area and the people who made it. YOUR action has allowed me to "take heart again." I hope it does the same for many others during this troubling time in our history.....

"Our history was two centuries in the making. We must guard against decay," he wrote.

Then he quoted Longfellow (his additions in parenthesis and mine in red :

"Lives of great men (and women) all remind us
We can make our lives sublime"
{Can, not must or even will)
"And, departing, leave behind us
Footprints on the sands of time.

"(Footprints in order that our posterity may
honor us ? No.)
"Footprints, that perhaps another.
Sailing o'er life's solemn main.
A forlorn and shipwrecked brother.
Seeing, may take heart again."



July 12, 2021
First Class U.S. Mail

John M. Formella, Esq.
Attorney General
N.H. Dept. of Justice
33 Capitol Street
Concord, NH 03301

Re: Implementation Guidance for Public School Districts Regarding House Bill 2

Dear Attorney General Formella:

As President of NEA-NH, which represents 17,000 educators in our state, I write to request the issuance of formal guidance on the implementation of HB 2 within public school districts and public institutions of higher education across the State of New Hampshire. More specifically, the statutory language passed, under the section entitled: "Right to Freedom from Discrimination in Public Workplaces and Education," contains ambiguity requiring clarification. Such clarification is particularly important for certified educators given that the statutory language provides: "IV. Violation of this section by an educator shall be considered a violation of the educator code of conduct that justifies disciplinary sanction by the state board of education." (emphasis added).

Therefore, please issue detailed guidance to be followed by educators, administrators and school boards covering, at a minimum, the following subject areas:

1. What types of academic instruction regarding inherent and/or institutional bias or discrimination are prohibited;
2. What it means to permissibly teach prohibited "subjects identified in this section" as a "larger course of academic instruction" as included in section RSA 193:40, II;
3. Which topics related to racial and/or social justice are specifically prohibited from academic teaching and dialogue within public schools;
4. Whether or not academic instruction regarding historical racism, including, without limitation, in relation to slavery, segregation, the civil rights movement and affirmative

action, may still be taught in public school classrooms. If so, how a violation of RSA 193:40 can be avoided when discussing these topics;

5. What specific categories of literature or written subject matters are prohibited from assignment or dissemination to students;
6. What are the parameters educators must follow when answering questions from students about current events that touch the topic areas in the law, e.g. the protests surrounding police reform, the Black Lives Matter movement, and news stories about the passage of this law;
7. What may be taught about historical systems and practices which led to discriminatory outcomes. For example, what is permissible to be taught about “redlining” by the Federal Housing Administration in the 1930’s that led to racially segregated neighborhoods throughout the United States;
8. Is teaching about the existence of implicit bias or other similar social sciences prohibited. If not, what are the guideposts for discussing this kind of theory in classrooms;
9. What are the best practices for public school districts, administrators and public educators to avoid a violation of the new provisions enacted by HB 2 regarding the education of public school students;
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11. How does the law apply to higher education staff as the law only mentions the academic freedom of faculty members. Are their prohibitions on what staff members can discuss, teach, or provide to students;
12. What are the guideposts for academic freedom provided to University System Faculty. HB2 states the law shall not limit academic freedom to “research, publish, lecture, or teach in the academic setting” does this mean their freedom on these topics is absolute?

Once we have received guidance from the Department of Justice, we will swiftly disseminate that much-needed information to our members. As we approach the 2021-22 academic year, time is of the essence. The current state of confusion caused by HB 2 as it relates to public education will likely lead to unnecessary legal disputes and action if clarification is not provided. If we can be of assistance to you in forming your analysis and/or producing guidance, please do not hesitate to contact us for that purpose.

Thank you for your attention to this important and time-sensitive matter. We look forward to hearing from you soon.

Sincerely,

A handwritten signature in black ink that reads "Megan Tuttle". The signature is written in a cursive, flowing style.

Megan Tuttle
President
NEA-NH



August 5, 2021

EMAIL

John M. Formella, Esq. (attorneygeneral@doj.nh.gov)
Attorney General
N.H. Dept. of Justice
33 Capitol Street
Concord, NH 03301

Frank Edelblut
Commissioner (frank.edelblut@doe.nh.gov)
Department of Education
101 Pleasant Street
Concord, NH 03301

Re: Request for Further Clarification Concerning Implementation Guidance on House Bill 2 for Public School Districts

Dear Attorney General Formella and Commissioner Edelblut:

I write to you as the President of NEA-NH, an organization representing approximately 17,000 educators in New Hampshire, every single one of whom are impacted by the “Right to Freedom From Discrimination in Public Workspaces and Education” law signed by Governor Sununu on June 25, 2021. It is because of this vast impact to our membership that I am following up with a further communication after our letter of July 12, 2021, has thus far been unanswered by your offices.

NEA-NH has reviewed the 2½ -page FAQ guidance issued on Wednesday July 21, 2021 (your Guidance). We appreciate the time and effort expended by your offices in developing this guidance, which answers a number of questions that our members have had about the new law. Additional questions remain, however, on which we seek clarification. Because the licenses, careers, professional reputations, and livelihoods, of our members are at stake for any violation of the law, it is imperative that they have a detailed understanding of what conduct and/or teaching practices are prohibited by the law and constitute “a violation of the educator code of conduct that justifies disciplinary sanction by the state board of education.” With the 2021-2022 school year quickly approaching, we need your assistance in making the full scope of the law clear.

As we understand the law, as construed through the lens of your July 21st Guidance, we understand it to permit the teaching and discussions described below. If we are mistaken in our legal analysis, please respond in detail to correct our understanding. Given the high stakes for our members, it is imperative for our members to be provided with reliable, detailed guidance that will allow them to clearly avoid the severe consequences of violating this amorphous law.

We understand as follows:

1. Discussing with students¹ incidents of racism or other prejudices exhibited and experienced by them or others in the school community or elsewhere is permitted.
2. Engaging in conversations about racism or other prejudices students, or others known to them, may have exhibited in the past is not prohibited provided the educator does not instruct students that they exhibited those behaviors because of inherent characteristics.
3. It is permissible to draw attention to the language, behavior, or writing of a student that might be sexist, racist, or otherwise prejudicial. The law does not prohibit educators from referring for discipline students for such behavior or comments provided it is done in accordance with school policy and procedure and state law. In fact, in order to comply with requirements of the “Bullying Law” educators are required to recognize and report such conduct in accordance with the school board policy implementing the law. *See* NH RSA 193-F.
4. Introducing students to the concept of implicit bias, discussing the topic, and discussing student experiences with bias is permitted, so long as students are not taught that bias is inherent in students due to their status as members of a specific group. Implicit bias training and education specifically pertaining to states of mind which are learned, assumed, or reinforced by society and not “inherent,” is permitted.
5. Structural Racism (a.k.a Societal Racism, Systemic Racism) describes the ways in which institutional, historical, cultural, and interpersonal practices that are learned or imposed create racism within structures of society, the economy and the government. It does not contemplate that persons or groups are naturally, biologically, or innately racist. Therefore, including the concept of Structural Racism in instruction and conversation with students is permitted.²
6. Specific books or works of certain authors are not “banned” under the law.³ Assigning students the writings of certain authors that express the author’s particular view or theory about discrimination, racism or other prejudices is permitted provided the educator

¹ “Students,” encompasses both K-12 students and higher education students. “Educators,” are those teaching and non-teaching employees in both K-12 and public higher education institutions.

² For example, students could be taught, not only about the racist historical practice of “redlining,” but also about the lasting inequalities and structural barriers it has created for generations of African Americans.

³ On June 13, 2021 Commissioner Edelblut wrote an Op-Ed in the Union Leader leaving the distinct impression that Dr. Ibram Kendi’s book, *How to be an Anti-Racist* may not be assigned under the new law. He raised the same proposition at the July 8, 2021 State Board of Education meeting. The Guidance is not consistent with his statements. Please address this contradiction. Additionally, if there are certain texts which your offices’ believe are *per se* prohibited under this law, please provide a list so educator’s know that prior to making 2021-2022 lesson plans.

conveys to students that the book represents the author's opinion or theory and the educator does not require the student to adopt the theory or opinion. For example, the works of James Baldwin are not *per se* prohibited from instruction or discussion in accordance with the above.

7. The law permits teaching novels, non-fiction works, or other approved texts by instructing students on, and discussing, the historical context surrounding the works. Such permitted instruction and discussion includes information on racism or other prejudices which were expressed in both overt and subtle ways by systems, individuals, and government actors.

8. The law permits instruction on, and discussion of, racism and oppression in teaching historical events and contemporary events, so long as students are not instructed that the individual actors were inherently racist. For example, educators may explain the racism carried out systematically, collectively and individually by southern slave owners in the United States, prior to the American Civil War. Educators may also explain the collective and large-scale societal discrimination and genocide carried out by Nazi Germany against Jewish populations in several countries. These historical issues can be connected to the modern era to explain the danger of racism and neo-Nazi groups that exist today.

9. Teaching historically accurate lessons is permissible under the law, even if that history challenges students' notions of history as they previously understood it, provided the educator does not assign racist or prejudicial actions to the historical actors as inherent to them. For example, accurately teaching about the genocidal impact on Native Americans of the arrival of colonial Americans to the United States, and the subsequent western expansion of the United States, is permitted.

10. The use of the historical primary sources (original documents) in coursework is permitted provided the use of sources is part of a larger course of academic instruction. This is the case even if the sources may contain an author's assertion that one race or group is inherently inferior to another, for example Thomas Jefferson's *Notes on the State of Virginia*.

11. Similarly, it is permissible to assign reading of fiction and non-fiction works where character(s) may express discriminatory beliefs or engage in discriminatory acts against other characters or persons, for example *To Kill a Mockingbird* or *Huckleberry Finn*. Discussion about the actions of those characters, their discriminatory beliefs, or intent is not prohibited.

12. It is permissible under the law to use teaching techniques which probe a student's understanding of their current reality, push them to think critically and analytically about social and historical contexts, and asks them to empathize with others or consider a different perspective than the one they currently have, provided the educator does not require that the student adopt a view that racism is inherent to some individuals.

13. It is permissible to discuss the subject of "white privilege," a set of social and economic advantages that are a product of systems, structures, and learned biases, so long as the privilege is not discussed in such a way as to indicate that the racial favoritism at the core of white privilege is "inherent" or cannot be overcome.

14. It is permissible to engage with students in discussion of gender non-conformity, acknowledging different gender identities of students and colleagues, and curriculum which contains characters and story lines which discuss or highlight gender non-conforming, or LGBTQ individuals provided the text does not promote discrimination of such individuals.

15. The law permits the exhibiting and sharing of art, music, dance, or other artistic expressions that comment on racism, sexism, or other prejudices provided it is age appropriate and relevant to the curriculum approved by the School Board or higher education institution. It is also permitted for artists, writers, and historians to address students or for students to read about the artist's motivation for the work.

The paragraphs above do not purport to exhaustively describe all of the instruction and discussion that is permitted under the law but are illustrative of the types of discussion and instruction that we understand remain permitted. We appreciate your prompt response to confirm that these examples are consistent with your understanding of the law, so that educators may plan accordingly for the upcoming year.

We expect that as the implementation of the law moves forward, we may encounter scenarios requiring further analysis. We are hopeful that your offices, as the chief law enforcement and educational agencies of the Granite State, will have continual open dialogue with us about these issues as they arise.

Sincerely,

A handwritten signature in black ink that reads "Megan Tuttle". The signature is written in a cursive, flowing style.

Megan Tuttle
President, NEA-New Hampshire



January 12, 2022

Senate Judiciary Hearing Testimony - SB304

Good afternoon,

My name is Megan Tuttle, I am the President of NEA-NH and I represent more than 17,000 New Hampshire educators. For more than 168 years it has been our mission to advocate for the children and public-school employees of New Hampshire. We are committed to improving student achievement in New Hampshire public schools, providing learning opportunities for teachers and students, and ensuring that all students are ready to succeed.

NEA-New Hampshire has held from the beginning that the current law's vagueness would have a chilling effect on educators throughout the state. After seeing the law in action this year, our members, our students, and their parents know this is true.

After this law was passed, NEA-New Hampshire made multiple requests for specific guidance and instruction to assist educators in staying within the new law. These requests were sent to both the Department of Education and the Attorney General's office. To this day, these requests have gone unanswered.

New Hampshire has consistently ranked in the top 3 or 4 states with regards to public education. Our students and our state lose if opportunities to constructively address race in our classrooms are muzzled and criminalized by this law that is vague on content and unyielding in punishment.

AP English teachers in our state are now worried about continuing to use the Pulitzer Prize winning book Beloved in their high school AP English class as the book centers the traumatic legacy of slavery on the characters. They no longer ask their class whether slavery had a legacy elsewhere in American culture, government, or policy and allow them to discuss, explore, and defend their opinions because they fear the discussion will be misinterpreted as "indoctrinating" students in violation of one of the prohibited areas of the Act.

Many educators now worry that the banned concept act impedes competency-based teaching. They feel as though they cannot allow students to dialogue with each other, to peer review each other's work, or to let students lead classroom discussion because they don't know if student-driven learning will lead to a discussion that could be interpreted as the instruction of a banned concept.

The law's broad use of the word "teach" dissuades teachers from presenting material as a jumping off point for discussion less they be accused of "indoctrinating" students simply because they expose them to one author's thesis.

Our teachers feel that they must now teach material in a vacuum in order to limit the analogies students may draw to current events that could address one or more of the banned concepts. They are hesitant to ask questions like "does what we just read or saw apply in your life? Where do you

see this happening now?" because they are concerned open discussions like that might veer into banned concepts.

Teachers believe that students are disadvantaged by the law because they are not being given the opportunity to form their own opinions or perspectives on important social and historical issues. For example, because they are not being given the opportunity to read Stamped from the Beginning, these students cannot determine if they agree, disagree, or have an alternative opinion to the author. They are not developing analytical skills to support any opinion they could form if they are not permitted to engage in discussion with peers or teachers about the author's failings, misunderstandings, or flawed reasoning.

An educator who teaches AP English at a public high school in Hillsborough County reports that since the Act passed they have reluctantly stopped "bringing his class to life" by relating materials to current events or to student's own experiences which is a common teaching tool. This educator is concerned that prompting a discussion related to current events risks misinterpretation the educator is "indoctrinating" students about the viewpoints of those involved.

An educator who teaches in Hillsborough County reports that after the law passed they worried about continuing to use the Pulitzer Prize winning book *Beloved* in their high school AP English class as the book centers the traumatic legacy of slavery on the characters. They ultimately determined to use the book but changed their approach to the material. For example, they used to inquire of their class whether slavery had a legacy elsewhere in American culture, government, or policy and allow them to discuss, explore, and defend their opinions. Now, they fear the discussion will be misinterpreted as "indoctrinating" students in violation of one of the prohibited areas of the Act. And yet they are also concerned that they are not meeting the NH State Minimum Standards for High School English which require "Systematic instruction and activities designed to enable students to...recognize how our literary heritage relates to the customs, ideas, and values of today's life and culture." Ed 306.37 (c)(4)(j).

An educator who teaches 8th grade Social Studies at a Cheshire County public middle school reports that prior to the law's passage, the entire grade level was going to read *Stamped (For Kids): Racism, Antiracism, and You*, which was adopted by Sonja Cherry-Paul from the books catered to adults entitled (i) *Stamped from the Beginning: The Definitive History of Racist Ideas in America* by Dr. Ibram X. Kendi, and (ii) *Stamped: Racism, Antiracism, and You: A Remix of Stamped from the Beginning* by Jason Reynolds and Dr. Ibram X. Kendi. Social studies and English teachers were engaged with each other in planning curriculum involving the book and how to deliver the history of race and racism in our country in an historically accurate and responsible manner. After the law passed, their principal asked that the teachers hold off on using the book. The planning meetings have not been reconvened and 250 books purchased with school district money have never been taken off the storage shelves.

An educator reports that the English and social studies teachers in their school were planning a project of assessing their current curriculums to ensure non-white perspectives, voices, and experiences were adequately presented in student learning. Among other reasons, this project was initiated because students of color brought to the attention of this teacher their feeling that BIPOC perspectives were not well presented in the curriculum. After the Act passed, this project has been on hold as many teachers are too unsure of the parameters of the Act to change or add to the curriculum and meetings would not be productive. Many teachers are too concerned that adding BIPOC centered material will lead to complaints being lodged against them or cause controversy and unwanted attention.

An educator who teaches 8th grade social studies at a Cheshire County public middle school reports that their curriculum requires teaching about American history including slavery, racism, women's rights, and the Civil Rights Movement. They report that although it is not required or standard practice, they brought their teaching materials to his school administration out of an abundance of caution so they could confirm they were not in violation of the Act. Without affirming the curriculum, this educator's principal asked the teacher to submit the curriculum to the district administration team for evaluation of the material. To that end this educator is now spending countless hours

finding citations for universally accepted historical facts, events, and perspectives so that the material can be unassailable if challenged by parents as a violation of the law.

An educator who teaches 8th grade social studies at a Cheshire County public middle school reports a chilling effect on their selection of material simply because it will cause controversy regardless of the legality of the material. For example, authors like Dr. Ibram Kendi and Howard Zinn are often cited as authors of “critical race theory” even though that is not true.

A social studies teacher in Rockingham County had prepared to have their eighth grade students read selections from the book *Stamped (For Kids): Racism, Antiracism, and You*, which was adopted by Sonja Cherry-Paul from the books catered to adults entitled (i) *Stamped from the Beginning: The Definitive History of Racist Ideas in America* by Dr. Ibram X. Kendi, and (ii) *Stamped: Racism, Antiracism, and You: A Remix of Stamped from the Beginning* by Jason Reynolds and Dr. Ibram X. Kendi. This book had been granted approval for use during the 2021-2022 school year by the principal and the School Board which approved the funds to purchase the books. The educator planned on having the students read a few chapters of the and then reflect on the different perspectives during our nation's founding. Following a complaint from a parent about the book—a complaint that the principal told the educator she assumed was due to the Act—the teacher was directed to no longer utilize the book.

In Hillsborough County social studies teachers were told by District administrators to cease teaching *Stamped (For Kids)* after they learned a complaint had been filed to the Department of Education about the material. The teachers were told, “we could all lose our licenses for this.”

A high school social studies teacher in Hillsborough County has disallowed students to pick their own topics for research papers, for fear that topics chosen by students may lead to discussions in class that may violate the Act.

While ignoring our requests for clarity on the new law, the Department of Education installed public mechanisms for reporting educator non-compliance and procedures to take away teaching credentials, prompting what we believe is the first bounty ever offered on an educator.

Teachers believe that false reports of violations of the Act would be extremely damaging as they would cause unnecessary controversy and attention up to and including reports to the Department of Education, disciplinary referrals, and investigation by the school district, not to mention harassment and unwanted attention via social media and news coverage. To that end, educators are either declining to use permissible works altogether or removing controversial authors names from the materials prior to presenting them to students.

The chilling effect of the Banned Concepts Act is that New Hampshire educators are now weighing meeting state standards against losing their license and livelihoods.

Parents and teachers want to provide our children the best education they can. But the Banned Concepts Act has created an environment that limits the context in which kids can learn about history and what books they can read. We should trust educators and parents – not politicians- to ensure our kids get the best education possible.

Teachers are trained and experienced in education and have a duty to set their students up to be successful contributors to society. Educators should have the freedom to teach the honest, complete facts about historical events like slavery and civil rights without being censored by politicians and having their licenses and livelihoods put at risk by a vague law.

SB304 restores the ability to provide diverse educational approaches to instruction and curriculum tailored to meet students' needs. Our students deserve the freedom to learn. They deserve to be a part

of an education that helps them learn from mistakes of the past, so they are better prepared to succeed. To inhibit New Hampshire's educators from engaging in the kinds of discussions that help teach and challenge students to use this knowledge to form their own opinions is a disservice to them, the State of New Hampshire, and our country.

On behalf of NEA-NH and its membership I respectfully ask that you find SB 304 ought to pass.

Thank you.

A handwritten signature in black ink that reads "Megan Tuttle". The signature is written in a cursive, flowing style.

Megan Tuttle – President NEA-NH

Denise Burchsted
93 Grant Street
Keene, NH 03431

New Hampshire Senate Judiciary Committee
Concord, NH

RE: In favor of SB 304

Dear Committee members:

I write as an individual citizen of New Hampshire to register my support for SB 304.

As a mother, a professor, and a citizen of New Hampshire, I am terrified by the current statute that uses vague, broad language to police what can happen in classrooms. This appears to directly contradict the pride of living in a country that protects free speech and that limits government intervention on speech. SB 304 will restore that feeling of pride.

My children have sought out the lessons that embrace the complexity of our lives. They feel betrayed in school when lessons boil down information to overly simplified, comfortable perspectives. The teachers who are best able to support their needs, however, are now very confused how to teach these topics.

I am dismayed that the request for clarification by these teachers has not resulted in any clarification. However, the form posted by the Department of Education in response to the request for clarification – and the bounty that has been additionally offered by a private group for successfully reporting on a teacher – clarifies that the current statute is being used in the service of silencing teachers.

The schools in my city of Keene, and across New Hampshire, are suffering from a lack of teachers. Despite the heroic efforts of the remaining teachers, students are nonetheless suffering due to the teacher shortage. As the pandemic has clearly demonstrated, not only does our future depend on the schools, but schools also provide a foundation for today's economy. The current statute, being used to terrify and silence teachers, only makes things harder to address the teacher shortage. This threatens the basic functioning of the schools and endangers our economy.

The use of State money to defend this statute in court feels shocking to me. There are many compelling legal arguments regarding how the current statute violates the constitutional protections of free speech, which has already been demonstrated in court in regard to the federal executive order with similar language. This is an embarrassing use of State money: to protect a statute that terrifies teachers, that does not support the teaching of complex information, that endangers recruitment of new teachers to address the teacher shortage and

therefore threatens our economy, and that may violate basic constitutional principles of free speech.

In my role as a professor of environmental studies, I have learned how race plays a very serious role in environmental and related health outcomes. For example, the location of hazardous materials is best predicted by the race of the people in a neighborhood, and not by their income. In other words: when comparing neighborhoods today with similar incomes, the neighborhoods with more people of color will have more hazardous materials located in their neighborhood. Health outcomes that are associated with environmental hazards – such as childhood asthma – also correspond much more with race, not income. Exploration of these difficult topics in the classroom becomes very confusing, given the current statute and especially by the attempt to expand the limitations to the college classroom. SB304 will enable us as a society to discuss and address these complicated issues, rather than avoid them in fear of tripping a vague and unclear trigger that results in serious penalties.

I urge you to vote in favor of SB304.

Thank you in advance for your attention to these concerns
- Denise Burchsted, PhD



CITY OF CONCORD

New Hampshire's Main Street™
Human Resources Department

Jennifer Johnston
Director of Human Resources

January 10, 2022

When President Biden was elected he quickly revoked President Trump's Executive Order 13950 on race/sex stereotyping, after the United States District Court for the Northern District of California issued a nationwide preliminary injunction in the case of *Santa Cruz Lesbian and Gay Community Center d/b/a The Diversity Center of Santa Cruz v. Trump*. Sadly, a political agenda causes this misguided notion of race/sex stereotyping to continue.

We must repeal HB 2 and replace it with SB 304, as HB 2 perpetuates a misunderstanding of the role discrimination plays in employment and replace it with language that allows for our continued education on matters of illegal discrimination. Understanding the experiences of minorities in our work places helps to prevent discrimination and harassment, not cause it. HB 2 only works to give voice to the belief that celebrating diversity is divisive. That acknowledging disparity and unfairness somehow is unfair and unjust. We need diverse and inclusive workplaces to be productive, efficient and just. HB 2 is not representative of who we are as a state. The City of Concord's training on harassment and discrimination as well as Diversity tries to unify people and engender respect and appreciation. Fear makes people believe it is about creating division. I strongly am in favor of **SB 304** repealing that law and replacing it with language stating that no public employer is prohibited from engaging in or requiring training concerning "the historical or current experience of any group that is protected from discrimination" under the state's human rights law. I am in support of **SB 304** on behalf of myself, the children I am raising in New Hampshire schools and for my employer, the City of Concord.

Sincerely,

Jennifer Johnston
Director Human Resources and Labor Relations

Jennifer Horgan

From: Cynthia Knowles <cynthia@iecc.com>
Sent: Saturday, January 15, 2022 9:13 AM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: [CAUTION: SUSPECT SENDER] SB304

Dear Committee,

I write in support of Bill 304. As a white woman and voter in NH, I believe it is essential to allow discussion of how race has impacted our history and continues to effect our lives here and now. It seems consistent with a belief in a right to free speech to allow discussion in classrooms by both teachers and students without fear of reprisals. I believe our teachers are professionals with their students' best interests at heart. Already under appreciated, please support them in their attempts to do their best to educate our future citizens.

Thank you.
Cynthia

Cynthia Knowles, MDiv BCC
15 Eastman Street
Nashua, NH 03060
cynthia@iecc.com
Mobile: 603-438-9461

Jennifer Horgan

From: Kay Campbell <kkcampbell43@yahoo.com>
Sent: Sunday, January 16, 2022 11:46 AM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: SB 304 -- Banned Concepts

Judiciary Committee Members:

It is a humiliating, embarrassing start to one's day when the national news outlet (ABC) features a fringe group of citizens in New Hampshire placing a bounty on the heads of fellow parents and school teachers in New Hampshire Schools--pitting American citizens against each other. This action sets a precedent in New Hampshire in that citizens have abandoned critical thinking skills, reality, and common sense—this bill is sponsored by a former teacher and other cult members gathered along the way. I have read education and citizen comments asking this bill be banned and totally agree. This bill is so wrong for so many legal reasons, educational reasons, societal reasons, human decency reasons, and needs to be BANNED. You know the phrase, "Children are our future" comes to mind hearing/reading the language of this bill. If children truly are our future, we need to be working together to provide the most rounded education possible for children preparing them to live and work with other people throughout their lives utilizing the vast amount of knowledge available to them. I agree with AFT-NH/s statement: "A good history education prepares the next generation to be engaged citizens and critical thinkers. That means telling the story of our country as it really happened, not in some sugarcoated way. Our kids need to learn honest history so they can celebrate the many things that are wonderful about America and also learn from the past to create a better future for all. This bill will cheat our children of a crucial piece of their education—and it will drive good teachers away from New Hampshire".

Prohibits teachers from advocating various doctrines or theories, including socialism and Marxism. This bill also specifically prohibits public school teachers from advocating "any doctrine or theory promoting a negative account or representation of the founding and history of the United States of America in New Hampshire public schools which does not include the worldwide context of now outdated and discouraged practices. Such prohibition includes but is not limited to teaching that the United States was founded on racism." Teachers who violate the law would be subject to discipline from the state.

Sponsor R Alicia Leakes. **Education:**

BA Mathematics; Certification Secondary Ed. Teacher

I am very concerned that the general population across the USA has reached the tipping point of radicalism in our schools, politics, humanity. The truth is CRT is not taught in any elementary, middle, or high schools in the country currently. CRT classes are taught at the college level in LAW SCHOOLS. The fact that a group would put a "bounty on the heads" of other Americans regarding curriculum in a New Hampshire School District has gone a bridge too far

You know, this hysteria reminds me of teaching my two young children decades ago regarding morals, values, ethics, discrimination—a plethora of critical thinking skills necessary to function through life. My best example was this:

The Sneetches is Dr. Seuss's story about prejudice: the arbitrary features we focus on in trying to justify treating people differently.

There are two kinds of Sneetches: Star-Belly and Plain-Belly Sneetches. The only difference is stars on some of their bellies. And yet the Star-Belly Sneetches think they are superior to Plain-Belly Sneetches. They don't allow each other to get along. Along comes a man who sells them stars and star-removals. This causes quite a

mess; no one can remember who had stars and who didn't. In the end, the Sneetches learn that they are all the same.

Kay Campbell
254 New Orchard Road
Epsom, NH

Jennifer Horgan

From: Jay Kahn
Sent: Monday, January 17, 2022 10:23 AM
To: Jennifer Horgan
Subject: Re: SUPPORT SB 304

Thank you Tiffany.

Jay

Jay Kahn
State Senator
Senate-District 10
Keene, NH
603-381-2930 (c)

On Jan 12, 2022, at 8:34 AM, Jennifer Horgan <jennifer.horgan@leg.state.nh.us> wrote:

From: Tiffany Gagnon <tif.blessing.gagnon@gmail.com>
Sent: Wednesday, January 12, 2022 8:10 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: SUPPORT SB 304

Dear Senate Judiciary Committee,

I am in total support of SB 304 to repeal the "Divisive Concepts" law. This vague law has done nothing but cause undue stress and fear in teachers (who are already burnt out) and stroke anger, fear, and misunderstanding in the conservative-leaning population.

I support public education and our teachers and I want to keep the door open for use of proven and effective instructional models like Culturally Responsive Teaching -- which gets wrongly grouped into the bucket of "CRT" which has never and will never be taught in a K-12 curriculum.

Our children and teachers deserve better, and so I support SB 304.

Thank you,
Tiffany Blessing-Gagnon
508 981 8218

Jennifer Horgan

From: Lisa Hawkins <lisahawkins461@gmail.com>
Sent: Monday, January 17, 2022 10:32 AM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: In Support of SB 304

Dear Committee Members,

I can't think of a better way to have spent this snowy commemorative morning than listening to yours and others' remarks during last week's senate hearing. It drives home the reality that, despite the work of Martin Luther King Jr. and so many other civil rights leaders, we will always be striving toward equity and to create a community that serves all of us.

Thank you all for the work you have done to repeal the attempts of last year's bill to restrict teachers from high quality instructional practices in our New Hampshire public schools. It was enlightening to hear how this bill is affecting training and management of other public employees. I also appreciated hearing Senator Gannon's remarks that our students, our most precious resources, come from all different cultures and family situations and they come to us with prior experience and opinions. We must listen openly and value them all equally.

Please pass SB 304 so New Hampshire public schools may continue to thrive.

Respectfully,
Lisa Hawkins
Alstead, NH 03602

Jennifer Horgan

From: Jay Kahn <kahnjay03@gmail.com>
Sent: Monday, January 17, 2022 11:19 AM
To: Jennifer Horgan
Subject: Re: HB304

Thank you for writing your note. It was received by the Judiciary Committee members.

Jay

Jay Kahn
State Senator
Senate-District 10
Keene, NH
603-381-2930 (c)
(603) 271-3092 (o)

On Jan 12, 2022, at 12:19 PM, Jennifer Horgan <jennifer.horgan@leg.state.nh.us> wrote:

From: Susan Dansereau <s.dansereau959@gmail.com>
Sent: Wednesday, January 12, 2022 12:18 PM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: HB304

I support this bill.

S. Dansereau
Winchester NH

Jennifer Horgan

From: Micaela Demeter <micaelademeter@gmail.com>
Sent: Monday, January 17, 2022 12:51 PM
To: Jennifer Horgan
Cc: Jay Kahn; David Watters
Subject: Re: SB 304 commentary

Thank you, Jay! I'm looking forward to participating in a joint City Council / School Board meeting on Wednesday where we will hear from Senator Watters about upcoming noteworthy legislation. It's so important to stay informed and be a vocal advocate for initiatives that will affect our ability to provide an adequate (excellent!) education to all students.

Micaela

On Jan 17, 2022, at 10:25 AM, Jennifer Horgan <jennifer.horgan@leg.state.nh.us> wrote:

From: Jay Kahn <kahnjay03@gmail.com>
Sent: Monday, January 17, 2022 10:25 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Cc: David Watters <watterssenate@gmail.com>
Subject: Re: SB 304 commentary

Thank you Micaela. You are the board member we all need to elect in our communities. Your Senator, David Watters, is a strong advocate as well.

Jay

Jay Kahn
State Senator
Senate-District 10
Keene, NH
603-381-2930 (c)
(603) 271-3092 (o)

On Jan 12, 2022, at 8:34 AM, Jennifer Horgan <jennifer.horgan@leg.state.nh.us> wrote:

-----Original Message-----

From: Micaela Demeter <micaelademeter@gmail.com>
Sent: Wednesday, January 12, 2022 7:21 AM
To: Jennifer Horgan <jennifer.horgan@leg.state.nh.us>

Subject: SB 304 commentary

Good morning,

I am writing today to express my support for the adoption of Senate Bill 304 to repeal the divisive concepts prohibition language adopted in 2021.

I am a newly elected member of the Dover School Board, though my comments are representative of myself alone.

The false idea that critical race theory concepts are being taught in our public K-12 schools has been used only recently to stoke paranoia and division within our communities. Most people who cry out against it don't even understand what they are actually angry about. The language adopted in SB2 last year is both vague and restrictive and it only breeds paranoia and stress in our diminishing and valuable public school teaching population. Critical race theory is not taught in public schools and never has been.

There is no need to "fix" through faulty legislation what wasn't broken to begin with. I support repealing the divisive concepts language and I support SB 304.

Thank you,

Micaela Demeter
33A Piscataqua Rd
Dover, NH 03820

Jennifer Horgan

From: William Gannon
Sent: Monday, January 17, 2022 11:12 PM
To: Chris Medeiros; Sharon Carson; Harold French; Becky Whitley; Jennifer Horgan
Subject: Re: Kill SB304

Done
Senator Gannon

Get [Outlook for iOS](#)

From: Chris Medeiros <chris.medeiros@gmail.com>
Sent: Monday, January 17, 2022 11:05:35 PM
To: Sharon Carson <Sharon.Carson@leg.state.nh.us>; William Gannon <William.Gannon@leg.state.nh.us>; Harold French <Harold.French@leg.state.nh.us>; Becky Whitley <Becky.Whitley@leg.state.nh.us>; Jennifer Horgan <jennifer.horgan@leg.state.nh.us>
Subject: Kill SB304

Kill Bill SB304, this bill brings dangerous teachings and political messages into the classroom. This bill is designed to bring CRT and it's teachings to NH. There is a backlash across the country right now against CRT and NH should be part of stopping those dangerous practices. This bill is extremely dangerous and leads us down a road that was followed by Vietnam, China, and North Korea.

Please Kill SB304.

Thank you,
Chris Medeiros

Jennifer Horgan

From: Katie Baseden <basedenk@gmail.com>
Sent: Tuesday, January 18, 2022 11:48 AM
To: Becky Whitley; Harold French; Jay Kahn; Sharon Carson; William Gannon; Jennifer Horgan
Subject: Vote in Support of SB304

To the Senate Judiciary Committee:

I am writing in support of SB304 which would repeal and amend sections 297 and 298 of SB2. These sections are not necessary and do not pertain to what is actually happening in schools. Instead they put teacher's licenses and careers at risk for teaching factual history about social injustices.

Please vote in support of SB304. Support an education system that allows every student to learn factual history about the inequities that exist in our society so that we can construct a more just society for all.

Thank you for your time.

Regards,

Katherine Baseden

Jennifer Horgan

From: Jill Mayo <jillm2004dist@hotmail.com>
Sent: Tuesday, January 18, 2022 8:41 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: Vote YES SB304 -relative to discrimination in public workplaces and education

To the Senate Judiciary Committee:

I am writing in support of SB304 which would repeal and amend sections 297 and 298 of SB2. These sections are not necessary and do not pertain to what is actually happening in schools, instead they put teacher's licenses and careers at risk for teaching factual history about social injustices.

Sections 297-298 of SB2 represent an unprecedented and unconstitutional over-reach of government into public education.

Please vote in support of SB304. Support an education system that allows every student to learn factual history about the inequities that exist in our society so that we can construct a more just society for all.

Thank you,
L Jill Mayo, Exeter, NH

Jennifer Horgan

From: Jeff McGlashan <jeffmcglashan@gmail.com>
Sent: Wednesday, January 19, 2022 9:21 AM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: I support SB304

To the Senate Judiciary Committee:

I am writing in support of SB304 which would repeal and amend sections 297 and 298 of SB2. These sections are not necessary and do not pertain to what is actually happening in schools. Instead they put teacher's licenses and careers at risk for teaching. And these sections do this at a time when more teachers are leaving the profession. This type of government intrusion in education will only lead to greater challenges for all NH residents. It sets the stage for anyone with a viewpoint to throw a new hurdle at the already difficult task of educating our children.

Sections 297-298 of SB2 represent an unprecedented and unconstitutional over-reach of government into public education.

Please vote in support of SB304. Support an education system that allows every student to learn factual history about the inequities that exist in our society so that we can construct a more just society for all.

Thank you for the good work you do, and your consideration in this matter.

Sincerely,

Jeff McGlashan

Jennifer Horgan

From: Margaret Langsenkamp <mlangsen@gmail.com>
Sent: Wednesday, January 19, 2022 4:52 PM
To: Sharon Carson; William Gannon; Harold French; Becky Whitley; Jay Kahn; Jennifer Horgan
Subject: Support for SB304

Dear Senate Judiciary Committee,

I am writing in support of SB304 which would repeal and amend sections 297 and 298 of SB2. These sections are not necessary and do not pertain to what is actually happening in schools. Instead they put teacher's licenses and careers at risk for teaching factual history about social injustices. My daughter attends 3rd grade in Exeter and part of the reason we moved here is for the amazing schools and this bill would further support our amazing educators.

Sections 297-298 of SB2 represent an unprecedented and unconstitutional over-reach of government into public education.

Please vote in support of SB304. Support an education system that allows every student to learn factual history about the inequities that exist in our society so that we can construct a more just society for all.

Sincerely,

Margaret Langsenkamp

2 Wentworth St

Exeter, NH 03833

Voting Sheets

Senate Judiciary Committee
EXECUTIVE SESSION RECORD
2021-2022 Session

Bill # 304

Hearing date: _____

Executive Session date: _____

Motion of: ITL Vote: 3-2

Committee Member	Made by	Second	Yes	No
Sen. Carson, Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Gannon, V-Chair	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. French	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Kahn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sen. Whitley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Motion of: _____ Vote: _____

Committee Member	Made by	Second	Yes	No
Sen. Carson, Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Gannon, V-Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Kahn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Whitley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Motion of: _____ Vote: _____

Committee Member	Made by	Second	Yes	No
Sen. Carson, Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Gannon, V-Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Kahn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Whitley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reported out by: Gannon

Notes: _____

Committee Report

JUDICIARY

SB 304, relative to discrimination in public workplaces and education.

Inexpedient to Legislate, Vote 3-2.

Senator Bill Gannon for the committee.

SB304

Bill Details

Title: relative to discrimination in public workplaces and education.

Sponsors: (Prime) Kahn (D), Whitley (D), Sherman (D), Watters (D), Prentiss (D), Rosenwald (D), Perkins Kwoka (D), D'Allesandro (D), Cavanaugh (D), Donna Soucy (D)

LSR Number: **22-2979**

General Status: **SENATE**

Senate:

Committee: Judiciary

Floor Date: 2/24/2022

Status: INEXPEDIENT TO LEGISLATE

Bill Docket

Body	Description
S	To Be Introduced 01/05/2022 and Referred to Judiciary: <u>SJ 1</u>
S	Hearing: 01/12/2022, Room 100, SH, 01:45 pm: <u>SC 50</u>
S	Committee Report: Inexpedient to Legislate, 02/16/2022: <u>SC 7</u>
S	Special Order to the Next Session, Without Objection, MA; 02/16/2022: <u>SJ 3</u>
S	Committee Report: Inexpedient to Legislate, 02/24/2022: <u>SC 8</u>
S	Inexpedient to Legislate, MA, VV === BILL KILLED ===; 02/24/2022: <u>SJ 4</u>

Other Referrals

Senate Inventory Checklist for Archives

Bill Number: SB304

Senate Committee: Judiciary

Please include all documents in the order listed below and indicate the documents which have been included with an "X" beside

Final docket found on Bill Status

Bill Hearing Documents: {Legislative Aides}

Bill version as it came to the committee

All Calendar Notices

Hearing Sign-up sheet(s)

Prepared testimony, presentations, & other submissions handed in at the public hearing

Hearing Report

Revised/Amended Fiscal Notes provided by the Senate Clerk's Office

Committee Action Documents: {Legislative Aides}

All amendments considered in committee (including those not adopted):

___ - amendment # ___ ___ - amendment # ___

___ - amendment # ___ ___ - amendment # ___

Executive Session Sheet

Committee Report

Floor Action Documents: {Clerk's Office}

All floor amendments considered by the body during session (only if they are offered to the senate):

___ - amendment # ___ ___ - amendment # ___

___ - amendment # ___ ___ - amendment # ___

Post Floor Action: (if applicable) {Clerk's Office}

___ Committee of Conference Report (if signed off by all members. Include any new language proposed by the committee of conference):

___ Enrolled Bill Amendment(s)

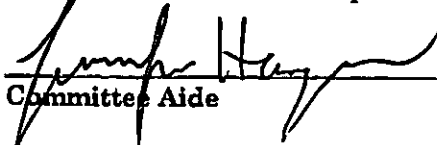
___ Governor's Veto Message

All available versions of the bill: {Clerk's Office}

___ as amended by the senate ___ as amended by the house

___ final version

Completed Committee Report File Delivered to the Senate Clerk's Office By:


Committee Aide

8/12/22
Date

Senate Clerk's Office AK