

SOMERSWORTH SCHOOL BOARD MEETING

September 27, 2022,

City Hall Chambers

7: 00PM

1. CALL TO ORDER - ROLL CALL - PLEDGE OF ALLEGIANCE: Larson called the meeting to order at 7:00 PM. Upon call of the roll, the following members were present: Maggie Larson, Todd Marsh, Kari Clark, Mark Richardson, Susan Tierney, Barbara Wentworth, Gerri Cannon, Marcia Brown and Mandy Demers.
2. **COMMENTS BY VISITORS:** Coty Donohue, SYC director invited the board and families in grades K-8 to the 16th annual lights on for learning on October 20th from 6-7:30pm. He stated that lights on for learning is dedicated to celebrating the benefits of after school programs. He stated that it is a metaphor for keeping the lights on after school. He stated that it is in the Idlehurst Cafeteria from 6-7:30 and we will be serving a meal for all families provided by CAP. He stated that we are really lucky to have them as a partner. He stated that we will have minute to win it activities for the kids and a parent/guardian presentation from the Somersworth Police Department on school safety protocols on response and the new terminology that we are using. He stated that there will also be a presentation on the benefits of after school and data and all students will receive a book provided by Title I. Isis Orchard stated that they are here tonight to talk about policy JBAB but before I go any further I would like to say to Board Member Kari Clark that I appreciate you taking the advice citizens have given you at previous meetings and applying that to your policy making. On the policy committee there is a majority of cisgender people, when making a policy for transgender and gender non-conforming students it is essential that the committee is being responsible in policy making and doing the necessary research on trans youth and their experiences in order to make the best policy for them. I appreciate that you recognize that and not only shared sites and policies you found in your research with other policy members but also tried your best to make this policy more inclusive. One thing that Kari mentioned and was notably fighting to achieve was allowing the high school students to have more privacy with their transition. Kari, I could see you getting visibly upset that this was reaching a dead end every time you tried to make this point. I appreciate that throughout the meeting you kept trying to come back to that addition despite receiving push back on the idea. There is a statement consistently repeated throughout the policy committee meeting whenever there was an attempt to make it more inclusive to our students. While it varied in verbiage and was applied to different propositions to the policy, this statement was along the lines of there would be so much to change in this policy if we added that. While the intention of this policy was to make our schools systems a better environment for our trans students, if adding something to the policy to make it more inclusive would require major reworking of the policy maybe it wasn't as inclusive as you hoped it to be. In the meeting there was a lot of discussion about the situation teachers will be put in. While talking about the gray area of gender identity in regards to gender non-conforming students one of the committee members stated, the teachers stay out of that, the kids if you want to try a different names or pronouns out you can do that, that doesn't mean that the teacher has to change what they call you every week. I highlighted this statement because it is a prime example of how lack of research can lead to harmful assumptions about trans people which can then materialize into your policy making. Trans people don't change their pronouns every week, if a trans person especially a teenager feels confident and comfortable enough to come out to adults around them they are probably pretty sure about the pronouns they would like to use. Even if a student has come out to someone prior and they decide they prefer another set of pronouns or a different name, why is the response not to lead with empathy and compassion for them by accommodating to that. There is still a lack of understanding of committee members on the process of transition and what transitions youth specifically go through and that needs to change. You will not have an inclusive and protective policy for trans and gender non-conforming students until that does change. There was a point in the policy committee where I did end up having to walk out because of how upsetting the rhetoric was, Kari had once again tried to say that she would like more privacy for our high school students and was once again told that the policy would require major changes to do so but that the policy committee would always be able to come back to policy JBAB and rework it if needed. The statement that was most upsetting to hear was, the policy is so new, it is just being implemented this year so lets just see how it goes. You have already been told multiple times how policies like this are harmful to trans students. One in three LGBTQ students are in homes accepting of their identity. In the past year, one in three trans youth reported attempting suicide and it is likely to rise in following years given the state of our country and policies that are being implemented. We don't need to see how

it goes, the data shows us how it will go. To take the risk of the lively hood of your marginalized students because you don't want to majorly rework a policy is shameful and a clear indication that you are not listening to our warnings, nor doing the research necessary to make policies like this. You are aware of the worst case scenario, for best case scenario isn't a wise one either. Trans and gender non-conforming students who no longer want to hear their dead name on a roll call or constantly have the wrong pronouns used for them are aware of the fact that somewhere down the line their parents will be notified. This policy makes these students face a very hard decision, do I come out to my parents when I am not ready to come out to them yet. That decision will lead to a lot of students not fully being out publicly until they leave our high schools. If we don't go back to our 2018 policy for transgender and gender non-conforming students, at the very least our high school students should have the ability to be out in school with students and staff without informing that parents unless the students says they are comfortable with that occurring. What you face with this current policy worst case scenario is a student being kicked out of their home, abused, substance abuse, and/or deterioration to their mental health. Your best case scenario is that they just won't come out at all and it is truly a heartbreaking scenario to put a student in.

3. CONSENT CALENDAR:

3.1 Removal of items from the Consent Calendar

3.2 Approval of Consent Calendar: A motion made by Cannon seconded by Wentworth to approve the consent calendar as presented. VOTE: motion passed unanimously. Brown Abstained Approved were:

3.3 Somersworth School Board Meeting Minutes September 12, 2022

3.4 Somersworth School Board Nonpublic Meeting Minutes September 12, 2022

3.5 Somersworth School Board Ed Programs & Community Outreach Committee Minutes September 15, 2022

3.6 Somersworth School Board Policy Committee Minutes September 19, 2022

3.7 Idlehurst School and Maple Wood School Parent Newsletters

3.8 Principal Reports

4. ANNOUNCEMENTS:

4.1 Superintendent's Update: Supt. Lane stated that the school district continues to see a limited number of new COVID positive students and staff since the last school board meeting. We have not seen an "outbreak" and within the last week, the number of positive cases per day has seemed more normal from my last report. She stated that she was concerned a couple of weeks ago. She stated that we still have open positions for both para-educators and substitute teachers. If anyone is interested, please contact the SAU office for more information. She stated that October 7th is the next professional development day and there is no school for students that day. She congratulated Emily Wilson and Laura Basdekis who applied for and received a \$2,000 grant from Voya Financial as part of the Company's Unsung Heroes award competition. Emily and Laura, who are teachers at Maple Wood School were the only NH teachers to receive this award. This award will allow these teachers to add more hands on experiences related to various science and engineering topics. Congratulations to Emily and Laura and thanks for their efforts. She stated that since becoming Superintendent, making sure that our schools are prepared to react in the case of an incident has been one of my top priorities. Although we can never know exactly what we will be faced with there are some basic elements of emergency response that took a backseat during the COVID pandemic so it was time to refocus our energy in this area. She stated that we re-established the emergency operations team. Dana Hilliard and I have been meeting with the representatives from the Somersworth Police Department, Somersworth Fire Department, and Stewarts Ambulance for over a year to re-establish the lines of communication and collaboration between these three first responder groups and the school district. These meetings have allowed us to identify areas of strength as well as areas we need to increase our efforts to be best prepared. She stated that in January 2022, Steven Cooper from Homeland Security walked all of our administrators as well as representatives of our first responders through various emergency scenarios with the goal of increasing our "situational awareness" and our potential response to these scenarios. She stated that in August 2022, we received training from the "I Love You Guys" national organization for 40 area first responders and members of the administrative team. She stated that these protocols have been reviewed with school staff and are being practiced as required by law. She stated that it is not situation specific, they are standard response protocols.

She stated that she has attached for the board a parent handout about these protocols that she will be sending out to families in the district to help educate parents on how we respond to various situations in our schools. She stated that the school district submitted proposals for a “labeling” project of our school to better help our first responders respond during an incident. Although the proposals were not funded in the first round, they have been moved the second round for consideration. She stated that earlier this month, the school board approved the CIP that will be presented to the planning board in October and the Buildings, Grounds and Transportation Committee prioritized security upgrades. She stated that on September 13, 2022, the entire district staff received Civilian Response to Active Shooter Events (CRASE) training by Officers Rick Campbell and Ashley Fuller and Stop the bleed training by Stewarts Ambulance staff Gerry Christian and Ryan Ennis. She stated that all schools are required by law to submit an emergency operations (EOP) plan by October 15, 2022. These comprehensive plans require schools to identify their responses to various scenarios. She stated that during the month of September, John Hill from Homeland Security has visited all four of our school buildings. Reports will be coming on his recommendations to increase the security in each schools physical plant. She stated that as Coty mentioned there will be an emergency preparedness presentation for parents. As part of SYC’s annual lights on for learning event, Officers Rick Campbell and Ashley Fuller will be giving a presentation on the new standard response protocols and what information parents need to know. She stated that she continues to be impressed and humbled with the commitment of Somersworth’s first responders to our process. They regularly come to meetings and work with Dana and I to improve our school district’s response should we need to respond to an emergency event. She stated that also as a related item to emergency preparedness, she is asking the board to add to tonight’s agenda as 8.2 under old business/action items a request to City Council for a supplemental appropriation to use additional state adequacy funds for security upgrades and to consider approving this request. A motion made by Richardson seconded by Brown to add the supplemental appropriation request to action item 8.2.

5. COMMITTEE REPORTS:

5.1 Standing Committees:

- **Budget & Revenue Committee:** Marsh stated that they met on September 20th and had a relatively brief meeting. He stated that they reviewed the state of new Hampshire adequacy changes that is resulting in the additional revenue of \$262,833.62. He state that the available options for this additional revenue is to be applied against the local tax rate, to call a special meeting to spend the funds or a combination of both. He stated that the Superintendent is recommending to use the funds for security upgrades and the committee discussed this and supported this recommendation. He stated that they were also given the NH retirement rates for 2023-2025 and they are going down from what we are currently paying and these rates are locked in until June 2025. He stated that the Superintendent reminded us that this is good news however it is only one piece of the puzzle when creating the budget. He stated that their next meeting is on October 18th.
- **Buildings, Grounds and Transportation Committee:** Richardson stated that they postponed their meeting to Thursday at 5:30 at the SAU office.
- **Educational Programs & Community Outreach Committee:** Wentworth stated that they met on September 15th and there were two things on the agenda. The Superintendent updated us on the school based health clinic and they discussed the possibility of offering a diploma of distinction. She stated that this is in the very early stages and we will continue conversations. She stated that their next meeting is on October 4th at the SAU office at 5:30 and on the agenda will be staff retention and student enrollment.
- **Policy Committee:** Tierney stated that they met on September 19th. She stated that in the packets tonight are minor additions and edits to policy JBAB for first reading and JBAB-R policy is brand new for first reading. She stated that we added language on 18+ students in both JBAB and JBAB-R. She stated that we had a lengthy discussion on the additional age specification in the policy

and we focused on leaving in the 18+ clarification. She stated that it was made clear that any student K-12 can speak with guidance and it is private and confidential. She stated that the only time in those situations there are points at which guidance would need to reach out to the parent. She stated that in high risk situations they are obligated to under mandatory reporting other than that those conversations are confidential. She stated that there was clarification that we can't control what students say in school but teachers can't refer to pronouns without the process in JBAB-R process. She stated that JBAB-R articulates more clearly what would happen. She stated that the next meeting is on October 3rd at 5:45 at the SAU.

5.2 Reports of Ad Hoc Committees:

5.2 Somersworth Mental Health and Wellness Commission: Marsh stated that they met on September 21st and on the agenda was a presentation on recovery friendly workplaces and it was a great presentation from Mary Boise from SOS. He stated that they had a discussion on the community awareness mural. He stated that Chair Larson agreed to spearhead exploring this effort. He stated that they also discussed social media outreach. He stated that they have a joint workshop scheduled for October 18th regarding a presentation for recovery friendly workplaces. It is a historic moment to have both bodies in the same room and discuss mental wellness and he is proud of that and is looking forward to it.

5.3 City Council update: Austin stated that they met last night and unanimously confirmed the nomination of Marcia Brown, welcome, we are happy to have you here and you bring a lot of skills and perspective to the board that we may not have had over the years.

5.4 Student Representative Report: None

6. PRESENTATIONS

6.1 Building Administrative Team 22-23 Annual School Goals Review:

Somersworth Career and Technical Center- Katelyn Carrington

The CTE Center Goals for last year were to focus on providing excellent CTE programming to our current students and providing programming opportunities for our FUTURE students. For this coming school year - we will continue to provide strong CTE programming, and I believe that is a strength of our CTE teachers -the day-to-day excellence that they bring within the walls of the CTE. Having a strong foundation, with a staff that has seen little turnover in the past 5 years - that foundation allows us to do all the other "stuff" that makes CTE the unique experience it is. And for this year – we want to focus on the stuff that can happen OUTSIDE of our CTE walls. And when I say "stuff" that word is very broad and is hard to fully define because we really do have lots of different ways to engage outside of the day-to-day programming - so in this case, the stuff we want to focus on is Work Based Learning. Work Based Learning is open to students currently enrolled in a CTE program, or are program completers, they can earn high school credits and potentially get paid while working in the industry of their program. Work-Based Learning - really is a community effort for the experience to be successful - employers, families, students, and teachers, it takes a team to make the experience really work. An example - we have a student who is in our Auto Program that knows they want to work for a local dealership once they graduate, we've worked with the dealership to have the student work during part of the school day and continue after school, getting paid, getting high school credits and also completing program competencies. But the part that is more exciting - is upon graduation, the student would be hired full-time - with a much easier transition, and already a year under their belt working for the company. It is a win-win for both the student and the employers. Students who do this type of apprenticeship program are 76% more likely to stay with the employer they started with. Our goal is to develop more personalized opportunities like that for our CTE students that want them. The Falls Chamber of Commerce sent an email out yesterday on our behalf to their membership and we've already had a great response from local employers! Our 3-5 year goal is to have 20-25% of each graduating class participating in an activity of this nature - and longer term, we'd love to graduate all students will some sort of career experience that is outside of our school walls. This has the potential to be a powerful example of community-school engagement. The other focus for this year is more of the behind-the-scenes work that is required by the DOE and we have quite a few big things that need to be done or started this year: We will have our annual DOE Center Monitoring in October, with a focus on Broadcast Technologies

and Medical Assisting. Later on this year, the center will start planning for the next 4-year cycle of the Perkin's Grant. This will include organizing and completing a 4 year Comprehensive Needs Assessment and a renewal of our Tri-City Regional Agreement. Currently, 52% of eligible students participate in our programming, so thank you for your continued support of career technical education and the life-changing opportunities it provides for our students.

Somersworth High School- Chris Tebo and Mike Blouin

Good evening everyone. Thank you for having us tonight. We are excited to share our goals at Somersworth High School and to talk a little bit about how the year has gone so far.

First, I'd like to introduce our new Associate Principal Mike Blouin. Mike comes to us from Oyster River where he taught science. He brings a great perspective and has done an awesome job getting to know our students and this community.

Along with Mike, we were really fortunate to add a number of talented and caring individuals to our staff this year. In some ways, it feels like a new school.

Or maybe, more accurately, this school year feels like a fresh start. Our students are excited to be here. Our staff is focused on providing students the best possible experience and we are once again planning for events and activities to bring our community together.

This year feels like an opportunity to come together and make real progress on the things that are important to us. From our PBIS model, to our culture and community and course curriculum, our goals are designed to move our community forward and make sure that our students have the tools and resources they need to be successful.

Our first goal is to continue to progress with our PBIS model. This approach is a cornerstone of our entire school district and this year and we are really excited to be partnering with Heidi Cloutier from UNH who will be speaking with staff and supporting us as we conduct our culture and climate assessment. We are also preparing to re-launch our universal team with a group of committed educators and to leverage flex time to allow that group to look at data and plan school-wide interventions.

Our second goal is to focus on our school culture and community-not just within the high school, but also our connections with our parents. This year, we launched a new Facebook page and are doing our very best to publish regularly. (We are up to 25 shares so far!) We are also incorporating community-wide enrichment days into our advisory model. Once a month we will allow students to schedule themselves for a flex enrichment offered by staff. This could be anything from Board games to bicycle repair and will be open to everyone. Again, the goal is to build in as much time for our community to come together in a shared experience as is possible.

Finally, this year we are looking forward to revisiting our course curriculum and ensure that we have identified specific and consistent outcomes in each one of our classes. Essentially, our staff will be using a scoring guide to answer the question: what do students need to know and be able to do to demonstrate proficiency in each competency.

To close, I want to mention a few things about the start of our year.

- For the first time, we set-aside an entire day for freshmen orientation. This allowed our 9th grades to spend a day in the building without upperclassmen. Aside from attending classes, we held a cookout and reserved the afternoon for socio-emotional learning out on our fields. I think this really helped with the transition!
- Our athletic teams are having a fantastic fall. Both our football and volleyball teams are undefeated and both are boys and girls soccer teams have been in some great games. It has been a lot of fun watching our students cheer on their teammates.

- Finally, this week is spirit week at SHS! We have a number of exciting activities going on and our kids are really invested. The week will culminate in a fall pep rally and homecoming dance. Feel free to follow us on Facebook @SHSHillToppers for news and updates.

Somersworth Middle School- James Lampron and Jen Spector

This year our principals challenge is "IMPACT"

- Everyday we make decisions; we choose our actions and we choose our words. Our decisions, our actions and our words impact others.
- All staff and students have been asked to consider and reflect on the impact they have on others, our classes and our school with their words, actions and decisions.

For students we've asked them to consider:

- When they meet the expectations of the classroom, what impact does that have on others and their learning?
- When they engage on social media, what impact does their messaging have on others?

For staff:

- When they seek to make genuine connections with students how will that impact their learning and overall SMS experience?
- How does our preparation for lessons, meetings, assemblies, impact student engagement?
- This year students and staff have been challenged to make decisions and choose actions, words, and behaviors that impact SMS positively!

When we started the goal-setting process for this year, it was important for us to have an academic goal, a staff-centered goal, and a student-centered goal, that, together, would have a positive impact on this year and continue to make Somersworth Middle School a great place to learn, work and be.

- This year, our goals are to revise and enhance our current curriculum and continue to improve school culture which includes having at minimum 85% of our students in the green zone for behavior and 100% of our staff feeling safe while at school.
- In terms of curriculum, in an effort to continuously improve classroom instruction and provide ongoing support for our new staff, we have dedicated time during staff meetings and on PD days for staff to collaborate as grade levels and/or content areas to continue to build, align and revise our curriculum.
- We identified the goals of staff safety at school and a minimum of 85% of students in the green zone after reviewing last year's Climate and Culture survey data as a leadership team. Some of the strategies we've implemented to achieve these goals are:
- updating the behavior flow chart, creation of posters of our PBIS behavior matrices and posting them throughout the building, increasing admin presence in classrooms, and classroom counseling lessons
- We recently had a walkthrough with Homeland Security and have begun implementing their recommendations to help keep our building safer.

To summarize, we're working to have positive impact with our words, actions and decisions, while improving behaviorally, ensuring we have a safe environment and updating curriculum. Thank you for the opportunity to present tonight. Very much looking forward to a year where we all work together to have positive impact!

Maple Wood Elementary School-Devin McNelly and Max Ferguson

Our school will work to make the district theme, "One" a reality.

School Wide Objectives

1. Create engaging learning experiences which promote learning permanence.
2. Cultivate executive learning skills for our students.

Team Objectives – Each team will create 2-3 objectives which support our school wide objectives.

Administration: WE have committed ourselves to supporting staff through:

1. At least 10 minutes of observation time during each teacher's instructional time, per week.
2. Holding trimester "check-in" meetings with each staff member
3. Engage the community with the great work being done at Maple Wood.

Data Goals - Staff Climate and Culture

More than 90% of staff believe our school is a welcoming and friendly place

More than 90% of staff believe our staff respects each other

More than 90% of staff enjoy working at Maple Wood School

More than 90% of staff believe staff are supportive of each other.

More than 80% of staff believe students respect staff

More than 80% of staff believe our school is a dynamic and creative learning environment.

More than 70% of staff believe administration is supportive of teachers and staff

Data Goals - Student behavior

- Monthly average of 95% of the student body in Green Zone
- 88% of student body in Green Zone

Data Goals - Academic Achievement

- 60% of students score above the 40th percentile for NWEA, in both reading and math.
- 40% of students score at or above a 3 on spring SAS test, in both reading and math

Idlehurst Elementary School-Liza Cocco and Kate Gove

1. The Idlehurst School community is committed to providing access to enrichment and support for young children and families prior to entering kindergarten, and to engaging all parents in meaningful ways as vital partners in the education of their children.
2. Idlehurst educators will continue to provide a high-quality education for all students that emphasizes student engagement in the learning process by both developing competency-based, coherent systems of curriculum, instruction, and assessment and by using data to both monitor student progress and improve instruction.
3. The Leadership Team and the Universal Team will intentionally maintain and further develop a positive school culture and climate in which all students, teachers and staff feel safe; feel valued; are actively engaged in the school community; and are fully invested in their learning and their work.

1. It is very clear that Somersworth is lacking in early educational experiences that provide vital foundational skills, including academic, social/emotional, motor, and executive functioning. In order to address these global challenges, Idlehurst has partnered with area agencies, such as Strafford County YMCA, Granite United Way, CAP, Pinetree Institute, Families First, Somersworth Public Library and Somersworth Ready Together (SRT). The main focus is developing healthy relationships with students and families while meeting the needs of our community. The Somersworth Beach Buggy Book Mobile, finished the summer by reaching over 150 families and children. Community members, Somersworth Police Department, city officials, teachers, etc. read to children each week while teaching parents and guardians how to read to children. Children received a free book every week and tons of prizes, while teachers donated their time to focus on building relationships with the community. Title I was able to fund and support Kindergarten visits. This year our Kindergarten staff was committed to meeting with 100% of the families prior to the start of the school year. Each family was able to meet the staff either in their home or in the community, in order to begin building relationships. The Family room, which has been moved to the early childhood wing at Idlehurst and continues to host weekly community playgroups, attended by over 30 families and children each week. SRT, United Way and the YMCA are working diligently to gather funding to once again launch the Early Childhood Enrichment program, which will service 12 students, three days a week, who currently are on the waiting list for the Idlehurst preschool program and the Head Start program. Evidence shows that strong relationships between families, school staff, and children dramatically enhance a student's level of motivation and therefore promotes learning. So the staff is committed to reaching this goal.
2. After the first two weeks of school and routines have been taught in the classroom, students begin assessments. In Grades 1 and 2, students take the NWEA in both math and reading. Fountas and Pinnell's Benchmark Assessment System is used to find students' current instructional reading level. In addition, a spelling assessment by Words Their Way is given. It is through the multiple data points that interventionists and classroom teachers gain a greater understanding of each of their child's needs. While intervention happens everyday, all day long, the purpose of the NWEA and Benchmark is to group students during their intervention block for literacy. Based upon the data's findings, we choose the best intervention to address the needs of the group. Students are then grouped according to the Words Their Way data for phonics instruction during their WIN (What I Need) time. In kindergarten, data points from the PALS (Phonological Awareness Literacy Screening) are used to create intervention groups. Something new this year is that every student in kindergarten will be given the Heggerty Phonemic Awareness Baseline Assessment. They will then be assessed again in the middle of the year and at the end of the year to monitor growth and adjust instructional delivery. Professional development on October 7th will be on Win Win Discipline. A Kagan team will be visiting to review the philosophy and theory behind Win Win discipline, which has been aligned with the district wide Pre-K-12 Multi-Tier Systems and Supports (MTSS).
3. The Universal Team has started off the year with a challenge for all students and staff "do your best...." Students are earning bees as they show how safe, respectful, and responsible they can be by focusing on three areas that are driven by SWIS data and staff feedback- being hallway heroes, keeping hands and feet to themselves, and handing in their blue folders. As students fill the community board with bees, they will earn a Fall Festival on October 29th. Idlehurst will be taking their annual Team photo at next week's community day, where the entire school will be asked to wear yellow, black, and white and they will be in the shape of a huge bee. The day will end with music and freeze pops for all the students as we celebrate, "doing our best..." Communication with staff and students continues to be a focus. In order to start each morning on a positive note, each day has a theme. Mindful Monday will challenge students with something to think about, yoga, breathing, etc. Tunes Tuesday will start each day with a tune that will reflect the focus for the day. Wacky Wednesday is a joke day. Thoughtful Thursday is a quote to reflect on within your classroom and Friday is a mascot/community day.

Supt. Lane stated that she is very fortunate to work with an amazing group of educators and you should be incredibly proud of the quality and hard work that this group has put in. Tierney thanked them for what they do, you don't always hear that enough for being involved like you are. She stated that one thing we always see is the passion that comes through for education and your students. She stated that she loves the data driven goals in order to try and improve and it really comes through and is sincere. Wentworth stated that the CTE information is so exciting to be able to provide an education that people can really sink their teeth into and set them up for life. She stated that for Maple Wood, last year the one thing that Maple Wood did

was provide data that was not all sunshine and rainbows and you have taken that and now meeting with staff and that is really amazing. Richardson stated that it is a great beginning to a new year and I believe that it will continue throughout the year. He stated that it is nice to have you all here at once and you all appear to get along with each other. Marsh stated that you are an eclectic team of one and have different life experiences and educational backgrounds but you are a team of one that can learn from each other and work with each other and I appreciate that. Clark stated that you do a great job of steering your ships. Larson stated that our hope as a board that we can support you and hopefully we can do great things in this coming year.

7. NEW BUSINESS

7.1 Policy for First Reading

- **JBAB Transgender and Gender Non-Conforming Students:** A motion made by Richardson seconded by Clark to read policy JBAB by Title only. VOTE: motion passed, unanimously.
- **JBAB-R Transgender and Gender Non-Conforming Student Support Procedure:** A motion made by Clark seconded by Wentworth to read policy JBAB-R in its entirety. VOTE: motion passed, unanimously. Tierney read the following policy:

This procedure will be used to address needs raised by transgender and non-conforming students and/or their parent(s)/guardian(s). The purpose of this procedure is to facilitate open communication between the school, the student, and the families so that the student can best be supported.

For the purpose of this policy, all language referring to parent(s) or legal guardian(s) approvals or permissions shall only apply to minor students under the age of 18.

1. A transgender student and/or their parent(s)/guardian(s) should contact the student's school counselor or building administrator. In the case of a student who has not yet enrolled in school, the appropriate building administrator should be contacted.

2. A meeting should be scheduled to discuss the student's particular circumstances and needs. In addition to the student, parent(s)/guardian(s) and building administrator, participants may include the school counselor, school nurse, teachers and/or other school staff, and possibly outside providers who can assist in developing a plan for the student.

3. A written plan will be developed by the school, in consultation with the student, parent(s)/guardian(s) and others as appropriate, to address the student's particular needs. If the student has an IEP or a 504 Plan, the provisions of these plans should be taken into consideration in developing the plan for addressing transgender issues.

The written plan can include any element of school life that a plan would be appropriate to create clarity and support. Plan elements could include:

- *Confidentiality, privacy and disclosure of information*
- *Student safety*
- *Preferred name/gender identify and student records*
- *Use of facilities*
- *Extra-curricular activities*
- *Any other considerations identified (i.e., the need for additional student emotional supports)*
- *Articulated strategies for monitor the plan and who is responsible for monitoring the plan*

4. The school may request documentation from medical providers or other service providers as necessary to assist staff in developing a plan appropriate for the student.

Additional Procedural Guidance

- 1. Privacy: The student's plan should address how to deal with disclosures that the student is transgender or gender non-conforming. In some cases, a student may want school staff and students to know, and in other cases, the student may not want this information to be widely known. School staff should take care to follow the student's plan and not to inadvertently disclose information that is intended to be kept private or that is protected from disclosure (such as confidential medical information).*

School staff should keep in mind that under FERPA, student records may only be accessed and disclosed to staff with a legitimate educational interest in the information. Disclosures to others should only be made with appropriate authorization from the administration and/or parents/guardians.

2. Official Records: Schools are required to maintain a permanent record for each student which includes legal name and gender. This information is also required for standardized tests and official school unit reports. This official information will only be changed upon receipt of documentation that a student's name or gender has been changed in accordance with any applicable laws. Any requests to change a student's legal name or gender in official records should be referred to the Superintendent.

To the extent that the school is not required to use a student's legal name or gender on school records or other documents, the school should use the name and gender identified in the student's plan.

3. Preferred Names/Gender Identity: A student who has been identified as transgender or gender non-conforming under this policy will be addressed by school staff and other students by the name and pronouns as identified in the student's plan.

4. Restrooms: A student who has been identified as transgender or gender non-conforming under this policy will be permitted to use the restroom assigned to the gender which is identified in the student's plan. A transgender or gender non-conforming student who expresses a need for privacy will be provided with reasonable alternative facilities or accommodations such as using a separate single-occupancy or a staff facility. However, a student shall not be required to use an alternative facility.

5. Locker Rooms: The use of locker rooms requires schools to consider a number of factors, including but not necessarily limited to the safety and comfort of students; the transgender or gender non-conforming student's preference; student privacy; the ages of students; and available facilities. As a general rule, transgender students will be permitted to use the locker room assign to the gender which the student consistently asserts at school. A transgender student will not be required to use a locker room that conflicts with their gender identity consistently asserted at school. A transgender or gender non-conforming student who expresses a need for privacy will be provided with reasonable alternative facilities or accommodations, such as using a separate stall, a staff facility, or separate schedule.

6. Other Gender-Segregated Facilities or Activities: As a general rule, in any other facilities or activities when students may be separated by gender, transgender or gender non-conforming students may participate in accordance with the gender identity consistently asserted at school. Interscholastic athletic activities should be addressed through the NHIAA participation policy, Article II, Section 21.

7. Note on Facilities: If there are no facilities (restrooms, locker rooms, or other gender-segregated facilities) that align with the gender which the student consistently asserts at school (i.e., in the case of a student who is gender non-conforming), recommendations of the parent(s)/guardian(s) and medical or mental health professionals should be obtained by the school and considered into the plan developed for the student.

8. Dress Code: Transgender or gender non-conforming students may dress in accordance with their consistently asserted gender identity, consistent with any applicable requirements in the dress code or school rules.

9. Safety and Support for Transgender and Transitioning Students: School staff are expected to comply with any plan developed for a transgender student and to notify the building administrator or other designated support person for the student identified in the plan if there are concerns about the plan, or about the student's safety or welfare.

School staff should be sensitive to the fact that transgender and transitioning students may be at higher risk for being bullied or harassed, and should immediately notify the appropriate administrator upon becoming aware of a problem.

Staff Training and Informational Materials

The superintendent directs the building administration to institute appropriate professional development and/or distribute educational materials about transgender issues to school staff as deemed appropriate.

Teachers and other staff who have responsibilities for a transgender student with a plan will receive support to implement the plan.

Tierney stated that we discussed getting rid of the consistently asserts at school language. Clark stated that in number three, we also talked about taking out pronouns in there as well. Richardson stated that number three in the last bullet, it should be monitoring not monitor. He stated that in number four in this sentence it should have some reference on who gives consent for that. He stated that in number 6, the NHIAA policy is called eligibility not participation and it refers back to the school district to make our own policies and is non-committal on the

NHIAA on addressing these issues and he is not sure why they have it as a policy. Clark stated that there are so many errors and asked if we need to reread it again. Larson stated that we can amend and have it be read through. She asked if there were any other suggestions for language changes. Supt. Lane stated that she apologized for the errors, I offer my apologies for that. She stated that nothing we removed changes the intent and sometimes less words mean more. She stated that the errors were my oversight and I apologize for that. She stated that she will make the edits for the next meeting. Brown stated that being new and having some edits on things like may include but not limited to, how do I proceed with that. Larson stated that you can at this minute or you can email the policy committee chair. Brown stated that she thinks that there is a tie in for 91-A for privacy and if we just site that it may help with the privacy issues and refer to the plan with a capital P and carry it throughout. Nothing substantiative but I just wanted to make this a little more effective for implementation so I will email.

8. OLD BUSINESS/ACTION ITEM

8.1 NH School Boards Association Proposed Resolutions 2022: A motion made by Richardson seconded by Tierney to remove from the table. VOTE: motion passed unanimously. Richardson stated that it is important for the board to have the opportunity to discussion the resolutions if we wish to do so and give direction on how to vote on these resolutions. A motion made by Richardson seconded by Tierney to approve the recommendations for the eight articles as presented. Richardson stated that he agrees with all the recommendations from the NHSBA and a couple may fall into the category if amendments are suitable a yes vote may be worthy of considering. He stated that in number three, a yes vote on that amendment. He stated that on number four, without knowledge presented to me reading the recommendation, if nothing is mentioned on food insecurity it is worthwhile to add in. Tierney stated that on number four, they are looking for the NHSBA to be more hands on and they say it is not their role to dictate what each school should do. Demers stated that she would like us to make it clear on what were supporting. Richardson stated that he supports all the NHSBA recommendations as made. Demers stated that us agreeing with the recommendations some are not supporting the resolutions. Marsh stated that he read through them all and he came down on the side of the recommendations before reading the recommendations. VOTE: motion passed unanimously.

8.2 Supplemental Appropriation Request: A motion made by Wentworth seconded by Cannon to approve the request for a supplemental appropriation in the amount of \$262,833.62 from additional State of New Hampshire Adequacy revenue to be used for security upgrades. Wentworth asked if the funding fits for these projects. Supt. Lane stated that we don't have the estimate back yet but we did something similar to this last year and we had a number of projects that we stretched the money as far as we could and we will use these funds and take us as far as we can. Wentworth asked if we could ask for additional funds. Supt. Lane stated that we don't have another funding source but you could ask. Wentworth stated that her biggest concern is staff retention and making sure that teachers have everything they need to be successful and safe. Richardson stated that under 91-A we can go into non public to discuss the issue of security. Larson stated that there is such a quick turnaround time and this is typically not the way to do things but it is sensitive in nature. Marsh stated that Board member Wentworth mentioned teacher retention at our meeting and he appreciated the discussion. He stated let me tell you why I will support this tonight because after a recent school shooting he spoke with some doubt and some cynicism about us as adults in this country to come to some common ground and seek solutions and that is why I called our students in our district our solutions. He stated that the vast majority of us can agree as a nation, that improving security in school and hardening our schools is a good idea and something we should invest in. It clearly is just a piece of the puzzle but it is a puzzle that we own right now as a community and is something we can do and should do tonight. He stated that this is the ask we should be making, it is a longer term investment. He stated that Board Member Richardson mentioned in the committee meeting the ping pong effect of investing in operations and not having the money going forward so now that this is in front of us, this is a common ground decision regardless of our ideologies of other solutions so that is why I am supporting it. VOTE: Motion passed unanimously.

9. FUTURE MEETING DATES/SUGGESTED AGENDA ITEMS

- **September 29, 2022 Somersworth School Board Buildings and Grounds Committee**

- **October 3, 2022 Somersworth School Board Policy Meeting**
- **October 4, 2022 Somersworth School Board Educational Programs and Community Outreach Meeting**
- **October 11, 2022, Somersworth School Board Meeting**
- **October 18, 2022 Somersworth Budget and Revenue Committee**
- **October 18, 2022 Joint workshop of the City Council and School Board**
- **October 25, 2022, Somersworth School Board Meeting**

10. Closing Comments

10.1 Visitors: Phil Yoder stated that he would like to thank Isis who has been here talking to you consistently about policy JBAB, I am not going to go through all the statistics. As a father of a transgender son, I am super proud of him for what he has become and doing in the world. I would be remiss if I didn't speak to this at some point. He stated that the minor edits that were made are meaningless. Adding language for 18+ students is a moot point, eighteen year old's can do what they want, you can put the language in but it doesn't matter. He stated that JBAB-R doesn't matter, you can put all the language you want in but the bottom line is that the kids will be outed. He stated that you took a policy that didn't need to be amended and has a net pragmatic effect that is ultimately the same as Florida's don't say gay law. He stated that you are missing the force for the trees, you are talking about specific guidelines and specific definitions and bottom line is that kids will be outed. I know that some of you are saying that the intent is protection, I understand that and I understand that might be true for some of you but I don't believe that for all of you. And I find it particularly upsetting that I am watching across the board in politics from the top state level all the way down to local where you have conservative agendas going into policy making and I am sorry it is happening and even on the state level where you have a commissioner who homeschools his kids. You are talking about public school here, what are we doing, why are we doing this. I fully expect that JBAB will go through and pass, but I am saying to anyone who is listening if you need a safe space 51 Mt. Auburn Street is a safe space for you and there are other places in this city that are a safe space for you. To continue to push the idea that we are out for protection and yet the net result is an out is a lie. We might as well take our pride flags down, let's not lie to people. It doesn't matter what your intent is, the effect is something very specific and I don't know how else to say this. I am sorry, I wish there was another way to handle this and I understand that there are legal ramifications for you guys but the reality is that you have two realities for the student they are either outed or their not, they can decide to come out or their not. You have other legal ramifications where a parent says I want to sue the school because I wasn't kept abreast of some change but the other change is what if a kid is outed and they are in an unsafe home, guess what you are getting a call from the ACLU, its one or the other. Ask yourselves why, I don't understand the agenda especially as a parent watching my son transition through and become the better human being that he is and to become the exact human being they are supposed to be. Just asking why.

10.2 Board Members: Marsh stated that he would like to welcome Board Member Brown to the board, you have already made good contributions tonight. He stated that he appreciates all the administrator reports, he liked the ones that included information on public assistance programs. He stated that he appreciates the efforts with emergency preparedness. He stated that in his full time job he is participating in operations planning and one thing that they hone in on is communication and he appreciates hearing about the community meeting taking place. He stated that positive planning can result in maximum effectiveness. Clark thanked everyone for coming out and speaking. She stated that just for some clarity on how policies are brought to us, we don't pick out the policies, they are brought to us. We have said all along, this is our first policy. We are a brand new board and we are growing and learning, is this policy perfect, no but I am hoping that we are on the right track. These kids are on my mind always. Tierney stated that it is important to remember that board members are elected representatives of the community and we do bring a diversity of thoughts from the community and perspectives from the community. We don't just represent one perspective or one group. We knew JBAB was not going to please everyone, there are people that think it goes too far and people that think that it doesn't go far enough. I think that given the diversity of input that we all bring, we all feel as though that represents that amalgamation of different perspectives, this is not going to make everyone happy, but we are thinking about students, we are thinking about teachers, and were also thinking about parents so we have had to keep a lot of different perspectives in mind. Cannon stated that working on this policy has been challenging. I wish that we could do more but the challenge is that not all families support their transgender

children or children that have gender traits that don't necessarily notice at birth and there are a lot of children that struggle and don't know how to communicate with parents and parents don't know how to communicate with them and there is a problem when the kids get into school and they really want to stretch out and be themselves and yet the policies that are in place don't necessarily support them. At the same time, what happens in the school when a parent is not in agreement with what the child is doing in the school and what their child is allowed to do in the school. There are many challenges in this day and age especially when people are willing to sue a school or teacher because they didn't feel that their child was being taken care of in a way that they feel they ought to be. Parents who love their children and want to see them progress will be with that child to support them, the policy that was written was to help those children but the challenge is for the students outside that situation and I wish that there was a better way to support them. It has been a challenge for me because I know, I was there trying to be a transgender person in school and couldn't be and it is painful. I think that is a challenge that many transgender people not just children go through even as we get into the workforce which I was faced with as well. The policies we have here aren't necessarily in the workforce and a child coming out of high school can be faced with a whole other world that is a lot worse than what they have seen in the school system. To put a policy in place to protect those children who have the support of their parents is a good thing because it didn't exist years ago and it does now. There are children that are in the process of identifying themselves as a transgender individual who are also challenged by being in a home situation that doesn't allow them to be true to themselves. There are laws in place if a child feels threatened in their home, there is help for that child. I support the efforts of the policy committee, it has been a struggle to come up with the right words and we knew it was not going to please everyone but we needed to find a way to try to address the needs of the children that need to be protected but have the support of their families as well. What we really need to do in the future is find a way to accept us all the way we are, that is somewhere in the future, this is just one stepping point to let people know that transgender kids exist and we have to treat them right.

12. Non-Public: A motion made by Richardson seconded by Brown to exit into nonpublic session in accordance with 91-A:3 II (b) Personnel and (e) negotiations. Upon call of the roll, motion passed unanimously. Exited into nonpublic session at 9:03pm. A motion made by Wentworth seconded by Brown to exit out of nonpublic session. VOTE: motion passed, unanimously. Exited out of nonpublic session at 9:13pm. See Non-Public Minutes.

13. Adjournment: Motion made to adjourn made by Wentworth seconded by Brown. Motion passed unanimously. Meeting adjourned at 9:15pm.

Katie Krauss

Pending Board Approval