

City of Biddeford
School Committee
October 26, 2022 7:00 PM Little Theater at BHS

- A. Call to Order:**
 - B. Roll Call:**
 - C. Pledge of Allegiance:**
 - D. Performance**
 - D.1. Seacoast Marching Band Drumline

 - E. Adjustments to Agenda:**
 - F. Consideration of Minutes:**
 - F.1. Minutes 10/12/2022
[Biddeford Minutes 10_12_2022.pdf](#)
 - G. Consent Agenda**
 - G.1. Nominations:
 - Appointments:
 - Brianna Lagasse ~ BMS 7th Grade Field Hockey Coach Stipend
 - Susanna Sharpe ~ BMS Social Studies Curriculum Leader Stipend
 - Katherine Subocz ~ JFK Food Service ~ Replacing Michelle Comeau
 - Shiren Ezeldin ~ Full Time Van Driver
 - Crystal Smith ~ BMS Ed Tech II ~ Replacing Khulood Al Hassan
 - Ed McCaskey ~ BRCOT Ed Tech III ~ Replacing Anthony Zarate
 - Marc Chantigny ~ Maintenance District ~ Replacing Gordon Workman
 - Sandra Lauzier ~ BRCOT CNA Clinical Instructor
 - Noah Gagne ~ Computer Tech District Wide ~ Replacing Joshua Dutremble
 - Resignations:
 - Claire Grishaw-Jones ~ BPS REE Intern
 - Jennifer Schweizer ~ BMS Ed Tech
 - Anthony Zarate ~ BRCOT Ed Tech III
 - Shoshannah Cotton ~ BPS Special Education Teacher
 - Transfers:
 - Diane Sotir ~ FLS Ed Tech II BMS to BIS Ed Tech II
 - [BMS Stipends.pdf](#)
- H. Superintendent's Report:**
- I. Committee Reports: Finance/Building, Grounds; Curriculum; Policy; Waterhouse Advisory Committee**
- J. Old Business:**
- K. New Business: Public participation opportunity after each item listed below (3 minutes per item)**
 - K.1. Presentation on "Somedays"

Enrollment Update

Motion: First reading of revisions to policy and procedure ADDA-R

[Biddeford Enrollment Count.pdf](#)

[ADDA-R Transgender Students Guidelines-Maine - Revised.pdf](#)

- L. Public Participation: (3 minutes; any item)**
- M. Communications:**
- N. Executive Session:**
- O. Adjournment:**

Biddeford School Department
Wednesday, October 12, 2022
5:00 pm **Minutes**
Little Theater Biddeford High School

Public Viewing:

Local Public Access Station

City of Biddeford [Website](#)

- A. Call to Order:** The meeting was called to order at 5:00 pm
- B. Roll Call:**
- C. Pledge of Allegiance:**
- D. Adjustments to Agenda:**
- E. Approval of Last Meeting's Minutes:** Minutes from [9/28/2022](#) ~ Amy Grohman moved to approve, Meagan Desjardins seconded, and all were in favor
- F. Consent Agenda:**
 - Nominations:** ~ Amy Grohman moved to approve the consent agenda, Meagan Desjardins seconded, and all were in favor
 - a. Cassidy Baranowski ~ BHS Teacher ~ Replacing Preston Bowden
 - b. Dana Karukin ~ BIS Teacher ~ Replacing Sara Martin
 - Appointments:**
 - a. [PLCSS Mentor Stipends](#)
 - b. [BHS Extra Block Teaching Stipends](#)
 - c. Caraline Flaherty ~ Ed Tech II JFK ~ Replacing Mindy Smith
 - d. Christina Mitchell ~ Ed Tech II JFK ~ Replacing Samantha Mucci
 - Resignations:**
 - Transfers:**
 - a. Karen Forbes ~ Ed Tech II FLS to Ed Tech II BMS
 - b. Samantha Mucci ~ Ed Tech II/BHP Behavior to Ed Tech II BPS
- G. Superintendent's Report:** ~ Jeremy Ray informed the school committee and the public about the bike-to-school day and thanked Apex and Marty Grohman for assisting. Hoping to have 30 or more bikes out front. Wreaths Across America will take place on December 12th. Truck and Treat at UNE will be on October 23rd. The fall season is wrapping up, and playoffs will start in the next couple weeks. Bus Driver Appreciation week is next week. We are working through bus driver shortages, and thank you to families for being flexible. Thank you to Audrey and Bus staff for assisting when needed. Thank you, Bill and his crew, for keeping our buildings up to date
- H. Committee Reports:**
- I. Old Business:**

School Committee Members:

Alan Casavant-Chair	Randy Forcier
Lisa Vadnais-Vice Chair	Meagan Desjardins
Michele Landry	Rebecca Henry
Amy Grohman	Lauren Schuyler Giddings

cc: Jeremy Ray- Superintendent
cc: Chris Indorf-Asst. Superintendent
cc: Mandy Cyr- Dir. Instr. & Innov.

J. New Business:

- a. [Enrollment Update](#)
- b. [BHS Solar Panel Discussion and Update](#)
- c. Review of Professional Develop Day - In October ~ Mandy Cyr shared the review of the professional development training day.

K. Public Participation: (3 minutes; any item)

L. Communications:

M. Executive Session:

N. Adjournment: The meeting was adjourned at 6:15 pm. Amy Grohman moved to adjourn the meeting, Meagan Desjardins seconded, and all were in favor.



Signed:
Jeremy Ray ~ Superintendent of Schools

Date: 10/14/2022

School Committee Members:

Alan Casavant-Chair	Randy Forcier
Lisa Vadnais-Vice Chair	Meagan Desjardins
Michele Landry	Rebecca Henry
Amy Grohman	Lauren Schuyler Giddings

cc: Jeremy Ray- Superintendent
cc: Chris Indorf-Asst. Superintendent
cc: Mandy Cyr- Dir. Instr. & Innov.

FALL	Coach's Name	Stipend	Nominated	Approved by Board	Background/Experience
Head Middle School Football Grade 8	Gary Pleau	\$3,538.53	7/15/2022	8/10/2022	Current Coach and BHS employee
Head Middle School Football Grade 7	Gary Pleau	\$3,538.53	7/15/2022	8/10/2022	Current Coach and BHS employee
Football Assistant	Kelly O'Guinn	\$2,123.12	7/15/2022	8/10/2022	Current coach
Football Assistant	Jay Demick	\$2,123.12	7/15/2022	8/10/2022	Current Coach and BSD Employee
8th Grade Boys Soccer Coach	Robert Martens	\$2,359.02	7/15/2022	8/10/2022	Current Coach and BIS Employee
8th Grade Girls Soccer Coach	Sophie Manning	\$2,359.02	7/15/2022	8/10/2022	Current Coach and BMS Teacher
Grade 7 Field Hockey Coach	Briana Lagasse	\$2,359.02	10/7/2022		
Grade 8 Field Hockey	Stephanie Coleman	\$2,359.02	7/15/2022	8/10/2022	Current Coach
Middle School Volleyball	Justine Bouthot	\$2,162.44	7/15/2022	8/10/2022	Current BMS Coach, Varsity Assistant, and BMS Teacher
Middle School Cross Country Coach	Mike Hallett	\$1,965.85	8/23/2022	8/24/2022	Current Indoor Track Coach for BMS
Athletic Director	Karl Lebreux	\$10,500.00	8/23/2022	8/24/2022	Current Athletic Director
Grade 5 Cross Country	Nick Reny	\$786.34	9/6/2022	9/14/2022	BMS Employee and 8th grade baseball coach
Grade 5 Cross Country	Maggie Guzman	\$786.34	9/6/2022	9/14/2022	BMS Employee and did last year
7th Grade Boys Soccer Coach	Eric Howell	\$2,359.02	9/4/2022	9/14/2022	Teacher at BMS
Girls Soccer Coach Grades 6 & 7	Don Stanhope	\$2,359.02	9/4/2022	9/14/2022	Teacher/Coach
WINTER	Coach's Name	Stipend	Nominated	Approved by Board	Background/Experience
Middle School Winter Cheering Co-Coach					
Middle School Winter Cheer Co-Coach					
Grade 7 Boys Basketball					
Boys Basketball Grade 8					
Grade 7 Girls Basketball					
Grade 8 Girls Basketball					
Third Team Boys Basketball BMS					
BMS Wrestling Head Coach					
Middle School Indoor Track Head Coach					
Middle School Indoor Track Assistant Coach					
Middle School Indoor Track Assistant Coach					
Unified Basketball Head Coach					
Unified Basketball Assistant BMS					
SPRING	Coach's Name	Stipend	Nominated	Approved by Board	Background/Experience
Grade 7 Baseball Coach					
Grade 8 Baseball Coach					
Grade 7 Softball Coach					
Grade 8 Softball Coach					
Head Outdoor Track Coach					
Assistant Coach Outdoor Track					
Girls LAX Coach					
Outdoor Track Head Coach					
Boys LAX Coach					
Non Athletic Stipends	Recommended	Stipend	Nominated	Approved by Board	Background/Experience
IA Equipment Maintenance	Raymond Sampson	\$1,907.00	8/23/2022	8/24/2022	
Yearbook	Anne Marie Duguay	\$2,272.00	8/23/2022	8/24/2022	
Math Curriculum Leader	Linda Descoteaux	\$786.34	8/23/2022	8/24/2022	
Science Curriculum Leader	Chelsea Brittain	\$786.34	8/23/2022	8/24/2022	

ELA Curriculum Leader	Susanna Sharpe	\$786.34	8/23/2022	8/24/2022	
Social Studies Curriculum Leader	Susanna Sharpe	\$786.34	10/7/2022		
MS Curriculum Lead	Susanna Sharpe	\$1,965.85	9/9/2022	9/14/2022	
Jazz Instructor	Dave Stebbins	\$2,229.00	8/23/2022	8/24/2022	
Choral Instructor	Ann Guiney	\$1,704.00	8/23/2022	8/24/2022	
Drama Instructor	Coleen Hatt	\$852.00	8/23/2022	8/24/2022	
Drama Instructor	Rob Petit	\$852.00	8/23/2022	8/24/2022	
Instrumental Instructor	Amy Delorge	\$2,414.00	8/23/2022	8/24/2022	
Civil Rights	Samara Yandell	\$852.00	8/25/2022	8/24/2022	
Civil Rights	Gustavo Gomez	\$852.00	8/25/2022	9/14/2022	
Team Leader Grade 7	Coleen Hatt	1179.51	8/25/2022	9/14/2022	
Team Leader Grade 7	Karen Bouchard	1179.51	8/25/2022	9/14/2022	
STEM Team Leader	Ray Sampson	1179.51	8/25/2022	9/14/2022	
Team Leader Grade 6	Sophia Manning	1179.51	8/25/2022	9/14/2022	
Team Leader Grade 6	Landyn Bowers	1179.51	8/25/2022	9/14/2022	
Team Leader Grade 5	Justine Bouthot	1179.51	8/25/2022	9/14/2022	
Team Leader Grade 5	Debbie Chapman	1179.51	8/25/2022	9/14/2022	
Special Education Team Leader	Marc Boissennault	1179.51	8/25/2022	9/14/2022	
Unified Arts Team Leader	Samara Yandell	1179.51	8/25/2022	9/14/2022	

Year	Resident Town	School Name	4YO	EK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Students
2023	Biddeford	BHS												161	166	171	199	697
	Arundel	BHS													2	2		4
	Dayton	BHS													3	3	2	8
	Dayton	BMS									1	2	2					5
	Biddeford	BMS								128	158	190	145					621
	Biddeford	BIS						179	171									350
	Biddeford	BPS				197	156											353
	Biddeford	JFK	16	75	170													261
2023	Enrollment Count		16	75	170	197	156	179	171	128	159	192	147	161	171	176	201	2299

TRANSGENDER STUDENTS GUIDELINES - MAINE

A. Purpose

The purposes of this policy are: ~~1) to foster a learning environment that is safe, and free from discrimination, harassment, and bullying; and 2) to assist in the educational and social integration of transgender students~~ **and gender expansive students** in our schools. This policy is intended to be interpreted in light of applicable federal and state laws and regulations, ~~as well as School Committee and School Committee~~ policies, procedures, and school rules.

This policy is not intended to anticipate every possible situation that may occur, since the needs of particular students and families differ depending on the student's age and other factors. ~~In addition, the programs, facilities, and resources of each school also differ. Administrators and school staff are expected to consider the needs of students on a case-by-case basis and to utilize this policy and other available resources as appropriate.~~

B. Definitions

The following definitions are not intended to provide rigid labels for students, but to assist in discussing and addressing the needs of students. ~~The terminology in this area is constantly evolving, and preferences for particular terminology vary widely. Except as specifically defined in Maine law, the terminology in this area is constantly evolving, and preferences for particular terminology vary widely.~~ Administrators, school staff, volunteers, students, and others who interact with students are expected to be sensitive to the ways in which particular transgender **and gender expansive** students may wish to be identified. However, for the sake of brevity, this policy refers to "transgender students" **and "gender expansive students."**

1. *Sexual orientation* – Sexual orientation is defined in the Maine Human Rights Act as an individual's "actual or perceived heterosexuality, bisexuality, homosexuality or gender identity or expression". ~~This is the only term related to these guidelines which is defined in Maine law.~~
2. *Gender identity* – ~~A person's deeply held sense or psychological knowledge of their own gender. One's gender identity can be the same or different than the gender assigned at birth.~~ **Gender identity is defined in the Maine Human Rights Act as "gender-related identity, appearance, mannerisms or other gender-related characteristics of an individual, regardless of the individual's assigned sex at birth."** ~~A person's deeply held sense or psychological knowledge of their own gender. One's gender identity can be the same or different than the gender assigned at birth.~~
3. *Gender expression* – The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

4. ***Gender expansive*** – An umbrella term used to describe a person who expands notions of gender expression and identity beyond perceived or expected societal gender norms.
5. *Transgender* – An adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned sex at birth.
6. *Transition* – The process by which a person goes from living and identifying as one gender to living and identifying as another. For most elementary and secondary students, this involves no or minimal interventions. In most cases, transgender students under the age of 18 are in a process of social transition from one gender to another.

C. Addressing the Needs of Transgender Students

For the purposes of this policy, a student will be considered transgender if, at school, **he/she they consistently** asserts a gender identity or expression different from the gender assigned at birth. This involves more than a casual declaration of gender identity or expression, but it does not necessarily require a medical diagnosis.

The following procedure will be used to address needs raised by transgender students and/or their parent(s)/guardian(s).

1. A transgender student and/or ~~his/her~~ **their** parent(s)/guardian(s) should contact the building administrator or the student's guidance counselor. 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, other participants may include the guidance counselor or social worker, school nurse, teachers and/or other school staff, and possibly outside providers who can assist in developing a plan for that student.~~
- ~~3. If requested by the student, or if deemed necessary by the administration to address school-related issues, a meeting will be scheduled to discuss the student's particular circumstances and needs. In addition to the student, and depending on the particular needs of the student, other participants in the meeting may include the parent(s)/guardian(s), a building administrator, a guidance counselor or social worker, the school nurse, and/or other school staff. Outside providers and/or a support person for the student may also be included if appropriate.~~
4. In the case of a student who has not yet informed their parent(s)/guardian(s), the administrator should first discuss parent/guardian involvement with the student to avoid inadvertently putting the student at risk by contacting their parent(s)/guardian(s). The student will be notified by the administrator prior to contacting their parent(s)/guardian(s).
- ~~5. A plan should 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 and/or 504 plan, the provisions of the 504 or IEP plan should be taken into consideration in developing the plan for addressing transgender issues.~~

6. If requested by the student, or deemed necessary by the administration to address school-related issues, a plan will be developed by the school in consultation with the student and other meeting participants. If the student has an IEP and/or a 504 Plan, the provisions of these plans should be taken into consideration in developing a plan for addressing transgender and gender expansive issues within the school program.
7. 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.
8. **Any plan developed must be reviewed and approved by the building administrator.** If the parties cannot reach an agreement about the elements to be included in the plan, the building administrator and/or Superintendent shall be consulted as appropriate.

D. Guidance on Specific Issues

1. Privacy: The student plan should address how to deal with disclosures that the student is transgender. 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).~~

The student's plan shall be kept confidential and shared only with individuals attending the plan development meeting, the Superintendent, others with a bona fide need to know, and, if necessary, the district's legal counsel.

As part of the development of the student's plan, the discussion should include what information may be shared, to whom the information may be shared, and how the information should be shared.

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, the student's transgender status, their legal name, or sex assigned at birth).

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 parent(s)/guardian(s).

- ~~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. **School Records:** Schools are required to maintain a large number of records for students. If a student makes a legal change in their name and/or gender, appropriate documentation should be provided to the building administrator and records will be changed.

A student who has not legally changed their name and/or gender may still request that the school unit utilize their preferred name and/or gender on school records, and this request will be honored to the extent that the school unit is not legally required to use a student's legal name or gender on particular records. This information should be included in any plan developed for the student.

If a student requests a change to their name and/or gender in school records without parental approval, the Superintendent should be consulted, and the matter resolved on a case-by-case basis. Students should be informed that parents/guardians have a right to access all education records of their child and therefore the school cannot keep the change in name and/or gender a secret. This information should be discussed in the development of the student's plan.

In the event of a student transfer to a new school unit, the building administrator will identify a person who will inform the new school unit or out-of-district school program that the student's records indicate a change in name preference, and what the student's prior and current name preferences are.

4. **Names/Pronouns:** A student who has been identified as transgender under these guidelines should be addressed by school staff and other students by the name and pronoun corresponding to their gender identity that is consistently asserted at school.
5. **Restrooms:** A student who has been identified as transgender under these guidelines should be permitted to use the restrooms assigned to the gender which the student consistently asserts at school. A transgender student who expresses a need for privacy will be provided with reasonable alternative facilities or accommodations such as using a separate stall or a staff facility. However, a student shall not be required to use a separate non-communal facility over his/her **their** objection.



6. **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 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 assigned 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 the gender identity consistently asserted at school. A transgender 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.

7. Other Gender-Segregated Facilities or Activities: As a general rule, in other facilities or activities when students may be separated by gender, transgender students may participate in accordance with the gender identity consistently asserted at school. Interscholastic athletic activities should be addressed through the Maine Principals Association Transgender Participation Policy.
8. Dress Code: Transgender students may dress in accordance with their consistently asserted gender identity, consistent with any applicable requirements in the dress code or school rules.



~~8.~~ E. Safety and Support for Transgender and Transitioning Students:—

1. As part of the support plan development, the concerned parties should discuss safe zones (ex. main office, counselor's office) the student may access at any time the student feels unsafe or uncomfortable. A support person (and possibly a back-up person) should also be identified for each student.
2. School staff are expected to comply with any plan developed for a transgender ~~student and~~ gender expansive student.
3. School staff are expected to promptly notify the building administrator or other designated support person for the student if there are concerns about the plan, or about the student's safety or welfare.
4. School staff should be sensitive to the fact that transgender and gender expansive students can be at higher risk for being bullied or harassed, and should immediately notify the appropriate administrator if they become aware of a problem.

~~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 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 if he/she they becomes aware of a problem.~~

E. Staff Training and Informational Materials

1. The Superintendent and/or building principal may institute in-service training and/or distribute educational materials about transgender issues to school staff as ~~he/she~~ **they** deems appropriate.
2. ~~Teachers and other staff who have responsibilities for a transgender student with a plan will receive support in implementing the plan.~~

Cross Reference: ADDA - Transgender Students Policy
 AC - Nondiscrimination/Equal Opportunity and Affirmative Action

Legal Reference: 5 MRSA Sec. 4551 et seq

Adopted: November 10, 2015
Revised: _____