

April 27, 2023
Yarmouth School Committee
7:00 p.m. Regular Meeting – YHS Alumni Room

Agenda

I. Call to Order

Roll Call

_____ Newell Augur	_____ David Ray	_____ Andrew Dolloff
_____ Jeremy Fischer	_____ Kate Shub	_____ Colby Ting
_____ Jes Garrou	_____ Michael Wilbur	_____ Eden Young
_____ Allison Hodgkins		

II. Recognition: State Champion Playmakers

III. Approval of Minutes

A Regular Meeting of the Yarmouth School Committee was held in the Alumni Room at Yarmouth High School on April 13, 2023 at 7:00 p.m.

Members Present: Newell Augur, Jes Garrou, Allison Hodgkins, David Ray, Kate Shub, and Michael Wilbur

Members Absent: Jeremy Fischer

Also Present: Andrew Dolloff, Superintendent of Schools
Eden Young, School Committee Student Liaison
Colby Ting, School Committee Student Liaison

II. Approval of Minutes

Moved David Ray *seconded* Jes Garrou *and voted* 4-0 (Student vote 2-0) to approve the March 23, 2023 School Committee minutes.

III. Reports

- A. Report from Kate Shub, School Committee Chair
- B. Report from Andrew Dolloff, Superintendent of Schools
- C. Report from Newell Augur, Finance Committee Chair
- D. Other Reports from Committees or Liaisons
- E. Student Senate Report

IV. Public Comment

VI. New Business

- A. Consider re-election of YAA Administrators

BACKGROUND INFORMATION

We recommend the extension of the following continuing contracts for administrators through June 30, 2025.

- Ryan Gleason, Principal, Yarmouth Elementary School
- Amanda Lewis, Principal, Harrison Middle School
- Molly Kilpatrick, Assistant Principal, Yarmouth Elementary School
- Sean Thomas McDowell, Assistant Principal, Harrison Middle School
- Amy Bongard, Assistant Principal, Yarmouth High School

Moved Jes Garrou *seconded* David Ray *and voted* 4-0 (Student vote 2-0) to approve the extension of continuing contracts for the administrators above.

We recommend the extension of the following probationary contracts for administrators through June 30, 2024.

- Patrick Hartnett, Principal, Yarmouth High School

Moved Jes Garrou *seconded* Michael Wilbur *and voted* 4-0 (Student vote 2-0) to approve the extension of continuing contracts for the administrators above.

B. Consider approval of the school nutrition prices for the 2023-2024 school year.

BACKGROUND INFORMATION

Breakfast	Lunch
Students: Grades PreK-12 Free Adult: \$ 3.25	Students: Grades PreK-12 Free Adult: \$ 5.50

Moved David Ray *seconded* Jes Garrou *and voted* 4-0 (Student vote 2-0) to approve the Superintendent’s recommendations for School Nutrition prices for the 2023-2024 school year.

C. Consider Appointment of Instructional Personnel

1. Grade 2 Teacher

Moved Michael Wilbur *seconded* Jes Garrou *and voted* 4-0 (Student vote 2-0) to approve Torrie Nightingale as a Grade 2 Teacher at Yarmouth Elementary School starting in the 2023-2024 school year.

2. Principal – Rowe School

Moved Michael Wilbur *seconded* David Ray *and voted* 4-0 (Student vote 2-0) to approve Kelli Rogers as the Principal at Rowe School starting in the 2023-2024 school year.

3. Director of Business Services

Moved Michael Wilbur seconded Jes Garrou and voted 4-0 (Student vote 2-0) to approve Zachary Harding as the Director of Business Services starting in August, 2023.

VIII. Workshop

IX. Adjournment

Meeting adjourned at 8:42 p.m.

**Motion _____ to approve the April 13, 2023 School Committee minutes.
Second _____. Vote _____. (Student vote _____)**

IV. Reports

- A. Report from Kate Shub, School Committee Chair
- B. Report from Andrew Dolloff, Superintendent of Schools
- C. Report from Newell Augur, Finance Committee Chair
- D. Other Reports from Committee or Liaisons
- E. Student Senate Report

V. Public Comment

VI. Unfinished Business

VII. New Business

- A. Transgender and Gender-Expansive Students
 - 1. First reading of Policy ACAA

ACAA (formerly JB) TRANSGENDER AND GENDER-EXPANSIVE STUDENTS

This policy has been amended to combine the policy and procedures previously contained in JB and JB-R, and to move the policy to section A of the policy manual, alongside other non-discrimination, non-harassment policies. The policy is further amended to reflect more contemporary language and to clarify the protections afforded by the Maine Human Rights Act (essentially, the right to privacy and the right to express gender as the student sees fit at school. The policy also defines the relationship between the school and the parent, encouraging communication where it is deemed safe.

A. Purpose and Scope

The Yarmouth School Department will strive to 1) foster a learning environment that is safe affirming, and free from discrimination, harassment and bullying ~~for all students~~; and 2) assist in the educational and social integration ~~and development~~ of transgender 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 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 and their families on a case by case

basis, and to utilize this policy within the context of the individual needs of the student and other available resources as appropriate.

This policy applies to all conduct and communications identified in Board Policy JICK – Bullying and Cyberbullying in Schools, Section IV.

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. 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 individual 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 – is defined in the Maine Human Rights Act as an individual’s “actual or perceived as a person’s romantic, emotional, mental and/or sexual attraction to another person based on the gender of the other person. Some examples of sexual orientation include: heterosexuality, homosexuality, or bisexuality or gender identity or expression.”
2. Gender identity – Gender identity is defined in the Maine Human Rights Act as A person’s “gender-related identity, appearance, mannerisms or other gender-related characteristics of an individual, regardless of the individual’s assigned sex at birth.” or behavior, whether or not different from that traditionally associated with the person’s physiology or assigned sex at birth.
3. Gender Expansive – An umbrella term used to describe people who expand notions of gender expression and identity. beyond what is perceived as the expected gender norms for their society or context. Some gender-expansive people identify with being either male or female, some identify as neither, and others identify as a mix of both. Gender expansive people include those with transgender and non-binary identities as well as those whose gender in some way is seen to be stretching society’s notions of gender.
4. Gender expression – The manner in which a person represents or expresses gender to others, often through such means as behavior, clothing, hairstyles, activities, voice and/or mannerisms.
5. Transgender – An adjective describing a person whose gender identity or expression is different from that traditionally associated with the 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 gender. For most elementary and secondary students, this involves no or minimal medical interventions. Transgender students under the age of 18 are often in a process of social transition from one gender to another.

C. Addressing the Needs of Transgender and Gender Expansive Students

For the purposes of this policy, a student will be considered transgender or gender expansive if, at school, they assert 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 require a medical diagnosis.

If a student and/or their parent(s)/guardian(s) want the school to recognize the student's identity as transgender or gender expansive, the following procedure will be used.

1. A transgender or gender expansive student and/or 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. 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. Private providers and/or a support person for the student may also be included if appropriate.

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). In cases where the administration determines the student will not be put at risk by engaging parents/guardians in the conversation, the administration will contact the student's parents/guardians. The student will be notified by the administrator prior to contacting their parent(s)/guardian(s).

3. If requested by the student and/or parent/guardian, or deemed necessary by the administration to address school-related issues, a written 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.
4. The school administration may request documentation from private providers if deemed necessary to assist in developing a plan appropriate for the student.
5. Any plan developed must be reviewed and approved by the building administrator. If the parties involved in developing the plan cannot reach an agreement about the elements of the student's plan, the Superintendent shall be consulted as appropriate.

~~The School Department is committed to addressing the needs of transgender and gender expansive students. As with all students, if a transgender or gender expansive student needs additional support, the student and/or parent/guardian may contact school personnel in order to make an individual plan for the student. An individual support plan aims to engage the student, and possibly the parent or guardian, in creating a supportive plan that reflects and responds to the individual needs of the student in the school community. The administration will develop procedures for staff to follow to provide support for transgender students. School staff shall comply with any plan developed for a transgender student and shall notify the building administrator or other designated support person for the student if there are concerns about the student's safety or welfare.~~

1. ~~The Yarmouth School Department shall accept a student's consistent assertion of their gender identity (including gender fluidity).~~
2. ~~In the rare event that the school has a credible and objective reason to believe that student's gender identity is being asserted for an improper purpose, the school may request additional evidence supporting the student's stated gender identity, which evidence may include the following:~~
 - a. ~~A written statement from a physician, physician's assistant, nurse practitioner, or nurse who has been involved with the student's healthcare;~~
 - b. ~~A written statement from a psychologist, psychiatrist, or social worker who has met with the student;~~
 - c. ~~Passports or other formal documents showing the student's legal gender;~~
 - d. ~~Familial documents, such as family photographs or statements from the student's parent(s), guardian(s), or other adult relative(s) or caregiver(s);~~
 - e. ~~A statement from an adult who is close to the student and can speak to the student's core gender identity.~~
3. ~~In the event that a student and their parent or legal guardian do not agree regarding the student's gender identity or gender expression, the school shall abide by the wishes of the student with regard to their gender identity and gender expression while at school.~~

D. Policy Guidance on Specific Issues

1. ~~Privacy and Confidentiality: The district shall ensure that student records shall be kept confidential in accordance with applicable state, local and federal privacy laws.~~ **Privacy:** All students have a right to privacy. This includes the right to keep private one's transgender status or gender non-conforming presentation at school. In some cases, a student may want school staff and students to know that they are transgender or gender expansive, and in other cases the student may not want this information to be widely known. Accordingly:
 - a. 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 legitimate educational interest, and, if necessary, the District's legal counsel.
 - b. As part of the development of the student's plan, the discussion should include what information may be shared, with whom the information may be shared, and how the information should be shared.
 - c. 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).
 - d. School staff should keep in mind that under FERPA, student records may only be accessed and disclosed to parents/guardians and 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. School Records: Schools are required to maintain a large number of records for students. permanent record for each student which includes legal name and sex. This information is also required for standardized tests and official school district reports. A student's official record shall bear their legal name, which may be changed only upon proof that it has been changed pursuant to a court order. At the request of a student, and consistent with the student's gender identity, the district shall use the student's preferred name and pronouns consistent with their gender identity on all other documents including but not limited to school identification, classroom rosters, certificates, diplomas and yearbook. 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.

As ruled by the Maine Supreme Court and the Maine Human Rights Commission 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.

3. Names/Pronouns: The student ~~Students shall~~ should be addressed by school staff, substitutes, volunteers and other students by the name and pronoun corresponding to their gender identity as asserted at school.
4. Restrooms, ~~Locker Rooms and Other Gender Segregated Facilities: Students shall be~~ As ruled by the Maine Supreme Court and the Maine Human Rights Commission the student is permitted to use restrooms, locker rooms and changing facilities corresponding to the that closely match their gender identity which the student asserts at school. The district will provide reasonable alternative facilities such as a separate stall or a staff facility in accordance with a student preference for greater privacy. If any student expresses a need for privacy, they will be provided with access to reasonable alternative facilities or accommodations such as a single-occupancy toilet facility or a staff facility. However, a student shall not be required to use a separate, non-communal facility over their objection.
5. **Locker Rooms:** As ruled by the Maine Supreme Court and the Maine Human Rights Commission the student is permitted to use the locker room that most closely matches their gender identity. If any student expresses a need for privacy, they will be provided

with access to reasonable alternative facilities or accommodations, such as using a separate stall, a staff facility, or an alternative schedule.

6. Other Gender-Segregated Facilities or Activities: As ruled by the Maine Supreme Court and the Maine Human Rights Commission, in any other facilities or activities when students may be separated by gender, the student may participate in accordance with their gender identity. Participation in interscholastic athletic activities will be addressed in accordance with current Maine Principals Association guidelines and procedures. schools should try to avoid gender-based activities, policies, and practices except where they serve an important educational purpose. In other facilities, activities, policies or practices when students may be separated by gender, students shall be able to participate in accordance with the gender identity asserted at school. Interscholastic athletic activities should be addressed through the Maine Principals' Association Transgender Participation Policy, and district staff will support students navigating the eligibility process to try to ensure a respectful and supportive process for the students.
7. Dress Code: The student is expected to comply with School Committee policies and school rules regardless of gender identity. If schools have a dress code, the dress code shall be gender neutral. Students must dress consistently with any applicable requirements in the dress code or school rules.

~~Discrimination, harassment and bullying are prohibited within the district. School staff should be sensitive to the fact that transgender students are at higher risk for discrimination, harassment and bullying, and should immediately notify the appropriate administrator if they become aware of a problem. The administration will address all such concerns in accordance with applicable policies and complaint procedures, including Policies AC, ACAA, ACAA-R and JICK.~~

E. Safety and Support for Transgender and Gender-Expansive Students **Training and Dissemination of Informational Materials**

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 or 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.

F. Safety and Support for Transgender and Gender-Expansive Students

1. ~~The Superintendent and/or building principal administrators may shall~~ institute in-service training ~~on this policy~~ and/or distribute educational materials about transgender and gender-

expansive issues to all school staff on an annual basis, including training and support in implementing this policy and, if applicable, in implementing a plan for an individual student as they deem appropriate.

~~2. This policy shall be shared annually with employees and volunteers, students, and shall be included in student handbooks as well as posted on the district website.~~

References:

5 M.R.S. §§ 4551; 4553(5-C), (9-C); 4592(9)

Doe v. Regional School Unit 26, 2014 ME 11, 24

AC – Nondiscrimination – Equal Opportunity and Affirmative Action

ACAA – Harassment and Sexual Harassment of Students

ACAA-R – Student Discrimination and Harassment Complaint Procedure

JICK – Bullying and Cyberbullying in Schools

JRA – Student Records and Information

JRA-E – Annual Notice of Student Education Records and Information Rights

JRA-R – Student Education Records and Information - Administrative Procedures

Adopted: April 28, 2022

~~TRANSGENDER AND GENDER EXPANSIVE STUDENTS ADMINISTRATIVE PROCEDURE~~

~~NEPN/NSBA Code: JB-R~~

~~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. 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 the student's 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. A plan will be developed by the school. This plan may be developed in consultation with the student, parent(s)/guardian(s) and others as appropriate, to address the student's particular needs. In the event that a student and their parent or legal guardian do not agree with regard to the student's gender identity or gender expression, the school may develop the plan in consultation with the student. If the student has an IEP and/or a 504 Plan, the provisions of the IEP or 504 plan should be taken into consideration in developing the plan for addressing transgender issues.~~

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

~~5. 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.~~

~~Adopted: April 28, 2022~~

The following is information that guides our work with transgender and gender expansive students. This guide and template are used by school staff when requested to develop a plan for assisting a student at school. This plan was adapted from those developed by schools throughout the country, and has been modified after several meetings with the Equity Task Force and members of the administration and student support teams.

Support plan for Transgender and Gender Expansive Students

The Yarmouth School Department is committed to ensuring a safe and supportive learning environment for all students. It is committed to ensuring that all educational professionals and other school staff be supportive role models and strong advocates for the safety and well-being of students. All students need a safe and supportive school environment to progress academically and developmentally. Therefore, this protocol shall:

- Foster an educational environment that is safe and free from discrimination for all students, regardless of sex, sexual orientation, gender identity or gender expression;
- Ensure compliance with state and federal law concerning bullying, harassment, and discrimination;
- Reduce the stigmatization of and improve educational integration of transgender and gender non-conforming students, maintain the privacy of all students, and foster cultural competence and professional development for school staff; and
- Support healthy communication between educators and parent(s)/guardian(s) to further the successful educational development and well-being of every student.

Transgender and Gender Expansive Students (Policy JB) (changes underlined, to be enacted 5/23)

School staff shall comply with any plan developed for a transgender student and shall notify the building administrator or other designated support person for the student if there are concerns about the student's safety or welfare.

1. The Yarmouth School Department shall accept a student's consistent assertion of their gender identity (including gender fluidity). This involves more than a casual declaration of gender identity or expression but does not require a medical diagnosis.
2. 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).

Policy on Specific Issues

1. Privacy and Confidentiality: The district shall ensure that student records shall be kept confidential in accordance with applicable state, local and federal privacy laws.
2. School Records: Schools are required to maintain a permanent record for each student which includes legal name and sex. This information is also required for standardized tests and official school district reports. A student's official record shall bear their legal name, which may be changed only upon proof that it has been changed pursuant to a court order. At the request of a student, and consistent with the student's gender identity, the district shall use the student's preferred name and pronouns consistent with their gender identity on all other documents including but not limited to school identification, classroom rosters, certificates, diplomas and yearbook.
3. Names/Pronouns: Students shall be addressed by school staff and other students by the name and pronoun corresponding to their gender identity as asserted at school.
4. Restrooms, Locker Rooms and Other Gender-Segregated Facilities: Students shall be permitted to use restrooms, locker rooms and changing facilities corresponding to the gender identity which the student asserts at school. The district will provide reasonable alternative facilities such as a separate stall or a staff facility in accordance with a student preference for greater privacy. A student shall not be required to use a separate, non-communal facility over their objection.

5. Gender-Segregated Facilities or Activities: As a general matter, schools should try to avoid gender-based activities, policies, and practices except where they serve an important educational purpose. In other facilities, activities, policies or practices when students may be separated by gender, students shall be able to participate in accordance with the gender identity asserted at school. Interscholastic athletic activities should be addressed through the Maine Principals' Association Transgender Participation Policy, and district staff will support students navigating the eligibility process to try to ensure a respectful and supportive process for the students.
6. Dress Code: If schools have a dress code, the dress code shall gender-neutral. Students must dress consistently with any applicable requirements in the dress code or school rules.
7. Discrimination, harassment and bullying are prohibited within the district. School staff should be sensitive to the fact that transgender students are at higher risk for discrimination, harassment and bullying, and should immediately notify the appropriate administrator if they become aware of a problem. The administration will address all such concerns in accordance with applicable policies and complaint procedures, including Policies AC, ACAA, ACAA-R and JICK.

Protocols for Students Who Identify as Transitioning, Transgender and Gender Non-Conforming

The school and staff shall accept a student's assertion of their gender identity when there is:

1. a consistent and uniform assertion of the student's gender identity; OR
2. any other evidence that the student's gender identity is sincerely held.

Note: There are times when a student may not consistently and uniformly assert their gender identity because of the threat of discrimination or violence.

Elementary School Students (PreK through Grade 5): If school staff believe that a gender identity issue is presenting itself and creating challenges for a student at school, or if a student or parent(s)/guardian(s) of a student indicates an intention on behalf of the student to assert a gender identity or expression different from the gender assigned at birth transition, the school should make every effort to work with the student and the child's parent(s)/guardian(s).

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 school 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.

Secondary School Students (Grades 6-12): If school staff believe that a gender identity issue is presenting itself and creating challenges for a student at school, or if the student or parent(s)/ guardian(s) of a student indicates an intention to transition, the school should make every effort to work with the student.

Generally, notification to a student's parent(s)/guardian(s) about their gender identity, expression, or transition is unnecessary, as they are already aware and supportive. However, some transgender students do not want their parents to know about their transgender status. These situations must be addressed on a case-by-case basis and require schools to balance the goal of supporting the student with the desire that parents be kept informed about their children. If the administration determines that notifying the family carries risks for the student, it should work closely with the student to assess the degree to which, if any, the family will be involved in the process and must consider the age, health, well-being and safety of the student.

When a student has expressed an intent to transition, in order to ensure that the school is a supportive and safe environment, the School Department shall develop a Support Plan for the student, which adheres to the following protocol:

- A. Resources: Make resources available to parents and students who have additional questions or concerns.

- B. Privacy: Ensure the privacy of students who are transitioning to the extent that the student desires. Transgender and gender nonconforming students have the ability, as do all students, to discuss and express their gender identity and expression openly and decide when, with whom and how much of their private information to share with others.
- a. The School Department shall work closely with the student and family in devising an appropriate plan regarding confidentiality of the student's transgender or gender nonconforming status that works for both the student and the school.
 - b. School personnel shall not disclose information that may reveal a student's transgender status, unless legally required to do so or unless the student has authorized such disclosure.
 - c. A student's transgender or gender non-conforming status may constitute confidential medical information. Therefore, only certified school nurse teachers and other licensed professionals shall be given access to accurate and reliable information to confirm a student's identity in order to ensure that the student receives appropriate care and to enable them to coordinate care with other health care providers or licensed professionals, as well as to file health insurance claims.
- C. Names/ Pronouns: Address the issue of names/pronouns with respect to the student as follows:
- a. If a student has changed their name through legal means, then official school records shall reflect the change and students should be addressed accordingly.
 - b. Students who have not legally changed their name shall be privately asked how they would like to be addressed. This name should be referred to as their "preferred name."
 - i. The school, student and family (if they are involved) should be engaged and develop a plan for using the preferred name and pronoun within the school.
 - ii. The plan should include when and how this is communicated to staff, to students and to parents of other students if desired.
 - iii. The goal of this plan shall be on how the sharing of information will benefit the student.
 - iv. Students shall then be addressed by school staff by the name and pronoun corresponding to the student's gender identity according to their wishes.
 - v. Students are not required to obtain a court ordered name and/or gender change or to change their pupil personnel records as a prerequisite to being addressed by the name and pronoun that corresponds with their gender identity.
- D. Official School Records: Address the issue of official records with the student and parents as follows:
- a. To the extent that the school is not legally required to use a student's legal name or gender on school records and other documents, the school shall use the name and gender preferred by the student.
 - b. Records that legally require the use of a student's legal name and gender, shall be changed to reflect a change in legal name or gender only upon receipt of documentation that such legal name and/or gender have been changed pursuant to applicable law.
 - i. The documentation required for a legal change of name and/or gender is a court order or federally issued document, such as a birth certificate or passport, demonstrating the student's new name.
 - c. In situations where school staff or administrators are required by law to use or report a transgender student's legal name or gender, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information. These practices shall be shared with students and their parent(s) and/or guardian(s).
 - d. With respect to directory information, students shall be assured that the School Department shall not designate a student's sex, including transgender status as directory information under FERPA, because doing so could be a harmful invasion of privacy.
- E. Restroom, Locker room and Changing Facilities: Address the issue of restroom and locker room accessibility as follows:

- a. All students are entitled to have access to restrooms, locker rooms and changing facilities that are sanitary, safe and adequate, so that they can comfortably and fully engage in their school program and activities.
 - b. Transgender or gender non-conforming students shall be assured of their right to use any locker room or restroom that aligns with their gender identity.
 - c. A transgender student shall not be required to use a locker room or restroom that conflicts with the student's gender identity, nor shall a transgender student be mandated to use a particular restroom or locker room.
 - d. Any student who expresses a need or desire for increased privacy should be provided with reasonable alternative arrangements.
 - i. Reasonable alternative arrangements may include the use of a private area, or a separate changing schedule, or use of a single stall restroom.
 - ii. Any alternative arrangement for a transgender, gender non-conforming or transitioning student should be provided in a way that protects the student's ability to keep their transgender status confidential if they so choose.
- F. Safety Plan: Address the issue of bullying and harassment and develop a safety plan in the event that a student and/or parents feel one is necessary as follows:
- a. In the event that a transgender or gender non-conforming student alleges that they have been the victim of bullying/harassment, the bullying/harassment shall be documented and formally addressed by investigation in accordance with the District's Harassment Policy.
 - b. In addition, if sex based harassment is based on gender identity, transgender status, gender nonconforming status or gender transition and creates a hostile environment, the school shall put a plan in place to take prompt and effective steps to end harassment, prevent its recurrence, and, as appropriate, remedy its effects.



YSD SUPPORT PLAN FOR TRANSGENDER AND GENDER EXPANSIVE STUDENTS

CONFIDENTIAL

A. Directory Information

School: _____ Date: _____
Preferred Name: _____ Preferred Pronouns: _____
Legal Name: _____ Gender listed on Birth Certificate: _____
Date of birth: _____ Grade level: _____
Is a name change in PowerSchool requested?
Yes ___ No ___
Is a gender marker change in PowerSchool requested?
Yes ___ No ___

B. PARENT/GUARDIAN INVOLVEMENT

1. Parent(s)/Guardian(s)/Caregiver(s) Contact Information:
2. Which name and gender pronouns will be used in guardian communications?
Affirmed name & gender pronouns: Legal name & gender pronouns:
3. Are guardians aware of their student’s assertion of their gender identity or expression?
Yes _____ No _____
4. Are guardian(s) supportive of their student’s assertion of their gender identity or expression?
Yes _____ No _____
5. If guardians are not aware or not supportive, what measures must be considered during the implementation of this Support Plan (e.g. resources, phone calls, notes sent home)?
 1. What resources are available or needed to support the student?
 2. What resources are available or needed to support the parent(s)/guardian(s)?

C. CONFIDENTIALITY AND DISCLOSURE

1. Who is the Support Coordinator for this student? (Name/Title)
2. Are there other Student Support Team members? (Names/Titles)
3. Who is the Trusted Adult within the school (Chosen by student for support regarding harassment, bullying, etc., if different from Support Coordinator):
4. If designated Trusted Adult is unavailable, what should the student do?
5. How public or private will information about this student’s gender be? Specifically, which groups/individuals does the student wish to share this knowledge with? Check all that apply:
 - a. ___ Open to all adults and peers (if checked yes, can proceed to next page with student’s permission)
 - b. ___ School Administrative Team
 - c. ___ Other school-based support staff (counselor, etc.) Please specify names:
 - d. ___ District-level staff (Director of instructional support, Superintendent, etc.) Please specify names:
 - e. ___ Teachers and/or other school staff. Please specify names:
 - f. ___ Students - specify “all” or “specific individuals.”
 - g. ___ Other

What information will be shared with each of these groups? (Name/pronouns, other information)
 Add the information to be shared in each box, below:

Group	Name	Pronoun	Other
Peers			
-All students			
-Specific students			
School support staff			
School administration			
Other school staff			
-Assigned teachers			
-Others (named)			
District staff			

6. If the student desires privacy, how will the school address real/suspected compromises of privacy?

7. How will privacy be maintained or information disclosed in the following situations:
 - a. Registration/enrollment:
 - b. Attendance/Grading:
 - c. Official school-home communication:
 - d. Standardized tests:
 - e. Transcript:
 - f. After-school programs:
 - g. School photos:
 - h. Yearbook:
 - i. School technology accounts (e.g. Gmail)
 - j. Private providers:
 - k. Other

D. FACILITIES AND EXTRACURRICULAR ACTIVITIES

Students shall have access to the restrooms and locker rooms that correspond with their gender identity consistently asserted at school. Any student who requests increased privacy, regardless of the underlying reason, should be provided with reasonable alternative arrangements.

1. Restroom Plan:
2. Locker Room/PE Changing Plan:
3. Field Trips Plan:
4. Overnight Trips Plan:
5. Gendered Activities Plan (e.g. sports):

6. Other Co-/Extra-Curricular Activities Plan (e.g. theater, clubs, etc.):

E. SUPPORT PLAN REVIEW AND REVISION

Should the student, family, or school wish to revise or make additions to the plan, the team will reconvene.

The Trusted Adult or Support Team Coordinator will schedule periodic check-ins with the student.

F. ACTION ITEMS

Action item	Responsible party	Timeline	Status

**Motion _____ to approve the first reading of Policy ACAA – Transgender and Gender-Expansive Students. Second _____. Vote _____.
Student Vote _____.**

2. Protocols

VIII. Executive Session

A. Superintendent Evaluation, pursuant to 1 M.R.S.A. §405(6)(A)

**Motion _____ to enter into Executive Session, pursuant to 1 M.R.S.A. §405(6)(A) to discuss the Superintendent Evaluation.
Second _____. Vote _____. Student Vote _____.**

IX. Adjournment

Meeting adjourned at _____ p.m.