



Welcome

Administrative Assistants Retreat • August, 2023

1. Safety Guidance

A faded background image showing two students, a boy and a girl, standing in front of a yellow school bus. The boy is on the left, wearing a light blue shirt and a backpack, holding a white folder. The girl is on the right, wearing a white shirt and a backpack, holding a green folder. They are both smiling. The background is slightly out of focus, showing other students and the bus.

2023-2024

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

CLOSE IN! Get inside. Lock outside doors.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors
Lock outside doors
Increase situational awareness
Take attendance



HOLD! In your classroom. Clear the halls.

STUDENTS

Remain in the classroom until
the "All Clear" is announced
Business as usual

TEACHER

Close and lock classroom door
No bathroom/hallway use
Take attendance



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance



EVACUATE! To the announced location.

STUDENTS

Follow instructions
Leave your stuff behind

TEACHER

Lead students to evacuation location
Take attendance
Record missing, extra or injured students



SHELTER! Hazard and safety strategy.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

TEACHER

Lead safety strategy
Take attendance



New

- Share 911
- Placards in each room
- Language for announcements
- CSTAG

Building Based

- Evacuation Meeting Spot
- Evacuation Routes
- Attendance & Buddy Systems
- Drill debriefs

Awareness

- Know limits of sight lines and video coverage of areas
- Creating a welcoming environment for all is a key factor to preventing violent acts
- Notice body language and overall tone of all visitors
- Utilize building administrator/SRO or wait time when someone is escalated
- Share any safety concerns (door or swipe entry concerns with supervisor)
- Often you set the tone for the student and other adult response to emergencies

Information on Threats

- Bomb threats and swatting calls are occurring (technology connection)
 - All calls are not the same
 - Threats of targeted violence are NOT the same as bomb threats or swatting calls
- **Targeted Violence:** usually involves consideration, planning, and preparation
 - Most frequently connected to mental health and/or problematic interpersonal interactions
 - Leakage of violent intent
- **Bomb Threat and Swatting:** Single call that may be repeated to multiple institutions
 - May have specific school names, but often sound recorded
 - Tone and demeanor are inconsistent with what's reported

School Violence Facts

- Statistically, a school can expect to experience a student homicide every 6,000 years
- Violent crime in schools has decreased substantially since the 1990s
- Restaurants are 10x more dangerous than schools
- Homes are 200x more dangerous

While we must react accordingly to all threats and dangerous behaviors, knowing the context and facts are important.

A large, thick stack of papers, likely representing a significant volume of records. The papers are mostly white and yellowed with age. A pink tab is visible at the top right, and two blue tabs are visible in the middle. The stack is centered in the frame against a white background.

2. Records Retention



Schedule 18

Maine State Archives
Retention Requirements

General Timeframes

Permanent

Until Graduation

6 years

Current Year

X Years from Appointment



Schedule 18

Maine State Archives
Retention Requirements

[Link](#)

Record Types

Student (general, individual)

Program/Curriculum

Operations

Property

Financial

Governance

3. McKinney-Vento

A young man with short brown hair is sitting on a concrete curb on a paved road. He is wearing a dark grey t-shirt, brown pants, and black sneakers with white soles. A dark grey backpack is resting on the curb next to him. He is looking down and to the left, with a somber expression. The background shows a wide, empty road with yellow lane markings, green trees, and a white building in the distance under a clear blue sky.

Who is homeless?

Eligibility: Homelessness is defined as lacking a fixed, regular, and adequate nighttime residence

- Sharing housing due to loss of housing or economic hardship
- Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate housing
- Living in emergency or transitional housing
- Abandoned in hospitals
- Having a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, regular sleeping accommodations
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations




Rights and Obligations

The background features a stylized illustration of a person sitting on the ground under a large red umbrella. The person is wearing a brown hooded jacket and is surrounded by several red books. Multiple hands of different skin tones are shown holding and passing books, symbolizing the exchange of knowledge and support. The scene is set against a grey background with vertical lines representing rain.

- Enroll immediately
- Records not reasonably required
- Best interest determination is collaborative between districts; deference given to parent (or UHY)
- School's obligation: transportation, Title I, food provisions
- School's opportunity: warmth, safety, consistency, care, watchful eye
- Documentation process
- Eligibility remains in place for school year, redetermination in summer

<https://tinyurl.com/bsdhomeless>



4. Transgender Student Rights

Today's 4 Agreements



Everyone in this room cares about kids.

Everyone is entitled to a personal opinion (but today is not about your opinion, or mine!)

Whatever an employee's opinion, religious belief, etc., how we serve transgender students is required by law, and is reflected in school department policy. That is to say:

How we treat transgender students and colleagues is not a choice, it's a requirement with legal and employment implications.

Top 5 Myths @ BSD, DSD, SSD

1. We have students that identify as furies or other animals; there is no kitty litter in the bathroom.
2. We teach gender studies, dedicate units of study to people's pronouns, etc.
3. Our libraries overflow with “indoctrinating” books that celebrate or promote any particular lifestyle or manner of living.
4. Students misuse gender expression or identity for “weaponized” purposes (Principals report 0 incidences)
5. Transgenderism is a trend or a fad. (Principals are aware of 6 or 7 openly transgender students, with consistent, multi-year expression)

Legal, policy foundation



- Title IX
- 14th Amendment's Equal Protection clause
- Developing legal consensus that transgender discrimination is sex discrimination
- Board Policy ADDA, ADDA-R
- Maine Commission on Human Rights Guidance
- May, 2016 Federal OCR *Dear Colleague* letter

What does “transgender” mean, anyway?

An umbrella term for anyone who identifies as a gender that does not align with the sex they were assigned at birth.



Challenges faced by transgender students

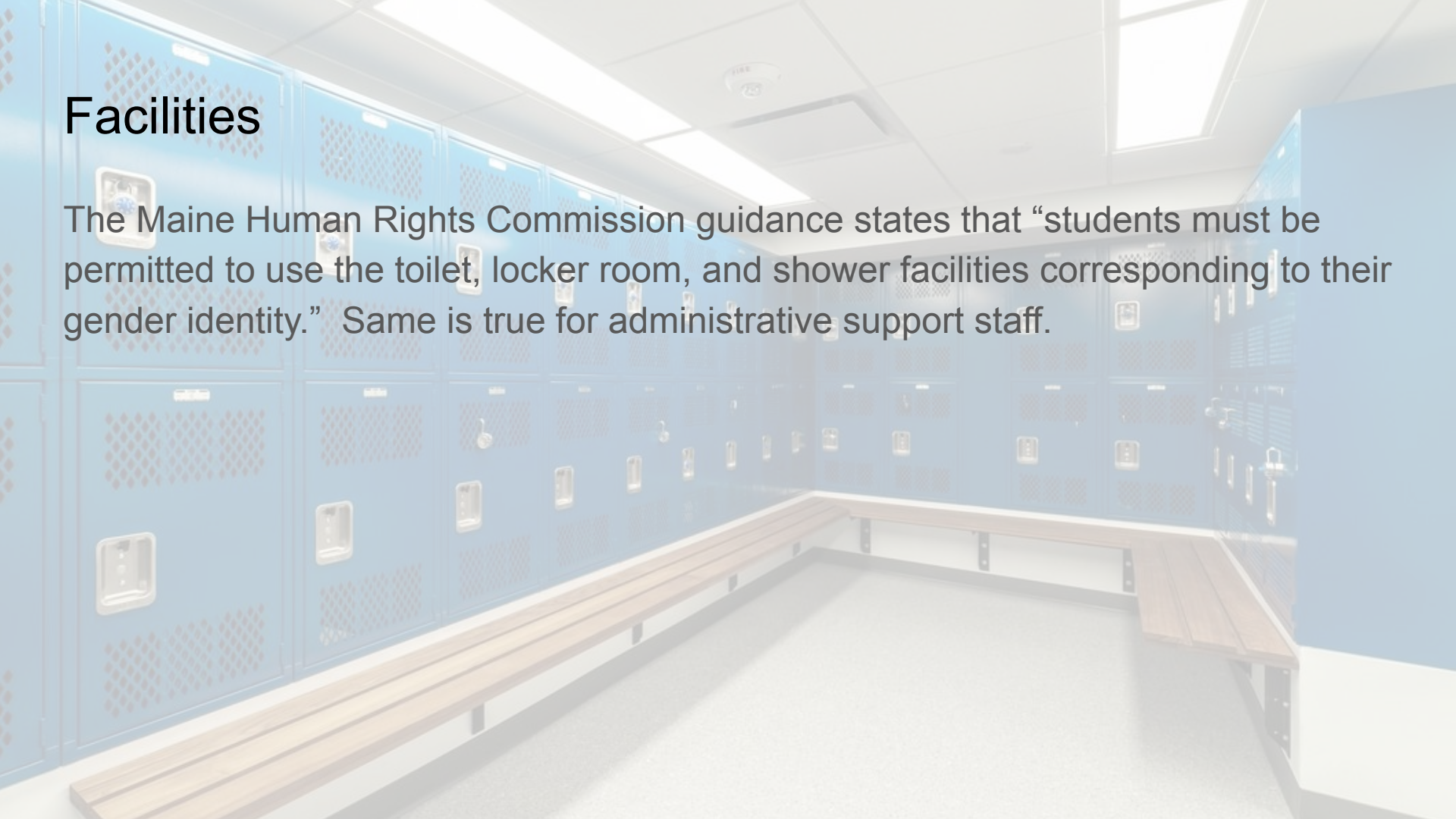
- Many experience extensive stigma and discrimination, and suffer mental health consequences as a result which manifest in, among other things, increased rates of depression (+590%) and suicide (+840%).
- Many are subjected to bullying and harassment from students, staff, family.
- 9 in 10 Maine transgender students report hearing derogatory remarks about their gender identity, with nearly $\frac{1}{3}$ hearing such statements from faculty and staff.
- In the same survey, almost half of all transgender students reported skipping a class at least once in the past month and missing at least one day of school over that same period because they felt unsafe or uncomfortable.
- Nationally, frequently harassed LGBTQ students score half a grade lower than LGBTQ students who are harassed less frequently.

A student asserts gender identity. What's our obligation?

- The child's age doesn't matter
- Our obligation is to “accept a student's assertion of their gender identity when”
 - There is consistent and uniform assertion, or
 - Any other evidence that a student's gender identity is sincerely held as part of their core identity.
- If there is a credible basis for believing that a student's gender identity is being asserted for an improper purpose, contact principal. In this case (exceedingly rare) students are provided with a written explanation of the basis for such beliefs, and, where appropriate, the students' parents or guardians, should be provided the opportunity to address such beliefs of bad faith.

Facilities

The Maine Human Rights Commission guidance states that “students must be permitted to use the toilet, locker room, and shower facilities corresponding to their gender identity.” Same is true for administrative support staff.



It's all in a name

- "At the written request of a student...and consistent with the student's gender identity...use the student's preferred name and pronouns consistent with their gender identity on all other documents."
- "If a student so chooses...employees should be required to address the student by the student's chosen name and use pronouns consistent with the student's gender identity. [We] should also, at the request of any student, instruct [our] students to address the student by the student's chosen name and use pronouns consistent with the student's gender identity."

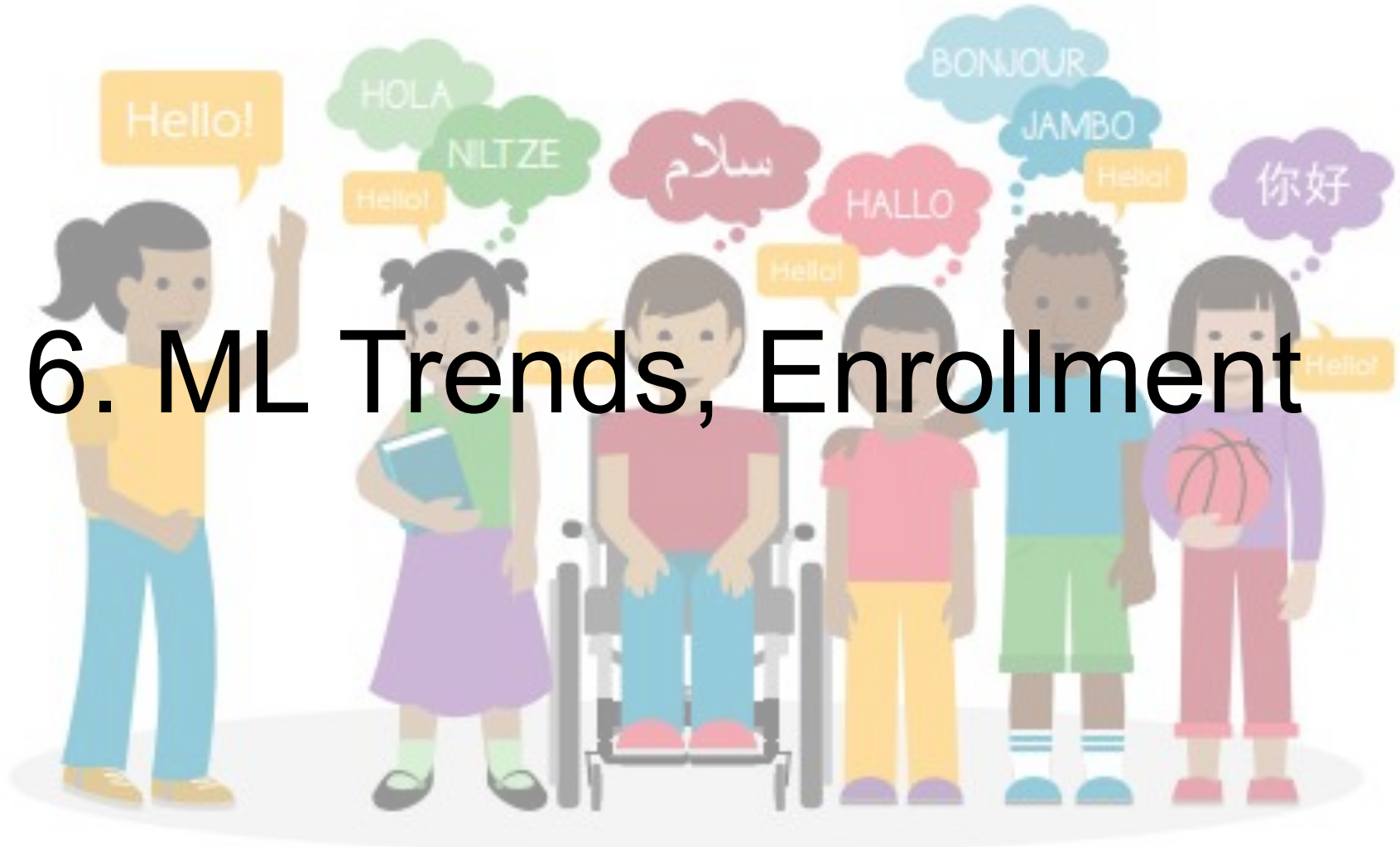
5. Policy, policy, policy!

A wooden file folder with a white label that says "Policies". The folder is part of a collection, with other folders visible in the background, some with labels like "Clients" and "Su". The folder is slightly open, showing a metal ring on the left side.

Policies

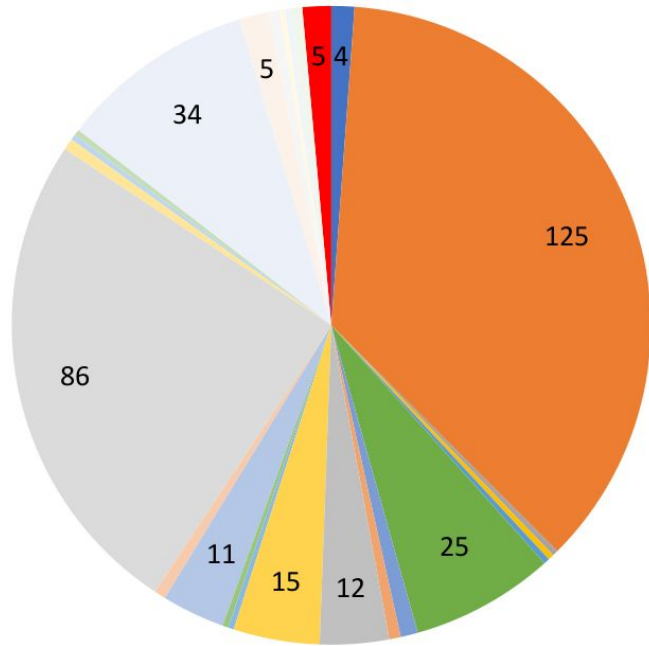
On your phone, laptop or tablet,
go to www.kahoot.it

6. ML Trends, Enrollment



BIDDEFORD

Student: Home Primary Language



- ACH: Acoli
- ARA: Arabic
- BAI: Bamileke languages
- CHI: Chinese
- CRP: Creoles and pidgins
- FRE: French
- IBO: Igbo
- JPN: Japanese
- KHM: Central Khmer
- KIN: Kinyarwanda
- KON: Kongo
- LAO: Lao
- LIN: Lingala
- 12 more

ACH: Acoli	4	0.17%
ARA: Arabic	125	5.39%
BAI: Bamileke languages	1	0.04%
CHI: Chinese	1	0.04%
CRP: Creoles and pidgins	1	0.04%
FRE: French	25	1.08%
IBO: Igbo	3	0.13%
JPN: Japanese	2	0.09%
KHM: Central Khmer	12	0.52%
KIN: Kinyarwanda	15	0.65%
KON: Kongo	1	0.04%
LAO: Lao	1	0.04%
LIN: Lingala	11	0.47%
MAN: Mandingo	2	0.09%
POR: Portuguese	86	3.71%
PUS: Pushto; Pashto	2	0.09%
RUN: Rundi	1	0.04%
RUS: Russian	1	0.04%
SPA: Spanish; Castilian	34	1.47%
SWA: Swahili	5	0.22%
TGL: Tagalog	2	0.09%
THA: Thai	1	0.04%
TIR: Tigrinya	1	0.04%
TUR: Turkish	2	0.09%
VIE: Vietnamese	5	0.22%



Rights and Obligations

- Enroll first, ask later
- Translation Services

Talking Points

Catholic Charities Maine

Language Line- information sheets prominently displayed in all buildings

- Immunizations
- Cultural Sensitivity
- Fears, navigating bureaucracy, opportunities to make a difference

A row of approximately 15 sharpened pencils of various colors (purple, pink, orange, yellow, green, blue) is arranged horizontally on a light-colored wooden surface. The pencils are slightly out of focus, with the central ones being sharper. The word "Questions?" is overlaid in the center in a bold, black, sans-serif font.

Questions?