

BOARD OF DIRECTORS MEETING AGENDA

BJSHS CAFETERIA

TUESDAY, SEPTEMBER 8, 2026 SCHOOL BOARD at **BJSHS** at **6:30PM**

Link for Live Viewing at: <https://meet.google.com/yok-odcy-hpg>

I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE

1. Welcome- Troy Eastman, Principal BJSHS

II. ADJUSTMENTS TO THE AGENDA

If yes:

Motion:

Second:

III. CONSIDERATION OF THE MINUTES

Approve the minutes of the August 24th Meeting of the Western Foothills Regional School Unit No. 10 School Board Meeting Minutes as Written.

Motion:

Second:

PUBLIC COMMENTS/QUESTIONS

(This is the time for the public to comment in-person at School Board Meetings)

V. COMMUNICATION/CORRESPONDENCE

Student Board Representatives Reports - MVHS- Vacant

Student Board Representatives Reports - BJSHS- Vacant

Upcoming Meetings:

September 16th Curriculum Committee Meeting at CO at 4:00

September 16th Personnel Committee Meeting at CO at 5:00

September 16th Policy Committee Meeting at CO at 6:00

September 21st School Board Meeting at MVHS at 6:30

VI. COMMITTEE REPORTS

1. Personnel Committee
2. Policy Committee
3. Finance Committee
4. Building & Grounds Committee
5. Negotiations Committee update
6. Region 9
7. Region 11
8. Curriculum Committee
9. Superintendent's Report

VII. SUPERINTENDENT'S CORRESPONDENCE

Administrative/Department Reports:

Transportation Update- Peter Chase, Director of Transportation

Resignations/Retirements:

The Superintendent has accepted the resignation of Stephen LaPointe, Grade 7 Social Studies Teacher at MVCS, effective 9/3/26.

Crystal Duguay of WFRP(Western Foothills Regional Program) has accepted a notice of **retirement** from Michelle Young, Special Education, Ed Tech III, effective 12/1/26.

Transfers:

None

Appointments:

The Superintendent has appointed Ryan Glover, as Varsity Football Assistant Coach at MVHS for the 2026-2027 season.

The Superintendent has appointed Ryan Stickney, as the JV Football Co-Coach at MVHS for the 2026-2027 season.

New Hires (don't need Board approval):

The Superintendent has hired Stephen Delorge, as a FT- Bus Driver/Custodian at HSES.

The Superintendent has hired Beatrice Jacques, as a PT(20hrs/wk)- Bus Driver for the District.

The Superintendent has hired Shelby Piawlock, as a Special Education, Ed Tech III at HSES.

The Superintendent has hired Valerie Provencher, as a Special Education, Ed Tech I (ELS) at MVCS.

Employee Probationary Period Completions:

None

Policy Regulations and Job Descriptions (don't need Board approval):

To be REVISED:

ACAA-R

ACAB-R

IHBEA- May need to be revised. Reviewing data/information.

IHBEA-R

VIII. OLD BUSINESS

None

IX. NEW BUSINESS

1. Act to Approve a Senior Class Trip at BJSHS(Class Advisor-Kristy Durgin).
Motion: Second:
2. Act to Approve the Superintendent's Recommendation of Gretchen Kimball, as a High School Science Teacher at BJSHS.
Motion: Second:
3. Act to Approve the Superintendent's Recommendation of Jacob Luce, as a Special Education Teacher(FLS) at BJSHS.
Motion: Second:
4. Act to Approve the Superintendent's Recommendation of Cindy Webber, as a Grade 7 Teacher at BJSHS.
Motion: Second:
5. Act to Approve the Resolution to Authorize Issuance of a \$278,784 Bond for Two(2) School Buses.

Motion:

I move that the Resolution Entitled, "Resolution to Authorize Issuance of a \$278,784 Bond for Two(2) School Buses", be adopted in form presented to this meeting.

Motion: Second:

X. BOARD MEMBER COMMENTS

ADJOURNMENT

Motion:

Second:

BOARD OF DIRECTORS MEETING APPROVED MINUTES

MVHS- LIBRARY

MONDAY, AUGUST 10 , 2026 SCHOOL BOARD at MVHS at 6:30PM

Link for Live Viewing at: <https://meet.google.com/yok-odcy-hpq>

School Board Members Present: Chad Culleton, Allison Long, Peter DeFilipp, Darcy Klein, Amanda Kolln, Veronica "Bonnie" Knox, Dan Hodge, Jonathan Ferreira, Kristen Chapman, Jonathan Starr, Carol Daigle

School Board Members Absent: Erin Hinkley, Vacant- Hanover Rep.

Staff & Community Present: Matthew Gilbert, Margaret Therriault, Brian Carrier, Jaime Ela, Kimberly Clowes, David Kilborn, Tom Danylik, Troy Eastman, Brian Hooper, Diana Charest, Students, Staff, Community Members

I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE

1. Welcome- Matthew Gilbert, Superintendent

II. ADJUSTMENTS TO THE AGENDA

If yes:

Motion: C. Culleton Second: A. Long
Remove #4 from the agenda.
Unanimous

III. CONSIDERATION OF THE MINUTES

Approve the minutes of the July 27th Meeting of the Western Foothills Regional School Unit No. 10 School Board Meeting Minutes as Written.

Motion: P. DeFilipp Second: D. Klein
Unanimous

PUBLIC COMMENTS/QUESTIONS

(This is the time for the public to comment in-person at School Board Meetings)

IV. COMMUNICATION/CORRESPONDENCE

Student Board Representatives Reports - MVHS- Vacant
Student Board Representatives Reports - BJSHS- Vacant

Upcoming Meetings:

August 18th Public Hearing on Withdrawal at BJSHS at 6:00
August 19th Finance Committee Meeting at CO at 4:00
August 19th Policy Committee Meeting at CO at 5:00
August 19th BG&T Committee at CO at 6:00
August 24th School Board Meeting at MVHS at 6:30

V. COMMITTEE REPORTS

1. Personnel Committee-N/M
2. Policy Committee-N/M
3. Finance Committee- N/M
4. Building & Grounds Committee-Bid Opening for Siding Project at HSES
5. Negotiations Committee update- N/M
6. Region 9- 8/12
7. Region 11- 8/13
8. Curriculum Committee- 8/16
9. Superintendent's Report

VI. SUPERINTENDENT'S CORRESPONDENCE

Administrative/Department Reports:

Brian Hooper- Update on Summer Projects

Resignations/Retirements:

The Superintendent has accepted the resignation of Craig Milledge, Assistant Principal at MVHS.

The Superintendent has accepted the resignation of Erica Johnson, Bus Driver/Custodian at MVCS, effective 8/14/26.

The Superintendent has accepted the resignation of Samantha Perron, Special Education, Ed tech III at HSES.

The Superintendent has accepted the resignation of Tina Payton, Nutrition Service Worker (5.75hrs/dy) at MVCS.

Transfers:

None

Appointments:

None

New Hires (don't need Board approval):

None

Employee Probationary Period Completions:

None

Policy Regulations and Job Descriptions (don't need Board approval):

None

VII. OLD BUSINESS

None

VIII. NEW BUSINESS

1. Act on Election of Board Officers.

A. Nomination for Board Chair. Nomination of: C. Culleton

Motion: D. Hodge Second: P. DeFilipp

Motion to Cease Nominations: P. DeFilipp Second: V. Knox

Vote: Unanimous

B. Nomination for Board Vice-Chair. Nomination of: K. Chapman

Motion: D. Klein Second: J. Ferreira

Nomination for Board Vice-Chair. Nomination of: V. Knox

Motion: P. DeFilipp Second: A. Long

Motion to Cease Nominations: C. Culleton Second: A. Long

Weighted Vote: K. Chapman= 385 Yes

521 No

Weighted Vote: V. Knox= 521 Yes

385 No

**C. Appoint School Board Committee Members(Appointed by School Board Chair)
(No vote required)**

2. Act on the Final Approval of Melinda Thompson, as a Grade 8 Special Education Teacher at MVCS.

Motion: A. Long Second: D. Klein

Unanimous

3. Act on the Final Approval of Steven McGinty, as an Art Teacher at MVHS.

Motion: P. DeFilipp Second: D. Klein

Unanimous

~~4. Act on the Final Approval of Libby Ames, as a STEAM Teacher at MVCS.~~

~~Motion: Second:~~

5. Act on the Final Approval of Timothy O'Brien, as a Physical Education Teacher at MVCS.

Motion: P. DeFilipp Second: D. Klein

Unanimous

6. Act to Approve the Sale of Surplus Items per Policy DN- School Properties Disposition.

Motion: P. DeFilipp Second: D. Klein

Unanimous

7. Act on the Second Reading of JKAA- Use of Physical Restraint and Seclusion.

Motion: P. DeFilipp Second: D. Klein

Unanimous

IX. BOARD MEMBER COMMENTS

V. Knox, J. Ferreira, D. Klein, K. Chapman, C. Daigle

X. EXECUTIVE SESSION

1. Act to Enter into Executive Session for the Purpose of Hiring an Assistant Principal for BJSHS and HSES, Pursuant to 1 MRS § 405(6)(A).

Motion: A. Long Second: D. Klein at 7:25p.m.

EXIT EXECUTIVE SESSION

Motion: C. Culleton Second: V. Knox at 8:37 p.m.

RESULTS FROM EXECUTIVE SESSION:

Act on the Hiring of David Kilborn, as an Assistant Principal for BJSHS and HSES, Pursuant to 1 MRS § 405(6)(A), with an annual salary of \$102,000.

Motion: C. Culleton Second: D. Klein Opposed: A. Long
Passed

EXECUTIVE SESSION

2. Act to Enter into Executive Session for the Purpose of Hiring an Assistant Director of Special Services for the District, Pursuant to 1 MRS § 405(6)(A).

Motion: C. Culleton Second: A. Kolln at 8:39p.m.

EXIT EXECUTIVE SESSION

Motion: C. Culleton Second: K. Chapman at 8:59p.m.

RESULTS FROM EXECUTIVE SESSION:

Act on the Hiring of Kimberly Clowes, as an Assistant Director of Special Services for District, Pursuant to 1 MRS § 405(6)(A), with an annual salary of \$91,000.

Motion: C. Culleton Second: D. Klein
Unanimous

ADJOURNMENT

Motion: P. DeFilipp Second: C. Culleton at 9:00p.m.

BOARD OF DIRECTORS MEETING **DRAFT** MINUTES

MVHS CAFETERIA

MONDAY, AUGUST 24, 2026 SCHOOL BOARD at **MVHS** at **6:30PM**

Link for Live Viewing at: <https://meet.google.com/yok-odcy-hpg>

School Board Members Present: Chad Culleton, Allison Long, Peter DeFilipp, Darcy Klein, Amanda Kolln, Veronica "Bonnie" Knox, Dan Hodge, Erin Hinkley, Jonathan Ferreira, Kristen Chapman, Carol Daigle

School Board Members Absent: Jonathan Starr, Vacant- Hanover Rep.

Staff & Community Present: Matthew Gilbert, Margaret Therriault, Brian Carrier, Jaime Ela, Travis Palmer, Troy Eastman, Carrie Luce,, Tom Danylik, Leah Kaulback, Students, Staff, Community Members

I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE

1. Welcome- Matthew Gilbert, Superintendent

II. ADJUSTMENTS TO THE AGENDA

If yes: None

Motion: Second:

III. CONSIDERATION OF THE MINUTES

Approve the minutes of the August 10th Meeting of the Western Foothills Regional School Unit No. 10 School Board Meeting Minutes as Written.

Motion: C. Culleton Second: D. Klein Abstained: E. Hinkley
Passed

PUBLIC COMMENTS/QUESTIONS

(This is the time for the public to comment in-person at School Board Meetings)
None

V. COMMUNICATION/CORRESPONDENCE

Student Board Representatives Reports - MVHS- Vacant

Student Board Representatives Reports - BJSHS- Vacant

Upcoming Meetings:

August 25th **Welcome Back/Opening Day for Staff 2026-2027 SY:**

MV Region-MVCS- 8:00a.m.-10:00a.m.

NV Region- BJSHS- 12:30p.m.-2:30p.m.

September 8th(**TUESDAY**) School Board Meeting at **BJSHS** at **6:30**

September 16th Curriculum Committee Meeting at **CO** at **4:00**

September 16th Personnel Committee Meeting at **CO** at **5:00**

Cont.

September 16th Policy Committee Meeting at **CO** at **6:00**

September 21st School Board Meeting at **MVHS** at **6:30**

VI. COMMITTEE REPORTS

1. Personnel Committee- 9/16, 11/18
2. Policy Committee- 8/19, 9/16
3. Finance Committee- 8/19, 10/14
4. Building & Grounds Committee- 8/19, 10/14
5. Negotiations Committee update- N/A
6. Region 9- Organizational Meeting
7. Region 11- Organizational Meeting
8. Curriculum Committee- 9/16, 11/18
9. Superintendent's Report

VII. SUPERINTENDENT'S CORRESPONDENCE

Administrative/Department Reports:

Financial Update- Leah Kaulback

Presentation- Student/Parent Handbooks- Matt Gilbert

Resignations/Retirements:

The Superintendent has accepted the resignation of Abbie Richardson, Athletic Trainer for the MV Region.

The Superintendent has accepted the resignation of Levi Cavener, HS Social Studies Teacher at BSJHS.

The Superintendent has accepted the resignation of Maria Reinstein, Grade 8 English/Language Arts Teacher at MVCS.

The Superintendent has accepted the resignation of Kathy Brooks, Special Education, Ed Tech III at HSES.

The Superintendent has accepted the resignation of Candice Bradbury, Special Education, Ed Tech I at MVCS.

The Superintendent has accepted the resignation of Brianna Holmquist, Title I, Ed Tech III, at MVCS.

The Superintendent has accepted the **retirement** of Tracy Chartier, Title I, Ed Tech III at MVCS, effective 9/25/26.

Transfers:

None

Appointments:

None

New Hires (don't need Board approval):

The Superintendent has hired Mallorie Bourret, as a Nutrition Service Worker (4.5hrs/dy) at MVCS.

The Superintendent has hired Betty Dolloff, as a PT(20hrs/wk)-Bus Driver in the Nezinscot Region of RSU 10.

Employee Probationary Period Completions:

None

Policy Regulations and Job Descriptions (don't need Board approval):

None

VIII. OLD BUSINESS

None

IX. NEW BUSINESS

1. Act to Approve a Senior Class Trip at BJSHS(Class Advisor-Kristy Durgin).
Motion to TABLE to the September 8, 2026 Board Meeting.
Motion: K. Chapman Second: C. Culleton
Unanimous
2. Act on the Superintendent's Recommendation of Kelley Taylor, as a Grade 1 Teacher at MVCS.
Motion: C. Culleton Second: D. Klein
Unanimous
3. Act on the Superintendent's Recommendation of Mariah Pelletier, as a Grade 3 Teacher at HSES.
Motion: V. Knox Second: P. DeFilipp
Unanimous
4. Discussion on School Board Goals.
Workshop in October
5. Discussion on Evaluation Process and Format for Superintendent.
K. Chapman made a motion to discuss in the Personnel Committee meeting on 9/16/26, with recommendations to the Board.
Second: V. Knox
Unanimous
6. Act to Elect a Delegate for the MSBA Annual Delegate Assembly on Saturday, October 24, 2026, at 9:30 a.m. VIRTUAL Meeting.
Delegate Elected: P. DeFilipp
Motion: V. Knox Second:A. Kolln
Unanimous

X. BOARD MEMBER COMMENTS

V. Knox

K. Chapman

XI. EXECUTIVE SESSION

1. Act to Enter into Executive Session for the Purpose of Hiring a High School Assistant Principal for the MVHS, Pursuant to 1 MRS § 405(6)(A).

Motion: C. Culleton Second: A. Kolln Unanimous at 7:11p.m.

EXIT EXECUTIVE SESSION

Motion: C. Culleton Second: A. Long Unanimous at 7:39p.m.

RESULTS FROM EXECUTIVE SESSION:

Act on the Hiring of **Travis Palmer**, as a High School Assistant Principal for the MVHS, Pursuant to 1 MRS § 405(6)(A) **with an annual Salary of \$99,000.**

Motion: C. Culleton Second: D. Klein

Unanimous

ADJOURNMENT

Motion: P. DeFilipp Second: D. Hodge Unanimous at 7:49p.m.

**RSU NO. 10 STUDENT DISCRIMINATION/HARASSMENT AND TITLE IX SEXUAL
HARASSMENT COMPLAINT PROCEDURES**

The Board has adopted these student procedures in order to provide prompt and equitable resolution of reports and complaints of unlawful discrimination and harassment of students, including sexual harassment, as described in policies AC – Nondiscrimination/Equal Opportunity and Affirmative Action and ACAA – Harassment and Sexual Harassment of Students.

Complaints alleging unlawful harassment or discrimination against employees based on a protected category should be addressed through the Board's Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures (ACAB-R).

Any individual who is unsure about whether unlawful discrimination or harassment has occurred and/or or which complaint procedure applies is encouraged to contact the Affirmative Action Officer or the Title IX Coordinator.

Affirmative Action Officer	Title IX Coordinator	Alternate Contact
Matthew Gilbert Assistant Superintendent Central Office 799 Hancock St., Suite 1 Rumford Maine, 04276 (207)369-5560 x8203 mgilbert@rsu10.org	Matthew Gilbert Assistant Superintendent Central Office 799 Hancock St., Suite 1 Rumford Maine, 04276 (207)369-5560 x8203 mgilbert@rsu10.org	Bethany Poulin Assistant Director of Special Services Central Office 799 Hancock St., Suite 1 Rumford Maine, 04276 (207)369-5560 x8210 bpoulin@rsu10.org
Reports can also be made using the secure form at this link .		

I. DEFINITIONS

For purposes of these complaint procedures, the following definitions will be used. Affirmative Action Officer/Title IX Coordinator shall assess all reports and complaints to ensure that they are addressed under the appropriate policy and complaint procedure.

A. Discrimination/Harassment Complaint Procedure Definitions

1. "Discrimination or harassment": Discrimination or harassment on the basis of an individual's membership in a protected category, which, for students, includes race (including traits associated with race involving hair texture, Afro hairstyles and protective hairstyles such as braids, twists and

locs), color, sex, sexual orientation, gender identity, religion, ancestry, national origin or disability.

2. “Discrimination”: Treating individuals differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected category.
3. “Harassment”: Oral, written, graphic, electronic or physical conduct relating to an individual’s actual or perceived membership in a protected category that is sufficiently severe, pervasive or persistent so as to interfere with or limit that individual’s ability to participate in the school unit’s programs or activities by creating a hostile, intimidating or offensive environment.
4. “Sexual harassment”: Under Maine law, this means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature in the following situations:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of a student’s educational benefits;
 - b. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or
 - c. Such conduct has the purpose and effect of substantially interfering with a student’s academic performance or creates an intimidating, hostile or offensive environment.
5. “Sexual orientation”: Under Maine law, this means a person’s “actual or perceived heterosexuality, bisexuality, homosexuality or gender identity or expression.”
6. “Gender identity”: Under Maine law, this means “the gender-related identity, appearance, mannerisms or other gender-related characteristics of an individual, regardless of the individual’s assigned sex at birth.”
7. “Complaint” is defined as an allegation that a student has been discriminated against or harassed on the basis of race, color, sex, sexual orientation, gender identity, religion, ancestry, national origin or disability (and not otherwise addressed in the Title IX regulations and Section 3 of ACAA-R).
8. Complaints of bullying not involving the protected categories or definitions described above may be addressed under Board Policy JICK – Bullying and Cyberbullying of Students.

B. Title IX Sexual Harassment Complaint Procedure Definitions

1. “Sexual Harassment”: Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school unit’s education programs and activities:
 - a. “Quid pro quo” sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a better grade or a college recommendation) on an individual’s participation in unwelcome sexual conduct;
 - b. “Hostile environment” sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies an individual’s equal access to the school unit’s education programs and activities; or
 - c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.
2. “Report”: Under the Title IX regulations, any individual may make a report of sexual harassment involving a student, whether the individual is the alleged victim or not. School employees are required to report possible incidents of sexual harassment involving a student. A report must be made to the Affirmative Action Officer/Title IX Coordinator. A report triggers certain actions by the AAO/Title IX Coordinator for the alleged victim of sexual harassment, but an investigation is not conducted unless a “Formal Complaint” is filed.
3. “Formal Complaint”: Under the Title IX regulations, the alleged victim of sexual harassment can file a written complaint that triggers the complaint procedure in Section 3 of ACAA-R. Only a student and/or their parent/legal guardian (and in certain circumstances, the AAO or Title IX Coordinator) may file a formal complaint.
4. “Student”: For the purposes of this procedure, a student is an individual who is enrolled or participating in the school unit’s education programs and activities, or is attempting to enroll or participate.

II. DISCRIMINATION/HARASSMENT COMPLAINT PROCEDURE

This procedure should be used for any complaint of unlawful harassment or discrimination complaint based on a protected category which does not involve Title IX sexual harassment (which is addressed in Section 3).

A. How to Make A Complaint

1. School employees are required to promptly make a report to the AAO/Title IX Coordinator if they have reason to believe that a student has been discriminated against or harassed.
2. Students (and others) who believe that they, or another student has been harassed or discriminated against should report their concern promptly to the AAO/Title IX Coordinator.
3. The individual making the report must provide basic information in writing concerning the allegation of harassment or discrimination (i.e., date, time, location, individual(s) who allegedly engaged in harassment or discrimination, description of allegation) to the AAO/Title IX Coordinator.
4. If an individual is unsure as to whether unlawful discrimination or harassment has occurred, or who need assistance in preparing a written complaint, they are encouraged to discuss the matter with the AAO/Title IX Coordinator.
5. Individuals will not be retaliated against for reporting suspected discrimination or harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary action, up to and including discharge for employees, and expulsion for students.
6. Individuals are encouraged to utilize the school unit's complaint procedure. However, individuals are hereby notified that they also have the right to report incidents of discrimination or harassment to the Maine Human Rights Commission, 51 State House Station, Augusta, Maine 04333 (telephone: 207-624-6290) and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).

B. Complaint Handling and Investigation

1. The AAO will promptly inform the Superintendent and the person who is the subject of the complaint (respondent) that a complaint has been received.
2. The AAO/Title IX Coordinator may pursue an informal resolution of the complaint with the agreement of the parties involved. Any party to the complaint may decide to end the informal resolution process and pursue the formal process at any point. Any informal resolution is subject to the approval of the parties and the Superintendent, who shall consider whether

the resolution is in the best interest of the school unit and the parties in light of the particular circumstances and applicable policies and laws.

3. The AAO/Title IX Coordinator may implement supportive measures to a student to reduce the risk of further discrimination or harassment to a student while an investigation is pending. Examples of supportive measures include, but are not limited to, ordering no contact between the individuals involved or changing classes.
4. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and the AAO/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.
5. The investigator shall consult with the AAO/Title IX Coordinator as agreed during the investigation process.
6. The respondent will be provided with an opportunity to be heard as part of the investigation. The complainant shall not be required to attend meetings with the respondent, but may choose to do so as part of an informal resolution process.
7. The complainant and the respondent may suggest witnesses to be interviewed and/or submit materials they believe are relevant to the complaint.
8. If the complaint is against an employee of the school unit, any rights conferred under an applicable collective bargaining agreement shall be applied.
9. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
10. The investigation shall be completed within 40 calendar days of receiving the complaint, if practicable. Reasonable extensions of time for good reason shall be allowed.
11. The investigator shall provide a written report and findings to the AAO/Title IX Coordinator.

C. Findings and Subsequent Actions

1. The AAO/Title IX Coordinator shall consult with the Superintendent concerning the investigation and findings.
2. If there is a finding that discrimination or harassment occurred, the AAO/Title IX Coordinator, in consultation with the Superintendent shall:
 - a. Determine what remedial action, if any, is required to end the discrimination or harassment, remedy its effect and prevent recurrence; and
 - b. Determine what disciplinary action should be taken against the individual(s) who engaged in discrimination or harassment, if any.
3. Inform the complainant and the respondent in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

D. Appeals

1. After the conclusion of the investigation, the complainant or respondent may seek an appeal of the findings solely on the basis of either: (a) prejudicial procedural error or (b) the discovery of previously unavailable relevant evidence that could significantly impact the outcome.
2. Appeals must be submitted in writing to the Superintendent within five business days after receiving notice of the resolution.
3. Upon receipt of a valid appeal, the Superintendent shall provide notice to the other party, along with an opportunity to provide a written statement within five calendar business days.
4. The Superintendent shall review the available documentation and may conduct further investigation if deemed appropriate.
5. The Superintendent's decision on the appeal shall be provided to the parties within 10 business days, if practicable. The Superintendent's decision shall be final.

E. Records

The AAO/Title IX Coordinator shall keep a written record of the complaint process.

III. TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURE

This section should be used only for complaints of Title IX sexual harassment as defined in Section 1.B.1.

A. How to Make A Report

1. School employees who have reason to believe that a student has been subjected to sexual harassment is required to promptly make a report to the AAO/Title IX Coordinator.
2. Students, parents/legal guardians or other individuals who believe a student has been sexually harassed are encouraged to make a report to the AAO/Title IX Coordinator.
3. If the individual making the report is the alleged victim, or if the alleged victim is identified by the individual making the report, the AAO/Title IX Coordinator will meet with the alleged victim to discuss supportive measures that may be appropriate in the particular circumstances and explain the process for filing a formal complaint.
 - a. Supportive measures are individualized measures designed to ensure the student can continue to access educational programs and activities (such as requiring no contact between individuals or changing classes).
 - b. Supportive measures may be continued even if the alleged victim chooses not to file a formal complaint, if appropriate under the particular circumstances.
4. The school unit cannot provide an informal resolution process for resolving a report unless a formal complaint is filed.
5. Individuals will not be retaliated against for reporting sexual harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary actions, up to and including discharge for employees, or expulsion for students.
6. Any student (or their parent/legal guardian) who believes they have been the victim of sexual harassment is encouraged to utilize the school unit's complaint procedure. However, students (and their parents/legal guardians) are hereby notified that they also have the right to report sexual harassment to the Maine Human Rights Commission, 51 State House Station, Augusta, Maine 04333 (telephone: 207-624-6290) and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post

Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).

7. The Superintendent shall be informed of all reports and formal complaints of sexual harassment.

B. How to Make A Formal Complaint

1. An alleged student victim and/or their parent/legal guardian may file a formal written complaint requesting investigation of alleged Title IX sexual harassment. The written complaint must include basic information concerning the allegation of sexual harassment (i.e., date, time, location, individual(s) who allegedly engaged in sexual harassment, description of allegation).

Students who need assistance in preparing a formal written complaint are encouraged to consult with the Title IX Coordinator.

2. In certain circumstances, the AAO/Title IX Coordinator may file a formal complaint even when the alleged victim chooses not to. Examples include if the respondent (person alleged to have engaged in sexual harassment) has been found responsible for previous sexual harassment or there is a safety threat within the school unit. In such cases, the alleged victim is not a party to the case, but will receive notices as required by the Title IX regulations at specific points in the complaint process.
3. In accordance with the Title IX regulations, the AAO/Title IX Coordinator must dismiss a formal complaint under this Title IX procedure if: a) the conduct alleged in the formal complaint does not constitute sexual harassment under the Title IX regulations and this policy; or b) if the conduct alleged did not occur within the scope of the school unit's education programs and activities, or c) did not occur in the United States.
4. In accordance with the Title IX regulations, the AAO/Title IX Coordinator may dismiss a formal complaint under this Title IX procedure if: a) a complainant withdraws the formal complaint, or withdraws particular allegations within the complaint; b) the respondent is no longer employed by or enrolled in the school unit; or c) there are specific circumstances that prevent the school unit from gathering evidence sufficient to reach a determination regarding the formal complaint. However, if the conduct potentially violates other policies or laws, it may be addressed through the applicable Board policy/procedure.
5. If a formal complaint is dismissed under this Title IX procedure, the AAO/Title IX Coordinator will promptly and simultaneously send written

notices to the parties explaining the reasons. Parties have the opportunity to appeal dismissals in accordance with subsection I below.

6. If the conduct alleged in a formal complaint potentially violates other laws, Board policies and/or professional expectations, the school unit may address the conduct under Section 2 or another applicable Board policy/procedure.

C. Emergency Removal or Administrative Leave

1. The Superintendent may remove a student respondent from education programs and activities on an emergency basis, during the complaint procedure:
 - a. If there is a determination (following an individualized safety and risk analysis) that there is an immediate threat to the physical health or safety of an individual arising from the allegations of sexual harassment (Examples of such circumstances might include, but are not limited to, a continued threat of violence against a complainant by a respondent, or a respondent's threat of self-harm due to the allegations),
 - b. The respondent (and their parent/legal guardian) will be provided notice of the emergency removal and will be provided an opportunity to challenge the decision following the removal (this is an opportunity to be heard, not a hearing). The respondent has the burden to demonstrate why the emergency removal was unreasonable.
2. The Superintendent may place an employee respondent on administrative leave during the complaint procedure in accordance with any applicable State laws, school policies and collective bargaining agreement provisions.
3. Any decision to remove a respondent from education programs and activities on an emergency basis or place an employee on administrative leave shall be made in compliance with any applicable disability laws, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

D. Notice to Parties of Formal Complaint

1. The Title IX Coordinator will provide to the parties a written notice of the formal complaint and allegations of sexual harassment potentially

constituting prohibited conduct under the Title IX regulations and this procedure. The notice shall include:

- Notice regarding the complaint procedure and the availability of an informal resolution process;
 - Sufficient details known at the time (including identities of parties, if known; the conduct alleged that potentially violates Title IX; and the date and location of the alleged incident, if known), with sufficient time to prepare before any initial interview (not less than five business days);
 - As required by the Title IX regulations, a statement that the respondent is presumed not responsible for the alleged conduct and that a determination of responsibility will be made at the conclusion of the complaint; and that the parties may inspect and review evidence;
 - Notice that the parties may each have an advisor of their choice (who may be an attorney)
 - Notice that knowingly making false statements or submitting false information during the complaint process is prohibited and may result in disciplinary action;
 - Notice of the name of the investigator, with sufficient time (no less than three business days) to raise concerns of conflict of interest or bias.
2. If additional allegations become known at a later time, notice of the additional allegations will be provided to the parties.
 3. The AAO/Title IX Coordinator will discuss supportive measures with each party and implement such measures as appropriate.

E. Informal Resolution Process

After a formal complaint has been filed, and if the AAO/Title IX Coordinator believes the circumstances are appropriate, the AAO/Title IX Coordinator may offer the parties the opportunity to participate in an informal resolution process to resolve the complaint without completing the investigation and determination process. Informal resolutions cannot be used to resolve a formal complaint where a student is the complainant and the respondent is an employee.

Informal resolutions can take many forms, depending on the particular case. Examples include, but are not limited to, facilitated discussions between the parties; restorative justice; acknowledgment of responsibility by a respondent; apologies; disciplinary actions against a respondent or a requirement to engage in specific services; or supportive measures. Both parties must voluntarily agree in writing to participate in an informal resolution process, and either party can

withdraw from the process at any time. The Superintendent must agree to the terms of any informal resolution reached between the parties. If an informal resolution agreement is reached, it must be signed by both parties and the school unit. Any such signed agreement is final and binding according to its terms.

If an informal resolution process does not resolve the formal complaint, nothing from the informal resolution process may be considered as evidence in the subsequent investigation or determination.

F. Investigation

1. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and AAO/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.
2. The investigator shall consult with the AAO/Title IX Coordinator as agreed during the investigation process.
3. If the complaint is against an employee of the school unit, rights conferred under an applicable collective bargaining agreement shall be applied, to the extent they do not conflict with the Title IX regulatory requirements.
4. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
5. The investigator will:
 - a. Meet with each party after they have received appropriate notice of any meeting and its purpose, with sufficient time to prepare.
 - b. Allow parties to have their advisor at all meetings related to the complaint, although advisors may not speak on behalf of a party or interfere with the process.
 - c. Allow parties a reasonable opportunity to identify witnesses and submit favorable and unfavorable evidence.
 - d. Interview witnesses and conduct such other activities that will assist in ascertaining facts (site visits, review of documents, etc.).

- e. Consider evidence that is relevant and directly related to the allegations in the formal complaint.
 - f. During the course of the investigation, provide both parties with an equal opportunity to inspect and review any evidence that is obtained in the investigation that is directly related to the allegations in the formal complaint (including evidence which the school unit does not intend to rely upon in reaching a determination of responsibility), and favorable and unfavorable evidence.
 - g. Prior to completion of the investigation report, provide each party and advisor (if any) the evidence subject to inspection and review, and provide the parties with ten calendar [or business] days to submit a written response.
 - h. Consider the parties' written responses to the evidence prior to completing the investigation report.
 - i. Create an investigative report that fairly summarizes relevant evidence and send the report to the parties and advisors (if any), for their review and written responses within ten calendar [or business] days of receipt.
 - j. After receipt of the parties' written responses (if any), forward the investigation report and party responses to the assigned decision maker.
6. The investigation shall be concluded within 40 calendar [or business] days if practicable. Reasonable extension of time for good reason shall be allowed.

G. Determination of Responsibility

- 1. The decision maker shall provide the parties with the opportunity to submit written, relevant questions that the party wants asked of another party or witness within five calendar [or business] days of when the decision maker received the investigation report and party responses.
 - a. The decision maker shall explain to a party proposing questions if the decision maker excludes a question as not relevant.
- 2. Each party shall be provided the opportunity to review the responses of another party and/or witness, and to ask limited written follow-up questions within five calendar [or business] days of receiving the answers.

3. Each party will receive a copy of the responses to any follow-up questions.
4. The decision maker shall review the investigation report, the parties' responses and other relevant materials, applying the preponderance of the evidence standard ("more likely than not").
5. The decision maker shall issue a written determination, which shall include the following:
 - a. Identification of all the allegations potentially constituting sexual harassment as defined in the Title IX regulations and this policy;
 - b. A description of the procedural steps taken from receipt of the formal complaint through the determination, including notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and meetings held;
 - c. A determination regarding responsibility as to each allegation and findings of fact supporting the determinations;
 - d. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school unit imposes on the respondent, and whether remedies designed to restore or preserve equal access to the school unit's programs and activities will be provided to the complainant;
 - e. The school unit's appeal procedure and permissible bases for the parties to appeal the determination.
6. The written determination shall be provided to the parties simultaneously. The determination concerning responsibility becomes final either on the date that the school unit provides the parties with the written determination of the results of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which the appeal would no longer be considered timely.

H. Remedies, Discipline and Other Actions

I. Remedies

Remedies are measures used to ensure that the complainant has equal access to the school unit's education programs and activities following the decision maker's determination. Such remedies may include supportive

measures, and may include other appropriate measures, depending upon the determination and the needs of the complainant. The Title IX Coordinator is responsible for implementing remedies and providing any needed assistance to the Complainant.

2. Discipline and Other Actions - Students

The following are of the types of discipline and other actions that may be imposed on a student when there is a determination that they are responsible for one or more violations involving sexual harassment:

- In or out of school suspension.
- Expulsion.
- Restorative justice.
- Requirement to engage in an education or counseling program.

3. Discipline and Other Actions – Employees

The following are examples of the types of disciplinary actions that may be imposed on an employee when there is a determination that they are responsible for one or more violations involving sexual harassment:

- Written warning.
- Probation.
- Demotion.
- Suspension without pay.
- Discharge.

The following are examples of other types of actions that may be imposed on an employee when there is a determination of responsibility:

- Performance improvement plan.
- Counseling.
- Training.
- Loss of leadership/stipend position.

I. Appeals

The parties have the opportunity to appeal a determination regarding responsibility, and from dismissals of formal complaints. Under the Title IX regulations, appeals are allowed on the following grounds:

1. A procedural irregularity that affected the outcome of the matter;

2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal of the formal complaint was made, that could affect the outcome of the matter; or
3. The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally, or the individual complainant or respondent that affected the outcome of the matter.

An appeal must be filed in writing within five calendar [or business] days of receiving the determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

1. Appeals must be filed with the Superintendent, who will consider the appeal.
2. The Superintendent** shall notify the other party in writing of the appeal and will allow both parties to submit a written statement in support of, or challenging, the determination of the decision maker.
3. The Superintendent** shall conduct an impartial review of the appeal, including consideration of the written record of the matter, and may consult with legal counsel or other school unit officials in making their decision.
4. The Superintendent** shall issue a written decision describing the result of the appeal and rationale for the result, and provide the written decision simultaneously to the parties. The decision will either deny the appeal; grant the appeal and remand to the decision maker for further consideration; or grant the appeal by revising the disciplinary or other action(s).

J. Records

Records in connection with sexual harassment reports and the complaint process shall be maintained for a minimum of seven years.

Legal Reference: Americans with Disabilities Act (42 U.S.C. §12101 et seq., as amended; 28 C.F.R. § 35.107)
 Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq., as amended; 34 C.F.R. § 104.7)
 Title IX of the Education Amendments of 1972 (20 USC § 1681, et seq.); 34 C.F.R. Part 106
 Clery Act (20 U.S.C. §1092(f)(6)(A)(v) - definition of sexual assault)

Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) – definition of sexual assault; 34 U.S.C. § 12291(a)(10) – dating violence; 34 U.S.C. § 12291(a)(3) – definition of stalking; 34 U.S.C. § 12291(a)(8) – definition of domestic violence)

Title VI of the Civil Rights Act of 1964 (42 USC § 2000d)

Maine Human Rights Act, 5 MRSA § 4551 et seq.

20-A MRSA § 6553

MHRC/MDOE Joint Rule Chapter 94-348 and 05-071, ch. 4

Cross Reference:

ACAA – Harassment and Sexual Harassment of Students

AC – Non Discrimination/Equal Opportunity and Affirmative Action

ACAD – Hazing

GBEB – Staff Conduct with Students

JFCK – Student Use of Cellular Telephones and Other Electronic Devices

JICIA – Weapons, Violence and School Safety

JICK – Bullying

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**EMPLOYEE DISCRIMINATION/HARASSMENT AND TITLE IX SEXUAL
HARASSMENT COMPLAINT PROCEDURES**

The Board has adopted these employee procedures in order to provide prompt and equitable resolution of employee complaints of discrimination and harassment, including sexual harassment, as described in policies AC – Nondiscrimination/Equal Opportunity and Affirmative Action; and ACAB – Harassment and Sexual Harassment of School Employees.

The complaint procedure in Section 2 may also be used, to the extent applicable, by visitors, including parents, volunteers and others having lawful access to the schools who wish to make a complaint of discrimination or harassment.

Complaints alleging harassment or discrimination against students based on a protected category should be addressed through the Board's Student Discrimination/ Harassment and Title IX Sexual Harassment Complaint Procedures (ACAA-R).

Any individual who is unsure about whether discrimination or harassment has occurred and/or or which complaint procedure applies is encouraged to contact the Affirmative Action Officer/Title IX Coordinator.

Affirmative Action Officer	Title IX Coordinator	Alternate Contact
Matthew Gilbert Assistant Superintendent Central Office 799 Hancock St., Suite 1 Rumford Maine, 04276 (207)369-5560 x8203 mgilbert@rsu10.org	Matthew Gilbert Assistant Superintendent Central Office 799 Hancock St., Suite 1 Rumford Maine, 04276 (207)369-5560 x8203 mgilbert@rsu10.org	Bethany Poulin Assistant Director of Special Services Central Office 799 Hancock St., Suite 1 Rumford Maine, 04276 (207)369-5560 x8210 bpoulin@rsu10.org
Reports can also be made using the secure form at this link .		

I. DEFINITIONS

For purposes of these complaint procedures, the following definitions will be used. The Affirmative Action Officer/Title IX Coordinator shall assess all reports and complaints to ensure that they are addressed under the appropriate policy and complaint procedure.

A. Discrimination/Harassment Complaint Procedure Definitions

1. "Discrimination or harassment": Discrimination or harassment on the basis of an individual's membership in a protected category, which, for employees, includes race (including traits associated with race involving

hair texture, Afro hairstyles and protective hairstyles such as braids, twists and locs), color, sex, sexual orientation, gender identity, age, familial status, religion, ancestry, national origin, genetic information, or disability.

2. "Discrimination": Treating individuals differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected category.
3. "Harassment": Oral, written, graphic, electronic or physical conduct relating to an individual's actual or perceived membership in a protected category that is sufficiently severe, pervasive or persistent so as to interfere with or limit that individual's ability to participate in the school unit's programs or activities by creating a hostile, intimidating or offensive environment.
4. Under Title VII and under Maine law/regulations, sexual harassment is defined differently than under Title IX. Maine Human Rights Commission regulations define sexual harassment as conduct on the basis of sex which satisfies one or more of the following:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
 - b. Submission to or rejection of such conduct by an employee is used as the basis for employment decisions affecting the employee; or
 - c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.
5. "Sexual orientation": Under Maine law, this means a person's "actual or perceived heterosexuality, bisexuality, homosexuality or gender identity or expression."
6. "Gender identity": Under Maine law, this means "the gender-related identity, appearance, mannerisms or other gender-related characteristics of an individual, regardless of the individual's assigned sex at birth."
7. "Complaint" is defined as an allegation that an employee or other third party has been discriminated against or harassed on the basis of race, color, sex, sexual orientation, gender identity, age, familial status, religion, ancestry, national origin, genetic information, or disability (and in regard to sex, conduct not otherwise addressed in the Title IX regulations and Section 3 of ACAB-R).

8. “Employee”: Whenever the term “employee” is used in Section 2, it includes visitors or others who have a lawful basis to make a complaint of discrimination or harassment.
9. “Familial status”: Under Maine law, this means a family unit that contains:
 - a. One of more individuals who have not attained 18 years of age and are living with a parent or another person having legal custody of the individual or individuals or the designee of the parent or other person having custody with the written permission of the parent or other person; or
 - b. One or more individuals 18 years of age or older who lack the ability to meet essential requirements for physical health, safety, or self-care because the individual or individuals are unable to receive or evaluate information or make or communicate decisions.

B. Title IX Sexual Harassment Complaint Procedure Definitions

1. “Title IX sexual harassment”: Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school unit’s education programs and activities:
 - a. “Quid pro quo” sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a promotion or favorable evaluation) on an individual’s participation in unwelcome sexual conduct;
 - b. “Hostile environment” sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies an individual’s equal access to the school unit’s education programs and activities; or
 - c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.
2. “Report”: Under the Title IX regulations, any individual may make a report of sexual harassment involving an employee, whether the individual is the alleged victim or not. A report must be made to the Affirmative Action Officer/Title IX Coordinator. A report triggers certain actions by the AAO/Title IX Coordinator for the alleged victim of sexual harassment, but an investigation is not conducted unless a “Formal Complaint” is filed.

3. "Formal Complaint": Under Title IX, the alleged victim of sexual harassment can file a written complaint that triggers the complaint procedure in Section 3 of ACAB-R. Only a school employee (and in certain circumstances, the AAO/Title IX Coordinator) may file a formal complaint.
4. "Employee": For the purpose of this procedure, "employee" means an applicant for employment or a current employee of the school unit.

II. DISCRIMINATION/HARASSMENT COMPLAINT PROCEDURE

This procedure should be used for any complaint of unlawful harassment or discrimination based on a protected category which does not involve Title IX sexual harassment.

A. How to Make A Complaint

1. An employee who believes they have been unlawfully harassed or discriminated against (as such terms are defined in Section I.A.1-3) is encouraged to try to resolve the problem by informing the individual(s) that the behavior is unwelcome or offensive, and requesting that the behavior stop. This shall not prevent the employee from making an immediate complaint to the AAO/Title IX Coordinator.
2. Any employee who believes they have been harassed or discriminated against should report their concern promptly to the AAO/Title IX Coordinator. A written complaint must include basic information concerning the allegation of harassment or discrimination (i.e., date, time, location, individual(s) who allegedly engaged in harassment or discrimination, description of allegation).
3. Employees who are unsure as to whether unlawful discrimination or harassment has occurred, or who need assistance in preparing a written complaint, are encouraged to discuss the matter with the AAO/Title IX Coordinator.
4. Employees will not be retaliated against for reporting suspected discrimination or harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary measures, up to and including discharge.
5. Any employee who believes they have been discriminated against or harassed is encouraged to utilize the school unit's complaint procedure. However, employees are hereby notified that they also have the right to

report incidents of discrimination or harassment to the Maine Human Rights Commission, 51 State House Station, Augusta, Maine 04333 (telephone: 207-624-6290) and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).

B. Complaint Handling and Investigation

1. The AAO/Title IX Coordinator will promptly inform the Superintendent and the person who is the subject of the complaint (respondent) that a complaint has been received.
2. The AAO/Title IX Coordinator may pursue an informal resolution of the complaint with the agreement of the parties involved. Any party to the complaint may decide to end the informal resolution process and pursue the formal process at any point. Any informal resolution is subject to the approval of the parties and the Superintendent, who shall consider whether the resolution is in the best interest of the school unit and the parties in light of the particular circumstances and applicable policies and laws.
3. The AAO/Title IX Coordinator may implement supportive measures (consistent with any applicable collective bargaining agreement provisions) to reduce the risk of further discrimination or harassment while an investigation is pending. Examples of supportive measures include, but are not limited to, ordering no contact between the individuals involved; changing a work location or changing a work schedule.
4. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and the AAO/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.
5. The investigator shall consult with the AAO/Title IX Coordinator as agreed during the investigation process.
6. The respondent will be provided with an opportunity to be heard as part of the investigation. The complainant shall not be required to attend meetings with the respondent, but may choose to do so as part of an informal resolution process.
7. The complainant and the respondent may suggest witnesses and/or submit materials they believe are relevant to the complaint.

8. If the complaint is against an employee of the school unit, any rights conferred under an applicable collective bargaining agreement shall be applied.
9. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
10. The investigation shall be completed within 40 business days of receiving the complaint, if practicable. Reasonable extensions of time for good reason shall be allowed.
11. The investigator shall provide a written report and findings to the AAO/Title IX Coordinator.

C. Findings and Subsequent Actions

1. The AAO/Title IX Coordinator shall consult with the Superintendent concerning the investigation and findings.
2. If there is a finding that discrimination or harassment occurred, the AAO/Title IX Coordinator, in consultation with the Superintendent:
 - a. Shall determine what remedial action, if any, is required to end the discrimination or harassment, remedy its effect and prevent recurrence; and
 - b. Determine what disciplinary action should be taken against the individual(s) who engaged in discrimination or harassment, if any.
3. Inform the complainant and the respondent in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

D. Appeals

1. After the conclusion of the investigation, the complainant or respondent may seek an appeal of the findings solely on the basis of either: (a) prejudicial procedural error or (b) the discovery of previously unavailable relevant evidence that could significantly impact the outcome.
2. Appeals must be submitted in writing to the Superintendent within five business days after receiving notice of the resolution.

3. Upon receipt of a valid appeal, the Superintendent shall provide notice to the other party, along with an opportunity to provide a written statement within five business days.
4. The Superintendent shall review the available documentation and may conduct further investigation if deemed appropriate.
5. The Superintendent's decision on the appeal shall be provided to the parties within 10 business days, if practicable. The Superintendent's decision shall be final.

E. Records

The AAO/Title IX Coordinator shall keep a written record of the complaint process.

III. TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURE

This section should be used only for complaints of Title IX sexual harassment as defined in Section I.B.1.

A. How to Make A Report

1. Any individual who believes an employee has been sexually harassed (as this term is defined in Section I.B.1) may make a report to the Title IX Coordinator.
2. If the individual making the report is the alleged victim, or if the alleged victim is identified by the individual making the report, the AAO/Title IX Coordinator will meet with the alleged victim to discuss supportive measures that may be appropriate in the particular circumstances and explain the process for filing a formal complaint.
 - a. Supportive measures are individualized measures designed to ensure the employee can continue to access and perform their work (such as requiring no contact between individuals, temporarily moving work locations or changing schedules, etc.).
 - b. Supportive measures may be continued even if the alleged victim chooses not to file a formal complaint, if appropriate under the particular circumstances.

3. The school unit cannot provide an informal resolution process for resolving a report until a formal complaint is filed.
4. Employees will not be retaliated against for reporting sexual harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary actions, up to and including discharge.
5. Any employee who believes they have been the victim of sexual harassment is encouraged to utilize the school unit's complaint procedures. However, employees are hereby notified that they also have the right to report sexual harassment to the Maine Human Rights Commission, 51 State House Station, Augusta, Maine 04333 (telephone: 207-624-6290) and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).
6. The Superintendent shall be informed of all reports and formal complaints of sexual harassment.

B. How to Make A Formal Complaint

1. An alleged victim may file a formal written complaint requesting investigation of alleged Title IX sexual harassment. The written complaint must include basic information concerning the allegation of sexual harassment (i.e., date, time, location, individual(s) who allegedly engaged in sexual harassment, description of allegation).

Employees who need assistance in preparing a formal written complaint are encouraged to consult with the AAO/Title IX Coordinator.

2. In certain circumstances, the AAO/Title IX Coordinator may file a formal complaint even when the alleged victim chooses not to. Examples include if the respondent (person alleged to have engaged in sexual harassment) has been found responsible for previous sexual harassment or there is a safety threat within the school unit. In such cases, the alleged victim is not a party to the case, but will receive notices as required by the Title IX regulations at specific points in the complaint process.
3. In accordance with the Title IX regulations, the AAO/Title IX Coordinator must dismiss a formal complaint under this Title IX procedure if: a) the conduct alleged in the formal complaint does not constitute sexual harassment under the Title IX regulations and this policy; b) if the conduct alleged did not occur within the scope of the school unit's education programs and activities, or c) did not occur in the United States.

4. In accordance with the Title IX regulations, the AAO/Title IX Coordinator may dismiss a formal complaint under this Title IX procedure if: a) a complainant withdraws the formal complaint, or withdraws particular allegations within the complaint; b) the respondent is no longer employed by the school unit; or c) there are specific circumstances that prevent the school unit from gathering evidence sufficient to reach a determination regarding the formal complaint.
5. If a formal complaint is dismissed under this Title IX procedure, the Title IX Coordinator will promptly and simultaneously send written notices to the parties explaining the reasons. Parties have the opportunity to appeal dismissals in accordance with subsection I below.
6. If the conduct that is alleged potentially violates other laws, Board policies, and/or professional expectations, the school unit may address the conduct under Section 2 or another applicable policy/procedure.

C. Administrative Leave

1. The Superintendent may place an employee respondent on administrative leave during the complaint procedure in accordance with any applicable State laws, school policies and collective bargaining agreement provisions.
2. Any such decision to place an employee respondent on administrative leave shall be made in compliance with any applicable disability laws, including Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

D. Notice to Parties of Formal Complaint

1. The Title IX Coordinator will provide to the parties written notice of the formal complaint and allegations of sexual harassment potentially constituting prohibited conduct under the Title IX regulations and this procedure. The notice will include:
 - Notice regarding the complaint procedure and the availability of an informal resolution process;
 - Sufficient details known at the time (including identities of parties, if known; the conduct alleged; and the date and location of the alleged incident, if known), with sufficient time to prepare before any initial interview (not less than five business days);

- As required by the Title IX regulations, a statement that the respondent is presumed not responsible for the alleged conduct and that a determination of responsibility will be made at the conclusion of the complaint; and that the parties may inspect and review evidence;
 - Notice that the parties may each have an advisor of their choice (who may be an attorney), and that the parties may inspect and review evidence;
 - Notice that knowingly making false statements or submitting false information during the complaint procedure is prohibited and may result in disciplinary action; and
 - Notice of the name of the investigator, with sufficient time (no less than three business days) to raise concerns of conflict of interest or bias.
2. If additional allegations become known at a later time, notice of the additional allegations will be provided to the parties.
 3. The AAO/Title IX Coordinator will discuss supportive measures with each party and implement such measures as appropriate.

E. Informal Resolution Process

After a formal complaint has been filed, and if the AAO/Title IX Coordinator believes the circumstances are appropriate, the AAO/Title IX Coordinator may offer the parties the opportunity to participate in an informal resolution process to resolve the complaint without completing the investigation and determination process. Informal resolutions cannot be used to resolve a formal complaint where a student is the complainant and the respondent is an employee.

Informal resolutions can take many forms, depending on the particular case. Examples include, but are not limited to, facilitated discussions between the parties; restorative justice; acknowledgment of responsibility by a respondent; apologies; disciplinary actions against a respondent or a requirement to engage in specific services; or supportive measures. Both parties must voluntarily agree in writing to participate in an informal resolution process, and either party can withdraw from the process at any time. The Superintendent must agree to the terms of any informal resolution reached between the parties. If an informal resolution agreement is reached, it must be signed by both parties and the school unit. Any such signed agreement is final and binding according to its terms.

If an informal resolution process does not resolve the formal complaint, nothing from the informal resolution process may be considered as evidence in the subsequent investigation or determination.

F. Investigation

1. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and AAO/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.
2. The investigator shall consult with the AAO/Title IX Coordinator as agreed during the investigation process.
3. If the complaint is against an employee of the school unit, rights conferred under an applicable collective bargaining agreement shall be applied, to the extent they do not conflict with the Title IX regulatory requirements.
4. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
5. The investigator will:
 - a. Meet with each party after they have received appropriate notice of any meeting and its purpose, with sufficient time to prepare.
 - b. Allow parties to have their advisor at all meetings related to the complaint, although advisors may not speak on behalf of a party or interfere with the process.
 - c. Allow parties a reasonable opportunity to identify witnesses and submit favorable and unfavorable evidence.
 - d. Interview witnesses and conduct such other activities that will assist in ascertaining facts (site visits, review of documents, etc.).
 - e. Consider evidence that is relevant and directly related to the allegations in the formal complaint.
 - f. During the course of the investigation, provide both parties with an equal opportunity to inspect and review any evidence that is obtained in the investigation that is directly related to the allegations in the formal complaint (including evidence which the school unit does not intend to rely upon in reaching a

determination of responsibility), and favorable and unfavorable evidence.

- g. Prior to completion of the investigation report, provide each party and advisor (if any) the evidence subject to inspection and review, and provide the parties with ten business days to submit a written response.
 - h. Consider the parties' written responses to the evidence prior to completing the investigation report.
 - i. Create an investigative report that fairly summarizes relevant evidence and send the report to the parties and advisors (if any), for their review and written responses within ten business days of receipt.
 - j. After receipt of the parties' written responses (if any), forward the investigation report and party responses to the assigned decision maker.
6. The investigation shall be concluded within 40 business days if practicable. Reasonable extension of time for good reason shall be allowed.

G. Determination of Responsibility

- 1. The decision maker shall provide the parties with the opportunity to submit written, relevant questions that the party wants asked of another party or witness within five or business days of when the decision maker received the investigation report and party responses.
 - a. The decision maker shall explain to a party proposing questions if the decision maker excludes a question as not relevant.
- 2. Each party shall be provided the opportunity to review the responses of another party and/or witness, and to ask limited written follow-up questions within five business days of receiving the answers.
- 3. Each party will receive a copy of the responses to any follow-up questions.
- 4. The decision maker shall review the investigation report, the parties' responses and other relevant materials, applying the preponderance of the evidence standard ("more likely than not").

5. The decision maker shall issue a written determination, which shall include the following:
 - a. Identification of all the allegations potentially constituting sexual harassment as defined in the Title IX regulations and this policy;
 - b. A description of the procedural steps taken from receipt of the formal complaint through the determination, including notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and meetings held;
 - c. A determination regarding responsibility as to each allegation and findings of fact supporting the determinations;
 - d. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school unit imposes on the respondent, and whether remedies designed to restore or preserve equal access to the school unit's programs and activities will be provided to the complainant;
 - e. The school unit's appeal procedure and permissible bases for the parties to appeal the determination.
6. The written determination shall be provided to the parties simultaneously. The determination concerning responsibility becomes final either on the date that the school unit provides the parties with the written determination of the results of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which the appeal would no longer be considered timely.

H. Remedies, Discipline and Other Actions

1. Remedies

Remedies are measures used to ensure that the complainant has equal access to the school unit's education programs and activities following the decision maker's determination. Such remedies may include supportive measures, and may include other appropriate measures, depending upon the determination and the needs of the complainant. The Title IX Coordinator is responsible for implementing remedies and providing any needed assistance to the Complainant.

2. Discipline and Other Actions

The following are examples of the types of disciplinary actions that may be imposed on an employee when there is a determination that they are responsible for one or more violations involving sexual harassment:

- Written warning.
- Probation.
- Demotion.
- Suspension without pay.
- Discharge.

The following are examples of other types of actions that may be imposed on an employee when there is a determination of responsibility:

- Performance improvement plan.
- Counseling.
- Training.
- Loss of leadership/stipend position.

I. Appeals

The parties have the opportunity to appeal a determination regarding responsibility, and from dismissals of formal complaints. Under the Title IX regulations, appeals are allowed on the following grounds:

1. A procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal of the formal complaint was made, that could affect the outcome of the matter; or
3. The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally, or the individual complainant or respondent that affected the outcome of the matter.

An appeal must be filed in writing within five business days of receiving the determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

1. Appeals must be filed with the Superintendent, who will consider the appeal.

2. The Superintendent shall conduct an impartial review of the appeal, including consideration of the written record of the matter, and may consult with legal counsel or other school unit officials in making their decision.
3. The Superintendent shall issue a written decision describing the result of the appeal and rationale for the result, and provide the written decision simultaneously to the parties. The decision will either deny the appeal; grant the appeal and remand to the decision maker for further consideration; or grant the appeal by revising the disciplinary action(s).

J. Records

Records in connection with sexual harassment reports and the complaint process shall be maintained for a minimum of seven years.

Legal References: Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.); 34 C.F.R. Part 106
Clery Act (20 U.S.C. § 1092(f)(6)(A)(v) - definition of sexual assault)
Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) – definition of sexual assault; 34 U.S.C. § 12291(a)(10) – dating violence; 34 U.S.C. § 12291(a)(3) – definition of stalking; 34 U.S.C. § 12291(a)(8) – definition of domestic violence)
Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d)
Americans with Disabilities Act (42 U.S.C § 12101 et seq.), as amended
Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq.), as amended
Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000e, et. seq.; 29 C.F.R. § 1604.11)
Age Discrimination in Employment Act (29 U.S.C. § 623 et seq.)
Genetic Information Nondiscrimination Act of 2008 (42 U.S.C. § 2000ff et seq.)

Cross Reference: AC – Non Discrimination/Equal Opportunity and Affirmative Action
ACAB – Harassment and Sexual Harassment of School Employees
GBGB – Workplace Bullying

Adopted: May 5, 2001

Revised: July 17, 2006

First reading of revisions: September 24, 2012

Second reading and adoption: October 22, 2012

First reading of revisions: April 23, 2018

Second reading and adopted: May 21, 2018
First reading and adoption by Policy Committee: July 13, 2020
Revised and Adopted: December 13, 2021
Revised and Adopted: January 24, 2022
Revised and Adopted: April 12, 2023
Revised and Adopted: April 30, 2025
Revised and approved by policy committee: November 19, 2025

PROGRAM FOR ENGLISH LANGUAGE LEARNERS

The Board recognizes the need to provide a program for students who are English language learners in order to assure these students of equal educational opportunity.

To that end, the Superintendent shall be responsible for developing and implementing a "Lau Plan" to meet the needs of students who are English language learners, including procedures for identification, assessment, programming, monitoring or progress, exit/reclassification, follow-up, and parent notification. A Language Assessment Committee shall be appointed to assist in the coordination, oversight and periodic review of the program.

The Lau Plan shall be approved by the Board before it is submitted to the Maine Department of Education.

At the beginning of each school year, Regional School Unit 10 will notify parents of students identified for or participating in programs for English language learners about the instructional program and parent rights, as required by law. Parents will be regularly informed of their child's progress. Whenever practicable, communications with parents will be in the language understood by the parents.

Legal Reference: 42 U.S.C. § 2000d (Title VI, Civil Rights Act of 1964)
20 U.S.C. § 6801 et seq.
Me. Dept. of Educ. Rule Ch. 127.02

Adopted: December 11, 2006
First reading of revision: April 23, 2012
Second reading and adoption: May 14, 2012
First reading: April 12, 2021
Second reading and adoption: April 26, 2021

LAU PLAN

Mission Statement

It is the policy of Regional School Unit No. 10 (RSU 10) to provide equitable access for English learners. According to the Equal Education Opportunities Act (1974), this school must make an effort to provide educationally appropriate programming to address the English and educational needs of every English learner so that he/she can compete with his/her non English-learner peers. Qualifying students will be identified and placed in programs and services in accordance with statutory guidelines. It is the policy of RSU 10 to comply with all federal and state laws prohibiting discrimination against students on the basis of all civil rights categories.

Section 1: Legal Foundation for Providing Effective Educational Services to English Learners

Federal Legislation

- *Every Student Succeeds Act (2015)* provides for strong accountability for the education of all children and for certain provisions specific to limited English proficient students, especially under Titles I and III of the Act. NCLB also provides funds to states and local schools and universities to carry out the intent of the Act.
<http://www.ed.gov/policy/elsec/leg/esea02/index.html> (full text)
<https://www2.ed.gov/policy/elsec/leg/essa/index.html> (U.S. Department of Education's official ESSA website)
- *Title VI of the Civil Rights Act of 1964* prohibits discrimination on the basis of national origin (and other civil rights).
<http://www.usdoj.gov/crt/cor/coord/titlevistat.htm> (full text)
- *Equal Education Opportunities Act of 1974* requires schools to "take appropriate steps" to assure equal access as stipulated in the Lau opinion below.
<http://www.law.cornell.edu/topics/education.html>

Supreme Court Decisions

- *Lau vs. Nichols (1974)* ruled that providing the same access to curriculum, instruction, and materials for students of limited English proficiency as is provided to English dominant students is not in effect equitable:
http://www.law.cornell.edu/supct/html/historics/USSC_CR_0414_0563_ZS.html •
- *Plyler vs. Doe (1981)* ruled that all students in public schools must be appropriately served, including any students who may not be documented as legal immigrants:
http://www.law.cornell.edu/supct/html/historics/USSC_CR_0457_0202_ZO.html •
- *Castañeda vs. Pickard (1981)* case precedent requires schools to use a three-pronged approach to assure that they are following the spirit of the above decisions vis-à-vis: a practice grounded in sound educational theory; effective implementation of an appropriate program; assurance that the program is working through an evaluation and subsequent

program modification to meet this requirement.

<https://web.stanford.edu/~hakuta/www/LAU/IAPolicy/IA1bCastanedaFullText.htm>

Section 2: English Learner Identification

Action Required by Federal Law and/or State Policy translated version when appropriate. Registrar is responsible.

Administration of the Maine DOE Language Use Survey Using available translation and interpretation services. Administration and teachers will make every effort to ensure interpretation services are available at meetings when applicable.

Translation/Interpretation Services Provided to Parents/Guardians

Referral of all Potential English Learners for Screening

All newly enrolled students (including transfers) will be initially screened for subsequent assessment through the Language Use Survey during the enrollment process. The registrar is responsible for reviewing Language Use Forms for all incoming students and for referring them to the ELL Coordinator when a form indicates any language other than English.

Administration of English Language Proficiency Screener

ELL Coordinator (or other trained personnel) is responsible for screening using the WIDA Screener Online. The minimum score required to be non-EL is composite proficiency level 4.5

Language Acquisition Committee (LAC) Meeting to Develop Program of Services for Identified English Learners

Identification of English learners will occur within 30 days of enrollment from the beginning of the school year or within two weeks of enrolling during the school year. RSU 10 will establish a Language Acquisition Committee (LAC)

Description

As a part of the registration packet using a

that will consist of an administrator, classroom teacher, and ELL teacher. An Individualized Language Acquisition Plan (ILAP) will be created by the LAC in collaboration with the student, parents/guardians, and appropriate support staff, such as a guidance counselor when they are involved in the student's education. Some members may be temporary, rotating, or ongoing.

Section 3: Development of Individualized Language Acquisition Programs All English learners must have an individualized educational program to meet their English language

acquisition and academic content learning needs relative to each student's current level of English proficiency, first language proficiency, educational background, disability status, and other factors.

EL Placement:

Assessments for entry into a language support program should be based on several criteria including an assessment of the language skills of the ELL using the WIDA Online Screener, sources such as student writing samples, oral interviews, special education considerations, and other assessment data solicited from teachers and colleagues.

Before making a permanent grade-level placement decision for a language minority student, the LAC will need to have pertinent background information about the child. That information will include, as a minimum:

- the child's chronological age
- the child's educational background
- the child's English language proficiency level
- the child's academic performance (in both English and native language)

Under no circumstances will a student be placed in a grade level that is more than one year below his/her chronological age. Although it may seem logical to place an English learner at a grade level that matches the kind of English skills he/she needs to acquire, it would be a great disservice to the child both socially and cognitively to do so. The school is obligated to provide a language support program that meets the English language, as well as content area, needs of students consistent with state and federal statute and case law precedent. It is not appropriate to retain an ELL solely for the reason of limited English proficiency. It is understood by this school that an English learner will not be on grade level academically until he/she has had the opportunity to acquire the English skill and content necessary for success. RSU 10 accepts the research that the acquisition of English for cognitive/academic proficiency can take from five to seven years under optimal circumstances of academic and English Language Proficiency support.

Special Needs Placement:

Determining special needs placement for students who are receiving ELL services is a complex process. There may be a number of individual or combined factors determining why language and cultural minority students are achieving limited academic progress over time; the normal process of second language acquisition, the acculturation process, different learning styles, motivation to learn, or the student's lack of prior schooling are potential factors. Screening and diagnosing at-risk students receiving ELL services include a pre-referral discussion (including cultural and language factors) to determine whether temporary learning and behavior characteristics exist or whether referral to special education is warranted. The ELL specialist must be involved throughout the process.

Programs:

Each student will be enrolled in the mainstream program to the extent possible and integrated into regular activities. The student's teachers will share the responsibility of programming with a qualified ELL teacher. Modification to the regular curriculum will be supported by appropriate instructional materials. The ELL program will be supported by the budget for program needs and ancillary services (eg. interpreter services, speech pathology, computer literacy, special needs, gifted/talented) as appropriate.

Some of the programs options used at RSU 10 include:

Structured English Immersion: An approach that utilizes comprehensible English language to teach English language and subject area content simultaneously in the mainstream classroom. Although the actual content is the same as that taught to non-ELL students, differentiated scaffolding is in place to support the learning of key concepts and vocabulary at the student's English language proficiency level based on learning outcomes created from the WIDA Candos. Mainstream and ELL teachers collaborate closely.

Sheltered instruction: An instructional approach that engages ELLs through a variety of teaching strategies, designed for teachers of academic content, that lower the linguistic demand of the lesson without compromising the integrity or rigor of the subject matter. Teachers differentiate the language demands of the lesson in many ways, such as using clear simple language and modifying speech rate, using context clues, relating instruction to student experience, adapting the language of texts or tasks, and using demonstrations, visuals, graphic organizers, or cooperative work to make academic instruction more accessible to students at different English proficiency levels. Academic and parallel language goals are identified for each individual EL by the teacher.

Explicit individualized or small group instruction: Supplementary instruction to support learning in mainstream classes. Instruction will include vocabulary development, pre-teaching of content concepts, reteaching and practice of content area curriculum, scaffolding and leveling materials as appropriate to the needs of the student.

Amount and frequency of services:

The typical amount and frequency of services provided to English learners will differ according to need and will be assessed by proficiency level and grade. Students at all levels will receive services as appropriate to their needs in order to be able to access their education.

If a parent/guardian declines services:

If a parent declines EL services for their child, meaningful education must still be provided. A parent's refusal of EL services must be documented but it does not release RSU 10 from its responsibility for providing meaningful education to the English Learner.

ILAP Review:

English learners will participate in an annual Individualized Language Acquisition Plan (ILAP) meeting with parents, teachers, support staff, ELL coordinator, and an administrator to review programming based on WIDA ACCESS results and school/class assessments. Interpretation services will be provided as necessary. Parents, students, or school staff may call a meeting to review programming at any time during the school year. Meeting minutes that include programming details and language development goals will be documented and placed in students' school files and sent home for parents' personal files.

Section 4: Meaningful and Equitable Access to Academic and Extracurricular Programs

All English learners are entitled to equitable access to all academic and extracurricular programs offered by RSU 10. This district's EL programming builds off content area curriculum through scaffolding and strategies appropriate for English learners ensures access to rigorous, grade-level-appropriate coursework.

Section 5: Equitable Personnel, Facilities, and Materials

RSU 10 is committed to providing qualified teaching staff to ensure English learners meet their language learning and academic content acquisition needs, as well as facilities and materials of comparable quality to those of their peers. Every effort will be made to provide EL trained teachers; paraprofessionals or tutors (overseen by an EL Coordinator) will only be used to provide short-term support to English learners in place of qualified teachers when absolutely necessary. Training is provided to mainstream/content area teachers on strategies for meeting the needs of English learners in the mainstream through the ELL Coordinator.

Section 6: Annual English Language Proficiency Test Administration All English learners will be administered the WIDA ACCESS for ELs annually during the state's testing window. If a parent has refused EL services, and that student has been identified as an English Learner, then that student will still be administered the ACCESS for ELLs annually until he/she attains the State's definition of English language proficient, which is defined as a Level 4.5 composite score on the ACCESS for ELLs.

Section 7: Exit and Monitoring

When an English learner meets Maine's definition of English language proficiency on the WIDA ACCESS for ELLs, the student is exited from English learner status. Note that no other criteria may substitute for a score of proficient on ACCESS for ELLs. The academic performance of all former English learners will be monitored by the EL Coordinator in collaboration with classroom teachers for a minimum of 2 years to ensure that English language support services are no longer needed. If educators suspect that a student is no longer proficient in English, the WIDA Screener Online may be re-administered to determine English learner status. A student who scores below an overall composite score of 4.5 must be reentered into English learner status, provided English language acquisition support services, and administered ACCESS for ELLs

annually until exiting again.

Post enrollment identification:

Post enrollment identification is possible when educators who feel that students who were screened for English learner status upon enrollment but did not qualify may in fact be ELs. Educators may complete the last section of the Language Use Survey and describe evidence that the student's English language development has been affected by a primary or home language other than English and bring it to the attention of the ELL Coordinator.

Section 8: Ongoing Program Evaluation

In order to ensure the most effective and appropriate structured language support programming for English learners, programs will be evaluated annually and modifications made if desired outcomes are not being met. Due to the small number of English learners in RSU 10 each EL program is created through an ILAP meeting and is reviewed and adjusted as necessary each semester. Individualized learning outcomes are created based on the WIDA Candos in conjunction with the learning standards. Teachers, administration, and the ELL coordinator collaborate to ensure long term outcomes are comparable to those of students who were never English learners. Data is collected in the form of classroom assessments and standardized testing in which all students participate in addition to WIDA assessment scores.

Section 9: Meaningful Communication with Parents/Guardians

RSU 10 makes every effort to ensure meaningful communication with parents with a primary/home language other than English in a language they can understand and to adequately notify parents of information about any program or service that is called to the attention of non-EL parents. When possible interpretation services are offered when parents do not have the English proficiency to comprehend the academic dialogue presented during meetings such as conferences and ILAP meetings.

Section 10. Appendix A: Terms

ACCESS for ELLs- Assessing Comprehension and Communication in English State to State for English Language Learners: used as an annual assessment for high school English learners.

CAN DOs- WIDA Can Do descriptors: used to describe what learners can do at benchmarks 1 to 12 in the academic English language skills of Listening, Speaking, Reading and Writing.

EL- English Learner

ELL- English Language Learner: used to describe a student at Level 4.5 or lower on the WIDA ACCESS for ELLs.

ESL- English as a Second Language: term traditionally used to describe students who come from a non-English language background to learn English in a school setting.

FEP- Fluent English Proficient: used to describe students who are capable of functioning in an English-only educational environment in the domains of reading, writing, listening, and speaking in social and academic language.

ILAP- Individualized Language Acquisition Plan

LAC- Language Acquisition Committee: committee with responsibilities that include identifying and ensuring the educational needs of English learners.

Lau Plan- written equal access plan developed to describe the appropriate educational practices for English learners as a result of the Supreme Court case of Lau v. Nichols (1974).

NEP- Non-English Proficient: used to describe a student who has not had exposure to English.

Wida Screener- WIDA Assessment and Placement Test: used to screen newly enrolled students who have not taken the ACCESS for ELLs, to determine eligibility for ELL services.

WIDA- World-Class Instructional Design and Assessment: a federally funded assessment and member-state supported consortium including Maine, Vermont, and New Hampshire. This consortium has created English language proficiency standards aligned with the Common Core.

Revised: May 2020

Lau Plan approved by the Policy Committee: 03/08/2021



Buckfield Jr/Sr High

Rates & Due Dates for the

April 18-25, 2027 Bahamas Cruise out of Cape Liberty

Royal Caribbean-Odyssey of the Seas

20 Students and 2 Adults



DAY	PORT OF CALL	ARRIVAL	DEPARTURE
April 18, 2027	Cape Liberty		3:00 PM
April 19, 2027	Fun Day at Sea		
April 20, 2027	Orlando (Port Canaveral)	11:59 AM	8:00 PM
April 21, 2027	CocoCay	8:30 AM	5:00 PM
April 22, 2027	Nassau	8:00 AM	5:00 PM
April 23, 2027	Fun Day at Sea		
April 24, 2027	Fun Day at Sea		
April 25, 2027	Cape Liberty	6:00 AM	

- ✓ Rates quoted include all taxes, port fees, and onboard gratuities
- ✓ Comps are 1 free person @ double rate for every 8 cabins paid (or 1 free double rate per 15 paid guests)- NOT Included, but will be updated based on Final Cabin list and on Final Invoice!
- ✓ One chaperone, 25 years of age or older, per 10 students.
- ✓ Spacious Cabin with 24 Hour Stateroom Service
- ✓ All Meals
- ✓ All Shipboard Activities and Entertainment including "Live" Entertainment, Swimming, Dancing, Health Club, Karaoke and much more!
- ✓ Cruise pricing based on a minimum of 8 staterooms.
- ✓ Cruise Lines reserves the right to re-instate the fuel supplement for all



Inside Cabins

Single Occupancy- \$2460 per person

Double Occupancy- \$1600 per person



Prices do not include the SeaPass card, which is what you need for additional purchases while on the Cruise Ship. \$50.00 min requirement for students and \$100 min requirement for adults.

Classic Soda Package is available for purchase.

Everyone will go online to pre-register, verify legal name & spelling, date of birth, enter credit card info for the SeaPass account and print luggage tags. IF, a passenger needs to add additional funds to their account onboard the ship, you can give cash at Guest Services. Any unused funds will be returned to you at the end of the cruise.

September 8, 2026

Motion: I move that the Resolution entitled, "Resolution to Authorize Issuance of a \$278,784 Bond for Two (2) School Buses," be adopted in form presented to this meeting.

**RESOLUTION TO AUTHORIZE ISSUANCE OF A \$278,784 BOND
FOR TWO (2) SCHOOL BUSES**

The School Board of Regional School Unit No. 10 (the "RSU") hereby resolves as follows:

1. That Superintendent of Schools (the "Superintendent") and Business Manager, acting singly, are authorized to accept the bid of Androscoggin Bank (the "Lender") for the issuance and sale of a general obligation bond of the RSU to acquire two (2) school buses and related accessories and equipment (the "Project") in principal amount of **\$278,784** at an interest rate of **5.35%** payable **three (3)** annual installments, and any such prior action of the Superintendent or Business Manager is hereby ratified and confirmed;
2. That under and pursuant to the provisions of Title 20-A M.R.S. sections 1490 and 5401(15), and voter approval of Article 21 at the RSU Budget Meeting held May 27, 2026, the School Board Chair and the Treasurer of the RSU are authorized in the name and on behalf of the RSU to borrow from Lender the sum of **\$278,784** on such terms not inconsistent with this Resolution as the Board Chair and Treasurer shall approve to finance the Project; and to execute and deliver a bond or bonds of the RSU attested by the Secretary, dated on or about September 25, 2026, in such form as the Board Chair and the Treasurer may approve (the "Bond");
3. That the proceeds of the Bond shall not be used in a manner that would cause the Bond to be an "arbitrage bond" or "private activity bond" within the meaning of Sections 148 and 141 of the Internal Revenue Code of 1986, as amended (the "Code");
4. That the Bond issued pursuant hereto is designated as a qualified tax-exempt obligation within the meaning of Section 265(b)(3) of the Code;
5. That the Superintendent is authorized to covenant on behalf of the RSU to file any information report and pay any rebate due to the United States in connection with the issuance of the Bond, and to take all other lawful actions necessary to ensure the interest portion of the rental payments under and pursuant to the Bond will be excludable from the gross income of the owners thereof for purposes of federal income taxation and to refrain from taking any action which would cause such interest portion of the rental payments to become includable in the gross income of the owners thereof;
6. That the appropriate officials of the RSU are authorized to execute and deliver such other documents and certificates as may be required in connection with the Bond; and
7. That an attested copy of this Resolution be filed with the minutes of this meeting.

A true copy, attest:

Matthew Gilbert, Secretary
Regional School Unit No. 10

