

BOARD OF DIRECTORS MEETING AGENDA
MVHS CAFETERIA
MONDAY, AUGUST 18, 2025 SCHOOL BOARD 6:30PM

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

I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE

1. Welcome- Carrie Luce

II. ADJUSTMENTS TO THE AGENDA

If yes:

Motion:

Second:

III. CONSIDERATION OF THE MINUTES

Approve the minutes of the August 4th 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:

August 20th Finance Committee Meeting at 4:00 at CO

August 20th Policy Committee Meeting at 5:00 at CO

August 20th BG&T Committee Meeting at 6:00 at CO

August 26th First Day Back for Staff for the 2025-2026 SY

September 2nd First Day of 2025-2026 SY

September 8th School Board Meeting at 6:30 at BJSHS

September 17th Curriculum Committee Meeting at 4:00 at CO

September 17th Personnel Committee Meeting at 5:00 at CO

September 17th Policy Committee Meeting at 6:00 at CO

September 22nd School Board Meeting at 6:30 at MVHS

VI. COMMITTEE REPORTS

1. Personnel Committee
2. Policy Committee
3. Finance Committee
4. Building & Grounds Committee
5. Negotiations Committee update

Cont.

6. Region 9
7. Region 11
8. Curriculum Committee
9. Superintendent's Report-

VII. SUPERINTENDENT'S CORRESPONDENCE

Administrative/Department Reports: Special Education Part III- Child Development Services

Resignations/Retirements:

The Superintendent has accepted the resignation of Mark Thibodeau, Interim Principal at MES, effective 8/22/25.

The Superintendent has accepted a letter of resignation from Lynn Newell Literacy Coach at MVCS, effective 8/6/25.

The Superintendent has accepted the resignation of Heidi Cole, Behavior Intervention, Ed Tech III at MES/MVCS, effective 8/7/25.

The Superintendent has accepted the resignation of Heather Magoon, Nutrition Service Worker 5.75hrs/dy, effective 8/7/25.

The Superintendent has accepted a letter of **retirement** from Judy Mazza, FT Van Driver for the district, effective 8/6/25.

Transfers:

The Superintendent has approved the transfer of Laura Johnston, from the middle school level Assistant Principal to the elementary school level Assistant Principal of MVCS.

Appointments:

The Superintendent has appointed Tammy Tatlock, as HS Varsity Golf Coach at BJSHS.

New Hires (don't need Board approval):

The Superintendent has hired Rebecca Gallant, as a PT Van Driver for the District.

The Superintendent has hired Abbey Rice, as an Ed Tech III at MVHS.

The Superintendent has hired Jennifer Shaw, as a Grade 7, Special Education, Ed Tech III at MVMS/MVCS.

The Superintendent has hired Veronica Lee, as a Special Education, Ed Tech II at MES/MVCS.

The Superintendent has hired Alison Woodcock, as a Special Education, Ed Tech II(FLS) at MVMS/MVCS.

Cont.

The Superintendent has hired Pritty Kumari, as a Special Education, Ed Tech I at MES/MVCS.

Employee Probationary Period Completions:

None

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

JJIF-E- Concussion and Other Head Injuries Information Sheet- REVISED

VIII. OLD BUSINESS

None

IX. NEW BUSINESS

1. Act to approve the Superintendent's Recommendation of Valentina Ortiz as a Grade 5 Special Education Teacher at MVCS.

Motion: Second:

2. Act to Approve the Superintendent's Recommendation of Vanessa Hamner, as INTERIM Special Education Teacher at MVHS.

Motion: Second:

3. Act on the Policy Committee's Recommendation to DELETE Policy IGC- Weekend/Holiday Practice and Games.

Motion: Second:

4. Act on Policy Committee's Recommendation to DELETE Policy IGDF- Student Fundraising Activities/Staff Gifts and Solicitations.

Motion: Second:

5. Act on First Reading of Revised IHBA- Individualized Education Plans.

Motion: Second:

6. Act on First Reading of Revised IHBA- Referral/Pre-referral.

Motion: Second:

7. Act on First Reading of Revised IHBA-R Referral Procedures and Interventions.

Motion: Second:

8. Act on the First Reading of Revised JIE- Pregnant Students.

Motion: Second:

9. Act on the First Reading of Revised JJIF- Management of Concussions and Other Head Injuries.

Motion: Second:

X. BOARD MEMBER COMMENTS

XI. EXECUTIVE SESSION

1. Act to Enter into Executive Session for the Purpose of Discussion of a Student Re-Entry into RSU 10.
MRS§ 405(6)(B).
Motion: Second: at _____ p.m.

EXIT EXECUTIVE SESSION

Motion: Second: at _____ p.m

RESULTS FROM EXECUTIVE SESSION:

(ONLY if vote is required)

Motion: Second:

EXECUTIVE SESSION

2. Act to Enter into Executive Session for the Purpose of Discussion of a Teacher Candidate Pursuant to MRS§ 405(6)(A).
Motion: Second: at _____ p.m.

EXIT EXECUTIVE SESSION

Motion: Second: at _____ p.m

RESULTS FROM EXECUTIVE SESSION:

(ONLY if vote is required)

Motion: Second:

EXECUTIVE SESSION

3. Act to Enter into Executive Session for the Purpose of Discussion Regarding the Appointment of an Interim Principal at MES Pursuant to MRS§ 405(6)(A).
Motion: Second: at _____ p.m.

EXIT EXECUTIVE SESSION

Motion: Second: at _____ p.m

RESULTS FROM EXECUTIVE SESSION:

(ONLY if vote is required)

Motion: Second:

XII. ADJOURNMENT

Motion: Second:

Region 9

Applicants over 300

Enrollment as of 8/6/25

accepted → 279

Buckfield	3
Dirigo	85
Mountain Valley	124
Telstar	64
MEVA/MECA	3

Automotive	29
Building	34
CNA	17 (two more pending)
Computer	15
Culinary	56
ECE	14
Fire Science	12
Heavy Equipment	12
Intro	18
Metal Trades	27
Outdoor	27
Small Engines	18

Update on Bond process

RSU 10 Board of Directors
Committees 2025-2026

Finance Committee

Peter DeFilipp
Kristen Chapman
Dan Hodge
Doug Stone
Jennifer LeDuc

Policy Committee

Allison Long
Doug Stone
Veronica Child
Jennifer LeDuc
Kristen Chapman

Curriculum Committee

Allison Long
Veronica Child
Darcy Klein
Vacancy

Building Advisory Committee

Peter DeFilipp
Veronica Child
Greg Buccina

Negotiators

Dan Hodge
Chad Culleton
Peter DeFilipp
Vacancy

Personnel Committee

Veronica Child
Kristen Chapman
Erin Hinkley
Ed Bulger
Dan Hodge

BG&T Committee

Peter DeFilipp
Dan Hodge
Erin Hinkley
Ed Bulger

Advisory Committee

(Nezinscot Valley Building Committee)

Allison Long
Erin Hinkley
Chad Culleton
Kristen Chapman

Region 9

Doug Stone
Peter DeFilipp

VACANCY - Community member

Region 11

Chad Culleton

Board Chair is an Ex-Officio member of all committees Updated: 8/4/25

BOARD OF DIRECTORS MEETING APPROVED MINUTES
MVHS CAFETERIA
MONDAY, JUNE 16, 2025 SCHOOL BOARD 6:30PM

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

School Board Members Present: Peter DeFilipp, Darcy Klein, Dan Hodge, Jennifer LeDuc,
Veronica “Bonnie” Child, Ed Bulger, Allison Long, Kristen
Chapman, Doug Stone, Chad Culleton, Erin Hinkley

School Board Members Absent: Vacant- Hanover Rep., Vacant- Roxbury Rep.

Staff & Community Present: Deb Alden, Brian Carrier, Matthew Gilbert, Michele Burnham, Mark
Thibodeau, Jan Peaslee, Leah Kaulback, Andy Bean, Carrie Luce,
Troy Eastman, Sarah Marshall, Tom Danylik, Devin Roberts,
Students, Staff, Community Members

I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE

1. Welcome- Mark Thibodeau, Interim Principal- MES

C. Culleton- Welcomed New School Board member; Jennifer LeDuc

II. ADJUSTMENTS TO THE AGENDA

If yes:

Motion: P. DeFilipp Second: A. Long
Unanimous

III. CONSIDERATION OF THE MINUTES

Approve the minutes of the May 28th Annual Budget Meeting and the June 2nd
Meeting of the Western Foothills Regional School Unit No. 10 School Board
Meeting Minutes as Written.

May 28th

Motion: P. DeFilipp Second: D. Hodge

K. Chapman- Made a motion to add total number of voters (236) in attendance at the
annual Budget Meeting, to the minutes.

Seconded: E. Hinkley Abstained: J. LeDuc

Passed

June 2nd

Motion: A. Long Second: K. Chapman

Passed Abstained: J. LeDuc

PUBLIC COMMENTS/QUESTIONS

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

Student-Maxwell Spitzer

Student- Maynard Peaslee

V. COMMUNICATION/CORRESPONDENCE

Student Board Representatives Reports - MVHS- Vacant

Student Board Representatives Reports - BJSHS- Vacant

Superintendent Alden- Aaron Cayer, Class of 2007, from MVHS- Wrote a book on architecture. He is a professor at Cal Poly Tech

Upcoming Meetings:

June 18th Curriculum Committee Meeting at 4:00 at CO

June 18th Personnel Committee Meeting at 5:00 at CO

June 18th Policy Committee Meeting at 6:00 at CO

June 19th Juneteenth Central Office CLOSED

VI. COMMITTEE REPORTS

1. Personnel Committee- 6/18

2. Policy Committee- 6/18

3. Finance Committee- N/M

4. Building & Grounds Committee- N/M

5. Negotiations Committee update- Teachers Bargaining Agreement, on agenda this evening for vote.

6. Region 9- PUC- Continued water issues

7. Region 11- Hiring

8. Curriculum Committee- 6/18

9. Superintendent's Report-

- **'B' Policies:** This is an opportunity to remind ourselves of these policies/procedures. This packet includes Policy BDB - this reminds us of the duties of the Board Chair and Vice Chair. We vote Annually on these positions at our first meeting in August and Chad, as the Vice-chair, will be serving until then.
- **MVCS** - Starting to work on flooring in the Elementary sections and millwork. Electrical, HVAC systems in Section E,D. Setting up training times for our building staff to learn about all of the systems in MVCS. Tours in late August. She expressed gratitude to the Oxford Federal Credit Union for their donation of \$5000 toward a playground at MVCS. She expressed gratitude to Kati Mazza, for her instrumental work in obtaining this donation.

- **Outside Providers** - She met with two outside special ed. providers to discuss possibilities for serving our District within our towns. Both are interested and I will be setting up visits.
- **School Board Self-Evaluation** - There have been 4 responses. Here is the link again: Board Self-Evaluation. She needs to know if the Board wants to have an outside person (Judy Saunders) put the results together and lead a Board discussion or not.
- **October 23 & 24** - Board members these are the dates to reserve for the Workshop/conference in Augusta this fall.

VII. SUPERINTENDENT'S CORRESPONDENCE

Administrative/Department Reports:

ESEA Plan and Spring NWEA Data- Matt Gilbert
 Provided handouts: RSU 10 FY26 ESEA Overview
 RSU 10 Data Story 24-25

Resignations/Retirements:

The Superintendent has accepted a letter of **retirement** from Mary Tucker, Nutrition Service Worker at MVMS/MVCS, effective 8/31/25 (9/9/1987=38yrs.).

The Superintendent has accepted the resignation of Ross Chicoine, Assistant Special Education Director for the District, effective 8/1/25.

The Superintendent has accepted the resignation of Willow Smith, Grade 6 Writing Teacher at MVMS, effective at the end of the 2024-2025 SY.

The Superintendent has accepted the resignation of Donald Fuller, Girls Tennis Coach at MVHS.

Transfers:

None

Appointments:

None

New Hires (don't need Board approval):

None

Employee Probationary Period Completions:

Julie Madison- Ed Tech III at HSES- 6/9/25

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

None

VIII. OLD BUSINESS

1. Act to Approve Cost Center Adjustments Based on the Results of the Annual Budget Meeting.

Motion: V. Child

Second: P. DeFilipp

Passed

Opposed: E. Hinkley, K. Chapman, D. Klein

2. Discussion on RSU 10 Administrative Positions.

(ONLY if vote is required)

EPS Funding is, 1 Admin. for 305 Students

Staff Survey Results- Overwhelming(72.1% for 2 Principals- PK-5 and 6-8

and 2 Assistant Principals Model, at MVCS.

The Board agreed to keep the current plan.

IX. NEW BUSINESS

1. Discussion and Action to Approve the BJSHS Class of 2026 Class Trip.

Motion: P. DeFilipp

Second: D. Stone

Paige Bly, Alyssa Breton, Emma Hooper from BJSHS presented

Unanimous

2. Vote that the Computation and Declaration of Votes dated June 10, 2025 and attached hereto be Approved.

Further vote that the Computation and Declaration of Votes be entered upon the records of Regional School Unit No. 10.

Further vote that a certification copy of the Computation and Declaration of Votes be sent to each of the Municipal Clerks of the member municipalities with Regional School Unit No. 10 District Budget.

Motion: P. DeFilipp

Second: D. Stone

Unanimous

3. Motion to approved Assessment Warrants and Installment Schedules:

Motion:

I move that the Warrant for Assessment of Tax and Assessment Schedule and Notice of Installments for each member municipality prepared by the Treasurer for fiscal 2025-2026 be approved and be issued in form presented to this meeting; and that the Treasurer be authorized and directed to deliver to each member municipality its Warrant for Assessment of Tax and its Assessment Schedule and Notice of Installments.

Motion: A. Long

Second: D. Hodge

Unanimous

4. Act to Approve the Superintendent's Recommendation of Shawn Prokey, as Physical Education Teacher at HSES, Beginning the 2025-2026 SY.

Motion: P. DeFilipp

Second: C. Culleton

Unanimous

5. Act to Approve the Collective Bargaining Tentative Agreement Between RSU 10 Board of Directors and Teachers.

Motion: P. DeFilipp

Second: V. Child

Unanimous

6. Act to Allow the Superintendent to Hire Certified Teachers Between Now and August 4 2025.

Motion: P. DeFilipp

Second: V. Child

Weighted Vote:

In Favor: 479- C. Culleton, A. Long, P. DeFilipp, D. Hodge, V. Child, D. Stone

Opposed: 476- K. Chapman, E. Hinkley, D. Klein, E. Bulger, J. LeDuc

7. Act to Authorize the Conveyance of the Meroby School to the Town of Mexico.

Motion: I move that the Vote entitled, "Vote to Transfer Meroby Elementary School to the Town of Mexico," once RSU 10 has vacated the building, be adopted in form presented to this meeting and that an attested copy of this Vote be filed with the minutes of this meeting.

Motion: P. DeFilipp

Second: E. Bulger

Unanimous

K. Chapman made a motion to AMEND to include, " once RSU 10 has vacated the building."

Second: A. Long

Unanimous

X. BOARD MEMBER COMMENTS

A. Long

K. Chapman

D. Klein

XI. EXECUTIVE SESSION

None

EXIT EXECUTIVE SESSION

Motion: _____ Second: _____ at _____ p.m

RESULTS FROM EXECUTIVE SESSION:

(ONLY if vote is required)

Motion: _____ Second: _____

XII. ADJOURNMENT

Motion: A. Long Second: C. Culleton

Unanimous at 8:20p.m.

REVIEW OF SCHOOL BOARD SELF-EVALUATION REPORT

MONDAY, AUGUST 4, 2025 SCHOOL BOARD 5:30PM

CENTRAL OFFICE CONFERENCE ROOM

BOARD OF DIRECTORS MEETING **DRAFT MINUTES**

MONDAY, AUGUST 4, 2025 SCHOOL BOARD 6:30PM

MVHS CAFETERIA

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

School Board Members Present: Peter DeFilipp, Darcy Klein, Jennifer LeDuc, Kristen Chapman, Veronica "Bonnie" Child, Ed Bulger, Allison Long, Doug Stone, Chad Culleton, Dan Hodge

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

Staff & Community Present: Deb Alden, Brian Carrier, Matthew Gilbert, Devin Roberts, Adalaide Solomon- Jordan, , Jim Hodgkin, Bethany Meehan-Poulin, Diana Charest, Leah Kaulback, Tom Danylik, Students, Staff, Community Members

I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE

1. Welcome- Matt Gilbert, Assistant Superintendent

II. ADJUSTMENTS TO THE AGENDA

If yes:

Motion: C. Culleton Second: A. Long

Superintendent Alden- Will need a 3rd Executive Session this evening Pursuant to MRS § 405(6)(E) Student Issue.

III. CONSIDERATION OF THE MINUTES

Approve the minutes of the June 16th Meeting of the Western Foothills Regional School Unit No. 10 School Board Meeting Minutes as Written.

Motion: V. Child Second: P. DeFilipp

Unanimous

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 - BJSBS- Vacant

Upcoming Meetings:

August 11th NV Building Committee at 5:00 at BJSHS Cafe
August 18th School Board Meeting at 6:30 at MVHS Cafe
August 20th Finance Committee Meeting at 4:00 at CO
August 20th Policy Committee Meeting at 5:00 at CO
August 20th BG&T Committee Meeting at 6:00 at CO
September 8th School Board Meeting at 6:30 at BJSHS
September 17th Curriculum Committee Meeting at 4:00 at CO
September 17th Personnel Committee Meeting at 5:00 at CO
September 17th Policy Committee Meeting at 6:00 at CO
September 22nd School Board Meeting at 6:30 at MVHS

VI. COMMITTEE REPORTS

1. Personnel Committee-6/18, 9/17
2. Policy Committee-6/18, 8/20, 9/17
3. Finance Committee-8/20
4. Building & Grounds Committee-8/20
5. Negotiations Committee update- None
6. Region 9-8/6
7. Region 11-8/7
8. Curriculum Committee-6/18, 9/17
9. Superintendent's Report-
 - **MVCS** - The building is really coming along - On the outside, the track and parking are paved. Building siding is almost complete. Section E (MS), we have done our first punch list on the second floor. They are installing equipment in gyms and kitchen. Elementary rooms are getting paint and flooring. Furniture has been approved and being ordered. Systems (heating/cooling/water) will start to be tested in the next month.
 - **Hiring** – We are still looking for several teaching and ed tech. positions. We are avoiding transferring staff during the month of August until mid-Sept. to enable schools to begin the year with the staff they have.
 - **Summer Events** - Special Ed. Extended School Year (ESY) summer programs completed sessions over the last two weeks in both Regions. Additionally credit recovery at both of our high schools. Auditors are here this week (Aug. 4th)! We have staff members taking advantage of our free admission for the MDOE Education Summit at Thomas College on Aug. 5th and 6th. August 12th & 13th we will have an Administrative Retreat then the week of August 18th we will be providing a week of professional development for teachers and ed techs. During this week we also have the New Staff Orientation on August 21st.

- **Federal Funding** - On July 25th we learned that the remaining federal funds, which we use to support professional development, technology and ELL services will be released. These are the last areas we have been waiting to hear about. Title 1 (intervention staff) and Local Entitlement (Special Ed.) have already been secured.
- **Teacher Bargaining Unit Memorandum of Understanding (MOU)** - As part of the negotiations of the Teacher Contract we agreed to have a committee to consider how we can preserve teacher planning time. We need to come up with two School Board members to serve with teachers (chosen by WFEA) and administrator and special education to work on short-term & long-term solutions to scheduling staff for meetings/events when they are given time to plan. The Committee needs to be formed by September 16, 2025.

VII. SUPERINTENDENT'S CORRESPONDENCE

Administrative/Department Reports:

Matt Gilbert- Presentation on Dropout Prevention/Graduation Completion Plan-Policy JFC

Devin Roberts- Paving Project at HSES

Resignations/Retirements:

The Superintendent has accepted the resignation of Amie Smith, Special Education Teacher at HSES, effective 7/18/25.

The Superintendent has accepted the resignation of Lora Surette, Special Education, Ed Tech III at MVHS, effective 6/23/25.

The Superintendent has accepted the resignation of Megan LaChance, Special Education, Ed Tech III at MES/MVCS, effective 8/8/25.

The Superintendent has accepted the resignation of Ting Zuo, ELL Ed Tech III at MVHS, effective 8/13//25.

The Superintendent has accepted the resignation of Mindy Bourret, Nutrition Service Worker at MVHS, effective, 6/23/25.

The Superintendent has accepted the resignation of Kairra Walsh, PT Van Driver at MVHS, effective 6/25/25.

The Superintendent has accepted the resignation of Erin Baker, Nutrition Service Worker Production Manager at MVHS, effective 7/14/25.

The Superintendent has accepted the resignation of Dylan Cayer, Varsity Boys Soccer Coach at MVHS.

Transfers:

The Superintendent has approved the transfer of Michael Arbor, from Grade 5 Reading Teacher at RES, to Grade 6 Writing Teacher at MVCS.

Cont.

The Superintendent has approved the transfer of Hailey McNally, from Special Education, Ed Tech III at MVCS(MES), to PreK Ed Tech III at MVCS(RES).
The Superintendent has approved the transfer of Sheila Albanesi, from Nutrition Service Worker 3.5 hrs/dy, to NSW 5.75hrs/dy.

Appointments:

The Superintendent has appointed Alvia Lee, as the JV Field Hockey Coach at MVHS for the 2025-2026 season.

The Superintendent has appointed Zach Armstrong, as Varsity Boys Basketball Head Coach at BJSHS for the 2025-2026 season.

The Superintendent has appointed Mike O'Leary, as the Varsity Assistant Football Coach at MVHS for the 2025-2026 season.

The Superintendent has appointed Ryan Glover, as the JV Football Coach at MVHS for the 2025-2026 season.

The Superintendent has appointed James Taylor, as the Winter Track Coach at MVHS for the 2025-2026 season.

The Superintendent has appointed James Taylor, as the Boys Varsity Soccer Coach at MVHS for the 2025-2026 season.

The Superintendent has appointed June Giambattista, as the Certification Secretary for the district, for the 2025-2026 SY.

The Superintendent has appointed Annastasia Defeo, as Class of 2029 Co-Advisor at MVHS.

The Superintendent has appointed Leanne Virgin, as Class of 2029 Co-Advisor at MVHS.

New Hires (don't need Board approval):

Crystal Duguay of WFRP(Western Foothills Regional Program) has hired Hayley Jones, as a Special Education, Ed Tech III.

The Superintendent has hired Nolan Breton, as an IT Specialist-Level I at BJSHS and HSES(Nezinscot Region).

The Superintendent has hired Mindy Bourret, as a School Secretary(211 dys/yr.) at MVCS.

The Superintendent has hired Samara Richard, as a Special Education, Ed Tech III at MVCS.

The Superintendent has hired Napapach "June" Hostetter, as a Nutrition Service Worker 5.75hrs./dy at MVHS, **through December 2025 ONLY.**

Employee Probationary Period Completions:

Raymond Collins- BD/Custodian at RES- 7/29/25

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

Job Descriptions:

Classroom Teacher- REVISED 3/19/25

Special Education Teacher- REVISED 6/18/25

Special Education Clerical Support Person- REVISED 6/18/25

VIII. OLD BUSINESS

None

IX. NEW BUSINESS

1. Act on Election of Board Officers.

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

Motion: V. Child Second: D. Stone

Nomination of K. Chapman

Motion: D. Klein Second: E. Bulger

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

Unanimous

Vote for C. Culleton- **Passed**- C. Culleton, A. Long, P. DeFilipp, V. Child, D. Stone, D. Hodge, J. LeDuc

Opposed: K. Chapman, D. Klein, E. Bulger

Vote for K. Chapman- **Failed**- K. Chapman, E. Bulger, D. Klein

Opposed: C. Culleton, A. Long, P. DeFilipp, V. Child, D. Stone, D. Hodge, J. LeDuc

B. Nomination for Board Vice-Chair. Nomination of: A. Long

Motion: V. Child Second: D. Stone

Nomination of K. Chapman

Motion: E. Bulger Second: D. Klein

K. Chapman- Withdrew nomination

Nomination of J. LeDuc

Motion: K. Chapman Second: E. Bulger

Motion to Cease Nominations: C. Culleton Second: D. Stone

Unanimous

Vote for A. Long- **Failed**- A. Long, V. Child, P. DeFilipp, D. Stone, D. Hodge=**387**

Opposed: C. Culleton, D. Klein, J. LeDuc, E. Bulger, K. Chapman=**491**

Vote for J. LeDuc- **Passed**- C. Culleton, D. Klein, J. LeDuc, E. Bulger, K. Chapman=**491**

Opposed: A. Long, V. Child, P. DeFilipp, D. Stone, D. Hodge =**387**

C. Appoint School Board Committee Members(Done by School Board Chair)

(No vote required)

2. Act to Approve Phase III Building Efficiency Project.

Motion: E. Bulger Second: V. Child

Unanimous

3. Act on the Proposed Core Graduation Requirements Being Met through Region 11 CTE Courses.
Motion: V. Child Second: P. DeFilipp
Unanimous
4. Act on Final Approval of Hiring Colleen Calden, as a Grade 5 Teacher at MVCS, on 6/25/25.
Motion: V. Child Second: P. DeFilipp
Passed Abstained: E. Bulger
5. Act on Final Approval of Hiring Amy Arsenault, as an Art Teacher at MVCS, on 6/25/25.
Motion: A. Long Second: P. DeFilipp
Unanimous
6. Act on Final Approval of Hiring Ian Cayer, as a Math Teacher at MVHS, on 7/7/25.
Motion: A. Long Second: P. DeFilipp
Passed Abstained: K. Chapman
7. Act on Final Approval of Hiring Andrew Lucas, as a High School Spanish Teacher at BJSHS, 7/9/25.
Motion: P. DeFilipp Second: A. Long
K. Chapman made a motion to enter into executive session to consider the employment of this candidate, pursuant to MRS § 405(6)(A).
Seconded: C. Culleton
In Favor: C. Culleton, K. Chapman, D. Klein, E. Bulger, J. LeDuc
Opposed: A. Long, V. Child, D. Stone
Abstained: P. DeFilipp, D. Hodge
8. Act on Final Approval of Hiring Isabella Leahy, as a Grade 7 Science Teacher at MVCS, on 7/10/25.
Motion: P. DeFilipp Second: D. Hodge
Unanimous
9. Act on Final Approval of Hiring Marie Lane, as a Grade 7 ELA Teacher at MVCS, for the **2025-2026 SY ONLY**, on 7/1/25.
Motion: P. DeFilipp Second: D. Hodge
Unanimous
10. Act on Final Approval of Hiring James Aylward, as Dean of Students at MVHS.
Motion: V. Child Second: P. DeFilipp
Unanimous
11. Act on Final Approval of Hiring Kimberly Clowes, as a Grade 5-6 Special Education Teacher at HSES.
Motion: P. DeFilipp Second: A. Long
Unanimous

12. Act on Cooperative Agreement Revisions for Region 9 School of Applied Technology.

Motion: P. DeFilipp Second: A. Long
Unanimous

X. BOARD MEMBER COMMENTS

K. Chapman

XI. EXECUTIVE SESSION

1. Act to Enter into Executive Session for the Purpose of Hiring of a School Principal for RES/MVCS Pursuant to MRS§ 405(6)(A).

Motion: P. DeFillip Second: V. Child at 8:10p.m.
Unanimous

EXIT EXECUTIVE SESSION

Motion: P. DeFilipp Second: V.Child at 8:49p.m
Unanimous

RESULTS FROM EXECUTIVE SESSION:

(ONLY if vote is required)

Act to Hire **James Hodgkin**, as a School Principal for RES/MVCS Pursuant to MRS§ 405(6)(A) **with a Salary of \$110,000.**

Motion: Peter DeFillip Second: Bonnie Child

Motion to Amend Salary to \$108,126.93: Ed Bulger Second: Darcy Klein

Amendment: Failed

Original Motion: Passed

Opposed: Kristen Chapman

Abstained: Darcy Klein

EXECUTIVE SESSION

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

Motion: C. Culleton Second: P. DeFillip at 8:53p.m.
Unanimous

EXIT EXECUTIVE SESSION

Motion: D. Stone Second: V. Child at 9:06p.m
Unanimous

RESULTS FROM EXECUTIVE SESSION:

(ONLY if vote is required)

Act to Hire **Diana Charest**, as an Assistant Director of Special Services Pursuant to MRS§ 405(6)(A) **with a Salary of \$85,000.**

Motion: C. Culleton Second: P. DeFillip

Unanimous

EXECUTIVE SESSION

3. Act to Enter into Executive Session for the Purpose of Student Matter for the District Pursuant to MRS§ 405(6)(E).

Motion: C. Cullerton Second: P. DeFillip at 9:08p.m.
Unanimous

EXIT EXECUTIVE SESSION

Motion: A. Long Second: D. Klein at 9:28p.m.
Unanimous

EXECUTIVE SESSION

4. Act to Enter into Executive Session for the Purpose of Hiring a Teaching Candidate Pursuant to MRS§ 405(6)(A).

Motion: K. Chapman Second: C. Cullerton at 9:28p.m.
Unanimous

EXIT EXECUTIVE SESSION

Motion: A. Long Second: V. Child at 9:39p.m.
Unanimous

RESULTS FROM EXECUTIVE SESSION:

(ONLY if vote is required)

Act on Final Approval of Hiring Andrew Lucas, as a High School Spanish Teacher at BJSHS, 7/9/25.

Motion: V. Child Second: P. DeFilipp
All Opposed: Unanimous

XII. ADJOURNMENT

Motion: Bonnie Child Second: Chad Cullerton
Unanimous at: 9:41p.m.

**Parents and student-athletes: Please read and return page 4 (acknowledgment page).
You must turn in a signed form prior to the start of practice.**

RSU NO. 10

CONCUSSION AND OTHER HEAD INJURIES INFORMATION SHEET

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** In other words, even a “ding” or a bump on the head can be serious. You can’t see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your student-athlete reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

Symptoms may include one or more of the following:

- Headaches
- “Pressure in head”
- Nausea or vomiting
- Neck pain
- Balance problems or dizziness
- Blurred, double, or fuzzy vision
- Sensitivity to light or noise
- Feeling sluggish or slowed down
- Feeling foggy or groggy
- Drowsiness
- Change in sleep patterns
- “Don’t feel right”
- Fatigue or low energy
- Sadness
- Nervousness or anxiety
- Irritability
- More emotional
- Confusion
- Concentration or memory problems
- Forgetting game plays
- Repeating the same question/comment
- Amnesia

Signs observed by teammates, parents or coaches include:

- Appears dazed
- Vacant facial expression
- Confused about assignment
- Forgets plays
- Is unsure of game, score, or opponent
- Moves clumsily or displays poor coordination
- Loses consciousness
- Answers questions slowly
- Slurred speech
- Shows behavior or personality changes
- Can’t recall events prior to hit
- Can’t recall events after hit
- Seizures or convulsions
- Any change in typical behavior or personality

This document is adapted from the CDC and the 3rd International Conference on Concussion in Sport Consensus Statement (2009)

RSU #10 CONCUSSION INFORMATION SHEET**What can happen if my child keeps on playing with a concussion or returns too soon?**

Athletes with the signs and symptoms of concussion should be removed from play immediately. Continuing to play with the signs and symptoms of concussion leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after a concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent or teenage athletes will often under report symptoms of injuries, and concussions are no different. As a result, education of administrators, coaches, parents and students is the key for student-athlete's safety.

If you think your child has suffered a concussion

Any student suspected of having sustained a concussion or other head injury during a school-sponsored activity including but not limited to competition, practice or scrimmage, must be removed from the activity immediately. The student and his/her parent (s)/guardian(s) will be informed by the coach of the need for an evaluation for brain injury before the student will be allowed to return to the activity.

No student will be permitted to return to the activity or to participate in any other school-sponsored athletic activity on the day of the suspected concussion.

Any student who is suspected of having sustained a concussion or other head injury shall be prohibited from further participation in any school-sponsored student/athletic activities until he/she has been evaluated and received written medical clearance to do so from a licensed health care provider (licensed physician, nurse practitioner, physician's assistant and Doctor of Osteopathy). Students who have been diagnosed with a concussion and released to return to play/school activity by a licensed health care medical provider must then complete the five step gradual return to play procedures.

Students participating in a game or practice who have been sent to a medical facility for an injury (concussive or otherwise) require a release to return to play by a licensed health care medical provider and must then complete the five step gradual return to play protocol.

Parent(s)/guardian(s) should also inform your child's school nurse if you think that your child may have a concussion. Remember it's better to miss one game than miss the whole season. And when in doubt, the athlete sits out.

Return to Play Procedures After Concussion

These recommendations are from the Center for Disease Control, International Concussion in Sport Guideline, on August 23, 2024. This is meant to provide guidance with the six step return to play progression.

After a concussion, an athlete should only return to sports practices with the approval and under the supervision of their healthcare provider. Each step typically takes a minimum of 24 hours. It is important for an athlete's parent(s) and coach(es) to watch for concussion symptoms after each day's return to sports progression activity.

An athlete should only move to the next step if they do not have any new symptoms at the current step. If an athlete's symptoms come back or if he or she gets new symptoms, this is a sign that the athlete is pushing too hard. The athlete should stop these activities and the athlete's medical provider should be contacted. After more rest and no concussion symptoms, the athlete can start at the previous step

Step 1: BACK TO REGULAR ACTIVITIES: The athlete is back to their regular activities (such as school) and has the green-light from their healthcare provider to begin the return to sports progression.

Step 2: LIGHT AEROBIC ACTIVITY: Begin with light aerobic exercise only to increase an athlete's heart rate. This means about 5 to 10 minutes on an exercise bike, walking, or light jogging. No weight lifting at this point.

Step 3: MODERATE ACTIVITY: Continue with activities to increase an athlete's heart rate with body or head movement. This includes moderate jogging, brief running, moderate-intensity stationary biking, moderate-intensity weightlifting (less time and/or less weight from their typical routine).

Step 4: HEAVY, NON-CONTACT ACTIVITY: Add heavy non-contact physical activity, such as sprinting/running, high-intensity stationary biking, regular weightlifting routine, non-contact sport-specific drills (in 3 planes of movement).

Step 5: PRACTICE & FULL CONTACT: Athlete may return to practice and full contact (if appropriate for the sport) in controlled practice.

Step 6: COMPETITION: Athletes may return to competition.

For current and up-to-date information on concussions you can go to:
<http://www.cdc.gov/Concussion>

CONCUSSION INFORMATION SHEET ACKNOWLEDGEMENT FORM

Parent(s)/guardian(s) must turn in a signed form prior to the start of practice.

Student-athlete Name Printed

Student-athlete Signature

Date

Parent or Legal Guardian Printed

Parent or Legal Guardian Signature

Date

First reading: November 26, 2012

Second reading and adopted: December 19, 2012

First reading of revisions: February 10, 2014

Second reading and adoption: February 24, 2014

First reading of revisions: October 27, 2014

Second reading and adoption: December 8, 2014

First reading of revisions: July 11, 2016

Second reading and adoption: July 25, 2016

First reading of revisions: 8/18/25

Second reading and adoption:

3.

EDUCATIONAL POLICIES OF
REGIONAL SCHOOL UNIT NO. 10

POLICY: IGC
ADOPTED: 2/22/10

~~WEEKEND/HOLIDAY PRACTICE AND GAMES~~

~~There will be no practices, games, or performances on Sundays or the following holidays without Superintendent approval:~~

Thanksgiving
Christmas
New Years Day

~~First Reading: January 25, 2010~~

~~Second Reading and Adoption: February 22, 2010~~

DELETED 6/18/25 by Policy Committee

~~STUDENT FUNDRAISING ACTIVITIES/STAFF GIFTS AND SOLICITATIONS~~

~~Any request for student fundraising activities and staff gifts and solicitations involving students or staff members for activities over one hundred(100) miles and/or overnight trips must have approval of the Board of Directors.~~

~~First Reading: January 17, 1990~~

~~Second Reading and Adoption: February 6, 1990~~

~~DELETED 6/18/25 by Policy Committee~~

INDIVIDUALIZED EDUCATION PLANS (IEPS)

It will be the policy of RSU #10 to maintain a complete individualized education program (IEP) for each student who has been identified with a disability and in need of special education services under state and federal special education laws, and who is in attendance at public schools in RSU #10. RSU #10 will develop these IEPs in a manner consistent with the procedural requirements of state and federal special education laws.

Student IEPs will be reasonably calculated to provide the identified student with educational benefits in the least restrictive educational environment. RSU #10 will ensure that such IEPs are in effect within 30 days of when a student is first identified as in need of special education services, and in effect no later than the ~~prescribed by state and federal special education laws~~ beginning of each school year for subsequent IEPs. All IEPs must be reviewed at least annually, as prescribed by state and federal special education laws.

Legal References: 30 U.S.C. §§1414(d)
34 C.F.R. §300.320 to .324 (2006)
Maine Department of Education Rule. Ch. 101, §IX.3(200715).

Date Adopted: September 3, 2003

Date Revised: June 3, 2008

Revised: December 14, 2009

First Reading of revisions: 8/18/25

Second Reading and adoption:

REFERRAL AND GENERAL EDUCATION INTERVENTIONS

It shall be the policy of RSU No. 10 to refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in all suspected areas of disability.

Referrals of students to the IEP team may be made by parents at any time, and by professional school staff regardless of the results of the initial child find activities, but after completion of the general education intervention process. Other individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may also make referrals. Any such referral should be made in accordance with procedures that may be approved by the Superintendent of Schools.

Regardless of the source of the referral, a referral will be considered received by the school unit on the date that the written referral is received by the Office of Special Services. It shall be signed and dated by the Special Services Director or designee, thereby indicating the date of the receipt of that referral.

The Superintendent of Schools, in consultation with the Director of Special Services, may develop procedures for referral and the use of general education interventions within the local school unit, and may from time to time amend those procedures as necessary.

Legal References: Me. Dep't of Educ. Reg. ch. 101, §§ II(17), III, IV(2)(D), (E), V(4)(A) (July 2011);
Me. Dept. of Educ. Rule Ch. 101, §§ II(16), III, IV(2)(D), (E), V(4)(A) (July 2015).

Cross References: IHBAC – Child Find
IHBAA – Referral Procedures and General Education Interventions

Adopted: December 14, 2009
First reading of revised policy: August 26, 2013
Second reading and adopted: September 9, 2013
First reading of revisions: 8/18/25
Second reading and adoption:

REFERRAL PROCEDURES AND GENERAL EDUCATION INTERVENTIONS

RSU No. 10 shall refer to the IEP Team all school-age students suspected of having a disability that requires special education and related services. Referrals to the IEP Team may be made by a child's parent, professional school staff, or others with knowledge of the child. Referrals should be made and processed consistent with these procedures.

Referrals by Parents. A parent may refer his or her child to the IEP Team at any time. That referral shall be made in writing directly to the office of the Director of Special Education Services. Should the parent seek to make a referral through other professional staff (such as teachers, guidance counselors, or administrators), that professional staff member shall directly assist the parent in making the referral in writing to the office of the Director of Special Services. Should a parent attempt to make a referral orally, professional staff shall assist the parent in reducing that referral to writing and submitting it to the office of the Director of Special Services.

A parent referral shall be processed consistent with these procedures and governing timelines even if the child is receiving interventions pursuant to the school unit's general education interventions. Those general education interventions shall continue during the referral process, however.

Referrals by Staff. Any professional employee of the school unit may refer a child to the IEP Team regardless of the results of initial child find activities, but only after completion of any general education intervention process used by the school unit. The school unit may move directly forward with the referral process in those circumstances where the school unit and parent agree to do so. Even in that situation, however, general education interventions will continue during the referral process.

Professional school staff shall prepare a referral in writing and shall submit that referral directly to the office of the Director of Special Services.

Referrals by Others. Individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may refer that child to the IEP Team regardless of the results of initial child find activities, but only after completion of any general education intervention process used by the school unit. The school unit may move directly forward with the referral process in those circumstances when the school unit and parent agree to do so. Even in that situation, however, general education interventions will continue during the referral process.

Should such a person attempt to make a referral orally, professional staff shall assist that person in reducing that referral to writing and submitting it to the office of the Director of Special Services

Receipt of Referral. Regardless of the source of the referral, a referral is received by the school unit on the date that the written referral is received by the office of the Director of Special ~~Education Services~~. It shall be signed and dated by the Special ~~Education Services~~ Director or ~~Special Education Administrative Assistant~~ designee, thereby indicating the date of the receipt of that referral.

Timeline for Processing Referral. Once the referral has been received in the office of the Director of Special Services, the IEP Team shall review existing evaluation data and determine the need for additional evaluations. The IEP Team may conduct its review without a meeting. If additional evaluations are needed, the local unit must send a “consent to evaluate” form to the parent within 15 school days of receipt of the referral. Also upon receipt of the referral (from any source), the local unit shall send the parent its Written Notice form documenting that referral.

Once the office of the Director of Special Services receives the signed consent for evaluation back from the parent, the local unit shall have 45 school days to complete the evaluation and to hold an IEP Team meeting to determine whether the student qualifies for special education services. If the student is identified as a child with a disability in need of special education, the Team should develop an IEP for that child either at that same meeting, or within 30 calendar days of determining that the student is eligible.

The local unit shall implement the IEP as soon as possible following the IEP Team meeting when the child is found eligible, but no later than 30 calendar days after that meeting.

Transfer Students. Students who have already been identified as in need of special education services and who transfer into the school unit from another school unit *within Maine* (and who had an IEP that was in effect in a previous school unit in Maine) shall on enrollment and in consultation with the parent be provided with Free Appropriate Public Education (including services comparable to those described in the child’s IEP from the previous school unit) until the local unit either adopts the child’s IEP from the previous unit or develops, adopts and implements a new IEP.

Students who have already been identified as in need of special services and who transfer into the school unit from another school unit *from outside of Maine* (and who had an IEP that was in effect in a previous school unit in another state) shall on enrollment and in consultation with the parent be provided with Free Appropriate Public Education (including services comparable to those described in the child’s IEP from the previous school unit) until the local unit conducts an evaluation (if determined to be necessary by this school unit) to determine whether the student is eligible for special education, and if so, develops, adopts and implements a new IEP.

If the transfer student's current IEP from ~~his or her~~ their prior school unit is not available, or is believed to be inappropriate by either the parent or the school, the local unit should develop a new IEP through appropriate procedures within a short time after the student enrolls at the school.

If a ~~child~~ student transfers into the school unit after the referral timeline has begun in the previous school unit but before an eligibility determination has been made, the timeline referenced above for completing that process shall not apply if the local unit is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and school unit agree to a specific time when the evaluation will be completed and the eligibility decision made.

GENERAL EDUCATION INTERVENTIONS

General education interventions are general education procedures involving regular benchmark assessment of all children, using curriculum-based measurements, to monitor child progress and identify those children who are at risk of failing. Children who are at risk receive responsive interventions in the general education program that attempt to resolve the presenting problems of concern. General educators are encouraged to confer with specialists and teaching professionals, but general education personnel are responsible for the implementation of the intervention.

RSU No. 10 shall implement general education interventions. These interventions shall include:

- A. Documentation that every child, prior to entering the general education intervention process, was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act of 1965 (ESEA)), appropriate mastery-based instruction in math, appropriate instruction in the writing process, and positive behavioral supports;
- B. A team-based decision-making process;
- C. Screening at reasonable intervals to determine whether all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements;
- D. Data Analysis of screening results focusing on determining to what extent all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements and identifying which

children are not making adequate progress towards these goals and are in need of targeted general education interventions;

- E. A determination as to whether a child's assessed difficulties are likely the result of linguistic or cultural differences;
- F. Provision of research-based general education interventions targeted at the child's presenting academic and/or behavioral concerns as determined by screening results;
- G. Repeated formative assessments of student response to targeted interventions, conducted at reasonable intervals, that generate rate-based measurable data for both specifying academic and behavioral concerns and monitoring child progress during general education interventions;
- H. Documentation that parents were notified about the process, given the opportunity to participate in instructional decision-making, and kept informed of their child's progress during targeted general education interventions;
- I. A team shall review the child's progress no later than 60 school days after the start of formal general education interventions and approximately every 30 school days thereafter. At each meeting the team shall review data on the child's progress to determine if modifications to the general education interventions are needed and/or if a referral to special education is indicated: and
- J. Provisions for targeted general education interventions to continue during any subsequent special education referral.

The parent of a child receiving general education interventions may request that the agency conduct a full and individual evaluation for possible special education eligibility determination at any time during ~~the RSUs~~ **RSU No. 10's** established general education intervention process.

The general education interventions developed through this pre-referral process shall continue in the event of a referral while the referral is being handled by the IEP Team, and the resulting data shall become part of the child's special education file.

Legal References: ~~Me. Dep't of Educ. Reg. ch. 101, §§ II(17), III, IV(2)(D), (E), V(4)(A)(May 2012).~~
Me. Dep't of Educ. Reg. Ch. 101, §§ II(16), III, IV(2)(D), (E), V(4)(A) (July 2015).

Cross References: IHBAC-Child Find

IHBAA-Referral and General Education Interventions

First reading: 8/26/13

Second reading and adopted: 9/9/13

First reading of revisions: 8/18/25

Second reading and adoption:

DRAFT

EDUCATIONAL POLICIES OF
REGIONAL SCHOOL UNIT NO. 10

DRAFT

POLICY: JIE

ADOPTED: 10/15/24

PREGNANT STUDENTS

The Board has adopted this policy to comply with its obligations not to discriminate in its education programs and activities against students based on a student's current, potential, or past pregnancy or related conditions. The Title IX Coordinator is responsible for implementing this procedure in consultation with the Superintendent, Affirmative Action Officer, and others as appropriate.

For the purposes of this policy, pregnancy or related conditions includes:

- Pregnancy, childbirth, termination of pregnancy, or lactation;
- Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or
- Recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

A. Notifications

When a student or their parent/guardian informs any school unit employee of a student's pregnancy or related condition(s), the employee must promptly provide the student or the parent/legal guardian with the Title IX Coordinator's contact information so that the Title IX Coordinator can take any necessary actions to ensure the student's equal access to the school unit's education programs and activities. The employee should also notify the Title IX Coordinator of the pregnancy or related condition(s), unless the employee reasonably believes that the Title IX Coordinator has already been notified.

Once the Title IX Coordinator is informed of a student pregnancy, they shall inform the student (or the parent/legal guardian if they informed the Title IX Coordinator) of the school unit's obligations (outlined below) and provide a copy of Board Policy AC.

B. Reasonable Modifications

1. Reasonable modifications to the school unit's policies, procedures, and practices shall be made to prevent sex discrimination and ensure equal access to education programs and activities based on the student's individualized needs. The Title IX Coordinator will consult with the student regarding any such modifications. Modifications that fundamentally alter the nature of an education program or activity are not considered "reasonable" under Title IX regulations.
2. The student has the discretion to accept or decline each reasonable modification offered. If a student accepts a modification, the Title IX coordinator will see that it is implemented.

3. Reasonable modifications may include, but are not limited to:

- a. Breaks during class to express breast milk, breastfeed, or attend to health needs associated with pregnancy or related conditions (such as eating, drinking, or using the restroom);
- b. Intermittent absences to attend medical appointments;
- c. Access to online or homebound education;
- d. Change in schedule or course sequence;
- e. Extensions of time for coursework and rescheduling of tests and examinations;
- f. Allowing a student to sit or stand, or carry or keep water nearby;
- g. Counseling;
- h. Changes in physical space or supplies (such as access to a larger desk or a footrest);
- i. Elevator access; and/or
- j. Other reasonable changes in policies, procedures, or practices.

C. Voluntary Access to Separate and Comparable Portions of Education Programs or Activities

1. If the school unit offers a separate and comparable portion of an education program or activity, the student must voluntarily agree to participate in such program or activity.

D. Voluntary Leave of Absence

1. The school unit shall allow a student to voluntarily be absent from school to cover, at a minimum, the period of time deemed medically necessary by the student's licensed health care provider.
2. When the student returns to the school unit's education programs and activities, they shall be reinstated to the academic status, and to the extent practical, any extracurricular status, that they held prior to the voluntary leave.

E. Lactation Space

1. The student shall be able to access a lactation space, other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used by the student for expressing breast milk or breastfeeding as needed.

F. Limits on Requiring Documentation

1. The Title IX coordinator shall not require supporting documentation from the student, except to the extent it is necessary and reasonable to determine the reasonable modifications to make or to determine whether additional specific actions are needed.

2. Examples of situations where requiring supporting documentation is not necessary and reasonable include, but are not limited to, when the student's need for a specific action under this procedure is obvious, such as when a pregnant student needs a larger uniform or desk, needs break time, etc. Supporting documentation is also not necessary and reasonable if a specific action is available to other students who are not pregnant or have related conditions.
3. The Title IX coordinator shall not require a student who is pregnant or has related conditions to provide certification from a healthcare provider or any other person that the student is physically able to participate in a class, program, or extracurricular activity unless:
 - a. The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
 - b. The school unit requires such certification of all participating students; and
 - c. The information obtained is not used as a basis for discrimination against the student.

Legal References: Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681-1688; 34 C.F.R. § 106.40.
5 MRSA § 4602 (2021); MHRC/MDOE Joint Rule Chapter 94-348 and 05-071, Ch. 4.
20-A MRSA § 4602, §§ 5001-A(4)(A) (2020).

Cross Reference: AC – Non Discrimination/Equal Opportunity and Affirmative Action
ACAA – Harassment of Students
ACAA-R2 – Student Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures
GBDA-R - Breastfeeding Administrative Procedure

First Reading: 9/23/24

Second Reading & Adoption: 10/15/24

First Reading of Revisions: 8/18/25

Second Reading and Adoption:

DRAFT

DRAFT

EDUCATIONAL POLICIES OF
REGIONAL SCHOOL UNIT NO. 10

POLICY: JJIF
REVISION ADOPTED: 7/20/20

MANAGEMENT OF CONCUSSIONS AND OTHER HEAD INJURIES

The Board recognizes that concussions and other head injuries are **potentially** serious and **may could** result in significant brain damage and/or death if not recognized and managed properly. The Board further acknowledges that a student may suffer a concussion during any activity during the school day or outside of school. The Board adopts this policy to promote the safety of ~~students participating in school-sponsored extracurricular activities, including but not limited to interscholastic sports.~~ all students, regardless of where or when the head injury occurred, in **RSU #10** schools, PreK-grade 12.

DEFINITIONS

The following definitions shall apply for the purpose of this policy.

Concussion: A concussion is a traumatic brain injury caused by a bump, blow, or jolt to the head that can change the way the brain normally works. Concussions can occur from a fall or a blow to the head or body that causes the head and brain to quickly move back and forth.

Concussion Management Team: A Concussion Management Team (CMT), appointed by the superintendent or head of school, may include, but is not limited to the following: school administrator, school nurse, athletic administrator, school counselor, and school physician. The Team shall oversee the implementation, graduated school reentry protocols, and make recommendations related to implementation and review of this policy. This team may be combined with another existing student support team within the school or school administrative unit.

Graduated school reentry: Graduated school reentry is a gradual and coordinated return to school activities following a concussion. It is an individualized, flexible plan developed by the Concussion Management Team or designee with input from the student, parents, and medical provider.

Medical clearance: Medical clearance includes a written statement from a health care provider licensed to diagnose a concussion, who is trained in the treatment and management of concussions, which allows a student to start the school's graduated school reentry plan and/or graduated return to play protocol.

School: School means any public school and any private school enrolling more than 60% of its students at public expense in the State of Maine.

School personnel: School personnel include any persons working within and on behalf of the school in a supervisory role to students during school sponsored activities including volunteers in a student supervisory role, such as athletic coaches.

TRAINING

~~All school personnel including coaches and volunteer coaches must undergo annual training in the identification and management of concussive and other head injuries prior to assuming their responsibilities.~~ Prior to the beginning of each sports season, athletics-related school personnel (including volunteers) identified by the school unit's Concussion Management Team must be made aware of this policy and protocols related to the management of concussive injuries and must participate in concussion awareness training that includes recognizing signs and symptoms that may suggest a concussive or other head injury and include instruction in the use of graduated school reentry protocols. The training must be consistent with such protocols as may be identified or developed by the Maine Department of Education (DOE) ~~and include instruction in the use of such forms as the DOE may develop or require.~~

~~Coaches shall be required to undergo refresher training annually or when protocols and/or forms have been revised.~~

Prior to the beginning of each school year, non-athletics related school personnel (for example, physical education teachers, school nurses, personnel with recess duty) identified by the school unit's CMT, must be made aware of this school policy and protocols related to the management of concussive injuries and must participate in concussion awareness training that includes recognizing signs and symptoms that may suggest a concussive or other head injury. This training must be consistent with protocols as identified or developed by the Maine Department of Education (DOE).

STUDENT AND PARENT/GUARDIAN INFORMATION

Prior to participating in any school athletic activity, students and parents/guardians ~~of students who will be participating in school-sponsored athletic activities~~ will be provided information ~~by the athletic director annually regarding~~ including:

- A. The risk of concussion and other head injuries and the dangers associated with continuing to participate when a concussion or other head injury is suspected;

B. The signs ~~and~~, symptoms, and behaviors of associated with concussions and other head injuries; and

C. The school unit's protocols for 1) removal from the activity when a student is suspected of having sustained a concussion or other head injury, 2) evaluation, and 3) ~~return to participation in physical activity~~. 3) medical clearance, and 4) graduated school reentry protocols.

The student and their parent(s)/guardian(s) must sign a statement acknowledging that they have received and read this information before the student will be allowed to participate in any school-sponsored athletic activity.

MANAGEMENT OF CONCUSSIVE AND OTHER HEAD INJURIES

It is the responsibility of all school personnel trained in the signs, symptoms and behaviors related to concussion or other head injury, to act in accordance with this policy when that person recognizes that a student may be exhibiting such signs, symptoms and/or behaviors.

- Any student suspected of having sustained a concussion or other head injury during school or a school athletic activity must be removed from the activity immediately and evaluated by a qualified school personnel.
- Any student suspected of having sustained a concussion or other head injury is prohibited from further participation in any school activities until he/she is evaluated by the school nurse or other school personnel trained in such evaluation, such as an athletic trainer who is able to determine if referral to a licensed health care provider is necessary.
- The student and their parent(s)/guardian(s) will be informed of the referral to a licensed health care provider for a medical evaluation for possible concussion or brain injury before the student is allowed to begin the graduated school reentry and/or graduated return to play protocol, and then full participation in learning, recess, physical education, and any school activities.
- No student is permitted to return to the activity or to participate in any other school activity on the day of the suspected concussion.
- If referral to a licensed health care provider is necessary, the student will require written medical clearance from a licensed health care provider qualified and trained in concussion management. The student is also required to complete the graduated return to school protocol.

- School personnel should be alert to cognitive and academic issues that may be experienced by a student who has suffered a concussion or other head injury, including but not limited to: difficulty with concentration, organization, long-and-short term memory, and sensitivity to bright lights and sounds.
- School personnel shall accommodate a graduated school reentry protocol for return to full participation in all academic activities as appropriate, based on the recommendation of the student's concussion trained health care provider and appropriate designated school personnel (e.g. 504 Coordinator, school nurse).
- No student is permitted to return to full participation in extra-curricular school activities until fully returned to **their** academic program.
- If at any time during the gradual return to school process the student exhibits signs, symptoms or behaviors of concussion, the student must be removed from the activity for that day and follow the graduated school reentry protocol.

Return to Play Procedures After Concussion

~~Graduated school reentry is a gradual and coordinated return to school activities following a concussion. It is an individualized, flexible plan developed by the Concussion Management Team or designee with input from the student, parents, medical provider. See current Gradual Reentry to Physical Activity Guidelines After Concussion (Exhibit A).~~

MEDICAL CLEARANCE

Once a referral to a health care provider has been made by the school nurse, athletic trainer, or other health services personnel, the student must receive written clearance from a health care provider licensed to diagnose a concussion who is trained in the treatment and management of concussions. The medical clearance allows a student to begin the graduated school reentry protocol.

COGNITIVE CONSIDERATIONS

~~School personnel should be alert to cognitive and academic issues that may be experienced by students who have suffered a concussion or other head injury, including but not limited to:~~

- ~~• difficulty with concentration, organization, long and short term memory~~
- ~~• and sensitivity to bright lights and sounds~~

School personnel should accommodate a gradual return to full participation in academic activities as

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appropriate, based on the recommendations of the student's health care provider and appropriate designated school personnel (e.g., 504 Coordinator). School personnel will follow the current MDOE Model Concussion Protocol to include the Graduated Academic Reentry Guidelines after Concussion (Exhibit B). Staff will refer to School Accommodations for Post-Concussion Effects (Exhibit C).

CONCUSSION MANAGEMENT TEAM

The Superintendent will appoint a Concussion Management Team including a school administrator to be responsible, under the administrative supervision of the Superintendent, to meet annually to make recommendations related to implementation and review of this policy based on the generally accepted protocols. The Concussion Management Team will include the Athletic Director and school nurse and may include one or more principals or assistant principals, the school physician, athletic trainer, and such other school personnel or consultants as the Superintendent deems appropriate. The Team shall oversee and implement this policy and related protocols for concussive head injuries based on the currently accepted best practices. The Team, under the direction of the superintendent, shall identify the school personnel who shall be trained in concussion signs and symptoms and the school activities covered by this policy. The policy and/or related protocols should be reviewed when generally accepted protocols change.

DATA

The Board recognizes how serious concussions are and the need for improved understanding of concussions in our schools and their impact on learning and school attendance. The school unit will track the number of concussions, activity associated with the injury, number of school days missed, and other information determined necessary by the Concussion Management Team. The CMT will review this data and make recommendations to the Board as needed.

Legal Reference: 20-A MRS §254(17)

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