

**RSU 63 Board of Directors  
Budget Informational Meeting  
Monday, April 28, 2025  
5:30pm  
Eddington Elementary School  
Agenda**

**Call Meeting to Order**

**FY26 Budget Presentation**

**Questions/Comments**

**Adjourn**

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**RSU 63 Board of Directors  
Monday, April 28, 2025  
6:30pm  
Eddington Elementary School  
Agenda**

**Call Meeting to Order**

**Flag Salute/Moment of Silence**

**Approval of Minutes for March 31, 2025 Board Meeting**

**Recognition and/or Awards of Students, Staff, and Others**

**Acceptance of Gifts/Donations**

**Presentation - None**

**Questions and Comments from the Public**

**Dates of Next Meetings**

- 1. School Consolidation Committee Public Forum:** May 12, 2025 at 6:00pm, Holbrook School
- 2. Board Meeting:** May 19, 2025 at 6:30pm, Holbrook Middle School – Consideration to change the meeting to Wednesday, May 21<sup>st</sup>.
- 3. Budget and Finance Committee:** TBD
- 4. Policy Committee Meeting:** TBD
- 5. Negotiations Committee Meeting (Executive Session Only):** TBD

**Budget and Finance**

- 1. Business Manager Report**
- 2. Budget and Finance Committee Report**

**Superintendent's Report**

**Acceptance of Committees', Administrators', Superintendent's, and Board Chair's Reports**

**Old Business - None**

### **New Business** *(Vote Required)*

1. Amended Cooperative Agreement for United Technologies Center
2. Approval of FY26 Budget
3. Policies to Approve - 1<sup>st</sup> Reading of the Board
  - a. AC – Nondiscrimination/Equal Opportunity of Affirmative Action
  - b. AC-R – Grievance Procedures for Nondiscrimination
  - c. ACAA – Harassment and Sexual Harassment of Students
  - d. ACAA-R – Student Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedure
  - e. ACAB – Harassment and Sexual Harassment of School Employees
  - f. ACAB-R – Employee and Third-Party Discrimination/Harassment and Title IX Sexual Harassment Complaint

### **Personnel Actions**

1. Resignations/Retirements
  - a. Annabelle Muscatell, Special Education Teacher, Holbrook Middle School, resignation effective June 30, 2025
  - b. Karen Everhart, Holbrook School Secretary, retirement effective July 31, 2025
  - c. Kristina Dumond, Director of Curriculum and Instruction, resignation effective June 30, 2025
  - d. Megan Harvey, Administrative Assistant to the Superintendent, resignation effective April 14, 2025
2. Elections *(Vote Required)*
  - a. Todd West, Holbrook Middle School Principal, effective July 1, 2025
3. Appointments *(No Vote Required)*
  - a. Mitchell Moczygemba, Track Coach
  - b. Ava Dowling, Assistant Track Coach
4. Reassignments
5. Searches
  - a. Custodian
  - b. Elementary School Principal
  - c. Holbrook Middle School Secretary
  - d. Director of Curriculum and Instruction
  - e. Anticipated Central Office Receptionist
  - f. Special Education Teachers (Eddington and Holbrook)
  - g. Elementary Music Teacher
  - h. MTSS Teacher (Holbrook)
  - i. ELL/MLL Teacher (District)
  - j. Speech Language Pathologist (District)
  - k. Ed Tech II – Title I/Elementary RTI (Eddington)
  - l. Spare Van Driver
  - m. Bus Drivers

**Executive Session** - Discussion of employment of officials/appointees/employees pursuant to 1 M.R.S.A. § 405(6)(A)

### **Action Regarding Executive Session**

Motion to approve Probationary Contracts, Continuing Contracts, and Annual Salary Contracts as recommended by the Superintendent for the 2025 – 2026 School Year

### **Adjournment**

*In compliance with the Americans with Disabilities Act, if you require any kind of assistance to fully participate in this meeting, please notify the Superintendent's Office at 843-7851 or write to Superintendent of Schools, 202 Kidder Hill Road, Holden, ME 04429.*

RSU #63 Board Meeting  
Date: March 31, 2025  
Location: Holden Elementary School  
Minutes

**RSU 63 Board Member(s) Present:**

*Town of Holden:* Cherie Faulkner, Amy Hart and Heather Lander

*Town of Clifton:* Linda Graban

*Town of Eddington:* Heather Grass, Rachel Downs and Brittany Wood

**RSU 63 Board Member(s) Absent Excused:**

*Town of Holden:* Derrick Robertson

Linda Graban, Board Chair, called the meeting to order at 6:30pm followed by the flag salute and moment of silence.

Motion by Cherie Faulkner with a second by Heather Lander to approve the minutes for the February 24, 2025 Board Meeting.

**Discussion:** Rachel Downs noted that her attendance was omitted from the School Consolidation Committee Minutes from the March 8, 2025 meeting.

**Vote: 7 Approved; 0 Opposed**

**Recognition and/or Awards of Students, Staff, and Other:** Heather Lander recognized Sherry Neill and Kendra Bruton for always making lunch time fun and interacting with the kids. In addition, she congratulated the Math Team and their advisor Mrs. Brownell for their successful results, which were as follows:

Grade 6 Individual Awards went to Silas Wood in First Place, Tegan Weir in Second Place, as well as Steven Carr and Landon LaGrange placing in the top ten. Grade 6 Holbrook Team, which included Silas Wood, Tegan Weir, Steven Carr, and Landon LaGrange, placed First for the Team event. Grade 7 Individual Awards went to Nora Williams in First Place, Elizabeth Downs in Third Place, and Henry Osborne placing in the top ten. Grade 7 Holbrook Team, which included Nora Williams, Elizabeth Downs, Kooper Neyer, and Alex Morin placed First for the team event. Grade 8 Individual Awards went to Ivan Hulburt in the top ten. The final Math Meet is May 15<sup>th</sup> at the Field House at the University of Maine and will include over 500 students competing in Grade 6 through 9 from around Eastern Maine.

**Acceptance of Gifts and Donations:** None

**Presentation:** None

**Questions and Comments from the Public:** Ben Breadmore, Manager of the Town of Holden, provided a binder with data to the Board members regarding crash data on Route 9 and Route 1A and explained that Holden's goal with the consolidation is a strategic, long-term investment that will benefit the tax payers of Holden. In addition, Susan Dunham Shane, Eddington, commended the teachers at Holbrook Middle School for always leaving detailed guides to their substitutes and leading their students. She also stated that she hopes that the Consolidation Committee will take into account the Special Education staff and other support staff into their decision. Kristie Licata, Eddington, requested that the Policy Committee review the Policy regarding tuition for high school students. Her daughter was accepted to Maine School of Science and Mathematics, however under the current policy, room and board is not covered, even in the situation that the state is covering the full tuition of the school.

**Dates of Next Committee Meetings:**

1. **School Consolidation Committee Meeting:** April 1, 2025 at 5:30pm, Holbrook School
2. **Policy Committee Meeting:** April 2, 2025 at 3:30pm, Holbrook School
3. **Negotiations Committee Meeting (Executive Session for Negotiating Committees Only):** April 9, 2025 at 5:30pm, Eddington School
4. **Budget Informational Meeting:** April 28, 2025 at 5:30pm, Eddington School
5. **Board Meeting:** April 28, 2025 at 6:30pm, Eddington School

RSU 63 Board Meeting Minutes

March 31, 2025

Page 1 of 3

**Budget and Finance:**

Discussion: None

**Superintendent's Report:** Superintendent Fulgoni noted that he spoke with Ms. Licata and reinforced that the Policy Committee should revisit Policy JFBC – Secondary School Tuition. He also reported that RSU 63's budget is well underway and has a zero percent increase, while most districts are seeing an increase. He commended the Budget and Finance Committee and others that worked on the budget for remaining fiscally responsible while also ensuring that all the District's needs are met.

**Acceptance of Reports:** Motion by Rachel Downs with a second by Heather Lander to accept the written and verbal Committees', Administrators, and Superintendent's Report.

Discussion: None

**Vote: 7 Approved; 0 Opposed**

**Old Business:**

**School Consolidation Update:** Superintendent Fulgoni discussed that himself, the Board Chair, and Chair of the Consolidation Committee had a Zoom meeting with RSU 34's Superintendent, Matthew Cyr, to hear their experience with a school closure and consolidation. Superintendent Fulgoni recommends that a Workshop be scheduled for the entire Board regarding the Consolidation. In addition, he explained that the Consolidation Committee Meeting scheduled for tomorrow, April 1, 2025, will include statements from First Responders regarding the safety of each school, as well as from Zach Chenier, Transportation Coordinator.

**2025-2026 School Year Calendar:** Motion by Cherie Faulkner with a second by Brittany Wood to approve the 2025-2026 School Year Calendar with revisions made to the Open House times.

Discussion: There was a lengthy discussion regarding the days and times of the Open Houses. The final decision changed the Open House on the Calendar to all schools scheduled for Monday, August 25, 2025 from 4:00pm to 6:00pm.

**Vote: 3 Approved; 2 Opposed; 2 Abstained**

**Motion Passed**

**Policies for 2<sup>nd</sup> Review:** Motion by Cherie Faulkner with a second by Rachel Downs to approve the following policies: ECAD - Security Camera System; ECAD-R - Security Camera System Administrative Procedure; EGAD - Copyright Compliance; EGAD - R - Copyright Compliance Administrative Procedure; GCSB - Use of social media by school employees; GCSA - Employee use of school issued computers, devices, and the internet; JICK - Bullying and Cyberbullying; and JICK-R - Bullying and Cyberbullying Administrative Procedures.

Discussion: None

**Vote: 7 Approved; 0 Opposed**

**New Business:****Personnel Actions**

**Resignations/Retirements:** Gabrielle Kyes, Ed Tech II

**Elections:** None

**Appointments:** Rebecca Gideon, Girls Softball Coach (A Team); Ryan Cahill, Girls Softball Coach (B Team); Gene Worcester, Boys Baseball Coach (A Team); and Thomas Smith, Boys Baseball Coach (B Team).

**Reassignments:** None.

**Searches:** Middle School Principal; Special Education Teachers (Eddington and Holbrook); Elementary Music Teacher; MTSS Teacher (Holbrook); ELL/MLL Teacher (District); Speech Language Pathologist (District); Ed Tech II – Title I/Elementary RTI (Eddington); Spare Van Driver; and Bus Drivers.



**Adjournment:** At 7:28pm, motion by Rachel Downs with a second by Cherie Faulkner to adjourn the meeting.

**Discussion:** None

**Vote:** 7 Approved; 0 Opposed

Respectfully submitted by,

Jared Fulgoni  
RSU 63 Superintendent of Schools



## Regional School Unit 63 Clifton, Eddington, and Holden

*RSU 63 is a community of learners dedicated to providing a safe, supportive, and challenging academic environment. Our students are respectful citizens and responsible stewards of our world. They are well prepared for high school with skills and a work ethic that enables them to succeed.*

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Jared Fulgoni  
Superintendent of Schools

Kelly Theriault  
Business Manager

TO: RSU 63 BOARD of DIRECTORS  
FROM: JARED FULGONI, SUPT OF SCHOOLS  
RE: REPORT TO BOARD  
DATE: 04/21/25

This past month has seen a lot of significant news regarding the potential closure of the U.S. Department of Education, the freeze on federal funding for Maine schools and issues for schools around both Title VI and Title IX compliance. With each of these news-bites comes a flurry of questions and speculations about how these issues may affect local school districts.

With guidance and advise from both the Maine Commissioner of Education's Office, MSSA, and our own legal counsel, I will try to answer those questions for each issue.

Closure of USDOE: Some data collection functions will be either scaled back or eliminated all-together. We may see some delays in the processing of federal title grants and limited responses to claims with Office of Civil Rights (OCR).

Federal Funding Freeze: The USDA has frozen some funds related to technology and the farm to school program. School nutrition{lunch} programs should not be affected. Federal grants including Title 1, IDEA, and REAP (Rural Education Achievement Program) are protected under law and are not currently affected. However, while there was a continuing resolution to fund those programs through September, there is not a guarantee beyond that but the CR is expected to continue.

USDOE vs Maine Title VI, Title IX compliance: As a recipient of federal funds, we are required to sign reasonable assurance with compliance of Title VI (Civil Rights Act 1964) with our grant applications. We are in compliance with the laws and have signed reasonable assurance as part of our grant applications. A separate letter was sent to Superintendents by the USDOE reminding them of their obligations and requesting an affirming signature. Our local legal counsel is advising us on the additional letter and is awaiting further clarification through the courts. Likewise for Title IX. The law has not changed; however, the *interpretation* of the law has potential impact on local policies, which could conflict with the Maine Human Rights Act and therefore we are advised to await further clarification and guidance from counsel.

# Holbrook School

202 Kidder Hill Road

Holden, ME 04429

Michele Archambault, Acting Principal, AD [marchambault@rsu63.org](mailto:marchambault@rsu63.org)  
Sarah Estes, School Counselor [sestes@rsu63.org](mailto:sestes@rsu63.org)

# Office of the Principal

Tel: (207) 843-7769 Fax: (207) 843-4328

Karen Everhart, Administrative Assistant [keverhart@rsu63.org](mailto:keverhart@rsu63.org)  
Dawna Bickford, District Nurse [dbickford@rsu63.org](mailto:dbickford@rsu63.org)

## Principal's Report April 2025

Dear Members of the School Board,

It is with great pleasure that I submit this April report on behalf of the students and staff at the Holbrook Middle School. Holbrook continues to be a very busy place with lots going on.

On Friday, March 28th, the Holbrook students attended the end of trimester 2 assembly to celebrate students' success and have some fun for all the work that took place here at Holbrook. The 8th graders have been leading the assemblies this year with the help of Mrs. Hutchins. There were lots of kudos, prizes, hand clapping, and a fun tug of war between the Holbrook students and staff. All of our Holbrook students were recognized on that day.

Holbrook has talent! Miss Swalec worked with the many students after school to put on a Holbrook talent show on Friday, April 4th. There were so many students involved with many different talents that it took 1.5 hours from start to finish. A great time was had by all! Nice job to our Holbrook student participants and Miss Swalec!

The 8th graders held their first ever fundraiser dance for the parents of 7th and 8th graders. It was a beach party themed dance on the night of Friday, March 28th. The 8th graders had to run the dance for the parents who attended. There was music, food, and lots of fun games. The money raised will go towards the 8th grade end of year activities.

After school work/study and clubs on Wednesday afternoons have been well attended over the last few weeks. Students have been utilizing this time to get caught up on work as well as participating in Art Club, Volleyball Club, Dungeons and Dragons, Chess and Board Games, and the World Culture Club. The average number of students staying for after school activities has been 40-50 each Wednesday. We hope to see these numbers continue into April and May.

On Friday, April 11th the Parent Teacher Group held a fun glow dance for the 5th-8th grade students at the Holbrook Middle School. The dance was well attended by students of all grades and lots of fun was had. The music was good, the dancing was great, and lots of food and goodies were served. Thank you so much to the PTG for your support of the Holbrook Middle School students and staff. It is greatly appreciated!

The Spring sports season has started here at Holbrook. Tryouts for both baseball and softball teams have ended most recently. This year we were very fortunate to have such a large number of players trying out for baseball and softball. For the Spring 2025 season we have A and B baseball and softball teams competing in the Penobscot Valley Middle League. The Holbrook/Dedham track team is getting ready to start their practices after April vacation here at Holbrook as well. The first track meet of the year is April 30th in Bangor. Thank you for your continued support here at the Holbrook Middle School.

Student Population:

5th Grade – 48

6th Grade - 42

7th Grade - 38

8th Grade – 46

Respectfully submitted,

Michele R Archambault



HOLDEN ELEMENTARY SCHOOL

Timothy Baker, *principal* [tbaker@rsu63.org](mailto:tbaker@rsu63.org)  
Heather Kiley, *secretary* [hkiley@rsu63.org](mailto:hkiley@rsu63.org)  
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**RSU 63 is a community of learners dedicated to providing a safe, supportive, and challenging academic environment. Our students are respectful citizens and responsible stewards of the world. They are well prepared for high school, with skills and a work ethic that enable them to succeed.**

With great pleasure and a sense of pride, I submit my April board report on behalf of the students and staff at Holden Elementary School. The current enrollment is 143 students, including 49 in Grade 2, 52 in Grade 3, and 42 in Grade 4.

What a busy month it has been here at the Holden School. The students were treated to a field trip to the Maine Children's Discovery Museum in Bangor. The Holden Police Department sponsored the trip as a way to say Thank you for contributing to the Chris Greeley 25 Days of Kindness. The students had a great time and look forward to another opportunity to visit the museum.

During the first two weeks of April, students at Holden held their Grade Level Coin War. Students in each grade were asked to bring in pennies to support their grade and silver to damage the other grades. \$837.00 was raised, which will be used for Field Day, end-of-the-year celebrations, and memory books. The winning grade was Grade 2 and will receive a popsicle party for bringing in the most positive points for their grade.

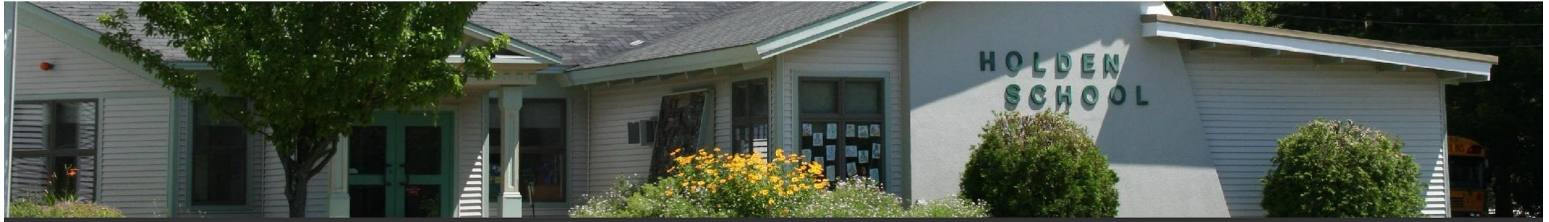
The week before vacation, the students celebrated Spirit Week. Each day was recognized by students wearing a requested item. The days included wearing purple, hat day, sports team day, mismatch day, and the ever-popular pajama day on Friday.

The Holden School will conduct its Scholastic Spring Book Fair from April 28 to May 2. Students may bring in money to purchase books, and the book fair will stay open late on Wednesday night, so parents may come to the school to buy books for their children.

We are also beginning the Spring State testing session. On April 29, the students at Holden will take the ELA NWEA/MTTY Assessment and the Math Assessment the following week.

Sincerely,

Eddington/ Holden School Principal



**HOLDEN ELEMENTARY SCHOOL**

Timothy Baker, *principal* [tbaker@rsu63.org](mailto:tbaker@rsu63.org)  
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EDDINGTON ELEMENTARY SCHOOL

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Eddington Elementary School  
Assistant Principal Report  
4-28-25

**Eddington Enrollment**

PreK: 30

K: 28

1st: 59

**Total: 117**

Dear Members of the School Board,

We've received one new kindergarten registration form so far and continue to receive Pre-K registrations, with a total of 19 completed Pre-K packets submitted to date.

We are fortunate to welcome new community readers who visit each week to share their love of reading with our students. These readers spend time in classrooms reading aloud, which the children absolutely love and our staff truly appreciate. We also have a few volunteers who happen to be former teachers. They come in weekly to work one-on-one or in small groups with students who benefit from extra support—helping to foster a love of literacy and build confidence. We are incredibly grateful for their generosity and commitment. Their visits have quickly become a highlight of the week!

Our students have been working hard and were recently rewarded with a bounce house party, earned through their efforts during Trimester 2 assessments. Pre-K students joined in the fun by filling their pom-pom jar for good behavior. Each class signed up for a designated time slot, making sure every group had their own chance to celebrate. It was a fantastic day filled with excitement and well-deserved fun!

Penny Wars was a great success! The students had a blast bringing in their change and eagerly came down each day to add to their grade's bucket. Pennies were worth one point and added to their own grade's total, while silver coins and dollar bills *deducted* points—so students strategically placed those in other grades' buckets! First-grade classrooms even used the opportunity to





## EDDINGTON ELEMENTARY SCHOOL

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count the money during math class, turning it into a fun and educational experience. The students were fully engaged and had a fantastic time throughout the week. The winning grade will get a bounce house party!

A special thank you goes to Mary Dall, an Eddington resident, who generously donated \$12 worth of pennies after seeing our sign and asking how she could contribute. Her thoughtful gesture added to the fun and highlighted the strong community spirit that makes events like this so special.

Finally, we wrapped up the month with an incredibly fun Spirit Week leading into April break! Themed days included Eddington Day, Mix & Match Day, Hat Day, Favorite Sports Team Day, and PJ Day—plus a special Royalty Day for Pre-K! It was a joyful celebration that brought students and staff together, building community and showing off our school spirit.

Thank you, as always, for your continued support of our school, students, and staff.

Sincerely,

Stephanie McLean  
Assistant Principal

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**Regional School Unit 63**  
**Office of Special Services**  
Clifton, Eddington, and Holden

*RSU 63 is a community of learners dedicated to providing a safe, supportive, and challenging academic environment. Our students are respectful citizens and responsible stewards of our world. They are well prepared for high school with skills and a work ethic that enables them to succeed.*

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**Director of Special Services April Report**

For the 2024-2025 school year, the Special Education Department is currently serving **237** students, broken down as follows:

<b>Individualized Education Plans (IEPS):</b>	139
<b>504s:</b>	91
<b>Currently in Referral Process:</b>	7
<b>Total Number of Students:</b>	237

<b>School/Level</b>	<b>IEPs</b>	<b>504s</b>
<b>High Schools:</b>	38	56
<b>Holbrook:</b>	34	18
<b>Holden:</b>	43	12
<b>Eddington:</b>	24	5

With the widespread shortage in special education teachers and educational technicians, I was happy to be able to participate in a career fair at University of Maine this past month to recruit students for positions in our district. Thanks to Tina Dumond, the Director of Curriculum and Instruction, we had a very popular table, and there were many eager students looking into special education or other subject areas. I am hopeful that we were able to get interest and some potential applicants.

Respectfully Submitted,  
Carmen Rioux  
Director of Special Services



**Regional School Unit 63  
Clifton, Eddington, and Holden**

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April 28, 2025

Dear Members of the Board,

On Friday the 11th, [Carmen Rioux](#) and I had the pleasure of attending the UMO Career Fair that



UMO's Department of Education holds every year for graduating education majors. There were districts from all over the state with displays and I have to say our display was one of the better ones!! We received contact information from quite a few students and Carmen may have even snagged a special education major!! It may have been the interactive game we had to win prizes, one of them being the water bottles with candy.

During the week of April 7 Grade 1 teachers and Grade 2 teachers were able to observe the teaching of reading in each other's classrooms. Grade 1 teachers went over to Holden and spent the reading block in a Grade 2 classroom. Then, a few days later, Grade 2 teachers went to Eddington to observe the Grade 1 reading blocks being taught. All six teachers then had the opportunity to meet to discuss their observations and provide feedback to each other.

This month I have met with each of the Grade K-4 grade levels. We have finished analyzing the Social Studies and Science curriculums. The finishing touches are being updated on their curriculum maps. During our analysis we noticed that there is a lot of embedded science and social studies in the reading program. Data results from the NWEA/MTTY and diagnostic show that our students need more instruction with informational text. The embedded science and social studies focus in the reading instruction will help our students in this area.

**Grants:**

The application for the Title I Summer Grant has been completed and sent in. We have to wait for them to click Awarded/ Not Awarded until they have finished the ranking system to determine who receives funding.

Sincerely,  
Tina Dumond  
Director of Curriculum and Instruction



George Cummings  
Technology Coordinator  
p: 207.843.4316  
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www.rsu63.org

**To:** RSU 63 Board of Directors  
**From:** George Cummings  
**Date:** April 18, 2025  
**Re:** Monthly Report

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I submit this report to the School Board of Directors for April 2025.

### District Website

I'm happy to report that the newly redesigned district and school websites are complete and can be accessed by going to [www.rsu63.org](http://www.rsu63.org). These new sites offer visitors:

**A more mobile-friendly design:** The website is now fully optimized for all devices.

**Updated navigation:** Find information quickly and easily with a streamlined and consistent layout.

**Enhanced features:** Access and subscribe to important school information like newsletters, calendars, and more.

Soon we will also be launching a companion iOS and Android app that will provide users with customized push notifications and calendars related to each school, selected by the user. The RSU 63 app will be available in Google's and Apple's App Store when it's ready.

### Spring NWEA

The test roster file for 410 students in grades K-8 has been created, uploaded, and validated to the NWEA (Northwest Evaluation Association) test servers for the creation of the spring testing sessions. The purpose of this file is to create student profiles, teacher accounts, update existing profiles if needed, and assign students to classes for testing and reporting purposes.

The Spring NWEA and Maine Through Year testing window will start for students in grades K-8 on Tuesday, April 29<sup>th</sup> and end Friday, May 16<sup>th</sup>. These students will take the Mathematics and Language Arts assessments.

Even though the Maine Through Year is now the State assessment for students in grades 3-8, we will still receive student result reports from these tests 24 hours after a completed testing session. This timely data will help teachers identify student instructional levels, provide placement information, and guide classroom instruction and goals for the 2025-2026 school year.

Respectfully submitted,



RSU 63  
Department of Transportation  
202 Kidder Hill Road  
Holden, ME 04429  
(207) 561-9238  
*Zachary Chenier, Transportation Coordinator*  
*Zchenier@rsu63.org*



Clifton

Eddington

Holden

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To RSU 63 Board of Education:

Please accept this report for the month of April for the department of Transportation.

We currently have 3 spares still in the fleet.

We currently have 5 bus slips for the month of March. Drivers remind their students daily to be respectful and safe on our buses. Cell phones have become a real huge problem with students this past month.

The State police will be coming in during Spring break to inspect our buses. Keith has been working hard the last few weeks to make sure that we aren't blind-sided by our inspections.

Also, during Spring Break, the Drivers and I attended the Annual MAPT Regional Conference. This conference is offered to all transportation departments throughout the state. We chose to go to the one in Thorndike ME. The conference is great for education and networking for the drivers. It is vital to keep our drivers informed with the latest information so they can do their jobs. It was a fun day spent with all.

We are still looking for a bus driver and a Spare van driver. Hoping to find people so that our students aren't on the bus for longer than what they need to be.

As always driving safe,  
Zach Chenier  
Transportation Director

April Board Report  
Ryan Porter – Facilities/Maintenance Manager

**Holbrook:**

Spent 3 hrs. dragging the baseball field. Lots of dead and new growing weeds. I have piles of dead weeds that need to be removed with the tractor from the field. I attempted to start on the softball field but, that was still very wet and muddy. I will attempt next week depending on the weather.

Rooms #217 & #218 heaters were not working correctly. They would kick off and not have heat in them. I did reset the actuator 2 different times. They worked for a few days and would kick back off. I called Mechanical Services to come take a look at it and it was a failed actuator. They replaced it and is working as it should.

Walked around the school to see what lights needed to be changed and/or ballasts that were out that need to get fixed over April break. I spent hrs. dragging and raking the baseball field for them to start playing on. It's dry and ready for use. The lower softball field is still wet and will take a little more time to dry out. Started patching in areas of the lawns that were damaged from snow plows. Northstar Protection are fixing the security cameras and replacing the ones that are broken.

Milton CAT came over to do their annual PM on the generator. Everything went well. Our water treatment system is going to be looked at as the vent pipe running up the wall is having bubbles come out of it when it goes through its cycle and flows onto the floor in the boiler room.

**Holden:**

One of the bathrooms by the gym had a bad light ballast that was changed out by Duffy's Electric. Previously, I had looked at it thinking it was the motion light switch or a bad ballast. After I tested to see if it was a bad switch, I found out the exhaust fan was going on and off as I tested it so I knew it was not that.

Scott Walton from Restorations Unlimited came by to get a better look at the roof valley above the library and teachers work area that occasionally leaks, mainly during winter months due to ice dams. Him and I walked the valley and he found some concerns that he pointed out to me. After inspecting the valley, we walked the entire school roof to look for any other defects or problem areas that may need to be addressed. He only found a few minor issues, nothing too serious. We then climbed down from the roof and he took out his drone to take arial photos of the roof and the potential problem areas. He was also able to do a quick thermal scan of the roof to see where there may be heat loss. A couple days later, he sent us a proposal for what needed to be fixed and the cost. I will present this to the business manager to see if this is something we can get fixed in the near future.

Walked around the school to see what lights needed to be changed and/or ballasts that were out that need to get fixed over April break. Performed various types of small maintenance. Waiting to hear back from Mechanical Services as to when the new #6 circulator

pump will be in and installed. Circulator pump #3 is not working again as it should. Contacting Mechanical Services.

I took the bucket off of the tractor so I could install the sweeper to sweep the parking lots at all 3 schools over April break. I greased all the fittings and installed it. After hooking it up, I tried it out to make sure everything was in working condition. The PTO on the tractor was not engaging and not allowing the roller brush to spin. After some light maintenance, I was able to free up the part that was rusted and debris in it. The lever is moving freely and working as it should.

### **Eddington:**

Started doing some spring cleanup around the grounds. Picking up branches, filling in areas where plows have dug up etc...

Walked around the school to see what lights needed to be changed and/or ballasts that were out that need to get fixed over April break. Waiting on and updated amount from Mechanical Services to start the process to repair the kitchen hood fan that is not working properly.

The Eddington mower was used over the winter at the bus garage so they could help remove snow with the snowblower attachment. I went over and changed it out to put the mower deck back on. I removed the snowblower, did an oil change on the mower, changed the filter, greased the mower and the deck, and took off the blades to sharpen them. I installed the deck back on the mower. I loaded the mower and the snow blower attachment on the trailer and brought it over to the Eddington School.

### **Grounds:**

Over April break, Green Thumb will be spraying the grounds at all 3 schools for the flea and tick application.

**RSU 63**  
**Office of the Superintendent**  
**202 Kidder Hill Road**  
**Holden, ME 04429**  
**(207) 843 – 7851**  
**[www.rsu63.org](http://www.rsu63.org)**

*Jared Fulgoni*  
*Superintendent*

*Kelly Theriault*  
*Business Manager*

*Megan Harvey*  
*Administrative Assistant*

*Lisa Gamblin*  
*Bookkeeper*

**TO: RSU 63 BOARD of DIRECTORS**  
**FROM: KELLY THERIAULT, RSU 63 BUSINESS MANAGER**  
**RE: REPORT TO BOARD**  
**DATE: APRIL 2025**

The FY26 proposed budget being recommended for approval represents a \$229,081 increase or 1.8%. The budget has a 0% tax assessment increase to the towns.

By Town:

Clifton= (\$5,361.01)

Eddington= +\$4,412.08

Holden= (\$6,039.78)

The district received \$425,310 more in revenue sharing than last year. Most of this increase came from Special Education (\$180,197) and overall funding of general operating costs (\$399,439.) The budget includes funds for a new bus, TransFinder software (previous provided for free by the state), the Holbrook entryway conversion (in conjunction with the Gloria MacKenzie Foundation Grant), and replacing the 25+ year old phone system (district-wide).

For comparison, here are some budget/assessment impacts for our surrounding communities.

Brewer: Budget +2.3%; Assessment +5%

Dedham: Budget +5.22%; Assessment +4.92%

Orrington: Budget +5.45%; Assessment +16.21%

Airline: Budget +6.44%; Assessment +13.98%

RSU 31(Howland area): +5.14%; Assessment +5.81% to +13.93%

Greenville: Budget +5.46%; Assessment +9.71%

# MSAD63

## Warrant Article Summary Financial YTD

Report # 33881

Statement Code: ArtSummFin

Account Number / Description	Revised Budget 7/1/2024 - 6/30/2025	Current Period 4/1/2025 - 4/30/2025	Reported Period 7/1/2024 - 4/30/2025	Encumbrances 7/1/2024 - 4/30/2025	Amount Remaining 7/1/2024 - 4/30/2025	Percent Remaining 7/1/2024 - 4/30/2025	Last Year Period 7/1/2023 - 4/30/2024
<b>Subtotal Regular Instruction</b>	<b>\$3,022,859</b>	<b>\$109,149</b>	<b>\$1,918,054</b>	<b>\$7,117</b>	<b>\$1,097,688</b>	<b>36%</b>	<b>\$1,940,136</b>
<b>Subtotal REg 9-12</b>	<b>\$3,098,269</b>	<b>\$158,285</b>	<b>\$2,196,725</b>	<b>\$0</b>	<b>\$901,544</b>	<b>29%</b>	<b>\$2,249,844</b>
<b>Subtotal Special Education</b>	<b>\$1,971,666</b>	<b>\$59,253</b>	<b>\$1,086,803</b>	<b>\$48,404</b>	<b>\$836,459</b>	<b>42%</b>	<b>\$1,337,945</b>
<b>Subtotal Staff &amp; Student Sppt</b>	<b>\$675,475</b>	<b>\$23,872</b>	<b>\$502,379</b>	<b>\$4,902</b>	<b>\$168,194</b>	<b>25%</b>	<b>\$446,142</b>
<b>Subtotal Facilities</b>	<b>\$1,859,923</b>	<b>\$23,272</b>	<b>\$1,581,875</b>	<b>\$53,122</b>	<b>\$224,926</b>	<b>12%</b>	<b>\$967,709</b>
<b>Subtotal Transportation</b>	<b>\$647,142</b>	<b>\$17,511</b>	<b>\$440,110</b>	<b>\$12,534</b>	<b>\$194,498</b>	<b>30%</b>	<b>\$488,002</b>
<b>Sub Total Trans to Other Units</b>	<b>\$0</b>	<b>\$116</b>	<b>\$1,763</b>	<b>\$0</b>	<b>\$(1,763)</b>	<b>---</b>	<b>\$2,002</b>
<b>Subtotal System Administration</b>	<b>\$534,287</b>	<b>\$16,578</b>	<b>\$401,633</b>	<b>\$2,759</b>	<b>\$129,895</b>	<b>24%</b>	<b>\$395,073</b>
<b>Subtotal School Administration</b>	<b>\$518,505</b>	<b>\$15,926</b>	<b>\$361,690</b>	<b>\$646</b>	<b>\$156,169</b>	<b>30%</b>	<b>\$404,110</b>
<b>Subtotal Other Instrn</b>	<b>\$87,056</b>	<b>\$121</b>	<b>\$34,742</b>	<b>\$2,871</b>	<b>\$49,443</b>	<b>57%</b>	<b>\$41,629</b>
<b>Subtotal All Other</b>	<b>\$50,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$50,000</b>	<b>100%</b>	<b>\$7,500</b>
<b>Total Expenses</b>	<b>\$1,189,848</b>	<b>\$32,625</b>	<b>\$798,065</b>	<b>\$6,276</b>	<b>\$385,507</b>	<b>32%</b>	<b>\$848,312</b>
<b>Net Revenue over Expense</b>	<b>\$12,465,182</b>	<b>\$424,083</b>	<b>\$8,525,774</b>	<b>\$132,355</b>	<b>\$3,807,053</b>	<b>31%</b>	<b>\$8,280,092</b>
<b>Subtotal CTE</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>---</b>	<b>\$0</b>
<b>TOTAL ALL EXPENSES</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>---</b>	<b>\$0</b>



**DRAFT**

**School Consolidation Committee Meeting Notes  
Holbrook School  
April 1, 2025, 5:30pm**

Meeting was called to order at 5:29 pm

**Committee Members present:** Committee Chair, Heather Grass, Board Chair, Linda Graban

**Committee Members Absent:** Derek Robertson

**Others in attendance:** School Board members Cherie Faulkner, Brittney Wood, Amy Hart, Heather Lander, Rachel Downs, Superintendent Jared Fulgoni, Facilities/Maintenance Manager Ryan Porter, Transportation Director, Zach Chenier, Principal Timothy Baker, several members of town selectboards and citizens of the towns of Clifton, Eddington and Holden

Introductions were made and a brief explanation of the purpose of the committee by Jared Fulgoni.

**AGENDA ITEMS**

**2. School Safety and emergency response time**

Holden Police Chief, Eduardo Benjamin explained there were 3 officers on duty during the day and discussed the proximity of the station to Holden School, which was approximately 600 feet. The response time for an emergency at Holden School was 1 – 2 minutes as they are right next door. The response time for Holbrook School, which is a distance of 3.2 miles, would be 3 – 5 minutes. Penobscot Sheriff's office was not able to attend, but Chief Benjamin stated there is 1 officer on duty in Eddington and 1 on duty in Clifton.

***Questions asked:***

Would they go to Eddington School if there was an extreme emergency? And if so, what would that response time be and would it be even quicker with the new road? The answer was, yes, with an extreme emergency they would absolutely respond. The response time would be 10 minutes. The response time would be quicker when the new road is completed.

The Committee also requested Eddington/Holden Fire Chief, Ryan Davis give a presentation of school safety and response time for the Fire Department. The fire department was able to do a brief safety review of the schools beforehand for the committee, as asked. The committee also requested what the fire departments response time would be from each school from each of the stations. Chief Davis stated there were 2 firefighters at both the Eddington station and Holden station during the day. The response time to Eddington School is approximately 4 minutes. He said anything under 6 minutes is impressive. The response time to Holden would be 2 minutes. The response time from Holden to Holbrook would be 6 minutes and from Eddington to Holbrook would be approximately 10 minutes. Chief Davis said 395 will be a big help getting to the schools even quicker.

***Chief Davis also gave a few points regarding safety points at each school:***

**HOLDEN SCHOOL:** There is a 22,000 gallon water tank @ Holden Fire station (there is no Hydrant), There is a full fire alarm system, smoke detectors in the hallway only, CO2 detectors are battery, not hardwired. There is not access all the way around the school for the fire trucks, there is a sprinkler in the gym only (500 – 600 gallon water tank in the basement), windows are in good shape, the boiler system is in the courtyard and is not easily accessible, as it is surrounded by building. They would have to get access through the building to get to the boiler. Route 1A is a very busy road ("that is all I am going to say about that"), Holden School does have a generator, The campground next door would make it difficult to access the property during an emergency  
**EDDINGTON SCHOOL:** Has a fire hydrant right out front (city water), no CO2 detectors, no fire detectors in the classroom wing, sprinkler in the gym which goes out to the hallway by gym to the gym entrance doors, property has level ground and is easily accessible all the way around

## ***DRAFT***

for fire trucks. Eddington school has only a small generator for the boiler room. The school has city water so water will work if power is out.

**HOLBROOK SCHOOL:** Multi levels building, hard to access, pick up and drop off is not safe, has generator

### **3. Operational costs of Holden Elementary and Eddington Elementary**

Review of the operational costs for Eddington and Holden sheet included in the packet. Mr. Fulgoni noted they are very similar.

### **4. Estimated repair costs for each building**

Mr. Fulgoni noted that the costs listed on the sheets in the packet were from several years ago and Carpenter Associates advised that estimates should be at a bare minimum doubled to reflect 2025 prices.

### **5. Transfinder bus routes**

Review of the trip analysis in the packet. It was noted that if Eddington were to close, the approximated trip length would be a half hour less than if Holden were to close.

#### ***Questions asked:***

Does this reflect the new road being completed.

*Answer* – no it doesn't as the computer does not recognize the road in the program yet.

This is without an extra bus being utilized.

This is programed with all the students still going to Holbrook first, switching busses at Holbrook, then going to either Eddington or Holden.

### **6. Potential Board Vote Date**

The committee discussed that they will have a workshop with the whole board attending to review, discuss and ask questions. This will be a workshop for the board so there will not be public comment at the workshop. After the workshop date, there will be a Public Forum for the public to ask questions from the committee and discuss concerns. That date will be announced at the workshop and posted. The Committee will then make a recommendation to the board on what the next step should be after they have the Public Forum.

**7. Next Meeting Date:** The **workshop** date was set for Monday April 14, 2025, at 6:00 pm

**8. Adjournment** - 6:50 pm

The group was given the opportunity to tour all the rooms inside Holbrook School.

**AMENDED REGION 4 COOPERATIVE AGREEMENT**  
**April 2025**

**PREAMBLE**

In accordance with 20-A M.R.S.A § 8457(2) and the guidelines contained in this Agreement, a Cooperative Board shall be established to administer a vocational and adult education delivery system for Maine Career and Technical Region 4 in Southern Penobscot County (*henceforth "Region 4"*).

**SECTION A - PURPOSE**

The primary purpose of Region 4 shall be to provide career and technical education for secondary school students in accordance with Chapter 313, §§ 8301-8467 of Title 20-A (*henceforth "vocational," "technical" or "CTE" education*). Region 4 shall function as an extension of the secondary schools located within its statutory boundaries set forth in 20-A M.R.S.A. § 8451(2)(D). In accordance with 20-A M.R.S.A. § 8451-A, the vocational education program shall offer a sequence of courses that are directly related to the preparation of individuals for employment in current or emerging occupations and may include training and education in academic and business skills preparing students to further their education at the technical college or college level or allowing students to use trade and occupational skills on other than an employee basis, subject to approval by the Maine Commissioner of Education and Cultural Services pursuant to 20-A M.R.S.A. § 8306-B.

Priority for enrollment in any vocational education course of study offered by Region 4 shall be given first to persons eligible to receive a free public secondary education in the municipalities served by Region 4. Persons who are 20 years of age or older and comply with the eligibility requirements of 20-A M.R.S.A. § 8305-A may enroll in vocational education courses if space exists to accommodate their participation. Region 4 may charge reasonable fees to individuals age 20 and over who receive vocational education in these courses. Region 4 shall also provide courses of instruction approved in accordance with 20-A M.R.S.A. § 8601 et seq., including general adult vocational education courses.

**SECTION B - COOPERATIVE BOARD**

Region 4 shall be governed by a Cooperative Board, which has all of the powers and duties of a school board, as set forth in 20-A M.R.S.A. § 8457(1).

## 1. Size and Composition of the Board

The Cooperative Board shall be comprised of ten members, each of whom shall represent a voting district. Each voting district shall be comprised of approximately the same number of persons residing within the region. Representation shall be distributed as follows:

Voting District	Administrative Unit	Number of Representatives
I	Bangor	3
II	Brewer, Airline CSD (Amherst, Aurora, Great Pond & Osborn), Orrington, Grand Falls Township, Dedham & RSU # 63 (Clifton, Eddington & Holden)	2
III	RSU #34 (Alton, Bradley & Old Town), Greenfield Township, Indian Island, Greenbush & Milford	1
IV	RSU #22 (Hampden, Newburgh, Winterport & Frankfort)	1
V	RSU # 64 (Bradford, Corinth, Hudson, Kenduskeag, & Stetson) & Glenburn	1
VI	RSU # 26 (Orono), Veazie	1
VII	Hermon & RSU 87 (Carmel & Levant)	1

## 2. Methods of Selecting Members

The School Committees and Boards of Directors within each voting district shall each meet in November prior to the expiration of a term to appoint its representative(s) and an alternate to serve on the Region 4 Cooperative Board. Each Board shall individually confirm the appointments. New appointees to the Cooperative Board are not required to be a member of a school board that appoints that member to the Cooperative Board. The term of office shall be for not less than one year nor more than three years from the date the term commences. Each term shall commence on January 1. A member of the Cooperative Board shall not hold any office the duties of which are incompatible with those of a member of the Cooperative Board, and is subject to the conflict of interest provisions set forth in 20-A M.R.S.A. § 8453-A.

## 3. Vacancies

In the event that a vacancy should occur on the Cooperative Board before the expiration of a term, the Superintendent(s) within the voting district in which the

vacancy exists shall call a meeting of the School Committees or Board of Directors within the voting district to appoint another representative to fill the vacancy for the unexpired term.

Vacancies shall be filled within forty-five (45) days after notification of the vacancy by the Technical Director to the respective Superintendent(s) in the voting district. A vacancy exists when any one of the following occurs: (a) a Cooperative Board member is no longer a legal resident of the voting district from which elected. Evidence that an individual is registered to vote in a municipality is prima facie evidence of that individual's residency; (b) a Cooperative Board member dies; (c) a Cooperative Board member resigns by delivering a written letter of resignation to the Technical Director; or (d) when a Cooperative Board member is absent without excuse from three consecutive regular meetings of the Cooperative Board, the Board may declare that a vacancy exists.

#### **4. Voting**

Each member of the Cooperative Board shall have one vote. The Cooperative Board shall annually elect the following officers: a chair and vice chair, who must be members of the Cooperative Board, a secretary and treasurer, who may, but need not, be members of the Cooperative Board. A quorum is considered to be at least six members in attendance. To pass, any motion must be approved by a majority of the members present except if state law and policies of the Cooperative Board require a majority of the full membership. There shall be no secret ballots and all votes shall be taken at public sessions. The Cooperative Board shall also maintain a standing finance committee to approve payrolls, prepare warrant articles, review budgets and otherwise carry out the directions of the Cooperative Board.

#### **5. Superintendents' Advisory Committee**

The Superintendents of Schools of the participating units shall serve as an advisory committee to the Cooperative Board in accordance with 20-A M.R.S.A § 8459. The Superintendents' Advisory Committee shall meet with the Technical Director no less than 4 times per calendar year to review current and proposed programs, budgets and issues relating to vocational education in Region 4.

#### **6. Meetings**

The Cooperative Board shall meet at least 6 times per calendar year, as required pursuant to 20-A M.R.S.A. § 8457(5).

### **SECTION C - ADMINISTRATION**

The Cooperative Board shall employ a certified career and technical education director (herein, the "Technical Director"), who shall administer the provisions of vocational education in Region 4, in compliance with 20-A M.R.S.A. § 8458. The Technical Director, and such other personnel

as the Cooperative Board deems necessary, shall be appointed by a majority vote of the Cooperative Board. The Technical Director shall have the duties, powers, and responsibilities with respect to vocational education as are prescribed by the Cooperative Board, the By-Laws of Region 4, and by Maine law. The Technical Director shall serve as the chief administrative officer of Region 4, in accordance with 20-A M.R.S.A. § 8458(4).

## **SECTION D - COST SHARING**

### **1. Annual Budget**

The annual budget shall be prepared by the Cooperative Board no later than the second Friday of February for the fiscal year beginning the following July 1, and presented in accordance with 20-A M.R.S.A. § 8460. The legislative body of each school administrative unit (the “unit”) comprising Region 4 shall vote on the budget articles submitted by the Cooperative Board. This vote shall occur at the same time as the vote on the unit’s regular school budget, and shall be conducted in accordance with 20-A M.R.S.A § 8461 (the school administrative unit method), which is hereby selected by the Cooperative Board as the method of submitting the articles for budget approval pursuant to 20-A M.R.S.A. § 8460(1)(D). Within five (5) days after the last unit in the region has voted on the budget, the chair of the Cooperative Board shall call a meeting of the Cooperative Board to tally the results of the votes of the units in the manner set forth in 20-A M.R.S.A § 8461(2).

### **2. Methods of Sharing Cost**

#### **A. Regional Assessments**

The Cooperative Board shall annually establish a specific amount for operating costs, including Cooperative Board expenses, maintenance of buildings needed to maintain the school building itself (including related salaries), which amount shall be assessed and allocated to each unit based on the state valuation for each member municipality, as listed on the most recent finally enacted Maine Department of Education ED 279 Report for each unit.

#### **B. Capital Improvement and Renewal**

The Cooperative Board shall annually establish a specific amount to address the need for capital improvement for the school building and grounds. This amount shall be assessed and allocated to each unit based on the state valuation for each member municipality, as listed on the most recent finally enacted Maine Department of Education ED 279 Report for each unit. .

#### **C. Debt Service**

Any *new debt service* for Region 4 shall be based on the state valuation for each member municipality, as listed on the most recent finally enacted Maine

Department of Education ED 279 Report for each unit available at the time of the debt creation. Unit debt service assessment shall remain a fixed percentage for the duration of the indebtedness.

**D. Cooperative Education**

Cooperative education shall be treated as a decentralized program through Region 4. Costs for cooperative education will be included in the Region's budget, but will be assessed and allocated specifically to those units actually incurring the costs for operating approved decentralized programs.

**E. Direct Contracting**

Individual units who contract directly with Region 4 to provide locally needed vocational educational programs may do so at their own expense.

**F. Per Pupil Assessment**

Each sending unit shall pay a direct per pupil charge based upon the number of students enrolled in or attending the vocational school program. The limit on the per pupil assessment is one-half the state average high school tuition rate for the prior year adjusted by the percent allowable under Maine law. Per pupil assessments shall be based on:

(i) For fiscal year 2017, the average of the unit's student enrollment at Region 4 during calendar year 2015, as reflected on April 1 and October 1 of 2015;

(ii) For fiscal year 2018, the average of the unit's student enrollment at Region 4 during calendar years 2015 and 2016, as reflected on April 1 and October 1 of each such year; and

(iii) For fiscal year 2019 and each subsequent fiscal year, the average of the unit's student enrollment at Region 4 during the three calendar years preceding the fiscal year (e.g., for fiscal year 2019, use calendar years 2015, 2016, and 2017), as reflected on April 1 and October 1 of each such year.

Any budget balances from previous years shall be applied against this part of the cost and shall reduce the per pupil assessment accordingly. Per pupil assessment costs are comprised of program costs, which include:

- Regular instruction
- School administration
- Support services

- Transportation

#### **G. Change in Unit Composition**

In the event a member municipality joins or withdraws from a unit or the composition of a unit is otherwise modified, the cost sharing amounts assessed and allocated to each unit pursuant to Section D herein shall be adjusted to reflect the new composition of the affected unit(s).

#### **H. Contracts with Other Agencies**

Contracts with other agencies will be charged a negotiated amount that at a minimum covers all associated costs of the agency plus an administrative cost of no less than ten percent (10%). Any net income to Region 4 from administrative fees shall be carried forward to the next fiscal year's capital improvements fund and used as the Cooperative Board determines appropriate.

### **3. CTE Programs in High School**

The operational and capital outlay costs of CTE programs already established in any high school for the benefit and participation by students in that school shall be paid for by the unit in which the school is located. Units conducting such programs shall be credited with any state or federal subsidy authorized for such programs through the Cooperative Board. These individual school programs shall be open to all students in Region 4 in the event that the course is not offered by the student's resident school and the student's participation in such programs shall be the legal vocational tuition rate allowed by the Department of Education and Cultural Services and shall be charged to the sending unit. Any new CTE programs proposed within Region 4 shall require the approval of the Cooperative Board.

### **4. Equivalency Agreements for High School Diploma**

The Cooperative Board has entered into equivalency agreements with each of the Region 4 members to establish how a student's satisfactory completion of a Region 4 course will be credited by each member as core credit toward the student's high school diploma. The most current equivalency agreement(s) are attached hereto as Exhibit A.

The Cooperative Board and each Region 4 member may amend their equivalency agreement by written agreement signed by each Board chair, as authorized by their respective boards. The Cooperative Board shall update this Cooperative Agreement with any amended equivalency agreement and shall file a copy of the updated Cooperative Agreement with the Commissioner of the Maine Department of Education.



## **5. Borrowing**

The Cooperative Board shall have the authority to secure temporary loans for the operation of technical programs in anticipation of payments from participating units and the state, as authorized by 20-A M.R.S.A § 8457(3) and § 8464(4). It also has the authority, under 20-A M.R.S.A. § 8465, to issue bonds and notes for school construction purposes.

## **SECTION E - AMENDMENTS TO THE AGREEMENT**

This agreement may be amended in the manner provided for in 20-A M.R.S.A. § 8457(2).

[ Exhibit A, Academic Crosswalk Summary Table]

**AMENDED REGION 4 COOPERATIVE AGREEMENT**  
**April 2025**

**PREAMBLE**

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**SECTION A - PURPOSE**

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Priority for enrollment in any vocational education course of study offered by Region 4 shall be given first to persons eligible to receive a free public secondary education in the municipalities served by Region 4. Persons who are 20 years of age or older and comply with the eligibility requirements of 20-A M.R.S.A. § 8305-A may enroll in vocational education courses if space exists to accommodate their participation. Region 4 may charge reasonable fees to individuals age 20 and over who receive vocational education in these courses. Region 4 shall also provide courses of instruction approved in accordance with 20-A M.R.S.A. § 8601 et seq., including general adult vocational education courses.

**SECTION B - COOPERATIVE BOARD**

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VII	Hermon & RSU 87 (Carmel & Levant)	1

## **2. Methods of Selecting Members**

The School Committees and Boards of Directors within each voting district shall each meet in November prior to the expiration of a term to appoint its representative(s) and an alternate to serve on the Region 4 Cooperative Board. Each Board shall individually confirm the appointments. New appointees to the Cooperative Board are not required to be a member of a school board that appoints that member to the Cooperative Board. The term of office shall be for not less than one year nor more than three years from the date the term commences. Each term shall commence on January 1. A member of the Cooperative Board shall not hold any office the duties of which are incompatible with those of a member of the Cooperative Board, and is subject to the conflict of interest provisions set forth in 20-A M.R.S.A. § 8453-A.

## **3. Vacancies**

In the event that a vacancy should occur on the Cooperative Board before the expiration of a term, the Superintendent(s) within the voting district in which the

vacancy exists shall call a meeting of the School Committees or Board of Directors within the voting district to appoint another representative to fill the vacancy for the unexpired term.

Vacancies shall be filled within forty-five (45) days after notification of the vacancy by the Technical Director to the respective Superintendent(s) in the voting district. A vacancy exists when any one of the following occurs: (a) a Cooperative Board member is no longer a legal resident of the voting district from which elected. Evidence that an individual is registered to vote in a municipality is prima facie evidence of that individual's residency; (b) a Cooperative Board member dies; (c) a Cooperative Board member resigns by delivering a written letter of resignation to the Technical Director; or (d) when a Cooperative Board member is absent without excuse from three consecutive regular meetings of the Cooperative Board, the Board may declare that a vacancy exists.

#### **4. Voting**

Each member of the Cooperative Board shall have one vote. The Cooperative Board shall annually elect the following officers: a chair and vice chair, who must be members of the Cooperative Board, a secretary and treasurer, who may, but need not, be members of the Cooperative Board. A quorum is considered to be at least six members in attendance. To pass, any motion must be approved by a majority of the members present except if state law and policies of the Cooperative Board require a majority of the full membership. There shall be no secret ballots and all votes shall be taken at public sessions. The Cooperative Board shall also maintain a standing finance committee to approve payrolls, prepare warrant articles, review budgets and otherwise carry out the directions of the Cooperative Board.

#### **5. Superintendents' Advisory Committee**

The Superintendents of Schools of the participating units shall serve as an advisory committee to the Cooperative Board in accordance with 20-A M.R.S.A § 8459. The Superintendents' Advisory Committee shall meet with the Technical Director no less than 4 times per calendar year to review current and proposed programs, budgets and issues relating to vocational education in Region 4.

#### **6. Meetings**

The Cooperative Board shall meet at least 6 times per calendar year, as required pursuant to 20-A M.R.S.A. § 8457(5).

### **SECTION C - ADMINISTRATION**

The Cooperative Board shall employ a certified career and technical education director (herein, the "Technical Director"), who shall administer the provisions of vocational education in Region 4, in compliance with 20-A M.R.S.A. § 8458. The Technical Director, and such other personnel

as the Cooperative Board deems necessary, shall be appointed by a majority vote of the Cooperative Board. The Technical Director shall have the duties, powers, and responsibilities with respect to vocational education as are prescribed by the Cooperative Board, the By-Laws of Region 4, and by Maine law. The Technical Director shall serve as the chief administrative officer of Region 4, in accordance with 20-A M.R.S.A. § 8458(4).

## **SECTION D - COST SHARING**

### **1. Annual Budget**

The annual budget shall be prepared by the Cooperative Board no later than the second Friday of February for the fiscal year beginning the following July 1, and presented in accordance with 20-A M.R.S.A. § 8460. The legislative body of each school administrative unit (the “unit”) comprising Region 4 shall vote on the budget articles submitted by the Cooperative Board. This vote shall occur at the same time as the vote on the unit’s regular school budget, and shall be conducted in accordance with 20-A M.R.S.A § 8461 (the school administrative unit method), which is hereby selected by the Cooperative Board as the method of submitting the articles for budget approval pursuant to 20-A M.R.S.A. § 8460(1)(D). Within five (5) days after the last unit in the region has voted on the budget, the chair of the Cooperative Board shall call a meeting of the Cooperative Board to tally the results of the votes of the units in the manner set forth in 20-A M.R.S.A § 8461(2).

### **2. Methods of Sharing Cost**

#### **A. Regional Assessments**

The Cooperative Board shall annually establish a specific amount for operating costs, including Cooperative Board expenses, maintenance of buildings needed to maintain the school building itself (including related salaries), which amount shall be assessed and allocated to each unit based on the state valuation for each member municipality, as listed on the most recent finally enacted Maine Department of Education ED 279 Report for each unit.

#### **B. Capital Improvement and Renewal**

The Cooperative Board shall annually establish a specific amount to address the need for capital improvement for the school building and grounds. This amount shall be assessed and allocated to each unit based on the state valuation for each member municipality, as listed on the most recent finally enacted Maine Department of Education ED 279 Report for each unit. .

#### **C. Debt Service**

Any *new debt service* for Region 4 shall be based on the state valuation for each member municipality, as listed on the most recent finally enacted Maine

Department of Education ED 279 Report for each unit available at the time of the debt creation. Unit debt service assessment shall remain a fixed percentage for the duration of the indebtedness.

**D. Cooperative Education**

Cooperative education shall be treated as a decentralized program through Region 4. Costs for cooperative education will be included in the Region's budget, but will be assessed and allocated specifically to those units actually incurring the costs for operating approved decentralized programs.

**E. Direct Contracting**

Individual units who contract directly with Region 4 to provide locally needed vocational educational programs may do so at their own expense.

**F. Per Pupil Assessment**

Each sending unit shall pay a direct per pupil charge based upon the number of students enrolled in or attending the vocational school program. The limit on the per pupil assessment is one-half the state average high school tuition rate for the prior year adjusted by the percent allowable under Maine law. Per pupil assessments shall be based on:

(i) For fiscal year 2017, the average of the unit's student enrollment at Region 4 during calendar year 2015, as reflected on April 1 and October 1 of 2015;

(ii) For fiscal year 2018, the average of the unit's student enrollment at Region 4 during calendar years 2015 and 2016, as reflected on April 1 and October 1 of each such year; and

(iii) For fiscal year 2019 and each subsequent fiscal year, the average of the unit's student enrollment at Region 4 during the three calendar years preceding the fiscal year (e.g., for fiscal year 2019, use calendar years 2015, 2016, and 2017), as reflected on April 1 and October 1 of each such year.

Any budget balances from previous years shall be applied against this part of the cost and shall reduce the per pupil assessment accordingly. Per pupil assessment costs are comprised of program costs, which include:

- Regular instruction
- School administration
- Support services

- Transportation

#### **G. Change in Unit Composition**

In the event a member municipality joins or withdraws from a unit or the composition of a unit is otherwise modified, the cost sharing amounts assessed and allocated to each unit pursuant to Section D herein shall be adjusted to reflect the new composition of the affected unit(s).

#### **H. Contracts with Other Agencies**

Contracts with other agencies will be charged a negotiated amount that at a minimum covers all associated costs of the agency plus an administrative cost of no less than ten percent (10%). Any net income to Region 4 from administrative fees shall be carried forward to the next fiscal year's capital improvements fund and used as the Cooperative Board determines appropriate.

### **3. CTE Programs in High School**

The operational and capital outlay costs of CTE programs already established in any high school for the benefit and participation by students in that school shall be paid for by the unit in which the school is located. Units conducting such programs shall be credited with any state or federal subsidy authorized for such programs through the Cooperative Board. These individual school programs shall be open to all students in Region 4 in the event that the course is not offered by the student's resident school and the student's participation in such programs shall be the legal vocational tuition rate allowed by the Department of Education and Cultural Services and shall be charged to the sending unit. Any new CTE programs proposed within Region 4 shall require the approval of the Cooperative Board.

### **4. Equivalency Agreements for High School Diploma**

The Cooperative Board has entered into equivalency agreements with each of the Region 4 members to establish how a student's satisfactory completion of a Region 4 course will be credited by each member as core credit toward the student's high school diploma. The most current equivalency agreement(s) are attached hereto as Exhibit A.

The Cooperative Board and each Region 4 member may amend their equivalency agreement by written agreement signed by each Board chair, as authorized by their respective boards. The Cooperative Board shall update this Cooperative Agreement with any amended equivalency agreement and shall file a copy of the updated Cooperative Agreement with the Commissioner of the Maine Department of Education.

## **5. Borrowing**

The Cooperative Board shall have the authority to secure temporary loans for the operation of technical programs in anticipation of payments from participating units and the state, as authorized by 20-A M.R.S.A § 8457(3) and § 8464(4). It also has the authority, under 20-A M.R.S.A. § 8465, to issue bonds and notes for school construction purposes.

## **SECTION E - AMENDMENTS TO THE AGREEMENT**

This agreement may be amended in the manner provided for in 20-A M.R.S.A. § 8457(2).

[ Exhibit A, Academic Crosswalk Summary Table]



<b>Autobody &amp; Refinishing –</b>	<b>CTE Year 1 Credits:</b>	<b>CTE Year 2 Credits: (Year 2 for 2<sup>nd</sup> Year Students)</b>
<ul style="list-style-type: none"> <li>Year 1 – Foundations of Autobody Repair</li> <li>Year 2 - Advanced Techniques &amp; Professional Refinishing</li> </ul>	1 Technical Applied Science	1 Technical Applied Science 1 Visual Art
<b>Automotive -</b>	<b>CTE Year A Credits:</b>	<b>CTE Year B Credits:</b>
<ul style="list-style-type: none"> <li>A Yr -Brakes/Suspension</li> <li>B Yr – Engines/Diagnostics</li> </ul>	1 Technical Applied Science	1 Technical Applied Science 1 Technical Math
<b>Automotive Concurrent Enrollment Opportunities</b>		
<ul style="list-style-type: none"> <li><b>See Cert Pathway Advising Doc. – must complete both years to obtain.</b></li> </ul>	ATA100 Automotive Safety & Light Repair (4 cr.) ATA125 Automotive Steering & Suspension I (2 cr.) ATA126 Automotive Steering & Suspension II (2 cr.) ATA145 Automotive Braking Systems I (2 cr.) ATA146 Automotive Braking Systems II (2 cr.)	AUT109 Introduction to Auto Technology (1 cr.) ATA110 Automotive Basic Electrical Systems (3 cr.) ATA120 Automotive Shop Management (2 cr.) ATA124 Automotive State Inspection (1 cr.) ATA150 Automotive Engine Repair (3 cr.)
<b>Business Leadership -</b>	<b>CTE Year A Credits:</b>	<b>CTE Year B Credits:</b>
<ul style="list-style-type: none"> <li>A Yr –Acct/Entrepreneurship</li> <li>B Yr – Law/Mgmt./Mkt.</li> </ul>	1 Technical English 1 Technical Math 1 Personal Finance	1 Technical English 1 Visual Art
<b>Business Concurrent Enrollment Opportunities</b>		
<ul style="list-style-type: none"> <li><b>See Cert Pathway Advising Doc. – must complete both years to obtain.</b></li> </ul>	BUA101 Introduction to Business (3 cr.) BUA111 Accounting I (3 cr.) BUA112 Accounting II (3 cr.) BUA141 Principles of Small Business Mgmt (3 cr.) SPE101 Oral Communication (3 cr.) BUA211 Managerial Accounting (3 cr.)	BUA131 Business Law (3 cr.) BUA223 Principles of Management (3 cr.) BUA263 Sales & Customer Relations (3 cr.) BUA271 Marketing Principles (3 cr.) BCA115Intro to Computer Applications (3 cr.)
<b>Carpentry -</b>	<b>CTE Year 1 Credits:</b>	<b>CTE Year 2 Credits:</b>
<ul style="list-style-type: none"> <li>1 Yr – General Construction Core</li> <li>2 Yr – General Carpentry Construction</li> </ul>	1 Technical Math 1 Visual Arts	1 Technical Math 1 Technical Science
<b>Construction Operations -</b>	<b>CTE Year 1 Credits:</b>	<b>CTE Year 2 Credits: (Year 2 for 2<sup>nd</sup> Year Students)</b>
<ul style="list-style-type: none"> <li>Year 1 – Equipment Operation/Surveying</li> <li>Year 2 - is often a referral for ELO</li> </ul>	1 Technical Applied Science 1 Technical Math	1 Technical Applied Science 1 Technical Math

<b>Culinary Arts -</b>	<b>CTE Year 1 Credits:</b>	<b>CTE Year 2 Credits: (Year 2 for 2nd Year Students)</b>
<ul style="list-style-type: none"> <li>Year 1 – Culinary Foundations/Kitchen Essentials</li> <li>Year 2– Advanced Techniques/Kitchen Mgmt.</li> </ul>	1 Visual Art 1 Technical Math	1 Visual Arts 1 Technical Math
<b>Culinary Arts Concurrent Enrollment Opportunities</b>		
<ul style="list-style-type: none"> <li>A or B Year</li> </ul>	CUL131 Culinary Sanitation & Theory (3 cr.)	
<b>Diesel Mechanics -</b>	<b>CTE Year A Credits:</b>	<b>CTE Year B Credits:</b>
<ul style="list-style-type: none"> <li>A Yr -Brakes/Suspension</li> <li>B Yr – Engines/Diagnostics</li> </ul>	1 Technical Applied Science	1 Technical Math 1 Technical Applied Science
<b>Diesel Mechanics Concurrent Enrollment Opportunities</b>		
<ul style="list-style-type: none"> <li>A or B Year</li> </ul>	ATH113 Heavy Equipment/Truck Braking Systems (3 cr.)	ATH163 Heavy Equip/Truck Steering & Suspension (3 cr.)
<b>Digital Arts &amp; Software -</b>	<b>CTE Year 1 Credits:</b>	<b>CTE Year 2 Credits: (Year 2 for 2nd Year Students)</b>
<ul style="list-style-type: none"> <li>Year 1 – Basic Design</li> <li>Year 2 – Advanced Design</li> </ul>	1 Visual Art	1 Visual Art
<b>Digital Arts &amp; Software Concurrent Enrollment Opportunities</b>		
	CST103 Introduction to Computer Systems (3 cr.) CST170 Customer Service (3 cr.)	DGD113 Introduction to Photoshop (3 cr.) SPE101 Oral Communication (3 cr.)
<b>Educator Prep -</b>	<b>CTE Year A Credits</b>	<b>CTE Year B Credits:</b>
<ul style="list-style-type: none"> <li>A Yr – Literacy</li> <li>B Yr – Learning Facilitator</li> </ul>	1 Technical English 1 Visual Art	1 Technical English 1 History of Education 1 Visual Art
<b>Educator Prep Concurrent Enrollment Opportunities</b>		
<ul style="list-style-type: none"> <li><b>See Cert Pathway Advising Doc. – must complete both years to obtain.</b></li> </ul>	EDB114 Exploring Education (3 cr.) ECE118 Children's Literature (3 cr.)	SPE101 Oral Communications (3 cr.) ECE 110 - Child and Adolescent Development (3 cr.)
<b>Electrical - (*Need both years for Journeyman-In-Training Licensure.)</b>	<b>CTE Year 1 Credits</b>	<b>CTE Year 2 Credits: (Year 2 for 2nd Year Students)</b>
<ul style="list-style-type: none"> <li>Year 1 – NCCER Core, Blueprints Electrical Theory, Math</li> <li>Year 2 – Math, Controls, Theory II</li> </ul>	1 Technical Math 1 Technical Applied Science	1 Technical Math 1 Technical Applied Science
<b>Electrical Concurrent Enrollment Opportunities</b>		
<ul style="list-style-type: none"> <li><b>See Cert Pathway Advising Doc. – must complete both years to obtain.</b></li> </ul>	ELC100 Intro to Electrician's Technology (3 cr.) ELC151 Electrical Controls I (3 cr.)	ELC151 Electrical Controls I (3 cr.)

<b>Electric Vehicle Technology -</b>	<b>CTE Year 1 Credits</b>	<b>CTE Year 2 Credits:</b>
<ul style="list-style-type: none"> <li>• 1 Yr - EV Fundamentals</li> <li>• 2 Yr - EV/Hybrid Technologies</li> </ul>	1 Technical Applied Science	1 Technical Applied Science
<b>Electric Vehicle Concurrent Enrollment Opportunities</b>		
• A or B Year	SPE101 Oral Communications (3 cr.)	
<b>Emergency Medical Services -</b>	<b>CTE Year 1 Credits (Pass Pre-Test Option to Move to EMT)</b>	<b>CTE Year 2 Credits:</b>
<ul style="list-style-type: none"> <li>• 1 Yr – EMR</li> <li>• 2 Yr – EMT</li> </ul>	1 Technical Applied Science	1 Technical Math 1 Technical Applied Science .5 Health
<b>Hospitality, Travel &amp; Tourism (New 2025) -</b>	<b>CTE Year A Credits</b>	<b>CTE Year B Credits:</b>
<ul style="list-style-type: none"> <li>• A Yr – Tourism, Guest Services &amp; Intro to Culinary Arts (Dining Side)</li> <li>• B Yr - Event Planning &amp; Hospitality Mgmt.</li> </ul>	1 Visual Arts	1 Technical English 1 Technical Math
<b>Hospitality Concurrent Enrollment Opportunities</b>		
	SPE101 – Oral Communications (3 cr.)	BUA263 Sales & Customer Relations (3 cr.)
<b>Health Occupations – Nursing* (Age requirements must be met to enter as 11<sup>th</sup> Grader)</b>	<b>CTE Year 1 Credits: (Age requirements must be met to enter as 11<sup>th</sup> Grader*)</b>	<b>CTE Year 2 Credits:</b>
<ul style="list-style-type: none"> <li>• 1 Yr – CNA</li> <li>• 1 Yr - EKG</li> <li>• 2 Yr - CRMA</li> <li>• 2 Yr - Phlebotomy Tech</li> </ul>	1 Technical Applied Science 1 Technical Math .5 Health	1 Technical Applied Science 1 Technical Math .5 Health
<b>Health Occupations Concurrent Enrollment Opportunities</b>		
• <b>See Cert Pathway Advising Doc. – must complete both years to obtain.</b>	BMT113 Medical Terminology (3 cr.)	MCT223 Phlebotomy & Infection Control (3 cr.)
<b>Law Enforcement -</b>	<b>CTE Year A Credits</b>	<b>CTE Year B Credits:</b>
<ul style="list-style-type: none"> <li>• A Yr – Public Safety &amp; Policing</li> <li>• B Yr – Criminal Justice &amp; Investigation</li> </ul>	1 Technical English 1 Civics (Law) 1 Physical Education	1 Technical Math 1 Physical Education
<b>Law Enforcement Concurrent Enrollment Opportunities</b>		
• A or B Year	CRJ131 Police Operations (3 cr.)	

<b>Medical Assisting* –</b>	<b>CTE Year 1 Credits</b>	<b>CTE Year 2 Credits: (Year B is 2<sup>nd</sup> Year 1<sup>st</sup> Year Sr – Approved by Dean/Instructor*)</b>
<ul style="list-style-type: none"> <li>1 Yr – Certified Medical Admin Asst./A&amp;P</li> <li>2 Yr – Certified Medical Assistant</li> </ul>	1 Technical Applied Science .5 Health	1 Technical Applied Science 1 Technical Math
<b>Medical Assisting Concurrent Enrollment Opportunities</b>		
<ul style="list-style-type: none"> <li><b>See Cert Pathway Advising Doc. – must complete both years to obtain.</b></li> </ul>	MDT103 Introduction to Medical Assisting (3 cr.) MDT125 Medical Terminology (3 cr.) MDT135 Clinical Office Procedures I & Lab (4 cr.)	MDT130 Medical Office Management (3 cr.) MDT133 Medical Documentation (3 cr.) MDT221 Insurance Billing & Coding (3 cr.) MCT223 Phlebotomy & Infection Control (3 cr.)
<b>Natural Resources &amp; Outdoor Recreation -</b>	<b>CTE Year A Credits</b>	<b>CTE Year B Credits:</b>
<ul style="list-style-type: none"> <li>A Yr – Ecology &amp; Environmental Mgmt. &amp; Outdoor Rec.</li> <li>B Yr – Tree Care &amp; Pesticide Control &amp; Outdoor Rec.</li> </ul>	1 Technical Applied Science	1 Technical Applied Science
<b>Natural Resources Concurrent Enrollment Opportunities</b>		
	HORT100 Introduction to Horticulture & Lab (3 cr.) HORT120 Pruning (1 cr.)	HORT140 Integrated Pest Management & Lab (3 cr.) HORT150 Arboriculture & Lab (3 cr.)
<b>Plumbing &amp; Heating -</b>	<b>CTE Year A Credits</b>	<b>CTE Year B Credits:</b>
<ul style="list-style-type: none"> <li>A Yr – Plumbing</li> <li>B Yr - Heating</li> </ul>	1 Technical Math 1 Technical Applied Science	1 Technical Math 1 Technical Applied Science
<b>Pre-Engineering –</b>	<b>CTE Year 1 Credits</b>	<b>CTE Year 2 Credits: (Year 2 is for 2nd Year Students)</b>
<ul style="list-style-type: none"> <li>Year 1 – Manufacturing Fundamentals &amp; Engineering Design</li> <li>Year 2 – Advanced Manufacturing Processes &amp; Automation</li> </ul>	1 Technical Math 1 Technical Applied Science	1 Technical Math 1 Technical Applied Science
<b>Pre-Engineering Concurrent Enrollment Opportunities</b>		
<ul style="list-style-type: none"> <li>A or B Year</li> </ul>	SPE101 Oral Communication (3 cr.)	
<b>Small Engines &amp; Outdoor Power -</b>	<b>CTE Year A Credits</b>	<b>CTE Year B Credits:</b>
<ul style="list-style-type: none"> <li>A Yr – Powersports</li> <li>B Yr – Power Equipment &amp; Marine</li> </ul>	1 Technical Applied Science	1 Technical Applied Science

<b>Video &amp; Audio Productions –</b>	<b>CTE Year 1 Credits</b>	<b>CTE Year 2 Credits: (Year 2 for 2nd Year Students)</b>
<ul style="list-style-type: none"> <li>• Year 1 - Visual Storytelling &amp; Basic Production</li> <li>• Year 2 – Advanced Production &amp; Post-Production, Photography, Graphic Design</li> </ul>	1 Technical English 1 Visual Art	1 Technical Math 1 Visual Art
<b>Video &amp; Audio Concurrent Enrollment Opportunities</b>		
	DGD113 Introduction to Photoshop (3 cr.) DGD224 Time-Based Media (3 cr.) CNMS160 Video & Audio Production Basics (3 cr.)	CNMS240 Non-Linear Editing Essentials (3 cr.) VF245 Photography (3 cr.) GV245 Graphic Design (3 cr.)
<b>Welding –</b>	<b>CTE Year 1 Credits</b>	<b>CTE Year 2 Credits: (Year 2 for 2nd Year Students)</b>
<ul style="list-style-type: none"> <li>• Year 1 – Stick Welding &amp; Structural Welding Basics</li> <li>• Year 2 – Pipe Welding &amp; Advanced Welding Techniques/Fabrication</li> </ul>	1 Technical Applied Science	1 Technical Math
<b>Welding Concurrent Enrollment Opportunities</b>		
	WEI101 Intro Welding (3 cr.)	

Each program aligns Career and Technical Education (CTE) coursework with academic credit as outlined in the crosswalk. All programs will provide a total of four (4) credits. Any credits not specifically designated within the crosswalk will be counted as elective credit to ensure the total reaches four (4) credits.

<b>Autobody &amp; Refinishing –</b>	<b>CTE Year 1 Credits:</b>	<b>CTE Year 2 Credits:</b> (Year 2 for 2 <sup>nd</sup> Year Students)
<ul style="list-style-type: none"> <li>Year 1 – Foundations of Autobody Repair</li> <li>Year 2 - Advanced Techniques &amp; Professional Refinishing</li> </ul>	1 Technical Applied Science	1 Technical Applied Science 1 Visual Art
<b>Automotive -</b>	<b>CTE Year A Credits:</b>	<b>CTE Year B Credits:</b>
<ul style="list-style-type: none"> <li>A Yr -Brakes/Suspension</li> <li>B Yr – Engines/Diagnostics</li> </ul>	1 Technical Applied Science	1 Technical Applied Science 1 Technical Math
<b>Automotive Concurrent Enrollment Opportunities</b>		
<ul style="list-style-type: none"> <li><b>See Cert Pathway Advising Doc. – must complete both years to obtain.</b></li> </ul>	ATA100 Automotive Safety & Light Repair (4 cr.) ATA125 Automotive Steering & Suspension I (2 cr.) ATA126 Automotive Steering & Suspension II (2 cr.) ATA145 Automotive Braking Systems I (2 cr.) ATA146 Automotive Braking Systems II (2 cr.)	AUT109 Introduction to Auto Technology (1 cr.) ATA110 Automotive Basic Electrical Systems (3 cr.) ATA120 Automotive Shop Management (2 cr.) ATA124 Automotive State Inspection (1 cr.) ATA150 Automotive Engine Repair (3 cr.)
<b>Business Leadership -</b>	<b>CTE Year A Credits:</b>	<b>CTE Year B Credits:</b>
<ul style="list-style-type: none"> <li>A Yr –Acct/Entrepreneurship</li> <li>B Yr – Law/Mgmt./Mkt.</li> </ul>	1 Technical English 1 Technical Math 1 Personal Finance	1 Technical English 1 Visual Art
<b>Business Concurrent Enrollment Opportunities</b>		
<ul style="list-style-type: none"> <li><b>See Cert Pathway Advising Doc. – must complete both years to obtain.</b></li> </ul>	BUA101 Introduction to Business (3 cr.) BUA111 Accounting I (3 cr.) BUA112 Accounting II (3 cr.) BUA141 Principles of Small Business Mgmt (3 cr.) SPE101 Oral Communication (3 cr.) BUA211 Managerial Accounting (3 cr.)	BUA131 Business Law (3 cr.) BUA223 Principles of Management (3 cr.) BUA263 Sales & Customer Relations (3 cr.) BUA271 Marketing Principles (3 cr.) BCA115Intro to Computer Applications (3 cr.)
<b>Carpentry -</b>	<b>CTE Year 1 Credits:</b>	<b>CTE Year 2 Credits:</b>
<ul style="list-style-type: none"> <li>1 Yr – General Construction Core</li> <li>2 Yr – General Carpentry Construction</li> </ul>	1 Technical Math 1 Visual Arts	1 Technical Math 1 Technical Science
<b>Construction Operations -</b>	<b>CTE Year 1 Credits:</b>	<b>CTE Year 2 Credits:</b> (Year 2 for 2 <sup>nd</sup> Year Students)
<ul style="list-style-type: none"> <li>Year 1 – Equipment Operation/Surveying</li> <li>Year 2 - is often a referral for ELO</li> </ul>	1 Technical Applied Science 1 Technical Math	1 Technical Applied Science 1 Technical Math

Culinary Arts -	CTE Year 1 Credits:	CTE Year 2 Credits: (Year 2 for 2nd Year Students)
<ul style="list-style-type: none"> <li>Year 1 – Culinary Foundations/Kitchen Essentials</li> <li>Year 2– Advanced Techniques/Kitchen Mgmt.</li> </ul>	1 Visual Art 1 Technical Math	1 Visual Arts 1 Technical Math
<b>Culinary Arts Concurrent Enrollment Opportunities</b>		
<ul style="list-style-type: none"> <li>A or B Year</li> </ul>	CUL131 Culinary Sanitation & Theory (3 cr.)	
Diesel Mechanics -	CTE Year A Credits:	CTE Year B Credits:
<ul style="list-style-type: none"> <li>A Yr -Brakes/Suspension</li> <li>B Yr – Engines/Diagnostics</li> </ul>	1 Technical Applied Science	1 Technical Math 1 Technical Applied Science
<b>Diesel Mechanics Concurrent Enrollment Opportunities</b>		
<ul style="list-style-type: none"> <li>A or B Year</li> </ul>	ATH113 Heavy Equipment/Truck Braking Systems (3 cr.)	ATH163 Heavy Equip/Truck Steering & Suspension (3 cr.)
Digital Arts & Software -	CTE Year 1 Credits:	CTE Year 2 Credits: (Year 2 for 2nd Year Students)
<ul style="list-style-type: none"> <li>Year 1 – Basic Design</li> <li>Year 2 – Advanced Design</li> </ul>	1 Visual Art	1 Visual Art
<b>Digital Arts &amp; Software Concurrent Enrollment Opportunities</b>		
	CST103 Introduction to Computer Systems (3 cr.) CST170 Customer Service (3 cr.)	DGD113 Introduction to Photoshop (3 cr.) SPE101 Oral Communication (3 cr.)
Educator Prep -	CTE Year A Credits	CTE Year B Credits:
<ul style="list-style-type: none"> <li>A Yr – Literacy</li> <li>B Yr – Learning Facilitator</li> </ul>	1 Technical English 1 Visual Art	1 Technical English 1 History of Education 1 Visual Art
<b>Educator Prep Concurrent Enrollment Opportunities</b>		
<ul style="list-style-type: none"> <li><b>See Cert Pathway Advising Doc. – must complete both years to obtain.</b></li> </ul>	EDB114 Exploring Education (3 cr.) ECE118 Children's Literature (3 cr.)	SPE101 Oral Communications (3 cr.) ECE 110 - Child and Adolescent Development (3 cr.)
Electrical - (*Need both years for Journeyman-In-Training Licensure.)	CTE Year 1 Credits	CTE Year 2 Credits: (Year 2 for 2nd Year Students)
<ul style="list-style-type: none"> <li>Year 1 – NCCER Core, Blueprints Electrical Theory, Math</li> <li>Year 2 – Math, Controls, Theory II</li> </ul>	1 Technical Math 1 Technical Applied Science	1 Technical Math 1 Technical Applied Science
<b>Electrical Concurrent Enrollment Opportunities</b>		
<ul style="list-style-type: none"> <li><b>See Cert Pathway Advising Doc. – must complete both years to obtain.</b></li> </ul>	ELC100 Intro to Electrician's Technology (3 cr.) ELC151 Electrical Controls I (3 cr.)	ELC151 Electrical Controls I (3 cr.)

<b>Electric Vehicle Technology -</b>	<b>CTE Year 1 Credits</b>	<b>CTE Year 2 Credits:</b>
<ul style="list-style-type: none"> <li>• 1 Yr - EV Fundamentals</li> <li>• 2 Yr - EV/Hybrid Technologies</li> </ul>	1 Technical Applied Science	1 Technical Applied Science
<b>Electric Vehicle Concurrent Enrollment Opportunities</b>		
• A or B Year	SPE101 Oral Communications (3 cr.)	
<b>Emergency Medical Services -</b>	<b>CTE Year 1 Credits (Pass Pre-Test Option to Move to EMT)</b>	<b>CTE Year 2 Credits:</b>
<ul style="list-style-type: none"> <li>• 1 Yr – EMR</li> <li>• 2 Yr – EMT</li> </ul>	1 Technical Applied Science	1 Technical Math 1 Technical Applied Science .5 Health
<b>Hospitality, Travel &amp; Tourism (New 2025) -</b>	<b>CTE Year A Credits</b>	<b>CTE Year B Credits:</b>
<ul style="list-style-type: none"> <li>• A Yr – Tourism, Guest Services &amp; Intro to Culinary Arts (Dining Side)</li> <li>• B Yr - Event Planning &amp; Hospitality Mgmt.</li> </ul>	1 Visual Arts	1 Technical English 1 Technical Math
<b>Hospitality Concurrent Enrollment Opportunities</b>		
	SPE101 – Oral Communications (3 cr.)	BUA263 Sales & Customer Relations (3 cr.)
<b>Health Occupations – Nursing* (Age requirements must be met to enter as 11<sup>th</sup> Grader)</b>	<b>CTE Year 1 Credits: (Age requirements must be met to enter as 11<sup>th</sup> Grader*)</b>	<b>CTE Year 2 Credits:</b>
<ul style="list-style-type: none"> <li>• 1 Yr – CNA</li> <li>• 1 Yr - EKG</li> <li>• 2 Yr - CRMA</li> <li>• 2 Yr - Phlebotomy Tech</li> </ul>	1 Technical Applied Science 1 Technical Math .5 Health	1 Technical Applied Science 1 Technical Math .5 Health
<b>Health Occupations Concurrent Enrollment Opportunities</b>		
• <b>See Cert Pathway Advising Doc. – must complete both years to obtain.</b>	BMT113 Medical Terminology (3 cr.)	MCT223 Phlebotomy & Infection Control (3 cr.)
<b>Law Enforcement -</b>	<b>CTE Year A Credits</b>	<b>CTE Year B Credits:</b>
<ul style="list-style-type: none"> <li>• A Yr – Public Safety &amp; Policing</li> <li>• B Yr – Criminal Justice &amp; Investigation</li> </ul>	1 Technical English 1 Civics (Law) 1 Physical Education	1 Technical Math 1 Physical Education
<b>Law Enforcement Concurrent Enrollment Opportunities</b>		
• A or B Year	CRJ131 Police Operations (3 cr.)	



<b>Medical Assisting* –</b>	<b>CTE Year 1 Credits</b>	<b>CTE Year 2 Credits: (Year B is 2<sup>nd</sup> Year 1<sup>st</sup> Year Sr – Approved by Dean/Instructor*)</b>
<ul style="list-style-type: none"> <li>1 Yr – Certified Medical Admin Asst./A&amp;P</li> <li>2 Yr – Certified Medical Assistant</li> </ul>	1 Technical Applied Science .5 Health	1 Technical Applied Science 1 Technical Math
<b>Medical Assisting Concurrent Enrollment Opportunities</b>		
<ul style="list-style-type: none"> <li><b>See Cert Pathway Advising Doc. – must complete both years to obtain.</b></li> </ul>	MDT103 Introduction to Medical Assisting (3 cr.) MDT125 Medical Terminology (3 cr.) MDT135 Clinical Office Procedures I & Lab (4 cr.)	MDT130 Medical Office Management (3 cr.) MDT133 Medical Documentation (3 cr.) MDT221 Insurance Billing & Coding (3 cr.) MCT223 Phlebotomy & Infection Control (3 cr.)
<b>Natural Resources &amp; Outdoor Recreation -</b>	<b>CTE Year A Credits</b>	<b>CTE Year B Credits:</b>
<ul style="list-style-type: none"> <li>A Yr – Ecology &amp; Environmental Mgmt. &amp; Outdoor Rec.</li> <li>B Yr – Tree Care &amp; Pesticide Control &amp; Outdoor Rec.</li> </ul>	1 Technical Applied Science	1 Technical Applied Science
<b>Natural Resources Concurrent Enrollment Opportunities</b>		
	HORT100 Introduction to Horticulture & Lab (3 cr.) HORT120 Pruning (1 cr.)	HORT140 Integrated Pest Management & Lab (3 cr.) HORT150 Arboriculture & Lab (3 cr.)
<b>Plumbing &amp; Heating -</b>	<b>CTE Year A Credits</b>	<b>CTE Year B Credits:</b>
<ul style="list-style-type: none"> <li>A Yr – Plumbing</li> <li>B Yr - Heating</li> </ul>	1 Technical Math 1 Technical Applied Science	1 Technical Math 1 Technical Applied Science
<b>Pre-Engineering –</b>	<b>CTE Year 1 Credits</b>	<b>CTE Year 2 Credits: (Year 2 is for 2nd Year Students)</b>
<ul style="list-style-type: none"> <li>Year 1 – Manufacturing Fundamentals &amp; Engineering Design</li> <li>Year 2 – Advanced Manufacturing Processes &amp; Automation</li> </ul>	1 Technical Math 1 Technical Applied Science	1 Technical Math 1 Technical Applied Science
<b>Pre-Engineering Concurrent Enrollment Opportunities</b>		
<ul style="list-style-type: none"> <li>A or B Year</li> </ul>	SPE101 Oral Communication (3 cr.)	
<b>Small Engines &amp; Outdoor Power -</b>	<b>CTE Year A Credits</b>	<b>CTE Year B Credits:</b>
<ul style="list-style-type: none"> <li>A Yr – Powersports</li> <li>B Yr – Power Equipment &amp; Marine</li> </ul>	1 Technical Applied Science	1 Technical Applied Science

<b>Video &amp; Audio Productions –</b>	<b>CTE Year 1 Credits</b>	<b>CTE Year 2 Credits: (Year 2 for 2nd Year Students)</b>
<ul style="list-style-type: none"> <li>• Year 1 - Visual Storytelling &amp; Basic Production</li> <li>• Year 2 – Advanced Production &amp; Post-Production, Photography, Graphic Design</li> </ul>	1 Technical English 1 Visual Art	1 Technical Math 1 Visual Art
<b>Video &amp; Audio Concurrent Enrollment Opportunities</b>		
	DGD113 Introduction to Photoshop (3 cr.) DGD224 Time-Based Media (3 cr.) CNMS160 Video & Audio Production Basics (3 cr.)	CNMS240 Non-Linear Editing Essentials (3 cr.) VF245 Photography (3 cr.) GV245 Graphic Design (3 cr.)
<b>Welding –</b>	<b>CTE Year 1 Credits</b>	<b>CTE Year 2 Credits: (Year 2 for 2nd Year Students)</b>
<ul style="list-style-type: none"> <li>• Year 1 – Stick Welding &amp; Structural Welding Basics</li> <li>• Year 2 – Pipe Welding &amp; Advanced Welding Techniques/Fabrication</li> </ul>	1 Technical Applied Science	1 Technical Math
<b>Welding Concurrent Enrollment Opportunities</b>		
	WEI101 Intro Welding (3 cr.)	

Each program aligns Career and Technical Education (CTE) coursework with academic credit as outlined in the crosswalk. All programs will provide a total of four (4) credits. Any credits not specifically designated within the crosswalk will be counted as elective credit to ensure the total reaches four (4) credits.

STATE OF MAINE

IN THE YEAR OF OUR LORD

TWO THOUSAND TWENTY-THREE

H.P. 269 - L.D. 436

**An Act to Provide Career and Technical Education Students with Credit  
Toward High School Graduation for Work Completed in Career and  
Technical Education Centers and Regions**

**Mandate preamble.** This measure requires one or more local units of government to expand or modify activities so as to necessitate additional expenditures from local revenues but does not provide funding for at least 90% of those expenditures. Pursuant to the Constitution of Maine, Article IX, Section 21, 2/3 of all of the members elected to each House have determined it necessary to enact this measure.

**Be it enacted by the People of the State of Maine as follows:**

**Sec. 1. 20-A MRSA §4722, sub-§3**, as amended by PL 2021, c. 571, §10, is further amended to read:

**3. Satisfactory completion.** A secondary school student may earn a diploma if the student has satisfactorily completed all diploma requirements in accordance with the academic standards of the school administrative unit and this section. A school administrative unit shall award a high school diploma to a child with a disability, as defined in section 7001, subsection 1-B, who satisfies the local diploma requirements in the manner specified by the child's individualized education plan. Career and technical students may satisfy the requirements of subsection 2 through separate or integrated study within the career and technical school curriculum, including through courses provided pursuant to section 8402 or 8451-A, on the approval of the commissioner and the local school board or in accordance with an equivalency agreement pursuant to section 8404, subsection 3, paragraph B or section 8457, subsection 2.

**Sec. 2. 20-A MRSA §8404, sub-§3, ¶B**, as amended by PL 2011, c. 679, §15, is further amended to read:

B. Shall develop a cooperative agreement delineating the duties and powers of the advisory committee. A cooperative agreement or any amendment to the agreement must be ratified by the school board of each unit or affiliated unit served by the center. A cooperative agreement must be reviewed annually by the advisory committee and submitted by the center and its affiliated units to the commissioner. Beginning with the school year starting after June 30, 2025, the cooperative agreement must include an

equivalency agreement for credit gained through a career and technical education program to be accepted as a core credit toward a high school diploma for each of the school administrative units governing or affiliated with the center; and

**Sec. 3. 20-A MRSA §8457, sub-§2**, as amended by PL 1991, c. 518, §25, is further amended to read:

**2. Cooperative agreement.** The cooperative board shall adopt a cooperative agreement incorporating at a minimum each of the items listed under section 8452, subsection 1. The cooperative board, with the superintendents' advisory committee, shall annually review the cooperative agreement. The cooperative board may amend the agreement, subject to approval by a majority of the school boards of the units served by the region. A copy of the cooperative agreement and any amendments to the agreement must be filed with the commissioner. Beginning with the school year starting after June 30, 2025, the cooperative agreement must include an equivalency agreement for credit gained through a career and technical education program to be accepted as core credit toward a high school diploma for each of the school administrative units located in the region.

VOTE TO BE ADOPTED BY THE SCHOOL BOARD OR BOARD OF DIRECTORS  
OF EACH SCHOOL ADMINISTRATIVE UNIT WITHIN  
MAINE CAREER AND TECHNICAL REGION 4

VOTED: That, pursuant to Section 8457(2) of Title 20-A, the “Amended Region 4 Cooperative Agreement,” Cooperative Agreement including Equivalency Agreement is by and between Region 4 United Technologies Center and each of the undersigned Region 4 members. The effective date of this Agreement is July 1, 2025. The Cooperative Board of Region 4 and the school boards of each of the undersigned members agree that, for purposes of satisfying high school diploma requirements set forth in 20-A M.R.S. § 4722(2), satisfactory completion of Region 4 courses shall be the equivalent of meeting high school diploma requirements as set forth in Exhibit A, in the form attached hereto, be hereby

☐ **APPROVED**

☐ **REJECTED.**

DATED: \_\_\_\_\_, 2025

A true copy, attest:

\_\_\_\_\_  
*Signature of Board Chair*

\_\_\_\_\_, Board Chair  
*Print Name of Board Chair*

\_\_\_\_\_  
*Print Name of School Administrative Unit*

\_\_\_\_\_  
*Signature of Superintendent of Schools*

\_\_\_\_\_, Secretary  
*Print Name of Superintendent*

\_\_\_\_\_  
*Print Name of School Administrative Unit*

RSU #63

- a. NEPN/NSBA Code: AC
- b. Title: Nondiscrimination/Equal Opportunity and Affirmative Action
- c. Author: Superintendent/Board of Directors
- d. Replaces Policy:
- e. Date Approved: ~~12/20/2021~~ RSU #63
- f. Previously Approved: ~~12/20/2021~~ ~~02/22/2021~~
- g. Policy Expiration: Review as Needed
- h. Responsible for Review: Superintendent/Board of Directors
- i. Date Reviewed: ~~11/30/2021~~ Policy Committee  
~~11/22/2021~~ Superintendent
- j. References: EEO Act of 1972 (P.L. 92-261) amending Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000(e) et seq.) Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.); 34 C.F.R. Part 106 (Title IX Regulations) Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d) Age Discrimination in Employment Act of 1967 (29 U.S.C. § 621 et seq.) Equal Pay Act of 1963 (29 U.S.C. § 206) Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq.), as amended Americans with Disabilities Act (42 U.S.C. § 12101 et seq.), as amended Genetic Information Nondiscrimination Act of 2008 (42 U.S.C. § 2000ff et seq.) Maine Human Rights Act (5 MRSA § 4551 et seq.), as amended
- Cross Reference: RSU 63 Affirmative Action Plan  
ACAA-Harassment and Sexual Harassment of Students  
ACAA-R – Student Discrimination/Harassment and Title IX  
Sexual Harassment Compliant Procedures  
ACAB – Harassment and Sexual Harassment of School Employees  
ACAB-R – Employee Discrimination/Harassment and Title IX  
Sexual Harassment Complaint Procedures
- k. Narrative:

The RSU #63 Board of Directors (the Board) is committed to maintaining a workplace and learning environment that is free from illegal discrimination and harassment. RSU #63 (the District) does not discriminate on the basis of sex or other protected categories in its education programs and activities, as required by federal and state laws/regulation.

- I.** In accordance with applicable Federal and/or State civil rights laws and regulations, the District prohibits discrimination and harassment of employees, candidates for employment, students, and others on the basis of race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, age, familial status, disability, or genetic information. For the purpose of this policy, “sexual orientation” means a person’s actual or perceived bisexuality, homosexuality, ~~gender identity~~, or expression.
- II.** The Board directs the Superintendent to implement a continuing program designed to prevent discrimination against all applicants, employees, students, and other individuals having access rights to school premises and activities.
- III.** It is the responsibility of the Superintendent to implement this policy. The District’s Affirmative Action Plan will include designation of an Affirmative Action Officer/Title IX Coordinator who will be responsible for ensuring compliance with all Federal and State requirements related to nondiscrimination including sexual harassment. The Affirmative Action Officer/Title IX Coordinator will be appointed by the Superintendent, identified on the District website, and be a person with direct access to the Superintendent.
- IV.** The District implements complaint procedures for resolving complaints of discrimination/harassment and sexual harassment under this policy. The District provides required notices of these complaint procedures and how they can be accessed as well as the District’s compliance with federal and state civil rights laws and regulations to all applicants for employment, employees, students, parents, and other interested parties.
- V.** The Superintendent/Affirmative Action Officer/Title IX Coordinator is responsible for ensuring notice of compliance with applicable Federal and/or State civil rights laws and regulations is provided to all applicants for employment, employees, students, parents, and other interested persons, as appropriate.
- VI.** The Board urges all staff members to be especially alert to and avoid the use of sexist or other discriminatory language in all communications, both oral and written.

**RSU #63**

- a. **NEPN/NSBA Code:** AC-R  
b. **Title:** Grievance Procedures for Nondiscrimination  
c. **Author:**  
d. **Replaces Policy:** IHBAL  
e. **Date Approved:** 12/14/2020 RSU #63  
f. **Previously Approved:** 12/14/2020 ~~NEW~~  
g. **Policy Expiration:** Review as Needed  
h. **Responsible for Review:** Director of Special Services and Policy Committee  
i. **Date Reviewed:** 12/04/2020 Director of Special Services  
12/03/2020 Policy Committee  
j. **References:**  
k. **Narrative:**

The RSU #63 Board of Directors (the Board) has adopted this grievance procedure to provide a local avenue for persons with disabilities to raise concerns about whether the RSU #63 District (the District) is fully meeting its obligations under state and federal laws to protect persons with disabilities. This procedure is intended to meet the requirements of the federal Rehabilitation Act (34 CFR § 104.7(b)) and the federal Americans with Disabilities Act (28 CFR § 35.107(b)).

Questions about this grievance procedure should be directed to the ADA/504 compliance coordinator: Director of Special Services, 202 Kidder Hill Road, Holden, ME 04429; (207) 843-0702.

**I. Step One**

A person with an identifiable disability, or someone acting on that person's behalf, may file a written grievance regarding compliance with state or federal disabilities laws with the building principal where the grievance arose, or with the ADA/504 compliance coordinator. If filed with the ADA/504 compliance coordinator, that person will forward it to the appropriate building principal. No grievance will be heard if it involves actions that occurred more than 60 days prior to the filing of the grievance.

The building principal, after consultation with the ADA/504 compliance coordinator, will respond in writing to the grievance within 15 working days of its receipt. Extensions of 15 working days may be allowed if necessary to address fully the issues in the grievance. The principal's written response will be forwarded to the grievant and to the ADA/504 compliance coordinator.

**II. Step Two**

If dissatisfied with the response, the grievant may obtain a review by the Superintendent of the principal's decision.

The grievant must request that review within 15 working days of the decision by the principal. The Superintendent, after consultation with the ADA/504 compliance coordinator, will respond in writing to the grievance within 15 working days. Extensions of 15 working



days may be allowed when necessary to address fully the issues in the grievance. The Superintendent's written response will be forwarded to the grievant and to the ADA/504 compliance coordinator.

Except for grievances regarding physical alterations to school buildings or grounds, the decision of the Superintendent will be final. In the case of grievances regarding physical alterations to school building or grounds, a dissatisfied grievant may obtain a review by the Board of the Superintendent's decision.

The grievant must request that review within 15 working days of the decision by the Superintendent. The Board will have a reasonable time to schedule a meeting on the grievance and to issue its decision.

Nothing in this grievance procedure in any way forecloses a person with a disability from seeking redress for their concerns at any time through other legal avenues, such as through the Office for Civil Rights, the Department of Justice, the Maine Human Rights Commission or the Maine Department of Education.

Questions about other legal avenues available for persons with disabilities to pursue compliance concerns under various disabilities laws should be directed to the ADA/504 compliance coordinator: Director of Special Services, 202 Kidder Hill Road, Holden, ME 04429; (207) 843-0702.

This notice is available in large print and on audio tape from the ADA/504 compliance coordinator.

RSU #63

- a. NEPN/NSBA CODE: ACAA
- b. Title: Harassment and Sexual Harassment of Students
- c. Author: Superintendent
- d. Replaces Policy:
- e. Date Approved: ~~12/20/2021~~ RSU #63
- f. Previously Approved: ~~12/20/2021 02/22/2021~~
- g. Policy Expiration: Review as Needed
- h. Responsible for Review: Policy Committee
- i. Date Reviewed: ~~11/30/2021~~ Policy Committee
- j. References: 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. § 12291(a)(10) – dating violence; 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-R - Student Discrimination/Harassment and Title IX  
Sexual Harassment Complaints and Procedures;  
AC – Nondiscrimination/Equal Opportunity and Affirmative Action  
ACAD – Hazing  
GBEBB – Staff Conduct with Students  
JFCK – Student Use of Cellular Telephones and Other Electronic Devices  
JICIA – Weapons, Violence, and School Safety  
JICK - Bullying

k. Narrative:

Harassment of students because of race, color, sex, sexual orientation, ~~gender identity~~, religion, ancestry or national origin, age, familial status, disability, or genetic information is prohibited. Such conduct is a violation of the RSU #63 Board of Directors (the Board) policy and may constitute illegal discrimination under Federal and State laws. School

employees, fellow students, volunteers, visitors to the schools, and other persons with whom students may interact in order to pursue or engage in education programs and activities are required to refrain from such conduct.

- I. Harassment and sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment and sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by persons other than school employees and students.
  - A. Harassment includes, but is not limited to, verbal abuse based on race, color, sex, sexual orientation, ~~gender identity~~, religion, ancestry or national origin, age, familial status, disability, or genetic information. Harassment that rises to the level of physical assault, battery, mental or physical abuse is also addressed in the Board policy JICIA – Weapons, Violence, and School Safety.
  - B. Sexual Harassment is addressed under federal and state laws/regulations. The scope and definition of sexual harassment under these laws differ, as described below.
    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 better grade or a college recommendation) on an individual's participation is 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. Sexual Harassment Under Maine Law  
Under Maine law, sexual harassment is defined as 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.

## **II. Reports and Complaints of Harassment or Sexual Harassment**

All school employees are required to report possible incidents of harassment or sexual harassment involving students to the Affirmative Action Officer/Title IX Coordinator. Failure to report such incidents may result in disciplinary action. Students, parents/legal guardians, and other individuals are strongly encouraged to report possible incidents of harassment or sexual harassment involving students to the Affirmative Action Officer/Title IX Coordinator. The Affirmative Action Officer/Title IX Coordinator is also available to answer questions and provide assistance to any individual who is unsure whether harassment or sexual harassment has occurred.

All reports and complaints of harassment or sexual harassment against students shall be addressed through the Student Discrimination/Harassment and Title IX Sexual Harassment Procedures (ACAA-R).

RSU #63

- a. NEPN/NSBA Code: ACAA-R
- b. Title: Student Discrimination/Harassment and Title IX Sexual Harassment Complaint & Administrative Procedures
- c. Author: Maine School Management Association/Brann & Isaacson
- d. Replaces Policy:
- e. Date Approved: 12/20/2021
- f. Previously Approved: 12/20/2021 ~~03/22/2021~~
- g. Policy Expiration: Review as Needed
- h. Responsible for Review: Policy Committee/Superintendent
- i. Date Reviewed: 11/30/2021 Policy Committee  
11/22/2021 Superintendent
- j. References: Americans with Disabilities Act (42 USC § 12101 et seq., as amended; 28 CFR § 35.107);  
Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 USC § 794 et seq., as amended; 34 CFR § 104.7);  
Title IX of the Education Amendments of 1972 (20 USC § 1681 et seq.); 34 CFR Part 106;  
Clery Act (20 USC § 1092(f)(6)(A)(v) – definition of sexual assault);  
Violence Against Women Act (34 USC § 1092(f)(6)(A)(v) - definition of sexual assault; 34 USC § 12291(a)(10) – dating violence; 34 USC § 12291(a)(3) – definition of stalking; 34 USC § 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
- k. Narrative:

This procedure has been adopted by the RSU #63 Board of Directors (the Board) in order to provide a method of prompt and equitable resolution of reports and complaints of unlawful discrimination or 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/Title IX Coordinator: ~~Carolyn Brown~~, RSU #63, 202 Kidder Hill Road, Holden, Maine 04429; telephone: 207- 843-0702; ~~email: [cbrown@rsu63.org](mailto:cbrown@rsu63.org)~~.

## I. DEFINITIONS

For purposes of these complaint procedures, the following definitions will be used. The Affirmative Action Officer/Title IX Coordinator will 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, color, sex, sexual orientation, ~~gender identity~~, religion, ancestry or national origin, age, familial status, disability, or genetic information.
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 RSU #63 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 or national origin, age, familial status, disability, or genetic information (and not otherwise addressed in the Title IX regulations and Section III 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.

**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 RSU #63’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 RSU #63’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 III of ACAA-R. Only a student and/or their parent/legal guardian (and in certain circumstances, the AAO/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 RSU #63’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 III).

- 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 RSU #63’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, 8<sup>th</sup> 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 will consider whether the resolution is in the best interest of RSU #63 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 will 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 will 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 will 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 RSU #63, any rights conferred under an applicable collective bargaining agreement will be applied.
9. Privacy rights of all parties to the complaint will be maintained in accordance with applicable state and federal laws.
10. The investigation will be completed within 40 business days of receiving the complaint, if practicable. Reasonable extensions of time for good reason will be allowed.
11. The investigator will provide a written report and findings to the AAO/Title IX Coordinator.

**C. Findings and Subsequent Actions**

1. The AAO/Title IX Coordinator will 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 will:
  - 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 from the Board 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 Chair of the Board within 14 business days after receiving notice of the resolution.
3. Upon receipt of a valid appeal, the Chair of the Board will provide notice to the other party, along with an opportunity to provide a written statement to the Board within 10 business days of the Chair providing such notice.
4. The Board will review the available documentation and may conduct further investigation if deemed appropriate.

5. The Board's decision on the appeal will be provided to the parties within 30 business days of the Board Chair's original receipt of the appeal, if practicable. The Board's decision will be final.

**E. Records**

The AAO/Title IX Coordinator will 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. 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. RSU #63 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 RSU #63'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, 8<sup>th</sup> Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).
7. The Superintendent will 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 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 RSU #63). 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 RSU #63'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, RSU #63 may address the conduct under Section II or another applicable Board policy/procedure.

**C. Emergency Removal or Administrative Leave**

The Superintendent may remove a student from education programs and activities on an emergency basis, or place an employee on administrative leave during the complaint procedure:

1. 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.
2. The respondent (and in the case of a student, their parent/legal guardian will be provided notice of the emergency removal or administrative leave, 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 or administrative leave was unreasonable.
3. Any such decision will 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 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 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 will 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 will consult with the AAO/Title IX Coordinator as agreed during the investigation process.
- 3.** If the complaint is against an employee of RSU #63, rights conferred under an applicable collective bargaining agreement will be applied, to the extent they do not conflict with the Title IX regulatory requirements.
- 4.** Privacy rights of all parties to the complaint will 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. Determination of Responsibility

- ACAA-R – RSU #63 Student Discrimination/Harassment and Title IX Sexual Harassment  
Complaint & Administrative Procedures  
Page 12 of 15



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 RSU #63's programs and activities will be provided to the complainant;
- e. RSU #63's appeal procedure and permissible bases for the parties to appeal the determination.

- 6. The written determination will be provided to the parties simultaneously. The determination concerning responsibility becomes final either on the date that RSU #63 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 RSU #63'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 examples 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 education or counseling program.

##### 3. Discipline and Other Actions – Employees

The following are examples of 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.

All appeals will be decided by the Board. An appeal must be filed in writing within 14 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 will not be considered.

1. Appeals must be filed with the Chair of the Board, and the Board will consider the appeal.
2. The Chair of the Board will 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 Board will 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 Board will 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 will be maintained for a minimum of seven years.

**RSU #63**

- a. **NEPN/NSBA Code:** ACAB
- b. **Title:** Harassment and Sexual  
Harassment of School Employees
- c. **Author:** Superintendent
- d. **Replaces Policy:**
- e. **Date Approved:** ~~12/20/2021~~ RSU #63
- f. **Previously Approved:** ~~12/20/2021~~ ~~02/01/2021~~
- g. **Policy Expiration:** Review as Needed
- h. **Responsible for Review:** Policy Committee/Superintendent
- i. **Date Reviewed:** ~~11/30/2021~~ Policy Committee  
~~11/22/2021~~ Superintendent
- j. **References:** 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 USC § 1092 (f)(6)(A)(v) – definition of sexual assault; 34 USC § 12291 (a)(10) – dating violence; 34 U.S.C. § 12291 (a)(8) – definition of domestic violence)  
Title VI of the Civil Rights Act of 1964 (42 USC § 2000d), Americans with Disabilities Act (42 USC § 12101 et seq.), as amended  
Section 504 of the Vocational Rehabilitation Act of 1973 (Section 504) (29 USC § 794 et seq.), as amended  
Title VII of the Civil Rights Act of 1964 (42 USC § 2000e, et seq.; 29 CFR § 1604.11)  
Age Discrimination in Employment Act 29 USC § 623 et seq  
Genetic Information Nondiscrimination Act of 2008 (42 U.S.C. § 2000ff et seq.)  
5 MRSA § 4551 et seq.  
MHRC Rule Chapter 94-348, ch. 3  
26 MRSA § 806-807
- Cross Reference:** ACAB-R – Employee  
Discrimination/Harassment and Title IX Sexual Harassment  
Complaint Procedure  
AC – Nondiscrimination/Equal Opportunity and Affirmative  
Action  
ACAD - Hazing
- k. **Narrative:**

Harassment of any school employee on account of race, color, sex, sexual orientation, ~~gender identity~~, religion, ancestry or national origin, age, familial status, disability, or genetic information is prohibited. Such conduct is a violation of RSU #63 Board of Directors (the Board) policy and may constitute illegal discrimination under state and federal laws.

Any employee who engages in harassment or sexual harassment will be subject to disciplinary action, up to and including discharge.

**I. Definitions:**

**A. Harassment**

Harassment includes, but is not limited to, verbal abuse, threats, physical assault and/or battery based on race, color, sex, sexual orientation, ~~gender identity~~, religion, ancestry or national origin, age, familial status, disability, or genetic information. Under the Maine Civil Rights Act, violence or threats of violence against a person or their property based on their sexual orientation are also illegal.

**B. Sexual Harassment**

Sexual Harassment is addressed under federal and state laws and regulations. The scope and definitions of sexual harassment under these laws differ, as described below.

**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. Sexual Harassment Under Title VII and Maine Law**

Under another federal law, Title VII, and under Maine law/regulations, sexual harassment is defined differently. 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.

**II. Reports and Complaints of Harassment or Sexual Harassment**

Any employee who believes they have been harassed or sexually harassed is encouraged to make a report to the Affirmative Action/Title IX Coordinator. The Affirmative Action Officer/Title IX Coordinator is also available to answer questions and provide assistance to any individual who is unsure whether harassment or sexual harassment has occurred.

All reports and complaints regarding harassment or sexual harassment of employees will be addressed through the Employee & Third-Party Unlawful Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures (ACAB-R).

RSU #63

- a. **NEPN/NSBA Code:** ACAB-R
- b. **Title:** Employee and Third-Party Discrimination/  
Harassment and Title IX Sexual Harassment  
Complaint Procedures
- c. **Author:** Maine School Management Association/Brann &  
Isaacson
- d. **Replaces Policy:**
- e. **Date Approved:** ~~12/20/2021~~
- f. **Previously Approved:** ~~12/20/2021~~ ~~03/22/2021~~
- g. **Policy Expiration:** Review as Needed
- h. **Responsible for Review:** Policy Committee/Superintendent
- i. **Date Reviewed:** ~~11/30/2021~~ Policy Committee  
~~11/22/2021~~ Superintendent
- j. **References:** Title IX of the Education Amendments of 1972  
(20 USC § 1681 et seq.); 34 CFR Part 106;  
Clery Act (20 USC § 1092(f)(6)(A)(v) – definition  
of sexual assault);  
Violence Against Women Act (34 USC §  
1092(f)(6)(A)(v) - definition of sexual assault; 34  
USC § 12291(a)(10) – dating violence; 34 USC §  
12291(a)(3) – definition of stalking; 34 USC §  
12291(a)(8) – definition of domestic violence);  
Title VI of the Civil Rights Act of 1964 (42 USC  
§ 2000d);  
Americans with Disabilities Act (42 USC § 12101  
et seq.), as amended;  
Section 504 of the Rehabilitation Act of 1973  
(Section 504) (29 USC § 794 et seq.), as amended;  
Title VII of the Civil Rights Act of 1964 (42 USC  
§ 2000e, et seq.; 29 CFR § 1604.11)  
Age Discrimination in Employment Act (29 USC  
§ 623 et seq.);  
Genetic Information Nondiscrimination Act of  
2008 (42 USC § 2000ff et seq.)
- k. **Narrative:**

This procedure has been adopted by the RSU #63 Board of Directors (the Board) in order to provide prompt and equitable resolution of employee complaints of discrimination or 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 II 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 & Administrative 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: ~~Jesse Gauthier~~, RSU #63, 202 Kidder Hill Road, Holden, Maine 04429; telephone: 2017- 843-0702; email: ~~jgauthier@rsu63.org~~.

## I. DEFINITIONS

For purposes of these complaint procedures, the following definitions will be used. The Affirmative Action Officer/Title IX Coordinator will 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, color, sex, sexual orientation, ~~gender identity~~, religion, ancestry or national origin, age, familial status, disability, or genetic information.
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 RSU #63'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~~, religion, ancestry or national origin, age, familial status, disability, or genetic information (and in regard to sex, conduct not otherwise addressed in the Title IX regulations and Section III of ACAB-R).
- 8. "Employee": Whenever the term "employee" is used in Section II, it includes visitors or others who have a lawful basis to make a complaint of discrimination or harassment.

**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 RSU #63'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 RSU #63'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 III 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 RSU #63.

## **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 will 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 alleged 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 RSU #63'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, 8<sup>th</sup> 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 will consider whether the resolution is in the best interest of RSU #63 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 will 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 will 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 will 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 RSU #63, any rights conferred under an applicable collective bargaining agreement will be applied.
9. Privacy rights of all parties to the complaint will be maintained in accordance with applicable state and federal laws.
10. The investigation will be completed within 40 business days of receiving the complaint, if practicable. Reasonable extensions of time for good reason will be allowed.
11. The investigator will provide a written report and findings to the AAO/Title IX Coordinator.

**C. Findings and Subsequent Actions**

1. The AAO/Title IX Coordinator will 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. Will 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 from the Board 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 Chair of the Board within 14 business days after receiving notice of the resolution.
3. Upon receipt of a valid appeal, the Chair of the Board will provide notice to the other party, along with an opportunity to provide a written statement within 10 business days of the Chair providing such notice.
4. The Board will review the available documentation and may conduct further investigation if deemed appropriate.
5. The Board's decision on the appeal will be provided to the parties within 30 business days, if practicable. The Board's decision will be final.

**E. Records**

The AAO/Title IX Coordinator will 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 AAO/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. RSU #63 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 RSU #63'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, 8<sup>th</sup> Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).
6. The Superintendent will 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 alleged 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 RSU #63). 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 RSU #63'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 RSU #63; or c) there are specific circumstances that prevent RSU #63 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 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 potentially violates other laws, Board policies and/or professional expectations, RSU #63 may address the conduct under Section II or another applicable policy/procedure.

**C. Administrative Leave**

The Superintendent may place a respondent on administrative leave during the complaint procedure:

1. 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.
2. The respondent will be provided notice of the administrative leave, 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 leave was unreasonable.
3. Any such decision to place an employee on administrative leave will 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 RSU #63. 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 will 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 will consult with the AAO/Title IX Coordinator as agreed during the investigation process.
- 3.** If the complaint is against an employee of RSU #63, rights conferred under an applicable collective bargaining agreement will be applied, to the extent they do not conflict with the Title IX regulatory requirements.
- 4.** Privacy rights of all parties to the complaint will 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.

- ### G. Determination of Responsibility

- ACAB-R – RSU #63 Employee and Third-Party Discrimination/ Harassment and Title IX Sexual Harassment Complaint Procedures  
Page 12 of 15

4. The decision maker will 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 will issue a written determination, which will 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 RSU #63 imposes on the respondent, and whether remedies designed to restore or preserve equal access to RSU #63's programs and activities will be provided to the complainant;
  - e. RSU #63's appeal procedure and permissible bases for the parties to appeal the determination.
6. The written determination will be provided to the parties simultaneously. The determination concerning responsibility becomes final either on the date that RSU #63 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 RSU #63'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.

All appeals will be decided by the Board. An appeal must be filed in writing within 14 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 will not be considered.

- 1.** Appeals must be filed with the Chair of the Board, and the Board will consider the appeal.

2. The Chair of the Board will 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 Board will 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 will be maintained for a minimum of seven years.