

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY- NOVEMBER 5, 2025
FREEPORT HIGH SCHOOL - LIBRARY
6:30 P.M. REGULAR SESSION
AGENDA

1. Call to Order:

The meeting was called to order at _____ p.m. by Chair Michelle Ritcheson

2. Attendance:

____Colin Cheney
____Freeport Vacant
____Malik Farlow
____Danielle George
____Kara Kaikini
____Freeport Vacant

____Michelle Ritcheson
____Christopher Savaiano
____Freeport Vacant
____Freeport Vacant
____Stephanie Worth
____Maria Abbatemarco, Student Representative
____Moon Tussing, Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes: (5 Minutes)

A. Consideration and approval of the Minutes of October 22, 2025 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____

5. Adjustments to the Agenda:

6. Good News & Recognition: (10 Minutes)

A. Report from Board's Student Representative

7. Public Comments: (10 Minutes)

8. Reports from Superintendent: (10 Minutes)

A. Superintendent's Report
B. Retirement - Bertha Hilton - FMS Kitchen Manager (at the end of the school year)
C. Support Staff Hires - Linda Duplessis - MSS Kitchen Manager

9. Administrator Reports:

A. Update from Transportation Department and Goal Review - Jeremy Arsenault (20 Minutes)
B. Update from Facilities Department and Goal Review - Glen Reynolds (20 Minutes)
C. Update from Mast Landing School and Goal Review - Emily Grimm (20 Minutes)

10. Board Comments and Committee Reports:
None

11. Policy Review:
None

12. Unfinished Business: (30 Minutes)
A. Consideration and approval to instruct the Policy Committee to draft a Cell Phones and Other Personal Electronic Devices In Schools policy.

Motion: _____ 2nd: _____ Vote: _____

13. New Business: (10 Minutes)
None

14. Organizational Business: (10 Minutes)
A. Consideration and approval to appoint a Vice-Chair for the RSU No. 5 Board of Directors (to take effect immediately).

Motion: _____ 2nd: _____ Vote: _____

15. Personnel:
None

16. Public Comments: (10 Minutes)

17. Adjournment:

Motion: _____ 2nd: _____ Vote: _____ Time: _____

Item #4, A.

**RSU No. 5 Board of Directors Meeting
Wednesday, October 22, 2025 – 6:30 p.m.
Pownal Elementary School - Cafeteria
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the November 5, 2025 meeting).

1. CALLED TO ORDER:

Vice-Chair Maura Pillsbury called the meeting to order at 6:33 p.m.

2. MEMBERS PRESENT: Colin Cheney, Anna Child (arrived at 6:44 p.m., left at 8:15 p.m.), Malik Farlow, Danielle George, Kara Kaikini, Maura Pillsbury, Christopher Savaiano, Kelly Sink, Valerie Williams, Stephanie Worth. Moon Tussing, Student Representative (left at 8:40 p.m.)

MEMBERS ABSENT: Michelle Ritcheson

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. **VOTED:** To approve the Minutes of October 8, 2025. (George – Kaikini) (9 – 0) The Student Representative voted with the majority.

5. ADJUSTMENTS TO THE AGENDA:

None

6. GOOD NEWS AND RECOGNITION:

A. Report from the Board's Student Representative - Moon Tussing

7. PUBLIC COMMENT:

None

8. REPORTS FROM SUPERINTENDENT:

- A. Superintendent's Report
- B. Resignations - Gloria Sultz, MSS Kitchen Manager
- C. Support Staff Hires - Meredith Brent - MSS Ed Tech
Jennie Bakewell - MSS Ed Tech

9. ADMINISTRATOR REPORTS:

- A. Finance - Kelly Wentworth
- B. Update from Pownal Elementary School and Goal Review - Holly Johnson
- C. Update from Freeport Middle School and Goal Review - Pam Crosby
- D. Multilingual Learners Update - Erica Mazzeo

10. BOARD COMMENTS AND COMMITTEE REPORTS:

- A. Board Information Exchange and Agenda Requests
 - Valerie Williams provided an update on facility needs and programming at Region Ten.
 - Stephanie Worth provided an update on the MSBA Delegate Assembly.
 - Kara Kaikini recognized Maura Pillsbury for her years of service on the Board.

- Colin Cheney thanked Maura Pillsbury for her professionalism and dedication to the work of the Board.
- Danielle George provided an update on the Curriculum and Program Development Committee meeting from today. The committee looked at budget considerations/3 year plan.

- B. Facilities and Operations Committee
- C. Finance Committee
- D. Policy Committee

11. POLICY REVIEW:

A. **VOTED:** To approve 1st Read of the following policies/procedures:

1. IHBEA - Programs for Multilingual Learners
2. IHBEA-R - RSU No. 5 Lau Plan
3. JKAA - Use of Physical Restraint and Seclusion
4. JKAA-R - Procedures on Physical Restraint and Seclusion

(Kaikini – Farlow) (9 – 0)

12. UNFINISHED BUSINESS:

None

13. NEW BUSINESS:

A. **VOTED:** To expend up to \$55,000 from Capital Reserves for the building automation system upgrades at Durham Community School. (Sink – Williams) (9 – 0)

14. PERSONNEL:

None

15. PUBLIC COMMENT:

Chris Savaiano (Pownal) asked about any consideration to subsidize SNAP budget losses.

16. ADJOURNMENT:

VOTED: To adjourn at 8:51 p.m. (Worth – Pillsbury) (10 – 0)


 Tom Gray, Superintendent of Schools

Item #9.A.

Transportation Goals 2024-2025 Review

Goal Worksheet			
School/Department: Transportation			
School Goal	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
1. Disposal of vehicles no longer adequate for inclusion in the fleet	Follow procedures outlined in Policy DN: School Properties Disposition	October - December 2024	Successful disposal of vehicles Disposed of 2 Buses, a van and a truck
2. Develop a timeline for a replacement of vehicles	Based on the evaluation of the fleet, develop a comprehensive timeline for replacement of all vehicles.	May 2025	Articulated plan In constant collaboration with the Director of Finance to maintain Fleet replacement times
3. Increase recruitment and retention of drivers	- Attend job fairs/district hiring fair to recruit new drivers - Collaborate with Human Resource Coordinator to strategize advertisement methods.	May 2025	Retention of drivers Addition of new drivers District cancelled summer job fair, but we did advertise and hire a new driver

Transportation Department Goals 2025-2026

Goal Worksheet			
School/Department: Transportation			
School Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
1. Expansion of safety training and activities	Develop a new safety and training schedule for all transportation staff.	October-February 2026	Articulated Plan
2. Develop a system for Fleet Maintenance	Update a plan for recording the maintenance and repairs of the fleet.	October - December 2025	Articulated Plan
3. Exploration of most effective way to schedule van/bus usage for extracurricular activities and field trip request	Research and explore pros & cons of different methods of scheduling to meet the demands of van and bus usage.	October - February 2026	Articulated Plan

Facilities Goals 2024-2025 Review

Goal Worksheet			
School/Department: Facilities			
School Goal	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
Ensure all facilities are operating efficiently and effectively.	1. Develop an articulated capital improvement plan that includes items identified through the energy audit and comprehensive building assessment.	2024/2025	Developed a strategic plan that outlines the financial investment in infrastructure and physical assets.
	1. Develop an articulated plan for vehicle and equipment replacement.	2024/2025	Developed a strategy for systematically replacing assets based on objective criteria, not just when they fail. By determining the optimal time to retire or replace assets by reducing operational risk, minimize cost and maximize asset performance.

Facilities Goals 2025-2026

Goal Worksheet			
School/Department: Facilities			
School Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
Ensure all facilities are operating efficiently and effectively.	1. Continued to develop an articulated capital improvement plan that includes items identified through the energy audit and comprehensive building assessment.	2025/2026	Capital Improvement Plan
	2. Continued to develop an articulated plan for vehicle and equipment replacement by ongoing evaluations through physical inspections and performance analysis.	2025/2026	Vehicle Replacement Plan
	3. Facilities Assessment Early Childhood Transition	2025-2026	Facilities Assessment Early Childhood Transition
	4. Building Mapping	2025-2026	Building Mapping Plan

Mast Landing School
2024-2025 Goals

Item #9.C.

School: Mast Landing School

District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

Goal	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
RSU5 Strategic Goals: - All RSU 5 students regularly engage in meaningful student centered learning. - All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. Goal: Reduce chronic absenteeism rate to >10% Baseline Data: 2021-2022 17.62% 2022-2023 13.85% 2023-2024 11.2% 2024-2025 3.65%	Improve universal communication with and supports available to parents to promote school attendance (Tier 1) - Increase ongoing communication—including open house, parent/caregiver-teacher conferences and newsletters—regarding expectations for daily school attendance (<i>Emily Grimm, Susan Albertini, homeroom teachers</i>) - Host monthly parent groups to engage in discussion and learning on topics relevant to parenting (<i>Susan Albertini</i>) - Revise and implement a district planned absence form that aligns with expectations for school attendance (<i>Emily Grimm</i>) Refine systems for consistent and thorough monitoring of student attendance and response to absenteeism (Tier 2) - Implement daily, responsive attendance tracking system that ensures that families of targeted students receive a phone call regarding an absence the morning of the absence (<i>Scott Emery, Emily Grimm, Sara Handspicker</i>) - Hold monthly attendance team meetings to review aggregated data of chronically absent and at-risk students and identify proactive and responsive strategies (<i>Susan Albertini, Scott Emery, Emily Grimm, Sara Handspicker, Erika Skiff</i>) - Identify and implement additional targeted support for chronically absent students, including increasing positive communication for students demonstrating	September 2024 - June 2025 October 2024 - June 2025 August 2024 September 2024 - June 2025 October 2024 - June 2025 September 2024 - June 2025	School newsletters and communication Included newsletter communication regarding attendance (including expectations, celebrations, importance, etc.) in five intervals across the school year. Included messaging on attendance expectations and supporting regular attendance at fall open house. Parent group agendas and participation Our school counselor hosted 16 opportunities for parents and caregivers to attend a parenting group. Attendance data: >10% chronic absenteeism 2024-2025 3.65%

	improvements in school attendance (<i>Susan Albertini, Scott Emery, Emily Grimm</i>) • Continue to alert families when a student reaches threshold of chronic absenteeism and partner with these families to develop a plan to support consistent school attendance (<i>Susan Albertini, Scott Emery, Emily Grimm</i>)	September 2024 - June 2025	Revised communication protocol for chronically absent students and students approaching truancy to ensure more consistent proactive communication and response.
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RSU5 Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. Goal: Increase students' opportunities to learn and develop social and emotional skills throughout the school day.	Strengthen and refine tier 1 behavioral supports - Continue to utilize collaborative time (faculty meetings, Professional Learning Days) to utilize the Collaborative for Academics, Social and Emotional Learning (CASEL) framework to identify ways to embed social emotional learning into our existing curricular and Responsive Classroom frameworks (<i>all staff</i>) - Continue to facilitate daily opportunities for students to learn and practice social emotional skills in morning meeting, interactive learning structures, and other parts of the school day (<i>all teachers</i>) - Implement a 3rd and 5th grade buddies program to promote opportunities for multi age interaction and skill building (<i>3rd and 5th grade teachers</i>) - Provide opportunities for reflection and refinement of Responsive Classroom practices that support social emotional learning through classroom observations by and collaboration with Paul White (<i>classroom teachers</i>) Strengthen and refine tier 2 behavioral supports - Create and implement a more systematic process for aggregating data on and responding to student misbehavior (<i>Scott Emery, Emily Grimm</i>) - Reflect on and refine our RTI B referral process to provide more responsive support grounded in student data (<i>SAT B Team</i>) - Offer collaborative opportunities for problem-solving to address students' behavioral needs through both informal (Wednesday drop-in support, etc.) and formal structures (<i>SAT B Team</i>) - Create an RTI B space (Sail classroom) that ensures consistent and responsive support for dysregulated students as well as opportunities for positive reinforcement and skill building (<i>SAT B Team</i>) - Engage in consultation with the district BCBA to inform programming and support for students who	August 2024 - June 2025 September 2024 - June 2025 September 2024 - June 2025 September 2024 - June 2025 Fall 2024 Fall 2024 September 2024 - June 2025 September 2024 - June 2025 September 2024 - June 2025	Shared staff resources for integrating CASEL standards into the school day Utilized faculty meeting time to build and expand upon resources grounded in the CASEL standards, which are posted to our school intranet site where they can be accessed by all staff. Documentation of refined RTI B referral process Created a resource to clarify the process and resources available for staff. Positive behavior support plans for identified students with aggregated weekly data relevant to individual goals. Behavior plans were established and ongoing, daily data were aggregated and monitored for identified students.
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	are not yet making progress with RTI B services (SAT B Team)		
RSU5 Strategic Goal: - All RSU 5 students regularly engage in meaningful student centered learning. Goals: - Increase teachers' understanding of effective word study instruction - Utilize students' spelling data to inform targeted instructional planning	Utilize student data to inform whole-class and small-group spelling instruction - Administer the Formative Spelling Assessment to all students to identify students' learning needs in spelling instruction (3rd, 4th, and 5th grade teachers, instructional strategist) - Utilize the data collected from the Formative Spelling Assessment to inform the planning for small-group instruction in spelling (3rd, 4th, and 5th grade teachers, instructional strategist) Build understanding of effective and responsive spelling instruction - Collaboratively unpack newly published Reading and Writing Project Spelling Modules and Grammar and Spelling Lessons (3rd, 4th, and 5th grade teachers, instructional strategist) - Utilize <i>Equipped for Reading Success: A Comprehensive, Step-by-Step Program for Developing Phonemic Awareness and Fluent Word Recognition</i> by David Kilpatrick to build a repertoire of strategies for building students' phonemic awareness skills (3rd grade teachers, instructional strategist) - Engage in ongoing professional learning opportunities at faculty meetings and professional learning days to reflect and share learning and refine implementation of these new curricular resources (3rd, 4th, and 5th grade teachers, instructional strategist, Emily Grimm, Scott Emery)	Fall 2024 September 2024 - June 2025 September 2024 - June 2025 Fall/Winter 2024 September 2024 - June 2025	Baseline data across grades 3, 4, and 5 Given the design of the spelling modules, a baseline data set became less relevant than utilizing individual student data to inform a starting point for whole-class and small-group word study instruction. Small-group instruction targeting relevant spelling patterns Teachers individually and collaboratively planned and implemented whole and small-group instruction.

Mast Landing School - 2025-2026 Goals

Goal	Strategies and Action Steps (<i>Responsibility</i>)	Timeline	Evidence of Effectiveness
RSU5 Strategic Goals: - All RSU 5 students regularly engage in meaningful student centered learning. - All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. Goal: Maintain chronic absenteeism rates below 5% Baseline Data: 2021-2022 17.62% 2022-2023 13.85% 2023-2024 11.2% 2024-2025 3.65%	Continue communication with and supports available to parents to promote school attendance (Tier 1) - Maintain communication—including open house, parent/caregiver-teacher conferences and newsletters—regarding expectations for daily school attendance (<i>Emily Grimm, Susan Albertini, homeroom teachers</i>) Continue to implement systems for consistent and thorough monitoring of student attendance and response to absenteeism (Tier 2) - Utilize newly defined MLS attendance procedures—cuing the sending of formal letters at defined intervals—to ensure consistent communication (<i>Scott Emery, Emily Grimm, Sara Handspicker</i>) - Continue to utilize daily, responsive attendance tracking system that ensures that families of targeted students receive a phone call regarding an absence the morning of the absence (<i>Scott Emery, Emily Grimm, Sara Handspicker</i>) - Hold monthly attendance team meetings to review aggregated data of chronically absent and at-risk students and identify proactive and responsive strategies (<i>Susan Albertini, Scott Emery, Emily Grimm, Sara Handspicker, Erika Skiff</i>) - Identify and implement additional targeted support for chronically absent students, including increasing positive communication for students demonstrating improvements in school attendance (<i>Susan Albertini, Scott Emery, Emily Grimm</i>) - Continue to alert families when a student reaches threshold of chronic absenteeism and partner with these families to develop a plan to support consistent school attendance (<i>Susan Albertini, Scott Emery, Emily Grimm</i>)	Yearlong Yearlong Daily Monthly Yearlong Yearlong	Chronic absenteeism rate

RSU5 Strategic Goal: • All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. Goal: Maintain students' opportunities to learn and develop social and emotional skills throughout the school day. Goal: 100% of students receiving RTI B Tier 2 support will have data collected to inform short- and long-term progress monitoring.	Strengthen and refine tier 1 behavioral supports • Continue to facilitate daily opportunities for students to learn and practice social emotional skills in morning meeting, interactive learning structures, and other parts of the school day (<i>all teachers</i>) • Continue the 3rd and 5th grade buddies program to promote opportunities for multi-age interaction and skill building (<i>3rd and 5th grade teachers</i>) • Continue opportunities for reflection and refinement of Responsive Classroom practices that support social emotional learning through collaboration with Paul White via classroom observations and faculty meetings (<i>classroom teachers</i>) Strengthen and refine tier 2 behavioral supports • Continue to use office referral process for systematically aggregating data on and responding to student misbehavior (<i>Scott Emery, Emily Grimm</i>) • Utilized refined RTI B referral process to provide more responsive support grounded in student data (<i>SAT B Team</i>) • Continue to offer collaborative opportunities for problem-solving to address students' behavioral needs through both informal (Wednesday drop-in support, etc.) and formal structures (<i>SAT B Team</i>) • Utilize RTI B space (Sail classroom) that ensures consistent and responsive support for dysregulated students as well as opportunities for positive reinforcement and skill building (<i>SAT B Team</i>)	Daily Yearlong Yearlong Yearlong Yearlong Yearlong Daily	RTI B student data
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RSU5 Strategic Goal: - All RSU 5 students regularly engage in meaningful student centered learning. Goals: - Increase reading proficiency across both the Maine Through Year and Benchmark Assessment System (BAS) by 5% on each measure Maine Through Year Spring 2025 40th% and Above: 79% 60th% and Above: 59% BAS Benchmark and Above: - Spring 2025: 55.1% (144/261)	Grow understanding of effective reading instruction across the span of readers in our building - Deepen knowledge of evidence-based reading instruction (through unit frontmatter, <i>Shifting the Balance</i>, etc.) (<i>all staff</i>) - Implement new grade 3-5 reading units as well as grade 3 phonics units (<i>grade-level teachers, Danielle Gauthier</i>) - Engage in team-based coaching cycles to grow understanding of the implementation of new units (<i>grade-level teachers, Danielle Gauthier</i>) - Provide and engage in collaborative opportunities to unpack new reading units at each grade level with a focus on the links between units and grade-level standards (<i>grade-level teachers, Danielle Gauthier</i>) - In PLCs, reflect on and refine implementation of new units in response to the qualitative review of student data (writing about reading, etc.) (<i>grade-level teachers, Danielle Gauthier, Emily Grimm, Scott Emery</i>) - Grow and celebrate a culture of reading through monthly opportunities for whole-school reading celebration (First Chapter Fridays, One Book One School, etc.) (<i>all staff</i>) - Collaborate with K-2 strategist team to identify ways implementation of new units can explicitly build upon previous K-2 unit revisions (<i>Danielle Gauthier, Susan Dee, Emily Grimm, Scott Emery</i>) - Increase communication to parents on supporting students as readers outside of the school day (<i>Emily Grimm, Scott Emery</i>) - Develop an utilizing a student reading interest and identify survey to gather qualitative data on students' as readers to inform our support (<i>school leadership team, grade-level teachers</i>)	Yearlong Yearlong Yearlong Yearlong intervals Weekly Monthly, yearlong Yearlong Yearlong November 2025, June 2026	Maine Through Year Reading Data % of Students Meeting or Exceeding BAS Benchmark Student Reading Interest and Identity Survey
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BOARD OF DIRECTORS OFFICERS**Duties of the Chair**

The Chair shall preside at all meetings of the Board of Directors and shall perform other duties as directed by law, Maine Department of Education rules, and by this Board. In carrying out these responsibilities, the Chair shall:

- A. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Board of Directors;
- B. Consult with the Superintendent in the planning of the Board meeting agendas and with the Vice Chair as feasible;
- C. Confer with the Superintendent on crucial matters which may occur between Board meetings;
- D. Appoint subcommittees subject to Board approval and serve as an ex-officio member of all such subcommittees;
- E. Call special meetings of the Board of Directors as necessary;
- F. Be the public spokesperson for the Board of Directors at all times except as this responsibility is specifically delegated to others; and
- G. Preside at and be responsible for the orderly conduct of all Board of Directors meetings.

As presiding officer at all meetings of the Board of Directors, the Chair shall:

- A. Call the meeting to order at the appointed time;
- B. Announce the business to come before the Board in its proper order;
- C. Enforce the Board's policies relating to the order of business and the conduct of meetings;
- D. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference;
- E. Explain, as appropriate, what the effect of a motion would be;

- F. Restrict discussion to a motion that is before the Board;
- G. Put motions to a vote and announce the vote result.

The Chair shall have the right, as other Board members have, to offer motions, discuss questions, and vote.

Duties of the Vice-Chair

In the absence of the Chair, the Vice-Chair shall perform all the duties of the Chair.

Duties of the Secretary

The Superintendent shall serve as Secretary of the Board of Directors, with the right to speak on all questions and offer recommendations. The Superintendent/designee shall be responsible for ensuring that records are kept of all business transacted by the Board at both regular and appropriately called special meetings, and shall perform such other functions as are ordinarily functions of this office.

Legal Reference: 20-A MRSA § 1055

Cross Reference: BB – Board of Directors Legal Status

Adopted: October 28, 2009
Reviewed: February 16, 2011
Reviewed: January 22, 2014
Revised: January 22, 2020