

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY- NOVEMBER 19, 2025
DURHAM COMMUNITY SCHOOL- CAFETERIA**

5:00 P.M. SPECIAL BUDGET WORKSHOP

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

___ Karen Breer

___ Anna Child

___ Malik Farlow

___ Danielle George

___ Kara Kaikini

___ Michelle Ritcheson

___ Christopher Savaiano

___ Kelly Sink

___ Valerie Williams

___ Stephanie Worth

___ Maria Abbatemarco, Student Representative

___ Moon Tussing, Student Representative

3. Pledge of Allegiance:

4. Workshop: (90 Minutes)

A. FY27 Budget

5. Consideration of Minutes: (5 Minutes)

A. Consideration and approval of the Minutes of November 5, 2025 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____

6. Adjustments to the Agenda:

7. Good News & Recognition: (10 Minutes)

A. Report from Board's Student Representative

8. Public Comments: (10 Minutes)

9. Reports from Superintendent: (10 Minutes)

A. Superintendent's Report

B. Support Staff Hires - Hannah Anderson - MLS Ed Tech

Jenna Doyon - Laugh & Learn Teacher

10. Administrator Reports:

- A. Finance - Kelly Wentworth (5 Minutes)
- B. Update from Nutrition Department and Goal Review - Erica Reilly (20 Minutes)
- C. Update from Athletics Department and Goal Review - Eric Hall (20 Minutes)
- D. Update from Durham Community School and Goal Review - Will Pidden (20 Minutes)

11. Board Comments and Committee Reports:

- A. Board Information Exchange and Agenda Requests (10 Minutes)
 - Update on Early Childhood Education Task Force (15 Minutes)
- B. Facilities and Operations Committee (5 Minutes)
- C. Finance Committee (5 Minutes)
- D. Policy Committee (5 Minutes)

12. Policy Review: (20 Minutes)

- A. Consideration and approval of 1st Read of the following policy:
 - 1. EBCF - Automated External Defibrillators (AED's)

Motion: _____ 2nd: _____ Vote: _____

- B. Consideration and approval of 2nd Read of the following policies/procedures:
 - 1. IHBEA - Programs for Multilingual Learners
 - 2. JKAA - Use of Physical Restraint and Seclusion
 - 3. JKAA-R - Procedures on Physical Restraint and Seclusion

Motion: _____ 2nd: _____ Vote: _____

13. Unfinished Business:

None

14. New Business: (20 Minutes)

- A. Information on a France Exchange.
- B. Consideration and approval of an exchange relationship between Freeport High School and Lyceé Blaise Pascal in Sergré, France.

Motion: _____ 2nd: _____ Vote: _____

15. Organizational Business: (15 Minutes)

- A. Consideration and approval to make appointments to the following committees. (Board member names indicate current committee members)

- 1. Facilities and Operations (3) (Ritcheson, Sink, Vacant) _____
- 2. Strategic Communications (2-3) (Kaikini, Sink, Vacant) _____
- 3. Curriculum and Program Development (2-3) (Child, George, Vacant) _____
- 4. Professional Negotiations (2-3) (George, Ritcheson, Vacant) _____

Motion: _____ 2nd: _____ Vote: _____

16. Personnel:
None

17. Public Comments: (10 Minutes)

18. Adjournment:

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

FY27 Year over Year Wages and Benefits Summary

Classification	TOTALS		
	FY26	FY27	DIFF
Teachers	\$ 24,174,979	\$ 26,463,957	\$ 2,288,978
Ed Techs	\$ 2,803,435	\$ 2,875,623	\$ 72,188
Admin	\$ 3,022,498	\$ 3,262,948	\$ 240,450
Other Salary	\$ 198,439	\$ 210,089	\$ 11,650
Operations Reg	\$ 5,102,558	\$ 5,501,986	\$ 399,428
Subs-Operations	\$ 114,324	\$ 151,536	\$ 37,212
Subs-Tutors/ESY	\$ 30,437	\$ 42,079	\$ 11,642
Subs- Educators	\$ 424,734	\$ 496,988	\$ 72,254
Stipends	\$ 793,009	\$ 816,870	\$ 23,861
	\$ 36,664,413	\$ 39,822,076	\$ 3,157,663

Year over Year Wage & Benefits Increase	8.61%
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NOTES:

Does not include Special Ed Reserve Positions/Uses

1:1 Nurse	\$0	\$107,700
Speech Language Provider	\$0	\$107,700
Teacher of the Deaf	\$0	\$32,310
Out of District Placements (3)	\$0	\$195,000

9.82%

FY27 RSU5 Budget Timeline

September 10, 2025	Budget Timeline to Board
November 19, 2025 @ DCS - 5:00 p.m.	Special Budget Workshop
December 3, 2025	Leadership Meeting w/ Towns
January 28, 2026	Superintendent's Proposed Budget
February 4, 2026	Budget Review: MSS, PES, MLS, Inst. Support
February 11, 2026	Budget Review: DCS, FMS, FHS, Athletics
February 25, 2026	Budget Review: Region Ten, Technology, CIA, Nutrition, Community Programs, Facilities, Transportation
March 11, 2026	Review of FY27 Superintendent's Proposed Budget Board Deliberations on Budget
March 18, 2026	Review of FY27 Superintendent's Budget *Public Input on Budget Board Deliberations on Budget
March 25, 2026	*Public Input on Budget Adopt FY27 School Budget
Early/Mid April	Distribution of Budget Brochure containing information on the FY27 Board Adopted Budget
April 8, 2026 @ DCS	6:00-6:30 p.m. *Q&A on FY27 Board Adopted Budget Signing of Warrants for ABM & Referendum
April 29, 2026 @ PES	6:00-6:30 p.m. *Q&A on FY27 Board Adopted Budget
May 6, 2026	6:00-6:30 p.m. * Q&A on FY27 Board Adopted Budget
May 13, 2026 @ FHS	Board Meeting *Annual Budget Meeting (ABM) on the FY27 Budget Registered voters discuss and *Vote* on each of the budget warrant articles
June 9, 2026	*Budget Validation Referendum (BVR) Registered voters validate or reject the total school budget that was approved at the Annual Budget Meeting. Residents *Vote* at their town's polling location
June 10, 2026	Computation & Declaration of Votes Assessment Warrants

*Represents opportunities for the public to be involved in the process. In addition, there are two opportunities for public comment at Board meetings.

Board of Directors Review: 9/10/25

Item # 5.A

**RSU No. 5 Board of Directors Meeting
Wednesday, November 5, 2025 – 6:30 p.m.
Freeport High School - Library
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 19, 2025 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:30 p.m.

2. MEMBERS PRESENT: Karen Breer, Colin Cheney, Danielle George, Malik Farlow, Kara Kaikini (arrived at 6:41 p.m.), Michelle Ritcheson, Christopher Savaiano, Kelly Sink, Valerie Williams, Stephanie Worth. Maria Abbatemarco, Student Representative (left at 8:30 p.m.)

MEMBERS ABSENT: Anna Child

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. **VOTED:** To approve the Minutes of October 22 2025. (Williams – Farlow) (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 - Maria Abbatemarco

7. PUBLIC COMMENT:

Annie Ware, Durham

Kelly Delaney, Freeport

8. REPORTS FROM SUPERINTENDENT:

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

B. Update from Facilities Department and Goal Review - Glen Reynolds

C. Update from Mast Landing School and Goal Review - Emily Grimm

10. BOARD COMMENTS AND COMMITTEE REPORTS:

Board members provided an update on sessions they attended at the MSMA Fall Conference.

11. POLICY REVIEW:

None

12. UNFINISHED BUSINESS:

- A. **VOTED:** To instruct the Policy Committee to draft a Cell Phones and Other Personal Electronic Devices In Schools policy to execute a bell to bell ban.
(Cheney – Sink) (9 – 1 George)

13. NEW BUSINESS:

None

14. ORGANIZATIONAL BUSINESS:

- A. **VOTED:** To appoint Kelly Sink as Vice-Chair for the RSU No. 5 Board of Directors (to take effect immediately). (Ritcheson – George) (10 – 0)

15. PERSONNEL:

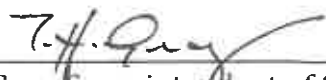
None

16. PUBLIC COMMENT:

None

17. ADJOURNMENT:

- VOTED:** To adjourn at 9:01 p.m. (Sink – Kaikini) (10 – 0)



Tom Gray, Superintendent of Schools

RSU No. 5

Warrant Articles For the Period 10/01/2025 through 10/31/2025

Fiscal Year: 2025-2026

☐ Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
INCOME							
GENERAL FUND REVENUES							
REQUIRED LOCAL FUNDS (-)	\$19,988,378.34	\$1,665,698.22	\$6,662,792.88	\$13,325,585.46	\$0.00	\$13,325,585.46	66.7%
ADDITIONAL LOCAL FUNDS (-)	\$15,524,421.90	\$1,293,701.82	\$5,174,807.28	\$10,349,614.62	\$0.00	\$10,349,614.62	66.7%
ADDLN SHARED REVENUE (-)	\$141,981.44	\$0.00	\$0.00	\$141,981.44	\$0.00	\$141,981.44	100.0%
INTEREST REVENUE (-)	\$259,000.00	\$19,043.41	\$109,982.78	\$149,017.22	\$0.00	\$149,017.22	57.5%
STATE REVENUES (-)	\$7,362,547.32	\$534,526.75	\$3,079,309.87	\$4,283,237.45	\$0.00	\$4,283,237.45	58.2%
MISC REVENUES (-)	\$23,600.00	\$42,465.00	\$46,598.78	(\$22,998.78)	\$0.00	(\$22,998.78)	-97.5%
FUND BALANCE (-)	\$1,068,000.00	\$0.00	\$0.00	\$1,068,000.00	\$0.00	\$1,068,000.00	100.0%
Sub-total : GENERAL FUND REVENUES	(\$44,367,929.00)	(\$3,555,435.20)	(\$15,073,491.59)	(\$29,294,437.41)	\$0.00	(\$29,294,437.41)	66.0%
Total : INCOME	(\$44,367,929.00)	(\$3,555,435.20)	(\$15,073,491.59)	(\$29,294,437.41)	\$0.00	(\$29,294,437.41)	66.0%
EXPENSES							
GENERAL FUND EXPENSES							
ARTICLE 1 REGULAR INSTRUCTION (+)	\$19,356,261.00	\$2,285,432.64	\$3,853,024.84	\$15,503,236.16	\$14,159,069.82	\$1,344,166.34	6.9%
ARTICLE 2 SPECIAL EDUCATION (+)	\$6,513,451.00	\$747,160.91	\$1,301,311.04	\$5,212,139.96	\$4,714,185.62	\$497,954.34	7.6%
ARTICLE 3 - CAREER & TECHNICAL CTR (+)	\$307,645.00	\$25,637.08	\$128,185.40	\$179,459.60	\$179,459.60	\$0.00	0.0%
ARTICLE 4 - OTHER INSTRUCTION (+)	\$1,119,087.00	\$119,747.68	\$288,612.26	\$830,474.74	\$454,884.12	\$375,590.62	33.6%
ARTICLE 5 - STUDENT & STAFF SUPPORT (+)	\$4,644,307.00	\$554,206.63	\$1,333,862.53	\$3,310,444.47	\$2,837,617.26	\$472,827.21	10.2%
ARTICLE 6 - SYSTEM ADMINISTRATION (+)	\$1,263,587.00	\$157,622.85	\$528,371.09	\$735,215.91	\$592,696.46	\$142,519.45	11.3%
ARTICLE 7 - SCHOOL ADMINISTRATION (+)	\$2,514,485.00	\$290,924.34	\$788,824.22	\$1,725,660.78	\$1,626,228.72	\$99,432.06	4.0%
ARTICLE 8 - TRANSPORTATION & BUSES (+)	\$1,931,576.00	\$252,360.73	\$656,479.80	\$1,275,096.20	\$639,823.41	\$635,272.79	32.9%
ARTICLE 9 - FACILITIES MAINTENANCE (+)	\$5,490,511.00	\$366,869.80	\$2,557,177.82	\$2,933,333.18	\$1,719,027.96	\$1,214,305.22	22.1%
ARTICLE 10 - DEBT SERVICE & OTHER COMMITMENTS (+)	\$1,087,428.00	\$0.00	\$1,077,353.39	\$10,074.61	\$10,073.77	\$0.84	0.0%
ARTICLE 11 - ALL OTHER EXPENDITURES (+)	\$139,591.00	\$139,591.00	\$139,591.00	\$0.00	\$0.00	\$0.00	0.0%

Operating Statement with Encumbrance

RSU No. 5

Warrant Articles For the Period 10/01/2025 through 10/31/2025

Fiscal Year: 2025-2026

☐ Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
Sub-total : GENERAL FUND EXPENSES	\$44,367,929.00	\$4,939,553.66	\$12,652,793.39	\$31,715,135.61	\$26,933,066.74	\$4,782,068.87	10.8%
Total : EXPENSES	\$44,367,929.00	\$4,939,553.66	\$12,652,793.39	\$31,715,135.61	\$26,933,066.74	\$4,782,068.87	10.8%
NET ADDITION/(DEFICIT)	\$0.00	\$1,384,118.46	(\$2,420,698.20)	\$2,420,698.20	\$26,933,066.74	(\$24,512,368.54)	0.0%

End of Report

Nutrition Department Goals 2024-2025 Review

Goal Worksheet			
School/Department: Nutrition			
School Goal	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
<u>Department Goal #1</u> Identify ways to reduce added sugar in all school meals ahead of the SY26 final ruling per USDA guidelines.	A. Conduct nutrient analysis of meals served in RSU 5. Identifying areas for improvement and making adjustments to stay ahead of the curve. B. Attend all trainings and utilize available resources to be prepared to implement the final ruling. C. Hold nutrition education sessions for students and offer taste tests of new products/recipes showcasing items that are compliant with the new USDA guidelines. D. Make recommendations to the Superintendent.	June 2025	A. The Nutrition Director will provide support and guidance to all school nutrition staff regarding the implementation of decreasing the added sugar content in order to meet school nutrition standards. COMPLETE: Training and support were provided to staff regarding the new rules for SY26. B. Changes to the amount of added sugar served daily in school meals will be in effect by the start of the Final Ruling. COMPLETE: USDA regulations for SY26 have enforced added sugar-based limits on yogurts, cereals, and flavored milk – all of which we abide by. C. A report will be provided to the Superintendent about the results of these efforts. COMPLETE

<u>Department Goal #2</u> Provide meaningful professional development for staff to implement more scratch cooking and better serve our students.	A. Identify areas of improvement for our kitchens that would enhance the production of more scratch cooking (i.e. equipment, space, tools, staff). B. Utilize increased staff working hours to produce more scratch cooking. C. Provide scratch cooking training opportunities offered to school nutrition staff	June 2025	A. RSU 5 will have a database of the scratch cooking recipes, which are ready to be scaled for production. COMPLETE/ONGOING: Implementing 1-2 new recipes per month, added to the shared drive for staff to access. B. Nutrition director will provide ongoing training opportunities for nutrition staff to make continued improvements to our menu offerings. COMPLETE/ONGOING: Three kitchen managers attended the Culinary Skills for School Meals training this summer. Continuing to utilize PD days as an opportunity to offer training to more staff. C. Community partnerships with local farms and vendors will strengthen the program's ability to increase scratch cooking with fresh and quality ingredients. COMPLETE/ONGOING: Conducted multiple taste tests across the district from local farms. Commitment to Harvest of the Month, which encourages us to serve the local item 1-2 times per month.
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Nutrition Department Goals 2025-2026

Goal Worksheet			
School/Department: Nutrition			
Department Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
<u>Department Goal #1:</u> Strengthen staffing stability and efficiency Develop and implement staffing systems that ensure consistent coverage at every site, reduce emergency director coverage, and improve daily operational flow.	A. Conduct a districtwide staffing analysis to identify gaps and coverage needs by site. B. Partner with HR to enhance recruitment efforts, including targeted outreach and local partnerships. C. Establish a cross-training program to prepare staff for multiple roles as needed. D. Recognize and celebrate staff contributions through regular acknowledgment and team-building initiatives.	June 2026	A. Reduction in unfilled shifts and improved schedule coverage. B. Increased staff retention rate compared to the prior year. C. Positive results in an annual staff satisfaction survey. D. A report will be provided to the Superintendent about the results of these efforts.

<u>Department Goal #2:</u> Improve and modernize kitchen equipment to meet the needs of students. Ensure that 100% of kitchens are up to date with the equipment replacement plan to support quality meal service, increased scratch cooking, and operational efficiency.	A. Conduct a comprehensive equipment inventory and condition assessment across all schools. B. Prioritize and document replacement needs based on safety, efficiency, and frequency of use. C. Collaborate with facilities departments to develop a multi-year replacement plan. D. Implement preventive maintenance schedules to extend equipment lifespan.	June 2026	A. Completion of equipment inventory and replacement plan. B. Reduction in equipment-related downtime and service disruptions. C. Positive feedback from kitchen managers on equipment reliability. D. A report will be provided to the Superintendent about the results of these efforts.
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<u>Department Goal #3:</u> Strengthen compliance with USDA standards Ensure all meal programs fully comply with updated USDA meal pattern requirements, procurement standards, and operational guidelines.	A. Provide training for all food service managers and staff on new USDA regulations and compliance expectations. B. Review and update standard operating procedures (SOPs) to align with current USDA guidance. C. Implement routine internal compliance audits and track corrective actions. D. Maintain open communication with the State Agency to stay informed of updates and best practices.	June 2026	A. RSU 5 kitchens consistently meet the USDA compliance requirements annually. B. Positive outcomes on state reviews and administrative audits during SY27. C. Increased staff confidence in understanding and applying USDA standards. D. A report will be provided to the Superintendent about the results of these efforts.
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Athletics Department Goals 2024-2025 Review

Goal Worksheet			
School/Department: Athletics Department			
School Goal	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
District Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. Athletic Department 2024-24 Goal #1: To continue looking at how coaches coach, and how coaches communicate to student-athletes. Are we communicating with purpose, appropriateness, talking in the same language	FHS Strategic Plan: Theory of Action: IF The Athletic Department of RSU #5 provides co-curricular opportunities/interscholastic sports for student-athletes in grades 6-12 to participate in ... THEN these programs should provide equitable access to what is essential to compete and participate Selection of action steps for 2024-25: -During Pre-Season Coaches meeting, discuss RSU 5 Policies, such as reporting of issues/concerns brought to a coach and what are their legal obligations, and how they should proceed. What are their steps? What is their direction? There needs to be a clear understanding from myself. -Supervision of areas, locker rooms, team activities, pre-practice, team bus. Are we closely monitoring them, if not, what can we do to have a coach present? Need to have an assistant delegated to being there until the head coach can arrive. Have practices that will allow coaches to arrive	Each Pre-season coaches meeting August, November, March And throughout the season through contact.	Flow Chart that shows the steps, and what they will need to do if there is a situation where the safety of the student-athlete is compromised by an adult or another member of the team. Created by Spring 2025 Coaches clinic, NFHS training

District Goal : All RSU 5 students regularly engage in meaningful student centered learning. Athletic Department Goal Goal #2: To look at our injuries of student-athletes. Are these injuries preventable?	-Since August of 2023 we have a Full Time Athletic Trainer who has brought some resources to help track our injuries, called Healthy Roster, Sway. Over the last year we have conversed on the injuries what are some of the trends of injuries, where do we see it common in which sport -Coaching techniques we have been looking at to ensure that we are training, and incorporating good practices -Is the training to prevent injuries happening, or is over training occurring? -Looking at equipment that we purchase, is it certified, is it able to be reconditioned -look at the off-season as it is paramount to have some type of training, but there are MPA rules that need to be followed.	Starting in Fall of 2023-through now looking at the injuries, the impact, the sports, collecting data to identify common traits Looking at the pieces of equipment that we order. Do we recondition everything?	Each year to put together data of injuries from each sport and each season Ongoing Fall of 2023, and including this year we have football helmets and shoulder pads reconditioned along with other pieces of equipment, ie lacrosse helmets, field hockey goalie equipment
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District Goal : All RSU 5 students regularly engage in meaningful student centered learning. Athletic Department 2024-25 Goal #3: To recreate our coaching evaluation tool to capture the important criteria to observe and evaluate our athletic coaches in the district	-In reviewing the Evaluation it was very ordinary, some redundancy in evaluator indicators. The evaluation did not capture the full spectrum of evaluating a coach with indicators that align. -Looking to capture the evaluation that focus on coaching, communication, professional responsibilities, and relationship with parents, team, school -Developing a new coaching evaluation tool will capture a wider lenses of information and be able to have more meaningful conversation when it comes to the evaluation process	-During the school year of 2023-24, conducted the evaluations using previous tool, felt it didn't capture what I was looking to evaluate -Started to view other district's coaching evaluation to create from pieces -Talk to coaches about the evaluation process and most satisfied, but felt what would constitute a 3 or a 4 based on the criteria	-Fall of 2024 to create a new evaluation rubric. Meet with Cynthia Alexander over the next few weeks -Create a clearer, concise evaluation tool that address the important indicators to daily evaluate our athletic coaches
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Athletics Department Goals 2025-2026

Goal Worksheet			
School/Department: Athletic Department			
School Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
District Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. Athletic Department 2025-26 Goal #1: To review the current Athletic Eligibility Policy for participation in interscholastic athletics at Freeport High School	FHS Strategic Plan: Theory of Action: IF The Athletic Department of RSU #5 provides co-curricular opportunities/interscholastic sports for student-athletes in grades 6-12 to participate in ... THEN these programs should provide equitable access to what is essential to compete and participate Selection of action steps for 2024-25 -Towards the end of the 2024-25 school year, three surveys went out to high school staff, students, and parents for feedback on the current athletic policy for Freeport High School. The policy has not been updated prior several years, and it is a chance to look at what our policy is compared to other schools in the area. -Is our policy equitable for all students? -Is the policy outdated? -Does the policy meet the standards of our educational curriculum? These are the factors that will be used in our Eligibility Committee meetings	Create an eligibility committee Put together area eligibility policies to review, Scheduled eligibility committee meetings Review current policy, look at others to see what might be added, changed, incorporated. Feedback from surveys	Created in August 2025, consists of AD, two FHS coaches, two parents/community members, 2 student-athletes Meetings to this date October 25, Dec 3rd, 2025, Jan 2026, March 26, April 26 May 26 to have an eligibility policy that potentially could have changes in place prior to 2026-27.

District Goal : All RSU 5 students regularly engage in meaningful student centered learning. Athletic Department Goal #2: To look at and review existing athletic facilities to continue providing safe playing fields that will support our athletic programs	-Freeport High School has a turf.track multipurpose field that is used for all of the fall sports, and spring sports. Outside programs that use it do go through community programs. We have a baseball field that has a field that is maintained along with our tennis courts, and softball fields. As with most things, wear and tear are starting to become noticeable at our baseball field, and tennis courts. -Baseball Fields-current issues, no seating, dugout roofs are in need of repair, fencing is starting to break down, center field net is not high enough to prevent baseballs going in the playground on Morse Street Side -Tennis court is starting to crack, causing water damage to the surface, needs to be looked at and needs an engineering firm to help determine what next steps are to ensure a safe, quality playing surface for our tennis programs.	-Consistant meetings both informal and formal with Grounds (Jason Chisholm) about our facilities at FHS -Started discussions about FMS, DCS fields as well -Start to look at areas of high needs, as listed, Baseball Field, Tennis Court	-Track lines and exchanges zone repainted in 2025, Turf repair, Fall of 2025 Tennis Court, have met in August of 2025 to start the process of looking at what are the steps in having the courts re-done. Creating an assessment tool for facilities and what are the costs associated with repair and how it will fit within the budget in future years. Summer 2026/Fall 2027
District Goal : All RSU 5 students regularly engage in meaningful student centered learning. Athletic Department 2025-26 Goal #3: To find a way to retain coaches, especially at the middle level	-Over the past three seasons we have a 20% decrease in retention of coaches in the following areas, FHS-Boys Tennis, boys basketball coaches (FT, JV) FMS soccer coaches, 7th grade boys and girls basketball coaches, Alpine Ski, softball DCS soccer coaches, baseball coaches These jobs are essential in providing opportunities for our student-athletes in middle and high school to have the essential coaching in interscholastic programs. In certain cases we have parents that step up and volunteer which is very important, but this tends to prevent the season from starting on time	-To meet with both Assistant AD's to discuss what are the pitfalls, what are some of the issues that some of these coaches are facing which prevents a longer tenure. -Develop coaching meetings for new coaches on skills development, coaching student-athletes, dealing with the outside influences -Would like to have a target rate of 90% retention of coaches by the beginning of the Fall of 2026	-Winter of 2025 -Spring/Summer 2026 -Data collecting by the end of the Fall 2026, to see if 90% has been reached

DCS School Goals 2024- 2025 - Reflection

Item #10.D

School: Durham Community School

Team Members: DCS Staff

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

DCS Goal #1	Strategies and Action Steps	Responsibility	Evidence of Effectiveness
Year 2 of 2: Develop and implement a strategic and sustainable system to provide interventions for Social and Emotional Learning. As a result of this work: - There will be a Multi Tiered System of Support in place for social and emotional learning which will support students across the grade levels of DCS. - There will be a decrease of 10% in the number of individual students referred for office disciplinary action on the behavior reporting form. - There will be anecdotal evidence of students using strategies to support their own and others' learning.	Align CharacterStrong practices with Responsive Classroom practices.	Learning Culture team and R/C consultant	Template for staff to use to plan out their R/C and C/S work Completed
	Plan school schedule to include specific time for CharacterStrong curriculum	Administration/ School Leadership Team	The time for C/S work will be embedded in each grade level's schedule. Completed
	Train leaders for Tier 2 practices	S/W and RTI-B facilitator	Attendance at PD training Completed
	Plan and implement PD for all staff to begin the school year.	Administration/ Learning Culture Team	Embedded in PD plans for the launch of the school year. Completed
	Establish daily and weekly routines to support Tier 1 work.	Administration/ Learning Culture Team	Daily and weekly practices will be consistently evident across grade levels. Including daily announcements and weekly messages for staff. Completed
	Plan and implement ongoing PD for staff throughout the year for both CharacterStrong and Responsive Classroom.	Administration/ Learning Culture Team	Staff Meeting / PLD calendar Completed
	Launch universal screener for Tier	Learning Culture Team	Screener data Completed

	2 work.		
	Establish an action team to synthesize screening data with attendance, academic, and behavioral data to establish Tier 2 intervention plans.	Learning Culture Team	Groups created and receiving support based on objective criteria. Completed
	Plan and implement Tier 3 PD as the materials come on line.	Special Education Team	Completed
	Review and reflect on year 1 implementation and plan adjustments or ongoing PD as needed.	School Leadership Team	Plans for year 2 of implementation. Completed

Reflection on identified outcomes.

As a result of this work:

- **There will be a Multi Tiered System of Support in place for social and emotional learning which will support students across the grade levels of DCS.**
 - This has been achieved. We now have a system in place that encompasses the core facets of an MTSS model (universal screening; progress monitoring; a team monitoring the process; different tiers of support). With Responsive Classroom and CharacterStrong as Tier 1 initiatives, we now have our Bridges program, CharacterStrong programming, Counselors, and Social Worker providing Tiers 2 and 3 levels of support. We have also worked with our Special Education team to ensure a continuum of support if a student has functional goals on their IEP.
- **There will be a decrease of 10% in the number of individual students referred for office disciplinary action on the behavior reporting form.**
 - This statistic was interesting to reflect upon. The number of *individual referrals for office disciplinary action* actually stayed flat. It may have been wishful thinking to expect a drop off in the implementation year, as not only was it new for students, but also new for staff, and so new habits had not yet been fully developed. What we did see though when reviewing end of year data, was that the percentage of students flagged for lacking coping skills had halved from 22% to 11%. This was a positive outcome as it can indicate that more students now have strengths for handling both internalized or externalized challenges.

- There will be anecdotal evidence of students using strategies to support their own and others' learning.
 - This was evident throughout the year. We were increasingly able to reference skills that students were learning for them to then reflect upon or celebrate that they were using their skills and tools. A couple of examples are:
 - A 1st grader needed to meet with Kate to solve a problem. Having shared what happened he then said *“My teacher has been working with me on feelings, the strategy that I usually use is breathe in - breathe out (which he then modeled) and it helps me.”* *“This time I think I may have been too frustrated.”* When he then went down to repair the situation with his classmate, unprompted, he started by saying respectfully to the other child *“When you do that, I get really frustrated”* before going on to apologize for how his frustration came out.
 - Students have approached different staff members to voice a concern about how a classmate or classmates may have treated them. When prompted by *“This sounds like a conflict. Have you thought about using the Tree of Choices to solve it?”* (How big a problem is it ? - How does it make you feel? - What action will you take? - Talk it out; Breathe it out; Move it out) Invariably students then quickly identify a strategy and go off to solve the issue on their own.

DCS School Goals 2025- 2026

School: Durham Community School

Team Members: DCS Staff

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

DCS Goal #1	Strategies and Action Steps	Responsibility	Evidence of Effectiveness
Increase cognitive engagement of students Prek-8. <i>“Cognitively Engaged students are drivers in their own learning. They invest mental effort, name and work towards their own learning goals, reflect on their learning, and apply self regulation skills.”</i> As a result of this work: 1. A reflection tool will be developed to identify strengths and needs of students around cognitive engagement. This will also provide baseline data and impact data at the end of the year. 2. Teachers will develop and utilize action steps to increase student skills around determination and engagement. 3. Students will receive ongoing feedback as they work	School Leadership Team develop understanding of facets of cognitive engagement and strategies for increasing student cognitive engagement.	Administrators Strategists School Leadership Team.	Summer Institute focus.
	Provide PD to all staff about progression of Cognitive Engagement and the role of the clear criteria, feedback, self-reflection and goal setting	Administrators Strategists School Leadership Team.	Agenda items for PD time.
	All teachers have a goal around cognitive engagement	Administrators Teaching staff	Goals in e-portfolios
	Revisit and teach into Habits of Work	Teaching staff	Student awareness of Habits of Work. More alignment between reported levels on report cards and what is experienced in the classroom.
	Teachers develop and use tools for students to self reflect and goal set relative to learning criteria	Teaching staff	Artefacts that may include exemplars, rubrics, exit tickets, portfolios etc.
	Develop a progression for different	School Leadership Team	Progression document

towards their goals.	grade spans that has developmentally appropriate indicators for what cognitive engagement looks like		
	Teachers gather data of their students to progress monitor using the Cognitive Engagement progression tool	Teaching staff	Spread sheets and patterns identified.
	Utilize PD with Paul White	Administrators Strategists Teaching staff	Specific goal work feedback from Paul
	Refine student-led conference practices to increase reflection and goal setting skills	Middle School Advisors & Teaching staff	PD time, student goals and portfolios.

DCS Goal #2	Strategies and Action Steps	Responsibility	Evidence of Effectiveness
Increase all students' sense of belonging in school to impact both student well-being and attendance. As a result of this work there will be a 10% reduction in chronic absenteeism from 9.6% to 8.64%.	Continue to implement CharacterStrong curriculum in all classrooms/advisories pk-8.	Teaching staff & Advisors School counseling team Administration	Daily and weekly practices will be consistently evident across grade levels. Including daily announcements and weekly messages for staff.
	Attend state/ Count Me In attendance conference to identify additional strategies to increase attendance rates.	Administration	Notes and resources from the conference.
	Regularly meet as an attendance team to track student absences.	School counseling team Administration	Attendance tracking document kept accurately and up to date.

		School Nurse	
	Collaborate across the district with Attendance Coordinators from other schools to share resources and strategies.	Administration	Shared district folder of effective attendance resources
	Hold attendance meetings with families approaching the threshold for chronic absenteeism or truancy.	School counseling team Administration School Nurse Teaching Staff	Attendance support plans developed and followed.
	Use positive reinforcement strategies such as: -send positive postcards for improving attendance rates of students who meet the “chronically absent” threshold -Teachers reach out to families when a student has three absences or a change in attendance -Promote events like “spirit week” and partner class events -Use Reach My Teach to send informative messages about attendance	Administration School counseling team Teaching Staff	Improvement in attendance data.



Regional School Unit 5
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Item # 11.B.

"To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions."

Tom Gray, Superintendent of Schools
Kelly Wentworth, Director of Finance & Human Resources

Erica Mazzeo, Assistant Superintendent of Schools
Elisha Morris, Director of Instructional Support

Facilities and Operations Committee
Wednesday, November 5, 2025
5:00 p.m. - Freeport High School - Library
Minutes

Committee Members Present: Michelle Ritcheson, Kelly Sink

Committee Members Absent:

Administrators in Attendance: Tom Gray, Superintendent; Glen Reynolds, Director of Facilities;
Kelly Wentworth, Director of Finance and Human Resources

Agenda Items and Discussion:

Meeting called to order at 5:21 p.m.

1. Update on Board Facilities Tour. - Director Reynolds updated the Committee that the tour is scheduled for December 12, 2025 starting at 9am. The tour will start at Freeport High. Committee member Kelly Sink asked if there is a theme to this year's tour. Director Reynolds mentioned it will be over the phase one projects that are in process or completed. Director Reynolds also mentioned the newly installed leach field system at Pownal Elementary as part of the tour.
2. Update on the Capital Improvement Plan for 2026/2027-2027/2028- Director Reynolds shared the Capital Improvement plan with the committee. Director Reynolds mentioned the 24/25 roof replacement projects for the high school will be grouped with the proposed 25/26 roof replacements listed in the plan in order to obtain the best pricing. Director of Finance Kelly Wentworth mentioned that the 24/25 roof replacements would be paid for out of the Capital Reserve funds and not out of the Capital Projects funds that are part of the local budget.

Motion to adjourn was made by Michelle Ritcheson second by Kelly Sink at 5:46 p.m.

Meeting dates:

December 10, 2026
January 14, 2026
February 11, 2026
March 11, 2026
April 8, 2026
May 6, 2026
June 3, 2026



Regional School Unit 5
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Item #11.C.

"To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions."

Tom Gray, Superintendent of Schools
Kelly Wentworth, Director of Finance & Human Resources

Erica Mazzeo, Assistant Superintendent of Schools
Elisha Morris, Director of Instructional Support

Finance Committee Minutes
Wednesday, October 22, 2025
5:00 p.m. - Pownal Elementary School Library

Committee Members Present: Kelly Sink, Christopher Savaiano

Committee Members Absent: Michelle Ritcheson

Administrators: Tom Gray, Kelly Wentworth

Minutes

Meeting called to order at 5:06 p.m.

1. FY25 Audit Update -

- a. Director Wentworth reported that the Auditors were on-site and things were progressing quickly. No concerns had been expressed as of the time of the meeting.

2. FY27 Budget Process Update -

- a. Superintendent Gray reported that he had conducted staff listening sessions in all of our schools and in a few departments. They were well received by staff. A staff survey is also being conducted and the results of both the listening sessions and the survey will be summarized and reported to the Board as the budget process progresses.

3. Health Insurance Discussion -

- a. Director Wentworth presented the Committee with staff participation in our health insurance benefits.
 - i. Of the 394 eligible staff members; 6 are not electing any health benefit, 82 are accepting cash in lieu, 128 elect single coverage, 48 elect two person coverage, 48 elect adult/child(ren) coverage, and 82 elect family coverage.
 - ii. The premium amount covered by the district is determined largely by collective bargaining agreements (Educators, Article 12 & Educational Support Professionals, Article 8) and wage outlines (Administrators and District Staff).
 - iii. The district's contribution is based on the MEABT Choice Plus Plan previous year premiums. This allows the district to budget for actual costs during budget preparation. In FY25 the district spent \$4,489,314.43 on health premiums and cash in lieu, while staff paid \$1,164,875.17.

- iv. Director Wentworth presented survey results from Maine School Business Officials that indicated all 53 responding districts have MEABT/Anthem as their health insurance provider.
 - v. Committee members present thought it would be helpful if they had a better understanding of how the MEABT chooses its health insurance provider. Director Wentworth will reach out to MEABT to see if they will send someone to a future Finance meeting to discuss this process.
4. Other -
- a. Director Wentworth reported that the December 10, 2025 meeting would be a joint meeting with the Facilities Committee to review the continuation of the Vehicle & Equipment Replacement Plan and consideration of Phase 2 of the Energy Audit Projects.
 - b. Next meeting of the Finance Committee will be November 19, 2025 @ DCS

Meeting adjourned at 6:10 P.M.



Regional School Unit 5
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Item # 11.D.

"To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions."

Tom Gray, Superintendent of Schools
Kelly Wentworth, Director of Finance & Human Resources

Erica Mazzeo, Assistant Superintendent of Schools
Elisha Morris, Director of Instructional Support

Policy Committee
Thursday, November 6, 2025
4:15 p.m. - Google Meet
Minutes

Committee Members Present: Colin Cheney, Kara Kaikini, Chris Savaiano
Committee Members Absent: None
Administrators in Attendance: Tom Gray, Superintendent
Guests: None

The meeting started at 4:15 p.m.

1. Law Change:

The following policy was revised and will be brought to the Board for 1st Read on November 19, 2025:

1. EBCF - Automated External Defibrillators (AED's)

The following policies were discussed and will be brought back to the next Policy Committee meeting:

1. EBBD - Temperature Standards for Schools
2. JICJ - Cell Phones and Other Personal Electronic Devices in Schools

2. Regular Review:

The following policy and procedure were discussed and will be brought back to the next Policy Committee meeting:

1. JICK - Bullying
2. JICK-R - Bullying Administrative Procedure

3. Board Request:

None

The meeting adjourned at 6:45 p.m.



Regional School Unit 5
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Item # 12.A & B.

"To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions."

Tom Gray, Superintendent of Schools
Kelly Wentworth, Director of Finance & Human Resources

Erica Mazzeo, Assistant Superintendent of Schools
Elisha Morris, Director of Instructional Support

TO: Karen Breer, Colin Cheney, Anna Child, Malik Farlow, Danielle George, Kara Kaikini, Michelle Ritcheson, Chris Savaiano, Kelly Sink, Valerie Williams, Stephanie Worth, Maria Abbatemarco, Moon Tussing

CC: Julie Nickerson, Amanda Marsden, Holly Johnson, Kate Harrison, Will Pidden, Eric Hall, Peter Wagner, Jen Gulko, Erica Mazzeo, Elisha Morris, Pam Crosby, Bill Ridge, Emily Grimm, Scott Emery, Charlie Mellon, Erica Reilly, Kelly Wentworth, Sam Rigby, Glen Reynolds, Jeremy Arsenault, Jen Winkler, Trevor Bean, Nancy Doherty, Jill Hooper, Matt Greear, Rocco Abbatemarco, Scott Jelescheff, Amanda Chisholm, Eliza Bowen, Caitlyn Hecox, Pam Gee

FROM: Tom Gray, Superintendent
DATE: November 12, 2025
RE: Review/Update of Policies

At the November 19, 2025 Board of Directors Meeting, the following policies/procedures will be on the agenda:

1st Read

EBCF - Automated External Defibrillators (AED's)

2nd Read

IHBEA - Programs for Multilingual Learners

JKAA - Use of Physical Restraint and Seclusion

JKAA-R - Procedures on Physical Restraint and Seclusion

AUTOMATED EXTERNAL DEFIBRILLATORS (AED'S)

The Board of Directors recognizes that from time to time medical emergencies may arise that warrant the use of an automated external defibrillator (AED). The RSU No. 5 School Department **should have at least one AED at each school and** may acquire one or more AEDs for use in its schools and at school athletic events.

RSU No. 5 will offer training to students on performing cardiopulmonary resuscitation (CPR) and use of an AED in accordance with such rules as may be adopted by the Maine Department of Education, and may require training for those school unit personnel who have been identified by the Superintendent, in consultation with the school physician, as needing such training to effectively carry out their job responsibilities.

The Superintendent shall be responsible for developing, in consultation with the school physician or other qualified expert and in accordance with the manufacturers' instructions, protocols for the use, storage, location, testing, and maintenance of the school unit's AEDs and for identification of school personnel who should be trained in the use of an AED.

Although the Board authorizes the acquisition of AEDs, it cannot and does not guarantee that an AED or a person trained in its use will be available at any particular school site or school-sponsored event.

Legal Reference: 14 MRSA § 164
 20-A MRSA § 4009
 22 MRSA § 2150-C
 Maine Dept. of Educ. Rule Ch. 41

Cross Reference: EBCA – ~~Crisis Response~~ **Comprehensive Emergency Management** Plan
 JLCE – First Aid and Emergency Medical Care

Adopted: April 28, 2010
Reviewed: December 14, 2011
Reviewed: November 29, 2017
Revised:

PROGRAMS FOR MULTILINGUAL LEARNERS

The Board of Directors recognizes that there may be some students attending RSU No. 5 schools for whom English is not their primary home language, Multilingual Learners. These students may be significantly challenged as they acquire or improve English proficiency at the same time they are learning the knowledge and skills associated with the content standards of the system of Learning Results. In order to ensure equal educational opportunity, the school system will provide a program for students who are limited in English proficiency.

~~To that end, the Superintendent/designee shall be responsible for developing and implementing the school unit's "Lau Plan." The Lau Plan will describe:~~

- ~~A. — How students will be identified as being from a non-English language background;~~
- ~~B. — How such students will be assessed to determine their English language proficiency level and their need for support in content areas;~~
- ~~C. — The types of services the school system will provide Multilingual Learners to meet their English language acquisition needs and support in content areas;~~
- ~~D. — How Multilingual Learners will be evaluated for the purpose of determining when to reduce services or exit them from the language support services when they are ready to benefit from an all-English Learning Results aligned curriculum, and how their progress will be monitored after they have stopped receiving Multilingual services; and~~
- ~~E. — How the school system will evaluate the effectiveness and appropriateness of the language support program for Multilingual Learners.~~

~~The Lau Plan will also describe how the school unit will communicate with the parents/guardians of Multilingual Learners parents.~~

~~The school unit will comply with all applicable federal laws and/or regulatory requirements if federal funds or grants are utilized for Multilingual Learners.~~

RSU No. 5 shall provide appropriate programs for Multilingual Learners to assist them in attaining English language proficiency and meeting state and local academic achievement standards in compliance with applicable federal and state requirements. The School Department shall also provide for opportunities for parent involvement in their children's education as required by federal law.

The Superintendent is responsible for developing and implementing the school unit's Lau Plan and any necessary administrative procedures. The Superintendent may delegate specific responsibilities to building administrators or others as they deem appropriate.

The Lau Plan shall be approved by the RSU No. 5 Board of Directors before it is submitted to the Maine Department of Education.

Legal References: Title VI of the ~~1964~~ Civil Rights Act of 1964, 42 U.S.C. § 2000d
P.L. 107-110 (No Child Left Behind Act of 2001)
~~20-A M.R.S.A. § 15670(18)~~
~~Ch. 127 § 3.02 (Me. Dept. of Ed. Rule)~~
~~Commissioner's Administrative Letter No. 24 (December 9, 2003)~~
20 U.S.C. §§ 6312; 6811 et seq.
20-A M.R.S.A. § 4701
Maine Department of Education Rule Chapter 127

Adopted: February 24, 2010
Reviewed: April 25, 2012
Revised: April 26, 2017
Revised: January 25, 2023

USE OF PHYSICAL RESTRAINT AND SECLUSION

The **RSU No. 5** Board has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents an imminent risk of serious physical injury to the student or others, and less intrusive interventions have failed or been deemed inappropriate.

State law and MDOE Rule Chapter 33 do not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.

The Superintendent has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as they deem appropriate.

I. DEFINITIONS.

The following definitions apply to this policy and accompanying procedure:

A.

1. **Physical restraint:** A personal restriction that immobilizes or reduces the ability of a student to move their arms, legs, or head freely.
2. **Physical restraint does not include any of the following:**
 - a. Physical escort: A temporary ~~voluntary~~ touching or holding of the hand, wrist, arm, shoulder or back to induce a student to walk to a safe location.
 - b. Physical prompt: A teaching technique that involves **voluntary** physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
 - c. Protective Physical Interventions: Brief physical contact with a student in response to potentially harmful student action that serves to deflect, block, or redirect the student's actions or disengage from a student's inappropriate grip, but from which the student could freely move away.
 - d. The use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.
 - e. The use of adaptive devices or mechanical supports to achieve proper body position, balance or alignment to allow greater freedom of movement than would be possible without the use of such devices or supports.

B.

1. **Seclusion:** The involuntary isolation or confinement of a student alone in a room or clearly defined area from which the student does not feel free to go or is physically denied exit.
2. **Seclusion does not include:** ~~Timeout:~~ A timeout, which is an intervention where a student requests, or complies with an adult request for a break.

C.

1. **Serious physical injury:** Any impairment of the physical condition of a person, whether self-inflicted or inflicted on someone else, that ~~is beyond the care of routine first aid, and if the injury had occurred, would require~~ a medical practitioner, including but not limited to, a school nurse, to evaluate and/or treat the ~~victim~~ person.
2. **Voluntary:** Voluntary means that a student cooperates with a request, independent of staff using physical force for the purpose of overcoming a student's resistance.
3. **Emergency:** A sudden, urgent occurrence, usually unexpected, but sometimes anticipated, that requires immediate action.

II. PROCEDURES FOR IMPLEMENTING PHYSICAL RESTRAINT AND SECLUSION.

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure, JKAA-R.

III. ANNUAL NOTICE OF POLICY/PROCEDURE.

RSU No. 5 shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Superintendent/designee.

IV. TRAINING REQUIREMENTS.

- A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.
- B. RSU No. 5 will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the Superintendent's Office, in each school office and in the school unit's Comprehensive Health and Emergency Management Plan.

V. PARENT/LEGAL GUARDIAN COMPLAINT PROCEDURE.

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Superintendent as soon as possible. The Superintendent/designee shall investigate the complaint and provide written findings to the parent/legal guardian within twenty (20) business days of receiving the complaint, if practicable.

A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the local complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and the school unit within 60 calendar days of receiving the complaint.

Legal References: 20-A MRSA §§ 4014, 4502(5)(M); 4009
Chapter 33 (Maine Department of Education Rules)

Cross Reference: JKAA-R – Procedures on Physical Restraint and Seclusion
JK – Student Discipline
KLG/~~KL~~G-R – Relations with Law Enforcement **Authorities**
KLG-R - Relations with Law Enforcement Authorities
Administrative Procedures
EBCA – Comprehensive Health and Emergency Management Plan

Adopted: June 24, 2009
Reviewed: March 24, 2010
Revised: January 26, 2011
Revised: November 28, 2012
Revised: June 12, 2013
Reviewed: January 24, 2018
Revised: February 7, 2024

PROCEDURES ON PHYSICAL RESTRAINT AND SECLUSION

These procedures are established for the purpose of meeting the obligations of RSU No. 5 under state law/regulations and Board Policy JKAA governing the use of physical restraint and seclusion. These procedures shall be interpreted in a manner consistent with state law and regulations.

I. PHYSICAL RESTRAINT

To the extent possible, physical restraint will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated a physical restraint in an emergency, trained staff must be summoned to the scene to assume control of the situation if the emergency continues.

This procedure does not preclude law enforcement personnel, **or other first responders** from implementing physical restraints in carrying out their professional responsibilities.

A. Permitted Uses of Physical Restraint

1. Physical restraint may be used only when the behavior of a student presents an imminent risk of serious physical injury to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate. The physical restraint must end immediately upon the cessation of the imminent risk of serious physical injury to the student or another person, and should involve the least amount of force necessary to protect the student or other person.
2. Serious physical injury is any impairment of the physical condition of a person, whether self-inflicted or inflicted on someone else, ~~that is beyond the care of routine first aid, and if the injury were to occur, would require~~ a medical practitioner, **including but not limited to, a school nurse**, to evaluate and/or treat the ~~victim~~ **person**.
3. Prescribed medications, harnesses, **seat belts** and other assistive or protective devices may be used as permitted by law and described in Policy JKAA.
4. Parents/legal guardians may be requested to provide assistance with their child at any time.

B. Prohibited Forms and Uses of Physical Restraint

1. Physical restraint used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
2. Physical restraint used to prevent property destruction or disruption of the environment in the absence of a risk of **serious physical** injury or harm.

3. Physical restraint that is life threatening, restricts breathing or restricts blood flow to the brain, including prone restraint.
4. Physical restraint that relies on pain for control, including but not limited to joint hyperextension, excessive force, unsupported take-downs (e.g., tackles), the use of any physical structure (e.g., wall, railing or post), punching and hitting.
5. Physical restraint that is contraindicated based on the child's disability, health care needs, or medical or psychiatric condition if appropriately documented in:
 - A health care directive or medical management plan;
 - A school-approved behavior plan;
 - An IEP or an Individual Family Service Plan (IFSP); or
 - A school-approved 504 or ADA plan.
6. Aversive procedures and mechanical and chemical restraints.
 - a. Aversive procedures are defined as the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli include but are not limited to infliction of bodily pain (e.g., hitting, pinching, slapping); water spray; noxious fumes; extreme physical exercise; costumes or signs.
 - b. Mechanical restraints are defined as any restraint that uses a device to restrict a student's freedom of movement. Such restraints do not include adaptive devices or mechanical supports to achieve proper body position, balance or alignment to allow greater freedom of movement, or the use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.
 - c. Chemical restraints are defined as the use of drug or medication that is not prescribed as the standard treatment of a student's medical or psychiatric condition by a licensed physician or other qualified health professional acting under the scope of the professional's authority under state law that is used on a student to control behavior or restrict freedom of movement.

C. Monitoring Students in Physical Restraint

1. At least two adults must be present at all times when physical restraint is used except when, for safety reasons, waiting for a second adult to arrive is precluded by the particular circumstances.
2. The student must be continuously monitored until they no longer presents a risk of injury or harm to the student or others.
3. If an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Physical Restraint

1. The staff involved in the use of physical restraint must continually assess for signs that the student **in physical restraint** is no longer presenting an imminent risk of serious **physical** injury ~~or harm~~ to themselves or others, and the physical restraint must be discontinued immediately after it is determined that the imminent risk of serious physical harm has ended.
 - a. The time a student is in physical restraint must be monitored and recorded.
 - b. If physical restraint continues for more than ten (10) minutes, an administrator/designee shall determine whether continued physical restraint is warranted, and shall continue to monitor the status of the physical restraint every ten (10) minutes until the restraint is terminated.
 - c. If attempts to release a student from physical restraint have been unsuccessful and the student continues to present behaviors that create an imminent risk of serious physical injury to the student or to others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

II. SECLUSION.

To the extent possible, seclusion will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated seclusion in an emergency, trained staff must be summoned to the scene as soon as possible.

A “timeout” where a student requests, or complies with an adult request, for, a break is not considered seclusion under this procedure. Seclusion also does not include any situation where others are present in the room or defined area with the student (including but not limited to classrooms, offices and other school locations).

A. Permitted Uses and Location of Seclusion

1. Seclusion may be used only as an emergency intervention when the behavior of a student presents an imminent risk of serious bodily injury to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate. The seclusion must end immediately upon the cessation of the imminent risk of serious physical injury to the student or another person.
2. Serious physical injury is any impairment of the physical condition of a person, whether self-inflicted or inflicted on someone else, that is ~~beyond the care of routine first aid, and if the injury were to occur, would~~ requires a medical practitioner, **including but not limited to, a school nurse**, to evaluate and/or treat the ~~victim~~ **person**.
3. Seclusion may occur in any part of a school building with adequate light, heat, ventilation and of normal room height.
 - a. Seclusion may not take place in a locked room.
 - b. If a specific room is designated as a seclusion room, it must be a minimum of sixty (60) square feet; have adequate light, heat and ventilation; be of normal room height; contain an unbreakable observation window in a wall or door; and must be free of hazardous materials and objects which the student could use to self-inflict bodily injury.
4. Parents/legal guardians may be requested to provide assistance **with their child** at any time.

B. Prohibited Uses of Seclusion

1. Seclusion used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
2. Seclusion used solely to prevent property destruction or disruption of the environment in the absence of **an** imminent risk of serious physical injury.
3. Seclusion that is life threatening.
4. Seclusion that is contraindicated based on the child's disability, health care needs, or medical or psychiatric condition if appropriately documented in:
 - A health care directive or medical management plan;
 - A school-approved behavior plan;
 - An IEP or IFSP; or
 - A school-approved 504 or ADA plan.

C. Monitoring Students in Seclusion

1. At least one adult must be physically present at all times to continuously monitor a student in seclusion. The adult, while not present in the room or defined area, must be situated so that the student is visible at all times.
2. The student must be continuously monitored until they no longer present an imminent risk of serious physical injury ~~or harm to themselves~~ the student or others.
3. If an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Seclusion

1. The staff involved in the seclusion must continually assess for signs that the student is no longer presenting an imminent risk of serious physical injury to the student or others, and the seclusion must be discontinued as soon as the imminent risk ceases.
 - a. The time a student is in seclusion must be monitored and recorded.
 - b. If seclusion continues for more than ten (10) minutes, an administrator/designee shall determine whether continued seclusion is warranted, and shall continue to monitor the status of the seclusion every ten (10) minutes until the seclusion restraint is terminated.
 - c. If attempts to release a student from seclusion have been unsuccessful and the student continues to present behaviors that create an imminent risk of serious physical injury to the student or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

III. NOTIFICATION AND REPORTS OF PHYSICAL RESTRAINT AND SECLUSION INCIDENTS.

For the purposes of this procedure, an “incident” consists of all actions between the time a student begins to create an imminent risk of serious physical injury and the time the student ceases to pose that imminent risk and returns to their regular programming.

A. Notice Requirements

After each incident of physical restraint or seclusion:

1. A staff member involved in the incident shall make an oral notification to the administrator/designee as soon as possible, but no later than the end of the school day.
2. An administrator/designee shall notify the parent/legal guardian about the physical restraint or seclusion (and any related first aid provided) as soon as practical, but within the school day in which the incident occurred. The administrator/designee must utilize all available phone numbers or other available contact information to reach the parent/legal guardian. If the parent/legal guardian is unavailable, the administrator/designee must leave a message (if the parent/legal guardian has a phone and message capability) to contact the school as soon as possible. The parent/legal guardian must be informed that written documentation will be provided within seven (7) calendar days.
3. If the physical restraint or seclusion incident occurred outside the school day, the notifications must be made as soon as possible and in accordance with RSU No. 5 usual emergency notification procedures.
4. If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, the RSU No.5 emergency notification procedures shall be followed and an administrator/designee shall notify the Maine Department of Education within twenty-four (24) hours or the next business day.

B. Incident Reports

Each use of physical restraint or seclusion must be documented in an incident report. The incident report must be completed and provided to an administrator/designee as soon as practical, and in all cases within two (2) school days of the incident. The parent/legal guardian must be provided a copy of the incident report within seven (7) calendar days of the incident.

The incident report must include the following elements:

1. Student name;
2. Age, gender and grade;
3. **Does the student have an individualized Education or 504 plan;**
4. Location of the incident;
5. Date of the incident;
6. Date of report;
7. Person completing the report;
8. Beginning and ending time of each physical restraint and/or seclusion;
9. Incident start and end time;
10. Total time of incident;
11. Total number of uses of seclusion within the incident period;

- a. Beginning and ending time of each use of seclusion within the incident period;
 - b. A detailed description of each use of seclusion within the incident period;
12. Total number of uses of physical restraint within the incident period;
 - a. Beginning and ending time of each use of physical restraint within the incident period;
 - b. A detailed description of each use of physical restraint within the incident period;
 13. Description of prior events and circumstances;
 14. Less restrictive interventions tried prior to the use of physical restraint and/or seclusion and, if none were used, explain why;
 15. The student behavior that justifying justified the use of physical restraint or seclusion;
 16. A detailed description of the physical restraint or seclusion used;
 17. The staff person(s) involved, their role in the physical restraint and/or seclusion, and ~~whether each person is certified~~ their certification, if any, in an approved training program;
 18. Description of the incident, including the resolution and process of returning the student to their program, if appropriate;
 19. Whether the student has an a. IEP, b. 504 Plan, c. behavior plan, d. IHP (individual health plan) or e. any other plan;
 20. If a student and/or staff sustained bodily injury, the date and time of nurse or other response personnel notification and ~~any~~ the treatment administered, if any;
 21. If a staff member sustained bodily injury, the date and time of nurse or response personnel notification and the treatment administered, if any.
 22. ~~The d~~ Date, time and method of parent/legal guardian notification; and
 23. ~~The date and time of administrator/designee notification; and~~
 24. Date, ~~and~~ time of staff debriefing.

Copies of the incident reports shall be maintained in the student's file and in the school office.

IV. SCHOOL UNIT RESPONSE FOLLOWING THE USE OF PHYSICAL RESTRAINT OR SECLUSION.

- A. Following each incident of physical restraint or seclusion, an administrator/designee shall take these steps within two (2) school days (unless serious bodily injury requiring emergency medical treatment occurred, in which case these steps must take place as soon as possible, but no later than the next school day):

1. Review the incident with all staff persons involved to discuss: (a) whether the use of physical restraint or seclusion complied with state and school board requirements and (b) how to prevent or reduce the need for physical restraint and/or seclusion in the future.
 2. Meet with the student who was physically restrained or secluded to discuss: (a) what triggered the student's escalation and (b) what the student and staff can do to reduce the need for physical restraint and/or seclusion in the future.
- B. Following the meetings, staff must develop and implement a written plan for response and de-escalation for the student. If a plan already exists, staff must review it and make revisions, if appropriate. For the purposes of this procedure, "de-escalation" is the use of behavior management techniques intended to cause a situation involving problem behavior of a student to become more controlled, calm and less dangerous, thus reducing the risk of injury or harm.
- V. **PROCEDURE FOR STUDENTS AFTER EVERY THIRD INCIDENT ~~IN A SCHOOL YEAR.~~**

The school unit will make reasonable, documented efforts to encourage parent/legal guardian participation in the meetings required in this section, and to schedule meetings at times convenient for parents/legal guardians to attend.

A. Special Education/504 Students

1. After ~~the~~ **every** third incident of physical restraint and/or seclusion in one school year, the student's IEP or 504 Team shall meet within ten (10) school days of the third incident to discuss the incident and consider the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan), or amend an existing one.
2. Schools are not required to hold more than one meeting within any 30-school-day period to address restraints or seclusion, notwithstanding the "after every third incident" standard noted above.

B. All Other Students

1. After every third incident of physical restraint and/or seclusion in one school year, a team consisting of the parent/legal guardian, administrator/designee, a teacher for the student, a staff member involved in the incident (if not the administrator/designee or teacher already invited), and other appropriate staff shall meet within ten (10) school days to discuss the incidents.

2. Schools are not required to hold more than one meeting within any 30-school-day period to address restraints or seclusion, notwithstanding the “after every third incident” standard noted above.
3. The team shall consider the appropriateness of a referral to special education and, regardless of whether a referral to special education is made, the need to conduct an FBA (functional behavior assessment) and/or develop a BIP (behavior intervention plan).

VI. CUMULATIVE REPORTING REQUIREMENTS

A. Reports within the School Unit

Each building administrator must report the following data on a quarterly and annual basis:

1. Physical Restraint

- a. total number of incidents that include the use of physical restraints;
- b. the aggregate number of uses of physical restraint;
- c. the aggregate number of students placed in physical restraint;
- d. the aggregate number of students with disabilities and an individualized education program under state and federal special education laws or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, placed in physical restraints;
- e. the aggregate number of serious physical injuries to students related to physical restraint;
- f. the aggregate number of serious physical injuries to staff related to physical restraint;
- g. aggregate number of uses of physical restraint;
- h. aggregate number of students placed in physical restraint;
- i. aggregate number of serious ~~physical~~ **bodily** injuries to students related to the use of restraint **and seclusions**; and
- j. aggregate number of serious bodily injuries to staff related to physical restraint and seclusion.

2. Seclusion:

- a. total number of incidents that include the use of seclusion;
- b. the aggregate number of uses of seclusion;
- c. the aggregate number of students placed in seclusion;
- d. the aggregate number of students with disabilities and an individualized education program under state and federal special education laws or a plan pursuant to Section 504 federal Rehabilitation Act of 1973, placed in seclusion;
- e. the aggregate number of serious physical injuries to students related to seclusion;
- f. the aggregate number of serious physical injuries to staff related to seclusion;

B. Superintendent Review of Reports.

- 1. The superintendent/~~designee~~ **or chief administrator** shall review cumulative reports received as set forth in this section and identify those areas that can be addressed to reduce the future use of physical restraint and seclusion. These cumulative reports may be requested by the Department of Education at any time.

C. Reports to Maine Department of Education

Each covered entity shall submit to the department an annual report on incidents of physical restraint and seclusion of students of that covered entity that includes:

1. Physical Restraint:

- a. total number of incidents that include the use of physical restraints;
- b. the aggregate number of uses of physical restraint;
- c. the aggregate number of students placed in physical restraint;
- d. the aggregate number of students with disabilities and an individualized education program under state and federal special education laws or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, placed in physical restraints;
- e. the aggregate number of serious physical injuries to students related to physical restraint; **and**

f. the aggregate number of serious physical injuries to staff related to physical restraint.

2. Seclusion:

a. total number of incidents that include the use of seclusion;

b. the aggregate number of uses of seclusion;

c. the aggregate number of students placed in seclusion;

d. the aggregate number of students with disabilities and an individualized education program under state and federal special education laws or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, placed in seclusion;

e. the aggregate number of serious physical injuries to students related to seclusion; **and**

f. the aggregate number of serious physical injuries to staff related to seclusion;

Legal Reference: 20-A MRSA §§ 4014, 4502(5)(M); 4009
Chapter 33 (Maine Department of Education Rules)

Cross Reference: EBCA – Comprehensive Health and Emergency Management Plan
JKAA – Use of Physical Restraint and Seclusion
JK – Student Discipline
KL~~G~~/KL~~G-R~~ – Relations with Law Enforcement **Authorities**
KL~~G-R~~ - Relations with Law Enforcement Authorities Administrative Procedures

Administrative Procedure Adopted: March 16, 2010
Administrative Procedure Revised: December 14, 2010
Board of Directors Adopted: November 28, 2012
Revised: June 12, 2013
Revised: January 24, 2018
Revised: February 7, 2024

FIELD TRIPS AND OTHER STUDENT TRAVEL

The Board recognizes the educational value of school-sponsored trips as a means of extending the curriculum and as a vehicle for encouraging and supporting student participation in academic, artistic, and athletic activities, performances and competitions. In addition, some school-sponsored trips may provide social experiences and contribute to the development of a positive school culture.

This policy provides guidance for the various kinds of trips that may be sponsored by the RSU No. 5 schools.

Field Trips

“Field trip” means a trip that takes place during the school day and is organized and conducted by one or more RSU No. 5 employees as a means of accomplishing particular curriculum objectives. All students within the class or grade, or curriculum related subgroup within a class, will be eligible to participate.

Field trips must be approved in advance by the building principal.

Teachers and principals will be expected to consider the following factors in planning and approval of field trips:

- A. Objectives of the proposed trip and the anticipated learning outcomes;
- B. Specific learning activities to be experienced during the trip;
- C. Suitability of the activity and distance traveled to the age of students;
- D. Mode and availability of transportation, with school bus transportation arranged so as not to disrupt school bus schedules;
- E. Arrangements for meals (if applicable);
- F. Availability of funding for all necessary expenses through the school budget or other appropriate sources; and
- G. Plans for communicating information to parents.

In addition the Board requires that:

- A. Parents/guardians give written permission for field trip participation;
- B. Adequate supervision be provided to maintain discipline and safety and to respond to emergencies;

- C. Students participating in field trips conduct themselves in a manner consistent with Board policies and school rules; and
- D. Any overnight curriculum-related trip must be approved by the Superintendent.

Competition Trips

“Competition trip” means any trip related to an academic, artistic, athletic, or other student competition or performance that involves individual students or teams. Any competition trip that is outside of those scheduled for the year must be approved in advance by the Superintendent. Approval may be contingent upon availability of funding through the school budget or other sources.

* Other School-Sponsored Trips *

Other school-sponsored trips are those that are organized and conducted by one or more employees of RSU No. 5 as a supplement to the curriculum, as a class social activity, or as an activity planned by a student club or organization. Such trips may include overnight, long-distance in-state or out-of-state travel, or foreign travel. To be school-sponsored, the trip must relate directly to the curriculum or to activities for which the student club is organized.

Participation in such trips is entirely voluntary. There shall be no extra credit awarded for participation and no loss of credit for not taking a trip.

Participation may be limited to students taking courses related to the purpose of the trip or to students who are affiliated with the student club or organization planning the trip.

The Superintendent must approve, in advance, any trips involving out-of-state travel and all overnight and foreign trips. Approval may be contingent upon availability of funding from the school budget and other sources, including student fundraising.

Staff or administrators seeking approval for school-sponsored trips must furnish the following information:

- A. Objectives of the trip and anticipated outcomes;
- B. Specific experiences to be provided;
- C. Number and grade(s) of students;
- D. Criteria for student participation;
- E. Maximum number of students who may participate;
- F. Cost per student, including funds requested from RSU No. 5 and from individual students;

- G. Fundraising plans (if applicable);
- H. Transportation arrangements;
- I. Itinerary;
- J. Arrangements for meals and lodging;
- K. Arrangements for adult supervision/chaperones;
- L. Plans for safety and emergencies;
- M. Plans for communicating information to parents and obtaining parental permission; and
- N. Accountability for student conduct.

Adequate supervision must be provided to maintain discipline and safety and to respond to emergencies.

Students participating in field trips and other school-sponsored trips must conduct themselves in a manner consistent with Board policies and school rules. Students who violate Board policy or school rules will be subject to disciplinary consequences.

Non-School-Sponsored Travel

Travel organized by RSU No. 5 employees, parents or others that is not an extension of the instructional program or school-sponsored activities and has not been approved as a school-sponsored trip in compliance with this policy will be considered a non-school-sponsored trip.

All responsibility for non-school-sponsored trips lies with the individual(s) or group(s) organizing them. The Board accepts no responsibility for non-school-sponsored trips, and organizers should be aware that such trips or excursions are not covered by the school unit's liability insurance.

To minimize the impact of these trips on the instructional program and operation of the schools, the Board strongly encourages organizers/sponsors to schedule non-school-sponsored trips during weekends and/or vacation periods. Staff members planning or participating in non-school-sponsored travel must notify the building principal of such plans. Student absences due to participation in non-school sponsored travel will be considered unexcused absences.

Instructional time may not be used to promote the trip or distribute materials. Individuals or groups who wish to use the schools for the purpose of publicizing trips or recruiting participants and parents/chaperones may do so in accordance with the Board's facilities use policy. Individuals or groups wishing to distribute promotional materials may do so only in accordance with Board policy. Non-school-sponsored trips must not be represented as school functions or as related to, or an extension of, the District's school unit's instructional, co-curricular or extracurricular programs.

It is the responsibility of any staff engaging in such trips or activities to notify the parents of prospective and participating students that this is not a school activity, but an independent voluntary trip organized or led by that teacher or staff member. To minimize any risk of misunderstanding, the following statement must be made in any informational meetings or materials promoting the trip:

“This trip is not approved or sponsored by the RSU No. 5 Board. It has not been reviewed, approved or endorsed by authorized RSU No. 5 administrators and it is not covered by any of RSU No.5’s insurance policies.”

Cross Reference: EEBB- Use of Private Vehicles on School Business
 KHB – Advertising in the Schools
 JEA – Compulsory Attendance
 GBEBB - Staff Conduct with Students

Adopted: February 24, 2010
Revised: April 27, 2011
Revised: January 25, 2017
Reviewed: March 12, 2025

Freeport High School- *Lycée Blaise Pascal* Segré, France

Exchange Partnership
"Maine to *Maine*"
2026

FHS- *Lycée Blaise Pascal* Exchange 2026

Three Possible Areas of Partnership...

1] School Group Exchanges- Groups of 15-25 students from each school, with chaperones, swap visits of approx 10-14 days. Combination of in-school time (shadowing partners), family time, and local excursions.

2] *Passepartout* Program- One or two students from each school per year, direct-family to family exchanges of approximately 8-10 weeks.

3] Virtual Exchange- Teachers from both schools may collaborate across the ocean to plan shared learning experiences for students.

School Group Exchanges

- Each participant is matched with a “host sibling” at the partner school
- Partners are matched according to criteria that include needs and preferences.
- Visiting students reside with their host families and participate fully in family life.
- During school days, visitors shadow their partners in school
- Each host school provides enrichment activities (field trips, after school special events)
- Visitors pay for transportation, chaperone costs, travel insurance, school cafeteria meals, spending money, and optional EXTRA Paris time
- Hosts pay for all other meals, lodging, transportation during the visit, and group outings organized by the host school

Passepartout Program

- Medium-term (8-10 week) exchanges of 1 or 2 students from each school per year
- Timing of visits can be coordinated on an individual basis, depending on each student's situation
- Direct family-to-family reciprocity
- Only costs are travel, passports, spending money
- Would require at least basic French proficiency and the intention to experience language immersion
- Lycée Blaise Pascal offers some classes in English
- FHS students would need to stay current with their FHS classes remotely during the course of the visit

Sample Itinerary In France– first, some time in Paris?

Day 1– Depart USA

Day 2– Arrive in Paris. Hop on hop off bus tour, lunch near the Opera, “Perfumer’s Apprentice” workshop at the Fragonard *perfumerie*, Check in to hotel; dinner. Evening stroll as a group- early bedtime.

Day 3– Visit the *Louvre*, walk to Notre Dame, lunch in the Latin Quarter. Catacombes, then walk to Champ du Mars. Dinner near the *Tour Eiffel*, evening visit to the top of the tower. Cross to the Trocadero, group photo. Stroll down the *Champs Elysees*. Hotel.

Day 4– Depart Paris by train. Arrive in Angers; families pick up. Family time.

At Last, The Exchange... and coming home

Days 5-12– Time with families and in school. School sponsors local excursions to places such as

- La Mine Bleu (a local slate mine)
- Angers and Angers Castle
- Chateau de la Lorie (a local Rococo chateau)
- The D-Day Beaches and American Cemetery in Normandy
- Mont St. Michel
- St. Malo

Day 13– Depart Segré by coach. Drive back to Paris. *En route*, visit Chateau de Versailles (full day). Onward to Paris; hotel stay near airport.

Day 14– Depart for USA

Estimated Costs of Travel– Approx. \$3300

Airfare: Boston to Paris Return ticket– \$1000

Ground Transport to and from Logan airport via Concord Trailways– \$60

Train from Paris to Angers– \$150

Coach from Segré - Versailles - Paris– \$150

Chaperone Costs- Transportation Costs including rental car divided evenly among group members (approx \$350 per student)

Passport- \$150

Spending Money– \$500 max (will include some costs for the Paris Metro)

Estimated Costs of Hosting– Approx. \$400

School Buses for Field Trips– \$150 per family

Regional Field Trips– Approx \$250 in total

Farewell Lobster Bake– \$20 per person

Hosting expenses collected as a \$400 deposit at the beginning of the entire exchange (before travel); hosting costs above paid out of these.

If a family travels but does not host, the host deposit is forwarded to a substitute host family.

School Group Exchange: Travel to France April 2026

FHS Group travel to France for April break plus the following week, 2026 (approx 4/17 - 5/2) 2026

French students come to Maine (tentatively) between mid-September and mid-October, 2026

**RSU5 Board of Directors
Committees**

Curriculum and Program Development Committee	Two or three members sit on the committee. The committee will be updated with progress occurring in the district. <i>Meets once each trimester at 2:30 p.m. during the school year.</i>
Diversity, Equity and Inclusion (DEI) Committee	Two members sit on the committee. <i>Meets the second Tuesday of each month at 7:00 a.m.</i>
Dropout Prevention (BOOST) Committee	One Board member per policy serves as a representative. The committee is charged with meeting at least annually to plan for decreasing the number of students who do not complete their education. <i>Meets at 2:30 p.m. once in the Fall.</i>
Facilities and Operations Committee	Three members. Conducts periodic reviews of school facilities and buildings, and reports to the Board. Recommends additions, deletions, and/or changes to facilities needed to support the school programs and ensure safety. Develops and recommends a maintenance schedule for buildings, grounds, and transportation. Conducts studies, reviews proposals, and determines the impact on maintenance costs, usage, and sustainability efforts. Works with building committees and renovations committees as needed. Reviews data regarding the operation of the Freeport Performing Arts Center, develops a long-term plan for maintenance and makes recommendations for appropriate usage fees. <i>Meets at 5:00pm before the first Board meeting of the month.</i>
Finance Committee	Three members, one representative from each town per policy. Committee provides oversight for finance operations of the RSU. <i>Meets at 5:00pm before the second Board meeting of the month.</i>
Freeport Cable TV Board Committee	One member serves as the school representative on the Freeport Cable TV Board. <i>Meetings scheduled by the Town of Freeport.</i>
Maine Region Ten Technical High School Committee	Two Board members serve on the Maine Region Ten Technical High School Board of Directors. All traditional Board functions are carried out by the Region 10 board which is made up of representatives of the three sending school towns (Brunswick, Freeport and SAD 75) Note: we have filled one of the positions with a community member in the past if needed. <i>Meets at 6:00 p.m. the 3rd Monday of the month.</i>

Negotiations Committee	Two or three members for professional and two members for support staff. Take part in active contract negotiations on behalf of the school system with each employee union. Activities may involve negotiating successor agreements. The major time commitment arises when current contracts require renewal.
Policy Committee	Three members. Policy topics and issues are generated by referral from the Board, at the request of the Superintendent, changes in law and recommendations from MSMA. <i>Meets monthly during the school year.</i>
Stipend Review Committee	Two members sit on the committee per CBA. Contractually any new stipend request comes with Administrator approval to the committee; their recommendation goes to the CEA then the full Board for final action. Reviews all stipend positions periodically. <i>Meets at 3:45 p.m., if needed.</i>
Strategic Communications Committee	Two or Three members. The Strategic Communications Committee provides oversight for the Strategic Framework implementation and facilitates communication between the RSU5 Board and the public. <i>Meets four times a year.</i>
Wellness Committee	One member. <i>Meets bi-monthly during the school year meetings are held after school.</i>

STANDING COMMITTEE

REQUIRED COMMITTEES

OTHER COMMITTEES

Board Vote: 9-13-23

COMMITTEE MEMBERSHIP

Standing	Required	Other
Facilities & Operations	Dropout Prevention (BOOST)	Curriculum & Program Dev.
Finance	Freeport Cable TV	Diversity, Equity and Inclusion
Negotiations	Region Ten	
Policy	Wellness	
Stipend Review		
Strategic Comm.		

Anna	Chris	Danielle	Colin	Kara	Kelly	Karen	Malik	Michelle	Stephanie	Valerie
Support Negotiations	Finance	Prof. Negotiations	Policy	Policy	Vice-Chair		Support Negotiations	Chair	Stipend Review	Region Ten
Curriculum & Program Dev.	Policy	Curriculum & Program Development	Region Ten	Stipend Review	Facilities and Operations		Diversity, Equity and Inclusion	Facilities and Operations	Dropout Prevention (BOOST)	Diversity, Equity and Inclusion
				Strategic Communications	Strategic Communications			Finance		
				Freeport Cable TV	Finance			Prof. Negotiations		
					Wellness			Support Negotiations		

** Maura is also a member of the MSBA Board

Updated: 11-9-22

Revised: 2-1-23; 4-1-23; 7-1-23; 11-29-23; 6-12-24; 9-11-24; 11-6-24; 4-5-25; 8-27-25; 10-8-25

RSU5 Board Committees

FACILITIES AND OPERATIONS Tom Gray/Glen Reynolds - Michelle Ritcheson - Kelly Sink	FINANCE Tom Gray/Kelly Wentworth - Michelle Ritcheson - Chris Savaiano - Kelly Sink	NEGOTIATIONS Tom Gray <u>Professional</u> - Danielle George - Michelle Ritcheson <u>Support</u> - Anna Child - Malik Farlow - Michelle Ritcheson	POLICY Tom Gray - Colin Cheney - Kara Kaikini - Chris Savaiano
STIPEND REVIEW Tom Gray - Kara Kaikini - Stephanie Worth	STRATEGIC COMMUNICATIONS Tom Gray - Kara Kaikini - Kelly Sink	CURRICULUM AND PROGRAM DEVELOPMENT Erica Mazzeo - Anna Child - Danielle George	DIVERSITY, EQUITY AND INCLUSION Tom Gray/Erica Mazzeo - Malik Farlow - Valerie Williams
DROPOUT PREVENTION (BOOST) Erica Mazzeo Stephanie Worth	FREEPORT CABLE TV Kara Kaikini	MAINE REGION 10 TECHNICAL HIGH SCHOOL - Colin Cheney - Valerie Williams	WELLNESS COMMITTEE Erica Reilly Kelly Sink

STANDING COMMITTEE

REQUIRED COMMITTEES

OTHER COMMITTEES

Board of Directors: 6-12-24

Revised: 7-15-24; 9-11-24;11-6-24;4-5-25; 8-27-25;10-8-25