

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY- DECEMBER 10, 2025
FREEPORT HIGH SCHOOL - LIBRARY
6:30 P.M. REGULAR SESSION
AGENDA**

1. Call to Order:

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

2. Attendance:

___ Colin Cheney

___ 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. Consideration of Minutes: (5 Minutes)

- A. Consideration and approval of the Minutes of November 19, 2025 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____

5. Adjustments to the Agenda:

6. Good News & Recognition: (10 Minutes)

- A. Report from Board's Student Representative

7. Public Comments: (10 Minutes)

8. Reports from Superintendent:

- A. Superintendent's Report (10 Minutes)

- B. Support Staff Hires - Dawn Karim, MLS .5 Custodian

Joe Townsend, Van Driver/Field Maintenance

Lucy Lloyd, Laugh & Learn Teacher

- C. Resignations/Retirements: Jonathan Rhoads - MSS Ed Tech

Diane Acousti (Retirement end of SY) MSS 1st Grade Teacher

- D. FHS Student Leadership Team (20 Minutes)

9. Administrator Reports:

- A. Finance - Kelly Wentworth (5 Minutes)

- B. Update from Technology Department and Goal Review - Sam Rigby (20 Minutes)

- C. Use of AI in Schools - Erica Mazzeo and Sam Rigby (20 Minutes)
- D. Update from Instructional Support Department and Goal Review - Elisha Morris (20 Minutes)

10. Board Comments and Committee Reports:

- A. Board Information Exchange and Agenda Requests (10 Minutes)
- B. Policy Committee (5 Minutes)

11. Policy Review: (40 Minutes)

- A. Consideration and approval of 1st Read of the following policies:
 - 1. EBBD - Temperature Standards for Schools (New Policy)
 - 2. JICJ - Cell Phones and Other Personal Electronic Devices in Schools (New Policy)

Motion: _____ 2nd: _____ Vote: _____

B. Consideration and approval of 2nd Read of the following policy:

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

Motion: _____ 2nd: _____ Vote: _____

12. Unfinished Business:

None

13. New Business:

None

14. Personnel:

None

15. Public Comments: (10 Minutes)

16. Executive Session:

- A. To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) for the purpose of discussing a personnel matter.

Motion: _____ 2nd: _____ Vote: _____

Time In _____ Time Out _____

17. Action as a Result of Executive Session:

Motion: _____ 2nd: _____ Vote: _____

18. Adjournment:

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

**RSU No. 5 Board of Directors Meeting
Wednesday, November 19, 2025
Durham Community School- Cafeteria
5:00 p.m. Special Budget Workshop
6:30 p.m. Regular Session**

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 December 10, 2025 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 5:07 p.m.

2. MEMBERS PRESENT: Karen Breer, Anna Child (arrived at 5:55 p.m.), Colin Cheney, Danielle George, Malik Farlow, Kara Kaikini, Michelle Ritcheson, Kelly Sink, Valerie Williams, Stephanie Worth. Moon Tussing, Student Representative (left at 8:30 p.m.)

MEMBERS ABSENT: Christopher Savaiano

3. PLEDGE OF ALLEGIANCE:

4. WORKSHOP:

A. FY27 Budget

5. CONSIDERATION OF MINUTES:

A. **VOTED:** To approve the Minutes of November 5, 2025. (Sink – Worth) (10 – 0) The Student Representative voted with the majority.

6. ADJUSTMENTS TO THE AGENDA:

None

7. GOOD NEWS AND RECOGNITION:

A. Report from the Board's Student Representative - Moon Tussing
Principal Gulko spoke about addressing hate speech at FHS

8. PUBLIC COMMENT:

None

9. REPORTS FROM SUPERINTENDENT:

A. Superintendent's Report
B. Support Staff Hires - Hannah Anderson - MLS Ed Tech

10. ADMINISTRATOR REPORTS:

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

11. BOARD COMMENTS AND COMMITTEE REPORTS:

- A. Board Information Exchange and Agenda Requests
 - Michelle Ritcheson provided an update on the Early Childhood Education Task Force
 - Valerie Williams provided a Region Ten update

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

12. POLICY REVIEW:

- A. **VOTED:** To approve 1st Read of the following policy:
 - 1. EBCF - Automated External Defibrillators (AED's)
(Kaikini - Worth) (10 - 0)

- B. **VOTED:** To approve 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
(Williams - Farlow) (10 - 0)

13. UNFINISHED BUSINESS:

None

14. NEW BUSINESS:

- A. Information on a France Exchange
- B. **VOTED:** To approve an exchange relationship between Freeport High School and Lycée Blaise Pascal in Sergré, France. (George - Worth) (10 - 0)

15. ORGANIZATIONAL BUSINESS:

- A. **VOTED:** To appoint the following members to committees.
 - 1. Karen Breer - Facilities and Operations
 - 2. Stephanie Worth - Strategic Communications
 - 3. Karen Breer - Curriculum and Program Development
 - 4. Professional Negotiations - Not needed this year
(Cheney - Williams) (10 - 0)

16. PERSONNEL:

None

17. PUBLIC COMMENT:

None

18. ADJOURNMENT:

VOTED: To adjourn at 9:22 p.m. (Child - Williams) (10 - 0)



Tom Gray, Superintendent of Schools

RSU No. 5

Warrant Articles For the Period 11/01/2025 through 11/30/2025

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	\$1,484,087.66	\$8,146,880.54	\$11,841,497.80	\$0.00	\$11,841,497.80	59.2%
ADDITIONAL LOCAL FUNDS (-)	\$15,524,421.90	\$1,131,943.93	\$6,306,751.21	\$9,217,670.69	\$0.00	\$9,217,670.69	59.4%
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	\$15,879.02	\$129,570.17	\$129,429.83	\$0.00	\$129,429.83	50.0%
STATE REVENUES (-)	\$7,362,547.32	\$529,877.61	\$3,609,187.48	\$3,753,359.84	\$0.00	\$3,753,359.84	51.0%
MISC REVENUES (-)	\$23,600.00	\$5,151.00	\$51,749.78	(\$28,149.78)	\$0.00	(\$28,149.78)	-119.3%
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)	(\$3,166,939.22)	(\$18,244,139.18)	(\$26,123,789.82)	\$0.00	(\$26,123,789.82)	58.9%
Total : INCOME	(\$44,367,929.00)	(\$3,166,939.22)	(\$18,244,139.18)	(\$26,123,789.82)	\$0.00	(\$26,123,789.82)	58.9%
EXPENSES							
GENERAL FUND EXPENSES							
ARTICLE 1 REGULAR INSTRUCTION (+)	\$19,356,261.00	\$1,473,992.46	\$5,327,017.30	\$14,029,243.70	\$12,775,746.39	\$1,253,497.31	6.5%
ARTICLE 2 SPECIAL EDUCATION (+)	\$6,513,451.00	\$492,666.77	\$1,793,977.81	\$4,719,473.19	\$4,354,297.95	\$365,175.24	5.6%
ARTICLE 3 - CAREER & TECHNICAL CTR (+)	\$307,645.00	\$25,637.08	\$153,822.48	\$153,822.52	\$153,822.52	\$0.00	0.0%
ARTICLE 4 - OTHER INSTRUCTION (+)	\$1,119,087.00	\$105,145.01	\$393,757.27	\$725,329.73	\$374,224.54	\$351,105.19	31.4%
ARTICLE 5 - STUDENT & STAFF SUPPORT (+)	\$4,644,307.00	\$302,578.44	\$1,636,440.97	\$3,007,866.03	\$2,578,946.14	\$428,919.89	9.2%
ARTICLE 6 - SYSTEM ADMINISTRATION (+)	\$1,263,587.00	\$101,549.43	\$629,920.52	\$633,666.48	\$533,755.29	\$99,911.19	7.9%
ARTICLE 7 - SCHOOL ADMINISTRATION (+)	\$2,514,485.00	\$194,977.02	\$983,801.24	\$1,530,683.76	\$1,451,973.09	\$78,710.67	3.1%
ARTICLE 8 - TRANSPORTATION & BUSES (+)	\$1,931,576.00	\$130,741.25	\$787,221.05	\$1,144,354.95	\$619,290.44	\$525,064.51	27.2%
ARTICLE 9 - FACILITIES MAINTENANCE (+)	\$5,490,511.00	\$248,119.85	\$2,805,297.67	\$2,685,213.33	\$1,697,122.01	\$988,091.32	18.0%
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	\$0.00	\$139,591.00	\$0.00	\$0.00	\$0.00	0.0%

Operating Statement with Encumbrance

RSU No. 5

Warrant Articles For the Period 11/01/2025 through 11/30/2025

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	\$3,075,407.31	\$15,728,200.70	\$28,639,728.30	\$24,549,252.14	\$4,090,476.16	9.2%
Total : EXPENSES	\$44,367,929.00	\$3,075,407.31	\$15,728,200.70	\$28,639,728.30	\$24,549,252.14	\$4,090,476.16	9.2%
NET ADDITION/(DEFICIT)	\$0.00	(\$91,531.91)	(\$2,515,938.48)	\$2,515,938.48	\$24,549,252.14	(\$22,033,313.66)	0.0%

End of Report

Technology Goals 2024-2025 Review

Department of Technology			
Goal	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
Enhance the integration of technology into teaching and learning by fostering stronger collaboration between the technology team and educators, ensuring an active presence in classrooms, and supporting professional growth opportunities for staff to effectively leverage digital tools.	Expanding Relationships Across Buildings and Departments - Half of the technology team has been with RSU 5 for less than 15 months (as of the start of the school year), with an additional member	2024-2025 School Year	<ul style="list-style-type: none"> • Regularly attend grade-level or department meetings to understand teachers' needs and challenges. • Designate team members as liaisons for specific schools or departments to establish consistent communication and support. • Host informal "Tech Talks" as opportunities arise to discuss emerging tools and strategies. • Recognize and celebrate educators who innovate with technology. • Organize "Tech Drop-In" opportunities where team members visit buildings to provide real-time support and gather feedback.

	Facilitate Classroom Engagement	Ongoing 2024-2025 School Year	<p>Partner with teachers to pilot new technology tools in their classrooms and gather feedback for refinement.</p> <ul style="list-style-type: none"> • Develop quick, practical “Technology Spotlights” (1-5 minute demonstrations or presentations) that the technology team can share during staff meetings or PLCs.
	Develop Professional Development Opportunities	Ongoing 2024-2025 School Year	<ul style="list-style-type: none"> • Conduct surveys or focus groups to identify staff training needs and interests. • Plan a mix of professional development formats, such as workshops, on-demand tutorials, and one-on-one coaching sessions, aligned with curriculum goals. • Investigate feasibility of differentiated PD tracks (e.g., beginner, intermediate, advanced) to meet varying skill levels. • Develop an online repository of recorded sessions, guides, and resources for staff to access on demand.

Reflection

Progress toward enhancing the integration of technology has been slower than anticipated. While some improvement has been made in fostering collaboration between the technology team and educators, there are still significant gaps in the support we have been able to provide. I have struggled with time and bandwidth constraints, and the rest of our team has

more of a background in traditional IT, hardware support, and technology infrastructure, which has limited our ability to maintain a consistent presence in classrooms and provide the level of ongoing support needed for educators to fully leverage digital tools.

Although we have made some efforts to offer professional development opportunities, the reach and impact have been insufficient. Many staff members have expressed a need for more tailored, in-depth training and guidance, but the technology department simply hasn't had the capacity to meet these demands.

Looking ahead, it's clear that much more work is needed to make technology a truly embedded part of the instructional process. As we work to improve district infrastructure and security over this summer, I hope to further prioritize increasing my presence with educators, not just in terms of training but through consistent, proactive engagement in the classroom.

Technology Goals 2024-2025 Review

Department of Technology			
Goal	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
Expand communication from the technology department for professional growth and to foster transparency with district stakeholders, staff, and the broader school community.	Newsletter Creation and Contributions	2024-2025 School Year	<ul style="list-style-type: none"> • Develop clear, engaging, and relevant write-ups for various newsletter editions, focusing on topics that align with district priorities. • Collaborate with colleagues, including instructional staff and administrators, to gather insights and identify valuable areas of focus. • Provide practical technology tips, resources, and strategies for educators, students, and families. • Solicit feedback from newsletter readers to continuously refine and improve the relevance and quality of the contributions. • Plan regular Technology-only newsletter for internal stakeholders.
Reflection			

Progress toward expanding communication from the technology department has been mixed this year. While we have made strides in increasing transparency and outreach, much of this work was reactive rather than proactive. The PowerSchool data breach earlier in the year required an immediate and sustained communication effort, and while it ultimately strengthened our connection with stakeholders and reinforced the importance of clear, timely updates, it was not the intentional, forward-facing communication I had originally planned to implement.

Outside of that incident, consistent communication with staff and the broader school community has improved, but remains a challenge. Competing priorities and limited time have made it difficult to develop and maintain regular, proactive communication channels. Although I've taken steps to be more visible and responsive, particularly around security-related issues, there is still room for improvement when it comes to broader professional growth messaging and stakeholder engagement.

I hope to build on the communication practices that emerged during the crisis response and develop a more structured approach that supports both transparency and ongoing professional dialogue. With greater focus and planning, I believe we can create more predictable, accessible communication that better supports the needs of our community.

Technology Goals 2025-2026

Department of Technology			
Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
<p>Complete Access Control Projects across the district, ensuring that 100% of exterior doors designated for entry are secured with badge readers and integrated into the centralized access management system. This will improve building security, standardize entry procedures, and reduce reliance on physical keys.</p>	<p>Project Planning & Assessment</p> <ul style="list-style-type: none"> ● Prioritize locations by current systems in place (or lack thereof), security risk and frequency of staff/student use. ● Develop a phased implementation plan. <p>Installation & Integration</p> <ul style="list-style-type: none"> ● Schedule phased installation (building-by-building or region-by-region). ● Coordinate with custodial and facilities staff to minimize school-day disruptions. ● Integrate all badge readers into the district’s central access control software. ● Implement redundancy and fail-safe procedures (e.g., backup power for badge systems). <p>Testing & Training</p> <ul style="list-style-type: none"> ● Test all installed doors for functionality, reliability, and emergency override procedures. ● Conduct system-level testing to confirm real-time synchronization 	<p>July 2025-July 2026</p>	<p>Completion Metrics</p> <ul style="list-style-type: none"> ● 100% of designated exterior doors across all district buildings are equipped with functioning badge readers by the project deadline. ● District access control software reflects full integration across all sites. ● Verification checklists signed off by Technology Department, Schools, and Facilities after installation and testing phases. <p>Operational Efficiency</p> <ul style="list-style-type: none"> ● Reduction in the number of physical master keys issued to staff, with documented decrease tracked by Facilities. ● All new staff

with central access logs.

- Train building administrators and office staff on issuing/revoking badges.
- Provide training materials and quick reference guides to all staff.

Communication & Rollout

- Share clear rollout timelines with each building.
- Communicate new entry protocols to staff and outline expectations for daily use.
- Provide FAQs and support channels for staff troubleshooting.

onboarding includes badge assignment instead of key distribution.

- Badge logs showing staff usage of badge entry upon implementation.

Security Outcomes

- Ability to remotely disable lost or stolen badges immediately, reducing potential security risks.
- Documented decrease in incidents related to unauthorized building entry.
- Positive feedback from building administrators on improved ability to monitor and track building access.

Accountability & Reporting

- Monthly system-generated access reports reviewed by Technology Director for trends, anomalies, or concerns.
- Buildings confirm during annual building

			safety reviews that badge access procedures are embedded in daily operations.
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Technology Goals 2025-2026

Department of Technology			
Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
<p>Complete the replacement of the Wi-Fi and network infrastructure at Freeport High School, ensuring reliable, high-speed connectivity that meets current and future instructional needs.</p> <p>Develop and Document a district-wide replacement plan for Wi-Fi, networking, and firewall equipment for all other school buildings, with clear timelines and budget projections.</p>	<p>Assessment & Planning</p> <ul style="list-style-type: none"> • Conduct wireless heatmaps at Freeport High School to identify coverage gaps and bandwidth bottlenecks. • Perform an audit of existing switches, firewalls, and Wi-Fi access points across all buildings, noting age, warranty status, and performance issues. • Develop equipment lifecycle standards (e.g., 5–7 years for switches/firewalls, 4–5 years for APs). <p>Implementation at Freeport High School</p> <ul style="list-style-type: none"> • Replace all outdated switches with modern, high-capacity models supporting PoE (Power over Ethernet). • Deploy new Wi-Fi access points district-standardized for density, capacity, and security. • Replace or upgrade firewall to ensure compliance with content filtering and cybersecurity requirements. • Conduct end-to-end testing 	<p>September 2025-July 2026</p>	<p>Technical Outcomes</p> <ul style="list-style-type: none"> • Freeport High School Wi-Fi survey post-installation shows 100% instructional space coverage with signal strength meeting district standards. • Network monitoring reports demonstrate at least a 25% increase in throughput capacity and reduction in downtime. • Firewall logs show improved traffic filtering and threat prevention with reduced latency.

(coverage, throughput, security).

District-Wide Replacement Plan

- Use audit results to create a district-wide infrastructure replacement cycle, broken into phases by building.
- Prioritize buildings with oldest or most problematic equipment.
- Align replacement plan with projected enrollment growth, curriculum needs, and technology integration goals.
- Present plan for review.

Communication & Training

- Share replacement progress updates with school staff, administrators, and families.
- Provide professional development for IT staff on new systems (e.g., firewall configuration, AP management dashboards).
- Ensure building-level administrators understand how to report network concerns effectively.

Operational Outcomes

- Documented district-wide plan formally adopted into the RSU 5 Technology Plan with clear budget implications.
- Lifecycle replacement schedule published and referenced in annual budget process.
- Vendor service agreements in place for proactive maintenance and support.

User Experience Outcomes

- Teacher and student surveys report significant improvement in classroom Wi-Fi reliability.
- Principals report fewer instructional disruptions tied to

network issues.

Accountability & Review

- Quarterly review of network health and replacement plan, updated based on emerging needs and technology standards.
- Evidence documented in district technology reports and shared with stakeholders.

The Age of AI

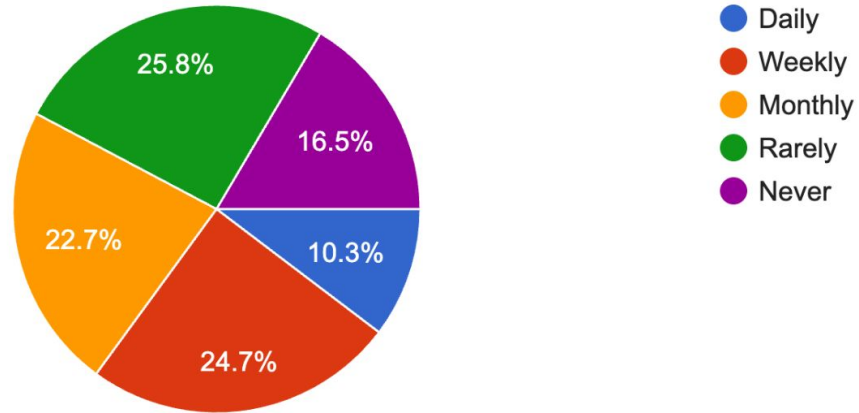
And What It Means for RSU 5



Where We Are - Staff Usage

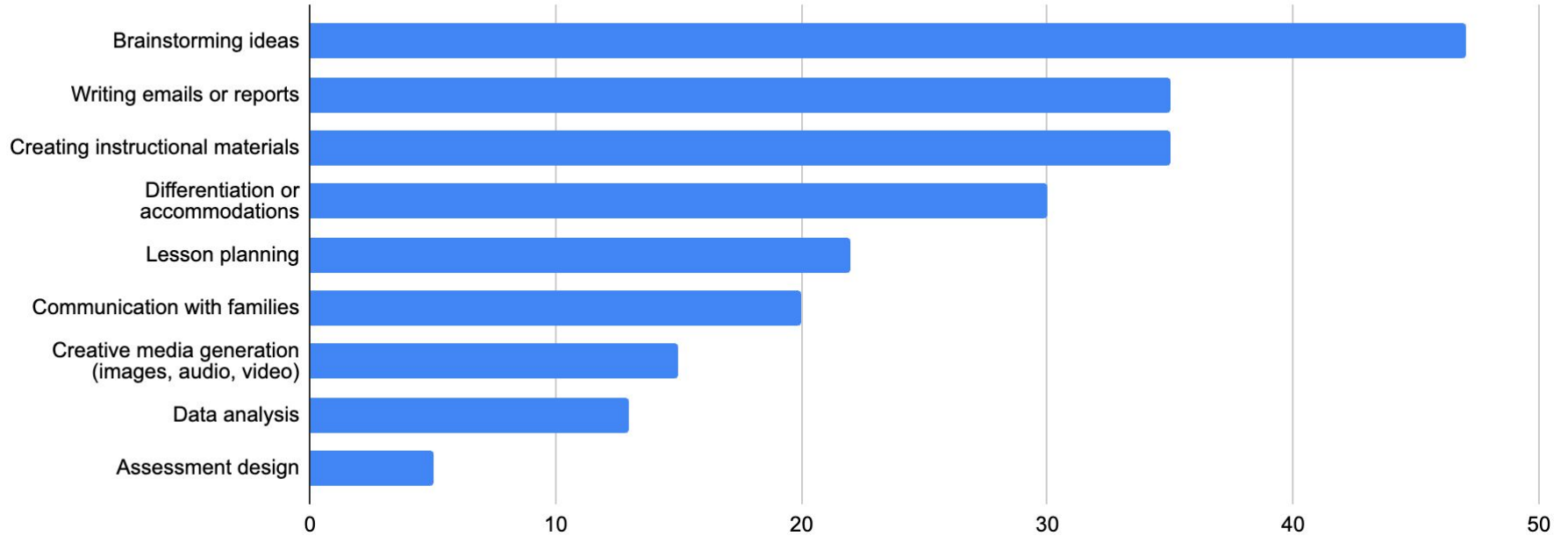
How often do you personally use AI tools in your professional work?

97 responses



Where We Are - Staff Use

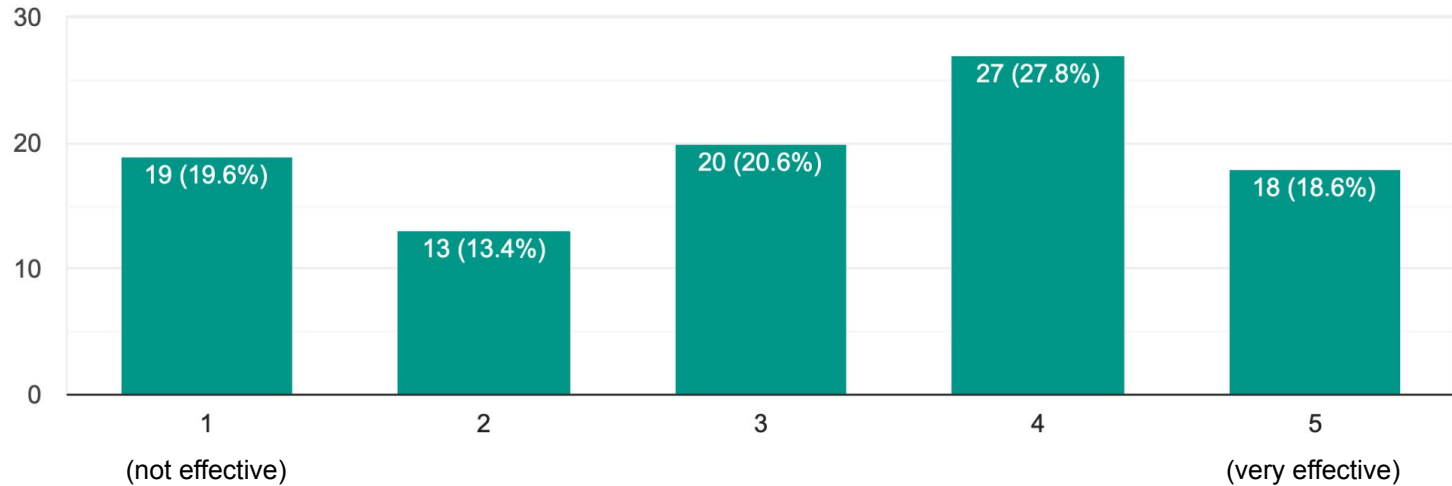
In what ways do you use AI at work?



Where We Are - Staff Use

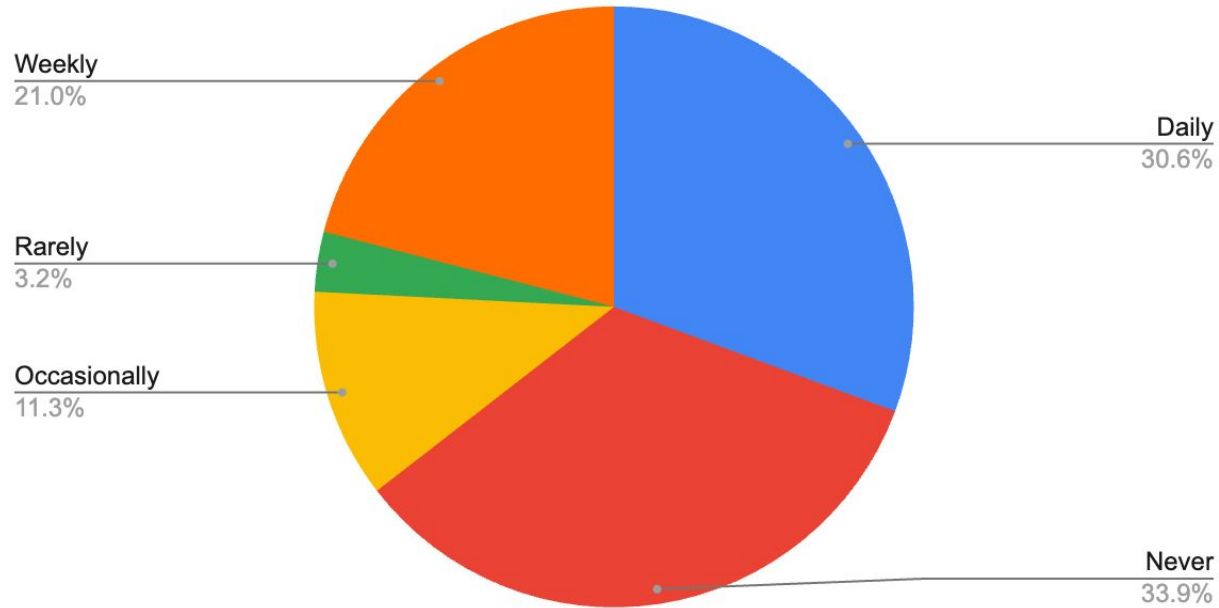
How effective has AI been in supporting your professional work?

97 responses

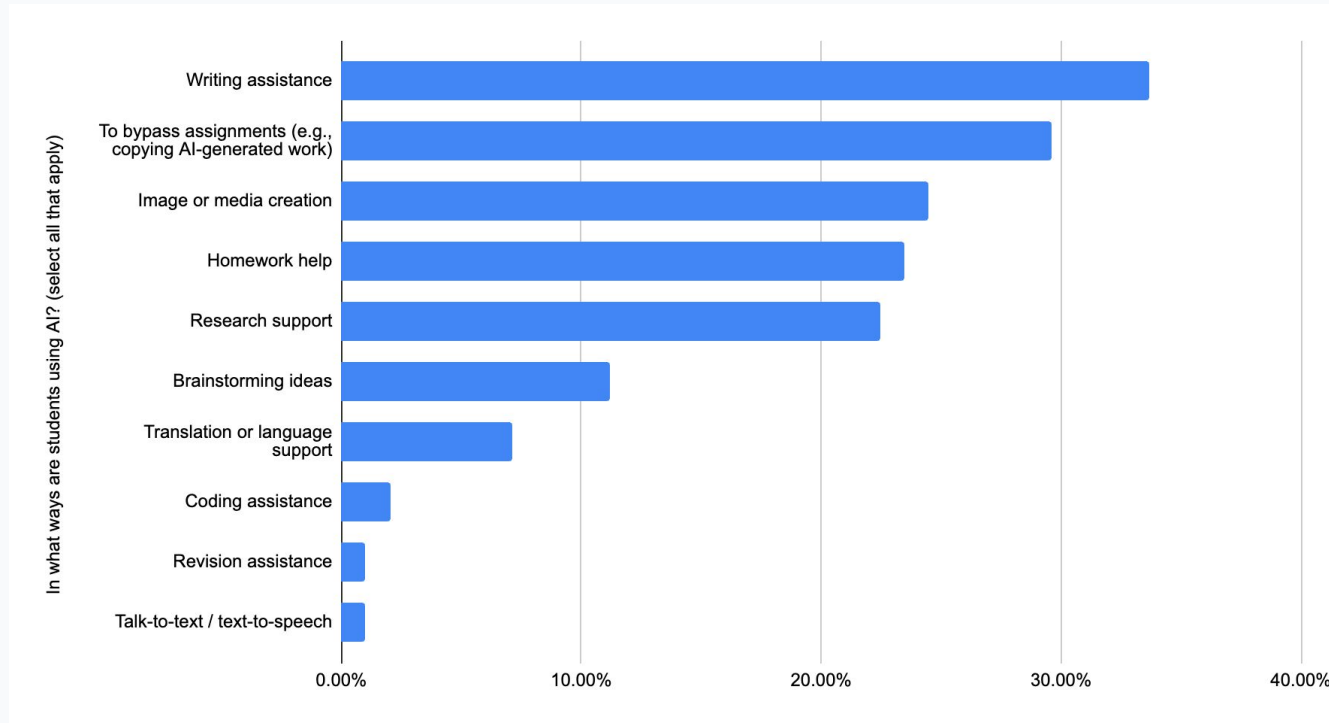


Where We Are - Observed Student Usage

To your knowledge, how often are students using AI tools in your school?



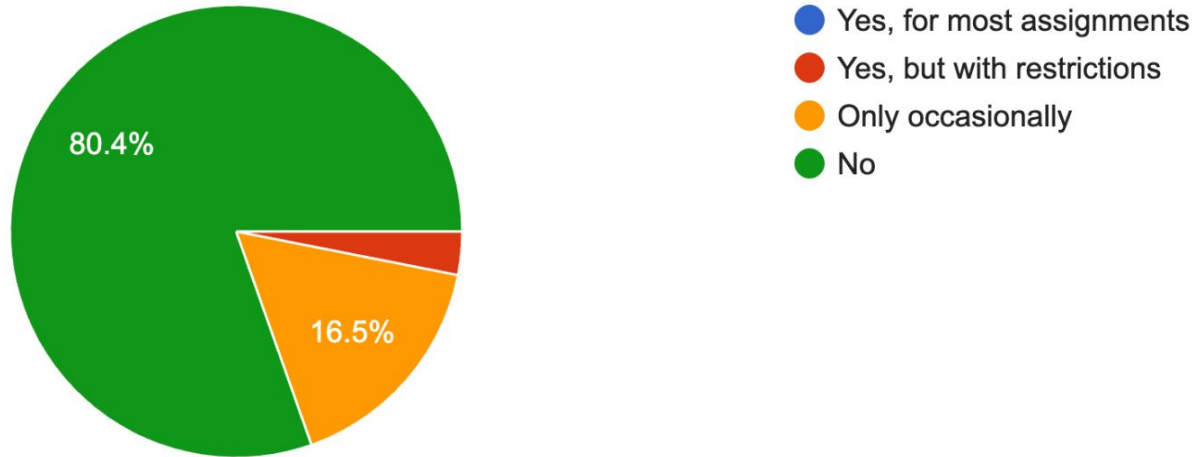
Where We Are - Observed Student Usage



Where We Are - Teacher-Permitted Student Usage

Do you explicitly allow students to use AI for assignments?

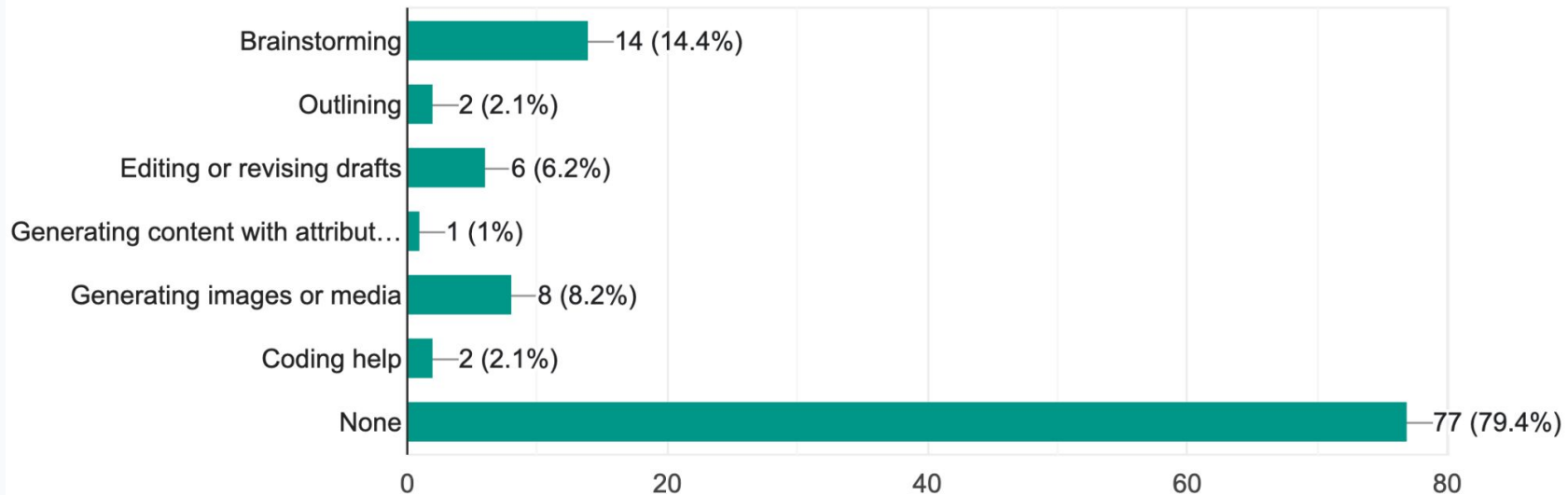
97 responses



Where We Are - Teacher-Permitted Student Usage

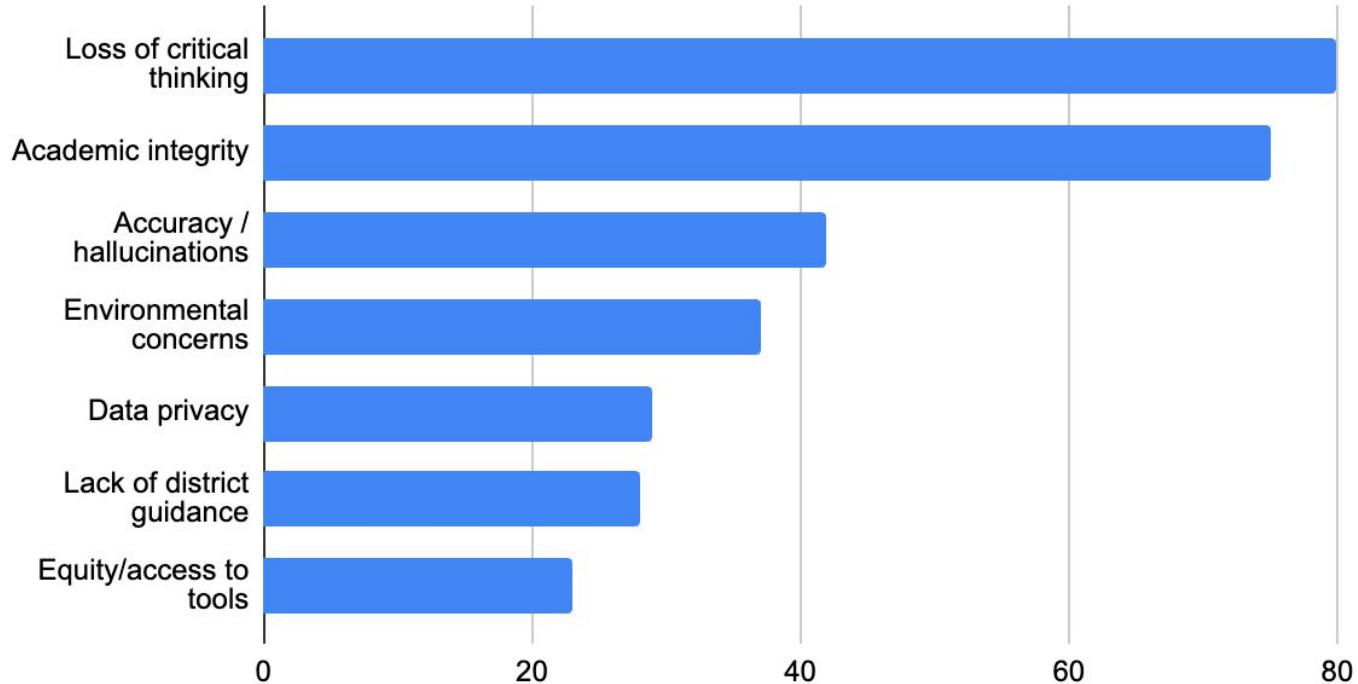
If you allow AI use, what types of AI use are acceptable in your class? (Select all that apply)

97 responses



Where We Are - Teacher-Permitted Student Usage

With regard to restrictions of AI use, what are your primary concerns? (Select all that apply)



Where We Are - AI Ethics

Do you teach students about the ethical use of AI?

Yes

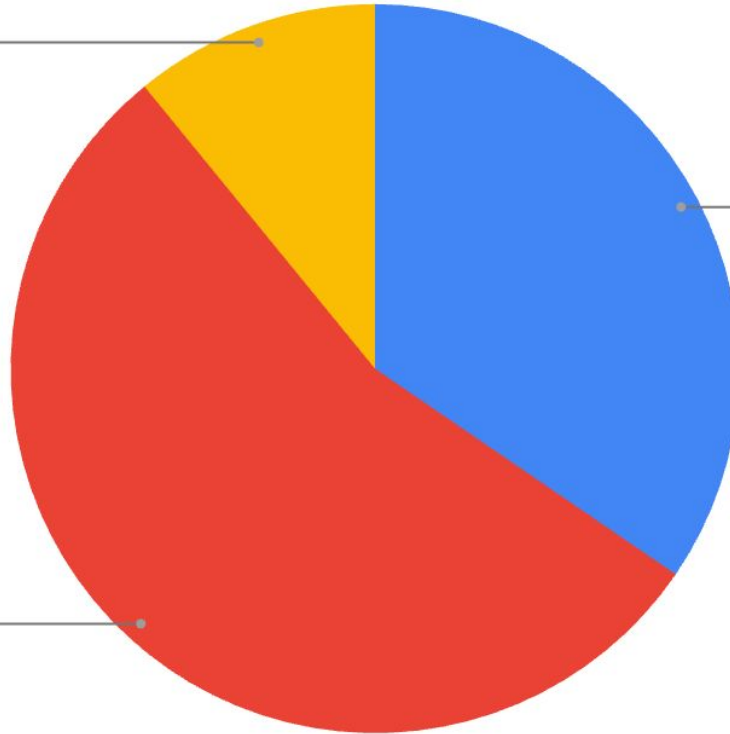
10.9%

No

34.5%

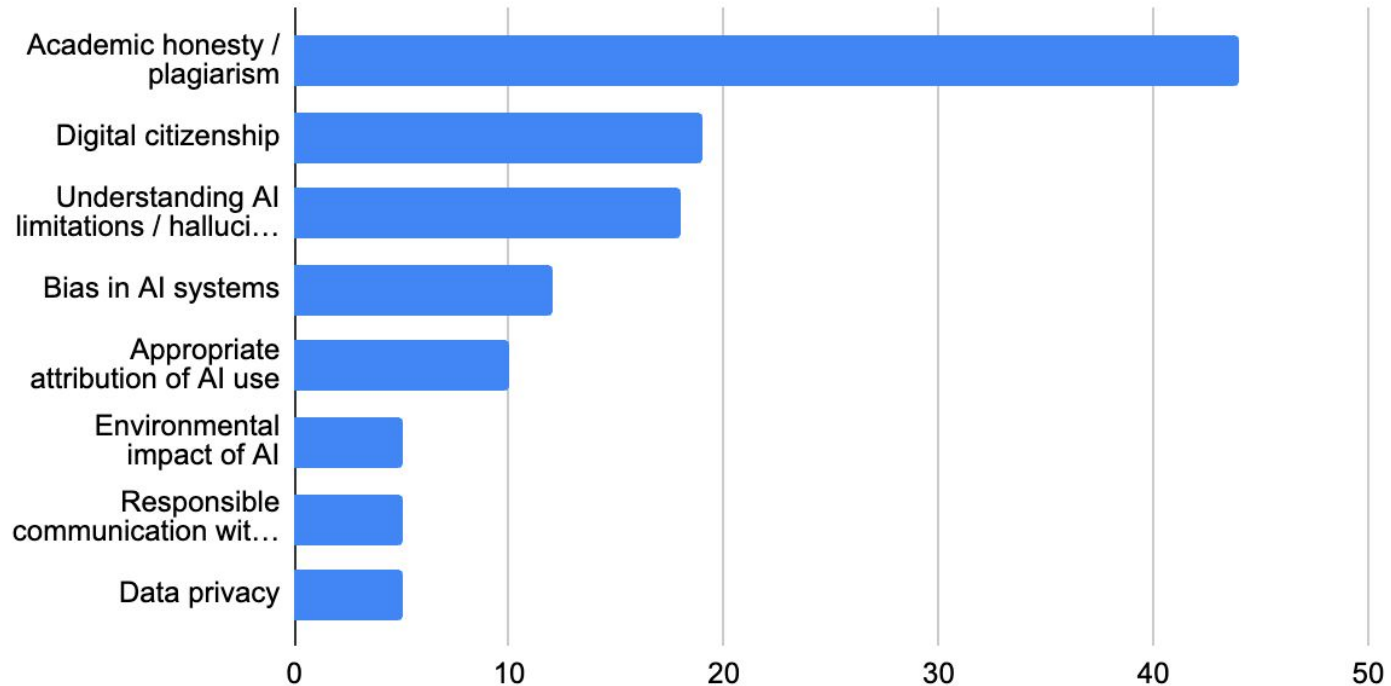
Somewhat / informally

54.5%



Where We Are - AI Ethics

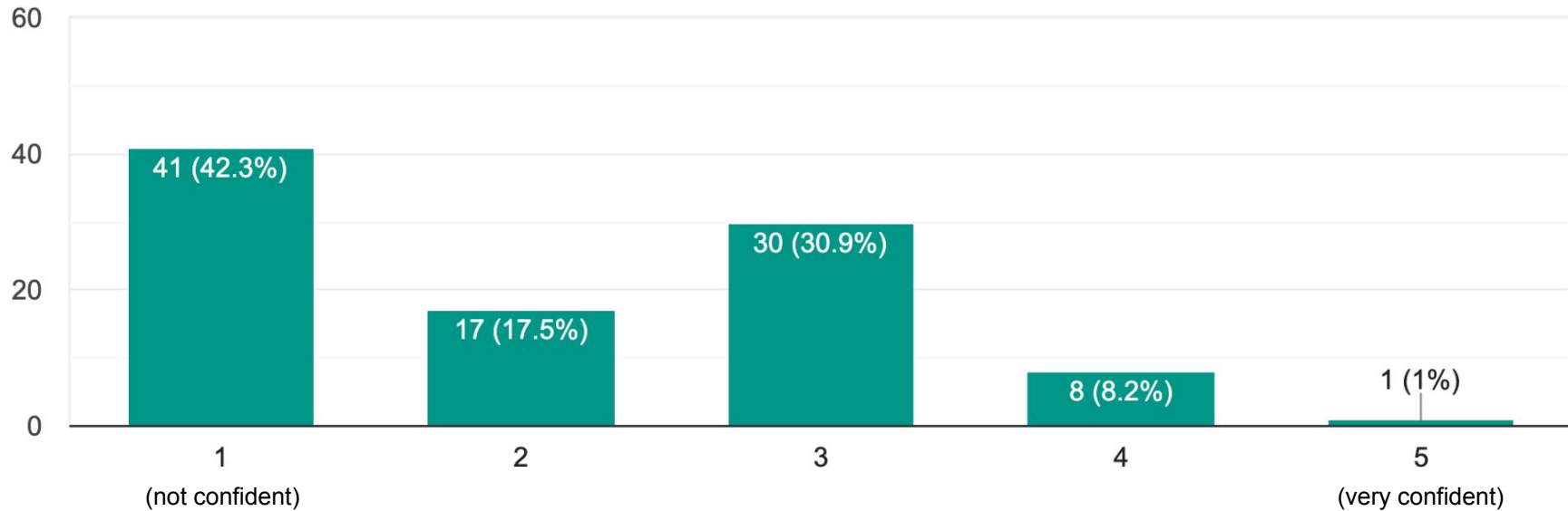
Which topics related to AI ethics are addressed in your classroom/school? (Select all that apply)



Where We Are - AI Ethics

How confident do you feel in teaching students about AI ethics?

97 responses



Where We Are - AI Concerns from Staff

- **Loss of critical thinking**, creativity, and foundational skills
- **Cheating, plagiarism**, and over-reliance on AI to do the work
- **Misinformation** and students' limited ability to evaluate AI accuracy
- **Privacy, safety**, ethical risks, and environmental impact
- Developmental concerns and **increased screen time** for younger learners

**What sticks
out to you?**



**Where can we
go from here?**



"

The AI genie is out of the bottle... It's the machine under everything.
It's critical for all students to have AI literacy if they are going to be
using computers, or really, almost any type of technology.

Dr. Cynthia Breazeal

MIT Professor, Founder of MIT RAISE & Day of AI

Why AI Integration Matters Now

| The Reality

AI is transforming every aspect of society and the workplace

Students are already using AI tools with limited guidance

Less than 10% of schools have formal AI policies

| Our Responsibility

Prepare students to thrive in an AI-powered world

Ensure equitable access to AI literacy for all learners

Model responsible and ethical AI use

Foundational Resources: MIT Day of AI

Free, hands-on curriculum from MIT RAISE for K-12 students of all backgrounds

No tech background required. Accessible, research-based, and proven effective.

GOAL

Empower students to be informed, critical thinkers who shape the future of AI

Key Curriculum Modules

How AI Works

Perception, Learning & Natural Interaction

ChatGPT in School

Responsible Use & Critical Thinking

AI and Social Media

Understanding Algorithms

Data Science & Climate Change

Real-world applications

Professional Learning: Empowering Educators

PHASE 1

Foundation Building

Free MIT Day of AI Teacher Training

Basic AI literacy for all staff

Understanding capabilities & limitations

PHASE 2

Classroom Integration

Curriculum-specific AI applications

Assignment design strategies

Assessment & academic integrity

PHASE 3

Advanced Practice

AI as teaching assistant

Personalized learning support

Efficiency tools for educators

+ Parent & Community Engagement throughout all phases

Student Learning: Building AI Literacy for All

K-5

Elementary

What is AI? Basic concepts through play | AI in everyday life | Creative exploration

6-8

Middle School

How AI learns and makes decisions | AI ethics and societal impact | Hands-on projects

9-12

High School

Advanced AI concepts & applications | Critical evaluation | Responsible AI for research

LEARNING GOALS

Conscious Consumers

Understand AI's role in daily life

Ethical Creators

Use AI responsibly and thoughtfully

Informed Advocates

Shape AI's future in society

Clear Guiding Framework

Opportunities for Guiding Documents

- Acceptable use guidelines for students and staff
- Academic integrity standards
- Approved AI tools list
- Data privacy protocols
- Regular policy review process

Stakeholder Engagement Essential

Develop guidance with input from all community members

Equity, Access & Digital Inclusion

THE CHALLENGE

Not all students have equal access to technology at home. AI integration must not widen existing achievement gaps.

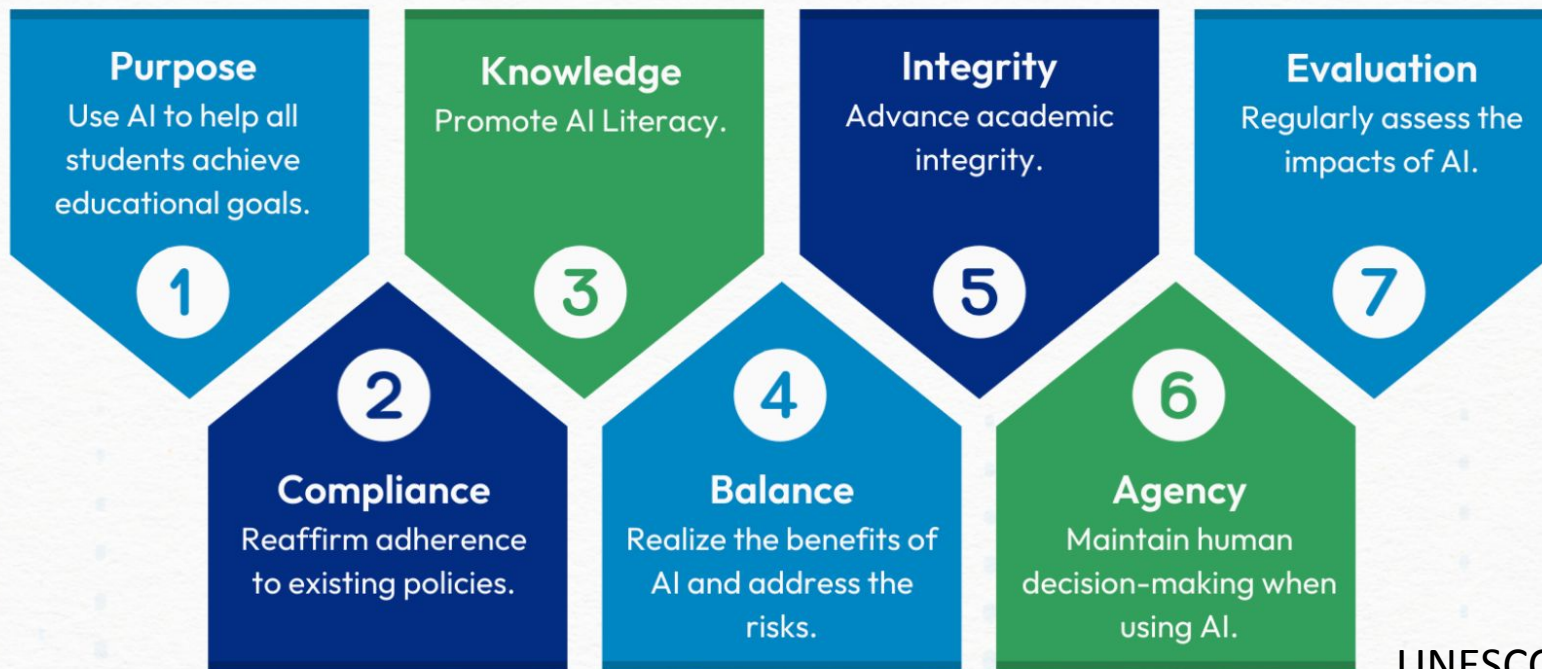
Accessibility for All Learners

Curriculum designed for diverse learning needs
Multiple entry points and pathways
Support for English Language Learners
Accommodations for students with disabilities

SUCCESS METRIC

Every student, regardless of background or ability, gains AI literacy skills to succeed in the future

Seven Principles for AI in Education



Integration Across All Subjects

AI literacy is not a standalone subject — students learn through authentic applications

English/Language Arts

Critical evaluation of AI-generated text, ethical writing support

Social Studies

AI's societal impact, ethics, digital citizenship, policy

Mathematics

Data analysis, pattern recognition, algorithmic thinking

Science

AI in research, climate modeling, data science applications

Arts

Creative AI tools, human-AI collaboration, artistic expression

Technology

Hands-on AI creation, coding, computer science concepts

Possible Implementation Roadmap

IMMEDIATE

~3 Months

Form AI Task Force
Begin MIT Day of AI Training
Draft guiding documents
Audit technology access

SHORT-TERM

~8 Months

Pilot Day of AI curriculum
Establish approved tools list
Launch parent communication
Implement privacy protocols

LONG-TERM

1 Year+

Full K-12 implementation
Subject-specific integration
Advanced teacher PD
Regular document review

Success Indicators: All teachers trained | 100% student AI literacy | Clear guiding documents | Strong community support

State Standards Landscape

MAINE CONTEXT

Maine does not currently require digital literacy or computer science standards—creating an opportunity for RSU 5 to lead.

States with K-12 Requirements

#32 with K-12

#12 for Graduation

Our Opportunity

Without state mandates, RSU 5 can proactively adopt best practices from leading states and organizations:

Common Sense Education

Digital citizenship curriculum

CSTA Standards

Computer science framework

ISTE Standards

Educational technology

MIT Day of AI

AI literacy curriculum

Digital Literacy & Computational Thinking

K-12 Framework by Grade Band

K-2: Foundation

- Digital citizenship foundations
- Basic device skills
- Algorithms as instructions
- Digital footprint awareness

3-5: Building Skills

- Responsible digital citizenship
- Privacy and security basics
- Computational thinking
- Media literacy introduction

6-8: Critical Engagement

- Digital identity management
- Cybersecurity and privacy
- Advanced programming
- Media literacy analysis

9-12: Expertise

- Advanced cybersecurity
- Data science and AI
- Software engineering
- Ethics and digital rights

Next Steps

- Form an AI Task Force with diverse stakeholders
 - Begin educator training with MIT Day of AI
 - Draft initial guiding documents for board review
-

Instructional Support Goals 2024-2025 Review

Goal Worksheet			
School/Department: Instructional Support			
School Goal	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
1) Build capacity district-wide by ensuring that all special education staff acquire the essential skills and knowledge to effectively support students with complex needs.	<ul style="list-style-type: none"> ● Provide specialized support for Social Emotional Learning (SEL) and behavioral interventions. ● Provide opportunities to staff for collaboration, consultation, and direct modeling of effective support strategies. 	Fall 2024-Spring 2025	<p>Through feedback, observational assessments, and student progress data to ensure its effectiveness and sustainability.</p> <p>Established Behavior Skill Labs at DCS, MSS, and MLS and developed an accompanying manual (with input from the BLS teachers, Leadership Team and admin) to promote consistency and fidelity in programming across buildings.</p> <p>Facilitated collaboration between staff and the district's BCBA by building structured and informal opportunities into professional learning days, staff meetings, and day-to-day interactions.</p> <p>Partnered with the</p>

			<p>district's BCBA to offer targeted, districtwide trainings to enhance staff capacity and consistency in practice.</p>
<p>2) To ensure consistency in special education case management practices across the district by establishing protocols, procedures, and guidelines for all case managers.</p>	<ul style="list-style-type: none"> ● Create a shared Google Folder that outlines best practices, roles, and responsibilities, along with clear expectations for documentation and communication. ● Implement regular professional development during staff meetings to foster a shared understanding of these practices and encourage open dialogue among case managers and service providers. ● Create Professional Learning Communities for Social Workers and Related Service Providers. 	<p>Fall 2024-Spring 2025</p>	<p>All case management documentation</p> <p>Feedback from the Leadership Team.</p> <p>Organized a centralized Google folder with timelines, updates, and standardized paperwork templates, ensuring all special education teachers and the Leadership Team have consistent access to essential resources.</p> <p>Attend biweekly PLCs in each building to promote consistent communication, aligned practices, and unified expectations districtwide.</p> <p>Led weekly Leadership Team meetings, including Special Education Coordinators, School Psychologists, and the</p>

			<p>BCBA, to align messaging, streamline processes, and ensure consistent paperwork practices across the district.</p> <p>Facilitated in-house and external professional development opportunities tailored to support staff growth and address their specific needs.</p> <p>Developed monthly PLCs for SW, Speech, OT, and PT and am currently creating FLS PLCs to strengthen collaboration and ensure a consistent continuum of services from K-12.</p>
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Instructional Support Goals 2025-2026

Goal Worksheet			
School/Department: Instructional Support			
School Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
<p>1) By the end of the 2025–2026 school year, all special education staff across the district will demonstrate increased capacity to support students with complex needs, as evidenced by at least 90% participation in targeted professional development sessions, engagement in ongoing coaching cycles, and implementation of collaborative practices.</p>	<ul style="list-style-type: none"> ● Provide ongoing specialized training sessions to Ed Techs focusing on strategies for supporting students with complex needs. ● Implement a system for regular coaching and mentorship, with each special education staff member of our special programs receiving monthly support sessions from our BCBA tailored to their caseload. ● Track and review student progress data at IEP meetings to evaluate the impact of capacity-building efforts on student outcomes. 	<p>Fall 2025-Spring 2026</p>	<p>Staff confidence and competence will be measured through self-assessment surveys and administrator observations, with at least an 80% improvement in identified skill areas</p> <p>Review of student progress at IEP meetings to see if interventions tied to staff capacity-building are leading to measurable growth.</p>

<p>2) By August 2026, the district will have an early childhood special education program for 4-year-olds as part of Cohort 3. This includes hiring all required staff, finalizing the program model, ensuring classroom materials and curriculum are in place, and establishing procedures for service delivery.</p>	<ul style="list-style-type: none"> ● Participate in ECES task force meetings. ● Decide on a program model. ● Determine staffing needs, post job openings, conduct interviews, and onboard staff. ● Policies and Procedures ● Classroom preparation. ● Training if needed. ● Notification of Childfind. ● Family Engagement ● Program readiness Check 	<p>Fall 2025-August 2026</p>	<p>Progress will be measured by completion of staff recruitment, readiness checklists for classrooms, and approval of the program model by RSU 5 School Board by the start of the 2026–2027 school year.</p>
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Regional School Unit 5
Durham · Freeport · Pownal

Item #10.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

Policy Committee
Wednesday, December 3, 2025
4:00 p.m. - Google Meet
Minutes

Committee Members Present: Colin Cheney, Kara Kaikini (arrived at 4:07 p.m.), Chris Savaiano
Committee Members Absent: None
Administrators in Attendance: Tom Gray, Superintendent
Guests: Glen Reynolds, Pam Crosby, Jen Gulko

The meeting started at 4:00 p.m.

1. Law Change:

The following policy was revised and will be brought to the Board for 2nd Read on December 10, 2025:

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

The following policies were reviewed and will be brought to the Board for 1st Read on December 10, 2025

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

2. Regular Review:

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

1. JICK - Bullying
2. JICK-R - Bullying Administrative Procedure
3. GBCC - Employee Use of Cell Phones

3. Board Request:

None

The meeting adjourned at 5:30 p.m.



Regional School Unit 5
Durham · Freeport · Pownal

Item #11.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 Arsenaault, 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: December 4, 2025
RE: Review/Update of Policies

At the December 10, 2025 Board of Directors Meeting, the following policies will be on the agenda:

1st Read

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

2nd Read

EBCF - Automated External Defibrillators (AED's)

TEMPERATURE STANDARDS FOR SCHOOLS

Purpose

The RSU No. 5 School Department is committed to maintaining safe, healthy, and comfortable learning and working environments. These guidelines are established in alignment with ASHRAE Standard 55 (Thermal Environmental Conditions for Human Occupancy) and Maine LD 1 - *An Act to Improve Public Health Regarding Indoor Air Quality in Schools*.

Standards

- Heating Season (October - April): During occupied hours, classrooms, offices, gyms, cafeteria, auditoriums, and other school spaces will be maintained at 68-72°F.
- Cooling Season (May - September): Where mechanical cooling exists, occupied spaces will be maintained at 73-77°F.
- Non-Air-Conditioned Spaces: In buildings without cooling, conditions may exceed comfort ranges during high outdoor heat. If indoor temperatures rise above 80-84°F (consistent with ASHRAE 55 and U.S. Department of Energy guidance), the Facilities Department and Superintendent will determine responses, which may include fans, relocation, schedule adjustments, or in rare cases, early dismissal.
- Occupancy and Room Type: Consistent with ASHRAE Standard 55, HVAC setpoints are based on expected occupancy and room type to balance comfort with energy efficiency. Large assembly areas (gyms, cafeterias, auditoriums) may be maintained at lower baselines, with conditions adjusting during full use.

Measurement

Temperature conditions will be evaluated using a central reading at ~ 5 feet above the floor in a closed zone, consistent with ASHRAE 55. This provides an objective and consistent standard of record, recognizing that localized hot or cold spots may exist near windows, doors, or vents.

Flexibility

- Large spaces may be maintained at steady setpoints without after-hours setbacks due to system design and usage.
- After-hours or special events may require adjustments; building administrators may coordinate with Facilities for extended control.

Limitations

Extreme weather, aging equipment, or system failures may temporarily prevent adherence. In such cases, Facilities will act promptly to restore conditions and communicate with administrators.

Legal Reference: ASHRAE Standard 55

Maine LD 1: *Indoor Air Quality in Schools*

U.S. Department of Energy / EPA: *EnergySmart Schools, IAQ Tools for Schools*

Adopted: _____

(NEW POLICY)**CELL PHONES AND OTHER PERSONAL ELECTRONIC DEVICES IN SCHOOLS**

The intent of this policy is to support a focused learning environment, minimize distractions, and promote student social and emotional well-being by regulating the use of student personal cell phones, smart watches, and other personal electronic devices (PED's) during the school day and while students are participating in other school-sponsored activities. In addition to establishing expectations for device use, the Board is committed to ensuring that our schools actively educate students about responsible digital citizenship, including the appropriate use of these devices and the potential risks associated with them. This policy applies to all student-owned personal electronic devices with or without Internet or cellular network connectivity capabilities, wearable or handheld.

GUIDELINES FOR PHONE-FREE SCHOOL DAY

The following provisions apply to all students Pre-K through grade 12 effective July 1, 2026.

- Students are not permitted to wear or access personal cell phones, smart watches, or other PED's while on school grounds during the school day, including non-instructional time.
- Upon arrival at school, devices must be powered off and stored as directed by school procedures.
- Use of cell phones, smart watches, and other PEDs is permitted during bus transportation that occurs before the start of the school day or after a student's school day has ended, recognizing that schools operate on different schedules.
- Exceptions to the prohibition on use may be granted for monitoring or management of a health condition in accordance with a health care provider's order as incorporated into the student's individual health plan (IHP) (e.g., glucose monitoring); in emergency situations as authorized by staff in accordance with the school district's health and safety and emergency management plan.

MISUSE OF CELL PHONES AND OTHER ELECTRONIC DEVICES

The use of a cell phone, smart watch, or any other electronic device in any manner that violates Board policy or school rules is prohibited. This includes but is not limited to bullying, harassment, cheating, and other violations of the student code of conduct.

Use of cell phones and other devices with cameras and/or voice recording capabilities is strictly prohibited in bathrooms, locker rooms, and other places where privacy is generally expected. In all other school locations, permission must be granted before photographing or recording another person. Student cell phones and other electronic devices may be subject to search if there is reasonable suspicion of a violation.

RSU No. 5 schools may develop administrative procedures to implement and enforce this policy appropriately. At all grade levels, violations of this policy may result in:

- A verbal warning.
- Confiscation of the cell phone, smart watch, or other device for the remainder of the day.

- For continued or repeated violations, a meeting with the student's parent/guardian may be required.
- Repeated or serious violations may require a parent/guardian meeting and/or result in additional disciplinary consequences as provided in the school unit's Student Code of Conduct.

At all grade levels, parent-student communication should be channeled through the school office, or by email.

In the event of a school emergency, the school/district will communicate with parents as promptly as possible in accordance with the school unit's Health and Safety and Emergency Management Plan.

The school unit will not be responsible for loss, theft, or damage to student cell phones, smart watches, or other PED's students bring to school or onto school property, including school buses.

Schools will include the appropriate use of cell phones, smart watches, and other electronic devices with Internet and cellular connectivity in educating students and staff about digital citizenship, online safety, and responsible technology use.

Teachers and other school staff should be conscious of the impact of their own behavior on their students and avoid the use of their own cell phones, smart watches, and other electronic devices when engaged in classroom instruction or supervision of students, except as permitted in this policy.

Legal Reference: 20-A MRSA § 1001(23)

Cross Reference: GBCC—Employee Use of Cell Phones
IJNDB—Student Computer and Internet Use and Internet Safety
JIC—Student Code of Conduct
JIH—Questioning and Searches of Students

Adopted: _____

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: