

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS**  
**WEDNESDAY- February 11, 2026**  
**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

\_\_\_ Durham Vacant

\_\_\_ 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 January 28, 2026 as presented barring any errors or omissions.

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

5. Adjustments to the Agenda:

6. Good News & Recognition: (30 Minutes)

- A. Report from Board's Student Representative

- Report out on the Strategic Plan Portrait of a Graduate, Belief Statements and Mission (Maria Abbatemarco, Kelly Sink, Kara Kaikini)

7. Public Comments: (10 Minutes)

8. Reports from Superintendent:

- A. Resignation - Alison Ginn - BCBA

9. Administrator Reports:

None

10. Board Comments and Committee Reports:

None

11. Policy Review:  
None

12. Unfinished Business: (120 Minutes)

A. FY27 Budget:

1. Superintendent's Presentation of Conception for District Reconfiguration
2. Review of the FY27 Superintendent's Proposed Budget

13. New Business:  
None

14. Personnel:  
None

15. Public Comments: (10 Minutes)

16. Adjournment:

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_ Time: \_\_\_\_\_

Item # 4.A.

**RSU No. 5 Board of Directors Meeting  
Wednesday, January 28, 2026 - 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 February 11, 2026 meeting).

**1. CALLED TO ORDER:**

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

**2. MEMBERS PRESENT:** Karen Breer, Anna Child, Colin Cheney, Malik Farlow, Kara Kaikini, Michelle Ritcheson, Christopher Savaiano, Kelly Sink, Valerie Williams, Stephanie Worth. Maria Abbatemarco, Student Representative (left at 8:55 p.m.)

**MEMBERS ABSENT:** There is an open Durham seat

**3. PLEDGE OF ALLEGIANCE:**

**4. CONSIDERATION OF MINUTES:**

A. **VOTED:** To approve the Minutes of January 14, 2026. (Williams - Kaikini) (10 - 0) The Student Representative did not vote.

**5. ADJUSTMENTS TO THE AGENDA:**

Item 12.A. Tabled

**6. GOOD NEWS AND RECOGNITION:**

A. Report from the Board's Student Representative - Maria Abbatemarco

**7. PUBLIC COMMENT:**

None

**8. REPORTS FROM SUPERINTENDENT:**

A. Superintendent's Report

B. Support Staff New Hires - Nate Walrath - FHS Ed Tech

**9. ADMINISTRATOR REPORTS:**

A. Finance - Kelly Wentworth

**10. BOARD COMMENTS AND COMMITTEE REPORTS:**

A. Board Information Exchange and Agenda Requests

- Valerie Williams - Region Ten update has not heard back on three funding requests.

B. Finance Committee and Facilities and Operations Committee Joint Meeting

C. Facilities and Operations Committee

D. Policy Committee

**11. POLICY REVIEW:**

A. **VOTED:** To approve 2<sup>nd</sup> Read of the following policies:

1. JICJ - Student Use of Cell Phones and Other Personal Electronic Devices (New Policy)

2. EBCF - Automated External Defibrillators (AED's)
3. EBBB - Temperature Standards for Schools (New Policy)  
(Worth - Sink) (10 - 0) The Student Representative voted with the majority.

B. **VOTED:** To approve 1<sup>st</sup> Read of the following policies:

1. JICK - Bullying
2. JICK - R - Bullying Administrative Procedure  
(Savaiano - Child) (10 - 0) The Student Representative voted with the majority.

**12. UNFINISHED BUSINESS:**

A. Consideration and approval to join Cohort 3 (2026-2027) of the Early Childhood Special Education (ECSE) Transition from Child Development Services (CDS) to RSU 5. ***This item was tabled***

B. **VOTED:** To approve 2<sup>nd</sup> Read of the 2026-2027 School Calendar. (Breer - Worth) (10 - 0) The Student Representative voted with the majority.

**13. NEW BUSINESS:**

A. Presentation of the Superintendent's 2026-2027 Proposed Budget

**14. PERSONNEL:**

None

**15. PUBLIC COMMENT:**

None

**16. ADJOURNMENT:**

**VOTED:** To adjourn at 9:21 p.m. (Kaikini - Sink) (10 - 0)

  
\_\_\_\_\_  
Tom Gray, Superintendent of Schools

## **RSU 5 Portrait of a Graduate**

### **Intellectual Curiosity**

RSU 5 graduates are innovative, creative, and curious. They embrace challenge through critical thinking and problem solving to acquire and apply knowledge, make responsible decisions, and cultivate a lifelong passion for learning.

### **Interpersonal Competence**

RSU 5 graduates are kind, empathetic, and respectful. They have the communication and collaboration skills necessary to build and sustain healthy relationships. They advocate for themselves and others.

### **Personal Growth**

RSU 5 graduates explore who they are and who they aspire to become. They engage in ongoing self-reflection and goal setting that builds independence, resilience, perseverance, adaptability, well-being and purpose.

### **Community and Global Engagement**

RSU 5 graduates have strong community and social connections that contribute to a sense of belonging. They act with care, responsibility, and inclusivity toward their local community and the wider world. They value and seek out diverse experiences and perspectives.

### **Future Readiness**

RSU 5 graduates explore and see opportunities ahead and are prepared for life. They are flexible and responsive to the demands of both the present and the future. They possess the knowledge, skills, and habits needed to thrive in their chosen pathways.

## **Mission**

Empower and equip every learner with skills, curiosity, character, and purpose to thrive and live fulfilling lives in an ever-changing world.

## **We Believe Statements (12/12/25)**

### **Community and Relationships**

We believe belonging and strong relationships grow when learning is grounded and purposeful in our community and enriched by diverse perspectives that broaden students' worldviews.

### **Cognitive Growth**

We believe learning requires deep thinking, meaningful challenge, and the ability to reflect on and adjust one's approach to reach goals.

### **Learner Agency**

We believe in empowering students with the knowledge, skills, and sense of responsibility they need to thrive in society, contribute to their communities, and explore meaningful future pathways.

### **Emotional Intelligence and Character Building**

We believe in fostering emotionally intelligent, flexible, and resilient learners who act with integrity, use strategies for emotional regulation, and embrace productive struggle as growth.

### **School Culture and Connection**

We believe schools are welcoming, joyful, and hopeful communities where relationships, belonging, and engagement support every learner.

### **Real World Relevance**

We believe in creating opportunities for students to practice essential life skills, explore practical knowledge, and engage in community-based experiences that develop skills needed for life beyond school.

# Strategic Planning Committee Update

February 11, 2026



# Strategic Planning Committee

## Faculty

Allison Barrett

Halie Goodspeed

Renee LaRoche

Melissa Luetje

Kate Parkin

Jennifer Winkler

## Community

Liz Dolci

David Jensen

Caitlin Loveitt

## Students

Maria Abbatemarco

Wren Heinfeld

Isabella George

## School Board

Kara Kaikini

Kelly Sink

## Leadership

Tom Gray

Emily Grimm

Erica Mazzeo

Julie Nickerson

# Timeline

## Laying the Foundation



**January 2025 -  
February 2025**

Identify critical stakeholders to support this work. Develop timeline and goals with Strategic Planning Committee.

## Seeking Community Input



**March 2025 -  
October 2025**

Gather data from community using focus groups and surveys.

## Drafting the Portrait



**September 2025 -  
November 2025**

Draft and finalize RSU 5's Portrait of a Graduate.

## Strategic Planning



**November 2025 -  
May 2026**

Draft and finalize RSU 5's strategic plan informed by the Portrait of a Graduate.

# Community Input



# RSU 5 School Department | Portrait of a Graduate Process for Data Analysis

## Question 1

What goals, hopes, and dreams do you have for the young people of our schools?

## Question 2

What skills do you think will be essential to achieve these goals, hopes, and dreams?

## Question 3

In what ways do you think our schools currently help students develop knowledge, skills, and character traits that you identified? In what ways do you think our schools help students have the experiences they need to achieve these goals, hopes, and dreams?

## Question 4

In what ways do you think our schools could better prepare learners for life?



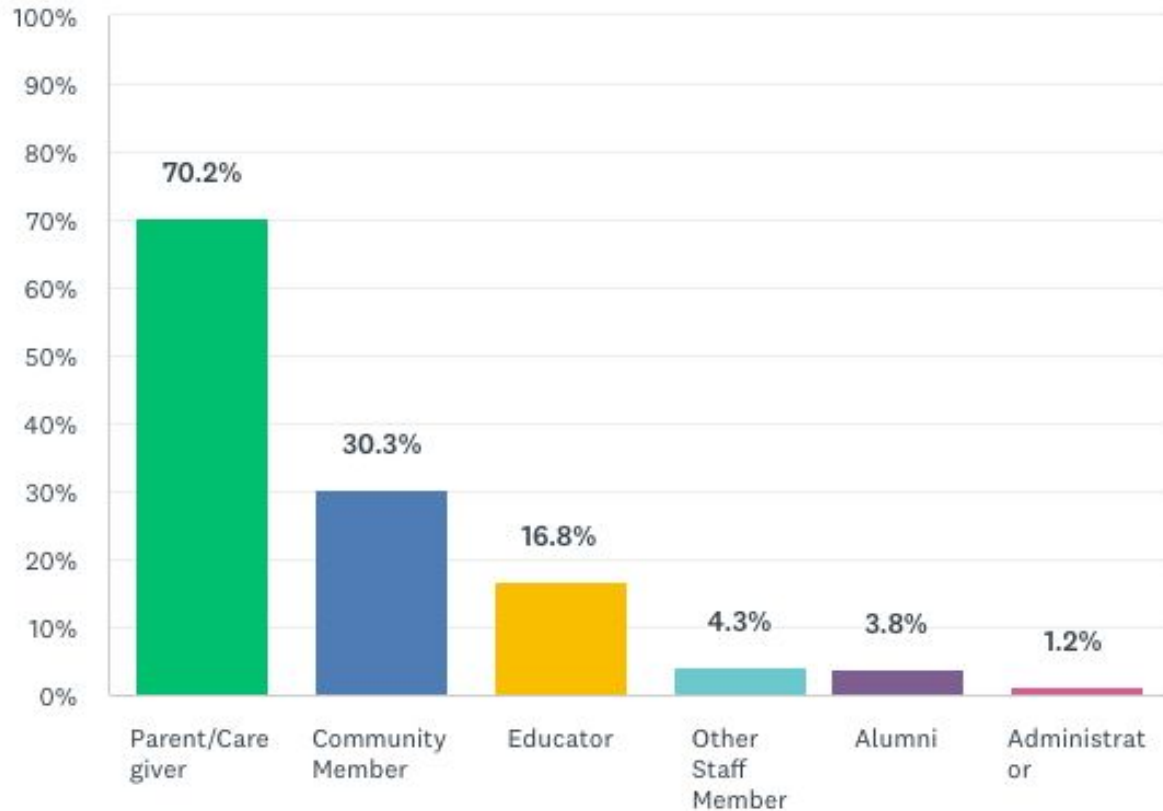
# Survey Participation

**842 surveys submitted**

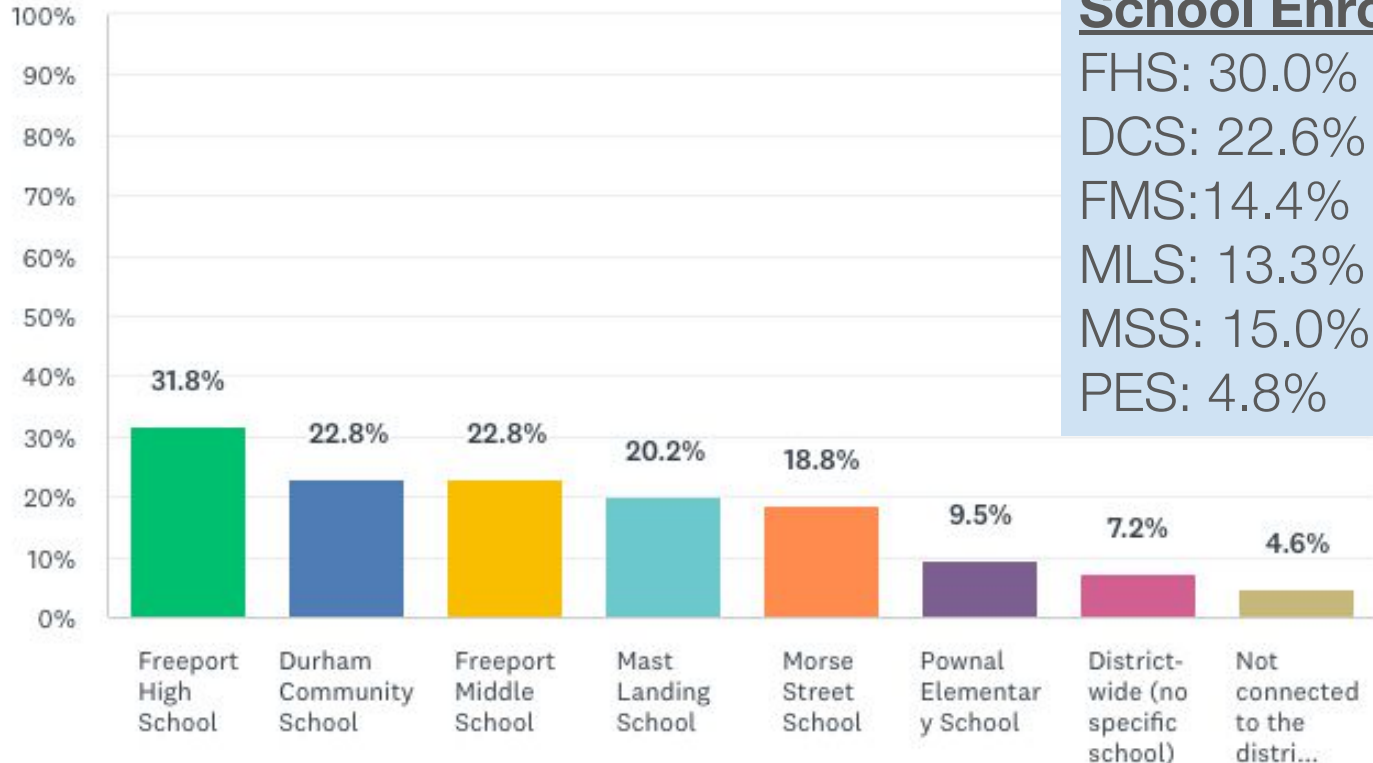
Breakdown by role:

- 61% Students (510)
- 29% Parent / Caregiver (243)
- 12% Community Member (105)
- 7% Educator (58)
- 2% Other Staff (14)
- 2% Alumni (13)
- 0.5% Administrators (4)

# Demographics (Role)



# Demographics (School)



## School Enrollment

FHS: 30.0%

DCS: 22.6%

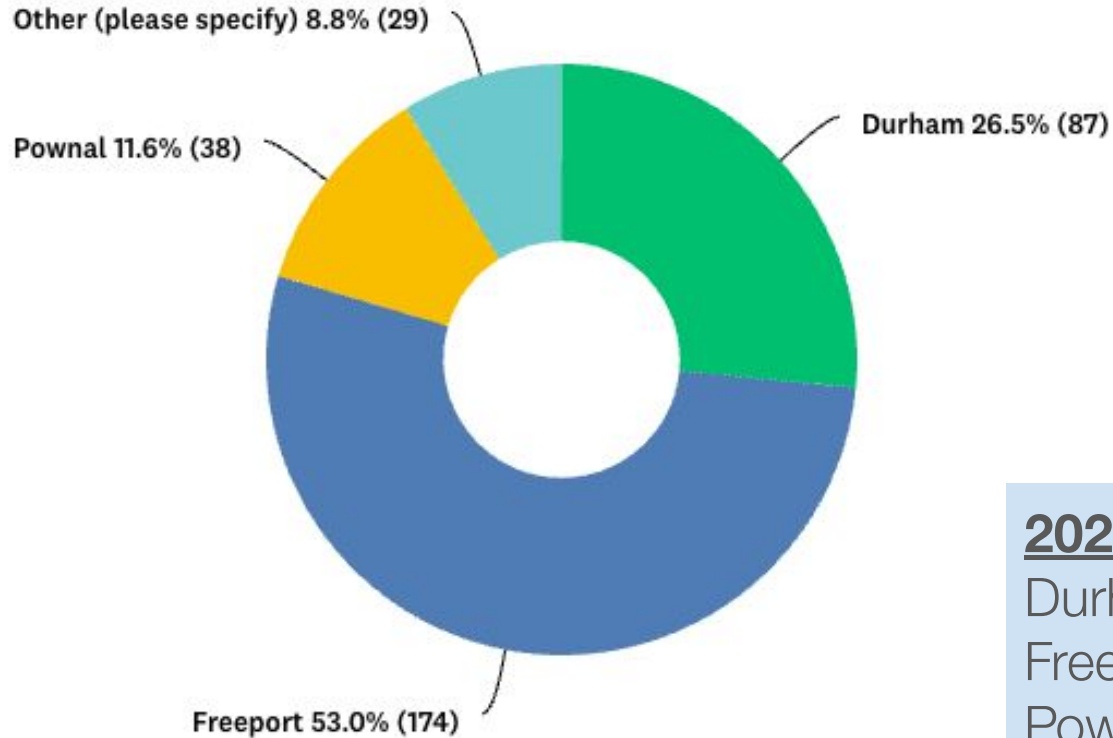
FMS: 14.4%

MLS: 13.3%

MSS: 15.0%

PES: 4.8%

# Demographics (Community)



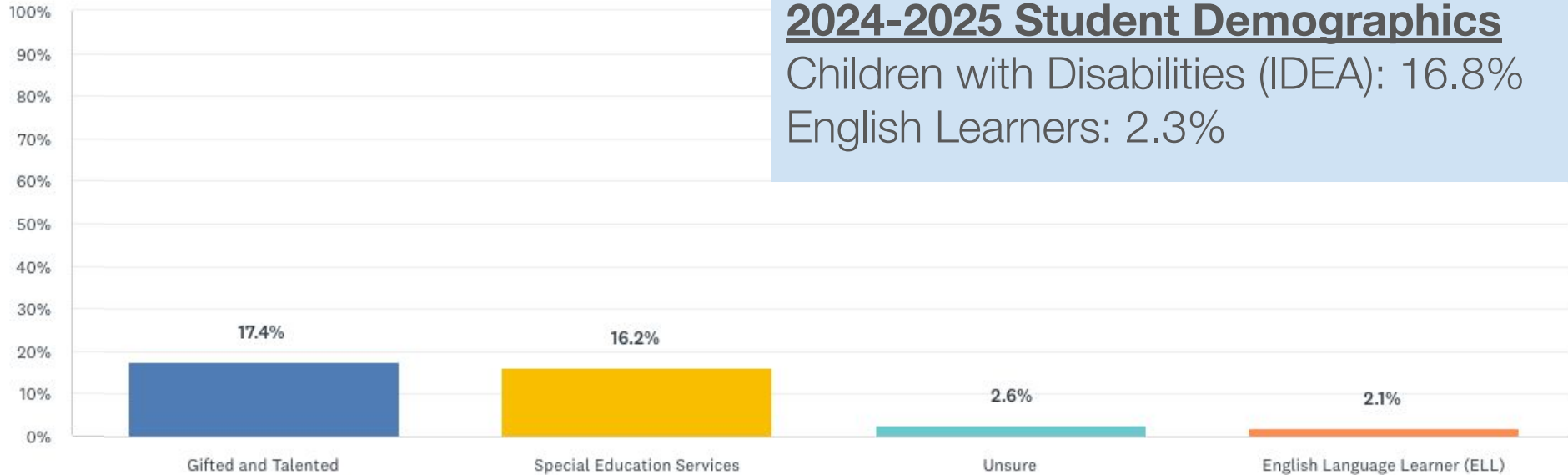
## 2020 Census

Durham: 28.8%

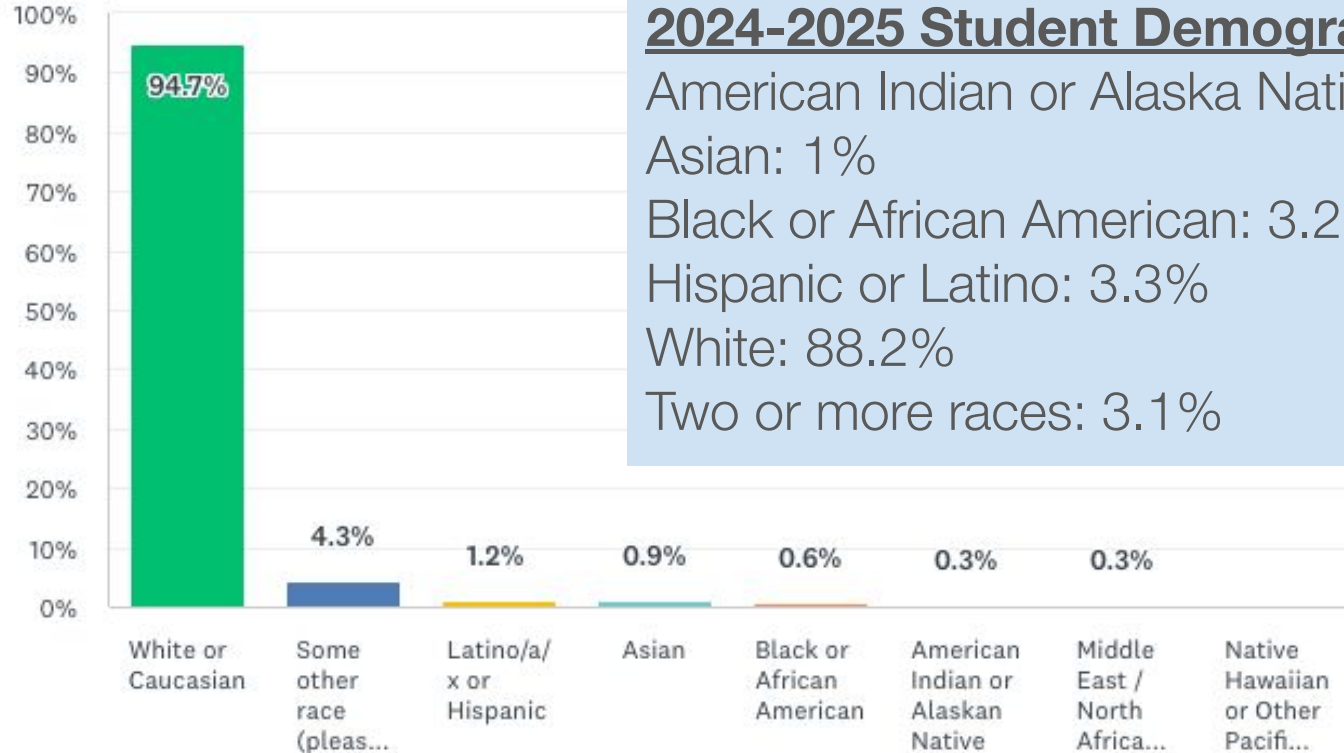
Freeport: 60.4%

Pownal: 10.8%

# Demographics (Programs)



# Demographics (Race)



## 2024-2025 Student Demographics

American Indian or Alaska Native: 0.05%

Asian: 1%

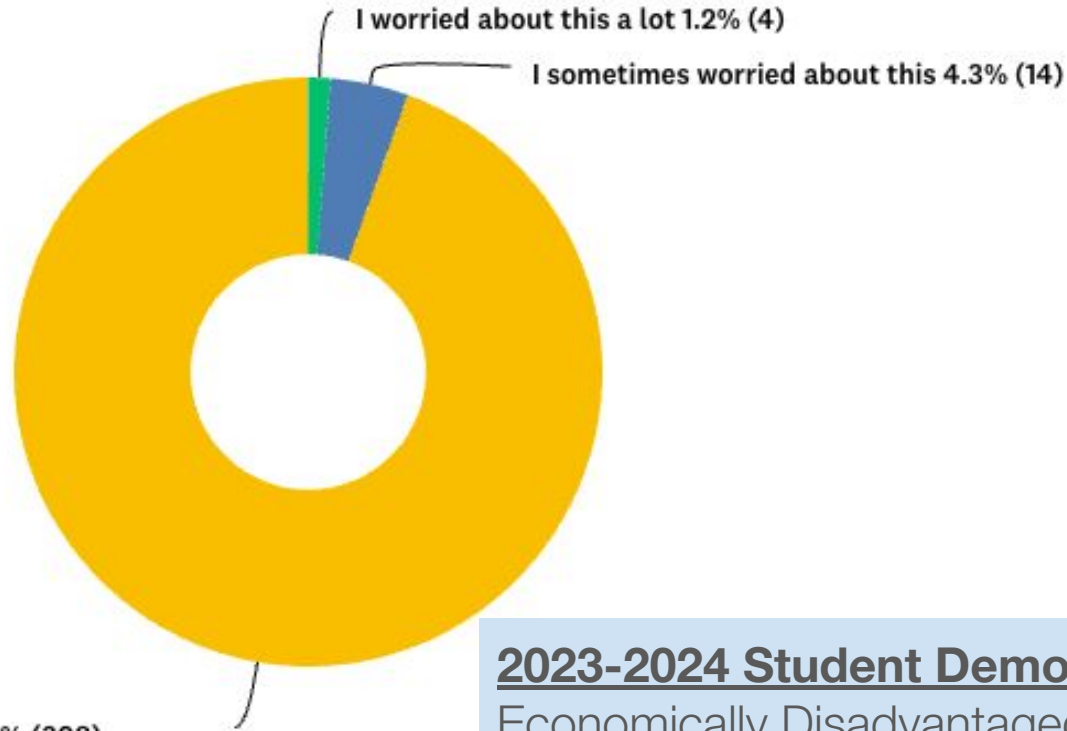
Black or African American: 3.2%

Hispanic or Latino: 3.3%

White: 88.2%

Two or more races: 3.1%

# Demographics (Food Security)



I never worried about this 94.5% (308)

**2023-2024 Student Demographics**

Economically Disadvantaged Students: 17.2%

# Community Focus Groups

Group	Participation
PES	16 participants
DCS	18 participants
Community Library	10 participants
FHS	16 participants
Virtual	12 participants

**Total = 72 Community Members**

# Drafting the Portrait + Supporting Documents



# Developed Portrait Pillars

Intellectual Curiosity

Interpersonal Competence

Personal Growth

Community and Global Engagement

Future Readiness

# Feedback on PoG Draft

91-97% of participants reported each pillar as either mostly or fully reflecting their vision for a graduate.

	Average Score
Intellectual Curiosity	+ 1.71
Interpersonal Competence	+ 1.68
Personal Growth	+ 1.60

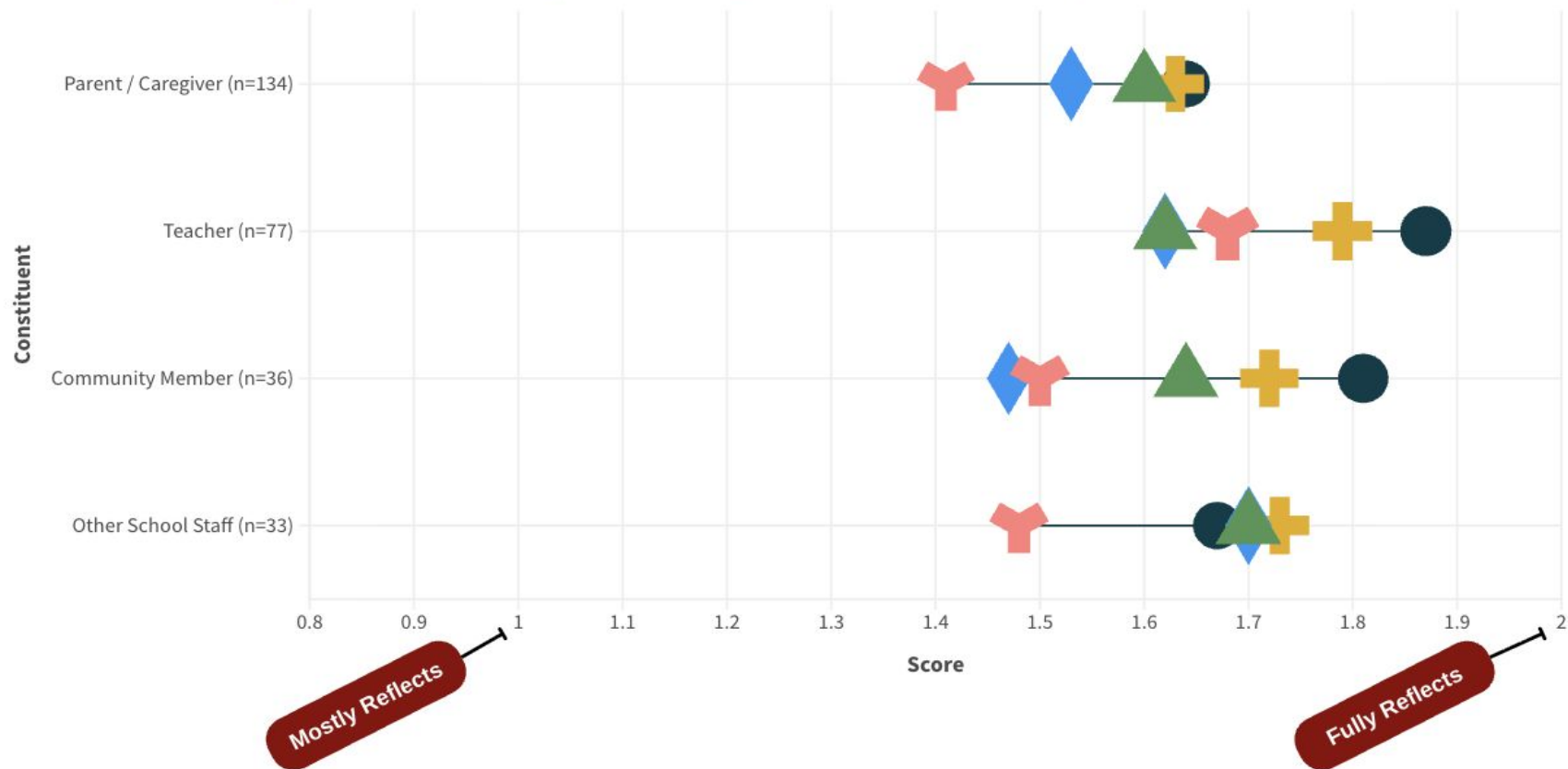
	Average Score
Community and Global Engagement	+ 1.48
Future Readiness	+ 1.61

+2.00 → Fully Reflects

- 2.00 → Doesn't Reflect at All

# Current Portrait of a Graduate Pillars | Domain Scores by Constituency

**Pillar** ● Intellectual Curiosity ● Interpersonal Competence ● Personal Growth ● Community & Global Engagement ● Future Readiness



# Portrait of a Graduate

## **Intellectual Curiosity**

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## **Interpersonal Competence**

RSU 5 graduates are kind, empathetic, and respectful. They have the communication and collaboration skills necessary to build and sustain healthy relationships. They advocate for themselves and others.

## **Personal Growth**

RSU 5 graduates explore who they are and who they aspire to become. They engage in ongoing self-reflection and goal setting that builds independence, resilience, perseverance, adaptability, well-being and purpose.

## **Community and Global Engagement**

RSU 5 graduates have strong community and social connections that contribute to a sense of belonging. They act with care, responsibility, and inclusivity toward their local community and the wider world. They value and seek out diverse experiences and perspectives.

## **Future Readiness**

RSU 5 graduates explore and see opportunities ahead and are prepared for life. They are flexible and responsive to the demands of both the present and the future. They possess the knowledge, skills, and habits needed to thrive in their chosen pathways.

# PoG

# Visual Draft



## RSU 5 PORTRAIT OF A GRADUATE



### INTELLECTUAL CURIOSITY

RSU 5 graduates are innovative, creative, and curious. They embrace challenge through critical thinking and problem solving to make responsible decisions and cultivate a lifelong passion for learning.

### INTERPERSONAL COMPETENCE

RSU 5 graduates are kind, empathetic, and respectful. They have the communication and collaboration skills necessary to build and sustain healthy relationships. They advocate for themselves and others.



### PERSONAL GROWTH

RSU 5 graduates know who they are and who they aspire to become. They engage in ongoing self reflection and goal setting that builds independence, resilience, perseverance, and adaptability.

### COMMUNITY AND GLOBAL ENGAGEMENT

RSU 5 graduates have strong community and social connections that contribute to a sense of belonging. They act with care and responsibility toward their local community and the wider world. They value and seek out diverse experiences and perspectives.



### FUTURE READINESS

RSU 5 graduates explore and see opportunities ahead and are prepared for life. They are flexible and responsive to the demands of both the present and the future. They possess the knowledge, skills, and habits needed for personal and professional success.

# Mission

Empower and equip every learner with skills, curiosity, character, and purpose to thrive and live fulfilling lives in an ever-changing world.

# We believe statements (1/2)

## **Community and Relationships**

We believe belonging and strong relationships grow when learning is grounded and purposeful in our community and enriched by diverse perspectives that broaden students' worldviews.

## **Cognitive Growth**

We believe learning requires deep thinking, meaningful challenge, and the ability to reflect on and adjust one's approach to reach goals.

## **Learner Agency**

We believe in empowering students with the knowledge, skills, and sense of responsibility they need to thrive in society, contribute to their communities, and explore meaningful future pathways.

# We believe statements (2/2)

## **Emotional Intelligence and Character Building**

We believe in fostering emotionally intelligent, flexible, and resilient learners who act with integrity, use strategies for emotional regulation, and embrace productive struggle as growth.

## **School Culture and Connection**

We believe schools are welcoming, joyful, and hopeful communities where relationships, belonging, and engagement support every learner.

## **Real World Relevance**

We believe in creating opportunities for students to practice essential life skills, explore practical knowledge, and engage in community-based experiences that develop skills needed for life beyond school.

# Strategic Planning



# Strategic Planning Steps

February	March	April	May	June
<b>Draft Strategic Plan, Objectives + Outcomes</b>		<b>Draft Strategies + Plan for Progress Monitoring</b>		<b>Present Plan</b>
<ul style="list-style-type: none"><li>• Identify action areas</li><li>• Draft objectives + action steps</li></ul>	<ul style="list-style-type: none"><li>• Draft progress indicators + evidence</li><li>• Present draft to board, faculty + admin for feedback</li></ul>	<ul style="list-style-type: none"><li>• Draft action strategies + progress monitoring</li></ul>	<ul style="list-style-type: none"><li>• Leadership develops work plan, overarching accountability, + progress indicators dashboard</li></ul>	<ul style="list-style-type: none"><li>• Share with School Board + faculty</li><li>• Add to district publications</li></ul>

# Data Used

- Question 3 + 4 from Community Feedback
- District Data
  - Attendance
  - Graduation Rates
  - NWEA Scores (Literacy + Mathematics)
  - Maine Integrated Youth Health Survey (MIYHS)
- Research Predicting Future Needs for Graduates

# Survey 1 - Question 3 Themes

How RSU 5 currently helps students

- Self-Management
- Empathy and Perspective Taking
- Emotional Regulation
- Clubs and Interest Groups
- Critical Thinking and Problem Solving
- Inclusive School Culture

# Survey 1 - Question 4 Themes

How RSU 5 could better prepare students

- Emotional Intelligence and Communication Skills
- Character Development and Accountability
- Positive School Climate and Culture
- Holistic Student Well Being
- Financial and Practical Life Skills
- Fostering Student Agency and Independence
- Field-Based and Community Experiential Learning
- Curriculum Relevance and Streamlining

# How We Develop the Plan

## **Community and Relationships**

We believe belonging and strong relationships grow when learning is grounded and purposeful in our community and enriched by diverse perspectives that broaden students' worldviews.

### **Indicators of Progress/Success:**

<b>Strategies</b>	<b>Action Steps</b>

# Questions