

**6:00-6:30 P.M. – Q & A**

***This is an opportunity for community members to ask Board members questions about the Board's FY27 Adopted Budget***

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS  
WEDNESDAY– APRIL 8, 2026  
DURHAM COMMUNITY SCHOOL - CAFETERIA  
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

\_\_\_\_ Kara Kaikini

\_\_\_\_ Lois Kilby-Chesley

\_\_\_\_ 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 March 18, 2026 and March 25, 2026 as presented barring any errors or omissions.

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ 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. Resignations - Mike Lallemand, Maintenance Specialist

B. Migration of Students

**9. Administrator Reports:**

A. Update from Durham Community School - Will Pidden (15 Minutes)

B. Chapter 104 "Gifted & Talented Education" and MTSS - Erica Mazzeo (40 Minutes)

10. Board Comments and Committee Reports: (15 Minutes)

- A. Strategic Communications Committee
- B. Curriculum and Program Development Committee

11. Policy Review:

None

12. Unfinished Business: (10 Minutes)

- A. I move that the Vote entitled, "Vote to Call and Approve the Warrants for the Budget Meeting and the Budget Validation Referendum and to Authorize the Notice of Amounts Adopted," be approved in form presented to this meeting and that a copy of said Vote be included with the minutes of this meeting.

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

13. New Business:

None

14. Personnel: (15 Minutes)

- A. Consideration and approval to employ an Early Childhood Special Education Assistant Director for the 2026-2027 school year.

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

- B. Consideration and approval to convert a Bus Driver/Custodian full time year round position to a full time year round Custodian position.

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

- C. Consideration and approval to create a full time year round Van Driver/Custodian position using money from budgeted Van substitute funds.

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

15. Public Comments: (10 Minutes)

16. Executive Session:

- A. Consideration and approval to enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) for the purpose of discussing the Superintendent's evaluation.

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

Time In \_\_\_\_\_ Time Out \_\_\_\_\_

17. Action as a Result of Executive Session:

18. Adjournment:

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

**RSU No. 5 Board of Directors Meeting  
Wednesday, March 18, 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 April 8, 2026 meeting).

- 1. CALLED TO ORDER:**  
Chair Michelle Ritcheson called the meeting to order at 6:31 p.m.
- 2. MEMBERS PRESENT:** Karen Breer, Colin Cheney, Anna Child, Malik Farlow (arrived at 6:35 p.m.), Kara Kaikini, Lois Kilby-Chesley, Michelle Ritcheson, Christopher Savaiano, Kelly Sink, Valerie Williams, Stephanie Worth. Moon Tussing, Student Representative (left at 8:231 p.m.)  
**MEMBERS ABSENT:** None
- 3. PLEDGE OF ALLEGIANCE:**
- 4. CONSIDERATION OF MINUTES:**  
None
- 5. ADJUSTMENTS TO THE AGENDA:**  
None
- 6. GOOD NEWS AND RECOGNITION:**  
A. Report from Board's Student Representative
- 7. PUBLIC COMMENT:**  
Erin Abbott, Yarmouth; Cathy Richard, Brunswick; Jill Hyland, Brunswick; Thomas Arena, Pownal; Lynn Shea, Freeport; Mike Shaw, Freeport; John Jaques, Freeport; Niko Jaques, Freeport; Shana Jaques, Freeport; Zach Labbay, Durham; Maura Pillsbury, Freeport;
- 8. REPORTS FROM SUPERINTENDENT:**  
A. Review of FY27 Superintendent's Proposed Budget
- 9. PUBLIC INPUT:**  
A. Public Input on the FY27 Budget  
Suzanne Williams Lundgren, Freeport; Nate Ellis, Freeport; Mike Shaw, Freeport; John Jaques, Freeport; Michael Metzker, Pownal; Maura Pillsbury, Freeport
- 10. ADMINISTRATOR REPORTS:**  
None
- 11. BOARD COMMENTS AND COMMITTEE REPORTS:**  
None
- 12. POLICY REVIEW:**  
None

**13. UNFINISHED BUSINESS:**

**A. FY27 Budget:**

1. Board Deliberations on FY27 Superintendent's Proposed Budget

**14. NEW BUSINESS:**

None

**15. PERSONNEL:**

None

**16. PUBLIC COMMENT:**

None

**17. EXECUTIVE SESSION:**

**VOTED:** To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(D) for the purpose of discussing Administrator negotiations. (Williams – Worth) (11 – 0)

Time In: 9:46 p.m.

Time Out: 10:27 p.m.

**18. ACTION AS A RESULT OF EXECUTIVE SESSION:**

**VOTED:** To authorize the execution of contracts for the following administrators, as discussed in Executive Session. (Cheney – Kaikini) (11 – 0)

Julie Nickerson

Amanda Marsden

Emily Grimm

Peter Wagner

Holly Johnson

Pam Crosby

Scott Emery

Glen Reynolds

Jen Gulko

Charlie Mellon

Erica Reilly

Kelly Wentworth

Eric Hall

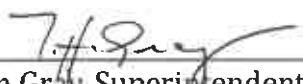
Sam Rigby

Elisha Morris

Bill Ridge

**19. ADJOURNMENT:**

**VOTED:** To adjourn at 10:27 p.m. (Sink – Breer) (10 – 0 - 1 Abstention Cheney)

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

**RSU No. 5 Board of Directors Meeting  
Wednesday, March 25, 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 April 8, 2026 meeting).

- 1. CALLED TO ORDER:**  
Chair Michelle Ritcheson called the meeting to order at 6:31 p.m.
- 2. MEMBERS PRESENT:** Karen Breer, Anna Child, Colin Cheney, Malik Farlow, Kara Kaikini, Lois Kilby-Chesley, Michelle Ritcheson, Christopher Savaiano, Kelly Sink, Valerie Williams, Stephanie Worth (arrived at 6:35). Maria Abbatemarco, Student Representative (left at 8:47 p.m.)  
**MEMBERS ABSENT:** None
- 3. PLEDGE OF ALLEGIANCE:**
- 4. CONSIDERATION OF MINUTES:**
  - A. VOTED:** To approve the Minutes of March 11, 2026.  
(Williams – Sink) (10 - 0) The Student Representative voted with the majority.
- 5. ADJUSTMENTS TO THE AGENDA:**  
None
- 6. GOOD NEWS AND RECOGNITION:**
  - A.** Report from Board's Student Representative
- 7. PUBLIC COMMENT:**  
Daniel Freund, Freeport; Jill Hyland, Brunswick; Casey Ellis, Freeport; Emily Sampson, Durham; Wyeth Pillsbury, Freeport; John Jaques, Freeport
- 8. REPORTS FROM SUPERINTENDENT:**
  - A.** Superintendent's Report
  - B.** Resignation/Retirement - Martin Huertas, DCS Ed Tech  
Cheryl Sleeper (retirement) MLS RTI/MTSS Math Teacher
- 9. PUBLIC INPUT:**
  - A.** Public Input on the FY27 Budget  
None
- 10. ADMINISTRATOR REPORTS:**
  - A.** Finance - Kelly Wentworth
- 11. BOARD COMMENTS AND COMMITTEE REPORTS:**
  - A.** Board Information Exchange and Agenda Requests
    - Kara Kaikini mentioned the Strategic Communications Committee is meeting next week.  
Kara also inquired about next steps for AI.
  - B.** Finance Committee

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

**12. POLICY REVIEW:**

- A. 1. **VOTED:** To approve 2<sup>nd</sup> Read of policy JEA - Compulsory Attendance.  
(Williams – Savaiano) (11 – 0) The Student Representative voted with the majority.
- 2. **VOTED:** To approve 2<sup>nd</sup> Read of policy JIC - Student Code of Conduct  
(Kaikini – Woth) (11 – 0) The Student Representative voted with the majority.
- B. **VOTED:** To approve 1<sup>st</sup> Read of the following policies:
  - 1. JJIF - Student Concussions and Other Head Injuries
  - 2. JJIF-E - Concussion Information Sheet
  - 3. IMB - Teaching About Controversial Issues (New Policy)  
(Williams – Farlow) (11 – 0) The Student Representative voted with the majority.

**13. UNFINISHED BUSINESS:**

- A. **VOTED:** To approve the FY27 Superintendent's Proposed Budget as reflected in the Handbook that we have for today. (Sink – Kaikini) (10 - 1 Kilby-Chesley) The Student Representative voted with the minority.

**14. NEW BUSINESS:**

- A. **VOTED:** that the resolution entitled, "Resolution to Authorize Lease Financing of a \$2,429,416 Energy Conservation Project at RSU School Facilities" be approved in form presented to this meeting and that an attested copy of said Resolution be included with the minutes of this meeting. (Sink – Kaikini) (10 – 1 Kilby-Chesley)

**15. PERSONNEL:**

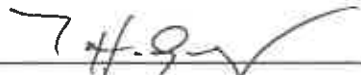
None

**16. PUBLIC COMMENT:**

Michael Metzger, Pownal

**17. ADJOURNMENT:**

**VOTED:** To adjourn at 10:24 p.m. (Kaikini – Savaiano) (11 – 0)

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

March 25, 2026

Motion: I move that the resolution entitled, “Resolution to Authorize Lease Financing of a **\$2,429,416** Energy Conservation Project at RSU School Facilities” be approved in form presented to this meeting and that an attested copy of said Resolution be included with the minutes of this meeting.

**RESOLUTION TO AUTHORIZE LEASE FINANCING OF A \$2,429,416 ENERGY CONSERVATION PROJECT AT RSU SCHOOL FACILITIES**

Whereas, in accordance with Section 15915 of Title 20-A of the Maine Revised Statutes, the School Board of Regional School Unit No. 5 (the “RSU”) has selected Energy Management Consultants, Inc. as its energy services company;

Now therefore, the School Board resolves as follows:

1. That, pursuant to section 15915 of Title 20-A of the Maine Revised Statutes, the Superintendent of Schools (the “Superintendent”) is authorized in the name and on behalf of the RSU to execute and deliver an agreement with Energy Management Consultants, Inc. or its affiliate or designee for the acquisition and installation of Phase II energy conservation and related air quality improvements projects at school facilities throughout the RSU (the “Project”), at a cost not to exceed **\$2,429,416**, provided that said agreement is in form acceptable to the Superintendent in consultation with legal counsel;
2. That, to provide funds for the Project, the Superintendent and the Director of Finance and Human Resources, acting singly, are authorized in the name and on behalf of the RSU to arrange for tax-exempt lease purchase financing with such lease purchase financing company as the Superintendent or Director of Finance and Human Resources may select (the “Lessor”), on such terms as either may approve, and any such prior action by the Superintendent or Director of Finance and Human Resources is hereby ratified and confirmed;
3. That under and pursuant to Sections 1001, 1055, and 15915 of Title 20-A of the Maine Revised Statutes, and all other applicable law, the Superintendent is authorized to execute and deliver a lease purchase agreement with Lessor, or its nominee, in the name and on behalf of the RSU for the Project, in a principal amount not to exceed **\$2,429,416**, in such form and on such terms not inconsistent herewith as the Superintendent may approve (the “Lease”);
4. That to the extent not inconsistent with this Resolution, the Superintendent is hereby authorized to select such date(s), maturity(ies), denomination(s), interest rate(s), place(s) of payment, form(s), and other details of the Lease, as the Superintendent may approve, said approval to be conclusively evidenced by the execution and delivery thereof;
5. That the Superintendent is authorized to covenant on behalf of the Lessee that no part of the proceeds of the Lease or the Project shall be used, directly or indirectly, in a manner

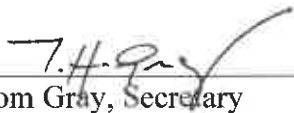
that would cause the Lease to be an “arbitrage bond” or a “private activity bond” within the meaning of Sections 141 and 148 of the Internal Revenue Code of 1986, as amended (the “Code”); and to covenant on behalf of the Lessee to file any information report and pay any rebate due to the United States in connection with the issuance of the Lease;

6. That the Superintendent is authorized, as applicable, to designate the Lease issued pursuant hereto as a qualified tax-exempt obligation within the meaning of Section 265(b)(3) of the Code;
7. That the Superintendent is authorized to execute and deliver such tax certificates, arbitrage and use of proceeds certificates, and other documents and certificates as may, in the Superintendent's opinion, be necessary or convenient to effect the transactions herein authorized, to be in such form not inconsistent with this Resolution as the Superintendent may approve, said approval to be conclusively evidenced by the execution and delivery thereof;
8. That the Superintendent is authorized to execute and deliver an escrow agreement with Lessor or its nominee (the “Escrow Agreement”) to hold funds in an escrow account pending disbursement for the Project, said Escrow Agreement to be on such terms not inconsistent with the Lease and this Resolution as the Superintendent may approve, including without limitation a provision granting Lessor a security interest in the escrow account, said approval to be conclusively evidenced by the execution and delivery thereof;
9. That the Superintendent is authorized to covenant, certify and agree, on behalf of the RSU, for the benefit of the holder of the Lease, that the RSU will file any required reports, make any annual financial or material event disclosure, and take any other action that may be necessary to ensure the disclosure requirements imposed by Rule 15c2-12 of the Securities and Exchange Commission, to the extent applicable, are met;
10. That the Superintendent and other appropriate officials of the RSU, acting singly, are authorized to execute and deliver on behalf of the RSU such security agreements, UCC-1 financing statements, fixture filings, and other documents and certificates as may be required in connection with the Lease and the Escrow Agreement;
11. That the Superintendent and other appropriate officials of the RSU, acting singly, are authorized and empowered in its name and on its behalf to do or cause to do all such other acts and things as may be necessary or desirable in order to effect the execution and delivery of the Lease and the Escrow Agreement in accordance herewith, and any such prior action by them is hereby ratified and confirmed;
12. That if the Superintendent or any other RSU officer or official is for any reason unavailable to, as applicable, approve, execute or attest the Lease and the Escrow Agreement, or any related financing documents, the person or persons acting in any such capacity, whether as an assistant, a deputy or otherwise, is authorized to act for such

official with the same force and effect as if such official had herself/himself performed such act, and any such prior action by them is hereby ratified and confirmed; and

13. That the Treasurer of the RSU, in consultation with Bond Counsel, is authorized to implement written procedures with respect to the Lease for the purpose of (i) ensuring timely "remedial action" for any portion of the Lease that may become "non-qualified bonds," as those terms are defined in the Code and regulations thereunder; and (ii) monitoring the RSU's compliance following execution of the Lease with the arbitrage, yield restriction, and rebate requirements of the Code and regulations thereunder.

A true copy as adopted by a majority of the School Board, attest:

  
\_\_\_\_\_  
Tom Gray, Secretary  
Regional School Unit No. 5

**Migration of Students October 1st 2015 - 2025**

| <b>Year</b> | <b>Total Number<br/>of RSU5<br/>Resident<br/>Students<br/>Attending<br/>Other Schools</b> | <b>October 1st<br/>Enrollment</b> | <b>Percentage of<br/>Students<br/>Attending<br/>Other<br/>Schools</b> |
|-------------|-------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------------------------|
| <b>2015</b> | 388                                                                                       | 1846                              | 21.02%                                                                |
| <b>2016</b> | 398                                                                                       | 1883                              | 21.14%                                                                |
| <b>2017</b> | 389                                                                                       | 1947                              | 19.98%                                                                |
| <b>2018</b> | 379                                                                                       | 1993                              | 19.02%                                                                |
| <b>2019</b> | 396                                                                                       | 2012                              | 19.68%                                                                |
| <b>2020</b> | 439                                                                                       | 1949                              | 22.52%                                                                |
| <b>2021</b> | 405                                                                                       | 1990                              | 20.35%                                                                |
| <b>2022</b> | 392                                                                                       | 2066                              | 18.97%                                                                |
| <b>2023</b> | 339                                                                                       | 2084                              | 16.27%                                                                |
| <b>2024</b> | 357                                                                                       | 1997                              | 17.88%                                                                |
| <b>2025</b> | 340                                                                                       | 1971                              | 17.25%                                                                |

RSU5 Resident Students Attending Other Schools as of October 1, 2025

| School                                                                                                                                                                 |                   | Durham    | Freeport   | Pownal    | Total      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------|------------|-----------|------------|
| Baxter Academy                                                                                                                                                         | Charter           | 8         | 8          | 0         | 16         |
| Fiddlehead School of Arts & Science                                                                                                                                    | Charter           | 3         | 0          | 0         | 3          |
| Maine Connections Academy                                                                                                                                              | Charter           | 2         | 1          | 0         | 3          |
| Maine Virtual Academy                                                                                                                                                  | Charter           | 0         | 2          | 0         | 2          |
| Homeschooled                                                                                                                                                           | Homeschooled      | 32        | 36         | 10        | 78         |
| North Yarmouth Academy                                                                                                                                                 | Private           | 3         | 29         | 4         | 36         |
| Waynflete                                                                                                                                                              | Private           | 5         | 15         | 1         | 21         |
| Maine Coast Waldorf                                                                                                                                                    | Private           | 15        | 65         | 4         | 84         |
| Friends School of Portland                                                                                                                                             | Private           | 3         | 9          | 0         | 12         |
| L'Ecole Francaise du Maine                                                                                                                                             | Private           | 0         | 13         | 0         | 13         |
| Freedom Academy                                                                                                                                                        | Private           | 2         | 2          | 0         | 4          |
| Royal Academy                                                                                                                                                          | Private           | 1         | 0          | 0         | 1          |
| Breakwater School                                                                                                                                                      | Private           | 0         | 2          | 0         | 2          |
| Chop Point School                                                                                                                                                      | Private/Religious | 1         | 0          | 0         | 1          |
| Freedom Christian Academy                                                                                                                                              | Private/Religious | 1         | 0          | 0         | 1          |
| Greater Portland Christian School                                                                                                                                      | Private/Religious | 0         | 3          | 0         | 3          |
| Pine Tree Academy                                                                                                                                                      | Private/Religious | 0         | 15         | 0         | 15         |
| Cheverus                                                                                                                                                               | Private/Religious | 2         | 10         | 0         | 12         |
| St. John's Catholic School                                                                                                                                             | Private/Religious | 1         | 2          | 0         | 3          |
| Lisbon Falls Christian Academy                                                                                                                                         | Private/Religious | 5         | 4          | 1         | 10         |
| Brunswick School Department                                                                                                                                            | Public            | 2         | 1          | 0         | 3          |
| Falmouth School Department                                                                                                                                             | Public            | 0         | 3          | 0         | 3          |
| Lisbon School Department                                                                                                                                               | Public            | 2         | 0          | 0         | 2          |
| MSAD 15 Gray/New Gloucester                                                                                                                                            | Public            | 0         | 0          | 1         | 1          |
| MSAD 75 Topsham/Bowdoin/Bowdoinham/Harpswell                                                                                                                           | Public            | 1         | 0          | 0         | 1          |
| Yarmouth School Department                                                                                                                                             | Public            | 0         | 7          | 0         | 7          |
| RSU 14 Windham/Raymond                                                                                                                                                 | Public            | 1         | 0          | 0         | 1          |
| Maine School of Science & Math                                                                                                                                         | Public            | 1         | 1          | 0         | 2          |
| <b>Total</b>                                                                                                                                                           |                   | <b>91</b> | <b>228</b> | <b>21</b> | <b>340</b> |
| Information is from schools that are required to report in the DOE's Student Information System and private school notification per Title 20-A M.R.S.A 5001-A(3)(A)(2) |                   |           |            |           |            |

RSU5 Resident Students Attending Other Schools as of October 1, 2024

| School                                                                                                                                                                 |                   | Durham    | Freeport   | Pownal    | Total      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------|------------|-----------|------------|
| Baxter Academy                                                                                                                                                         | Charter           | 7         | 7          | 0         | 14         |
| Fiddlehead School of Arts & Science                                                                                                                                    | Charter           | 3         | 0          | 0         | 3          |
| Maine Arts Academy                                                                                                                                                     | Charter           | 1         | 0          | 0         | 1          |
| Maine Connections Academy                                                                                                                                              | Charter           | 2         | 1          | 0         | 3          |
| Maine Virtual Academy                                                                                                                                                  | Charter           | 2         | 0          | 0         | 2          |
| Homeschooled                                                                                                                                                           | Homeschooled      | **        | **         | **        | 82         |
| North Yarmouth Academy                                                                                                                                                 | Private           | 3         | 33         | 5         | 41         |
| Waynflete                                                                                                                                                              | Private           | 1         | 15         | 2         | 18         |
| Maine Coast Waldorf (previously Merriconeag Waldorf)                                                                                                                   | Private           | 14        | 64         | 6         | 84         |
| Friends School of Portland                                                                                                                                             | Private           | 3         | 12         | 0         | 15         |
| L'Ecole Francaise du Maine                                                                                                                                             | Private           | 0         | 9          | 0         | 9          |
| Freedom Christian Academy                                                                                                                                              | Private           | 2         | 0          | 0         | 2          |
| Breakwater School                                                                                                                                                      | Private           | 0         | 1          | 1         | 2          |
| Greater Portland Christian School                                                                                                                                      | Private/Religious | 0         | 4          | 0         | 4          |
| Pine Tree Academy                                                                                                                                                      | Private/Religious | 0         | 10         | 0         | 10         |
| Cheverus                                                                                                                                                               | Private/Religious | 2         | 10         | 0         | 12         |
| St. John's Catholic School                                                                                                                                             | Private/Religious | 4         | 8          | 2         | 14         |
| Lisbon Falls Christian Academy                                                                                                                                         | Private/Religious | 5         | 4          | 1         | 10         |
| St. Doms Academy                                                                                                                                                       | Private/Religious | 1         | 0          | 0         | 1          |
| Open Door Christian Academy                                                                                                                                            | Private/Religious | 4         | 0          | 0         | 4          |
| Brunswick School Department                                                                                                                                            | Public            | 2         | 1          | 0         | 3          |
| Falmouth School Department                                                                                                                                             | Public            | 0         | 3          | 0         | 3          |
| Lisbon School Department                                                                                                                                               | Public            | 3         | 0          | 0         | 3          |
| MSAD 51 Cumberland/No. Yarmouth                                                                                                                                        | Public            | 1         | 0          | 0         | 1          |
| MSAD 75 Topsham/Bowdoin/Bowdoinham/Harpswell                                                                                                                           | Public            | 1         | 0          | 0         | 1          |
| Portland Public Schools                                                                                                                                                | Public            | 0         | 1          | 0         | 1          |
| Yarmouth School Department                                                                                                                                             | Public            | 0         | 8          | 0         | 8          |
| RSU 14 Windham/Raymond                                                                                                                                                 | Public            | 2         | 0          | 0         | 2          |
| Unorganized Terr (Edmunds Consolidated School)                                                                                                                         | Public            | 2         | 0          | 0         | 2          |
| Maine School of Science & Math                                                                                                                                         | Public            | 1         | 1          | 0         | 2          |
| <b>Total</b>                                                                                                                                                           |                   | <b>66</b> | <b>192</b> | <b>17</b> | <b>357</b> |
| Information is from schools that are required to report in the DOE's Student Information System and private school notification per Title 20-A M.R.S.A 5001-A(3)(A)(2) |                   |           |            |           |            |
| **New DOE reporting, not broken down by Town                                                                                                                           |                   |           |            |           |            |

# RSU 5

## Ch. 104 "Gifted & Talented Education" (GaTE)

Presented to the Board of Directors

April 8, 2026

*by Erica Mazzeo, Assistant Superintendent*



# Statutory & Regulatory Framework

## Title 20-A §8101 — Purpose

The Legislature recognizes that gifted and talented students, **comprising approximately 3% to 5% of Maine's students**, require differentiated education programs aligned with the system of learning results, beyond those normally provided by the regular school program, in order to realize their educational potential and contribution to themselves and to society.

## Title 20-A §8101-A — Gifted & Talented Education Programs

**§1 Implementation:** Each school administrative unit shall implement a gifted and talented education program. The commissioner may provide technical assistance in planning and implementing.

**§2 Costs & Approval:** Costs of gifted and talented education programs approved by the department are subsidizable costs under the Essential Programs and Services Funding Act.

## 05-071 Chapter 104 — Educational Programs for Gifted & Talented Children

Establishes the gifted and talented education program standards governing each school administrative unit in the state. **Requires:**

- Comprehensive K-12 programs providing specialized instruction beyond the regular school program
- **Identification of students through screening, selection, and placement procedures**
- Three categories: General Intellectual Ability, Specific Academic Aptitude, and Artistic Ability
- Annual program approval by the Commissioner with periodic compliance reviews
- Certified personnel with gifted and talented training
- Annual self-evaluation and needs assessment processes

# Building the Revised GaTE Process

**GaTE Team:** Alex Briasco-Brin · Chelsea Cekutis · Kristen Hanley · Henri Moser · Erica Mazzeo

## Studied Current Practice

Reviewed RSU 5's existing GaTE identification procedures, analyzed strengths and gaps, and assessed alignment with Ch. 104 requirements

1

## Explored Other Models

Researched gifted identification frameworks used by districts across Maine and nationally to understand evidence-based best practices

2

## Considered Different Approaches

Evaluated multiple screening instruments, identification criteria, and service delivery models to determine the best fit for RSU 5

3

## Visited Another Program

Observed an established GaTE program in action to see effective identification and programming practices firsthand

4

## Designed a New Process

Developed the revised identification framework with universal screening, alternative pathways, and a structured appeals process

5

## Trained in New Assessment

Completed professional development on the NNAT3 and CogAT8 to ensure valid and reliable administration of screening instruments

6

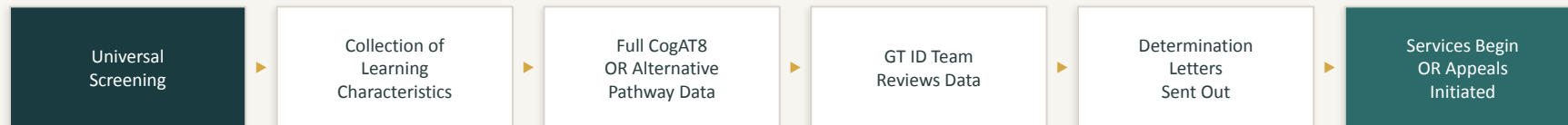
## Implemented — Winter 2026

Launched universal screening and appeals process, including notification to all 2nd, 3rd, and 5th grade families of the new Universal Screening

7

# Identification & Appeals Process

The identification process begins with the universal administration of the NNAT3 as a screener. For identification in our defined service areas of literacy and math, students need one data set from each of the cognitive, aptitude, and qualitative categories. Identification determinations can be appealed via the appeals intake form.



## Accepted Measures for Identification

### Universal Screening

|              | Cognitive (objective)                                                                                                                       | Aptitude (objective)                                                                                                                                 | Qualitative (subjective)                                                                |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>NNAT3</b> | <ul style="list-style-type: none"><li>• CogAT8 Full Battery<ul style="list-style-type: none"><li>◦ Non-verbal – Figural</li></ul></li></ul> | <ul style="list-style-type: none"><li>• CogAT8 Full Battery<ul style="list-style-type: none"><li>◦ Quantitative</li><li>◦ Verbal</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Learning characteristics rating scale</li></ul> |

### Alternative Pathway

| Cognitive (objective)                                                                                                          | Aptitude (objective)                                                                        | Qualitative (subjective)                                                                |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• NNAT3</li><li>• CogAT8 Screener</li><li>• Other cognitive ability indicators</li></ul> | <ul style="list-style-type: none"><li>• NWEA</li><li>• Portfolio/body of evidence</li></ul> | <ul style="list-style-type: none"><li>• Observation data</li><li>• Narratives</li></ul> |

# NNAT<sup>3</sup>

## Naglieri Nonverbal Ability Test

---

A nonverbal measure of general ability that aids in the identification of talent or giftedness in diverse student populations.

“

*The objective of what NNAT3 measures is how well students can think...in a way that's not confounded by how much they know.”*

— Jack Naglieri, Ph.D.



### Diagrams, Not Words

Uses visual patterns and diagrams instead of language-based items, allowing students to demonstrate ability through spatial reasoning.



### Minimizes Language Barriers

Nonverbal format ensures equitable assessment across linguistic and cultural backgrounds, supporting identification of diverse learners.



### Measures Thinking Ability

Assesses how well students reason and solve problems—not what they already know—providing a clearer picture of cognitive potential.



### Trusted Since 2004

Widely used screening tool for gifted and talented identification across diverse school populations nationwide.

# CogAT<sup>®</sup>

## Form 8

### Cognitive Abilities Test

CogAT Form 8 measures three distinct domains of reasoning—verbal, quantitative, and nonverbal—providing a comprehensive profile of students' cognitive abilities.

“

*CogAT scores predict success in school because they require the same kinds of reasoning abilities that school-learning tasks require. Improving one improves the other.”*

— *Riverside Insights*



### Three Domains of Reasoning

Measures verbal, quantitative, and nonverbal reasoning through nine subtests (three per battery), offering a multidimensional view of student cognitive strengths.



### Bilingual & EL-Friendly

Primary levels (K–2) use picture-based formats with oral directions available in English and Spanish. The optional Sentence Completion subtest can be omitted for EL students.



### Equivalent Forms for Flexible Testing

Form 8 is parallel to Form 7 with entirely unique items. Schools can use both forms for retesting, enhanced test security, and flexible screening-to-full-test pathways.

# CogAT® Three-Battery Structure

*Nine subtests across three reasoning domains • Grades K–12*



## Verbal Battery

### Picture/Verbal Analogies

*Pictorial (K–2) • Text (3–12)*

### Picture/Verbal Classification

*Pictorial (K–2) • Text (3–12)*

### Sentence Completion

*Optional for EL students*



## Quantitative Battery

### Number Analogies

*Pictorial (K–2) • Numeric (3–12)*

### Number Series

*Beads (K–2) • Numeric (3–12)*

### Number Puzzles

*Trains (K–2) • Equations (3–12)*



## Nonverbal Battery

### Figure Matrices

*Nonverbal across all levels*

### Figure Classification

*Nonverbal across all levels*

### Paper Folding

*Nonverbal across all levels*

**Screening Form:** Uses one subtest from each battery (Picture/Verbal Analogies + Number Analogies + Figure Matrices) to provide a single general reasoning score for universal screening.

# Learning Characteristics Rating Scale

Teachers rate each characteristic: *Seldom • Sometimes • Often*



## General Characteristics

- Asks questions that redirect discussion to a higher level
- Finds loopholes or alternative points of view
- Wants own opinions to guide group decisions
- Becomes frustrated or negative if pace is slow
- Learns new skills quickly; needs fewer repetitions
- Makes inferences and enjoys wordplay
- Has insight into cause and effect relationships
- Transfers learning from one situation to another
- Has intense emotions; highly sensitive to criticism
- Displays creative thinking: fluency, flexibility, originality



## Math Characteristics

- Notices and describes patterns in math
- Difficulty giving step-by-step descriptions of solutions
- Becomes frustrated with great amounts of practice
- Prefers peers who share a love of math or rapid pace
- Has creative/divergent ways of solving problems
- Solves problems abstractly without manipulatives
- Displays strong number sense; estimates easily
- Enjoys math puzzles, logic, and games
- Uses reasoning to solve problems not yet taught
- Won't give up on complex problems; gets hooked
- Needs to understand deeply; continues to question



## Reading Characteristics

- Focuses on reading for long periods; gets “lost” in books
- Self-selects or comprehends texts ahead of grade level
- Advanced critical and analytical thinking about texts
- Provides relevant evidence to justify interpretations
- High-level thinking and questioning in discussions
- Creative connections between texts and prior knowledge
- Highly motivated to share thoughts about texts
- Advanced vocabulary and understanding of language

# Data Collection for Appeals



Qualitative data collection form completed by the referring teacher, parent/guardian, or other stakeholder as part of the appeals process.

*Collects both objective data (testing scores) and subjective observations to support holistic identification decisions.*

RSU 5 Ch. 104 (GT) Data Collection  
for Appeals Process



## Referral Information

Student name • School/Grade • Referring person & relationship •  
Accommodations • Service area (Math / Reading / Both)



## Reading Data

Recent testing data (NWEA, other diagnostics) • Academic observations for reading • Other evidence (e.g., work samples)



## Math Data

Recent testing data (NWEA, other diagnostics) • Academic observations for math •  
Other evidence (e.g., work samples)



## Qualitative Observations

Observations about personality, work habits, and thoughts about the student as a learner in general • Anything else we should know?

*Submitted via Google Form • Referrals reviewed per the RSU 5 appeals screening windows*

# Mission, Service Model & Timelines

## Mission Statement

The goal of the RSU 5 Chapter 104 Program is to ensure the growth and full potential of gifted learners by providing specialized systems of support, programming, and advocacy that honors their unique intellectual, academic, and social/emotional needs and talents.

## Who We Serve

The RSU 5 identification process aligns with Maine State Ch. 104 criteria for screening and identifying exceptional learners. In accordance with Maine State Ch. 311, RSU 5 identifies **3–5% of districtwide learners** to receive GaTE services.

## Identification Windows — Current School Year

| Universal Screening | Services Commencing |
|---------------------|---------------------|
| Winter 2nd Grade    | 3rd Grade           |
| Winter 5th Grade    | 6th Grade           |

## Appeal Windows

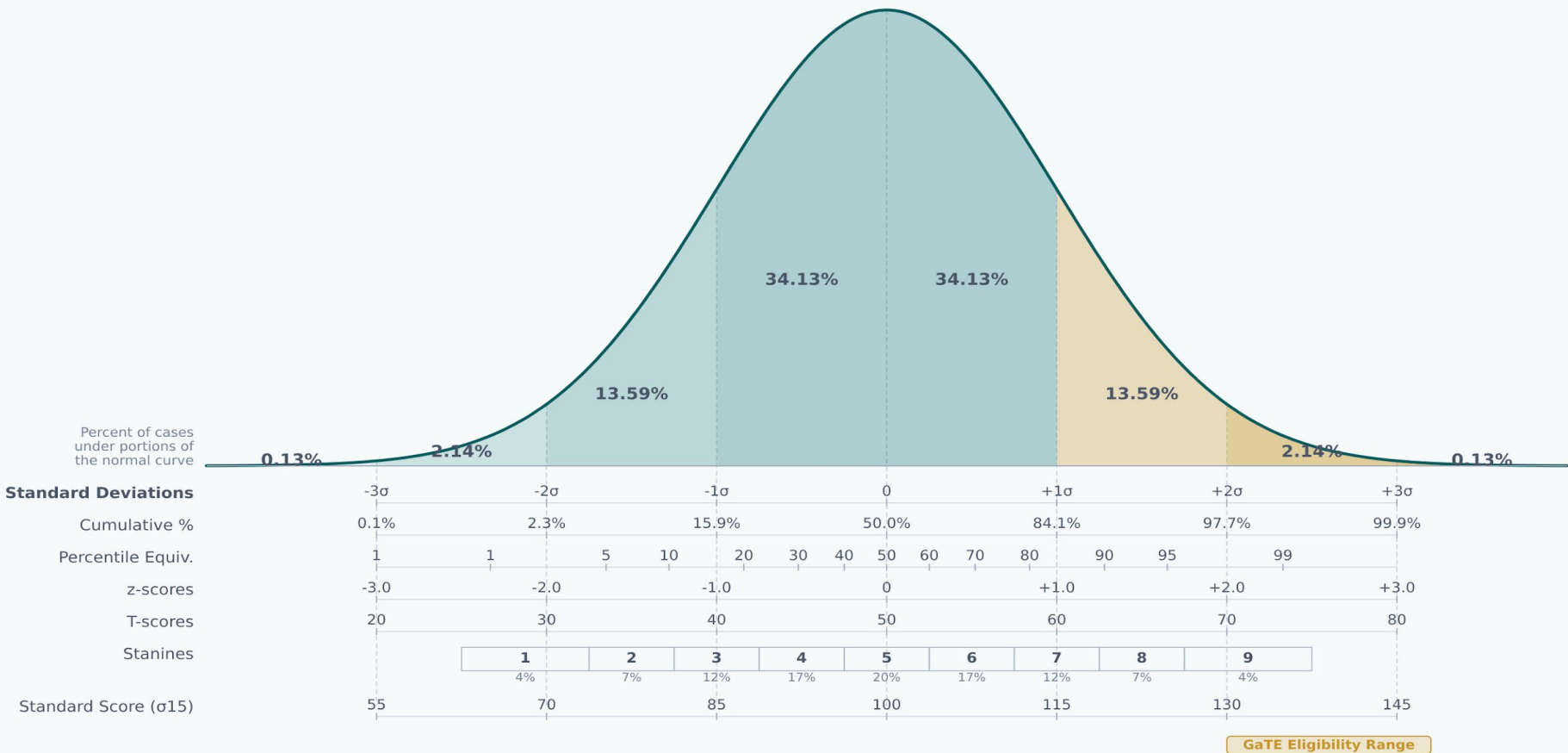
| Appeals Submitted  | Screening | Services Commencing     |
|--------------------|-----------|-------------------------|
| April – September  | October   | Current school year     |
| October – December | January   | 2nd half of school year |
| January – March    | April     | Following school year   |

*\*Students new to the district may have more immediate screening based on results of a file review.*

## Program Staff

Alex Briasco-Brin, Teacher | Chelsea Cekutis, Teacher/Program Coordinator | Henri Moser, Teacher  
Kristen Hanley, Teacher | Erica Mazzeo, Assistant Superintendent

# The Normal Curve, Percentiles & Standard Scores



# RSU 5

# MTSS

Presented to the Board of Directors

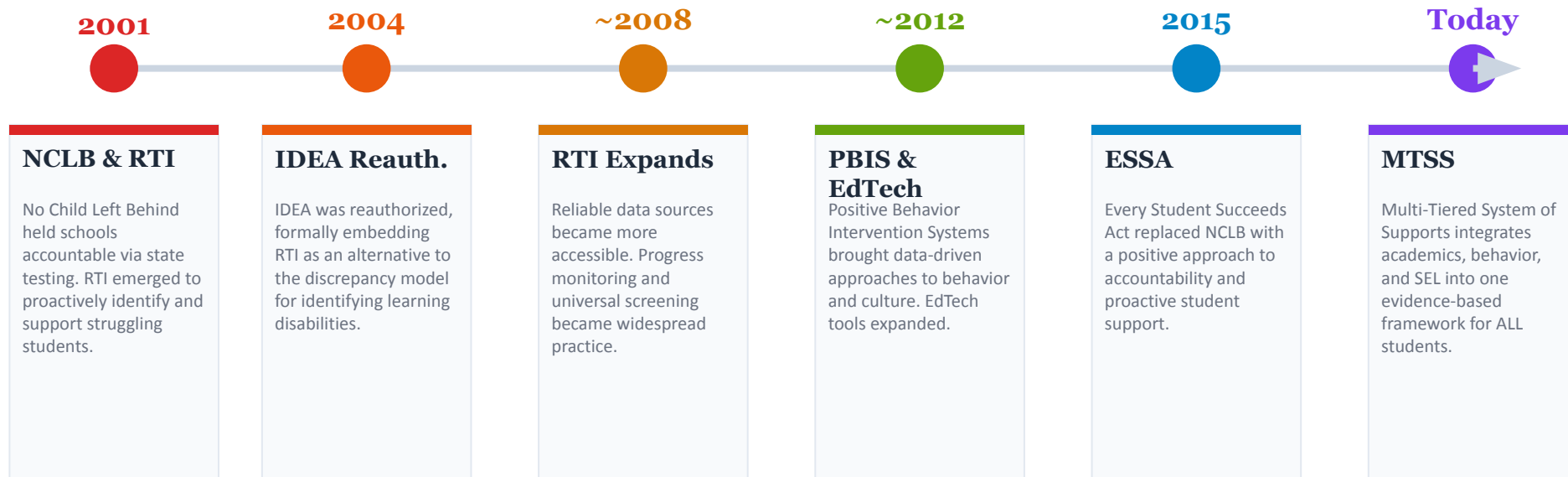
April 8, 2026

*by Erica Mazzeo, Assistant Superintendent*



# The Evolution of RTI to MTSS

*A Brief History of Data-Based Decision-Making in Education*



# 7 Guiding Principles of MTSS

1

## **MTSS is for ALL students**

Educators work proactively to support learning needs. All students can learn, and all available resources are accessible to teach all students.

2

## **Leadership is vital**

Strong administrative support ensures clarity around protocol and commitment to time and resources. The MTSS team builds internal capacity and sustainability.

3

## **Scientific, research-based instruction is the foundation**

Core curriculum must have a high probability of success for most students (~80%) and be implemented with fidelity. Tiered supports match intensity to need.

4

## **Valid, reliable assessments are critical**

Summative assessments measure mastery; universal screeners proactively identify need three times per year; progress monitoring tracks growth weekly or biweekly.

5

## **A Response Protocol guides support decisions**

Defines who gets what and when — using standard-treatment, problem-solving, or combined approaches with increasing levels of cumulative support.

6

## **Data guide instructional decisions**

Data are used to align curriculum and instruction, allocate resources, and drive professional development decisions.

7

## **Educators are respected as unique learners**

Educators require ongoing professional development — through modeling, coaching, webinars, and collaborative learning — to ensure effectiveness at all levels.

*Adapted from Branching Minds, "The 7 Guiding Principles of RTI/MTSS"*

# What is a Multi-Level Prevention System?

The multi-level prevention system provides increasingly intense levels of instruction and support to address student need. It organizes supports into three tiers of increasing intensity.

## Tier 1 — Universal

*All Students*

- Articulated learning objectives across grade levels
- Research-based curriculum aligned with state standards
- Evidence-based instructional strategies
- Adequate time for teaching and practice
- Data-driven differentiated instruction

## Tier 2 — Targeted

*10–15% of Students*

- Standardized, evidence-based intervention with fidelity
- Matched to student needs
- Complements and adds to Tier 1
- Led by trained staff
- Optimal group size and dosage

## Tier 3 — Intensive

*3–5% of Students*

- More intensive than Tier 2
- Individualized based on student data
- Aligned with Tier 1 case-by-case
- Optimal group size and dosage
- Led by well-trained staff

# Multi-Level Prevention System — AIR Infographic

The multi-level prevention system provides increasingly intense levels of instruction and support to address student need.

## What is Multi-Level Prevention System?

- More intensive than Tier 2
  - Individualized to address student need based on student data
  - Aligned with Tier 1 on a case-by-case basis
  - Optimal group size and dosage based on student need
  - Led by well-trained staff
- Standardized and evidence-based intervention provided with fidelity that are matched to student needs
  - Complements and in addition to Tier 1
  - Led by staff trained on the intervention
  - Optimal group size and dosage
- Articulated learning objectives among classrooms and from one grade-level to the next
  - Research based curriculum aligned with state standards
  - Delivered using evidence-based instructional strategies
  - Adequate time to teach content and for practice with skills
  - Data-driven differentiated instruction

**Tier 1**  
*Universal supports  
provided to all  
students.*



**Tier 2**

*Targeted supports provided to  
10-15% of students.*



**Tier 3**

*Intensive supports provided to  
3-5% of students.*



# MTSS – Behavioral



# MTSS-B: The Case for SEL & Mental Health Support

Just as MTSS for academics relies on research-based curricula and validated assessments, an effective MTSS framework must also address behavioral and social-emotional needs using **evidence-based programs, validated screening tools, and research-supported interventions** implemented with fidelity.

**42%**

of high school students reported persistent feelings of sadness or hopelessness in 2021, up from 28% in 2011

**22%**

seriously considered attempting suicide; 10% attempted suicide. Female and LGBTQ+ students reported at higher rates.

## Research Shows Evidence-Based MTSS for SEL & Mental Health...

- Significantly improves social-emotional competencies, coping skills, and functioning for students with mental health disorders
- Has demonstrated evidence for promoting school safety through validated approaches such as bystander training and crisis protocols
- Increases effectiveness of research-based interventions in preventing and addressing depression among students in schools
- Has positive effects on reducing disruptive behavior when scientifically validated behavioral interventions are used with fidelity

# MTSS-B: SEL & Mental Health Across the Tiers

## Tier 1 — Universal SEL & Trauma-Sensitive Practices

**Evidence-based** SEL curriculum and trauma-sensitive school programs implemented in the classroom and through schoolwide practices and policies. Just as Tier 1 academics requires **research-based core curriculum**, Tier 1 behavioral supports require validated SEL programs delivered with fidelity to all students.

## Tier 2 — Targeted Interventions

**Standardized, evidence-based interventions** for students identified as having low to moderate social, emotional, or mental health challenges—often through small-group formats using **validated intervention programs** delivered with fidelity and monitored through regular progress data.

## Tier 3 — Individualized, Research-Based Mental Health Interventions

**Individualized, intensive interventions** informed by diagnostic data for students with high mental health needs, including diagnosed disorders. Uses **scientifically supported treatment protocols**; may involve one-on-one sessions with trained mental health providers or referral to outside clinicians.

**Screening & Identification:** Needs for Tier 2 and 3 supports are typically identified through **validated screening tools**, student assessments, mental health screenings, and school records such as attendance and disciplinary data. Once placed in interventions, students are **progress monitored using reliable measures** to determine whether interventions are effectively addressing their needs.

# Factors for Effective MTSS-B Implementation

## Leadership

School and district leaders provide vision, commit resources, and ensure that **only research-based programs and practices** are adopted and sustained for SEL and mental health support.

## Data Utilization

Staff use **validated SEL assessments, reliable mental health screeners**, implementation monitoring data, and program evaluation data to inform decisions—mirroring the role of universal screening and progress monitoring in academic MTSS.

## Fidelity of Implementation

**Evidence-based programs** across all three tiers are implemented **as designed**, with fidelity monitoring tools and continuous quality improvement cycles to ensure interventions achieve intended outcomes.

## Staff Competency

All staff are trained, coached, and supported in the **evidence-based practices and intervention protocols** specific to their role within the MTSS structure, ensuring delivery matches program design.

## Equity Lens

Schools and districts use data to identify and address inequities, ensuring **programs and interventions are culturally responsive and research-validated**, training educators on implicit bias in data, and ensuring school climate is supportive of all students across group identities.



## Essential Features of Tier 1 Core Programming



1. Teaching and learning objectives are articulated among and within grade levels.



2. Curriculum materials are evidence-based and aligned with State standards.



3. Instruction is delivered using agreed-upon evidence-based practices.



4. Includes adequate time to teach the content.



5. Includes adequate time for students to respond, practice, and receive feedback on content.



6. Staff use data to differentiate instruction for students on, below, and above grade-level.

Tier 1 includes high-quality, schoolwide programming and supports designed to meet the needs of all students. Students receive high-quality instruction with a research-based curriculum. They also receive instruction and feedback on schoolwide expectations or norms.



### Considerations:

- How much time is devoted to Tier 1?
- Are supports differentiated for all students?
- Are the materials and instruction evidence-based?
- Are data used to meet students' needs?

### Resources to Support Tier 1:

High-Leverage Practices

Intensifying Instruction at Tier 1

Meeting Needs of Students with Disabilities

# MTSS – Academic



## Tier 1

# Core Programming (All Students)

Tier 1 includes high-quality, schoolwide programming and supports designed to meet the needs of all students. Students receive high-quality instruction with a **research-based** curriculum and feedback on schoolwide expectations.

- 1 Teaching and learning objectives are articulated among and within grade levels.
- 2 Curriculum materials are **evidence-based** and aligned with State standards.
- 3 Instruction is delivered using agreed-upon **evidence-based** practices.
- 4 Includes adequate time to teach the content.
- 5 Includes adequate time for students to respond, practice, and receive feedback.
- 6 Staff use data to differentiate instruction for students on, below, and above grade level.

## Tier 2

# Supplemental Intervention (Targeted)

At Tier 2, schools provide small group, **standardized** supports using **validated intervention programs**. Tier 2 is prioritized for 15–20% of the student population.

- 1 Prioritized for 15–20% of student population.
- 2 **Standardized** processes to identify, match, and deliver interventions.
- 3 Uses **evidence-based** intervention or practices with fidelity.
- 4 Increased practice and feedback on foundational skills aligned to Tier 1.
- 5 Provided in addition to Tier 1.
- 6 Group size typically 3–7 students based on age, needs, and **research**.
- 7 Delivered by adequately trained staff.
- 8 Frequency and length of intervention based on student needs.
- 9 Regular monitoring of progress (at least twice/month).
- 10 Increased family engagement and communication relative to Tier 1.

# Tier 2 — AIR Infographic



1. Prioritized for **15–20%** of student population.



2. Processes are **standardized** to identify, match, and deliver interventions for students' needs.



3. Uses an **evidence-based intervention** or evidence-based practices with fidelity.



4. **Increased practice and feedback** on foundational skills aligned to Tier 1.

## 10 Essential Features of Tier 2 Supplemental Intervention

At Tier 2, schools provide small group, standardized supports using validated intervention programs.



5. Provided **in addition** to Tier 1.



6. Group size based on student age, needs, and research, but typically **3–7 students**.



10. Increased **family engagement** and communication relative to Tier 1.



9. Regular **monitoring of progress** (i.e. at least twice/month).



8. **Frequency and length of intervention** based on student age, needs, and research.



7. Delivered by **adequately trained** staff.

## Tier 3

# Intensive Intervention (Individualized)

Tier 3 is individualized and intensive intervention designed to help students with severe and persistent needs, including students with disabilities. It is a **data-driven** process characterized by increased intensity and individualization.

- 1 Prioritized for 3–5% of the student population identified as most at-risk.
- 2 Interventions are individualized based on student data, including diagnostics, **using evidence-based protocols adapted to individual need.**
- 3 Interventions are more intensive relative to Tier 2.
- 4 Provided by adequately trained staff with relevant background.
- 5 Group size and dosage is optimal based on student age and needs.
- 6 Aligned with Tier 1 on a case-by-case basis.
- 7 Ongoing family communication and engagement.
- 8 Progress monitoring occurs weekly followed by regular teaming.

# Scheduling Considerations for Tiered Interventions

## Across Tiers 1–3: Scheduling Notes

To achieve maximum impact, increased time for interventions must be paired with adjusted content and instructional methods and strategically modified content that remains aligned to core grade-level standards. This may include focusing on prerequisite skills, reteaching essential concepts in new ways, or using alternative strategies (e.g., multisensory approaches, increased scaffolding, more guided practice) to support access to Tier 1 instruction.

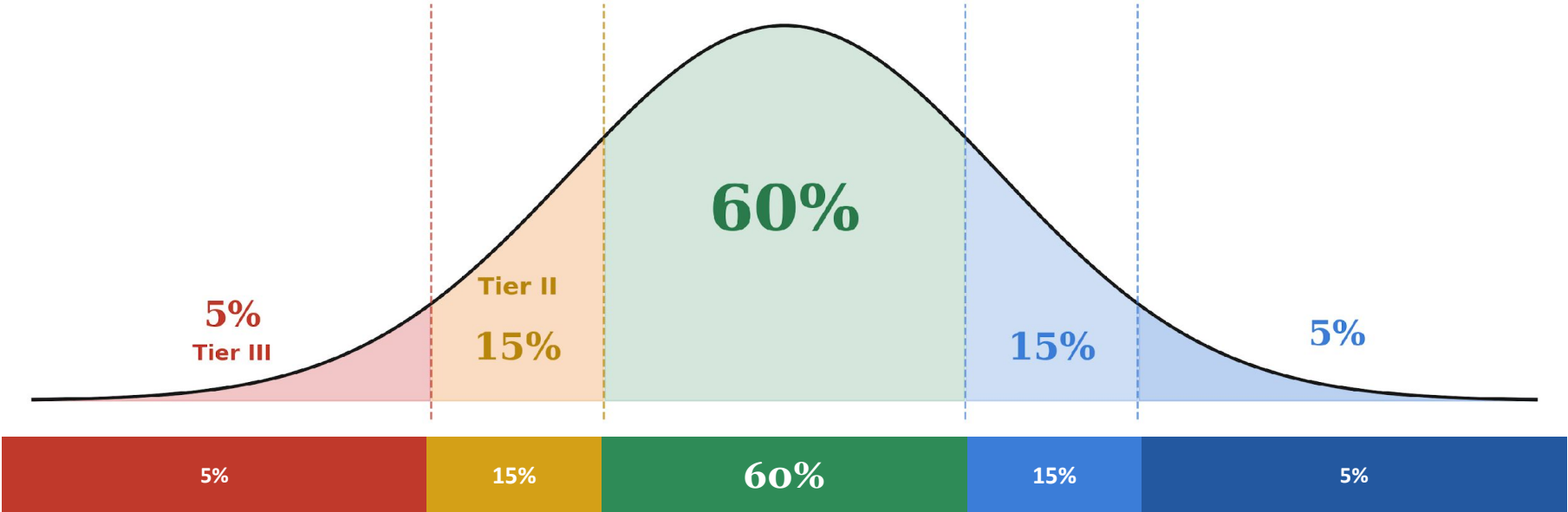
Schools should **avoid removing students from enrichment or special area classes** (i.e., arts, physical and/or health education, library media, computer science) to implement interventions, as this can negatively impact student attendance, well-being, and creative development (Wolpert-Gawron, 2018).

## Tier III Scheduling

- Should occur 4–5 days per week, typically 20–30 minutes per session, depending on intervention design
- Students continue to access Tier 1, grade-level instruction
- Avoid removing students from enrichment or special areas classes whenever possible

# MTSS Framework Reference

Normal curve with tier distribution mirrored on both tails

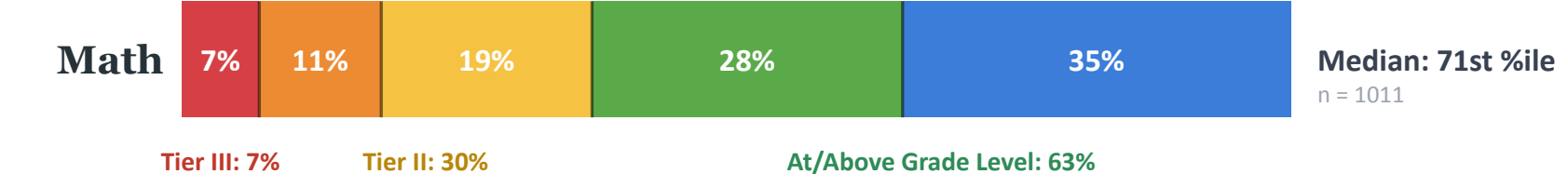


MTSS ↔ NWEA Alignment: ■ 1st–20th = Tier III | ■ 21st–60th = Tier II | ■ 61st–99th = Tier I

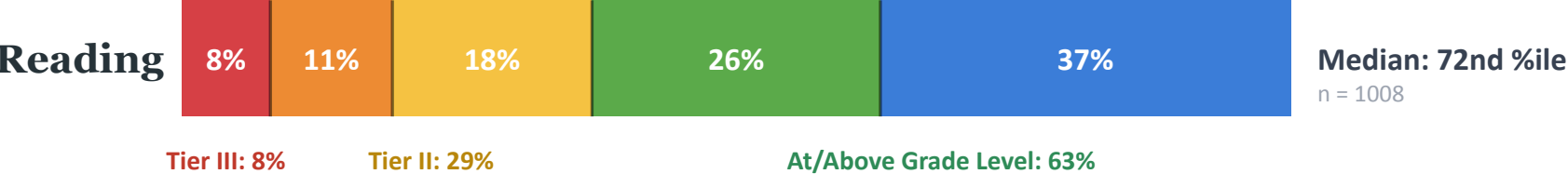
# All Grades (District Aggregate)

NWEA MAP Achievement — Fall 2025–2026

## MATH



## READING



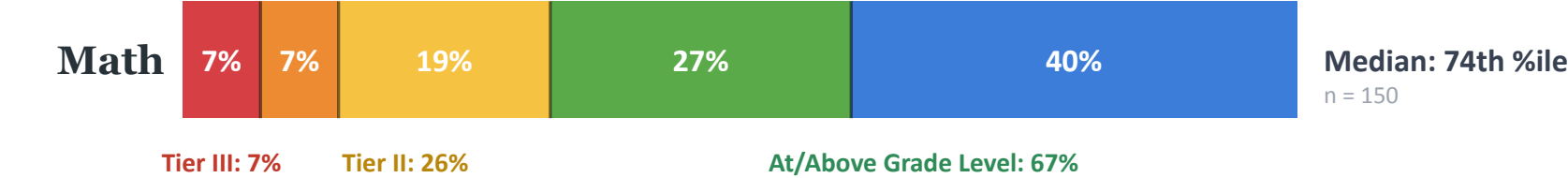
**Key Data:** Math — 63% At/Above, 30% Tier II, 7% Tier III | Reading — 63% At/Above, 29% Tier II, 8% Tier III



# Grade 3

NWEA MAP Achievement — Fall 2025–2026

## MATH



## READING



**Key Data:** Math — 67% At/Above, 26% Tier II, 7% Tier III | Reading — 73% At/Above, 22% Tier II, 5% Tier III

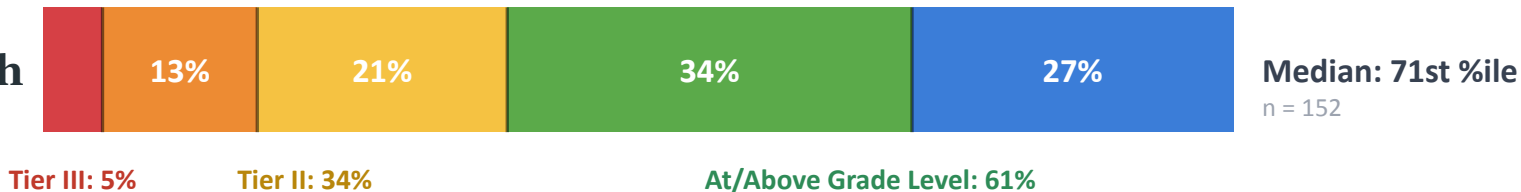


# Grade 4

NWEA MAP Achievement — Fall 2025–2026

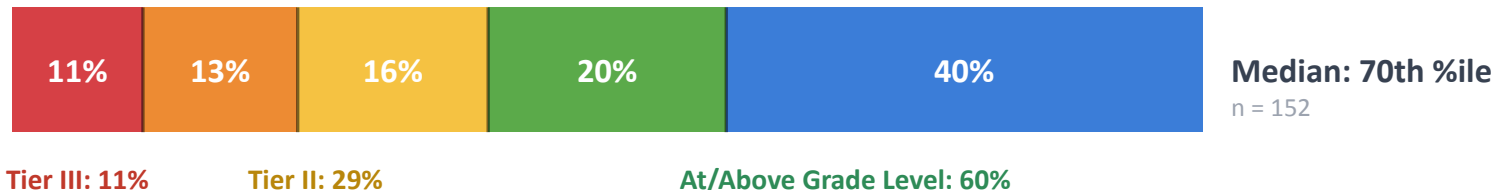
## MATH

### Math



## READING

### Reading



**Key Data:** Math — 61% At/Above, 34% Tier II, 5% Tier III | Reading — 60% At/Above, 29% Tier II, 11% Tier III



1st–20th



21st–40th



41st–60th



61st–80th

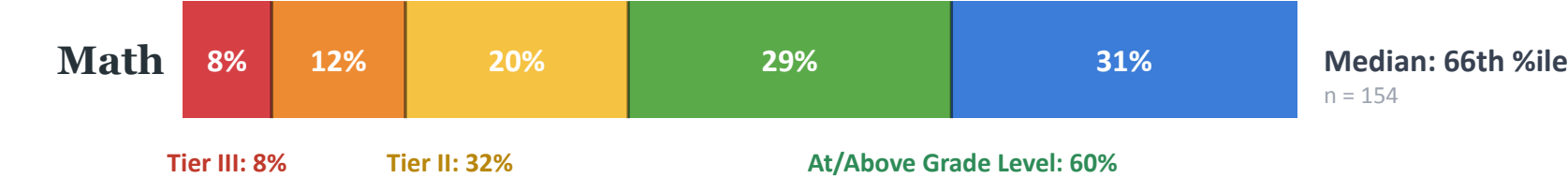


>80th

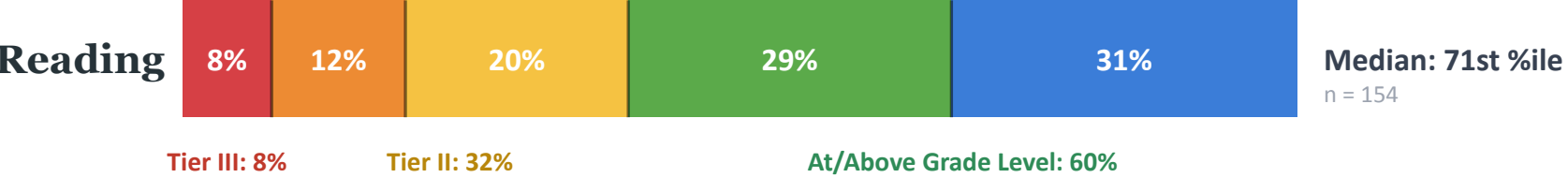
# Grade 5

NWEA MAP Achievement — Fall 2025–2026

## MATH



## READING



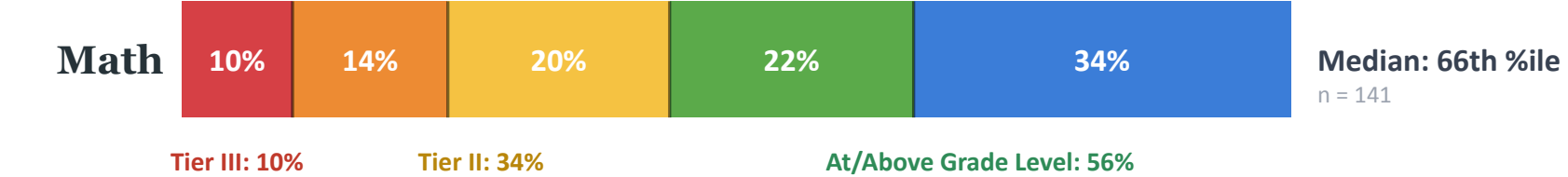
**Key Data:** Math — 60% At/Above, 32% Tier II, 8% Tier III | Reading — 60% At/Above, 32% Tier II, 8% Tier III



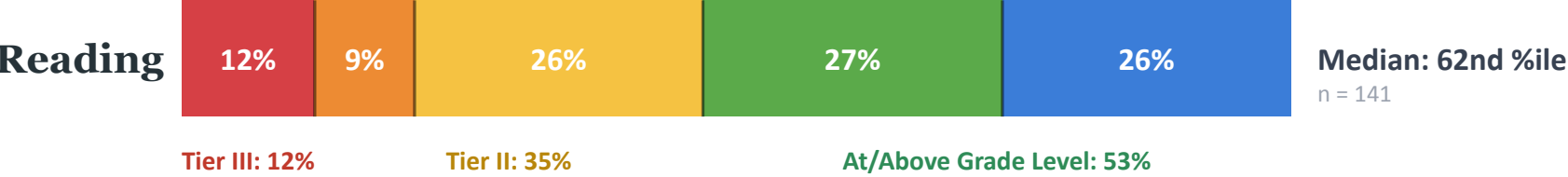
# Grade 6

NWEA MAP Achievement — Fall 2025–2026

## MATH



## READING



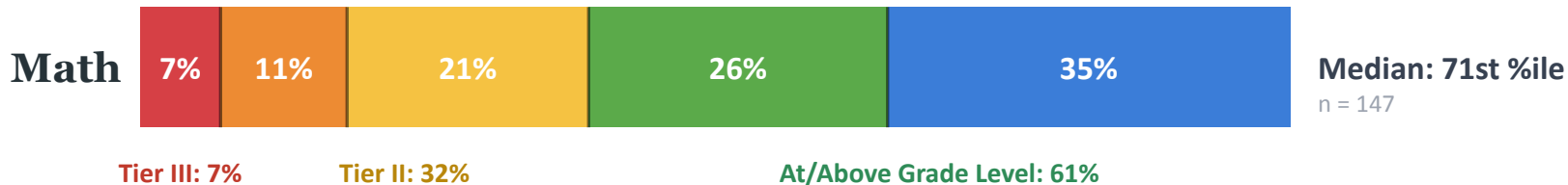
**Key Data:** Math — 56% At/Above, 34% Tier II, 10% Tier III | Reading — 53% At/Above, 35% Tier II, 12% Tier III



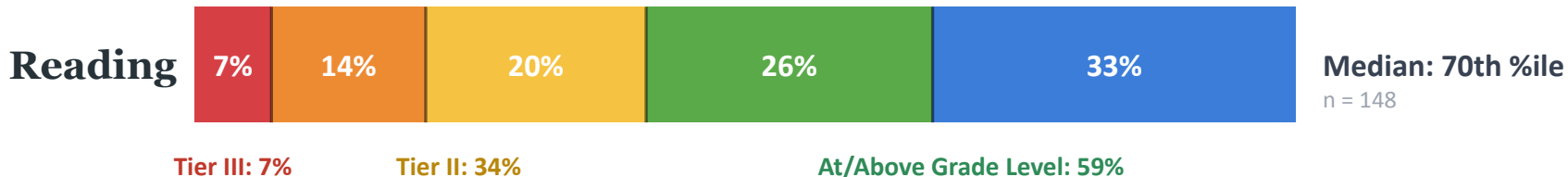
# Grade 7

NWEA MAP Achievement — Fall 2025–2026

## MATH



## READING



**Key Data:** Math — 61% At/Above, 32% Tier II, 7% Tier III | Reading — 59% At/Above, 34% Tier II, 7% Tier III



1st–20th



21st–40th



41st–60th



61st–80th



>80th

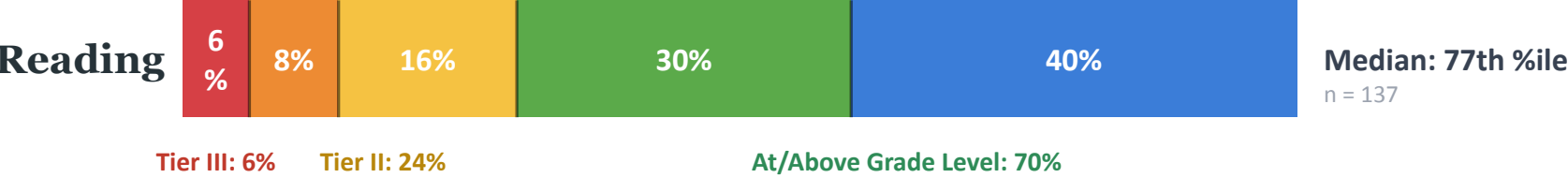
# Grade 8

NWEA MAP Achievement — Fall 2025–2026

## MATH



## READING



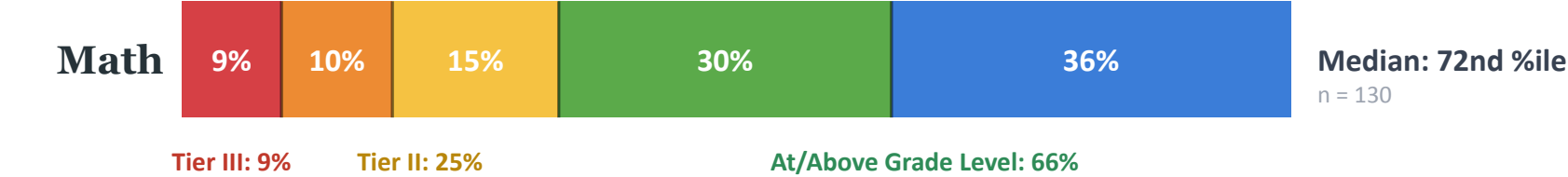
**Key Data:** Math — 71% At/Above, 25% Tier II, 4% Tier III | Reading — 70% At/Above, 24% Tier II, 6% Tier III



# Grade 10

NWEA MAP Achievement — Fall 2025–2026

## MATH



## READING



**Key Data:** Math — 66% At/Above, 25% Tier II, 9% Tier III | Reading — 72% At/Above, 19% Tier II, 9% Tier III





**Regional School Unit 5**  
Durham · Freeport · Pownal

Item # 10.A.

*"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

**Strategic Communications Committee**  
**March 31, 2026**  
**8:15 a.m. - Superintendent's Office**  
**Minutes**

Committee: Strategic Communications

Meeting Date: March 31, 2026

Submitted By: Tom Gray, Superintendent

Committee Members in Attendance: Kara Kaikini, Kelly Sink, Stephanie Worth

Members absent: None

Members of the Public: Lindsay Hahn, Michael Metzger, Jenna Shue

**Agenda Items and Discussion:**

1. Superintendent Gray called the meeting to order at 8:20 a.m.
2. Appoint a Chair
  - a. Kelly Sink nominated Stephanie Worth as chair, Kara Kaikini seconded.  
Motion passed 3-0.
3. Communication plans to support long term district goals
  - a. Kara Kaikini explained that in the past this committee had met regularly to facilitate staff and parent satisfaction surveys in alternating years (one year staff, the next parents, and so on), and also to review the budget brochure. The Strategic Communication committee had ceased meeting because the Strategic Planning process was underway and was taking the forefront with regard to communications. The concern now is that the FY 27 budget and recent ideas for long-term reconfiguration have come forward presenting a more urgent need for Board communication.
  - b. Focus should be on the FY 27 budget process, explaining to voters how the process works and also conducting outreach from the Board to explain the reasoning behind the budget and to grow public support.
  - c. Tom Gray will address this in his weekly email update to the Board, and will also speak to Board Chair Michelle Richeson about drafting a message to the public on

behalf of the Board of Directors. Steph Worth, as Chair of this committee, will report out at the April 8 Board of Directors meeting about a public message from the Board.

- d. Kara Kaikini asked for Youtube videos (livestream) of Board meetings to be timestamped to reflect the agenda. Tom Gray will speak to the Technology Department about this. Steph Worth noted considering tools and/or additional methods of summarizing or distilling board meeting recordings could be useful and improve communication.
- e. The committee decided that it would not be appropriate for district resources to be appropriated to mount a campaign to build support for the budget.
- f. Discussion of the capacity of district personnel to engage in broad communication was discussed. Superintendent Gray pointed out that we have a breadth of information on the website, but that the information can be dense and hard to understand. He also pointed out that the district will be using a new software system, ClearGov, which is widely in use for municipal governments and school districts to help develop budget workbooks that present information in a streamlined way. He will ask Finance Director Wentworth to attend the next meeting of the Strategic Communications Committee to share this. Superintendent Gray also noted that capacity was limited to devote more time to communication, but that there may be ways to use time differently, or communicate using different tools such as social media or a podcast.
- g. The recent ideas for district reconfiguration were discussed. Members of the public noted that in Pownal, the sense of urgency (that the Board could make a quick decision) was driving uncertainty and creating a sense that Pownal needed to act quickly to save its school. It was suggested that if the RSU 5 Board could state publicly that PES would remain intact, as it is, through the 2027-2028 school year, it would ease that feeling. Superintendent Gray recognized that this would be a Board decision, but noted that from his perspective, it would not be realistic to try to make a major change in district configuration before that time. Superintendent Gray also expressed his intention to engage the RSU 5 Board in a public conversation at the April 29, 2026 Board meeting using a weighted values tool to frame a discussion about the factors that would influence decisions related to reconfiguration. This would not be an action item, nor would it be binding; it would be a step to promote transparency.
- h. The Committee decided to meet again on Tuesday, April 14, from 7:45 - 8:45 a.m. at the Superintendent's Office.

4. Meeting adjourned 9:33 a.m.



***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

---

**Curriculum and Program Development Committee**  
**Wednesday, March 18, 2026**  
**Minutes**

Committee Members Present: Karen Breer, Anna Child, Lois Kilby Chesley

Committee Members Absent: None

Administrators in Attendance: Erica Mazzeo, Assistant Superintendent

Guests: Sandra Konta, Kate McElligott

The meeting started at 9:32 a.m.

1. Science of Reading - Presentation
2. There was a discussion of the need for analysis of current resources.
3. There were questions about any differences in current resources vis-a-vis to Science of Reading (SoR) expectations.
4. There was a discussion about consideration of other presentations that may be requested by the committee for continued learning.
5. An additional meeting was scheduled for April 9, 2026 at 11:00 a.m. at Central Office and will cover Science of Reading vis-a-vis Units of Study (UoS)

The meeting ended at 10:53 a.m.

April 8, 2026

**Motion:** I move that the Vote entitled, "Vote to Call and Approve the Warrants for the Budget Meeting and the Budget Validation Referendum and to Authorize the Notice of Amounts Adopted," be approved in form presented to this meeting and that a copy of said Vote be included with the minutes of this meeting.

VOTE TO CALL AND APPROVE THE WARRANTS FOR THE BUDGET MEETING  
AND THE BUDGET VALIDATION REFERENDUM  
AND TO AUTHORIZE THE NOTICE OF AMOUNTS ADOPTED

**VOTED:** That the warrant for the Regional School Unit No. 5 (the "Regional School Unit") Budget Meeting presented to the meeting be approved and that a Regional School Unit budget meeting be called for May 13, 2026 for the purpose of voting on the annual budget for the Regional School Unit for the 2026-2027 fiscal year;

That the Warrant and Notice of Election for the Regional School Unit Budget Validation Referendum presented to the meeting be approved, and that a Regional School Unit budget validation referendum be called for June 9, 2026 for the purpose of approving the budget adopted at the Regional School Unit budget meeting for the 2026-2027 fiscal year;

That the form of Notice of Amounts Adopted at Budget Meeting presented to this meeting be approved, and that the Superintendent of Schools of the Regional School Unit be authorized and directed to complete said Notice in accordance with the Regional School Unit budget meeting on May 13, 2026, and to cause copies of said Notice, as completed, to be delivered to the municipal clerks of each municipality of the Regional School Unit for posting at the polling places for the June 9, 2026 Regional School Unit budget validation referendum; and

That the Budget Meeting Warrant, the Warrant and Notice of Election, and the Notice of Amounts Adopted at Budget Meeting shall each be signed by a majority of the School Board, and that such signatures may be made by execution of counterparts, or in person at the convenience of the members of the School Board.

A true copy as adopted by a majority of the School Board, attest:

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Thomas Gray, Secretary

**WARRANT TO CALL  
REGIONAL SCHOOL UNIT NO. 5 BUDGET MEETING  
(20-A M.R.S. § 1485)**

TO: Kelly M. Wentworth, a resident of Regional School Unit No. 5 (the “Regional School Unit”) composed of the Towns of Durham, Freeport, and Pownal, State of Maine.

In the name of the State of Maine, you are hereby required to notify the voters of each of the municipalities within the Regional School Unit, namely, the Towns of Durham, Freeport, and Pownal, that a Regional School Unit Budget Meeting will be held at Freeport High School, 30 Holbrook Street, Freeport, Maine at 6:30 p.m. on May 13, 2026 for the purpose of determining the Budget Meeting Articles set forth below.

**ARTICLE 1A:** To elect a moderator to preside at the meeting.

**ARTICLES 1 THROUGH 11  
AUTHORIZE EXPENDITURES IN COST CENTER CATEGORIES**

- ARTICLE 1:** To see what sum the Regional School Unit will be authorized to expend for Regular Instruction.  
**School Board Recommends \$20,129,173**
- ARTICLE 2:** To see what sum the Regional School Unit will be authorized to expend for Special Education.  
**School Board Recommends \$7,510,422**
- ARTICLE 3:** To see what sum the Regional School Unit will be authorized to expend for Career and Technical Education.  
**School Board Recommends \$337,282**
- ARTICLE 4:** To see what sum the Regional School Unit will be authorized to expend for Other Instruction.  
**School Board Recommends \$1,172,539**
- ARTICLE 5:** To see what sum the Regional School Unit will be authorized to expend for Student and Staff Support.  
**School Board Recommends \$4,906,366**
- ARTICLE 6:** To see what sum the Regional School Unit will be authorized to expend for System Administration.  
**School Board Recommends \$1,308,008**
- ARTICLE 7:** To see what sum the Regional School Unit will be authorized to expend for School Administration.  
**School Board Recommends \$2,638,024**

- ARTICLE 8:** To see what sum the Regional School Unit will be authorized to expend for Transportation and Buses.  
**School Board Recommends \$2,388,457**
- ARTICLE 9:** To see what sum the Regional School Unit will be authorized to expend for Facilities Maintenance.  
**School Board Recommends \$5,993,777**
- ARTICLE 10:** To see what sum the Regional School Unit will be authorized to expend for Debt Service and Other Commitments.  
**School Board Recommends \$1,071,577**
- ARTICLE 11:** To see what sum the Regional School Unit will be authorized to expend for All Other Expenditures.  
**School Board Recommends \$69,795**

**ARTICLES 12 THROUGH 14 RAISE FUNDS FOR THE PROPOSED SCHOOL BUDGET**

- ARTICLE 12:** To see what sum the Regional School Unit will appropriate for the total cost of funding public education from pre-kindergarten to grade 12 as described in the Essential Programs and Services Funding Act and to see what sum the Regional School Unit will raise and assess as each municipality's contribution to the total cost of funding public education from pre-kindergarten to grade 12 as described in the Essential Programs and Services Funding Act in accordance with the Maine Revised Statutes, Title 20-A, section 15688.  
**Recommended amounts set forth below:**

| <b>Total Appropriated<br/>(by municipality):</b> |                         | <b>Total Raised (and Regional School Unit<br/>assessments by municipality):</b> |                         |
|--------------------------------------------------|-------------------------|---------------------------------------------------------------------------------|-------------------------|
| Town of Durham                                   | \$ 8,948,112.61         | Town of Durham                                                                  | \$ 3,910,950.09         |
| Town of Freeport                                 | \$ 15,516,611.25        | Town of Freeport                                                                | \$ 14,173,183.75        |
| Town of Pownal                                   | \$ 2,824,427.13         | Town of Pownal                                                                  | \$ 2,257,247.34         |
| <b>Total Appropriated<br/>(sum of above)</b>     | <b>\$ 27,289,150.99</b> | <b>Total Raised<br/>(sum of above)</b>                                          | <b>\$ 20,341,381.18</b> |

*Explanation: The Regional School Unit's contribution to the total cost of funding public education from pre-kindergarten to grade 12 as described in the Essential Programs and Services Funding Act is the amount of money determined by state law to be the minimum amount that the Regional School Unit must raise and assess in order to receive the full amount of state dollars. [Note: The above appropriations are determined in accordance with the Maine Revised Statutes, Title 20-A, section 15688(1); the amounts to be raised reflect the required local contribution in accordance with the RSU Reorganization Plan.]*

**ARTICLE 13:** To see what sum the Regional School Unit will raise and appropriate for the annual payments on debt service previously approved by the Regional School Unit voters for non-state-funded school construction projects or non-state-funded portions of school construction projects in addition to the funds appropriated as the local share of the Regional School Unit's contribution to the total cost of funding public education from pre-kindergarten to grade 12. **School Board Recommends \$117,175.57**

*Explanation: Non-state-funded debt service is the amount of money needed for the annual payments on the Regional School Unit's long-term debt for major capital school construction projects that are not approved for state subsidy. The bonding of this long-term debt was previously approved by the Regional School Unit voters.*

**ARTICLE 14: (Written ballot required.)** To see what sum the Regional School Unit will raise and appropriate in additional local funds (**Recommend \$17,556,695.97**), which exceeds the State's Essential Programs and Services allocation model by (**Recommend \$17,486,900.97**) as required to fund the budget recommended by the School Board.

The School Board Recommends \$17,556,695.97, which exceeds the State's Essential Programs and Services allocation model by \$17,486,900.97. The School Board gives the following reasons for exceeding the State's Essential Programs and Services funding model: The State's Essential Program and Services funding formula is a minimum model to support education in grades PreK-12. RSU No. 5 provides additional funds to support lower student/teacher ratios and additional co-curricular activities in addition to complete educational programs for all our students.

*Explanation: The additional local funds are those locally raised funds over and above the Regional School Unit's local contribution to the total cost of funding public education from pre-kindergarten to grade 12 as described in the Essential Programs and Services Funding Act and local amounts raised for the annual payment on non-state funded debt service that will help achieve the Regional School Unit budget for educational programs.*

*[Note: The additional local funds reflect the adjustment to the required local contribution in Article 12 in accordance with the RSU Reorganization Plan.]*

#### **ARTICLE 15 SUMMARIZES THE PROPOSED SCHOOL BUDGET**

**ARTICLE 15:** To see what sum the Regional School Unit will authorize the School Board to expend for the fiscal year beginning July 1, 2026 through June 30, 2027 from the Regional School Unit's contribution to the total cost of funding public education from pre-kindergarten to grade 12 as described in the Essential

Programs and Services Funding Act, local funds for non-state-funded school construction debt services, additional local funds for school purposes under the Maine Revised Statutes, Title 20-A, section 15690, unexpended balances, tuition receipts, state subsidy, and other receipts for the support of schools.  
**School Board Recommends \$47,525,420**

**ARTICLE 16 AUTHORIZES THE ADULT EDUCATION PROGRAM  
AND RAISES THE LOCAL SHARE**

**ARTICLE 16:** To see if the Regional School Unit will appropriate **\$137,838** for adult education and raise **\$88,000** as the local share, with authorization to expend any additional, incidental, or miscellaneous receipts in the interest and for the well-being of the adult education program.

**ARTICLES 17 THROUGH 21 AUTHORIZE TRANSFERS TO AND EXPENDITURES  
FROM THE ARTICLE RESERVE FUNDS**

**ARTICLE 17:** Shall the School Board be authorized to expend from the Regular Instruction reserve fund as needed in the discretion of the School Board?

**ARTICLE 18:** Shall the School Board be authorized to expend from the Student & Staff Support reserve fund as needed in the discretion of the School Board?

**ARTICLE 19:** Shall the School Board be authorized to expend from the Transportation reserve fund as needed in the discretion of the School Board?

**ARTICLE 20:** Shall the School Board be authorized to (i) transfer **\$200,000** from available fund balances to the Special Education reserve fund; and (ii) expend from the Special Education reserve fund as needed in the discretion of the School Board?

**ARTICLE 21:** Shall the School Board be authorized to (i) transfer **\$140,000** from available fund balances to the System Administration reserve fund; and (ii) expend from the System Administration reserve fund as needed in the discretion of the School Board?

**ARTICLE 22 AUTHORIZES EXPENDITURES FROM THE CAPITAL RESERVE  
FUND**

**ARTICLE 22:** Shall the School Board be authorized to expend up to **\$1,311,270** from the Capital reserve fund as needed in the discretion of the School Board?

**ARTICLE 23 AUTHORIZES TRANSFERS TO AND EXPENDITURES FROM TRACK  
AND FIELD CAPITAL RESERVE FUND**

**ARTICLE 23:** Shall the School Board be authorized to transfer up to **\$35,000** from available fund balances to the Track and Field Capital Reserve Fund and to expend up to **\$315,000** from the Track and Field capital reserve fund as needed in the discretion of the School Board?

**ARTICLE 24 AUTHORIZES TRANSFER OF FUNDS TO THE TENNIS COURT  
CAPITAL RESERVE FUND**

**ARTICLE 24:** Shall the School Board be authorized to transfer up to **\$510,000** from available fund balances to the Tennis Court Capital Reserve Fund and to expend up to **\$700,000** from the Tennis Court capital reserve fund as needed in the discretion of the School Board?

**ARTICLE 25 AUTHORIZES THE CAREER AND TECHNICAL EDUCATION  
BUDGET (Includes First Year Debt Service Costs for the SRRF Loan)**

**ARTICLE 25:** Shall the Maine Region 10 Technical High School (“Region 10”) operating budget as approved by the Region 10 Cooperative Board for the year beginning July 1, 2026 through June 30, 2027 be approved with the local share in the amount of **\$4,781,323**?

**ARTICLES 26 THROUGH 27 AUTHORIZE THE TRANSFERS TO AND  
EXPENDITURES FROM THE CAREER AND TECHNICAL CAPITAL RESERVE  
FUND**

**ARTICLE 26:** Shall Maine Region 10 Technical High School (“Region 10”) authorize the Cooperative Board to transfer up to **\$450,000** from undesignated fund balances to the Region 10 Capital Reserve Fund?

**ARTICLE 27:** Shall Maine Region 10 Technical High School (“Region 10”) delegate authority to the Cooperative Board to expend additional balances accumulated in the Region 10 Capital Reserve Fund from time-to-time on such specific items or types of capital improvements or equipment as the Cooperative Board determines to be needed by Region 10?

**ARTICLE 28 AUTHORIZES EXPENDITURES OF GRANTS AND OTHER RECEIPTS**

**ARTICLE 28:** In addition to amounts approved in the preceding articles, shall the School Board be authorized to expend such other sums as may be received from federal or state grants or programs or other sources during the fiscal year for school and other program purposes, provided that such grants, programs or

**ARTICLE 29 AUTHORIZES TRANSFERS AMONG COST CENTERS**

**ARTICLE 29:** Shall the School Board be authorized to transfer amounts exceeding 5% of the total appropriation for any cost center to another cost center or among other cost centers for the 2026-2027 fiscal year, provided that transfers shall not be permitted to increase the authorized total school budget?

**ARTICLE 29:** Shall the School Board be authorized to transfer amounts exceeding 5% of the total appropriation for any cost center to another cost center or among other cost centers for the 2026-2027 fiscal year, provided that transfers shall not be permitted to increase the authorized total school budget?

[illegible]

A true copy of the Warrant, attest:

Kelly M. Wentworth, Resident  
Regional School Unit No. 5

RETURN

Cumberland County, ss.

State of Maine

TO: The School Board of Regional School Unit No. 5

I certify that I have notified the voters of Regional School Unit No. 5 (the “Regional School Unit”) of the time and place of the Regional School Unit budget meeting by posting an attested copy of the within warrant as follows:

|          | TIME(S) | DATE(S) | LOCATION(S)                                                                                                                                                               |
|----------|---------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Durham   |         |         | Durham Get & Go<br>Durham Town Office<br>Durham Community School                                                                                                          |
| Freeport |         |         | Bessie’s Farm Stand<br>Doherty’s North Freeport Store<br>Freeport Community Library<br>Freeport Community Services<br>Harraseeket Lunch & Lobster<br>Freeport Town Office |
| Pownal   |         |         | Pownal Short Stop<br>Pownal Town Hall<br>Pownal Post Office                                                                                                               |

being at least seven days prior to the Regional School Unit budget meeting and being public and conspicuous places in each of said municipalities.

Dated: \_\_\_\_\_, 2026

\_\_\_\_\_  
Kelly M. Wentworth, Resident of Pownal  
Regional School Unit No. 5

**WARRANT AND NOTICE OF ELECTION CALLING  
REGIONAL SCHOOL UNIT NO. 5  
BUDGET VALIDATION REFERENDUM  
(20-A M.R.S. § 1486)**

TO: Kelly M. Wentworth, a resident of Regional School Unit No. 5 (the “Regional School Unit”) composed of the Towns of Durham, Freeport, and Pownal, State of Maine.

In the name of the State of Maine, you are hereby ordered to serve upon the municipal clerks of each of the municipalities within the Regional School Unit, namely, the Towns of Durham, Freeport, and Pownal, an attested copy of this warrant and notice of election. Service shall be in hand within three (3) days of the date of this warrant and notice of election. The municipal clerks of the above municipalities shall immediately notify the respective Municipal Officers. The Municipal Officers shall meet forthwith and countersign this warrant and notice of election. The Municipal Officers shall provide below for the respective municipal clerks to post or have posted this warrant and notice of election.

**TOWN OF DURHAM  
REGIONAL SCHOOL UNIT BUDGET VALIDATION REFERENDUM  
WARRANT AND NOTICE OF ELECTION**

Cumberland County, ss.

State of Maine

TO: Kevin Merrill, Resident of Durham: You are hereby required in the name of the State of Maine to notify the voters of this municipality of the election described in this warrant and notice of election.

**TO THE VOTERS OF DURHAM:** You are hereby notified that a Regional School Unit budget validation referendum election will be held at Durham Amvets, 1049 Royalsborough Road in the Town of Durham on Tuesday, June 9, 2026 for the purpose of determining the following question:

Question 1: Do you favor approving the Regional School Unit No. 5 budget for the upcoming school year that was adopted at the latest Regional School Unit budget meeting?

The polls will be opened at 8:00 a.m. and closed at 8:00 p.m.

The Registrar of Voters shall hold office hours while the polls are open to correct any error in or change a name or address on the voting list; to accept the registration of any person eligible to vote and to accept new enrollments.

A person who is not registered as a voter may not vote in any election.

Given under our hand this day, April 8, 2026 at Pownal, Maine.

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

A majority of the School Board of Regional School Unit No. 5

A true copy of the Warrant and Notice of Election, attest:

\_\_\_\_\_  
Kelly M. Wentworth  
Resident of Pownal  
Regional School Unit No. 5

Countersigned this \_\_\_\_\_ day of \_\_\_\_\_, 2026 at Durham, Maine.

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

A majority of the Municipal Officers of Durham, Maine

A true copy of the Warrant and Notice of Election, attest:

\_\_\_\_\_  
Jessica L. Landberg, Municipal Clerk  
Durham, Maine

RETURN

Cumberland County, ss.

State of Maine

TO: The School Board of Regional School Unit No. 5  
\_\_\_\_\_, 2026

Pursuant to the within warrant and notice of election, directed to me, I have served in hand upon the municipal clerk of Durham, an attested copy of this warrant and notice of election, directing the Municipal Officers of said municipality to call a Regional School Unit No. 5 budget validation referendum at said time and place and for the purposes therein stated.

\_\_\_\_\_  
Kelly M. Wentworth  
Resident of Pownal  
Regional School Unit No. 5

RETURN

Cumberland County, ss.

State of Maine

TO: The Municipal Officers of the Town of Durham

I certify that I have notified the voters of the Town of Durham of the time and place of the Regional School Unit No. 5 budget validation referendum by posting an attested copy of the within warrant and notice of election as follows:

| <u>DATE</u> | <u>TIME</u> | <u>LOCATION OF POSTING</u> |
|-------------|-------------|----------------------------|
| _____       | _____       | _____                      |
| _____       | _____       | _____                      |
| _____       | _____       | _____                      |
| _____       | _____       | _____                      |
| _____       | _____       | _____                      |

being public and conspicuous places in said municipality and being at least seven days next prior to election day.

Dated at Durham, Maine: \_\_\_\_\_, 2026

\_\_\_\_\_  
Kevin Merrill, Resident  
Durham, Maine

**WARRANT AND NOTICE OF ELECTION  
CALLING REGIONAL SCHOOL UNIT NO. 5  
BUDGET VALIDATION REFERENDUM  
(20-A M.R.S. § 1486)**

TO: Kelly M. Wentworth, a resident of Regional School Unit No. 5 (the "Regional School Unit") composed of the Towns of Durham, Freeport, and Pownal, State of Maine.

In the name of the State of Maine, you are hereby ordered to serve upon the municipal clerks of each of the municipalities within the Regional School Unit, namely, the Towns of Durham, Freeport, and Pownal, an attested copy of this warrant and notice of election. Service shall be in hand within three (3) days of the date of this warrant and notice of election. The municipal clerks of the above municipalities shall immediately notify the respective Municipal Officers. The Municipal Officers shall meet forthwith and countersign this warrant and notice of election. The Municipal Officers shall provide below for the respective municipal clerks to post or have posted this warrant and notice of election.

**TOWN OF FREEPORT  
REGIONAL SCHOOL UNIT BUDGET VALIDATION REFERENDUM  
WARRANT AND NOTICE OF ELECTION**

Cumberland County, ss.

State of Maine

TO: Nathaniel Goodman, Police Chief of Freeport: You are hereby required in the name of the State of Maine to notify the voters of this municipality of the election described in this warrant and notice of election.

**TO THE VOTERS OF FREEPORT:** You are hereby notified that a Regional School Unit budget validation referendum election will be held at the Freeport High School Gym, 30 Holbrook Street in the Town of Freeport on Tuesday, June 9, 2026 for the purpose of determining the following question:

Question 1: Do you favor approving the Regional School Unit No. 5 budget for the upcoming school year that was adopted at the latest Regional School Unit budget meeting?

The polls will be opened at 7:00 a.m. and closed at 8:00 p.m.

The Registrar of Voters shall hold office hours while the polls are open to correct any error in or change a name or address on the voting list; to accept the registration of any person eligible to vote and to accept new enrollments.

A person who is not registered as a voter may not vote in any election.

Given under our hand this day, April 8, 2026 at Pownal, Maine.

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\_\_\_\_\_

A majority of the School Board of Regional School Unit No. 5

A true copy of the Warrant and Notice of  
Election, attest:

\_\_\_\_\_  
Kelly M. Wentworth  
Resident of Pownal  
Regional School Unit No. 5

Countersigned this \_\_\_\_\_ day of \_\_\_\_\_, 2026 at Freeport, Maine.

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\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

A majority of the Municipal Officers of Freeport, Maine

A true copy of the Warrant and Notice of  
Election, attest:

\_\_\_\_\_  
Christine Wolfe, Municipal Clerk  
Freeport, Maine

RETURN

Cumberland County, ss.

State of Maine

TO: The School Board of Regional School Unit No. 5  
\_\_\_\_\_, 2026

Pursuant to the within warrant and notice of election, directed to me, I have served in hand upon the municipal clerk of Freeport, an attested copy of this warrant and notice of election, directing the Municipal Officers of said municipality to call a Regional School Unit No. 5 budget validation referendum at said time and place and for the purposes therein stated.

\_\_\_\_\_  
Kelly M. Wentworth  
Resident of Pownal  
Regional School Unit No. 5

RETURN

Cumberland County, ss.

State of Maine

TO: The Municipal Officers of the Town of Freeport

I certify that I have notified the voters of the Town of Freeport of the time and place of the Regional School Unit No. 5 budget validation referendum by posting an attested copy of the within warrant and notice of election as follows:

| <u>DATE</u> | <u>TIME</u> | <u>LOCATION OF POSTING</u> |
|-------------|-------------|----------------------------|
| _____       | _____       | _____                      |
| _____       | _____       | _____                      |
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being public and conspicuous places in said municipality and being at least seven days next prior to election day.

Dated at Freeport, Maine: \_\_\_\_\_, 2026

\_\_\_\_\_  
Nathaniel Goodman, Police Chief  
Freeport, Maine

**WARRANT AND NOTICE OF ELECTION  
CALLING REGIONAL SCHOOL UNIT NO. 5  
BUDGET VALIDATION REFERENDUM  
(20-A M.R.S. § 1486)**

TO: Kelly M. Wentworth, a resident of Regional School Unit No. 5 (the “Regional School Unit”) composed of the Towns of Durham, Freeport, and Pownal, State of Maine.

In the name of the State of Maine, you are hereby ordered to serve upon the municipal clerks of each of the municipalities within the Regional School Unit, namely, the Towns of Durham, Freeport, and Pownal, an attested copy of this warrant and notice of election. Service shall be in hand within three (3) days of the date of this warrant and notice of election. The municipal clerks of the above municipalities shall immediately notify the respective Municipal Officers. The Municipal Officers shall meet forthwith and countersign this warrant and notice of election. The Municipal Officers shall provide below for the respective municipal clerks to post or have posted this warrant and notice of election.

**TOWN OF POWNAL  
REGIONAL SCHOOL UNIT BUDGET VALIDATION REFERENDUM  
WARRANT AND NOTICE OF ELECTION**

Cumberland County, ss.

State of Maine

TO: Kathleen Hogue, Resident of Pownal: You are hereby required in the name of the State of Maine to notify the voters of this municipality of the election described in this warrant and notice of election.

**TO THE VOTERS OF POWNAL:** You are hereby notified that a Regional School Unit budget validation referendum election will be held at the Town Hall, 429 Hallowell Road in the Town of Pownal on Tuesday, June 9, 2026 for the purpose of determining the following question:

Question 1: Do you favor approving the Regional School Unit No. 5 budget for the upcoming school year that was adopted at the latest Regional School Unit budget meeting?

The polls will be opened at 8:00 a.m. and closed at 8:00 p.m.

The Registrar of Voters shall hold office hours while the polls are open to correct any error in or change a name or address on the voting list; to accept the registration of any person eligible to vote and to accept new enrollments.

A person who is not registered as a voter may not vote in any election.

Given under our hand this day, April 8, 2026 at Pownal, Maine.

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A majority of the School Board of Regional School Unit No. 5

A true copy of the Warrant and Notice of  
Election, attest:

\_\_\_\_\_  
Kelly M. Wentworth  
Resident of Pownal  
Regional School Unit No. 5

Countersigned this \_\_\_\_\_ day of \_\_\_\_\_, 2026 at Pownal, Maine.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

A majority of the Municipal Officers of Pownal, Maine

A true copy of the Warrant and Notice of  
Election, attest:

\_\_\_\_\_  
Rebecca Taylor Chase, Municipal Clerk  
Pownal, Maine

RETURN

Cumberland County, ss.

State of Maine

TO: The School Board of Regional School Unit No. 5  
\_\_\_\_\_, 2026

Pursuant to the within warrant and notice of election, directed to me, I have served in hand upon the municipal clerk of Pownal, an attested copy of this warrant and notice of election, directing the Municipal Officers of said municipality to call a Regional School Unit No. 5 budget validation referendum at said time and place and for the purposes therein stated.

\_\_\_\_\_  
Kelly M. Wentworth  
Resident of Pownal  
Regional School Unit No. 5

RETURN

Cumberland County, ss.

State of Maine

TO: The Municipal Officers of the Town of Pownal

I certify that I have notified the voters of the Town of Pownal of the time and place of the Regional School Unit No. 5 budget validation referendum by posting an attested copy of the within warrant and notice of election as follows:

| <u>DATE</u> | <u>TIME</u> | <u>LOCATION OF POSTING</u> |
|-------------|-------------|----------------------------|
| _____       | _____       | _____                      |
| _____       | _____       | _____                      |
| _____       | _____       | _____                      |
| _____       | _____       | _____                      |
| _____       | _____       | _____                      |

being public and conspicuous places in said municipality and being at least seven days next prior to election day.

Dated at Pownal, Maine: \_\_\_\_\_, 2026

\_\_\_\_\_  
Kathleen Hogue, Resident  
Pownal, Maine

**NOTICE OF AMOUNTS ADOPTED AT BUDGET MEETING  
REGIONAL SCHOOL UNIT NO. 5  
INFORMATION FOR VOTERS AT BUDGET VALIDATION REFERENDUM**

TO: Municipal Clerks of the Towns of Durham, Freeport, and Pownal, State of Maine

In the name of the State of Maine and pursuant to 20-A M.R.S. § 1486(2) you are hereby directed to display this Notice of Amounts Adopted at Budget Meeting at the polling places within your respective municipalities to assist the voters of Regional School Unit No. 5 (the "Regional School Unit") in voting at the budget validation referendum to be held on June 9, 2026, for the purpose of determining if the Regional School Unit budget for the 2026-2027 fiscal year that was adopted at the Regional School Unit budget meeting on May 13, 2026, should be approved.

| <b>Cost Center Summary<br/>Budget Category</b>                    | <b>Amount Recommended<br/>by School Board</b> | <b>Amount Approved by<br/>Voters at Budget Meeting<sup>1</sup></b> |
|-------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------|
| Regular Instruction                                               | \$ 20,129,173                                 | \$                                                                 |
| Special Education                                                 | \$ 7,510,422                                  | \$                                                                 |
| Career and Technical Education                                    | \$ 337,282                                    | \$                                                                 |
| Other Instruction                                                 | \$ 1,172,539                                  | \$                                                                 |
| Student and Staff Support                                         | \$ 4,906,366                                  | \$                                                                 |
| System Administration                                             | \$ 1,308,008                                  | \$                                                                 |
| School Administration                                             | \$ 2,638,024                                  | \$                                                                 |
| Transportation and Buses                                          | \$ 2,388,457                                  | \$                                                                 |
| Facilities Maintenance                                            | \$ 5,993,777                                  | \$                                                                 |
| Debt Service and Other Commitments                                | \$ 1,071,577                                  | \$                                                                 |
| All Other Expenditures                                            | \$ 69,795                                     | \$                                                                 |
| <b>Summary of Total Authorized General<br/>Fund Expenditures:</b> | <b>\$ 47,525,420</b>                          | <b>\$</b>                                                          |

<sup>1</sup>Amounts to be completed by Superintendent of Schools under authority of the School Board.

The amount approved at the Regional School Unit budget meeting includes locally raised funds that exceed the maximum state and local spending target pursuant to 20-A M.R.S. § 15671-A(5).

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A majority of the School Board of Regional School Unit No. 5

Dated: \_\_\_\_\_, 2026

\_\_\_\_\_  
Thomas Gray, Superintendent of Schools  
Regional School Unit No. 5