

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 29, 2026

POWNALE ELEMENTARY 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 April 8, 2026 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____

5. Adjustments to the Agenda:

6. Good News & Recognition: (10 Minutes)

A. Report from Board's Student Representative

7. Public Comments: (10 Minutes)

8. Reports from Superintendent: (10 Minutes)

A. Superintendent's Report

9. Administrator Reports:

A. Update from Pownal Elementary School - Holly Johnson (15 Minutes)

B. Finance - Kelly Wentworth (5 Minutes)

10. Board Comments and Committee Reports:
- A. Board Information Exchange and Agenda Requests (10 Minutes)
 - B. Finance Committee (5 Minutes)
 - C. Facilities and Operations Committee (5 Minutes)
 - D. Strategic Communications Committee (5 Minutes)
 - E. Policy Committee (5 Minutes)

11. Policy Review: (40 Minutes)
- A. Consideration and approval of 2nd 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)

Motion: _____ 2nd: _____ Vote: _____

- B. Consideration and approval of 1st Read of the following policies:
- 1. IHBAC - Child Find
 - 2. IMBB - Exemption from Required Instruction
 - 3. IJJ - Instructional and Library-Media Materials Selection
 - 4. IJJ-E - Citizen's Challenge of Educational Media Form
 - 5. JRA - Student Education Records and Information
 - 6. JRA-E - Annual Notice of Student Education Records and Information Rights

Motion: _____ 2nd: _____ Vote: _____

12. Unfinished Business:
- A. Board discussion of Systems and Sustainability Study RFP. (30 Minutes)
 - B. Consideration and approval to expand the scope of the Facility Study to include Systems and Sustainability. (10 Minutes)

Motion: _____ 2nd: _____ Vote: _____

13. New Business:
- None

14. Personnel: (15 Minutes)
- A. Consideration and approval to employ an Assistant Principal at Durham Community School for the 2026-2027 school year.

Motion: _____ 2nd: _____ Vote: _____

- B. Consideration and approval to employ a district-wide BCBA for the 2026-2027 school year.

Motion: _____ 2nd: _____ Vote: _____

- C. Consideration and approval to employ an Assistant Superintendent of Curriculum, Instruction and Assessment for the 2026-2027 school year.

Motion: _____ 2nd: _____ Vote: _____

15. Public Comments: (10 Minutes)

16. Adjournment:

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

**RSU No. 5 Board of Directors Meeting
Wednesday, April 8, 2026 – 6:30 p.m.
Durham Community School - Cafeteria
Meeting Minutes
6:00-6:30 p.m. Q&A on the FY27 Adopted Budget**

(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 29, 2026 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:43 p.m.

2. MEMBERS PRESENT: Karen Breer, Colin Cheney, Anna Child, Kara Kaikini, Lois Kilby-Chesley, Michelle Ritcheson, Christopher Savaiano, Kelly Sink, Valerie Williams, Stephanie Worth. Moon Tussing, Student Representative

MEMBERS ABSENT: Malik Farlow

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. **VOTED:** To approve the Minutes of March 18, 2026 and March 25, 2026.

(Sink – Lois Kilby-Chesley) (10 – 0) The Student Representative voted with the majority.

5. ADJUSTMENTS TO THE AGENDA:

Item #8 Additional resignation and a new support staff hire.

Item # 9.B. Tabled

6. GOOD NEWS AND RECOGNITION:

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

7. PUBLIC COMMENT:

None

8. REPORTS FROM SUPERINTENDENT:

A. Resignations - Mike Lallemand, Maintenance Specialist

Izabelle Holbrook, DCS Ed Tech

Support Staff New Hire - Samuel Ngoma, FMS Custodian

B. Migration of Students

9. ADMINISTRATOR REPORTS:

A. Update from Durham Community School - Will Pidden

B. Chapter 104 "Gifted & Talented Education" and MTSS - *This item was Tabled*

10. BOARD COMMENTS AND COMMITTEE REPORTS:

A. Strategic Communications Committee

B. Curriculum and Program Development Committee

11. POLICY REVIEW:

None

12. UNFINISHED BUSINESS:

A. VOTED: 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.

(Child – Williams) (9 – 0) *(Member Savaiano stepped away)* The Student Representative voted with the majority.

13. NEW BUSINESS:

None

14. PERSONNEL:

A. VOTED: To employ Donna Casavant as the Early Childhood Special Education Assistant Director for the 2026-2027 school year. (Kilby-Chesley – Worth) (10 – 0) The Student Representative voted with the majority.

B. VOTED: To convert a Bus Driver/Custodian full time year round position to a full time year round Custodian position.

(Kaikini – Sink) (10 – 0) The Student Representative voted with the majority.

C. VOTED: To create a full time year round Van Driver/Custodian position using money from budgeted Van substitute funds.

(Child – Williams) (10 – 0) The Student Representative voted with the majority.

15. PUBLIC COMMENT:

None

16. EXECUTIVE SESSION:

VOTED: 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. (Sink – Breer) (10 – 0) The Student Representative voted with the majority.

Time In: 7:43 p.m.

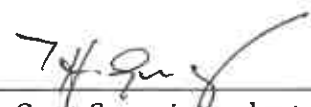
Time Out: 8:32 p.m.

17. ACTION AS A RESULT OF EXECUTIVE SESSION:

None

18. ADJOURNMENT:

VOTED: To adjourn at 8:33 p.m. (Kaikini – Kilby-Chesley) (10 – 0)



Tom Gray, Superintendent of Schools

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

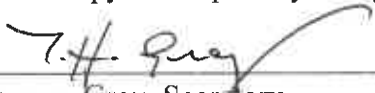
VOTED: That the warrant for the Regional School Unit No. 5 (the "Regional School Unit") Budget Meeting presented to the meeting be approved and that a Regional School Unit budget meeting be called for May 13, 2026 for the purpose of voting on the annual budget for the Regional School Unit for the 2026-2027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



Thomas Gray, Secretary

Item # 9.B.

RSU No. 5

Warrant Articles For the Period 03/01/2026 through 03/31/2026

Fiscal Year: 2025-2026

☐ Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
INCOME							
GENERAL FUND REVENUES							
REQUIRED LOCAL FUNDS (-)	\$19,988,378.34	\$1,847,308.80	\$14,991,284.00	\$4,997,094.34	\$0.00	\$4,997,094.34	25.0%
ADDITIONAL LOCAL FUNDS (-)	\$15,524,421.90	\$1,455,459.67	\$11,643,316.32	\$3,881,105.58	\$0.00	\$3,881,105.58	25.0%
ADDLN SHARED REVENUE (-)	\$141,981.44	\$0.00	\$106,981.44	\$35,000.00	\$0.00	\$35,000.00	24.7%
INTEREST REVENUE (-)	\$259,000.00	\$27,539.10	\$237,578.96	\$21,421.04	\$0.00	\$21,421.04	8.3%
STATE REVENUES (-)	\$7,362,547.32	\$530,030.81	\$5,778,107.62	\$1,584,439.70	\$0.00	\$1,584,439.70	21.5%
MISC REVENUES (-)	\$23,600.00	\$0.00	\$52,354.44	(\$28,754.44)	\$0.00	(\$28,754.44)	-121.8%
FUND BALANCE (-)	\$1,068,000.00	\$0.00	\$0.00	\$1,068,000.00	\$0.00	\$1,068,000.00	100.0%
Sub-total : GENERAL FUND REVENUES	(\$44,367,929.00)	(\$3,860,338.38)	(\$32,809,622.78)	(\$11,558,306.22)	\$0.00	(\$11,558,306.22)	26.1%
Total : INCOME	(\$44,367,929.00)	(\$3,860,338.38)	(\$32,809,622.78)	(\$11,558,306.22)	\$0.00	(\$11,558,306.22)	26.1%
EXPENSES							
GENERAL FUND EXPENSES							
ARTICLE 1 REGULAR INSTRUCTION (+)	\$19,356,261.00	\$1,440,068.58	\$11,121,899.70	\$8,234,361.30	\$7,339,224.33	\$895,136.97	4.6%
ARTICLE 2 SPECIAL EDUCATION (+)	\$6,513,451.00	\$487,876.89	\$3,810,424.58	\$2,703,026.42	\$2,373,786.78	\$329,239.64	5.1%
ARTICLE 3 - CAREER & TECHNICAL CTR (+)	\$307,645.00	\$0.00	\$230,733.72	\$76,911.28	\$76,911.28	\$0.00	0.0%
ARTICLE 4 - OTHER INSTRUCTION (+)	\$1,119,087.00	\$65,274.40	\$726,426.12	\$392,660.88	\$237,529.18	\$155,131.70	13.9%
ARTICLE 5 - STUDENT & STAFF SUPPORT (+)	\$4,644,307.00	\$276,371.32	\$2,884,218.37	\$1,760,088.63	\$1,443,742.48	\$316,346.15	6.8%
ARTICLE 6 - SYSTEM ADMINISTRATION (+)	\$1,263,587.00	\$76,665.46	\$967,462.93	\$296,124.07	\$252,441.78	\$43,682.29	3.5%
ARTICLE 7 - SCHOOL ADMINISTRATION (+)	\$2,514,485.00	\$189,333.41	\$1,745,788.85	\$768,696.15	\$693,715.32	\$74,980.83	3.0%
ARTICLE 8 - TRANSPORTATION & BUSES (+)	\$1,931,576.00	\$104,359.88	\$1,360,654.10	\$570,921.90	\$320,583.10	\$250,338.80	13.0%
ARTICLE 9 - FACILITIES MAINTENANCE (+)	\$5,490,511.00	\$450,193.28	\$4,173,757.33	\$1,316,753.67	\$739,769.29	\$576,984.38	10.5%
ARTICLE 10 - DEBT SERVICE & OTHER COMMITMENTS (+)	\$1,087,428.00	\$0.00	\$1,087,427.17	\$0.83	\$0.00	\$0.83	0.0%
ARTICLE 11 - ALL OTHER EXPENDITURES (+)	\$139,591.00	\$0.00	\$139,591.00	\$0.00	\$0.00	\$0.00	0.0%

Operating Statement with Encumbrance

RSU No. 5

Warrant Articles For the Period 03/01/2026 through 03/31/2026

Fiscal Year: 2025-2026

☐ Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
Sub-total : GENERAL FUND EXPENSES	\$44,367,929.00	\$3,090,143.22	\$28,248,383.87	\$16,119,545.13	\$13,477,703.54	\$2,641,841.59	6.0%
Total : EXPENSES	\$44,367,929.00	\$3,090,143.22	\$28,248,383.87	\$16,119,545.13	\$13,477,703.54	\$2,641,841.59	6.0%
NET ADDITION/(DEFICIT)	\$0.00	(\$770,195.16)	(\$4,561,238.91)	\$4,561,238.91	\$13,477,703.54	(\$8,916,464.63)	0.0%

End of Report



Regional School Unit 5
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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

Finance Committee Minutes
Wednesday, March 25, 2026
5:00 p.m. - Freeport High School Library

Committee Members Present: Michelle Ritcheson, Kelly Sink, Christopher Savaiano

Committee Members Absent:

Administrators: Superintendent Tom Gray, Director of Finance & HR Kelly Wentworth

Minutes

Meeting called to order at 5:03 P.M.

1) Insurance Bidding Process: Review and Score RFQ

- a. Director Wentworth presented the Request for Qualifications packets that we received from MSMA Property & Casualty and Cross Insurance. These packets were reviewed and scored by Superintendent Gray, Finance Director Wentworth, and Finance Committee Members Sink and Savaiano. Both companies were determined to have the required qualifications and will be sent the Insurance Bid Packet on Thursday, March 26, 2026. Bid Packets are due back on Thursday, April 30, 2026 at 3:00PM at which time packets will be opened by Superintendent Gray or designee. Once opened Director Wentworth will scan and send packets to Committee Members via email for independent review and scoring. Final award is expected to be made at the May 8, 2026 meeting of the Finance Committee.

2) FY27 Board Adopted Budget Document Review

- a. The Finance Committee reviewed the draft FY27 budget documents calling the Annual Budget Meeting and the Budget Validation Referendum. The drafts will now be sent to the attorney, who will be our moderator, for review and final approval. Once approved these materials will be presented to the Board of Directors at their April 8, 2026 meeting.

3) Other

- a. Next meeting of the Finance Committee will be held April 29, 2026 @ Pownal Elementary School Library.

Meeting adjourned at 6:19 P.M.



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Item #10.C.

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

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

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

Facilities and Operations Committee
Wednesday, April 8, 2026 , 5:00 p.m.
Durham Community School- Conference room
Minutes

Committee Members Present: Michelle Ritcheson, Karen Breer, Kelly Sink

Committee Members Absent:

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

Guest: Molly Meyer, FHS Tennis Coach, Becky Costa Assistant Coach, Meaghan Arena, Pownal Resident

Agenda Items and Discussion:

Meeting called to order at 5:03 pm

1. Land acquisition- Director Reynolds briefly talked about the possibility of the district looking to acquire some land for future needs. Superintendent Gray continued the conversation and reported that Superintendent Gray, Director of Finance and Human Resources Wentworth, Board Chair, Michelle Ritcheson, and Director Reynolds had visited a location in Pownal that was for sale. After reviewing the site it was determined that the location did not meet the needs of the district. The Committee decided that it would be best to wait until after the Facilities study was completed.
2. FHS Tennis Courts Update- Director Reynolds updated the Committee that the core samples have been completed. Director Reynolds reported out that he was on site for the first drill hole which revealed that there is currently only 2-½ inches of asphalt, standard is 3 to 4 inches, the base was six inches of sand/clay mix- standard is ¾ or smaller stone onto of gravel and at the 3 foot mark they hit bedrock. Director Reynolds informed the Committee that Jason from CHA is out until 4/10 and we should be receiving the report from the core samples upon his return. Molly Meyer, FHS Tennis Coach, shared that she attended a meeting with the RSU5 Director of Community Programs, Peter Wagner. Molly shared that there was high demand for the tennis courts. Community Programs offer several options for different grade levels, members of the public, and even professional tennis players who use the courts and charge a fee to teach tennis. They had also discussed the possibility of managing the use of the courts as we do other RSU5 spaces. Molly shared that Peter would be willing to give up some of the rental fee funds to put toward upkeep of the tennis courts. Molly shared that she had a conversation with the Principal at Cape and Islands Tennis and Track, a post-tension court installer, and another with the Head Pro at York Golf and Tennis Club, who installed two post tension courts about five years ago. Molly indicated that they have had no issues with the

post-tension courts and have not had to expend any funds on annual maintenance. Director of Finance and Human Resources Wentworth reported that the Board of Directors have proposed to move funds from the undesignated fund balance into the Tennis Court Reserve fund to bring the balance up to \$700,000. This would cover the replacement of the current three asphalt tennis courts. An additional \$102,000 would be needed if they were to use post-tension concrete vs asphalt. If the Board wished to add a fourth court it would require an additional \$302,000 for asphalt or an additional \$501,000 for post-tension concrete. There was a discussion about other funding sources which could include the possibility of a grant from the United States Tennis Association (USTA), community fundraising, and the potential use of the district Capital Reserve fund.

3. Energy Audit Phase 1 Project Update- Director Reynolds updated the Committee that the lighting project is complete at Freeport Middle School. The lighting contractor has now moved to Mast Landing School and will begin on April 13th.
4. Facility Study Update- Superintendent Gray shared he felt a more comprehensive look at current district staffing in addition to an assessment of our facilities is needed in determining how the RSU moves forward over the next ten years. Therefore, Superintendent Gray and Director of Finance and Human Resources Wentworth will be revamping the current Facility Study RFP into a Systems and Sustainability Study RFP and will bring it to the Board of Directors at a future meeting.
5. Emergent Building Repairs- Director Reynolds informed the Committee that there were some floor tiles that had come up in the upstairs unisex restroom at Freeport Middle School. Director Reynolds had the floor tiles and mastic tested for asbestos. The mastic came back positive. Director Reynolds informed the Committee that the restroom has been closed. He has met with an abatement vendor and he will be meeting with a flooring vendor next week. It is anticipated that this work could be completed during April Break. Director Reynolds also shared that the new hot water system at Mast Landing has been installed. During the installation it was discovered that the current mixing valves, that allow us to adjust that water temperature, needed replacement. Director Reynolds informed the Committee that a vendor was currently on site making the repair.

Motion to adjourn was made by Michelle Ritcheson second by Kelly Sink at 5:56 p.m.

Next meeting dates:

May 6, 2026

June 3, 2026



Regional School Unit 5
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Item #10.D.

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

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

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

Strategic Communications Committee

April 14, 2026

7:45 a.m. - Superintendent's Office

Minutes

Committee: Strategic Communications

Meeting Date: April 14, 2026

Submitted By: Tom Gray, Superintendent

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

Members absent: None

Guests: Kelly Wentworth, Director of Finance and Human Resources

Agenda Items and Discussion:

The meeting was called to order at 7:51 a.m. by Stephanie Worth

1. ClearGov Demonstration (Kelly Wentworth)

- Kelly presented the ClearGov software, explaining how it achieved both efficiencies and clarity in expanded communication to various stakeholders. The software can convey budgetary, geographic, demographic, Strategic Planning, and organizational information to the public.
- Committee members asked whether this would create more work for Kelly. Kelly explained that we would need to create the structures within the program, and then consistently update them. Over the long term, it would change the workload, not necessarily increase it.
- Kelly has found a way to make this revenue neutral in the budget by cancelling other programs that had fallen out of use. The cost is approximately \$16,000.
- Committee members expressed that this is money well spent to achieve clarity and transparency about our budget processes, fiscal information, and district operations.

2. FY27 Budget Communications

- Tom shared the draft of the Board Chair Message that he prepared for Michelle. Michelle had provided feedback just prior to the meeting, generally liking the draft and suggesting a few minor changes.
- Committee members suggested several other revisions to the draft, including the following:

- Stressing the importance of public input
- Including information about the way that staff input was solicited at the beginning of the process
- Explaining reasoning behind identifying students with the highest need
- Adding contextual information that the fiscal circumstances faced by RSU 5 this year are not unique to our district.

Meeting adjourned at 8:50 a.m.



Regional School Unit 5
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Item #10.E.

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

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

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

Policy Committee
Thursday, April 2, 2026
4:15 p.m. - Google Meet
Minutes

Committee Members Present: Colin Cheney, Kara Kaikini, Chris Savaiano

Committee Members Absent: None

Administrators in Attendance: Tom Gray, Superintendent;

Guests: Elisha Morris, Director of Instructional Support

The meeting started at 4:15 p.m.

1. Law Change:
None

2. Regular Review:

The following policies were revised and will be brought to the Board for 1st read on April 29, 2026.

1. IHBAC - Child Find
2. IMBB - Exemption from Required Instruction
3. IJJ - Instructional and Library-Media Materials Selection
4. IJJ-E - Citizen's Challenge of Educational Media Form
5. JRA - Student Education Records and Information
6. JRA-E - Annual Notice of Student Education Records and Information Rights

As a result of the 1st Read, the Committee revised the following new policy. It will be brought to the Board for 2nd Read on April 29, 2026

1. IMB - Teaching about Controversial Issues (New Policy)

3. Board Request:
None

The meeting adjourned at 5:39 p.m.



Regional School Unit 5
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Item #11.A. & 11.B.

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

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

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

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

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

FROM: Tom Gray, Superintendent
DATE: April 10, 2026
RE: Review/Update of Policies

At the April 29, 2026 Board of Directors Meeting, the following policies will be on the agenda:

2nd Read

1. JJIF - Student Concussions and Other Head Injuries
2. JJIF-E - Concussion Information Sheet
3. IMB - Teaching About Controversial Issues (New Policy)

1st Read

1. IHBAC - Child Find
2. IMBB - Exemption from Required Instruction
3. IJJ - Instructional and Library-Media Materials Selection
4. IJJ-E - Citizen's Challenge of Educational Media Form
5. JRA - Student Education Records and Information
6. JRA-E - Annual Notice of Student Education Records and Information Rights

STUDENT CONCUSSIONS AND OTHER HEAD INJURIES

The Board recognizes that concussions and other head injuries are serious and ~~can potentially~~ **could** result in significant brain damage and/or death if not recognized and ~~treated~~ **managed** properly. This policy is intended to promote awareness of this issue as well as the safety of students participating in school-sponsored activities that may pose a risk of concussion or other head injuries. ~~This policy also applies to all school-sponsored activities that the Superintendent determines, in consultation with school staff, pose a risk of concussion or other head injury (hereafter referred to as “any other covered activities”).~~ **The Board further acknowledges that a student may suffer a concussion during any activity during the school day or outside of school. The Board adopts this policy to promote the safety of all students, regardless of where or when the head injury occurred, in RSU No. 5 schools, PreK - grade 12.**

The Superintendent shall ensure that all training, protocols and forms implemented in the school unit are consistent with materials promulgated by the Maine Department of Education.

DEFINITIONS

The following definitions shall apply for the purpose of this policy.

Concussion: A concussion is a traumatic brain injury caused by a bump, blow, or jolt to the head that can change the way the brain normally works. Concussions can occur from a fall or a blow to the head or body that causes the head and brain to quickly move back and forth.

Concussion Management Team: A Concussion Management Team (CMT), appointed by the superintendent may include, but is not limited to the following: school administrator, school nurse, athletic administrator, school counselor, and school physician. The Team shall oversee the implementation, graduated school reentry protocols, and make recommendations related to implementation and review of this policy. This team may be combined with another existing student support team within the school or school administrative unit.

Graduated school reentry: Graduated school reentry is a gradual and coordinated return to school activities following a concussion. It is an individualized, flexible plan developed by the Concussion Management Team or designee with input from the student, parents, and medical provider.

Medical clearance: Medical clearance includes a written statement from a health care provider licensed to diagnose a concussion, who is trained in the treatment and management of concussions, which allows a student to start the school's graduated school reentry plan and/or graduated return to play protocol.

School: School means any public school and any private school enrolling more than 60% of its students at public expense in the State of Maine.

School personnel: School personnel include any persons working within and on behalf of the school in a supervisory role to students during school sponsored activities including volunteers in a student supervisory role, such as athletic coaches.

STAFF-TRAINING

~~All school personnel involved in school-sponsored activities shall receive training in the identification and management of concussions and other head injuries.~~

~~All identified personnel will receive refresher training whenever the Maine Department of Education recommendations, protocols and/or forms have been revised.~~

Prior to the beginning of each school year, non-athletics related school personnel (for example, physical education teachers, school nurses, personnel with recess duty) identified by the school unit's Concussion Management Team must be made aware of this school policy and protocols related to the management of concussive injuries and must participate in concussion awareness training that includes recognizing signs and symptoms that may suggest a concussive or other head injury. This training must be consistent with protocols as identified or developed by the Maine Department of Education (DOE).

STUDENT AND PARENTS/GUARDIANS ~~Acknowledgment~~

~~Students who intend to participate in school-sponsored athletics (and any other covered activities), and their parent(s)/guardian(s) are required to sign the School Department's Concussion/Head Injury Acknowledgment Form each year. Students may not participate in athletics (and any other covered activities) until the Acknowledgment Form is returned to the school.~~

Prior to participating in any school co-curricular athletic activity, all students will be provided information including:

- A. The risk of concussion and other head injuries and the dangers associated with continuing to participate when a concussion or other head injury is suspected;**
- B. The signs, symptoms and behaviors associated with concussion and other head injuries; and**
- C. The school administrative unit's protocols for 1) removal of the student from the activity when the student is suspected of having sustained a concussion or other head injury, 2) evaluation, 3) medical clearance, and 4) graduated school reentry protocols.**

The student and their parent(s)/guardian(s) must sign a statement acknowledging that they received and read this information before the student is allowed to participate in any school athletic activity.

MANAGEMENT OF CONCUSSIVE AND OTHER HEAD INJURIES

It is the responsibility of all school personnel trained in the signs, symptoms and behaviors related to concussion or other head injury, to act in accordance with this policy when that person recognizes that a student may be exhibiting such signs, symptoms and/or behaviors.

- Any student suspected of having sustained a concussion or other head injury during school or a school athletic activity must be removed from the activity immediately and evaluated by a qualified school personnel.
- Any student suspected of having sustained a concussion or other head injury is prohibited from further participation in any school activities until they are evaluated by the school nurse or other school personnel trained in such evaluation, such as an athletic trainer who is able to determine if referral to a licensed health care provider is necessary.
- The student and their parent(s)/guardian(s) will be informed of the referral to a licensed health care provider for a medical evaluation for possible concussion or brain injury before the student is allowed to begin the graduated school reentry and/or graduated return to play protocol, and then full participation in learning, recess, physical education, and any school activities.
- No student is permitted to return to the activity or to participate in any other school activity on the day of the suspected concussion.
- If referral to a licensed health care provider is necessary, the student will require written medical clearance from a licensed health care provider qualified and trained in concussion management. The student is also required to complete the graduated return to school protocol.
- School personnel should be alert to cognitive and academic issues that may be experienced by a student who has suffered a concussion or other head injury including but not limited to: difficulty with concentration, organization, long-and-short term memory, and sensitivity to bright lights and sounds.
- School personnel shall accommodate a graduated school reentry protocol for return to full participation in all academic activities as appropriate, based on the recommendation of the student's concussion trained health care provider and appropriate designated school personnel.
- No student is permitted to return to full participation in extra-curricular school activities until fully returned to their academic program.
- During the gradual return to school process, school nurses will refer to the orders of the student's health care professionals as well as current Maine DOE guidance on concussion management.

~~Removal of Students from School-Sponsored Activities, Evaluations and MEDICAL CLEARANCE~~

~~Any student suspected of having sustained a concussion or other head injury in any school-sponsored activity must be immediately removed from the activity, practice or game.~~

~~A student suspected of having sustained a concussion or other head injury must receive a brain injury evaluation and written medical clearance from a licensed healthcare provider, ideally one trained in concussion management, and operating within the scope of practice such as an MD, DO, Physician's Assistant or Nurse Practitioner prior to them being allowed to resume participation in the activity. Such return to participation will be gradual and at the discretion of the Concussion Management Team and in all cases will be based on the district's current accepted standards of care.~~

Once a referral to a health care provider has been made by the school nurse, athletic trainer, or other health services personnel, the student must receive written diagnosis and written medical clearance from a health care provider licensed to diagnose a concussion who is trained in the treatment and management of concussions. The written medical clearance allows a student to begin the graduated school reentry protocol. Should a written medical clearance not be provided, a School Nurse may require a written medical clearance based on a student's symptoms.

~~Academic and Disability Considerations~~

~~Teachers and other school staff must be alerted to possible cognitive and academic issues that a student who has sustained a concussion or other head injury may experience. School staff shall permit adjustments to the academic day and/or expectations, consistent with a medical recommendation from the student's health care provider.~~

CONCUSSION MANAGEMENT TEAM (CMT)

The Superintendent will appoint a Concussion Management Team **including a school administrator** to be responsible, under the **administrative** supervision of the Superintendent, to make recommendations related to the implementation **and review** of this policy. The Concussion Management Team will include the school nurses and Athletic Director, Athletic Trainer and may include one or more principals or assistant principals, the school physician, and other school personnel or consultants as the Superintendent deems appropriate.

The team shall oversee and implement this policy and related protocols for ~~concussions~~ **concussive head injuries and other head injuries** based on the ~~generally~~ **currently** accepted standards of care **best practices**. This ~~The team, under the direction of the superintendent,~~ **will shall** identify the school personnel who shall be trained in concussion signs and symptoms and the school activities covered by this policy.

~~The policy and/or related protocols should be reviewed when generally accepted protocols change.~~

DATA

The Board recognizes how serious concussions are and the need for improved understanding of concussions in our schools and their impact on learning and school

attendance. The school unit will track the number of concussions, activity associated with the injury, number of school days missed, and other information determined necessary by the Concussion Management Team. The CMT will review this data and make recommendations to the Board as needed.

Legal References: ~~Public Law Chapter 688 (2012)~~
20-A M.R.S.A. §§ 254(17); ~~1001(19)~~

Cross Reference: JJIF-E RSU No. 5 Student and Parent Information Sheet and
Acknowledgement Form
JLCE-E RSU No. 5 Student Accident/Injury Report

Adopted: November 28, 2012

Revised: June 15, 2016

Revised: October 23, 2019

Revised:

RSU NO. 5 STUDENT AND PARENT INFORMATION SHEET AND ACKNOWLEDGEMENT FORM

Prior to participating in a school athletic activity, all students and the student's legal parent or guardian must be informed of signs and symptoms of concussion, the risk of continuing to participate when a concussion is suspected, and the District's policy JJIF - STUDENT CONCUSSIONS AND OTHER HEAD INJURIES for the management of concussive and other head injuries and must sign a statement acknowledging that review. A [Fact Sheet](#) for Parents (U.S. Centers for Disease Control and Prevention, 2021)

I understand that a concussion may occur from an injury in any setting. I have read the District's policy JJIF - STUDENT CONCUSSIONS AND OTHER HEAD INJURIES and understand that there is a protocol in place for graduated school re-entry following a concussion and medical clearance.

Concussion is a brain injury. All brain injuries are serious. They are caused by a bump, blow, or jolt to the head or by a blow to another part of the body with the force transmitted to the head. These injuries can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged symptoms and/or recovery if not recognized and managed properly.** In other words, even a "ding" or a bump on the head can be serious. You cannot *see* a concussion and most concussions occur without loss of consciousness. [Signs and symptoms](#) of concussion may show up right after the injury or can take hours or days to fully appear. If your student reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away. Our District has a policy JJIF - STUDENT CONCUSSIONS AND OTHER HEAD INJURIES that states any student who has concussion symptoms and is referred to a health care provider must be evaluated by a health care provider licensed to diagnose a concussion before they can return to full activities within school. For more information on concussions, you can go to the <https://www.cdc.gov/heads-up/>.

I understand that a concussion may occur from an injury in any setting. I have read the District's policy JJIF - STUDENT CONCUSSIONS AND OTHER HEAD INJURIES and understand that there is a protocol in place for graduated school re-entry following a concussion and medical diagnosis and medical clearance.

Student-athlete Name Printed

Student-athlete Signature

Date

Parent or Legal Guardian Printed

Parent or Legal Guardian Signature

Date

Adopted: November 28, 2012

Revised: October 23, 2019

TEACHING ABOUT CONTROVERSIAL ISSUES

Students are exposed to a wide range of issues, information, ideas and values at school, at home and in the community. Particular issues may be controversial because of differing political, religious, moral, ethical or cultural beliefs. In the context of the educational program and approved curricula, the Board supports discussion of controversial issues in an atmosphere that promotes learning and respect for the beliefs of others. For the purposes of this policy, controversial issues shall be understood to be issues of public debate where multiple interpretations exist within credible academic scholarship.

To promote appropriate and fair consideration of controversial issues in the instructional setting, the Board expects the following principles to be followed by educators.

1. Discussion of controversial issues shall be appropriate to the age, grade and maturity of the students involved, pursuant to the academic program of instruction.
2. Instruction on controversial issues shall prioritize evidence-based inquiry, disciplinary scholarship, and historical accuracy.
3. Discussion of a controversial issue may take place as part of the approved curriculum and for educational purposes. The educator must be knowledgeable about the issue and serve as a facilitator to ensure that points of view are presented in a civil manner. In the capacity as facilitator, it is the educator's responsibility to identify diverse points of view on an issue, and to make certain that differing opinions and perspectives are treated with respect.
4. **Discussion of controversial issues shall not include conduct that constitutes harassment or bullying as defined in Board Policies ACAA (Harassment and Sexual Harassment of Students) and JICK (Bullying and Cyberbullying Prevention in Schools). No discussion shall demean, target, or create a hostile environment for any individual on the basis of race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, disability, or any other characteristic protected under those policies.**
5. Students shall be given the opportunity to understand different/opposing sides of an issue and to use classroom discussion to formulate their own views. Students shall also be provided with appropriate instructional materials and opportunities to research and study the issue.
6. Educators shall not use the classroom as a forum to advance their personal views or proselytize, but are not prohibited from expressing their own views for legitimate pedagogical purposes.
7. Outside speakers on controversial issues must be approved in advance by the building administrator. When outside speakers are used, reasonable efforts should be made to expose students to speakers on more than one side of the issue. If this is not feasible,

educators are responsible for providing appropriate information regarding differing points of view on the issue.

8. Students or their parents/legal guardians who object to particular topics based on their particular, sincerely-held religious, moral or philosophical beliefs may request an accommodation in accordance with Board Policy IMBB.

Cross References: IMBB – Exemption from Required Instruction

ILD – Educational Research: Student Submission to Surveys, Analyses, or Evaluation

ACAA - Harassment and Sexual Harassment of Students

JICK - Bullying and Cyberbullying Prevention in Schools

Adopted: XX

CHILD FIND

~~The purpose of this document is to outline how RSU No. 5 fulfills the Federal and State requirements to ensure that all children with disabilities in its jurisdiction receive the proper care under the Child Find requirements.~~

~~The Child Find requirements in the Individuals with Disabilities Education Act (IDEA) Part B require States to have policies and procedures in effect to ensure that all children with disabilities residing in the State who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. An effective Child Find system is an ongoing part of RSU No. 5's responsibility to ensure that a Free and Appropriate Public Education (FAPE) is made available to all eligible children with disabilities.~~

~~According to State law, RSU No.5 shall also implement Child Find procedures for children who are experiencing homelessness or are wards of the State, highly mobile and migrant children, Multilingual learners, and parentally-placed private school children with disabilities, as well as those suspected of having developmental delays as defined in 34 C.F.R. § 300.8(b). Child Find also includes children who have complex medical needs and who reside in nursing homes because of serious health problems and those who are in correctional facilities. 34 C.F.R. § 300.111(b)-(c). This requirement includes identification of children who are suspected of having a disability, including for example, children suspected of having long COVID or suspected of having post-COVID conditions that meet the definition of a disability under IDEA.~~

~~Child Find responsibilities include locating all children who may be in need of special education services, and determining through the evaluation and eligibility process if they require services. This responsibility shall be accomplished through a district-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs.~~

~~IDEA's Child Find requirements permit referrals from sources who believe a child may be eligible for special education and related services. Sources include, but are not limited to, a parent, teacher, health care provider, law enforcement, or other individuals with knowledge about the child. However, consistent with the child find requirements and with the parental consent requirements under IDEA and the implementing regulations, only the child's parent or the child's Local Educational Agency (LEA) may initiate the request for an initial evaluation LEA. 34 C.F.R. § 300.301(b).~~

~~Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and eligibility determination by the Individualized Education Program (IEP) Team.~~

~~RSU No. 5 shall implement the Child Find process during the first 30 days of the school year or during the first 30 days of enrollment for transfer children, in addition to other Child Find activities provided by the school unit.~~

RSU No. 5 seeks to ensure that all children within its jurisdiction who are between the ages of 4 and under 22 years of age, and who are in need of special education and related services are identified, located, and evaluated at public expense. This includes, but is not limited to the following:

- **children who are experiencing homelessness.**

- state wards,
- state agency clients,
- students who have been suspended or expelled,
- children attending private schools or receiving home instruction,
- children incarcerated in county jails,
- children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year,
- highly mobile children (including migrant or homeless), and
- children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade.

RSU No. 5's Child Find responsibility shall be accomplished through a unit-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

This Child Find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. RSU No. 5 may schedule Child Find activities during its annual kindergarten enrollment to assist in planning for necessary special education and related services at the start of the school year. If screening occurs in the spring prior to school entry, RSU No. 5 will refer the child to the regional Child Development Services (CDS) site within 10 school days. receive referrals to the IEP team from parents, agency representatives, Early Intervention for ME, or other individuals with knowledge of the child; such referrals will be acted on in a timely manner. RSU No. 5 may also schedule child find activities during its annual kindergarten enrollment to assist in planning for necessary special education and related services at the start of the school year.

RSU No. 5 may provide information regarding the referral process to parents and the school community at school events, publish information and relevant timelines in parent/student handbooks, school manuals, calendars, and on its website, and make information available for parents and the public in Doctor's offices, day care, library, town hall etc.

If the Child Find process indicates that a student may **have a disability that** requires special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the school unit's pre-referral and referral policy.

Legal References: 34 C.F.R. § 300.111 (2006) **(2015)**
 34 C.F.R. § 300.301(b).

ME. Dept. of Educ. Rule Ch. 101, IV 2(A), (C-~~E~~) (2015) **(2024)**

~~Me Dept. of Educ. Administrative Letter 1 (January 21, 2021)~~

~~Long COVID under Section 504 and the IDEA: A Resource to
Support Children, Students, Educators, Schools, Service Providers, and Families
(Jul. 26, 2021):~~

Cross Reference: **IHBAA - Referral Procedures and General Education Interventions**
IHBAA-R - Referral Procedures and General Education Interventions

Adopted: June 24, 2009

Reviewed: April 25, 2012

Revised: April 24, 2013

Revised: February 28, 2018

Revised: February 15, 2023

EXEMPTION FROM REQUIRED INSTRUCTION

The curriculum of the school unit is designed to reflect the learning expectations for all students in all content areas of the system of Learning Results, as well as other statutory and regulatory requirements and content areas specified by the Board of Directors.

The Board acknowledges that from time to time individual students may be exposed to some ideas and materials with which they or their parent(s)/legal guardian disagree. Students and their parent(s)/legal guardian cannot be required to adopt ideas with which they disagree, but such disagreement alone is not a sufficient basis to exempt a student from the prescribed curriculum. Exemptions from the required curriculum should be minimized because they can detract from the overall instruction provided to the class as a whole and the educational objectives sought to be achieved by the curriculum.

The Board recognizes, however, that there could be topics in the curriculum which may be objectionable to individual students and/or parent(s)/legal guardian based on their particular sincerely held religious, moral or philosophical beliefs. Exemption from instruction which infringes on such beliefs may be requested by the parent(s)/legal guardian.

Requests for exemption from instruction must be made in writing to the building Principal and are subject to the approval of the Principal. The Principal shall notify the Superintendent as soon as practicable of any request for exemption from instruction and of ~~his/her~~ their decision. If the Principal denies an exemption request, the parent(s)/legal guardian may appeal to the Superintendent.

In considering requests for exemption, factors that the Principal should consider may include:

- A. The alignment of the curriculum with the system of Learning Results;
- B. Whether the course or content area is required by state law or Board policy;
- C. The educational importance of the material or instruction from which exemption is requested;
- D. Evidence regarding the sincerity of the belief on which the request is based;
- E. Whether the school has a legal obligation to accommodate the exemption request;
- F. The effect of exemption or accommodation on the validity of the local assessment system; and
- G. Other factors that bear upon the particular request.

Exemption from required instruction does not excuse the student from meeting the requirements of the Learning Results or from total credit hours or other requirements for graduation, or from performing alternative work.

When the Principal determines that the curriculum that has been aligned with the system of Learning Results conflicts with sincerely held religious beliefs of a student or ~~his/her~~ **their** parent or legal guardian, reasonable accommodation in the curriculum shall be made for the student, within the scope of existing resources. Alternative instruction may be provided by the school or through approved independent study. Any alternative instruction shall be approved in advance by the Principal in consultation with appropriate instructional staff and shall meet the standards and objectives of the part of the curriculum that is being replaced. When requests for exemption from required curriculum are made for religious reasons, a parent/guardian who is dissatisfied with the Principal's decision may appeal to the Superintendent. If the accommodation in the curriculum that is requested is so great that the validity of the local assessment system is compromised, the Superintendent will determine how to address the situation, subject to the approval of the Commissioner.

When a student is exempted from any portion of the regular curriculum for other than religious reasons (exemption based on sincere philosophical or moral beliefs), the staff will make reasonable efforts, within the scope of existing resources, to accommodate alternative instruction for the student. Alternative instruction may be provided by the school or through approved independent study. Any alternative instruction shall be approved in advance by the Principal in consultation with the classroom teacher, and shall meet the standards and objectives of the part of the curriculum that is being replaced. When requests for exemption are made for philosophical or moral reasons, a parent/guardian who is dissatisfied with the Principal's decision may appeal to the Superintendent, whose decision shall be final.

Legal Reference: 20-A MRSA § 6209
LD 1536, Chap. 51 Resolves
Ch.. 127 § 3.07 (Me. Dept. of Ed. Rules (Me. Dept. of Ed. Rules)
Ch. 131 (Me. Dept. of Ed. Rules)

Cross Reference: ADF – School District Commitment to Learning Results
IJJ – Instructional and Library Material Selection
IMB - Teaching about Controversial Issues

Adopted: July 8, 2009
Revised: February 24, 2010
Reviewed: December 12, 2012
Reviewed: April 25, 2018

INSTRUCTIONAL AND LIBRARY-MEDIA MATERIALS SELECTION SELECTION OF EDUCATIONAL MATERIALS

The RSU No. 5 Board of Directors is legally responsible for all matters relating to the operation of the schools, including the provision of instructional materials and maintenance of library-media resources that support the school system's curriculum.

While the Board retains its authority to approve the selection of instructional materials, it recognizes the educational expertise of its professional staff and the need for such staff to be involved in the recommendation of instructional materials. The Board delegates responsibility for the selection of instructional materials and library-media resources to the professionally trained personnel employed by the school system, subject to the criteria and procedures for selection and the Board's policy on challenged materials as described below.

With the assistance of professional staff, the Superintendent shall establish a system for the selection of instructional materials, including procedures to establish an orderly process for the review and recommendation of instructional materials. The Superintendent will be responsible for overseeing the purchase of instructional materials within budgetary parameters set by the Board. The Board expects the Superintendent to report on progress made in aligning instructional materials with curriculum development and evaluation in support of the content standards contained in Maine's system of Learning Results.

Each school shall maintain a library-media program that includes books and other print materials, multimedia materials, online Internet resources and information technology that support the curriculum. A certified library-media specialist will be responsible for overseeing the school system's library-media program, under the supervision of the Superintendent. As with instructional materials, the Board delegates responsibility for selection of library-media materials and technology and Internet resources to the school system's professionally trained staff, subject to the criteria and procedures for selection and the Board's policy on challenged materials described below.

Definitions

"Instructional materials" include textbooks and other print materials, software and other electronic materials, online/Internet resources (including access), and supplies and other materials to support instruction in subject areas and implementation of the system of Learning Results.

"Library-media resources" include books, print materials, online/Internet resources (including access), multimedia materials and information technology that, as part of the library-media program, support the school system's curriculum.

Objectives of Selection

~~The Board recognizes that it is the primary objective of instructional materials to implement and support the curriculum, and of library-media resources to extend support and enrich the educational programs and curriculum of the schools. Quality instructional materials and library-media resources are essential to student learning. In preparing students to meet the content standards of the Learning Results, in supporting the achievement of the school unit's educational goals and objectives, and in providing enrichment opportunities that expand students' interests and contribute to a desire for lifelong learning, it is the responsibility of the instructional program and the library-media centers of the schools to provide a wide range of materials on all levels of difficulty, with diversity of appeal and the presentation of different points of view.~~

The Board recognizes that the primary objective of educational materials is to implement, extend and enrich the curriculum and education programs of the schools. Educational materials are important to prepare students to meet the content standards of the Learning Results, to achieve the school unit's educational goals, and to provide enrichment opportunities that expand students' interests and encourage life-long learning. The Board seeks to provide a wide range of educational materials at all levels of difficulty, with diverse appeal and representing various points of view.

Responsibility for Selection of Materials

The Superintendent, in consultation with administrators and professional staff, is responsible for selecting instructional materials and library-media materials to implement the Learning Results and support the curriculum. This includes textbooks, books, print materials, software, online resource materials, multimedia materials and information technology. Certified library-media specialists are responsible for overseeing the library-media program under the supervision of the Superintendent.

The Superintendent is responsible for developing any administrative procedures necessary to guide the review and selection of educational materials, and may delegate specific responsibilities to staff as deemed appropriate. All administrative procedures must be consistent with this policy. The Superintendent is expected to keep the Board generally informed about educational materials purchased for the school unit.

Criteria for Selection

Quality educational materials and resources are essential to student learning and supporting the school unit's educational goals and objectives.

Instructional and library-media materials selected should:

- A. Support **student** achievement of the content standards of the **system of** Learning Results;
- B. Support the goals and objectives of the school system's educational programs;
- C. Enrich and support the curriculum;

- D. Take into consideration the varied interests, abilities, and maturity levels of the students served;
- E. Foster ~~global awareness; understanding,~~ respect and appreciation for cultural diversity and varied opinions and enhance students' capacity for critical analysis;
- F. ~~Give comprehensive, accurate and balanced representation to minorities and women in history, science, leadership and the arts and acknowledge the contributions of ethnic, religious and cultural groups to our American heritage;~~ Stimulate growth in factual knowledge, literary appreciation, aesthetic values, ethical standards, and critical analysis;
- G. ~~Present a balance of opposing sides of controversial issues to enable students to develop a capability for critical analysis;~~ Provide a balanced representation of the contributions of diverse groups and individuals to our American and global heritage;
- H. ~~Provide and support factual knowledge, literary appreciation, aesthetic values and ethical standards;~~ Provide information that will enable students to make informed decisions in their daily lives;
- I. ~~Provide a background of information that will enable students to make intelligent decisions in their daily lives; and~~ Be accurate and current;
- J. ~~Respect the constraints of the school unit's budget.~~ Reflect high quality scholarship and presentation;
- K. Represent significant authors/composers and works from diverse groups;
- L. Be accessible by individuals with disabilities; and
- M. Be affordable.

~~Other factors that should be considered are accuracy and currency of material; importance of the subject matter; scholarship; quality of writing and production; and reputation and significance of the author, artist or composer.~~

~~In evaluating software, multimedia materials and online/Internet resources, additional factors that should be considered include purpose for use; content; format (degree of interactivity or student involvement); appropriate use of graphics, sound and animation; feedback provided; and ease of use.~~

Procedures for Selection Procedure

The highest priority shall be meeting the needs of the instructional needs of the individual schools. ~~based on knowledge of the curriculum and the existing collections of~~

~~instructional and library media materials, shall be the highest priority. **In meeting this priority, preference shall be given to** basic learning materials, i.e., those that are the predominant instructional materials used **at particular grade levels or courses and/or are by most members of the class, are used for a significant portion of the course or receive major emphasis during a course, or are essential to student achievement of content standards of the Learning Results are to take priority in the selection process.**~~ **content standards and school unit expectations.**

Before **selecting**/recommending materials for purchase, professional staff should evaluate the existing collection, ~~consulting reputable, unbiased, professionally prepared selection aids and specialists from all departments and/or all grade levels.~~ **consult with staff from appropriate departments and/or grade levels, personally review the material, and obtain recommendations/reviews regarding the material from appropriate reputable sources.**

~~Social studies and science textbooks should not be older than five years unless up-to-date supplemental instructional materials are also available.~~

~~Whenever possible, purchase of print or non-print materials and multimedia, Internet and technology resources shall be made only after personal evaluation by the library media specialist and/or other appropriate professional staff. Reviewing aids may be used in lieu of personal evaluation.~~

~~Multiple copies of outstanding and much-in-demand materials should be purchased as needed. Worn or missing standard items should be replaced periodically. Out-of-date or no longer useful materials should be withdrawn from the collection/circulation.~~

Multiple copies of materials should be purchased as needed and within budgetary constraints. Worn or missing materials should be replaced as needed. Outdated materials or materials that are no longer in demand should be withdrawn from the collection and/or circulation.

Donated Materials

~~Gift materials are to be evaluated~~ **judged** by the same criteria as ~~purchased materials~~ **selected by the school staff** and are to be accepted or rejected by those criteria and in accordance with Board policy on gifts and donations.

Parental Authority Inspection of Materials by Parents and Opt-Out Requests

A student's parent/guardian may inspect, upon request, any instructional ~~or library-media~~ material used as part of the curriculum. ~~The Superintendent will be responsible for developing and implementing procedures for providing access to instructional material within a reasonable time after such a request is made. **Such requests shall be made to the appropriate teacher or the library-media specialist. Access to the materials shall be provided within a reasonable time after such a request is made. The Superintendent may develop any administrative procedures necessary to implement this process.**~~

If a parent/guardian wishes to restrict their child's access to particular instructional materials, the procedure in Board Policy IMBB shall be followed.

~~The Board recognizes that the final authority as to what materials an individual student will be exposed rests with that student's parents or guardians. However, at no time will the wishes of one child's parents to restrict his/her reading or viewing of a particular item infringe on other parents' rights to permit their children to read or view the same material.~~

~~Library media center materials will not be removed from the collection because of criticism except in accordance with Board policy.~~

Challenged Materials Procedure

~~Despite the care taken to select materials for student and teacher use and the qualifications of the persons who select the materials, the Board recognizes that objections may be raised occasionally by students, parents, school staff or community members.~~

~~In the event a complaint is made, the following procedures will apply:~~

This procedure applies only to requests to restrict access to or remove materials from the school's collection or curriculum. Individual exemption requests are subject to Board policy IMBB as described in Section E. In the event that a student, parent/guardian, staff or community member has a concern regarding particular materials, or requests to restrict access to or remove particular materials from the curriculum or library collection, the following procedure will be followed. No changes in access to, or removal of, educational materials will be made until the procedure is completed.

- A. ~~The complaint shall be heard first by the person providing the materials in question. **The complainant must discuss their concern first with the person providing the material in question. Individual staff members may discuss concerns, but do not have the authority to restrict access to or remove materials from the curriculum or library collection.**~~
- B. ~~If the complaint is not resolved/satisfied, the complainant they shall be referred to the building Principal administrator, and requested to fill out the who shall **provide a copy of this policy and request the complainant complete the "Instructional and Library-Media Materials Challenge Form." Citizen's Challenge of Educational Media" form.** A copy of the form will be forwarded to the Superintendent.~~
- C. ~~The Superintendent shall appoint a committee composed of the following persons to review the complaint: one Principal at the appropriate grade level administrator; one librarian-media specialist; one classroom teacher; **the**~~

curriculum leader/grade level leader/department head in the subject area of the challenged materials; and one community member. The review committee meeting will only include members of the committee.

- D. The review committee shall read and examine the materials referred to them; check general acceptance of materials by reading **a range of reviews (if applicable); and weigh the value and faults against each other and form opinions based on the material as a whole and not on passages or portions pulled out of context; meet to discuss the material and to prepare a written report on it. of the material in light of this policy and the school unit's educational mission and programs. Committee members are expected to form opinions based on the material as a whole and not on passages or portions pulled out of context. The Committee should generally be neutral toward viewpoints expressed in materials, and shall ask the Superintendent to consult legal counsel for advice concerning any questions involving freedom of speech or expression. The committee shall meet to discuss the material and prepare a written report with their recommendation. The committee may recommend to make no changes in access to the material; to restrict or relocate the material; to substitute the use of different educational material in place of the material under review; or to remove the material from the school unit's curriculum or collection.**
- E. ~~The report of the committee shall be forwarded to the Superintendent who will inform the complainant of the results.~~**The committee shall provide the report to the Superintendent, who will inform the complainant of the committee's recommendation in writing. If there is no appeal of the recommendation, the recommendation will be implemented.**
- F. ~~No materials shall be removed from use until the review committee has made a final decision.~~
- G. ~~The review committee's decision may be appealed to the Board. The Board may set aside a portion of a regular meeting or call a special meeting for the purpose of receiving testimony from representatives of the various points of view.~~**Either the Superintendent or the complainant may appeal the committee's recommendation to the Board. An appeal must be made in writing within ten (10) business days and must specify the reasons for disagreement with the committee's recommendation. The Board may set aside a portion of a regular meeting or call a special meeting to review the complaint and the committee report, and to receive testimony from representatives of the various points of view who are members of the community served by the school unit.** The material in question shall be:
1. Reviewed objectively and in its full content;

2. Evaluated in terms of the needs and interest of students, school, curriculum and community;
3. Considered in the light of differing opinions; and
4. Reviewed in light of the criteria ~~for initial selection and purpose as provided herein~~ **set forth in this policy, and the school unit's educational mission and program.**

The Board will announce its decision in writing not later than the conclusion of the next regular meeting of the Board. ~~following its receipt of said testimony.~~

Legal Reference: 20-A MRSA §§ 1001 (10-A); 1055 (4); 4002
Ch. 125 §§ 9.01, 9.03 (Me. Dept. of Ed. Rules)
P.L. 107-110 § 1061 (No Child Left Behind Act)
Maine Department of Education Rule Chapter 125
20 U.S.C. § 1232h

Cross Reference: IJJ-E – Citizen's Challenge of Educational Media Form
IMB - Teaching about Controversial Issues
IMBB - Exemption from Required Instruction

Adopted: July 8, 2009
Revised: October 28, 2009
Reviewed: December 14, 2011
Reviewed: October 25, 2017

REGIONAL SCHOOL UNIT NO. 5

CITIZEN'S CHALLENGE OF EDUCATIONAL MEDIA FORM

Type of Material: Book Magazine/Periodical **Video Recording**
Audio Recording Software/Application (**"App"**)
Other (Please specify) _____

Author/**Creator** (if known) _____

Title _____

Publisher (if known) _____

Person making complaint: _____

Telephone _____ ~~Street~~ Address _____ Town **Email** _____

Complainant represents: ~~Him/herself~~ **Myself**
Group/Organization _____
~~Other group~~ _____

1. To what portion of the material do you object? (Please be specific, cite pages, scenes, etc.) _____
2. What do you feel might be the negative result of reading/viewing/hearing this material? _____
3. For what age group would you recommend this material? _____
4. Is there anything ~~positive~~ **valuable** about this material? _____
5. Did you read/view/hear all of the material? _____ If not, what parts did you read/view /hear? _____
6. Are you aware of the professional reviews/judgment of this material? _____
7. What do you believe is the theme and/or intention of this material? _____

8. What would you like the school to do about this material?

- ☐ Do not assign it to my child.
- ☐ Do not assign it to any students.
- ☐ Withdraw it from the library and/or instructional program.
- ☐ Refer it to the Educational Media Review Committee for evaluation.

9. In its place, what material would you recommend? _____

Signature of Complainant

Date

Adopted: July 8, 2009
Reviewed: December 14, 2011
Reviewed: October 25, 2017

STUDENT EDUCATION RECORDS AND INFORMATION

RSU No. 5 shall comply with the Family Educational Rights and Privacy Act ("FERPA") and all other federal and state laws and regulations concerning confidentiality and maintenance of student records and student information.

A. Directory Information

Directory information is basic student information that schools may share publicly, unless a parent/guardian or eligible student requests that the district not share this information. RSU No. 5 designates the following student information as directory information: name, participation and grade level of students in recognized activities and sports, and height and weight of student athletes, dates of attendance in the school unit, and honors and awards received, **and photographs and videos relating to student participation in school activities open to the public (except photographs and videos on the Internet).** RSU No. 5 may disclose directory information if it has provided notice to parents (and eligible students over 18) and has not received timely written notice refusing permission to designate such information as directory information.

B. Military Recruiters/Higher Education Access to Information

Under federal law, military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and RSU No. 5 must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent.

C. Information on the Internet

Under Maine law, RSU No. 5 shall not publish on the Internet any information that identifies a student, including but not limited to the student's full name, photograph, personal biography, e-mail address, home address, date of birth, social security number and parents' names, without written parental consent.

D. Transfer of Student Records

As required by Maine law, RSU No. 5 sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

E. Designation of Law Enforcement Unit

School units may disclose student education records without parental consent to personnel of its law enforcement unit, provided that they have been designated as school officials with legitimate educational interests for the purpose of compliance with FERPA.

The Board hereby designates its School Resource Officer, Freeport Police Department, Cumberland County Sheriff's Department and the Androscoggin Sheriff's Department as RSU No. 5's law enforcement unit for the purpose of disclosure of student education records under FERPA.

F. Health or Safety Emergency Emergencies

As permitted by FERPA, the school unit may disclose personally identifiable information from a student's educational record to appropriate parties, including parents of an eligible student, if taking into account the totality of the circumstances, it determines that there is a specific and significant threat to the health or safety of the student or other individuals and that knowledge of the information is necessary to protect the health or safety of the student or other individuals. In the event of disclosure, the school unit will record the specific and significant threat that formed the basis for the disclosure and the parties to whom the school unit has disclosed and maintain such record with the student's educational record.

G. Administrative Procedures and Notices

The Superintendent is responsible for developing and implementing any administrative procedures and parent notices necessary to comply with the applicable laws and regulations concerning student education records and information. Notices shall be distributed annually to parents and eligible students concerning their rights under these laws and regulations. A copy of this policy shall be posted in each school.

Legal Reference: 20 U.S.C. § 1232g; 34 C.F.R. Part 99
20 U.S.C. § 7908
20-A M.R.S.A. §§ 6001, 6001-B
Ch. 101, 125 (Me. Dept. of Ed. Rules)

Cross Reference: JRA-E – Annual Notice of Student Education Records and Information Rights
JRA-R – Education Records and Information Administrative Procedure
ILD – Student Surveys

Adopted: July 8, 2009
Revised: November 30, 2011
Reviewed: November 30, 2016
Revised: February 15, 2023

**RSU NO. 5 SCHOOL DEPARTMENT
17 WEST STREET
FREEPORT, ME 04032**

**ANNUAL NOTICE OF STUDENT EDUCATION RECORDS AND INFORMATION
RIGHTS**

The Family Educational Rights and Privacy Act (“FERPA”) provides certain rights to parents and eligible students (18 years of age or older) with respect to the student’s education records.

A. Inspection of Records

Parents/eligible students may inspect and review the student’s education records within 45 days of making a request. Such requests must be submitted to the Superintendent or building administrator in writing and must identify the record(s) to be inspected. The Superintendent or building administrator will notify the parent/eligible student of the time and place where the record(s) may be inspected **in the presence of school staff.** Parents/eligible students may obtain copies of education records at a cost of \$.20 per page.

B. Amendment of Records

Parents/eligible students may ask RSU No. 5 to amend education records they believe are inaccurate, misleading or in violation of the student’s right to privacy. Such requests must be submitted to the Superintendent or building administrator in writing, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Superintendent or building administrator decides not to amend the record as requested, the parent/eligible student will be notified of the decision, their right to request a hearing, and information about the hearing **procedure process.**

C. Disclosure of Records

RSU No. 5 must obtain a parent/eligible student’s written consent prior to disclosure of personally identifiable information in education records except in circumstances as permitted by law **or regulations as summarized below.**

1. Directory Information

Directory information is basic student information that schools may share publicly, unless a parent/guardian or eligible student requests that the district not share this information. RSU No. 5 designates the following student information as directory information that may be made public at its discretion: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, ~~and~~ honors and awards received, **and photographs and videos relating to**

student participation in school activities open to the public (except photographs and videos on the Internet). Parents/eligible students who do not want RSU No. 5 to disclose directory information must notify the Superintendent in writing by September 15th or within thirty (30) days of enrollment, whichever is later. **This opt-out request will remain in effect unless and until it is rescinded.**

2. Military Recruiters/Institutions of Higher Education

Military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and RSU No. 5 must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent. Parents/eligible students who do not want RSU No. 5 to disclose this information **without their prior written content** must notify the Superintendent in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

3. School Officials with Legitimate Educational Interests

Education records may be disclosed to school officials with a “legitimate educational interest.” A school official has a legitimate educational interest if ~~he/she~~ **they** need to review an education record in order to fulfill ~~his/her~~ **their** professional responsibility. School officials include persons employed by RSU No. 5 as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); members of the Board of Education; persons or companies with whom RSU No. 5 has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators, or therapists **and third-party on-line educational service providers**); and ~~parents, students and volunteers serving on an official committee (such as a disciplinary or grievance committee) or assisting a school official in performing his/her professional responsibilities~~ **who are under the direct control of the School Department with regard to education records.**

4. Other School Units

As required by Maine law, RSU No. 5 sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

5. Health or Safety Emergencies

In accordance with federal regulations, RSU No. 5 may disclose education records ~~without prior written consent~~ in a health ~~and~~ **or** safety emergency to any

person whose knowledge ~~or~~ **of** the information is necessary to protect the health or safety of the student or other individuals **without prior written consent.**

6. Other Entities/Individuals

Education records may be disclosed to other entities and individuals as specifically permitted by law. Parents/eligible students may obtain information about other exceptions to the written consent requirement by request to the Superintendent or building administrator.

D. Complaints Regarding School Department Compliance with FERPA

Parents/eligible students who believe that RSU No. 5 has not complied with the requirements of FERPA have the right to file a complaint with the U.S. Department of Education. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Adopted: July 8, 2009
Revised: December 8, 2010
Revised: November 30, 2011
Revised: December 14, 2016

1. INTRODUCTION

Regional School Unit No. 5 (RSU5) is seeking proposals from qualified consultants or firms to conduct a comprehensive systems and sustainability study. This study will provide in-depth analysis of our physical plant and staffing in order to inform district stakeholders of future pathways that would be designed to align the district's foundational resources with its emerging Strategic Plan. By integrating a deep-dive organizational and staffing review with a rigorous assessment of physical infrastructure and logistics, the study aims to bridge current operational realities with future community aspirations. Our objective is to ensure that every FTE allocation, building square foot, and transportation asset is optimized to support long-term fiscal health and educational excellence in response to evolving demographic shifts. The selected consultant or firm will produce actionable recommendations, data-driven findings, and benchmarking insights to support RSU5's operational excellence goals.

2. ORGANIZATION OVERVIEW

RSU5 serves the communities of Durham, Freeport, and Pownal, Maine. RSU No. 5 serves nearly 2,000 students across the communities of Durham, Freeport, and Pownal, Maine — three towns with distinct identities and deep connections to their neighborhood schools. Our vision is of an integrated, forward-looking district in which strong community roots and district-wide coherence reinforce each other rather than compete. We aspire to use our facilities optimally, align our staffing to serve students efficiently and innovatively, and build a seamless continuum of programming from Early Childhood through high school — including robust RSU 5 Community Programs offerings that extend our reach beyond the K-12 years. Guided by our emerging Strategic Plan and the conviction that sustainability means more than managing budgets year to year, we are committed to making the thoughtful, long-range investments in people, programs, and infrastructure that will allow RSU 5 to thrive not just today, but for the generations of students, families, and communities we are privileged to serve.

3. SCHOOL SITES

- **Central Office:** 17 West St, Freeport, ME (Administration & Community Programs)
- **Transportation Facility:** Currently leasing space Hunter Rd, Freeport, ME (Bus Maintenance & Fleet Storage)
- **Durham Community School:** 654 Hallowell Rd, Durham, ME (Grades PreK-8)
- **Pownal Elementary School:** 587 Elmwood Rd, Pownal, ME (Grades PreK-5)
- **Morse Street School:** 21 Morse, St, Freeport, ME (Grades PreK-2)
- **Mast Landing School:** 20 Mollymauk Ln, Freeport, ME (Grades 3-5)
- **Freeport Middle School:** 19 Kendall Ln, Freeport, ME (Grades 6-8)
- **Freeport High School:** 30 Holbrook St, Freeport, ME (Grades 9-12)

4. SCOPE OF SERVICES

- **Organizational & Staffing Analysis:**

- i. Program/Department Efficiencies and Effectiveness
- ii. Staff Alignment with Work
 - Review of FTE (Full-Time Equivalent) ratios across all "Articles"
 - a. Article 1: Regular Instruction
 - b. Article 2: Special Education
 - c. Article 4: Other Instruction
 - d. Article 5: Student and Staff Support
 - e. Article 6: System Administration
 - f. Article 7: School Administration
 - g. Article 8: Transportation
 - h. Article 9: Facilities and Maintenance

■ **Infrastructure & Logistics:**

- i. Facility assessments of all school buildings, including administrative offices, and evaluation of transportation facilities, fleet storage, and fueling.
 - Age, square footage, site size, capacity
 - Physical condition assessments (structural, mechanical, plumbing, electrical, accessibility, site, etc)
 - Review of existing Energy Audit plan for facilities upgrades and alignment of proposals with this plan
- ii. Grade and Program alignment/building utilization
 - Analysis of appropriateness of current grade and program level alignments
 - Evaluation of building capacities vs. projected enrollments

■ **Future Planning & Alignment:**

- i. Integration with emerging RSU 5 Strategic Plan based on demographic projections and community aspirations
 - Study current enrollment data by grade and geographic area
 - Demographic analysis and projections for next 10 years by grade level
 - Analysis of housing data, birth rates, migration patterns, etc.
 - Evaluation of Early Childhood Programming requirements
- ii. Alignment of all financial and facility resources with Strategic Plan goals, with an eye to "Operational Excellence"

■ **Stakeholder Feedback and Engagement:**

- Seek input from staff and community

■ **Deliverables:**

- i. Final comprehensive report with analysis, findings and long range recommendations
- ii. Conceptual drawings/plans for any proposed new construction or renovations
- iii. Detailed cost projections for recommendations
- iv. Phasing/implementation of plans
- v. Presentation of findings to Board, Staff, and Community.

5. PROPOSAL REQUIREMENTS

- A. Company/Individual Information:** Business name, address, contact information, and years of experience in conducting similar assessments, especially with the education sector.

- B. Subcontractors:** Business name, address, contact information, and years of experience of potential subcontractors, including information about their familiarity with Maine building codes.
- C. Qualifications and Experience:** A portfolio of previous work and case studies demonstrating experience with systems and sustainability assessments in public school districts. Please provide references from at least three previous clients.
- D. Approach and Methodology:** A detailed description of your proposed approach to each service area outlined in the Scope of Services. Include your data collection and analysis methods, as well as the technology and tools you utilize.
- E. Personnel:** Biographies and qualifications of the key personnel who will be assigned to this project.
- F. Cost Proposal:** A detailed cost proposal, including an hourly rate structure and any additional costs not covered in the base rate.

6. EVALUATION CRITERIA

Proposals will be evaluated based on the following criteria:

- 30%- Experience and Qualifications
- 25%- Demonstrated Results and Portfolio Quality
- 20%- Understanding of Educational Operations including non-personnel Infrastructure
- 15%- Approach and Methodology
- 10%- Cost Effectiveness and Value

7. INSURANCE & LIABILITY

- **Professional Liability:** \$2,000,000 per claim/aggregate.
- **General Liability:** \$1,000,000 per occurrence (RSU5 names as Additional Insured).
- **Hold Harmless:** The Consultant or Firm shall indemnify RSU5 from all claims arising from public engagement workshops, site tours, or the Consultants's management of the study process.

8. SUBMISSION INFORMATION

Deadline: Proposals must be received by **8:00 A.M. on Thursday, May 28, 2026**

Submission Method: Submit five (5) sealed paper proposals to: RSU5, 17 West Street, Freeport, ME 04032. Please mark the lower left corner of the envelope : RFP Response - Systems and Sustainability Study.

Proposal Format: Maximum 20 pages (excluding portfolio samples), 12-point font minimum.

9. SELECTION PROCESS

- **RFP Release:** May 1, 2026
- **Questions Due:** May 15, 2026
- **Proposal Submission Deadline:** May 28, 2026
- **Interviews (if necessary):** June 3, 2026
- **Contract Award Notification:** June 4, 2026
- **Project Commencement:** June 15, 2026
- **Final Report & Presentation:** October 15, 2026

10. TERMS AND CONDITIONS

- **Questions and clarifications:** All questions regarding this RFP must be submitted in writing to grayt@rsu5.org by May 15, 2026.
- **Rights Reserved:** RSU5 reserves the right to reject any or all proposals, request additional information, negotiate with the selected proposer, and cancel this RFP at any time prior to contract execution.
- **Confidentiality:** All proposals will be rated as confidential until the contract is awarded. The selected proposal may become a public record.

11. CONTACT INFORMATION

Primary Contact: Tom Gray, RSU5 Superintendent

Physical Address: 17 West Street, Freeport, ME 04032

Phone: (207) 865-0928

Email: grayt@rsu5.org

RSU5 is an equal opportunity employer and encourages proposals from diverse and minority owned businesses.

ISSUE DATE: May 1, 2026