

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY- JUNE 3, 2026
FREEPORT HIGH SCHOOL - LIBRARY
6:30 P.M. REGULAR SESSION
AGENDA

1. Call to Order:

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

2. Attendance:

____ Colin Cheney
____ Karen Breer
____ Anna Child
____ Malik Farlow
____ 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:

A. Consideration and approval of the Minutes of April 29, 2026, May 6, 2026 and May 13, 2026 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____

5. Adjustments to the Agenda:

6. Good News & Recognition:

- A. Recognition of Retirees
- B. Report from Board's Student Representative (10 Minutes)

7. Public Comments: (10 Minutes)

8. Reports from Superintendent: (25 Minutes)

- A. Superintendent's Report
- B. Resignations/Retirement: Amber Harrison - MSS PreK Teacher
Jill Palmer - DCS Music Teacher
John Pyrtek - FHS Ed Tech (Retirement)
- C. Schedule of 2026-2027 Board Meetings
- D. Cell Phone Implementation

9. Administrator Reports:

- A. Finance - Tom Gray (5 Minutes)

10. Board Comments and Committee Reports:

- A. Board Information Exchange and Agenda Requests (10 Minutes)

- B. Facilities and Operations Committee (5 Minutes)
- C. Finance Committee (5 Minutes)
- D. Stipend Committee (5 Minutes)
- E. Curriculum and Program Development (5 Minutes)
- F. Policy Committee (5 Minutes)

11. Policy Review: (15 Minutes)

A. Consideration and approval of 2nd 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. Consideration and approval to expend up to an additional \$5,000 from Capital Projects Reserve Fund for the design of four tennis courts. Plans to include both post tension and asphalt options. (10 Minutes)

Motion: _____ 2nd: _____ Vote: _____

B. Weighted Values Synthesis Summary (15 Minutes)

13. New Business: (10 Minutes)

A. Consideration and approval of the following new Stipend positions, pending budget approval

- 1. Middle School Swimming
- 2. Middle School Unified Basketball

Motion: _____ 2nd: _____ Vote: _____

14. Personnel: (5 Minutes)

A. Consideration and approval to employ a School Counselor at Mast Landing School for the 2026-2027 school year.

Motion: _____ 2nd: _____ Vote: _____

15. Public Comments: (10 Minutes)

16. Executive Session:

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

Motion: _____ 2nd: _____ Vote: _____

Time In _____ Time Out _____

17. Action as a Result of Executive Session:

18. Adjournment:

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

Item #4.A.

**RSU No. 5 Board of Directors Meeting
Wednesday, April 29, 2026 - 6:30 p.m.
Pownal Elementary 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 June 3, 2026 meeting).

1. CALLED TO ORDER:

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

2. MEMBERS PRESENT: Karen Breer, Anna Child, Colin Cheney, Malik Farlow, Kara Kaikini, Lois Kilby-Chesley, Michelle Ritcheson, Christopher Savaiano, Kelly Sink, Valerie Williams, Stephanie Worth. Maria Abbatemarco, Student Representative (left at 8:25 p.m.)

MEMBERS ABSENT: None

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. **VOTED:** To approve the Minutes of April 8, 2026.

(Williams - Worth) (11 - 0) The Student Representative voted with the majority.

5. ADJUSTMENTS TO THE AGENDA:

Addition of an Executive Session

6. GOOD NEWS AND RECOGNITION:

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

7. PUBLIC COMMENT:

Kate Martins, Pownal

8. REPORTS FROM SUPERINTENDENT:

A. Superintendent's Report

B. Resignation - Renee LaRoche, DCS 6th Grade Science & Humanities Teacher

9. ADMINISTRATOR REPORTS:

A. Update from Pownal Elementary School - Holly Johnson

B. Finance - Kelly Wentworth

10. BOARD COMMENTS AND COMMITTEE REPORTS:

A. Board Information Exchange and Agenda Requests

- Valerie Williams reported Region Ten has hired an HVAC teacher. The Bond question will be on the ballot. Six students qualified for Skills USA competition.

B. Finance Committee

C. Facilities and Operations Committee

D. Strategic Communications Committee

E. Policy Committee

11. POLICY REVIEW:

A. **VOTED:** To approve 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)

(Sink – Farlow) (11 – 0) The Student Representative voted with the majority.

B. **VOTED:** To approve 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

(Savaiano – Williams) (11 – 0) The Student Representative voted with the majority.

12. UNFINISHED BUSINESS:

A. Board discussion of Systems and Sustainability Study RFP.

B. **VOTED:** To expand the scope of the Facility Study to include Systems and Sustainability.
(Williams – Child) (10 - 1 Kilby-Chesley)

13. NEW BUSINESS:

None

14. PERSONNEL:

A. **VOTED:** To employ Benjamin McDonough as Assistant Principal at Durham Community School for the 2026-2027 school year. (Sink – Cheney) (11 - 0)

B. **VOTED:** To employ Jennifer Snow as a district-wide BCBA for the 2026-2027 school year.
(Savaiano – Worth) (11 - 0)

C. **VOTED:** To employ Amanda Lewis as Assistant Superintendent of Curriculum, Instruction and Assessment for the 2026-2027 school year. (Kaikini – Sink) (11 - 0)

15. PUBLIC COMMENT:

Pownal - Allan Bradstreet, Chantelle Best, Taylor Steele

16. EXECUTIVE SESSION:

A. **VOTED:** To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(D) for the purpose of discussing Support Staff Negotiations for RSU No. 5. (Williams – Farlow) (11 – 0)

Time In: 9:32 p.m.

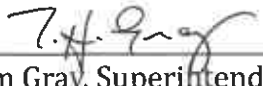
Time Out: 10:25 p.m.

17. ACTION AS A RESULT OF EXECUTIVE SESSION:

A. **VOTED:** To ratify the Coastal Education Association for Educational Support Professional Unit Bargaining Agreement July 1, 2026 - June 30, 2029. (Kaikini – Kilby-Chesley) (11 – 0)

18. ADJOURNMENT:

VOTED: To adjourn at 10:26 p.m. (Williams – Savaiano) (11 – 0)


Tom Gray, Superintendent of Schools

**RSU No. 5 Board of Directors Meeting
Wednesday, May 6, 2026 – 6:30 p.m.
Freeport High School - Library
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 June 3, 2026 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:32 p.m.

2. MEMBERS PRESENT: Karen Breer, Anna Child, Malik Farlow, Kara Kaikini, Lois Kilby-Chesley, Michelle Ritcheson, Christopher Savaiano, Kelly Sink, Valerie Williams, Stephanie Worth. Moon Tussing, Student Representative (left at 8:30 p.m.)

MEMBERS ABSENT: Colin Cheney

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

None

5. ADJUSTMENTS TO THE AGENDA:

None

6. GOOD NEWS AND RECOGNITION:

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

7. PUBLIC COMMENT:

Pownal - Mark Dohle, Jon Morris

8. REPORTS FROM SUPERINTENDENT:

A. Support Staff New Hires - Brian Cummings, Bus Driver and Custodian

B. Resignations - Eliza Bowen - MLS Ed Tech

Andrew Chasse - FMS Office Secretary

9. ADMINISTRATOR REPORTS:

A. Student Leadership Team - Jen Gulko and Students

10. BOARD COMMENTS AND COMMITTEE REPORTS:

None

11. POLICY REVIEW:

None

12. UNFINISHED BUSINESS:

A. Board discussion of district reconfiguration using a weighted value tool - Facilitated by the Superintendent.

13. NEW BUSINESS:

None

14. PERSONNEL:

A. **VOTED:** To approve and accept the nomination of the following personnel and to authorize the Superintendent of Schools to issue contracts for the 2026-2027 school year.

(Farlow – Savaiano) (8 – 1 Williams) (Board member Breer was out of the room during the vote)

1) Educators for 2nd Year Probationary Contracts:

Debra Antl

Kylie Danin

Sarah DeFilipp

Anthony DelRosso

Heather Gilpin

Kristen Hanley

Tatum Hayward

Allison Muir

Stephanie Pound

Liam Quinn

Jennifer Whitney

2) Educators for Continuing Contracts:

Renee Bucknell

Kara Constantine

Elise Dunphe Hendrix

Kent Gemmell

Abigail Gervais

Gabrielle Henke

Abigail Hight

Tristan Ingram

Juliana Kiley

Rachel Lira

Katie Lutts

Jessica McCurdy

Katie McFarland

Shaye McHatten

Elizabeth Neuts

Dana Reynolds

Joshua Schmidt

Meghan Taylor

Carolyn Volk
Madelyn White
Alena Woods

15. PUBLIC COMMENT:

Pownal - Matt Altieri, Mark Dohle, Taylor Steele

16. EXECUTIVE SESSION:

A. **VOTED:** To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(D) for the purpose of discussing the Superintendent's evaluation. (Kaikini - Worth) (10 - 0)

Time In: 9:00 p.m.

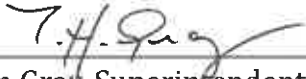
Time Out: 10:04 p.m.

17. ACTION AS A RESULT OF EXECUTIVE SESSION:

None

18. ADJOURNMENT:

VOTED: To adjourn at 10:04 p.m. (Kaikini - Sink) (10 - 0)



Tom Gray, Superintendent of Schools

**RSU No. 5 Board of Directors Meeting
Wednesday, May 13, 2026 – 5:45 p.m.
Freeport High School - Gymnasium
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the June 3, 2026 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 5:50 p.m.

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

MEMBERS ABSENT: None

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

None

5. ADJUSTMENTS TO THE AGENDA:

None

6. GOOD NEWS AND RECOGNITION:

None

7. PUBLIC COMMENT:

None

8. REPORTS FROM SUPERINTENDENT:

None

9. ADMINISTRATOR REPORTS:

None

10. BOARD COMMENTS AND COMMITTEE REPORTS:

None

11. POLICY REVIEW:

None

12. UNFINISHED BUSINESS:

None

13. NEW BUSINESS:

None

14. PERSONNEL:

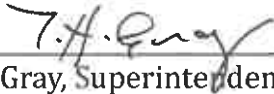
- A. **VOTED:** To employ Bridget Krieger as a Librarian at Durham Community School for the 2026-2027 school year. (Farlow – Sink) (11 – 0)
- B. **VOTED:** To employ Carley Bourque as a Special Education Teacher at Morse Street School for the 2026-2027 school year. (Williams – Sink) (11 – 0)

15. PUBLIC COMMENT:

None

16. ADJOURNMENT:

VOTED: To adjourn at 5:54 p.m. (Savaiano – Sink) (11 – 0)



Tom Gray, Superintendent of Schools



Regional School Unit 5
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Item # 8.C.

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

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

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

2026-2027 RSU No. 5 Board of Directors Meeting Schedule
Meetings typically begin at 6:30 p.m. at the Freeport High School Library

August 26, 2026	Business Meeting / Retreat - 4:00 p.m. Smith Center - Wolfe's Neck
September 9, 2026	Business Meeting
September 23, 2026	Business Meeting
October 7, 2026*	Business Meeting
October 21, 2026*	Business Meeting at Pownal Elementary School
November 4, 2026*	Business Meeting
November 18, 2026*	Business Meeting at Durham Community School
December 9, 2026	Business Meeting
January 13, 2027	Business Meeting
January 27, 2027	Business Meeting and Superintendent's Recommended Budget
February 3, 2027*	Business Meeting and Budget
February 10, 2027	Business Meeting and Budget
February 24, 2027	Business Meeting and Budget
March 10, 2027	Business Meeting and Budget
March 17, 2027*	Business Meeting and Budget
March 24, 2027	Business Meeting - Board Adoption of Budget
April 7, 2027*	Business Meeting at Durham Community School
April 28, 2027*	Business Meeting at Pownal Elementary School
May 5, 2027*	Business Meeting
May 12, 2027	Business Meeting and Annual Budget Meeting @ DCS
June 2, 2027*	Business Meeting
June 9, 2027	Business Meeting

*Dates changed/added to accommodate holidays, other conflicts and budget.

Board of Directors reviewed:

Warrant Articles For the Period 04/01/2026 through 04/30/2026

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	\$1,179,494.32	\$16,170,778.32	\$3,817,600.02	\$0.00	\$3,817,600.02	19.1%
ADDITIONAL LOCAL FUNDS (-)	\$15,524,421.90	\$847,046.46	\$12,490,362.78	\$3,034,059.12	\$0.00	\$3,034,059.12	19.5%
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	\$20,412.85	\$257,991.81	\$1,008.19	\$0.00	\$1,008.19	0.4%
STATE REVENUES (-)	\$7,362,547.32	\$555,987.07	\$6,334,094.69	\$1,028,452.63	\$0.00	\$1,028,452.63	14.0%
MISC REVENUES (-)	\$23,600.00	\$11,851.00	\$64,205.44	(\$40,605.44)	\$0.00	(\$40,605.44)	-172.1%
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)	(\$2,614,791.70)	(\$35,424,414.48)	(\$8,943,514.52)	\$0.00	(\$8,943,514.52)	20.2%
Total : INCOME	(\$44,367,929.00)	(\$2,614,791.70)	(\$35,424,414.48)	(\$8,943,514.52)	\$0.00	(\$8,943,514.52)	20.2%
EXPENSES							
GENERAL FUND EXPENSES							
ARTICLE 1 REGULAR INSTRUCTION (+)	\$19,356,261.00	\$2,226,198.41	\$13,348,098.11	\$6,008,162.89	\$5,167,551.25	\$840,611.64	4.3%
ARTICLE 2 SPECIAL EDUCATION (+)	\$6,513,451.00	\$745,007.14	\$4,555,759.62	\$1,957,691.38	\$1,675,945.40	\$281,745.98	4.3%
ARTICLE 3 - CAREER & TECHNICAL CTR (+)	\$307,645.00	\$25,637.08	\$256,370.80	\$51,274.20	\$51,274.20	\$0.00	0.0%
ARTICLE 4 - OTHER INSTRUCTION (+)	\$1,119,087.00	\$83,236.20	\$809,662.32	\$309,424.68	\$192,991.36	\$116,433.32	10.4%
ARTICLE 5 - STUDENT & STAFF SUPPORT (+)	\$4,644,307.00	\$438,849.43	\$3,323,067.80	\$1,321,239.20	\$1,038,676.62	\$282,562.58	6.1%
ARTICLE 6 - SYSTEM ADMINISTRATION (+)	\$1,263,587.00	\$115,875.51	\$1,083,338.44	\$180,248.56	\$153,432.48	\$26,816.08	2.1%
ARTICLE 7 - SCHOOL ADMINISTRATION (+)	\$2,514,485.00	\$286,874.90	\$2,032,663.75	\$481,821.25	\$395,307.48	\$86,513.77	3.4%
ARTICLE 8 - TRANSPORTATION & BUSES (+)	\$1,931,576.00	\$192,856.82	\$1,553,510.92	\$378,065.08	\$192,269.48	\$185,795.60	9.6%
ARTICLE 9 - FACILITIES MAINTENANCE (+)	\$5,490,511.00	\$341,410.59	\$4,515,167.92	\$975,343.08	\$463,747.46	\$511,595.62	9.3%
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 04/01/2026 through 04/30/2026

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	\$4,455,946.08	\$32,704,657.85	\$11,663,271.15	\$9,331,195.73	\$2,332,075.42	5.3%
Total : EXPENSES	\$44,367,929.00	\$4,455,946.08	\$32,704,657.85	\$11,663,271.15	\$9,331,195.73	\$2,332,075.42	5.3%
NET ADDITION/(DEFICIT)	\$0.00	\$1,841,154.38	(\$2,719,756.63)	\$2,719,756.63	\$9,331,195.73	(\$6,611,439.10)	0.0%

End of Report

Operating Statement with Encumbrance



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

Facilities and Operations Committee
Wednesday, May 6, 5:00 p.m.
Freeport High Library
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

Guests: Molly Meyer, FHS Tennis Coach, Becky Costa Assistant Coach, Mark Dohle, Pownal Resident, Fred Palmer, Freeport Resident, Eric Hall, RSU5 Athletic Director, Leah Gailey, FHS Tennis Boosters President.

Agenda Items and Discussion:

Meeting called to order at 5:02 pm

1. **FHS Tennis Courts Update-** Director Reynolds reviewed the core samples report. Director Reynolds also reviewed the tentative timeline for installing a new set of courts which will need to be updated once the Board votes on which proposal to move forward with. Molly Meyer, Becky Costa, Fred Palmer, Eric Hall, and Leah Gailey shared the difficulty of not having playable courts at FHS and discussed the challenges of having to schedule both practices and games off site. The Committee talked about the possibility of fundraising for the additional funds for the fourth court. Michelle Ritcheson asked Director Reynolds to get a cost estimate to have two complete sets of design plans and bid specs for both the asphalt and post tension option. It was also requested to get an updated firmer timeline for the installation of Post-tension courts keeping in mind that the District (via Molly Meyers) was planning on applying for a USTA grant. The Committee recommends installing 4 court post-tension courts in place of our current unplayable courts. The Committee asked Superintendent Gray to put the FHS Tennis Court Replacement on the next Board of Directors agenda, May 13, 2026.
2. **Energy Audit Phase 1 Project Update-** Director Reynolds updated the Committee that the lighting project is about 70% completed at Mast Landing School. The remaining portion of the project should be completed within the next two to three weeks. Director Reynolds shared the lighting project Contractor will then move to Freeport High School.
3. **Emergent Building Repairs-** Director Reynolds informed the Committee that the Freeport Middle School upstairs restroom abatement was completed and the new floor was installed.

Motion to adjourn was made by Michelle Ritcheson second by Kelly Sink at 5:52 p.m.

Next meeting dates:
June 3, 2026



Regional School Unit 5
Durham • Freeport • Pownal

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

Finance Committee Minutes
Wednesday, April 29, 2026
5:00 p.m. - Pownal Elementary School Library

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

Committee Members Absent:

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

Guests: Marge Hall, Royer Associates

Minutes

Meeting called to order at 5:02 P.M.

1) FY25 Audit Presentation - Marge Hall, Royer Associates

- a. The auditor reviewed key components of the FY25 audit. Director Wentworth reported that the FY26 audit field work dates have been scheduled for September 28, 2026 through October 2, 2026.

2) Other

- a. Next meeting of the Finance Committee will be held May 8, 2026 @ RSU5 Central Office Conference Room.

Meeting adjourned at 5:55 P.M.



Regional School Unit 5

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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 **Friday, May 8, 2026** **9:00 a.m. - RSU5 Central Office Conference Room**

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 9:03 A.M.

1) Insurance Bidding Process: Review and Score Bid Packets

- a. Director Wentworth presented the Insurance Bid 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. The Committee made a motion to choose MSMA Property & Casualty Trust as the winning bidder. Director Wentworth will notify both respondents of the results.

2) Other

- a. Next meeting of the Finance Committee will be held June 10, 2026 @ Freeport High School Library.

Meeting adjourned at 9:59 A.M.



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

Stipend Committee
May 4, 2026
Meeting held via Zoom
Minutes

Committee Members: Lynn Shea, Lisa Blier, Steph Worth, Kara Kaikini
Administrator: Tom Gray, Superintendent
Guests: Eric Hall, Athletic Director
Absent: Lisa Blier

The meeting opened at 3:33 pm.

Agenda Items and Discussion:

1. Review of New Stipend Requests
 - Middle School Unified Basketball
 - Middle School Swimming

Eric Hall presented the rationale for each new stipend:

- Unified Basketball is currently being funded through a grant; approval of the stipend would allow the district to pay the coaches retroactively. In the future, if we keep the sport, we would need to budget for the stipends.
- Middle School Swim has had over 50 students express interest. This has been handled through RSU 5 Community Programs in the past; handling it through the school would remove pay barriers for students. It was noted that with so many students, an assistant coach may be necessary, even though it is not presently budgeted. If it is determined that an assistant coach is needed, it will go through the Stipend review process.

The Committee supported sending both new stipends to the Board as presented.

Meeting adjourned 3:52 pm



Regional School Unit 5
Durham · Freeport · Pownal

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

Curriculum and Program Development Committee
Wednesday, April 29, 2026
Minutes

Committee Members Present: Karen Breer, Anna Child, Lois Kilby Chesley
Committee Members Absent: None
Administrators in Attendance: Tom Gray, Superintendent
Guests: Kate McElligott, parent

The meeting started at 8:04 a.m.

1. Nomination of a Chair

Lois Kilby-Chesley nominated Anna Child as Chair, Karen Breer seconded.

Vote: 3 in favor, none opposed

2. Establishing Curriculum priorities for 2026-2027

Superintendent Gray clarified possible roles for this committee in its work with curriculum and assessment. He shared examples from his previous experience with Curriculum committees in other districts. Lois Kilby-Chesley shared that when she was a teacher in RSU 5 (up to 2012), teachers had more autonomy with curriculum than they presently have.

Based on this discussion, the committee expressed a desire for the Curriculum and Program Development Committee to become a standing committee of the RSU 5 Board of Directors, and to include regular representation from administrators, teachers, and parents. Anna Child will draft guidelines for the Committee's new scope for consideration at the next meeting of the Curriculum committee on May 20, 2026.

The committee established the following priority areas for next year:

- Continue curriculum work in Math
- Examine practices in literacy instruction
- Examine the role of technology in the student experience

The meeting ended at 9:25 a.m.

The next meeting is scheduled for: May 20, 2026 from 9:30 to 11:00 am.



Regional School Unit 5
Durham · Freeport · Pownal

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

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

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

Curriculum and Program Development Committee
Wednesday, May 20, 2026
Minutes

Committee Members Present: Karen Breer, Anna Child, Lois Kilby Chesley
Committee Members Absent: None
Administrators in Attendance: Tom Gray, Superintendent
Guests: None

The meeting started at 9:37 a.m.

1. Scope of the committee

- a. Since the last meeting, Anna did some research regarding the scope and structure of Curriculum committees in other districts. There is a full spectrum in the realm of practice.
- b. Anna prepared a draft statement of the committee's current role, and a new proposed role.
 - i. The new draft emphasizes transparency, communication, and the role of the Board in the area of curriculum.
 - ii. Anna emphasized the respect she holds for teachers and a desire to make sure that the Board respects the teachers as our curriculum experts.
 - iii. The Committee discussed the value of having teacher representation and voice as part of its work.
 - iv. The Committee emphasized the importance of curiosity and taking the stance of learners in their work.
 - v. The Committee reviewed the draft and suggested some revisions to take to the Board of Directors.
- c. Superintendent Gray recommended that at the next meeting, the Committee review policies BDE- Board of Directors Standing Committees and BDF- Board of Directors Advisory Committees to inform the ongoing discussion about the role of the Curriculum and Program Development Committee. The committee members agreed.

The meeting adjourned at 10:38 a.m.

The next meeting is scheduled for: June 17, 2026 @ 9:30 a.m.



Regional School Unit 5
Durham · Freeport · Pownal

Item #10.F

"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
May 7, 2026
4:45 p.m. - Google Meet
Minutes

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

The meeting started at 4:45 p.m.

1. Law Change:
None

2. Regular Review:

As a result of the 1st Read, the Committee revised the following policy. It will be brought to the Board for 2nd Read on June 3, 2026

1. IJJ - Instructional and Library-Media Materials Selection

3. Board Request:
None

The meeting adjourned at 5:13 p.m.



Regional School Unit 5
Durham · Freeport · Pownal

Item # 11.A

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

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

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

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 Arsenaault, Jen Winkler, Trevor Bean, Nancy Doherty, Jill Hooper, Matt Greear, Rocco Abbatemarco, Scott Jelescheff, Amanda Chisholm, Eliza Bowen, Caitlyn Hecox, Pam Gee

FROM: Tom Gray, Superintendent
DATE: May 22, 2026
RE: Review/Update of Policies

At the June 3, 2026 Board of Directors Meeting, the following policies will be on the agenda:

2nd 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

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: **Selection criteria that should be considered include:**

- 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.**

It is not expected that selected materials will address all criteria listed above. The criteria are guidelines to be considered, not specific requirements.

~~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 consent** 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

	Student Educational Equity	Quality of Educational Programming	Early Childhood Investment	Middle School Experience	Community and Town Identity	Financial Sustainability	Operational Efficiency	Minimizing Disruption to Families	Equitable Distribution of Change	Long-Term Enrollment and Sustainability	Staff and Professional Community	Transparency and Community Trust	Add your own... RSU 5 Community Identity	Add your own... Diversity Equity and Inclusion	Add your own... Environmental Impact
Breer	4	4	3	4	3	3	2	3	3	2	3	4			
Cheney	4	4	3	2	2	4	2	2	2	2	3	3		2	2
Child	3.5	4	4	3	2	4	3	2	1	2	2	3			
Farlow	4	4	3.5	3.5	2	4	3.5	2	2	3	3.5	3.5			
Kaikini	4	4	3	2	2	4	3	2	1	3	3	3			
Kilby-Chesley	2	3	2	3	4	2	2	3	3	4	3	4			
Ritcheson	3	4	2	2	2	3	2	1	2	2	2	3			
Savaiano	3	4	2	2	4	2	1	3	4	3	2	4			
Sink	2	4	4	2	3	4	2	2	3	3	3	4			
Williams	3	4	2	2	2	2	2	4	2	1	4	3			
Worth	4	4	3.5	3	1.5	3.5	2.5	2	1	2	3.75	3	2.5		
Average	3.32	3.91	2.91	2.59	2.5	3.23	2.27	2.36	2.18	2.45	2.93	3.41			

	What is your single most important value, and why does it top your list?	Where do you feel the most tension between two values you care about?	Is there a value or consideration not on this list that you feel is missing from the conversation?	What would it take to shift the weight you've assigned to your top value?
Breer	Quality of Educational Programming and Equity across towns. As a board member, I/we, are here to ensure our children get the best education.	Community and Town Identity/Early Childhood Investment/Financial Sustainability	RSU 5 community/integrated community is missing	Not much. I truly value quality of education.
Cheney	Quality of Educational Programming. this is our fundamental obligation (both legally & ethically) to the children in our community	Quality of Educational Programming and Financial Sustainability are definitely part of a complex tangle.	Considerations of DEI beyond town residency and environmental impact of renovation and new construction.	Peer reviewed and longitudinal research indicating that education has limited impact on health and prosperity of individuals and society as a whole.
Child	Financial Sustainability leads the way because without it, my other top 2 values (Quality of Ed. Program and Early Childhood Investment) as well as all the values cannot happen.	Financial sustainability and the others (Quality etc.) I worry that if we only have "sustainable cost growth" (3-7% budget increases) that we will have to make significant cuts that will reduce the quality of education we offer, pay/benefits to our teachers and staff and will not be able to offer a more robust (full-day) preK program.	Staff and Professional Culture-- teachers and staff want to work for the RSU 5, good pay/benefits, great community, their input is respected and utilized and culture of joyful learning. Professional development opportunities are available.	If it becomes apparent that in order to maintain and grow our high quality programming, we must have significant cost growth, then I think that is something I would have to consider. If we had to make bigger cuts that impacted quality of education, I would push for less sustainable cost growth.
Farlow	Student Education/ Equity-- as a district of three distinct towns, I believe it is our job to ensure that every single student has the same educational experience regardless of which school they attend	You can see from my scoring, educational experience and community have very different weights. This is not because I don't care about community or how this may effect them-- it's simply because there will always be tension/pushback/etc. any time there is change, even if it is change for the good. I don't want that to sway us from doing the right thing.	Not at this time.	If the outcome of the Sustainability study is such that the recommendation is to maintain the status quo- with documented evidence as to why- I would weight my values differently. Additionally, if we heard significant feedback from Freeport and Durham community members opposing any proposed changes, my values would potentially change.
Kaikini	Financial stability. This is the "precondition"/"prerequisite" to everything else. You can't have anything else, like quality and equitable programming without financial stability.	I care deeply about community experience and identity, yet I can't weight that higher than financial stability, long-term sustainability, and quality educational programming.	Staff satisfaction- voice and experience (unless #11 [Staff and Professional Community] is getting at this. Ensuring trust and confidence, and teacher experiences and voices are heard-- are essential to maintaining a skilled, quality staff and therefore quality education.	Since financial stability is the foundation, I can't move it up more in weight. Without trust and confidence of the community and staff, we might not have a district of students to serve!

Kilby-Chesley	Transparency and community trust as well as community and town identity/long-term enrollment sustainability. My belief is that community schools work to benefit students. I experienced, both as a student and parent the different experience of students from town-to-town when kids move into new "territory."	Staff and Professional Community vs. Equitable Distribution of Change. Appropriate school size vs. not having one community school.	1. Consideration of going into local childcare centers for 3yo services. 2. Distance of travel for 3yo. 3. Understnading value of developmental needs of 3yo with IEPs. 4. Value of LRE for 3yo. 5. Care of 3yo when traveling to distant school location-- who will change diapers, administer meds, perform safety checks while kids are en route? 6. Staff requirement to open classes to 3yo (costs, certification, ratios) vs. servicing 3 yo in child care placements?	Evidence that 3/4 yo will benefit from classroom/services in what may turn out to be a "scecial school" as opposed to being integrated with non-IEP peers in familiar child care surroundings.
Ritcheson				
Savaiano	2. Ed. Quality is why I'm here. It matters to me above all else on the list.	1 [Student Educational Equity] and 5. [Community and Town Identity]. Consistent education across district w/very different school sizes and community school usage.	Support programs for those most in need. Eg. Life Skills, ESOL, etc.	To shift my primary weight away from Ed. Quality would require data showing that achieved at the sacrifice of those most in need of help.
Sink	Quality of Educational Programming-- this is what most directly impacts students and their long-term futures.	Financial Sustainability v Staff v. Equitable Distribution of Change		Quality of Educational Programming: if data demonstsrates that we could do little to affect this because we are so strong and well funded I;d give it less weight.
Williams	Quality of Educational Programming-- it is the job of the district to prepare our children to the best of its ability for their futures as adults-- whether it's moving on to college or service or a trade that doesn't require post-secondary-- it's our job to give them these tools.	I don't think any of my values conflict. The one that has the highest probability of conflicting is disruption.		Not much. I will say that the our-way-or-the-highway tact taken by some in Pownal is not, to me, engaging in good faith. This has resulted in my taking that perspective less weighted than previously as it does not feel like a genuine or open conervation.

Worth	Equitable access to education (#1 Student Educational Equity) comes in first for me—just ahead of Quality Educational Programming and Staff and Professional Community. If we strive for top notch experiences that set our students up for future success, but don't ensure equitable access first, I worry we aren't fulfilling our duties as a board to think of children and their learning first, and our duty to ensure ALL children in the community receive access to education commensurate with their needs and abilities.	My top three values feel in high tension with also important values of Financial Sustainability and Operational Efficiency. In a climate of aging infrastructure and steeply rising costs, these values while less important in my ranking directly impact our ability to afford high quality services. Early childhood education was also in line for my top 3— it would be my 4th. I feel there are such robust opportunities for us regarding the youngest learners of our community that could really impact the long-term learning trajectory of the kids and the success of RSU5.	A value I feel is missing is RSU 5 identity. I believe we are missing an opportunity to view community in a broader, more robust and strength-based way. When I think of how sharing resources, strengths and opportunities that exist across RSU 5 could work together more freely and efficiently to support our students, I feel hopeful and optimistic for what could be possible. I look forward to what exciting options we might discover as we explore long range vision through strategic planning and systems and sustainability study processes.	Transparently, it would be hard for me to deprioritize Student Educational Equity. However, many things could move the weighting of the other values. These things could include information and data I am not aware of or have not considered that comes from community input, the strategic plan, and the Systems and sustainability study or many other sources. New or emerging issues, problems or constraints could also impact this. I would be glad to reconsider my weighting and plan to continue to do so as this process continues.
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What is your single most important value, and why does it top your list?	Where do you feel the most tension between two values you care about?	Is there a value or consideration not on this list that you feel is missing from the conversation?	What would it take to shift the weight you've assigned to your top value?
Quality of Educational Programming was the most commonly cited top value, named by a majority of members. Reasons given included it being both a legal and ethical obligation to children, the most direct impact on students' long-term futures, and the core purpose of the board's existence.	Financial Sustainability vs. Educational Quality — the most commonly named tension, with concern that modest or constrained budget growth could force cuts that diminish programming, teacher compensation, or early childhood investment.	Staff satisfaction, voice, and culture — the most frequently flagged gap, named independently by multiple members. Teacher and staff experience, compensation, professional development, and having meaningful input were all seen as essential to sustaining quality education but underrepresented in the formal values list.	Most members said it would take data or evidence — either demonstrating that their top value is already well-served, or showing that a different priority is more urgent than currently understood.
Financial Sustainability was named by several members as a prerequisite — the foundation without which no other values can be realized.	Community/Town Identity vs. Equity and Change — caring about community belonging while recognizing that protecting it can resist necessary and beneficial change.	RSU 5 / district-wide identity — more than one member felt the exercise focused on individual town identity but missed the opportunity to articulate a shared, district-level identity and what collective strength could make possible.	Findings from the Systems & Sustainability Study and strategic planning process were widely cited as the most legitimate vehicles for reconsideration.
Student Educational Equity was named by more than one member, particularly the belief that every child across all three towns deserves the same educational experience regardless of which school they attend.	Staff and Professional Community vs. Equitable Distribution of Change — who bears the burden of restructuring, and how that maps onto community identity.	Support programs for students with the greatest need — life skills, ESOL, and other targeted supports were named as a missing lens.	Significant community input could shift some members' weighting, though at least one noted that advocacy perceived as bad-faith would not be persuasive.
Transparency and Community Trust was named by one member as foundational, rooted in personal experience of how town-to-town differences affect students.	Appropriate school size vs. maintaining community schools — a structural tension with no easy resolution.	Specific considerations around 3-year-olds and special education — travel distance, developmental appropriateness, least restrictive environment, staffing ratios, and logistics of serving very young children with IEPs in potentially consolidated settings.	Several members expressed that their top value — particularly equity and educational quality — would be very difficult to deprioritize, with any shift requiring compelling, transparent evidence of direct benefit to students.
	Early Childhood Investment vs. Financial Sustainability — enthusiasm for expanding PreK running up against cost constraints.	DEI beyond town residency — one member raised that diversity, equity, and inclusion in a broader sense was absent from the conversation.	The range of what counts as persuasive evidence varies across the group, from "data" broadly to more specific standards — a spread worth being aware of as the board evaluates recommendations.
	Disruption — named by one member as the value most likely to create conflict with their other priorities.	Environmental impact — one member named the environmental consequences of renovation and new construction as a missing consideration.	

Overall Themes Across All Responses

Educational quality as near-universal anchor. It is the dominant top value across the board, framed variously as legal obligation, ethical duty, and core purpose. Even members who ranked financial sustainability first tended to name quality as the reason sustainability matters.

Financial sustainability is foundational but contested. Members don't fully agree on whether finances are simply a prerequisite or genuinely in tension with quality. The relationship between the two is better described as interdependent than hierarchical.

Equity across towns is a live and unresolved tension. The three-town structure creates genuine friction. Members care about community and town identity, but several are clear-eyed that protecting local identity can conflict with ensuring every child has the same educational experience regardless of where they live.

Staff are an underrecognized priority. Teacher and staff experience, voice, and wellbeing were flagged independently by multiple members as missing or underweighted — suggesting the formal values list has a meaningful blind spot here.

Early childhood is a high-opportunity, high-complexity area. PreK and early childhood investment generated some of the most detailed and passionate responses — both as an exciting opportunity and as a source of practical, logistical, and equity-related concern, particularly around the youngest and most vulnerable learners.

A shared district identity is emerging as a missing frame. More than one member gestured toward the same idea: that RSU 5 as a whole — not just its three constituent towns — could be a source of shared strength and purpose. This district-wide identity is not yet fully articulated but feels like it wants to be.

The board is genuinely open to reconsideration. Members signal they are not locked in, and that the Systems & Sustainability Study and strategic planning process are trusted as legitimate vehicles for evolving their thinking. The process itself has credibility.

Trust, transparency, and good-faith engagement matter. Community trust surfaces repeatedly — both as something to protect and as something already under some strain. At least one member noted that advocacy perceived as bad-faith is actively affecting how they weight certain community voices.

New Stipend Request Form

Please read Procedures for Requesting a New Stipend before completing this form.

Name of Activity: Middle School Swim

Qualifications: (Administrator must complete this section before submitting to the Superintendent)

Coaching Swim experience from youth to high school, First aid, cpr certification, water safety knowledge, CHRC.
Ability to organize and lead an athletic program

Purpose: To help facilitate middle school swimming, a program that has been growing for the last several years, and this is a growing sport in our community as we have middle school students interested in competing in swimming.

Responsibilities of Advisor/Coach:

Planning practices, and implementing those plans in a short period of time (1 Hour practice time), being able to coordinate the different level of swim skills, being able to organize those students in swim events at the swim meets

Length of activity/period of responsibility (month to month):

First week of March to the First week of April-5 weeks

Number of Hours Required of Advisor/Coach per week (on average):

6.5 hours a week

***Breakdown of Hours:**

(Examples: practices, games, student meetings, organizing activities, publicizing, activities)

-Practice time 1 hour per day, 4 times a week 4 hours-Practice with goals, and expectations, communications with parents

-One meet per week 2.5 hours-organizing in a non-competitive meets

-Week 6.5 x 5 weeks 32.5 hours for the season

Of above*, percent of hours during school day:

None

Of above*, percent of hours outside the school day:

100%

Number of Students:

30-40

Parent volunteers or other adult help?

Revised: 11-17-20

Parents may be need to help with swim meets, as for timers, and those helping out with the lanes

Special event(s) required? (all day event, weekend activity, etc)

No special events required, one invitational that occurs on the last Friday of the season to celebrate the efforts of the swimmers

OTHER FACTORS:

Travel:

- Practice to the Y afterschool
- Transportation to the Swim meet (Cape Elizabeth or Greely High School)

Overnight:

No

Does activity require a Budget?

A small budget that would help with cost of swim officials

Budget for Middle School Swim

Rental Fee for use of Swim Lanes	\$1200
Coaching Stipend	\$2228 (Stipend would fall in line with FMS coaches stipend)
Splitting the cost of officials with the league	\$150
Total without Stipend	\$1350
Total with Stipend	\$3638

How is this position being done/funded currently?

Currently has been funded through Community Programs, but there is a cost for the students to participate, where as under the school, it would not require a participation fee

Does this position require Fundraising:

No

Comments:

Middle School swim has seen an increase in its participation rate. It falls into the Month of March which allows middle school students to participate and see if they are interested in participating at the high school level. This is a life long sport for these athletes

Submitted by:

Date:

3/25/26

Revised: 11-17-20

Approved By Stipend Committee: 4/16/26

New Stipend Request Form

Please read Procedures for Requesting a New Stipend before completing this form.

Name of Activity: Middle School Unified Basketball (Freeport Middle School, Durham Community School)

Qualifications: (Administrator must complete this section before submitting to the Superintendent)

Background, experience in working with Students of various disabilities, able to organize and teach/coach the basic foundations of basketball. CHRC

Purpose: To help facilitate and promote our district middle school Unified Basketball program. Unified Basketball has been growing in the high school level and more recently has filtered down in the Middle School. Below is the mission and what RSU 5 strives to accomplish through basketball at the middle school level for unified sports.

“Dedicated to promoting social inclusion through shared sports training and competition experiences, Unified Sports joins people with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding.

Unified Sports teams are made up of an approximately equal number of athletes (people with intellectual disabilities) and Unified Partners (people without intellectual disabilities). Our Unified teams dramatically increase inclusion in the community, using sports to help break down barriers that have historically kept people apart. Teams are made up of people of similar age and ability, which makes practices more fun and games more challenging and exciting for all.”

Responsibilities of Advisor/Coach: Planning/facilitating practices and games. Communications with partners, and athletes about practice, games, and expectations. To Promote the sport of Unified Basketball that displays sportsmanship, and inclusion.

Length of activity/period of responsibility (month to month):

Unified Basketball is for one month-First Week of March to the First week of April
During that month long season, one practice a week, one game a week for a total of 4 games

Number of Hours Required of Advisor/Coach per week (on average):

2.5 Hours a week-one hour a week for practice, games are 1.5 hours, plus travel (all away games are a max of 25 minute travel time)

***Breakdown of Hours:**

(Examples: practices, games, student meetings, organizing activities, publicizing, activities)

-Practice

-Communication of goals, expectations of partners, drills, wrap up (1 hour)

Revised: 11-17-20

Games

-Substitution partners, encouraging partners and athletes. Working with the opposing coaches to ensure safety (1.5 hours)

-20 minutes of preparing the students for the game through warm ups, discussion, handling any issues that may occurred

-50 min Game (20 min halves) (10 min half time)

-20 minutes to change, prepare to pick leave the gym and board the bus

Of above*, percent of hours during school day:

0

Of above*, percent of hours outside the school day:

-100%

Number of Students:

15-20 students in the middle school

Parent volunteers or other adult help?

-Staff have assisted in game day needs and help

Special event(s) required? (all day event, weekend activity, etc)

Not at this time, the activity is Monday through Friday

OTHER FACTORS:**Travel:**

-Bus for 2-3 away games has been coordinated through the athletic department

Overnight:

None

Does activity require a Budget?

-Yes, a small budget to support, the pay of a certified official, game ball, uniforms, and travel

The budget would be for supplies \$200 *reversible jerseys, basketballs

Budget for Travel-District

Budget for Officials 2 home Game, One certified official \$71.50 +\$143.00 (comes out Middle School Officials Account)

Head Coach \$1000

Assistant Head Coach \$750

Budget \$1950

How is this position being done/funded currently?

Revised: 11-17-20

-Last year the middle school received a Grant from Special Olympics-Unified that would cover the equipment. The grant still has money to support paying coaches a stipend for the Winter/Spring 2026, and Winter/Spring 2027

Does this position require Fundraising:

-Not at this time, but potentially in the future

Comments:

-This has been a slow build, for two years volunteers have coached, planned and promoted this group. The last two seasons the Middle School Conference has put together a schedule for those teams that have middle school unified. This year the program has included DCS students and will have a full schedule of games with access for both disabled and non-disabled students

Submitted by: Eric Hall

(EH)

Date: ~~3/17/26~~ 3/25/24

Administrator: _____

Approved: _____

Denied: _____

Please return this form to the Superintendent's Office

Approved By Stipend Committee: 4/6/26