

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY - AUGUST 26, 2026
THE SMITH CENTER AT WOLFE'S NECK - FOREST ROOM
184 BURNETT ROAD, FREEPORT, ME
4:00 P.M. REGULAR SESSION
AGENDA

The meeting will not be livestreamed or recorded

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

____ Melissa Jordan

____ Kara Kaikini

____ Michelle Ritcheson

____ Christopher Savaiano

____ Kelly Sink

____ Anne Ware

____ Valerie Williams

____ Stephanie Worth

____ Maria Abbatemarco, Student Representative

____ Moon Tussing, Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes: (5 Minutes)

A. Consideration and approval of the Minutes of July 1, 2026 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____

5. Adjustments to the Agenda:

6. Good News & Recognition:
NA

7. Public Comments: (10 Minutes)

8. Reports from Superintendent:
NA

9. Administrator Reports:
NA

10. Board Comments and Committee Reports:
NA

11. Policy Review:
NA

12. Unfinished Business:
NA

13. New Business:

- A. Board of Directors Member Code of Ethics - Acknowledgement (10 Minutes)
- B. 2026-2027 Board Meeting Dates (10 Minutes)
- C. 2025-2026 Board Self-Evaluation (40 Minutes)
- D. District Goals for 2026-2027 - Draft (40 Minutes)
- E. Board Work Plan for 2026-2027 - Draft (40 Minutes)
- F. Consideration and approval of a delegate and alternate to the Maine School Boards Association Annual Delegate Assembly. (10 Minutes)

Motion: _____ 2nd: _____ Vote: _____

14. Organizational Business: (20 Minutes)

- A. Consideration of approval to add, delete, or consolidate committees and make annual appointments. (Board member names indicate current committee members)

1. Negotiations (2-3)

Professional (Vacant, Vacant, Ritcheson)

Support (Child, Ritcheson, Vacant)

2. Policy (3) (Cheney, Kaikini, Savaiano)

3. Finance (3) (Ritcheson, Savaiano, Sink)

(One member must be from each town)

4. Strategic Communications Committee (2-3) (Kaikini, Sink, Worth)

5. Facilities and Operations (3) (Breer, Ritcheson, Sink)

6. Stipend Review Committee (2) (Kaikini, Worth)

7. Maine Region 10 Technical High School Board (2) (Cheney, Williams)

8. Dropout Prevention Committee - BOOST (1) (Worth)

9. Freeport Cable TV Board (1) (Kaikini)

10. Wellness Committee (1) (Sink)

11. Diversity, Equity, and Inclusion (2) (Vacant, Williams)

12. Curriculum and Program Development (2-3) (Breer, Child)

Motion: _____ 2nd: _____ Vote: _____

15. Personnel:

NA

16. Public Comments: (10 Minutes)

17. Adjournment:

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

**RSU No. 5 Board of Directors Meeting
Wednesday, July 1, 2026 – 6:30 p.m.
Freeport High School - Library
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the August 26, 2026 meeting).

1. CALLED TO ORDER:

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

2. MEMBERS PRESENT: Karen Breer, Colin Cheney, Anna Child, Melissa Jordan, Michelle Ritcheson, Kelly Sink, Valerie Williams, Stephanie Worth.

MEMBERS ABSENT: Kara Kaikini, Christopher Savaiano, Anne Ware

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. **VOTED:** To approve the Minutes of June 3, 2026 and June 10, 2026.
(Breer – Worth) (8 - 0)

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:

A. Update on Systems and Sustainability Study RFP - Tom Gray

B. **VOTED:** To expend up to an additional \$60,000 for the Systems and Sustainability Study, for a total of \$160,000. Additional funds to come from the Capital Reserve.
(Cheney – Williams) (8 - 0)

13. NEW BUSINESS:

None

14. PERSONNEL:

A. VOTED: Consideration and approval to allow the Superintendent to create positions, until the first Board meeting in September, for the Special Education Early Childhood program with funding to come from the Early Childhood subsidy from the State.
(Williams – Child) (8 – 0)

15. PUBLIC COMMENT:

Meghan Metzger, Pownal

16. EXECUTIVE SESSION:

A. VOTED: To enter into Executive Session for discussion of a confidential record pursuant to 1 M.R.S.A § 405(6)(F).

Time In: 7:48 p.m.

Time Out: 8:39 p.m.

17. ACTION AS A RESULT OF EXECUTIVE SESSION:

None

18. ADJOURNMENT:

VOTED: To adjourn at 8:40 p.m. (Williams – Sink) (8 – 0)



Tom Gray, Superintendent of Schools

BOARD OF DIRECTORS MEMBER CODE OF ETHICS

Having accepted the challenge of service on the Board, members accept the principles set forth in the following code of ethics to guide them in helping to provide free public education to all the children of RSU No. 5.

Each Board member shall:

- A. view service on the Board of Directors as an opportunity to serve their community, state, and nation because of the belief that public education is the best means to promote the welfare of our people and to preserve our democratic way of life.
- B. at all times think of children first and base their decisions on how they will affect children, their education, and their training.
- C. make no disparaging remarks, in or out of the Board of Directors meetings, about other members of the Board or their opinions.
- D. remember at all times that as an individual they have no legal authority outside the meetings of the Board of Directors, and that they will conduct their relationships with the school staff, the local citizenry, and all media of communications on the basis of this fact.
- E. recognize that their responsibility is not to operate the schools but to see that they are well operated.
- F. seek to provide education for all children in the community commensurate with their needs and abilities.
- G. listen to all citizens but refer all complaints to the proper authorities, and discuss such complaints only at a regular meeting after failure of administrative solution.
- H. abide by a decision graciously once it has been made by the majority of the Board of Directors.
- I. not criticize employees publicly, but make such criticism to the Superintendent for investigation and action, if necessary.
- J. make decisions openly after all facts bearing on a question have been presented and discussed.

- K. refuse to make promises as to how they will vote on a matter that should properly come before the Board of Directors as a whole.
- L. not discuss the confidential business of the Board of Directors at home, on the street, at work, or any location other than during a Board of Directors executive session.
- M. confine their Board of Directors action to policy making, planning, and appraisal, leaving the administration of the schools to the Superintendent.
- N. welcome and encourage cooperation and participation by teachers, administrators, and other personnel in developing policies that affect their welfare and that of the children they serve.
- O. endeavor at all times to see that schools have adequate financial support within the capabilities of the community and state, in order that every child may receive the best possible education.
- P. resist every temptation and outside pressure to use their position as a Board member to benefit themselves or any individual or agency apart from the total interest of the school unit.
- Q. endeavor to attend every regular and special Board of Directors meeting recognizing that their presence means representation for their town. If it is not possible for an extended length of time, give consideration to resigning from the position on the Board of Directors.
- R. recognize at all times that the Board of Directors of which they are a member is an agent of the state, and as such, shall abide by the laws of the state and the regulations formulated by the Maine Department of Education and by the State Board of Education.

The Board shall read this policy at the beginning of each school year and each member will sign the acknowledgement form. Any new members to the Board will read this policy and sign acknowledgement during Board orientation.

Cross Reference: BCA-E Board of Directors Member Code of Ethics Annual
Acknowledgement Form

Adopted: October 28, 2009

Reviewed: January 26, 2011, December 18, 2013

Revised: October 23, 2019

Reviewed: September 27, 2023

BOARD OF DIRECTORS MEMBER CODE OF ETHICS ANNUAL
ACKNOWLEDGEMENT FORM

As an RSU No. 5 Board member I, _____, have read the
Board of Directors Member Code of Ethics policy (BCA) and will abide by the code of ethics set
forth.

Signature: _____ Date: _____

Approved: October 23, 2019



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

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

Mandy Lewis, 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: 6/3/26

	1A. The Board develops a shared mission and vision that reflects student achievement and community priorities, and communicates it to the community.	1B. The Board develops annual District goals in alignment with the district vision and mission and adopts a strategic plan developed by the Superintendent to meet those goals. Goals are communicated to the community.	1C. The Board regularly monitors progress on District goals, effective instruction, and student achievement with data-based information.	1D. The Board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extra-curricular activities.	1E. The Board annually evaluates the job performance of the Superintendent and monitors the progress made on the Superintendent's goals.	1F. The Board conducts a self-evaluation to monitor its own performance and participates in professional development, including Board training and seminars.
Board Member 1	3	2	2	2	3	3
Board Member 2	3	3	3	2	3	3
Board Member 3	3	3	2	2	3	3
Board Member 4	3	2	2	2	4	3
Board Member 5	3	3	3	3	4	2
Board Member 6	3	3	3	3	3	3
Board Member 7	3	3	2	2	3	3
Board Member 8	3	3	2	3	3	3
Board Member 9	3	3	3	2	4	2
	3.00	2.78	2.44	2.33	3.33	2.78
Standard 1 Score:	2.78					

Comments:

Particularly in the area of student learning outcomes, we are lacking. It would be helpful to more regularly review nationally normed data, hear about areas of improvement and strategies being considered to get us there. It would be helpful to hear more about curriculum issues at the full board level.

I think that board has done an acceptable job at Leadership this year. I feel like I don't know enough about the curriculum we use as a district or its direct results for our students outside of my own children, and I think this was a growth area for us.

There were a lot of big topics discussed this year which sacrificed in many ways the nuts and bolts of report outs. Communication from the superintendent regarding hot button topics was voluminous, but the board as a body generally did not communicate to the public.

Delay in strategic plan creation (on top of the fizzling of the previous plan) had us in a bit of a limbo this year re: vision and goals. This limited our capacity to execute on monitoring progress. Board has heard little re: instruction so its difficult to know how we'd know whether its effective or not; standard/state testing results are reviewed but not connected to wider learning processes.

Overall, we as a board do fairly well at promoting our vision and mission and moving the district toward its goals. We could do better at communicating what/how we are doing this to the community. Also, we ask our superintendent to look for professional development, mentorship, and learning from other district leaders. We should do more to promote/encourage professional development opportunities for board members, and take advantage of ways to learn best practices from other boards around the state.

The strategic planning committee put a lot of work into developing the Portrait of a Graduate and strategic plan this year. Fully integrating our new mission, vision, and goals, and communicating it to the public, will be an important part of the upcoming year.

Some of the lower ratings on the standard are due to not having our strategic plan in place to base our goals off of. This also led to not having much to be updated on during the year as it relates to progress. I'm hopeful that the new strategic plan will provide opportunities for meaningful goals as well as the board being able to more directly see the impact on student achievement.

Board training needs to be enhanced for new members

Board Self-Evaluation July 2026 (Responses)

	2A. The Board and Superintendent participate in an annual retreat to build team relationships, review roles, responsibilities, and Board operations, and orient new Board members.	2B. The Board has a procedure in place for regularly reviewing existing policies and developing new ones.	2C. The Board closely adheres to its own procedures, protocols, and policies for effective Board operations.	2D. The Board clearly understands its governance role and responsibilities, adheres to open meeting laws, and delegates district operation responsibilities to the Superintendent.	2E. Board members publicly support the decision of the majority and speak with a unified voice.	2F. Board leadership acts as a mentor to new members to help them learn the ropes and provides new members with a detailed explanation of the Board's mission.
Board Member 1	2	4	4	3	4	4
Board Member 2	3	3	3	2	3	3
Board Member 3	3	3	3	3	3	2
Board Member 4	2	3	4	4	4	3
Board Member 5	3	4	4	3	4	2
Board Member 6	2	4	3	4	3	3
Board Member 7	4	3	4	3	4	3
Board Member 8	3	4	3	3	3	3
Board Member 9	3	4	4	4	3	3
	2.78	3.56	3.56	3.22	3.44	2.89
Standard 2 Score:	3.24					

Comments:

Really supportive board and everyone willing to help one another. Need a better understanding of how board members can meet outside of meetings and what is overstepping vs what is our role (it feels like we often get overly concerned with micromanaging schools but then lose our accountability). Having a clearer understanding of this natural tension would be helpful.
I think this year we have had some struggles in understanding the boards role vs the superintendents role in creating policy, setting direction, and making decision. I think that we could do a better job of working with administration by questioning them this coming year. Understanding that our role is not as 'yes men', but as direction setting leaders is important.
Generally, once a topic has been voted through, I believe the board does speak with one voice and has been very good about remaining respectful and mindful of the goals of the body. There was a small hiccup with the tennis courts that remains unresolved on the scope of work discussed with the full board vs the facility and/or finance committees.
The annual retreat remains insufficient to explore everything on the agenda we set; consequently, we enter the year behind on setting goals and establishing shared vision. Superintendent Gray has helped reset policy review process and identified gaps that the board had not been aware of under previous administration. Mentoring has improved with assignment of new members to specific mentors.
At times, we can tend to drift into trying to solve the operational problems of the schools instead of governance by holding our leaders accountable to high standards. We need to remember that our role is to set the direction, not manage the details. Our job is to keep the 20,000 ft view and let the administrators and staff get into the weeds.
The board feels cohesive and cordial, but due to individual efforts at connecting with one another. We could go a bit deeper, like with a facilitated team building opportunity at the retreat. Procedures, protocols, and policies seem clear and understood by our board chair and superintendent, and translated clearly to the full board when needed.
I felt like the Board letter about the budget was an important piece of communication this year during a time when a unified voice may have been difficult on a couple of topics.
I feel that this is definitely an area of board strength right now.
This board seems to be very considerate of all members. They listen and collaborate with each other well even through many tough decisions and conversations.

Board Self-Evaluation July 2026 (Responses)

	3A. The Board develops a collaborative relationship with the Superintendent, keeping cooperation and respectful discussions at the center of its deliberations.	3B. The Board establishes effective communication with parents, students, staff, and community members while respecting the chain of command and lines of responsibility.	3C. The Board works with the Superintendent to gain input from the community using forums, surveys, or other vehicles, following agreed-upon procedures.	3D. The Board actively promotes support for the District through its vision and promoting educational opportunities for all students.	3E. The Board is an advocate for the District's interests with legislators and other elected officials.
Board Member 1	4	4	3	4	3
Board Member 2	3	2	3	3	3
Board Member 3	3	3	4	2	2
Board Member 4	4	4	4	3	1
Board Member 5	4	2	3	2	2
Board Member 6	4	2	3	2	2
Board Member 7	4	3	3	3	2
Board Member 8	4	2	2	2	1
Board Member 9	4	4	4	3	2
	3.78	2.89	3.22	2.67	2.00
Standard 3 Score:	2.91				

Comments:

Wish we had more time for legislative support

I think the board this year has done a lot of listening to our stakeholders, but has not done as good of a job of effectively communicating our decisions and reasons to those same stakeholders. Some sort of consistently updated document with meeting decisions a reason would be helpful for the public. I also feel we have done very little with our legislators.

I personally have not specifically engaged state legislators on the behalf of the district and doing so as a single member feels like overstepping. I am unaware of any communication the board has made to our legislators regarding any specific bill, including the recent enrollment reimbursement bill. Between Portrait of a Graduate and Early Childhood, I think the number of surveys and fora used this past year was Exemplary.

Lack of an inherited strategic plan and vision impacts the board's ability to support...something that doesn't exist. We can always do better providing more educational opportunities to challenge our students. Board (as a board) does zilch to engage legislators and elected officials; board chair and superintendent maintain those relationships but reporting out on such could be improved.

In the past, we have done better at acting as an advocate at the state level. Perhaps the person who acts as representative to MSBA could help the board know when it would be appropriate to get involved. Also, might there be room for more board communication with the community, perhaps through regular communications from the chair? I think this year we have done better at this in critical moments such as around the budget vote.

A lot of communication went out this year seeking feedback on our Portrait of a Graduate and strategic plan, and more communication is needed to share our final products. More discussions happened this year regarding improving our communication opportunities for both seeking and sharing information. I look forward to taking more steps in that direction this year. There is so much room for opportunity, from better explaining our budget and it's development and approval process, to sharing the incredible work of our staff and students, and the many partnerships that are in place throughout the district.

The comprehensive process around the development of the new strategic plan as well as the upcoming sustainability study are two examples of the board seeking meaningful feedback opportunities from the community. I'm looking forward to how the board implements the data received into its decision-making.

I am not aware of the board advocating for the district with legislators or other officials

Board Self-Evaluation July 2026 (Responses)

	4A. The Board adopts an annual budget that adheres to the provisions of the law and allocates resources based upon the District's vision, goals, and priorities for student achievement.	4B. The Board keeps the community informed about the financial needs of the District, seeks cost savings and operational efficiencies, and invites community input.	4C. The Board monitors a facilities plan that meets student and staff health and safety regulations and guidelines.	4D. The Board ensures that the finance committee functions in accordance with regulatory requirements, reviews internal audit findings, and responds appropriately.	4E. The Board supports the recruitment of highly effective teachers, administration, and staff and provides professional development and support.
Board Member 1	4	4	4	4	4
Board Member 2	3	3	3	3	3
Board Member 3	3	3	3	3	3
Board Member 4	4	4	4	4	2
Board Member 5	3	4	3	4	4
Board Member 6	3	2	3	3	3
Board Member 7	3	4	3	3	3
Board Member 8	4	4	4	4	3
Board Member 9	3	4	4	4	3
	3.33	3.56	3.44	3.56	3.11
Standard 4 Score:	3.40				

Comments:

I think a growth area for this coming year is curriculum. Not only choosing the districts direction, but communicating it effectively to staff (those that are implementing it), and providing those staff with resources and understanding as to the 'why' of our decisions. I think our previous years of inconsistent curriculum (and communication of that curriculum) has been a factor in our teacher retention.

This was a particularly tough fiscal year. I continue to be challenged by the public on the cuts made this year. A bright spot is the support staff negotiations and contract.

Board has very limited understanding of professional development, and can do little to support additional needed professional development without more knowledge and exploration of mechanisms to expand opportunities given/possible contracts with unions.

Glad to support our Facilities study in order to help oversee a more systematic plan for an extremely complex issue.

We received more feedback this year from community members that they didn't feel fully informed about the budget process and financial needs of the district. Despite our meetings and agendas being posted on the website, a lot of info being shared at meetings (that are also livestreamed), the superintendent's column in the local paper, occasional emails from our superintendent, and feedback sought out during our strategic planning process, there is still room for improvement before a majority of our community members report feeling truly informed.

Board Self-Evaluation July 2026 (Responses)

	5A. Board members are able to speak their minds without fear of being ostracized.	5B. Board handles conflict openly and constructively.	5C. Board members actively promote the belief in the success of all students in the district.	5D. Board members act as conscientious role models and exhibit professionalism.	5E. Board members exercise authority only as a board as a whole and recognize that no individual Board member has authority to take individual action on behalf of the Board.	5F. Board members avoid conflicts of interest and appropriately disclose if one arises.	5G. Board has adopted and annually reaffirms its code of ethics.
Board Member 1	3	3	4	4	4	4	3
Board Member 2	3	3	4	3	4	4	4
Board Member 3	3	3	4	3	3	3	3
Board Member 4	4	3	2	4	4	4	4
Board Member 5	3	4	4	4	4	4	4
Board Member 6	4	4	4	4	4	3	3
Board Member 7	4	4	4	3	3	3	3
Board Member 8	3	3	4	4	4	4	4
Board Member 9	3	4	4	4	4	4	4
	3.33	3.44	3.78	3.67	3.78	3.67	3.56
Standard 5 Score:	3.60						

Comments:

I think that we are an ethical board whose members all seem to try to focus on the students while making decisions. At a few points this year I have felt shut down and talked over by some members, but most of our discussions are productive and inclusive.

There were some rare instances where tones were a little off, but generally, most meetings were respectful if not fully amicable.

Board has had limited conflict between board members during session, so it is hard to gauge our ability to weather such in real time. The board believes in the success of all students, but does little to actively promote and achieve/expand such.

I'm proud to be on this board and grateful we are as cohesive and cordial as we are. I appreciate that people have been able to openly share their thoughts and feelings and the minimal conflict we have experienced has been handled well. We are all professional and take our roles of acting in the best interest of the students (both short-term and long-term) seriously. Looking forward to another year with this board.

BOARD OF DIRECTORS SELF-EVALUATION INSTRUMENT

Introduction

The Board of Directors Evaluation System is based upon the National School Boards Association Standards of Practice.

There are five key standards of Board leadership incorporated into this model:

- Vision, Leadership & Accountability
- Board Governance & Policy
- Communication & Community Relations
- Fiscal Resources, Staff Recruitment & Environment
- Ethical Leadership

Timeline

Month	
End of July	Distribution of evaluation (electronically)
July/August	Individual board members complete the self-evaluation electronically for compilation by the Board Chair or designee.
August/September	Board reviews compiled results. Results will be used by the Board as part of its annual goal setting and planning for the year.

PART I: Standards of Leadership

These standards are rated using the following scale:

4 - Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few Boards are expected to demonstrate Exemplary performance on more than a small number of targets.

3 - Proficient ratings represent fully satisfactory performance. It is the rigorous standard expected for most experienced Boards and the goal for new Boards performing at the basic level. Proficient Boards demonstrate acceptable leadership practice and meet or make progress on all outcome targets.

2 - Basic ratings mean that performance is meeting proficiency in some components but not others. Improvement is necessary and expected.

1 - Does Not Meet ratings indicate performance that is unacceptably low on one or more standards and makes little or no progress. Ratings of *ineffective* are always cause for concern.

Standard 1: Vision, Leadership & Accountability

Descriptor: The Board of Directors commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.

Possible Data Sources:

- Alignment with District vision and mission statement
- Adherence to Standards of Ethics
- Established goals
- Board agendas
- Board presentations
- Board retreats
- Board communications
- Annual evaluation of the Superintendent
- Board self evaluation

Rating for Standard 1: Vision, Leadership & Accountability

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The Board develops a shared mission and vision that reflects student achievement and community priorities, and communicates it to the community.				
B. The Board develops annual District goals in alignment with the District vision and mission and adopts a strategic plan developed by the Superintendent to meet those goals. Goals are communicated to the community.				
C. The Board regularly monitors progress on District goals, effective instruction, and student achievement with data-based information.				
D. The Board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extra-curricular activities.				
E. The Board annually evaluates the job performance of the Superintendent and monitors the progress made on the Superintendent's goals.				
F. The Board conducts a self-evaluation to monitor its own performance and participates in professional development, including Board training and seminars.				

Comments:

Standard 2: Board Governance & Policy

Descriptor: The Board of Directors works effectively as a team and collaborates with the Superintendent, exhibits a shared understanding of Board and Superintendent roles, maintains a set of Board operating procedures, and leads/governs the District through policy.

Possible Data Sources:

- Date and agenda of annual orientation
- Policy review and updates
- Board policy manual
- Board orientation materials
- Attendance and state-mandated trainings

Rating for Standard 2: Board Governance & Policy

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The Board and Superintendent participate in an annual retreat to build team relationships, review roles, responsibilities, and Board operations, and orient new Board members.				
B. The Board has a procedure in place for regularly reviewing existing policies and developing new ones.				
C. The Board closely adheres to its own procedures, protocols, and policies for effective Board operations.				
D. The Board clearly understands its governance role and responsibilities, adheres to open meeting laws, and delegates district operation responsibilities to the Superintendent.				
E. Board members publicly support the decision of the majority and speak with a unified voice.				
F. Board leadership acts as a mentor to new members to help them learn the ropes and provides new members with a detailed explanation of the Board's mission.				

Comments:

Standard 3: Communication & Community Relations

Descriptor: The Board of Directors effectively communicates with the Superintendent and the local community, represents community interests and values, and ensures District information and decisions are communicated to the community.

Possible Data Sources:

- Communication policies or procedures
- Schedules or invitations to community forums
- Reports or presentations on programs that demonstrate community partnerships
- Legislative meetings. Letters or advocacy efforts
- Newsletters and website
- Survey results

Rating for Standard 3: Communication & Community Relations

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The Board develops a collaborative relationship with the Superintendent, keeping cooperation and respectful discussions at the center of its deliberations.				
B. The Board establishes effective communication with parents, students, staff, and community members while respecting the chain of command and lines of responsibility.				
C. The Board works with the Superintendent to gain input from the community using forums, surveys, or other vehicles, following agreed-upon procedures.				
D. The Board actively promotes support for the District through its vision and promoting educational opportunities for all students.				
E. The Board is an advocate for the District's interests with legislators and other elected officials.				

Comments:

Standard 4: Fiscal Resources, Staff Recruitment & Environment

Descriptor: The Board of Directors oversees the fiscal conditions of the District, aligns resources to meet District goals, ensures appropriate policies for staff recruitment and retention, supports district wide learning and promotes conditions for health and safety.

Possible Data Sources:

- Process for budget development and adoption
- Communication materials, website, newsletters
- Facilities plan and schedule for updates
- Audit report
- Policy on recruitment and hiring
- Professional development plans

Rating for Standard 4: Fiscal Resources, Staff Recruitment & Environment

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The Board adopts an annual budget that adheres to the provisions of the law and allocates resources based upon the District's vision, goals, and priorities for student achievement.				
B. The Board keeps the community informed about the financial needs of the District, seeks cost savings and operational efficiencies, and invites community input.				
C. The board monitors a facilities plan that meets student and staff health and safety regulations and guidelines.				
D. The Board ensures that the finance committee functions in accordance with regulatory requirements, reviews internal audit findings, and responds appropriately.				
E. The Board supports the recruitment of highly effective teachers, administration, and staff and provides professional development and support.				

Comments:**Standard 5: Ethical Leadership**

Descriptor: The Board of Directors promotes the success of all students and staff, and conducts District business in a fair, respectful and responsible manner.

Possible Data Sources:

- Articulation or publication of plans and programs for student success
- Code of Ethics Policy
- Standards of Ethics

Rating for Standard 5: Ethical Leadership

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. Board members are able to speak their minds without fear of being ostracized.				
B. Board handles conflict openly and constructively.				
C. Board members actively promote the belief in the success of all students in the district.				
D. Board members act as conscientious role models and exhibit professionalism.				
E. Board members exercise authority only as a board as a whole and recognize that no individual board member has authority to take individual action on behalf of the Board.				
F. Board members avoid conflicts of interest and appropriately disclose if one arises.				
G. Board has adopted and annually reaffirms its code of ethics.				

Comments:

Board of Directors Self-Evaluation**Annual Evaluation Rating Form**

Standards	SUMMATIVE SCORE			
Standard 1: Vision, Leadership and Accountability	4	3	2	1
Standard 2: Board Governance and Policy	4	3	2	1
Standard 3: Communications and Community Relations	4	3	2	1
Standard 4: Fiscal Resources, Staff Recruitment & Environment	4	3	2	1
Standard 5: Ethical Leadership	4	3	2	1
ANNUAL EVALUATION SCORE	4	3	2	1

Approved: December 11, 2019

RSU 5 School Board Goals

2026–2027 | Draft for Discussion

With the new RSU 5 Strategic Plan now in place, the Board's annual goals should focus its attention on the areas of the plan where meaningful Board leadership, oversight, and decision-making are most important.

The goals below are intended to complement—not duplicate—the work of the Strategic Plan Engagement Committee, which will provide ongoing stakeholder feedback and monitoring of implementation.

1. PLAN FOR THE FUTURE

Systems & Sustainability

Complete the Systems & Sustainability Study and use its findings, together with community input, to make informed decisions about the long-term configuration, programs, facilities, organizational structures, and resources of RSU 5.

The Board will:

- Complete and thoroughly examine the Systems & Sustainability Study.
- Consider its recommendations in relation to the Strategic Plan's commitment to responsible, forward-thinking stewardship of district resources.
- Engage the community in considering the implications of the study.
- By the end of 2026–2027, make concrete decisions and/or adopt an actionable multi-year plan based on the study's findings.

Strategic Plan connection:

Systems & Sustainability — 5A and 5B

Core question:

What must RSU 5 do to remain sustainable while providing equitable, high-quality opportunities for all students?

2. STRENGTHEN TEACHING & LEARNING

Cognitive Growth

Advance the Strategic Plan's commitment to cognitive growth by developing a shared Board understanding of curriculum, instruction, assessment, and student learning, and using evidence of student outcomes to establish Board-level priorities for teaching and learning.

The Board will:

- Complete a structured Board learning cycle focused on K–12 curriculum, instruction, assessment, and the Strategic Plan's Cognitive Growth priority. Note– this will occur through administrator presentations addressed in the Board's work plan.
- Regularly examine student growth, proficiency, engagement, and other relevant indicators of student learning.
- Examine how curriculum and instructional practices support the Strategic Plan's emphasis on rigorous, interdisciplinary, evidence-based, and relevant learning.
- By the end of the school year, identify 2–3 Board-level priorities or actions that will advance the Cognitive Growth goals of the Strategic Plan.

Strategic Plan connection:

Cognitive Growth — Strategies 1A and 1B

Core question:

Are we making progress toward the kind of deep, challenging, engaging learning described in our Strategic Plan, and how do we know?

Board role:

Understand • Question • Monitor • Set direction

3. ADVANCE THE STRATEGIC PLAN THROUGH EFFECTIVE GOVERNANCE

Strategic Alignment & Accountability

Use the Strategic Plan as the framework for Board decision-making by aligning Board priorities, policies, resource decisions, and oversight with the plan's goals and by strengthening the Board's ability to monitor progress and respond to emerging needs.

The Board will:

- **At least twice during the school year, review progress toward the Strategic Plan's priorities.**
- **Ensure that the annual budget and significant resource decisions explicitly consider alignment with Strategic Plan priorities.**
- **Complete a Board self-evaluation at the end of the year and identify at least two specific improvements in Board practice for the following year, with reference to the Strategic Plan.**

Strategic Plan connection:

All five strategic priorities

Core question:

Are our Board decisions, policies, and resources consistently advancing the vision and priorities established by our Strategic Plan?

2026-2027 RSU5 Board Work Plan
Draft 8/17/26

August 26, 2026 Retreat

Review Board Self-Evaluation
District Goals for 2026-2027
Code of Ethics (review/sign)
Delegate & Alternate for MSMA Fall Conference
Organizational Business - Committees
Board Work Plan for 2026-2027

September 9, 2026

Budget Timeline
Board Vote on 2026-2027 District Goals
Final Work Plan for 2026-2027
Systems & Sustainability Update (Supt. Report)
Plan Approval of Tennis Courts
Executive Session - Set Supt's Performance Goals

September 23, 2026

MSS Update
MSS Goal Review
MSMA Fall Conference Information
MSMA Resolutions
Policies

October 7, 2026

FMS Update
FMS Goal Review
FHS Update
FHS Goal Review
FHS Scholarship Foundation Update (President of Board)
Update on Cell Phone Implementation (Tim, Pam and Kate)
Community Programs Report/Goal Review

October 21, 2026 @ PES

PES Update
PES Goal Review
Policies
Early Childhood Cohort 3 Update (Donna Casavant)

November 4, 2026

MLS Update
MLS Goal Review
Facilities Dept. Capital Improvement Plan Report/Goal Review
Transportation Department Report/Goal Review
Superintendent's FY28 Budget Preview

November 18, 2026 @ DCS

DCS Update
DCS Goal Review
Nutrition Department Report/Goal Review
Athletics Department Report/Goal Review
Board Committees (due to Freeport election, if needed)
Policies

December 9, 2026	Instructional Support Department Report/Goal Review Technology Department Report/Goal Review Policies Systems and Sustainability Report Out
January 13, 2027	Interim Progress on District Goals District Scorecard 2027-2028 School Calendar (1 st Read) FHS Program of Studies (Tim Grivois) Weighted Values Tool Executive Session - Interim Progress on Supt's Performance Goals
January 27, 2027	Superintendent's Proposed FY28 Budget - Presented 2027-2028 School Calendar (2 nd Read) Policies
February 3, 2027	Review of FY28 Superintendent's Proposed Budget
February 10, 2027	Review of FY28 Superintendent's Proposed Budget
February 24, 2027	Review of FY28 Superintendent's Proposed Budget: Region Ten, Nutrition, Community Programs Executive Session on Administrator Contracts Policies
March 10, 2027	Review of FY28 Superintendent's Proposed Budget Board Deliberations on Budget
March 17, 2027	Review of FY28 Superintendent's Budget Public Input on Budget Board Deliberations on Budget
March 24, 2027	Public Input on Budget Adopt FY28 Superintendent's Proposed Budget Policies
April 7, 2027 @ DCS	6:00 - 6:30 p.m. Q&A on FY28 Board Adopted Budget Update from DCS Signing of Warrants for ABM & Referendum Migration of Students Executive Session (just Board) - Superintendent's Eval. Process
April 28, 2027 @ PES	6:00 - 6:30 p.m. Q&A on FY28 Board Adopted Budget Update from PES Policies
May 5, 2027	6:00 - 6:30 p.m. Q&A on FY28 Board Adopted Budget Appointment of Probationary Teachers Comprehensive Education Plan Executive Session (Just BOD) - Superintendent's Evaluation

May 12, 2027 @ DCS

Annual Budget Meeting on FY28 Budget @ DCS
(5:30 p.m. Business Mtg. for New hires, if needed)

June 2, 2027

Recognize Retirees
Schedule of 27-28 Board Meetings
5% Transfer Authority to Finance Committee
Policies
Executive Session (Just BOD)- Superintendent's Evaluation)

June 9, 2027

Computation & Declaration of Votes
Assessment Warrants
Report Out on Strategic Plan Oversight Committee Work
Superintendent Authorization to Hire in the Summer
Organizational Business (Chair/Vice Chair, Committees)
Executive Session (Board & Supt)- Superintendent's Evaluation

Additional Board Agenda Items:

Routine Business Meeting Items - Superintendent's Report, Finance Report, Reports from Board Committees, Report from Student Representatives, two public comment sessions on each agenda



Item#13.F.

Ginny McManus <mcmanusg@rsu5.org>

Instructions for Registering Local Delegates to MSBA Delegate Assembly

1 message

MSBA <msba@msmaweb.com>
Reply-To: MSBA <msba@msmaweb.com>
To: mcmanusg@rsu5.org

Tue, Aug 18, 2026 at 11:46 AM

[View email in browser](#)



Instructions for Registering Local Delegates to MSBA Delegate Assembly

Member boards of MSBA are encouraged to elect a voting delegate to participate at the organization's annual Delegate Assembly on October 24th, 2026.

(To learn more about the purpose of the Assembly, *See attached* ~~click on this link~~)

Since the Delegate Assembly must act on proposed Constitution & Bylaws changes and changes to the resolutions of the Association, your appointment of a local delegate is essential.

This year's Delegate Assembly is scheduled for 9:30 a.m., Saturday, October 24 (via Zoom). It is important that the delegates be technologically savvy. It is also encouraged that the delegate attends one of the September School Board Support & Development meetings so they can learn about the proposed changes.

These meetings will be held via Zoom on:

- September 9th (6:00 p.m.)
- September 14th (12:00 p.m.)
- September 17th (6:00 p.m.)

Click on this [link](#) or on the button below to identify your delegate and alternate. Instructions for this process are linked [here](#). ****The deadline to register your delegate/alternate is Thursday, October 8th.*****

*Ginny will Register
the Delegate
and Alternate*

[Register Your Delegate/Alternate](#)

[Registration Instructions](#)

Confirmation of registered delegates will be emailed to superintendents and delegates by October 9, 2026.

Please email Debbie Swift at MSMA with any questions regarding delegates at dswift@msmaweb.com. Thank you!

[View email in browser](#)

[update your preferences](#) [unsubscribe](#)

Purpose of the MSBA Delegate Assembly

Governance and policy decisions affecting MSBA are made at the Delegate Assembly. The importance of each school board being represented at the Delegate Assembly cannot be overstated. The following information about the Delegate Assembly is intended to inform your school board of the importance of appointing a delegate.

According to Article VIII of the MSBA Constitution, the Delegate Assembly is the policy-making body of the Association. The Delegate Assembly has four specific powers.

1. It adopts resolutions that express the beliefs and purposes of the Association.
2. It transacts such other business as presented to it prior to the opening of the Delegate Assembly by any delegation or the Executive Board of Directors.
3. It elects the Officers and Board of Directors.
4. It may adopt amendments to the Constitution & Bylaws.

According to Article V of the Constitution, the Association is governed by the Board of Directors. The Board is comprised of regional directors and at-large directors.

The Delegate Assembly consists of one voting delegate for each member district. In order to be an official delegate, the member School Board must report the name of the elected delegate and alternate prior to the Assembly.

The resolutions adopted at the Delegate Assembly are an expression of the Assembly's views regarding various issues and define the Association's position on legislative proposals.

As the Officers and Board of Directors approach any legislative session, it is crucial that they represent the Association's members. Make your local board's voice heard and send a delegate to the MSBA Delegate Assembly on Saturday, October 24, 2026.

**RSU5 Board of Directors
Committees**

Item #14

Curriculum and Program Development Committee	Two or three members sit on the committee. The committee will be updated with progress occurring in the district. <i>Meets monthly during the school year</i>
Diversity, Equity and Inclusion (DEI) Committee	Two members sit on the committee. <i>Meets the second Tuesday of each month at 7:00 a.m.</i>
Dropout Prevention (BOOST) Committee	One Board member per policy serves as a representative. The committee is charged with meeting at least annually to plan for decreasing the number of students who do not complete their education. <i>Meets at 2:30 p.m. once in the Fall.</i>
Facilities and Operations Committee	Three members. Conducts periodic reviews of school facilities and buildings, and reports to the Board. Recommends additions, deletions, and/or changes to facilities needed to support the school programs and ensure safety. Develops and recommends a maintenance schedule for buildings, grounds, and transportation. Conducts studies, reviews proposals, and determines the impact on maintenance costs, usage, and sustainability efforts. Works with building committees and renovations committees as needed. Reviews data regarding the operation of the Freeport Performing Arts Center, develops a long-term plan for maintenance and makes recommendations for appropriate usage fees. <i>Meets at 5:00pm before the first Board meeting of the month.</i>
Finance Committee	Three members, one representative from each town per policy. Committee provides oversight for finance operations of the RSU. <i>Meets at 5:00pm before the second Board meeting of the month.</i>
Freeport Cable TV Board Committee	One member serves as the school representative on the Freeport Cable TV Board. <i>Meetings scheduled by the Town of Freeport.</i>
Maine Region Ten Technical High School Committee	Two Board members serve on the Maine Region Ten Technical High School Board of Directors. All traditional Board functions are carried out by the Region 10 board which is made up of representatives of the three sending school towns (Brunswick, Freeport and SAD 75) Note: we have filled one of the positions with a community member in the past if needed. <i>Meets at 6:00 p.m. the 3rd Monday of the month.</i>

Negotiations Committee	Two or three members for professional and two members for support staff. Take part in active contract negotiations on behalf of the school system with each employee union. Activities may involve negotiating successor agreements. The major time commitment arises when current contracts require renewal.
Policy Committee	Three members. Policy topics and issues are generated by referral from the Board, at the request of the Superintendent, changes in law and recommendations from MSMA. <i>Meets monthly during the school year.</i>
Stipend Review Committee	Two members sit on the committee per CBA. Contractually any new stipend request comes with Administrator approval to the committee; their recommendation goes to the CEA then the full Board for final action. Reviews all stipend positions periodically. <i>Meets at 3:45 p.m., if needed.</i>
Strategic Communications Committee	Two or Three members. The Strategic Communications Committee provides oversight for the Strategic Framework implementation and facilitates communication between the RSU5 Board and the public. <i>Meets four times a year.</i>
Wellness Committee	One member. <i>Meets bi-monthly during the school year meetings are held after school.</i>

STANDING COMMITTEE

REQUIRED COMMITTEES

OTHER COMMITTEES

Board Vote: 9-13-23

RSU5 Board Committees

FACILITIES AND OPERATIONS Tom Gray/Glen Reynolds - Michelle Ritcheson - Kelly Sink - Karen Breer	FINANCE Tom Gray/Kelly Wentworth - Michelle Ritcheson - Chris Savaiano - Kelly Sink	NEGOTIATIONS Tom Gray <u>Professional</u> - Vacant - Michelle Ritcheson <u>Support</u> - Anna Child - Michelle Ritcheson	POLICY Tom Gray - Colin Cheney - Kara Kaikini - Chris Savaiano
STIPEND REVIEW Tom Gray - Kara Kaikini - Stephanie Worth	STRATEGIC COMMUNICATIONS Tom Gray - Kara Kaikini - Kelly Sink - Stephanie Worth	CURRICULUM AND PROGRAM DEVELOPMENT Mandy Lewis - Anna Child - Karen Breer - Vacant	DIVERSITY, EQUITY AND INCLUSION Tom Gray/Mandy Lewis - Vacant - Valerie Williams
DROPOUT PREVENTION (BOOST) Mandy Lewis Stephanie Worth	FREEPORT CABLE TV Kara Kaikini	MAINE REGION 10 TECHNICAL HIGH SCHOOL - Colin Cheney - Valerie Williams	WELLNESS COMMITTEE Erica Reilly Kelly Sink

STANDING COMMITTEE

REQUIRED COMMITTEES

OTHER COMMITTEES

Board of Directors: 6-12-24

Revised: 7-15-24; 9-11-24;11-6-24;4-5-25; 8-27-25;10-8-25;11/19/25;1/12/26;7/1/26 Draft

COMMITTEE MEMBERSHIP

Standing	Required	Other
Facilities & Operations	Dropout Prevention (BOOST)	Curriculum & Program Dev.
Finance	Freeport Cable TV	Diversity, Equity and Inclusion
Negotiations	Region Ten	
Policy	Wellness	
Stipend Review		
Strategic Comm.		

Anna	Chris	Anne	Colin	Kara	Kelly	Karen	Melissa	Michelle	Stephanie	Valerie
Support Negotiations	Finance		Policy	Policy	Vice-Chair	Facilities & Operations		Chair	Stipend Review	Region Ten
Curriculum & Program Dev.	Policy		Region Ten	Stipend Review	Facilities and Operations	Curriculum & Program Dev.		Facilities and Operations	Strategic Comm.	Diversity, Equity and Inclusion
				Strategic Communications	Strategic Communications			Finance	Dropout Prevention (BOOST)	
				Freeport Cable TV	Finance			Prof. Negotiations		
					Wellness			Support Negotiations		

Updated: 11-9-22

Revised: 2-1-23; 4-1-23; 7-1-23; 11-29-23; 6-12-24; 9-11-24; 11-6-24; 4-5-25; 8-27-25; 10-8-25; 11-19-25; 3-11-25; 7-1-26 Draft