

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY- OCTOBER 7, 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:

___ Karen Breer	___ Christopher Savaiano
___ Colin Cheney	___ Kelly Sink
___ Anna Child	___ Anne Ware
___ Melissa Jordan	___ Valerie Williams
___ Kara Kaikini	___ Stephanie Worth
___ Michelle Ritcheson	___ 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 September 23, 2026 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____

5. Adjustments to the Agenda:

6. Good News & Recognition: (10 Minutes)

- A. Report from Board's Student Representative

7. Public Comments: (10 Minutes)

8. Reports from Superintendent: (10 Minutes)

- A. Update from the FHS Scholarship Foundation - Jen Galletta
B. Support Staff Resignations - Maggie Simon - PES Ed Tech

9. Administrator Reports:

- A. Update on Cell Phone Implementation - Kate Harrison, Pam Crosby, Tim Grivois (15 Minutes)
B. Update from Community Programs and Goal Review - Peter Wagner (30 Minutes)
C. Update from Freeport High School and Goal Review - Tim Grivois (30 Minutes)
D. Update from Freeport Middle School and Goal Review - Pam Crosby (30 Minutes)

10. Board Comments and Committee Reports:
None

11. Policy Review:
None

12. Unfinished Business: (20 Minutes)

- A. I move that the Vote entitled, "Vote to Award the Post Tension Base Reconstruction of the Freeport High School Tennis Courts Project" be adopted in form presented to this meeting.

VOTE TO AWARD THE POST TENSION BASE RECONSTRUCTION OF THE FREEPORT HIGH SCHOOL TENNIS COURTS PROJECT

The School Board of Regional School Unit No. 5 (the "RSU") hereby VOTES as follows:

1. That, pursuant to an Invitation to Bid dated September 3, 2026 for the reconstruction of the Freeport High School Tennis Courts with a post tension base (the "Project"), the Superintendent of Schools (the "Superintendent"), acting singly, is authorized to accept the bid of Classic Turf Company, LLC (the "Contractor"), dated September 24, 2026, in the amount of \$932,000, and any prior such action is ratified and confirmed;
2. That, to provide funding for the Project, the School Board is hereby authorized: (1) to expend up to \$700,000 from the Tennis Court Capital Reserve Fund pursuant to approval of Article 24 of the Warrant for RSU Budget Meeting held May 13, 2026; (2) to expend up to \$321,060 from the Capital Reserve Fund pursuant to approval of Article 22 of the Warrant for RSU Budget Meeting held May 13, 2026; and (3) to reduce such amounts expended from the Tennis Court Capital Reserve Fund and the Capital Reserve Fund to the extent it receives any grants, gifts, or donations for the Project; and
3. That, the Superintendent is authorized to negotiate, execute, and deliver a contract with the Contractor or its nominee, in the name and on behalf of the RSU, for the Project, in such form and on such terms not inconsistent herewith as the Superintendent may approve, and any prior such action is ratified and confirmed.

Motion: _____ 2nd: _____ Vote: _____

13. New Business:
None

14. Personnel:

- A. Consideration and approval to create a Transportation Coordinator position for the 2026-2027 school year. Position to be paid from Article 8 . This is a budget neutral position. (5 Minutes)

Motion: _____ 2nd: _____ Vote: _____

B. Consideration and approval to appoint an Interim Director of Transportation for the
2026-2027 School Year (5 Minutes)

Motion: _____ 2nd: _____ Vote: _____

15. Public Comments: (10 Minutes)

16. Adjournment:

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

Item #4.A.

**RSU No. 5 Board of Directors Meeting
Wednesday, September 23, 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 October 7, 2026 meeting).

1. CALLED TO ORDER:

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

2. MEMBERS PRESENT: Karen Breer, Colin Cheney, Anna Child, Melissa Jordan, Kara Kaikini, Michelle Ritcheson, Christopher Savaiano, Kelly Sink, Anne Ware, Valerie Williams, Stephanie Worth. Moon Tussing, Student Representative (left at 8:30 p.m.)

MEMBERS ABSENT: None

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. **VOTED:** To approve the Minutes of September 9, 2026.

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

5. ADJUSTMENTS TO THE AGENDA:

None

6. GOOD NEWS AND RECOGNITION:

A. Report from Board's Student Representative

7. PUBLIC COMMENT:

Jonas Werner, Freeport; Kate McElligott, Freeport

8. REPORTS FROM SUPERINTENDENT:

A. Superintendent's Report

B. Support Staff Hires - Elizabeth Dalton - MSS Ed Tech

Resignations - Sarah Cartmell - FHS Ed Tech

Nick Weiss - Director of Transportation

9. ADMINISTRATOR REPORTS:

A. Finance - Kelly Wentworth

B. Overview of RSU5's Instructional Practices - Math, Literacy & Technology - Mandy Lewis

C. Update from Morse Street School and Goal Review - Julie Nickerson

10. BOARD COMMENTS AND COMMITTEE REPORTS:

A. Board Information Exchange and Agenda Requests

-Chris Savaiano asked about time limits for public comment/agenda items

-Colin Cheney asked about the Board's interest in an AI policy

B. Facilities and Operations Committee

C. Curriculum and Program Development Committee

D. Policy Committee

11. POLICY REVIEW:

- A. **VOTED:** To approve 1st Read of the following policies:
1. BEDB - Agenda
 2. BEDD - Rules of Order
 3. BEDH - Public Participation at Board of Directors Meetings
(Savaiano – Jordan) (11 – 0)

12. UNFINISHED BUSINESS:

None

13. NEW BUSINESS:

- A. MSMA Fall Conference Information
- B. Discussion of the MSBA 2026 new and revised resolutions and proposed revisions to the MSBA Constitution
- C. **VOTED:** To change the Curriculum and Program Development Committee from an “Other” committee to a Board of Directors Standing Committee to be made up of three Board members with the following purpose and responsibilities:

Purpose

The overall purpose of the Curriculum and Program Development Committee is to align the Strategic plan with major curriculum and educational programming initiatives within the district, support transparency and communication regarding student learning priorities and outcomes, and recommend action to the Board of Directors.

Responsibilities

The Committee shall:

- Discuss district student learning priorities and outcomes with the goal of continuous improvement;
- Provide a forum for constituent engagement and diverse perspectives related to curriculum and educational programming;
- Support transparency and communication related to major curriculum and program initiatives;
- Provide periodic updates and reports to the Board of Directors;
- Recommend district-wide curriculum initiatives, assessments, and curriculum alignment efforts occurring across schools and grade levels to the Board of Directors.

(Sink – Kaikini) (11 – 0)

14. PERSONNEL:

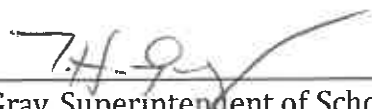
- A. **VOTED:** To approve Poleigh Driscoll as a Kindergarten Teacher at Morse Street School for the 2026-2027 school year. (Sink – Breer) (11 - 0)

15. PUBLIC COMMENT:

None

16. ADJOURNMENT:

VOTED: To adjourn at 9:51 p.m. (Sink – Savaiano) (11 – 0)



Tom Gray, Superintendent of Schools

Community Programs Goals 2025-2026 Review

School/Department: Community Programs			
Goal	Strategies and Action Steps	Timeline	Evidence of Effectiveness
Re-establish meetings with building administrators to create regular opportunities to collect feedback and ideas that are specific to each school's population. UPDATE: Completed. As always, excellent conversations with the principals with plenty of actionable feedback and ideas. Will continue in new year.	Set up fall and spring meetings with each principal. Assure meetings take place. Collaborate and learn!	Sept/Oct 2025 October and March meetings	Documentation and written reflection from each meeting. Prior to the pandemic I had in-person quarterly meetings with each principal. Rebooting this effort will again open the door to more direct collaboration on programs that can be tailored to each individual school's population.

School/Department: Community Programs			
Goal	Strategies and Action Steps	Timeline	Evidence of Effectiveness
Through targeted meetings, gain knowledge and inspiration from colleagues at partner Adult Education and Recreation/Enrichment offices. UPDATE: Completed. Still feel like a misfit among my Adult Ed colleagues, none of whom can understand how or why we have so many	Set up meetings with at least three AE and three Rec/Enrichment offices. Assure meetings take place. Collaborate and learn!	Sept/Oct 2025 Complete by 4/30/26	Documentation and written reflection from each meeting. In an effort toward ongoing improvement, seeking new ideas, and finding additional best-practices, I'll seek out focused time with colleagues in partner communities. If even one actionable idea comes out of each meeting it will be well worth the time.

responsibilities here. Strong connections with Rec directors, and looking forward to continuing those interactions directly and at conferences.

Community Programs Goals 2026-2027

Goal Worksheet				
School/Department: Community Programs				
Goals	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness	Connection to the Strategic Plan
Develop and implement new evaluation tools for Laugh & Learn staff (with Childhood Education Coordinator) and Classified Support staff (with Finance and Technology Directors) that are meaningful, role-specific, and useful for professional growth across all appropriate RSU5CP positions.	Create ePortfolios for each of the Community Programs Coordinators	September 2026	Created	Systems and Sustainability- <i>We believe in careful, responsible, forward-thinking stewardship of district resources (that meet the changing needs of learners).</i> In this case, we will be implementing systems to better steward our human resources.
	Work with CP team to tailor them such that they are meaningful and appropriate for the five existing positions	October 2026	Modify tools based on Coordinator feedback, and mutual approval by Director and Coordinators	
	Begin using new ePortfolios	October 2026	Dialogue in ePortfolios	
	Work with Childhood Education Coordinator to create new rubric and/or evaluation tool for Laugh & Learn staff	October 2026	Created	
	Implement use of new L&L evaluation tool	Spring 2027	Delivery to L&L staff	
	Work with Directors of Finance and Technology to modify the existing Classified Support evaluation tool such that it is meaningful and appropriate for the positions in our three teams	Fall 2026	Created	
	Implement use of new CS evaluation	Spring 2027	Delivery to CS staff	

Freeport High School Goals 2025-2026 Review			
School/Department: Freeport High School			
Goals	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
District Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. FHS 25-26 Goal #1: Focusing on our FHS strategic plan will enable us to provide meaningful learning opportunities for our students while supporting both their academic and personal, social-emotional growth. Our FHS Goal is to make significant progress and/or meet the goals of the 2025-26 Actions Steps of the FHS strategic plan.	From 25-26 FHS Strategic Plan: Engaging Instruction: - Engage in professional development to develop executive functioning strategies. - Engage in professional development to learn strategies to support differentiated instruction and assessment - Freshman Horizontal Alignment Committee will work to align 9th grade curriculum, instructional strategies, and processes. Purposeful Assessment: - Implement common summative assessments for any course taught by multiple teachers. - Discuss common processes/strategies in all departments for reteaching/relearning practices in courses (tied to reassessment) - Focusing on equitable instruction and grading practices Equity and Inclusion: - Support student leader groups with the implementation of action steps to foster a school culture of respect and belonging - Promote respectful discourse and interactions among school community members Community Connections: - Identify opportunities for making connections between curriculum and community. - Share information with students about community service and Extended Learning Opportunities	2025-2026 school year (ongoing through PLC meetings, Department meetings, PLD days, and Faculty meetings, faculty leader team meetings).	For highlighted action steps: - FHS faculty members had the option to participate in two book studies through PLC tied to further developing executive functioning strategies in the classroom. - Faculty members participated in professional development through PLCs, meetings, and PLDs. For all strategic plan steps: - PLC, PLD, faculty meeting agendas were often tied to executive functioning and differentiation. - Many teachers did implement new strategies into practice in these areas. This overall goal is more of an aspirational expectation for shared practices, not one that was tracked and measured deliberately. We will be moving away from this type of building

	(ELOs). Support for Learning and Growth: - Implement processes for advisory, Habits of Work, cell phones - JED Team will continue to work on action steps to promote mental health		goal that is so broad, difficult to track.
FHS 25-26 Goal #2: Reduce chronic absenteeism by 5% to below 12%. Continue to focus on reduction of per period absences and half day absences (tardies and dismissals).	MTSS: - Attendance rates will factor in at monthly Targeted Student Support meetings and BOOST meetings Staff professional development: - Workshops tied to attendance data and school strategies (Assistant Principal and Student Assist Team members attended Count ME in conference in September, '25). Communication: - Emphasis on attendance research and information at family events like 9th grade parent night/orientation - More regular communication through phone calls, emails, PowerSchool attendance alerts, and ReachMyTeach updates - Regular reminders to students and families about expectations for attendance and impact on learning - Electronic information for students and families and print resources about importance of attendance	September 2025-June 2026 September 2025-June 2026 September 2025-June 2026	Attendance Data: <u>SY 2022-23</u> 21.5% (136 students out of 632) <u>SY 2023-24</u> 16.9% (109 students out of 645) <u>SY 2024-25</u> 16.9% (101 students out of 599) <u>SY 2025-26</u> 16.7% (97 students out of 580) Did not make significant statistical progress, however the increased focus/attention led to productive shifts in practice: - More regular use of attendance data in TSS process - Increase proficiency using ReachMyTeach across the faculty - Changes in athletic eligibility expectations as it relates to attendance

Freeport High School Goals 2026-2027

School/Department: Freeport High School

Goals	Strategies and Action Steps Responsibility	Connection to District Strategic Plan	Timeline	Evidence of Effectiveness
2026-27 is a foundation-building year. Our goal is not to create a long list of initiatives or claim that we can transform every indicator in the strategic plan in one year. Instead, we are focusing on three manageable areas where we can establish consistent practices, collect meaningful evidence, and use what we learn to determine our next steps. In order to be aspirational, we must be focused and diligent.				
Goal #1 By June 2027, FHS will increase the consistency with which students reflect on their learning, identify areas for growth, and determine next steps by establishing and implementing reflection practices across departments.	- Admin will support departments in identifying at least one practical reflection/goal-setting strategy that fits naturally within its courses (defining specific reflection practices for learning performance and goal tracking). - Departments implement the strategy during the year rather than creating a new schoolwide program. - Faculty share examples and student work during department collaboration time, with administrative support. - Administration collects a small sample of evidence at the end of the year.	1B: Foster student agency through reflection, collaboration, goal setting, and self-advocacy in learning. 4C: Cultivate resilience, perseverance, and a growth mindset through supportive learning environments that normalize challenge and reflection.	26-27 SY	100% of departments identify a reflection/agency practice. - At least 80% of departments provide evidence of implementation by June - A brief end-of-year student survey measures whether students report being able to: - identify what they did well, - identify an area for improvement, - identify a next step. - Review a small sample of student reflection artifacts collected across departments to evaluate quality and depth of student practice.

Goal #2 By June 2027, every FHS department will identify and implement at least one authentic, community-connected, experiential, or place-based learning experience, and FHS will begin documenting these experiences to build a sustainable schoolwide model.	• Administration conducts an initial inventory to identify departments with existing experiential learning practices and determine support needed for departments where these practices are not yet established. • Administration support all departments in planning and executing at least one experiential or community-connected learning opportunity.	3A: Provide authentic, experiential, and place-based learning opportunities for all grade levels.	26-27 SY	• 100% of departments identify and plan one experiential or community-connected learning unit/experience by mid-year. • At least 80% of departments fully execute their planned experiential learning experience during the 2026–27 school year. • By June 2027, a complete schoolwide inventory and model are established to baseline and scale future community-connected experiences.
Goal #3 By June 2027, FHS will establish full and consistent implementation of the revised grading and reassessment expectations and evaluate their impact on student learning and achievement, using grading data, reassessment participation, and student/teacher feedback to identify adjustments for 2027–28.	• Administration will provide faculty support and collaboration around consistent implementation. ◦ Oversight through PLC to help transition to new grading system, with deliberate planning ◦ Admin will review gradebooks with teachers as part of professional growth & evaluation process • Admin will establish a small set of common measures to monitor implementation and impact. • Admin will examine student achievement data alongside reassessment participation and outcomes. • Admin will gather student and teacher feedback about how the new practices are affecting learning. • Admin will use the evidence to determine what should be refined for 2027–28, in partnership with faculty leadership.	1A: Design and utilize curriculum that is rigorous, interdisciplinary, and iterative. 1B: Foster student agency through reflection, collaboration, goal setting, and self-advocacy. 4C: Cultivate resilience, perseverance, and a growth mindset through supportive learning environments that normalize challenge and reflection.	26-27 SY	• Gradebook audit confirms 100% of course sections adhere to updated grading and reassessment guidelines by midyear. • Data review shows measurable growth in academic achievement between initial assessments and reassessments across key student cohorts. • End-of-year teacher and student feedback indicates increased clarity and positive perception of grading practices, informing 2027–28 refinements.



Freeport High School

2025–26 Goals Review & 2026–27 Strategic Direction

Strategic Plan Progress & Chronic Absenteeism

2025–26 Goals Review



Goal 1: Strategic Plan Implementation

- “Focusing on our FHS strategic plan will enable us to provide meaningful learning opportunities for our students while supporting both their academic and personal, social-emotional growth. Our FHS Goal is to make significant progress and/or meet the goals of the 2025-26 Actions Steps of the FHS strategic plan.”
- We did that. This goal included 12 action steps of varying quality/feasibility.
- Difficult to track deliberately; future goals will be more targeted.

Highlights:

- Increased our school’s focus on building executive functioning skills
- Affirmed the work of our Freshman Horizontal Alignment Committee
- Spent time engaging in internally-driven meaningful professional development

2025–26 Goals Review



Goal 2: Reduce Chronic Absenteeism

- **Definition:** Students who miss 10% or more of the days they have been enrolled.
- **Target:** Reduce by 5% to below 12%.
 - **2022-23**
 - 21.5% (136 students out of 632)
 - **2023-24**
 - 16.9% (109 students out of 645)
 - **2024-25**
 - 16.9% (101 students out of 599)
 - **2025-26 Outcome:** 16.7% (97 out of 580 students).

Highlights:

- While statistical progress was not met, productive shifts occurred including:
 - Increased proficiency using ReachMyTeach by the faculty/staff
 - More regular use of attendance data in Targeted Student Support meetings.
 - Students understanding that sometimes Mr. Mellon may actually show up and drive you to school if necessary
 - We remain under national (~24%) and state (~23.5%) averages for high schools

2026–27 Goals 1 & 2: Reflection & Experiential Learning



2026–27 is a foundation-building year focusing on establishing consistent practices in high-leverage areas.

Goal 1: Student Reflection

- By June 2027, FHS will increase the consistency with which students reflect on their learning, identify areas for growth, and determine next steps by establishing and implementing reflection practices across departments.

Target: 100% of departments identify a reflection practice; 80% provide evidence of implementation by June; Collect reflective feedback from students about implementation.

Goal 2: Community-Connected Learning

- By June 2027, every FHS department will identify and implement at least one authentic, community-connected, experiential, or place-based learning experience, and FHS will begin documenting these experiences to build a sustainable schoolwide model.

Target: 100% of departments identify an experience; 80% provide evidence of implementation by June; Build a cross-department inventory to serve as a baseline for future expansion.



2026–27 Goal 3: Revised Grading/Reassessment Expectations & Implementation

Establishing full, consistent implementation and structured administrative monitoring by June 2027.

01

Core Objective

Full & Consistent Adoption

Establish consistent grading/reassessment practices across all courses by June 2027.

Evaluate impact using grade data, participation metrics, and direct stakeholder feedback.

02

Admin Oversight

- **PLC Guidance:** Active oversight during transition using deliberate total-points planning trackers.
- **Gradebook Audits:** Administrative reviews to confirm 100% course section compliance by midyear.
- **Evaluation Alignment:** Check-ins tied to professional growth.

03

Impact Evaluation

- **Reassessment Participation:** Track student involvement rates across departments.
- **Growth Tracking:** Measure academic growth from initial to reassessment tasks.
- **Grade Reports:** Cross-reference eligibility, GPAs, and low-grade reports.

04

Refinement Plan

- **Survey Feedback:** Gather end-of-year teacher/student perceptions on policy clarity.
- **Faculty Partnership:** Collaborate with faculty leaders to review findings.
- **2027–28 Adjustments:** Implement data-driven policy refinements for next school year.

TOTAL-POINTS GRADING — Tracker for formatives and summatives

The course grade is always Total Points Earned ÷ Total Points Possible.

Running Points Possible = cumulative points assigned through that row.

Assignment Categories	Point range
Low Weight Formatives: E.g., daily work, homework, and practice	
High Weight Formatives: E.g., quizzes and smaller assessments	
Summatives: E.g., tests, performance & self assessments, final exams	

Assignment	Category	Points Possible	Running Points Possible	Course Summary		
	▼			Total Points Possible	0	
	▼					
	▼			Category Summary	Category Points	Category Percentage
	▼			LOW weight Formative	0	
	▼			HIGH weight Formative	0	
	▼			Summative	0	
	▼					
	▼			Total points	0	
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TOTAL-POINTS GRADING — Tracker for formatives and summatives

The course grade is always Total Points Earned ÷ Total Points Possible.

Running Points Possible = cumulative points assigned through that row.

Assignment Categories	Frequency
Low Weight Formatives: E.g., daily work, homework, and practice	7 minimum/unit
High Weight Formatives: E.g., quizzes and smaller assessments	1-3 per unit
Summatives: E.g., tests, performance & self assessments, essays, and final exams	1-2 per unit

Assignment	Category	Points Possible	Running Points Possible	Course Summary														
Vocab HW 1	LOW weight F...	5	5	Total Points Possible		650												
Practice Sentences 1	LOW weight F...	20	25	<table><tr><th>Category Summary</th><th>Category Points</th><th>Category Percentage</th></tr><tr><td>LOW weight Formative</td><td>190</td><td>29.2%</td></tr><tr><td>HIGH weight Formative</td><td>180</td><td>27.7%</td></tr><tr><td>Summative</td><td>280</td><td>43.1%</td></tr></table>			Category Summary	Category Points	Category Percentage	LOW weight Formative	190	29.2%	HIGH weight Formative	180	27.7%	Summative	280	43.1%
Category Summary	Category Points	Category Percentage																
LOW weight Formative	190	29.2%																
HIGH weight Formative	180	27.7%																
Summative	280	43.1%																
Vocab Quiz 1	HIGH weight F...	30	55															
Culture reading Qs	LOW weight F...	15	70															
Vocab HW 2	LOW weight F...	5	75	<table><tr><td>Total points</td><td colspan="2">650</td></tr></table>			Total points	650										
Total points	650																	
Vocab HW 3	LOW weight F...	5	80															
Vocab HW 4	LOW weight F...	5	85															
Practice Sentences 2	LOW weight F...	20	105															
Grammar Quiz	HIGH weight F...	30	135															
Summative 1	Summative	80	215															
Vocab HW 5	LOW weight F...	5	220															
Practice Sentences 3	LOW weight F...	20	240															

Item #9.D.

Freeport Middle School Goals 2025-2026 Review

Goal Worksheet			
School/Department: Freeport Middle School			
Goals	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
All RSU 5 students regularly engage in meaningful student-centered learning. All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. FMS Goal: Reduce chronic absenteeism rate to less than 12 % Baseline Data: 2023-2024- 17.92% 2024-2025-16.27 % 2025-2026-8.25%	Provide outreach to strengthen connections to the school community. (Tier 1 and 2) - Building connections through advisory activities. - Utilize Advisory to identify students at risk of chronic absenteeism and identify interventions. (Attendance, MTTs team & SAT Team.) - Phone calls and emails home to discuss attendance, afterschool opportunities (clubs, athletics, academic support) *All teachers. - Attendance challenges, groups, and incentives. - Positive shoutouts home in a variety of ways. Examples include emails, postcards & phone calls. - Advertise extra-curricular opportunities-Engage students with their HOOK! Strengthen systems for consistent monitoring of student attendance. - Continue with the Student Assistance Team that meets regularly to review attendance data (SAT TEAM) - Advisory Teams-Stronger connections with students and families. - Increase communication with families to reinforce the importance of school attendance and provide consistency in school-wide systems and structures.	SY 2025-2026	<i>Spring Data Wall 2026</i> Attendance data -less than 12% WE DID IT! 8.25% Morning advisory participation Data review-Attendance Chronically Absent Data 25-26 vs 24-25 - Attendance tracking spreadsheet

FMS Goal: Create a schoolwide focus on setting clear expectations that challenge every student and support their success.	• Meet with all staff to discuss strengths and areas of focus at FMS. • Reflect & Revise during meetings • Student Celebrations– • Student Leadership Team–Student voice Deepen content area knowledge at the middle level. • Content meetings that align instructional practices and expectations. (Leadership team, grade level content teachers.) • MTSS Supports Grade-level data walls • Instructional Strategist-Amanda Sommi • Consultation work focused on thinking through talk with writing across all content areas. • FLEX TIME OPPORTUNITIESresources to support if barriers are faced (All Staff)		PD Count ME In–Conference Postcards Restorative reflections, targeted support groups, grade level data Morning advisory to build relationships with students Newsletters home to grade-levels Weekly announcements Attendance at Open House Parent Nights Staff Feedback MIHYS DATA Weekly Academic Intervention Meetings
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Goal Worksheet

School/Department: Freeport Middle School

Goals	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness	Connection to the Strategic Plan
<u>FMS Goal #1</u> Foster a culture of academic innovation and growth by providing dynamic, real-world learning opportunities that engage diverse student interests, strengthen community connections, and challenge every student to embrace productive struggle, persistence, and continuous learning.	Interdisciplinary & Flexible Design: Teams will choose and implement an interdisciplinary unit and share with building administration for support. They will plan out how and when to collaborate across content areas to build cohesive learning experiences. Authentic Relevance & Partnerships: Departments will integrate external industry professionals, local community expertise, hands-on field studies, or real-world problem-solving models. Inclusive & Varied Pathways: Teachers will expand student agency by tailoring content, methods, or assessment types to honor varied identities, strengths, and learning styles. Culture of Resilience: Educators across all subjects will establish classroom routines, feedback loops, and grading practices that encourage risk-taking and persistence through challenging work	SY 2026-2027	Post assessment feedback from students when projects are completed. Resources shared that support our goals throughout the year. Including book study. Post reflections on collaboration, what went well and what could improve. ME Thru Year assessment data Use data walls to support MTSS work biweekly with Instructional Strategist and Interventionist. Teams use a tracker on what supports are being implemented with students. Continual feedback on	<u>Cognitive Growth</u> High expectations and challenges students to succeed and establishes a focus on rigorous learning, problem solving and continuous growth. <u>School Culture and Connection</u> Strong relationships, belonging, students feel known and valued. Directly supports a connected and inclusive school culture. <u>Real World Relevance</u> Civic responsibility and school community connections that create opportunities for students to apply learning in authentic

FMS Goal #2

Build a schoolwide culture of high expectations and strong relationships that challenges and supports every student to succeed while fostering belonging, character, integrity, and civic responsibility through meaningful school and community connections.

Connection & Support Systems: Grade levels and departments will design customized relationship-building structures, advisory models, or mentoring initiatives.

Staff Capacity & SEL Practices: Teams will apply social-emotional learning principles directly to classroom management, conflict resolution, and student interactions.

Integrity & Civic Engagement: At each grade-level teams will collaborate with Unified Arts to embed service-learning, restorative practices, or local community-impact initiatives into their existing curriculum or advisory time.

Inclusive School Climate: Staff will actively identify and remove barriers to student participation and belonging across all academic and co-curricular programs.

student work & instructional collaboration.

Twice throughout the year Climate/Culture surveys will be sent to collect feedback from students, staff and families.

Attendance data and support steps reviewed weekly during SAT meetings and recorded in an attendance tracker.

BASE survey data-3 times a year.

Community circles are held weekly with students. Feedback shared at meetings.

Grade level meetings held twice a week with an ongoing agenda with notes. Administration attends once a week.

Student leadership will apply leadership conference take-aways.

settings and see the relevance beyond the classroom.

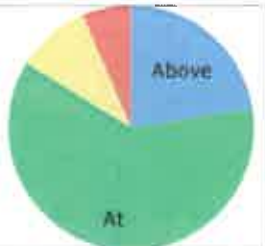
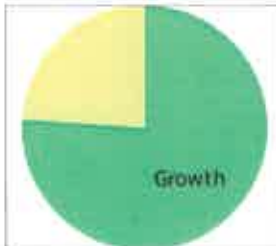
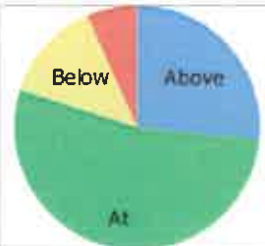
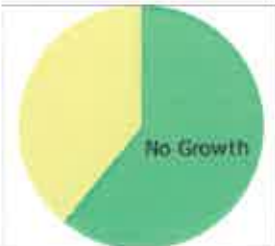
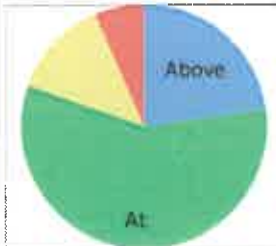
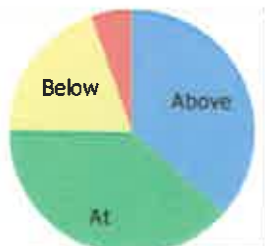
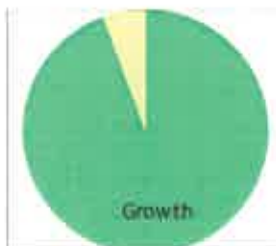
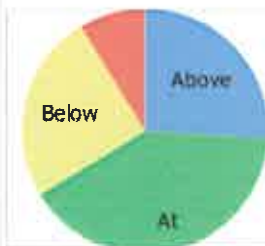
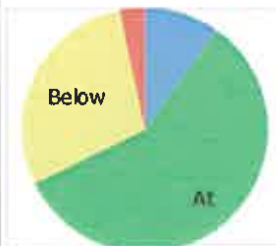
Emotional Intelligence and Character Building

The emphasis on relationships, character, integrity, and responsibility supports students in developing self-awareness, empathy, collaboration, decision-making and a responsible citizen.

			Students will engage in initiatives and activities that support the Strategic plan.	
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Freeport Middle School Goals 2026-2027

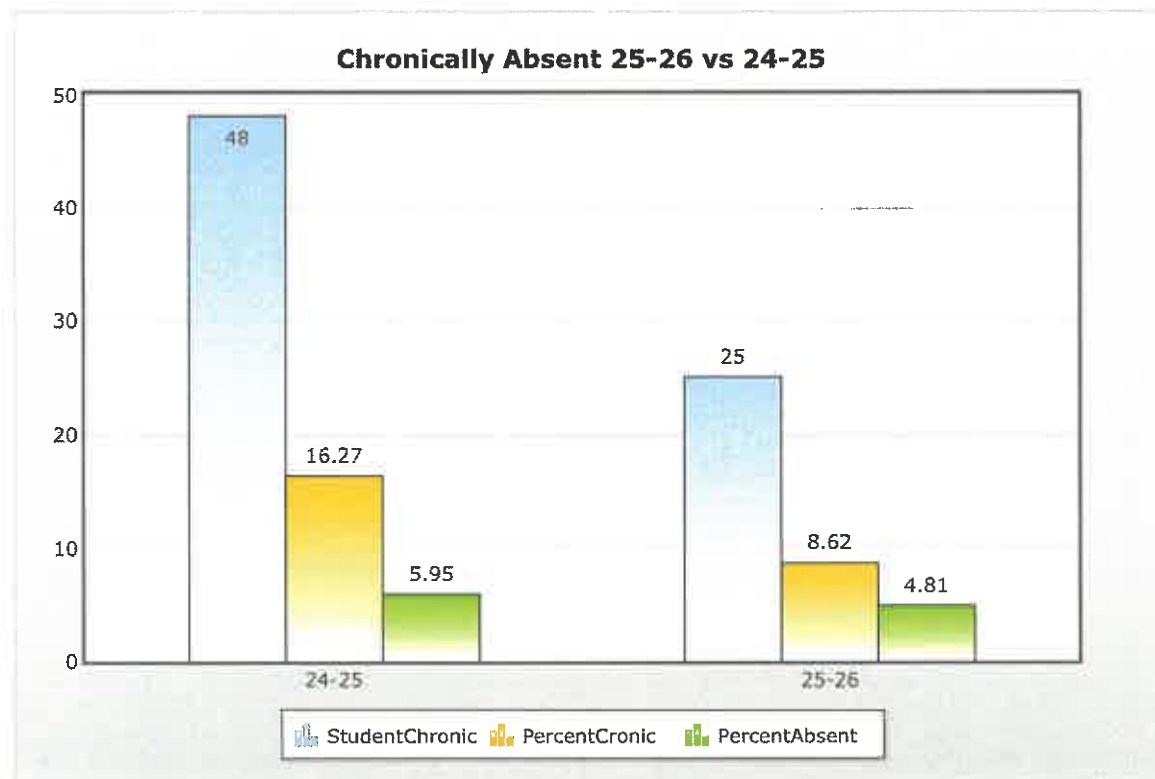
LITERACY

SIXTH GRADE						SEVENTH GRADE						EIGHTH GRADE					
Achievement			Spring to Spring Growth			Achievement			Spring to Spring Growth			Maze Adjusted Score			Spring to Spring Growth		
Status	Count	Percent	Status	Count	Percent	Status	Count	Percent	Status	Count	Percent	Status	Count	Percent	Status	Count	Percent
Above	21	22.58%	Growth	67	76.14%	Above	24	26.67%	Growth	53	60.92%	Above	21	22.83%	Growth	57	65.52%
At	57	61.29%	No Growth	21	23.86%	At	48	53.33%	No Growth	34	39.08%	At	53	57.61%	No Growth	30	34.48%
Below	9	9.68%				Below	12	13.33%				Below	12	13.04%			
Well Below	6	6.45%				Well Below	6	6.67%				Well Below	6	6.52%			
																	
Achievement			Spring to Spring Growth			Achievement			Spring to Spring Growth			Achievement			Spring to Spring Growth		
Status	Count	Percent	Status	Count	Percent	Status	Count	Percent	Status	Count	Percent	Status	Count	Percent	Status	Count	Percent
Above	34	36.56%	Growth	84	95.45%	Above	24	26.67%	Growth	45	51.72%	Above	9	9.78%	Growth	38	43.68%
At	36	38.71%	No Growth	5	5.68%	At	37	41.11%	No Growth	42	48.28%	At	52	56.52%	No Growth	48	55.17%
Below	18	19.35%				Below	23	25.56%				Below	26	28.26%			
Well Below	5	5.38%				Well Below	8	8.89%				Well Below	3	3.26%			
																	

MATH

Chronically Absent 25-26 vs 24-25

SchoolYear	StudentChronic	PercentCronic	PercentAbsent
24-25	48	16.27	5.95
25-26	25	8.62	4.81



MIYHS Data

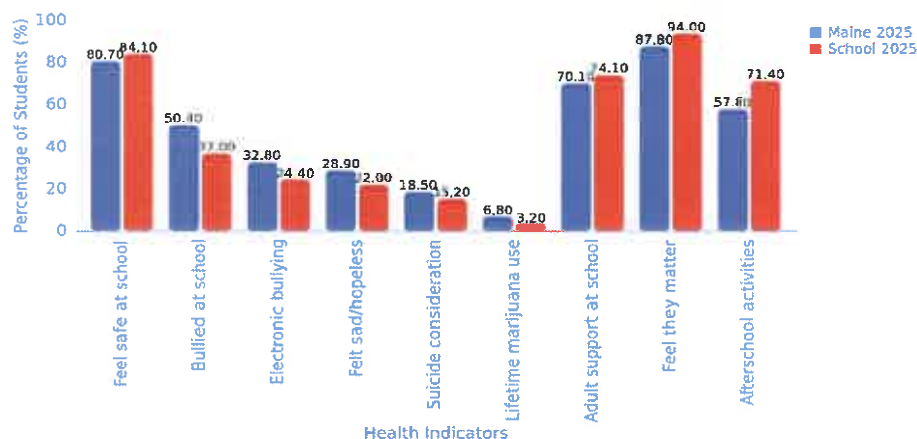
2023 vs 2025; School vs State

2026-01-14

Key Findings

Freeport Middle School demonstrates notable strengths compared to Maine state benchmarks across most key health indicators in 2025. The school shows significantly lower bullying rates (37.0% vs 50.4% statewide), lower suicide ideation (15.2% vs 18.5%), and lower depression rates (22.0% vs 28.9%). Exceptional family support reaches 94.0% versus 87.8% statewide, and community mattering is notably higher at 71.4% vs 57.8%. Marijuana use is lower at 3.2% vs 6.8%, though perceived ease of alcohol access is higher at 39.8% vs 35.0%.

Freeport Middle School vs Maine State: 2025 Key Health Indicators



Performance

Bullying Rate

37.0%

13.4 pp lower than state average of 50.4%

Family Support

94.0%

6.2 pp higher than state average of 87.8%

Community Mattering

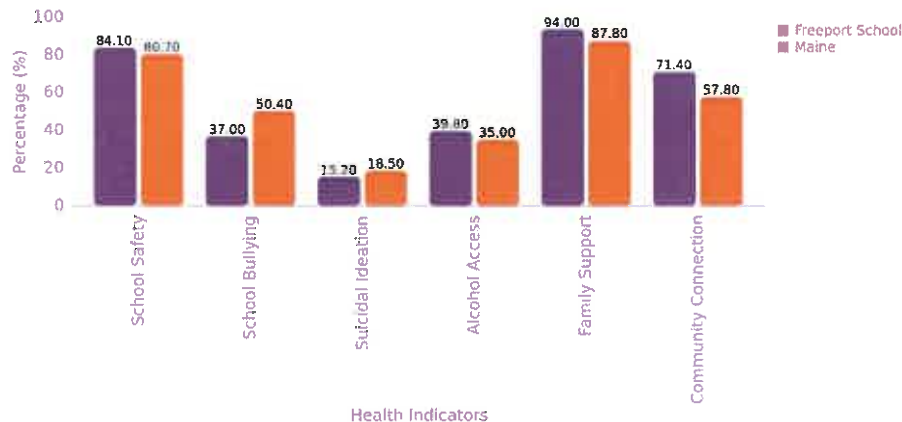
71.4%

13.6 pp higher than state average of 57.8%

School Strengths & Areas of Concern

Freeport Middle School demonstrates exceptional family and community engagement, leading Maine by 6.2 points on family support (94% vs 88%) and 13.6 points on community connection (71% vs 58%). School safety perception is notably strong at 84%, exceeding state average by 13.4 points. However, mental health concerns require attention, with 15% reporting suicidal ideation and 22% experiencing persistent sadness, both above Maine rates. Bullying remains a concern at 37% in-school and 24% electronic bullying.

Freeport Middle School vs Maine: Key Health Indicators 2025



Performance

Family Support

94%

6.2 points above Maine average;
increased 7.3 points since 2023

School Safety

84%

13.4 points above state average;
strong safety perception

Mental Health

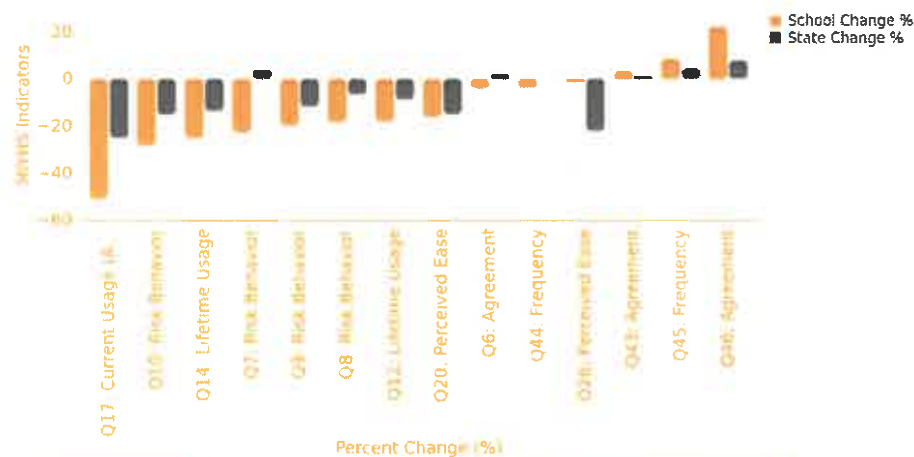
15%

Suicidal ideation rate; improved 5.9
points from 2023

Substance Use Reduction & Protective Advantage

Freeport Middle School demonstrates significantly stronger improvements in substance use reduction compared to Maine state averages. Current substance use dropped 50.8% (far exceeding state decline of 25%), and risk-related behaviors remain consistently lower than state average (37% vs 50.4% statewide).

School vs State: Percent Change 2023 to 2025 by Indicator



Performance

Alcohol Use

-50.8%

Current alcohol use decline at FMS, far exceeding state decline of 25%

Positive Behaviors

+22.1%

Student agreement that they matter to other people within their community

Bullying Behaviors

37%

School bullying-related behaviors vs 50.4% statewide, showing protective advantage

October 7, 2026

Motion: I move that the Vote entitled, "Vote to Award the Post Tension Base Reconstruction of the Freeport High School Tennis Courts Project" be adopted in form presented to this meeting.

**VOTE TO AWARD THE POST TENSION BASE RECONSTRUCTION OF THE FREEPORT
HIGH SCHOOL TENNIS COURTS PROJECT**

The School Board of Regional School Unit No. 5 (the "RSU") hereby VOTES as follows:

1. That, pursuant to an Invitation to Bid dated September 3, 2026 for the reconstruction of the Freeport High School Tennis Courts with a post tension base (the "Project"), the Superintendent of Schools (the "Superintendent"), acting singly, is authorized to accept the bid of Classic Turf Company, LLC (the "Contractor"), dated September 24, 2026, in the amount of \$932,000, and any prior such action is ratified and confirmed;
2. That, to provide funding for the Project, the School Board is hereby authorized: (1) to expend up to \$700,000 from the Tennis Court Capital Reserve Fund pursuant to approval of Article 24 of the Warrant for RSU Budget Meeting held May 13, 2026; (2) to expend up to \$321,060 from the Capital Reserve Fund pursuant to approval of Article 22 of the Warrant for RSU Budget Meeting held May 13, 2026; and (3) to reduce such amounts expended from the Tennis Court Capital Reserve Fund and the Capital Reserve Fund to the extent it receives any grants, gifts, or donations for the Project; and
3. That, the Superintendent is authorized to negotiate, execute, and deliver a contract with the Contractor or its nominee, in the name and on behalf of the RSU, for the Project, in such form and on such terms not inconsistent herewith as the Superintendent may approve, and any prior such action is ratified and confirmed.

A true copy, attest:

Tom Gray, Secretary

	Pine State Asphalt	Quirk Construction Consultants	Classic Turf LLC
Asphalt Base	\$ 800,000	\$ 814,000	\$ -
Post Tension Concrete Base	\$ -	\$ 1,067,000	\$ 932,000
Construction Administration	\$ 14,500	\$ 14,500	\$ 14,500
8% Contingency- Asphalt	\$ 64,000	\$ 65,120	\$ -
8% Contingency- Post Tension Concrete	\$ -	\$ 85,360	\$ 74,560
Project Cost- Asphalt	\$ 878,500	\$ 893,620	\$ -
Project Cost- Post Tension Concrete	\$ -	\$ 1,166,860	\$ 1,021,060



September 30, 2026

Glen Reynolds
Director of Facilities
RSU#5 Durham-Freeport-Pownal
17 West Street
Freeport, ME 04032

RE: RSU #5 Freeport High School Tennis Court Improvements
Bid Award Recommendation

Dear Glen:

Classic Turf Company, LLC, of Woodbury, CT is the lowest responsive bidder on the lump sum bid #2 for utilizing post tension concrete courts, with a bid price of \$932,000. CHA strongly recommends proceeding with post tension concrete courts due to their longevity, slab/surface warranty and life cycle cost benefits over asphalt pavement courts.

Based on a series of successful prior projects working with Classic Turf as a General Contractor and Subcontractor for post tension concrete courts, CHA Consulting recommends that RSU #5 Freeport High School award the Tennis Court Improvements Project to Classic Turf Company, LLC.

Please contact me if you have any questions.

Sincerely,

A handwritten signature in black ink that reads "Jason Pollard". The signature is fluid and cursive.

Jason Pollard, PE
Principal Engineer