

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY- OCTOBER 21, 2026
POWNAL ELEMENTARY SCHOOL - CAFETERIA
6:30 P.M. REGULAR SESSION
AGENDA

1. Call to Order:

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

2. Attendance:

___ 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
	___ J Patton, Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes: (5 Minutes)

- A. Consideration and approval of the Minutes of October 7, 2026 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____

5. Adjustments to the Agenda:

6. Good News & Recognition: (10 Minutes)

- A. Report from Board's Student Representative

7. Public Comments: (10 Minutes)

8. Reports from Superintendent: (10 Minutes)

- A. Superintendent's Report
B. Support Staff Hires - Erica Peiffer, MSS PreK Ed Tech

9. Administrator Reports:

- A. Finance - Kelly Wentworth (5 Minutes)
B. Update from Pownal Elementary School and Goal Review - Holly Johnson (30 Minutes)
C. Early Childhood Cohort 3 Update - Donna Casavant (30 Minutes)
D. Overview of RSU5's Assessment Practices - Attendance, Math & Literacy (30 Minutes)

10. Board Comments and Committee Reports:

- A. Board Information Exchange and Agenda Requests (10 Minutes)
- B. Facilities and Operations Committee (5 Minutes)
- C. Finance Committee (5 Minutes)
- D. Curriculum and Program Development Committee (5 Minutes)
- E. Policy Committee (5 Minutes)

11. Policy Review: (30 Minutes)

A. Consideration and approval of 2nd Read of the following policies:

- 1. BEDB - Agenda
- 2. BEDD - Rules of Order
- 3. BEDH - Public Participation at Board of Directors Meetings

Motion: _____ 2nd: _____ Vote: _____

B. Consideration and approval of 1st Read of the following policies:

- 1. AD - Educational Mission and Vision.
- 2. GBEBB - Staff Conduct with Students.
- 3. JICIA - Weapons, Violence and School Safety
- 4. JLF - Child Abuse Reporting, Prevention and Education

Motion: _____ 2nd: _____ Vote: _____

12. Unfinished Business:

None

13. New Business:

None

14. Personnel:

- A. Consideration and approval to create a half time Ed Tech position at Durham Community School for the Early Childhood Program. Funding to come from the Early Childhood subsidy from the State. (5 Minutes)

Motion: _____ 2nd: _____ Vote: _____

- B. Consideration and approval to add a .05 Physical Therapist position for the Early Childhood Program. Funding to come from the Early Childhood subsidy from the State. (5 Minutes)

Motion: _____ 2nd: _____ Vote: _____

15. Public Comments: (10 Minutes)

16. Adjournment:

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

**RSU No. 5 Board of Directors Meeting
Wednesday, October 7, 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 21, 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, Michelle Ritcheson, Christopher Savaiano, Kelly Sink, Anne Ware, Valerie Williams. Maria Abbatemarch, Student Representative (left at 8:14 p.m.)

MEMBERS ABSENT: Kara Kaikini, Stephanie Worth

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. **VOTED:** To approve the Minutes of September 23, 2026.

(Jordan – Savaiano) (9 - 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:

Molly Meyer, Freeport; Jen Panciocco, Pownal

8. REPORTS FROM SUPERINTENDENT:

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

B. Update from Community Programs and Goal Review - Peter Wagner

C. Update from Freeport High School and Goal Review - Tim Grivois

D. Update from Freeport Middle School and Goal Review - Pam Crosby

10. BOARD COMMENTS AND COMMITTEE REPORTS:

None

11. POLICY REVIEW:

None

12. UNFINISHED BUSINESS:

- A. **VOTED:** 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.

(Jordan - Cheney) (9 - 0)

13. NEW BUSINESS:

None

14. PERSONNEL:

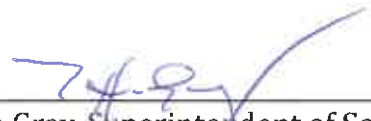
- A. **VOTED:** To create a Transportation Coordinator position for the 2026-2027 school year. Position to be paid from Article 8. This is a budget neutral position.
(Jordan - Savaiano) (9 - 0)
- B. **VOTED:** To appoint Jeremy Arsenault as Interim Director of Transportation for the 2026-2027 School Year. (Child - Breer) (9 - 0)

15. PUBLIC COMMENT:

None

16. ADJOURNMENT:

VOTED: To adjourn at 10:01 p.m. (Sink - Jordan) (9 - 0)



Tom Gray, Superintendent of Schools

Post tension base award

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.

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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

Item #9.A

RSU No. 5

Warrant Articles For the Period 09/01/2026 through 09/30/2026

Fiscal Year: 2026-2027

☐ Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
NCOME							
GENERAL FUND REVENUES							
REQUIRED LOCAL FUNDS (-)	\$20,220,920.18	\$1,181,098.65	\$4,571,328.87	\$15,649,591.31	\$0.00	\$15,649,591.31	77.4%
ADDITIONAL LOCAL FUNDS (-)	\$17,794,332.55	\$965,325.67	\$3,910,970.93	\$13,883,361.62	\$0.00	\$13,883,361.62	78.0%
ADDLN SHARED REVENUE (-)	\$109,121.06	\$0.00	\$0.00	\$109,121.06	\$0.00	\$109,121.06	100.0%
INTEREST REVENUE (-)	\$259,000.00	\$26,751.88	\$89,716.59	\$169,283.41	\$0.00	\$169,283.41	65.4%
STATE REVENUES (-)	\$8,098,468.21	\$591,661.39	\$1,781,824.77	\$6,316,643.44	\$0.00	\$6,316,643.44	78.0%
MISC REVENUES (-)	\$23,600.00	\$64,187.00	\$64,237.00	(\$40,637.00)	\$0.00	(\$40,637.00)	-172.2%
FUND BALANCE (-)	\$1,019,978.00	\$0.00	\$0.00	\$1,019,978.00	\$0.00	\$1,019,978.00	100.0%
Sub-total : GENERAL FUND REVENUES	(\$47,525,420.00)	(\$2,829,024.59)	(\$10,418,078.16)	(\$37,107,341.84)	\$0.00	(\$37,107,341.84)	78.1%
Total : INCOME	(\$47,525,420.00)	(\$2,829,024.59)	(\$10,418,078.16)	(\$37,107,341.84)	\$0.00	(\$37,107,341.84)	78.1%
EXPENSES							
GENERAL FUND EXPENSES							
ARTICLE 1 REGULAR INSTRUCTION (+)	\$20,129,173.00	\$1,455,740.52	\$1,584,541.88	\$18,544,631.12	\$14,508,415.59	\$4,036,215.53	20.1%
ARTICLE 2 SPECIAL EDUCATION (+)	\$7,510,422.00	\$539,499.29	\$670,815.08	\$6,839,606.92	\$5,294,096.76	\$1,545,510.16	20.6%
ARTICLE 3 - CAREER & TECHNICAL CTR (+)	\$337,282.00	\$56,213.66	\$84,320.49	\$252,961.51	\$252,961.51	\$0.00	0.0%
ARTICLE 4 - OTHER INSTRUCTION (+)	\$1,172,539.00	\$106,480.83	\$195,341.19	\$977,197.81	\$411,328.60	\$565,869.21	48.3%
ARTICLE 5 - STUDENT & STAFF SUPPORT (+)	\$4,906,366.00	\$325,896.91	\$645,669.53	\$4,260,696.47	\$3,113,646.51	\$1,147,049.96	23.4%
ARTICLE 6 - SYSTEM ADMINISTRATION (+)	\$1,308,008.00	\$85,121.21	\$361,002.12	\$947,005.88	\$640,552.02	\$306,453.86	23.4%
ARTICLE 7 - SCHOOL ADMINISTRATION (+)	\$2,638,024.00	\$194,288.21	\$519,602.04	\$2,118,421.96	\$1,770,516.91	\$347,905.05	13.2%
ARTICLE 8 - TRANSPORTATION & BUSES (+)	\$2,388,457.00	\$260,605.40	\$511,268.28	\$1,877,188.72	\$860,787.70	\$1,016,401.02	42.6%
ARTICLE 9 - FACILITIES MAINTENANCE (+)	\$5,993,777.00	\$1,161,746.51	\$2,124,281.86	\$3,869,495.14	\$1,654,021.43	\$2,215,473.71	37.0%
ARTICLE 10 - DEBT SERVICE & OTHER COMMITMENTS (+)	\$1,071,577.00	\$0.00	\$108,835.00	\$962,742.00	\$962,741.97	\$0.03	0.0%
ARTICLE 11 - ALL OTHER EXPENDITURES (+)	\$69,795.00	\$0.00	\$0.00	\$69,795.00	\$0.00	\$69,795.00	100.0%

Operating Statement with Encumbrance

RSU No. 5

Warrant Articles For the Period 09/01/2026 through 09/30/2026

Fiscal Year: 2026-2027

☐ Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
Sub-total : GENERAL FUND EXPENSES	\$47,525,420.00	\$4,185,592.54	\$6,805,677.47	\$40,719,742.53	\$29,469,069.00	\$11,250,673.53	23.7%
Total : EXPENSES	\$47,525,420.00	\$4,185,592.54	\$6,805,677.47	\$40,719,742.53	\$29,469,069.00	\$11,250,673.53	23.7%
NET ADDITION/(DEFICIT)	\$0.00	\$1,356,567.95	(\$3,612,400.69)	\$3,612,400.69	\$29,469,069.00	(\$25,856,668.31)	0.0%

End of Report

Pownal Elementary Goals 2025-2026 Review

Goal Worksheet			
School/Department: Pownal Elementary School			
School Goal	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
PES Goal 1: As a school community we will support all students to be more fully engaged in their learning and attend school regularly. Our Chronic Absenteeism data for '25/'26 will remain less than 10% for grades K-5 as measured by PowerSchool in June 2026.	Chronic Absenteeism Action items: Tier 1: - Classroom teachers will continue to reach out to families with CARE Communication(email, call) after a student is absent Day 1, Day 2, and the principal makes Day 3 calls. (these are in addition to Well Child Call by the school nurse). - Continue to grow student agency for learning (school focus) - Educate families about the importance of regular school attendance & the impact on academically, socially, and life-long habits. This year, I will focus on decreasing school interruptions- late arrival and early dismissals. Tier 2/3: - School's CARE Team meets monthly to review Chronically Absent data - Implement the use of documentation as needed for student's individualized template <i>Attendance Support Plan</i>	September 2025-June 2026	2022-2023 13.48% 2023-2024 4.94% 2024-2025 1.09% 2025-2026 5.56% Communication with all families via newsletters continued. Additionally, individual families received communication regarding updates on a student's attendance and the school's concerns and interest in supporting the student/family. Our CARE team met weekly with an eye on the school's CA data, and discussed individual students as needed. We hosted three Technology & SEL nights for families across the school year. Two books were used during these meetings: <i>The Anxious Generation</i> and <i>The Amazing Generation</i>. Interested parents were given a copy of <i>The</i>

	3. Contact families as needed to make a plan Social Emotional Action items: Tier 1: 1. Implement and refine <i>Responsive Classroom</i> practices. • Ongoing professional learning centered on <i>Responsive Classroom</i> - Staff Meetings and with our district RC consultant x2 with coaching • C.A.R.E.S. - school-wide teaching and support for students around the following skills: Cooperation, Assertion, Responsibility, Empathy, and Self-Control 2. Student Engagement • HOWs - rubrics & goal setting • Use routines from <i>The Regulated Classroom</i> 3. Growing teacher efficacy through book study with School Leadership Team - <i>Building IMPACT TEAMS -Building a Culture of Efficacy and Agency</i> 4. Plan for host Parent Nights about SEL and Technology 5. Plan and host one family literacy breakfast fall and one family math breakfast late winter	August '25 - May '26	<i>Amazing Generation to read at home with their student.</i> We hosted our Literacy breakfast in November, and our Math breakfast in May. Both sessions were well attended, with families learning alongside their student(s). One PES teacher was trained in The Regulated Classroom - The Early Years in spring '26. All staff received copies of the new book as well. Summer School 2026 88% of our students who attended summer tutoring, maintained or accelerated their reading achievement. <i>Spring 25 Baseline: Fountas and Pinnell Benchmark Assessment System (BAS):</i> '25 K-2 Achievement 74% Growth 77% '26 K-2 BAS 2.0 50% of K-2 students met or exceeded 1 year's growth in reading on the BAS, and 57% met or exceeded grade level end of year benchmark on this new assessment. Maine Through Year
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PES Goal 2: Accelerate overall academic achievement in reading and math by achieving: 75% of K-2 students will meet or exceed district achievement targets on both the BAS. 80% of K-2 students will meet or exceed 1 year's growth in reading on the BAS. 83% of 3-5 students will meet achievement targets on MTY in reading. 80% of 3-5 students will meet achievement targets on MTY in math.	English Language Arts - Assess all students in phonics K-2 to target instruction and monitor progress (using Phonics Development probes) and at-risk students 3-5. - Continue to implement Read, Write, Inc. Phonics curriculum in PreK and K starts the year with review and Tier 1 support - Continue Summer School tutoring for students identified a year below grade level in reading - Build reading stamina by hosting Reading Challenges during school breaks - MTSS Tier 2 & 3 intervention using targeted instruction: Phonics, Comprehension, and/or Fluency - PLC's set cycles for data meetings and time to plan for instruction. - Portfolio Workshop: 30 min. Daily, with all staff working with students to target instructional areas based on data. - Grades 3-5 implementing revised reading units of study- Comprehension & Fluency Mathematics - Math MTSS focus on numeracy & math fact fluency - K-2 & 3-5 PLC focus on math fact understanding & fluency, and early numeracy with a book study - <i>Children's Mathematics-Cognitively Guided Instruction</i>. - Math MTSS and special education teachers will continue to work with the district's consultant to increase	September '25-June '26 Each School Break Every 6-8 Weeks Every Six Weeks	Reading '25 3-5 Achievement 82% '26 3-5 Achievement 86% Maine Through Year Math '25 3-5 Achievement 77% '26 3-5 Achievement 76% Summer Reading Challenge '25 52,711 minutes '26 80,086 minutes Number Sense Screener: '25 K-2 72% (<i>met the end of year benchmark</i>) 3-5 40% (<i>met the end of year benchmark</i>) '26 K-2 76% (<i>met the end of year benchmark</i>) 3-5 54% (<i>met the end of year benchmark</i>) Math Summer Olympics '25 18 students participated - 7 of which earned Above & Beyond medals! Olympics '26 25 students participated - 12 of which earned Above & Beyond medals! We provided MTSS
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	knowledge, understanding of cognitive profiles, and diagnostic tools to increase identified students' achievement. ● Summer Math Olympics to maintain or build skills ● Increase Math engagement through: -Goal Setting - Math Facts -PLC focus on student work - story problems & numeracy developmental stages ● Implement the use of <i>Math Running Records</i> K-3. ● PLC's set regular cycles for reviewing student work and planning for instruction		reading intervention for 12 students grades K-4. 88% of these students retained or increased their reading level as measured by BAS 2.0!
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Pownal Elementary Goals 2026-2027

Goal Worksheet				
School/Department: Pownal Elementary School				
Goals	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness	Connection to the Strategic Plan
PES Goal 1: By spring 2027, increase the percentage of students meeting the established achievement and growth targets as measured by the district's designated assessments: K–2 reading achievement (BAS): 65%, up from 57%. K–2 reading growth (BAS): 60%, up from 50%. 80%, up from 76% of the K-2 students will <i>meet the end of year benchmark</i> spring '27 on Number Sense Screener Grades 3–5 reading achievement (MTY): 87%, up from 86%. Grades 3–5 math achievement (MTY): 80%, up from 76%.	English Language Arts Assess all students in phonics PK-2 and at-risk students 3-5 in order to target instruction and monitor progress (using RWI and Phonics Development probes). Grades K-5 will focus on inferential and analytical comprehension aligned to the BAS 2.0 and our reading curriculum. Mathematics	September 2026-June 2027	Indicators of Success <i>Spring '26 Baseline:</i> <i>Fountas and Pinnell Benchmark Assessment System (BAS):</i> '26 K-2 Achievement 57% Growth 50% Maine Through Year - Reading '26 3-5 Achievement 86% Maine Through Year - Math '26 3-5 Achievement 76% Number Sense Screener: '26 K-2 76% (met the	Cognitive Growth <i>We believe learning requires deep thinking, meaningful challenge, and the ability to reflect on and adjust one's approach to reach goals.</i> 1A.1 Design and utilize challenging curriculum that provides entry points and effective scaffolds for all students. 1A.2 Provide professional learning and collaborative planning structures that support responsive, inclusive, evidence-based instruction. 1A.3 Use formative assessments to inform unit planning and anticipate scaffolds.

	K-2 & 3-5 Mathematical Reasoning aligned to the district's focus and professional learning. We will use the text <u>Developing Mathematical Reasoning</u> K-2, and 3-5 during PLC and Staff Meetings. Math MTSS and special education teachers will implement BRIDGES curriculum and attend three math intervention workshops with Maine DOE on Early Numeracy. Increase Math engagement & achievement through: Goal Setting, Math Facts, Expanding students' opportunities for mathematical reasoning, and increasing the use of 'math tools' to support students in sharing their understanding through representation.		<i>end of year benchmark)</i> 3-5 54% (<i>met the end of year benchmark)</i>	
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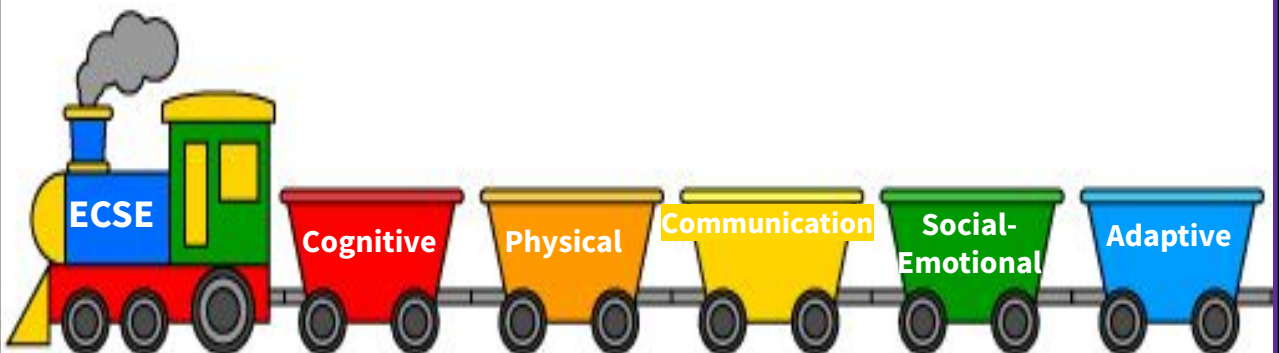
PES Goal 2: Develop and implement a schoolwide outdoor learning plan using place-based learning by dedicating time in Staff Meetings.	As a school, we will develop a shared definition of place-based learning through our collaborative work and learning. In the spring, our <i>Whole School Study</i> will focus on our local ecosystems, and serve as a culminating activity for our year-long implementation of place-based learning. Students and families will be surveyed to provide feedback for the school's continued implementation.	September 2026-June 2027	By June, we will increase the number of classrooms regularly implementing curriculum aligned place-based or outdoor learning from three of seven to six of seven. Each participating classroom will implement and document at least two curriculum aligned learning experiences during the school year that connect students to their local environments, community, and serve as a model for making connections to more global challenges or opportunities.	Real-World Relevance <i>We believe in creating opportunities for students to practice essential life skills, explore practical knowledge, consider diverse perspectives and engage in community-based experiences that develop skills needed for life beyond school.</i> 3A.1 Embed place-based and outdoor learning across all grade levels by designing curriculum that consistently connects to local environments, community, and regional identity.
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Early Childhood Special Education ECSE



Donna Casavant
RSU 5 ECSE Assistant Director
October 21, 2026

Developmental Domains: The work of preschoolers



Glossary of terms

Acuity	RSU 5 Special Education Data System	IEP	Individualized Education Plan
CDC	Centers for Disease Control	MOU	Memorandum of Understanding
CINC	CDS Data System	OT	Occupational Therapy
DOE	Department of Education	Power School	RSU 5 Student Information System
DHHS	Department of Health and Human Services	PT	Physical Therapy
ECSE	Early Childhood Special Education	Part B	Special Education, 3-22
EI	Early Intervention	Part C	Early Intervention, B-2:11
EI4ME	Early Intervention, Maine	PreK	Year before Kindergarten
EnGiNE	DOE info sharing platform	Quality ★★★★	Maine Day Care rating
ESY	Extended School Year	SDI	Specially Designed Instruction
FAPE	Free Appropriate Public Education	SLP	Speech Language Pathologist

CDC Developmental Milestones

- Tracker NOT Screener
- Guide NOT Evaluate
- 2004 → 2022 Changes



CDC Developmental Milestones Changes



Average

50%

2004

“Wait and see”

Identify concerns

2022

75%

Flag for intervention

RSU 5 ECSE Timeline



Marking development

- 09/22: EI Team
- 10/25: ECE Task Force
- 06/26: ECSE Ass't Director
- 08/26: FAPE for 4yo
- 08/26: PreK ECSE classroom
- 09/26: 3yo Task Force
- 09/27: FAPE for 3yo

Summer efforts



El Team (as CDS contractors)
With ECSE Ass't Director

- IEPs
 - Direct service ESY
 - Welcome and support new Special Educator
 - ECSE Classroom set-up
-

Summer efforts



ECSE Director

- CDS connections
 - Cohorts 1-3 connections
 - EnGiNE
 - CINC records
 - IEPs
 - Referrals follow up
 - Hiring
 - Acuity/PowerSchool
-

Early Fall Efforts



EI/ECSE Team

- Support students
 - Support teachers
 - Transition meetings
 - Referral follow ups
 - Teacher/Ed Techs team
 - Acuity
 - Child Count
-

Current Student Counts

All numbers represent 4yo in program

- Total: 28
- Referrals: 3
- ECSE class: 5
- Out of district: 2
- PreK classes: 18

Four-Year-Old ECSE Student Summaries:

% Comparisons

RSU5 PreK: 21%
RSU5 K-12: 18%
Maine: 20%
US: 15%

School	TOTAL	ECSE SpEd	%SpEd
PES	13	1	7.7
MSS	63	19	30.2
DCS	45	5	11.1
District	121	25	20.7

Four-Year-Old ECSE Student Summaries:

By

- Disability category
- % in category

Disability Category	Totals	% of total criteria
Speech Language	11	44
Developmental Delay	6	24
Autism	4	16
Multiple Disability	2	8
Emotional Disturbance	1	4
Other Health Impaired	1	4



Three-Year-Old Task Force

- 09/02/2026
- 09/16/2026
- 09/30/2026



- 19 members
 - Town Council Members
 - Select Board Members
 - School Board Members
 - District Administrators
 - Day Care Representatives
 - Parents
 - Staff
- New and returning members



Three-Year-Old Task Force

Key takeaways

- C to B transition: EI4ME to ECSE
- Mixed delivery model
- Daycares and ★★ quality stars
- Extended EI4ME
- Rolling admission



Positives: Summary Takeaway

The district appears well positioned to expand early intervention with many of the people, programs, partnerships, infrastructure, and experience needed to create a strong and sustainable model for early learners.



Negatives: Summary Takeaway

The opportunity is significant, but moving forward will require careful planning around financial sustainability, transportation, space, staffing, childcare partnerships, age-appropriate services, and the eventual scale and direction of the program.



Interesting: Summary Takeaway

The district is facing a **complex set of decisions**, but the **mandate** could provide an **opportunity to rethink and strengthen** the early-childhood system for the **long term**. The immediate priorities are to understand the **population** being served, determine the most **sustainable service model**, assess **staffing** and **financial capacity**, learn from **other districts**, and establish clear **measures of effectiveness**.



5:50-6:15

Service Delivery Models: 2025 edition

ALL IN	PART IN/ PART OUT	ALL OUT
Center Based Model	Mixed Delivery Model	Itinerant Based Model
● FAPE contingent on enrollment ● Specialized transportation (in the IEP) ● Existing services (EIT) ● New Services -Special Ed Classroom -Hires -Contracts for services unmet need	● FAPE NOT contingent on enrollment ● Specialized transportation (in the IEP and for Itinerants) ● Existing services (EIT) ● New Service -Special Ed Classroom -Hires -Contracts for services unmet need ● Itinerants in community	● FAPE NOT contingent on enrollment ● Transportation (Students and Itinerants) ● Existing services (EIT) ● New Services - No SpEd Classroom Staff -Hires -Contracts for services unmet need ● Increased Providers ● Itinerants in community



Mixed Delivery Model: Short term viable option

School and Community Based with access to Special Education Classroom

- FAPE NOT contingent on enrollment
- Transportation
- In school + Community
- New hires?
- Contracts/MOUs

Summary of Aspirations: A Comprehensive Early Childhood and Community Support System

1. Early, Accessible, and Integrated Services
2. Stronger Partnerships and Community Collaboration
3. A Connected Learning and Workforce Development Pipeline
4. Sustainable Funding and Resource Development
5. Efficient, High-Quality, Data-Informed Services
6. A Deliberate, Sustainable Approach to Growth

(AI Summary)

3-year-old Task Force wraps up

For more information, access on the RSU 5 website:

3yo Task Force Aspirations Summary

Current services being met by

- ECSE Ass't Director
- 2 Special Educators
- 2 ECSE Classroom Ed Techs
- 1.5 Resource Ed Techs (in process)
- 1 Speech Language Pathologist
- 1 Occupational Therapist

Shared or Contracting

- Physical Therapist (PT)
- BCBA
- Psychologist
- Other as needed

2027-28 projections?

- 4-year-olds easier to predict
- 3-year-olds more complex due to multiple considerations

(as of 10-11-2026) 4-year-olds	(as of 09/14/2026) 3-year-olds
• B 27-28 4yo (CDS) 13 +/-4 • Other 4s via Child Find +? • PreK Screenings +? • Summer service needs +?	• EI4ME 2:9 6+ • Opt out? -? • Extended EI4ME ? • Eligibility (C to B) ?
(cf 20 projected 2025, 28 actual 2026)	

Changing 3-year-old landscape

- Maine remains alone (2000)
- District 3yo IEPs – less recalibration
- 2:6 – 2:9 – 3:0 timeline
- Opt Out vs Opt IN
- Child count clarity: student information system



Changing 3-year-old landscape

- Extended EI4ME
 - Parent choice (50% historically)
 - 13 states using Extended EI
 - Choice is one way – cannot revert



ECSE Next Steps

- Community partnerships
 - Day care providers
 - Pediatricians
 - MOUs
 - Cohort communications
 - Collaborations possibilities
 - EI4ME communications
-

Considerations beyond this year

Maintain above and what comes next?
Meet mandate and/or grow beyond
Unpredictability at granular level
Systems and Sustainability results

- Special educator needs
 - OT/SLP needs
 - Shift to more case management/consultation
 - Unmet needs through contracting
-

“The **art of early childhood education is in **observing**, **documenting** and **guiding** the learning that takes place when we **follow** the children’s **lead**.”**

(Tara Williams, Executive Director
Maine Association for the Education of Young Children
Bangor Daily News, 02- 18-2022)



Thank you

Donna Casavant
casavantd@rsu5.org
207-865-0928 ext. 8231

2026-2027



Assessment Presentation: October 21, 2026



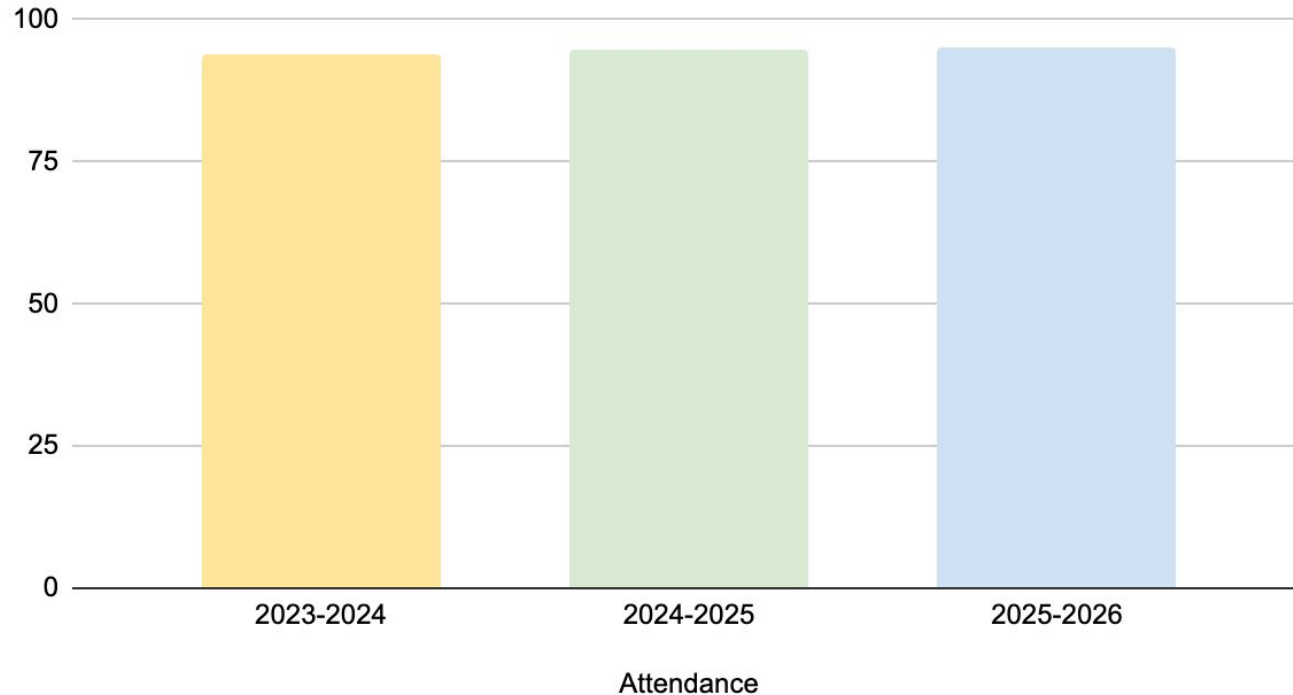
Attendance
Math
Literacy



Mission Statement:

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

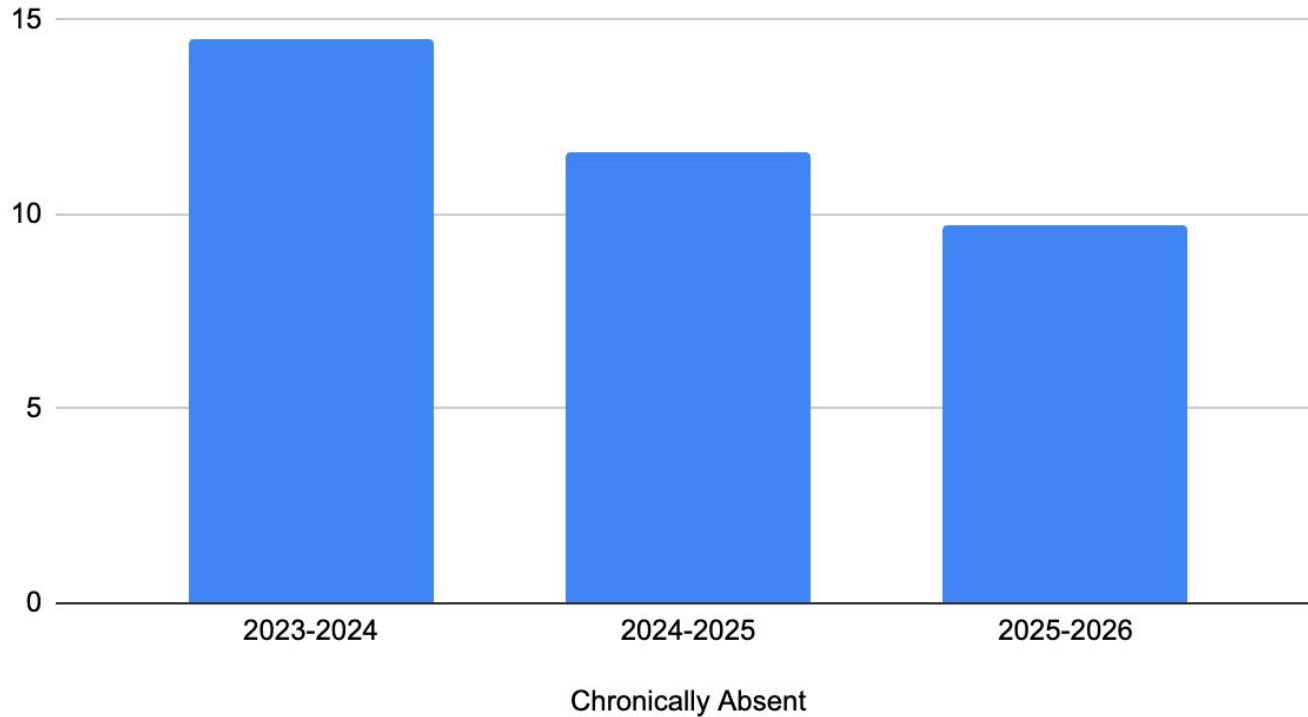
RSU 5 District Attendance - 3 Year Overview



2023-2024 = 93.98% 2024-2025 = 94.63% 2025-2026 = 95.07%

**Attendance has steadily increased over the past three years!

RSU 5 Percentage of Students Chronically Absent



2023-2024 = 14.5%

2024-2025 = 11.58

2025-2026 = 9.7%

**Chronic absenteeism has steadily decreased over the past three years!

Math Assessment Data: Overview

K-Grade 5 – Number Sense Screener

Grade 3–8, Grade 10 – Maine Through Year Assessment (**MTYA**)



Number Sense Screener PK-5



The **Number Sense Screener** is:

- a brief, targeted assessment used to evaluate a student's intuitive and flexible understanding of numbers, quantities, and mathematical relationships.
- a tool that identifies foundational gaps, spots students at risk for math difficulties, and helps teachers tailor instruction.

When reviewing data, it is helpful to keep in mind:

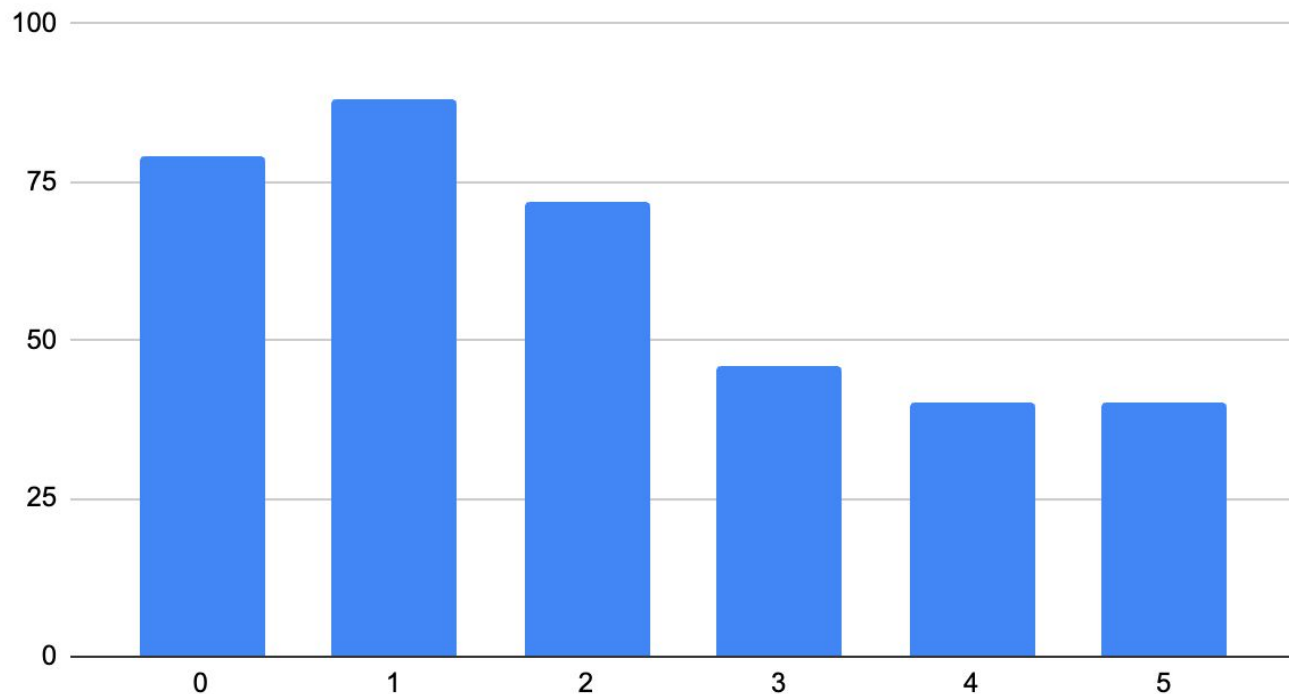
- as students move from early elementary school through upper elementary and middle grades, the focus of a number sense screener evolves in complexity, format, and content.
- a screener is one source of information. Teachers also learn about students through classroom work, observations, conversations, curriculum assessments, and other evidence of learning.

Number Sense Screener K-5

The chart here shares the percentage of students at each grade level that met expectations on the Number Sense Screener in the spring of 2026.

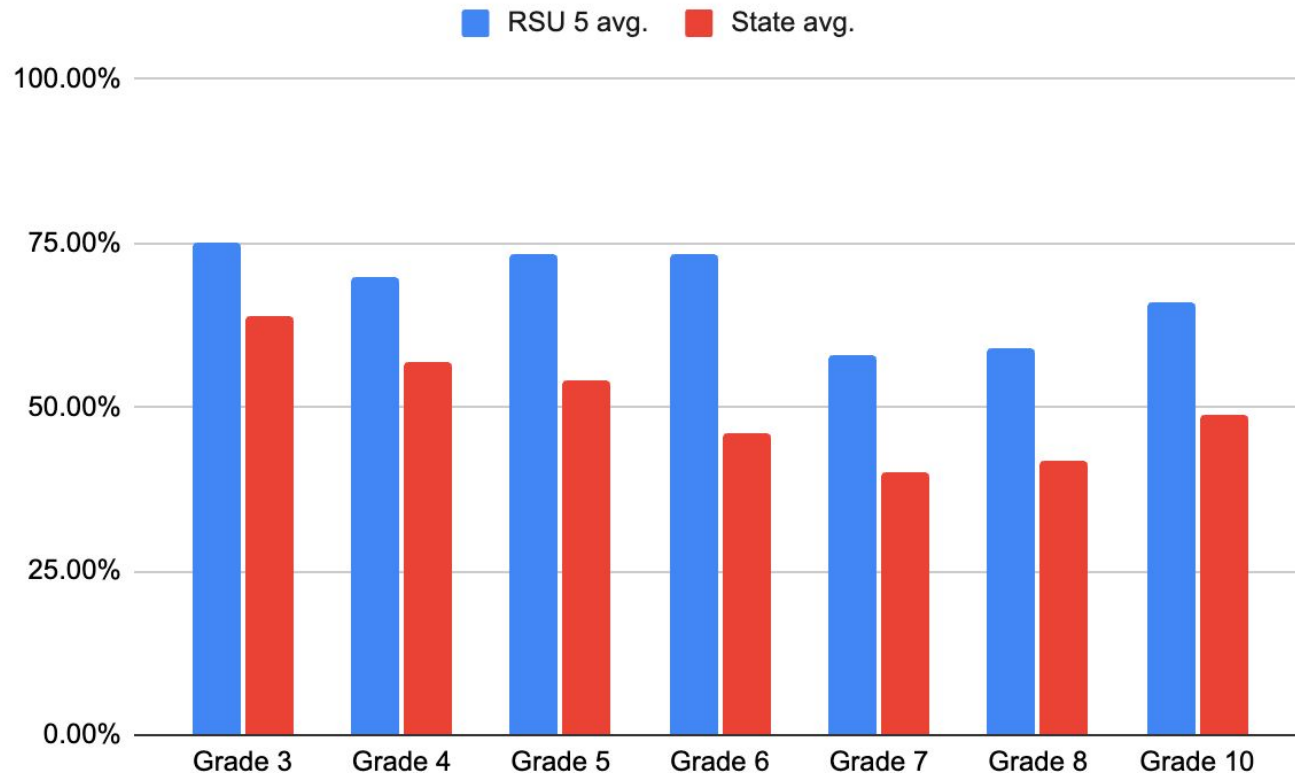
**0 = Kindergarten

Number Sense Screener Spring 2026



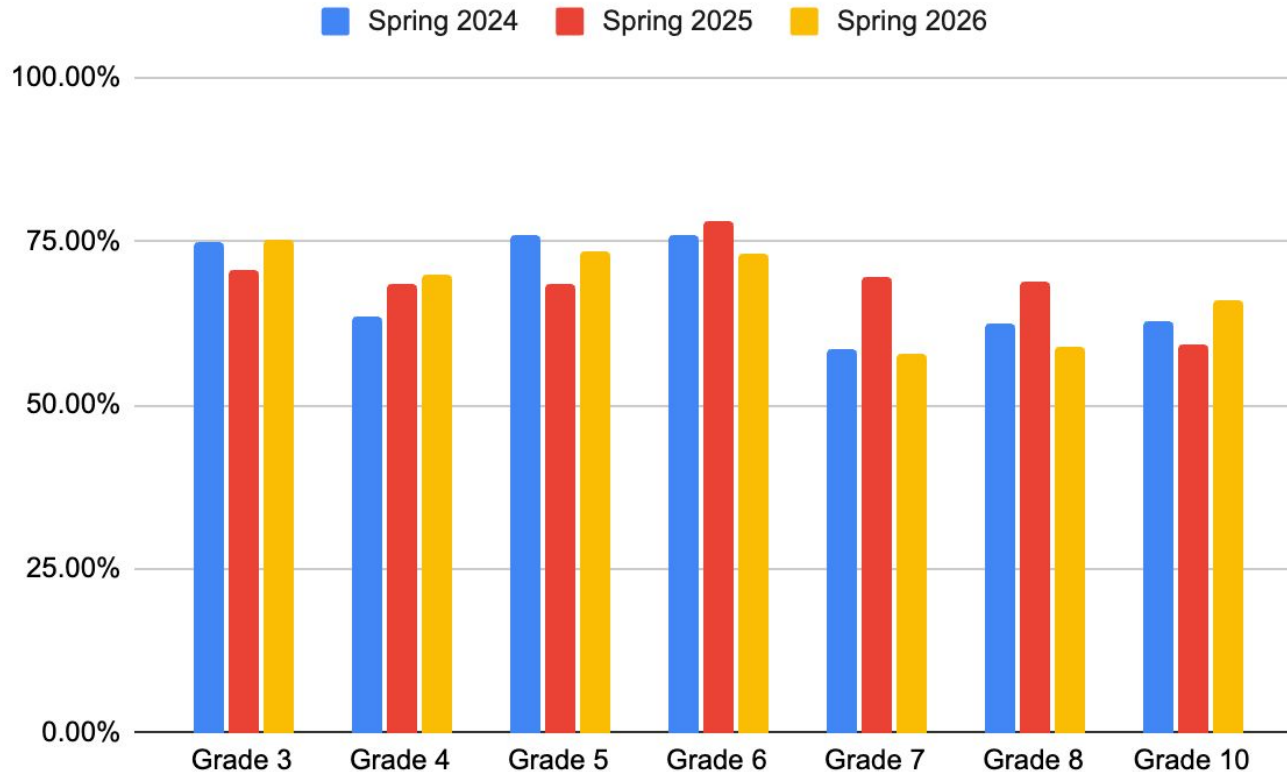
Maine Through Year Spring 2026 Math

RSU 5 Grade Level
Avg. Compared to
State Level Avg.



Maine Through Year Spring 2026 Math

3-Year
Comparison of
Grade Level
Averages



	Category	Spring 2024	Spring 2025	2025-2026 Count	Spring 2025	State 2026
Grade 5	Grade Level Total	75.90%	68.50%	111/151	73.50%	54%
	Gender - F	66.20%	63%	59/79	74.70%	
	Gender - M	84.50%	74.30%	52/72	72.20%	
	Chapter 504	62.50%	66.70%	6/6	100%	
	Economically Disadvantaged	52%	43.50%	19/38	50%	
	Identified Disability	48.60%	40.50%	7/29	24.10%	
	Limited English Proficiency	100%	100%	1/3	33.30%	
Grade 6	Grade Level Total	75.90%	78.10%	101/138	73.20%	46%
	Gender - F	70%	73.20%	46/69	66.70%	
	Gender - M	81.80%	82.50%	55/69	79.70%	
	Gender - N	100%				
	Chapter 504	50%	75%	12/15	80%	
	Economically Disadvantaged	54.50%	56.80%	13/29	44.80%	
	Identified Disability	35.30%	38.20%	11/33	33.30%	
	Limited English Proficiency		0%	1/3	33.30%	
Grade 7	Grade Level Total	58.60%	69.60%	83/143	58%	40%
	Gender - F	56.50%	63.90%	42/68	61.80%	
	Gender - M	60.90%	75.40%	41/75	54.70%	
	Gender - N		100%			
	Chapter 504	60%	53.80%	12/21	57.10%	
	Economically Disadvantaged	37.50%	62.50%	11/34	32.40%	
	Identified Disability	6.30%	26.70%	4/29	13.80%	
	Limited English Proficiency	50%		0/2	0%	

**Maine Through
Year Math –**

Example of
three-year data
set with
subcategories and
state average
comparison.

Literacy Assessment Data: Overview

K-Grade 5 – Benchmark Assessment System (**BAS**)

K-Grade 2 – Phonological Awareness Screening Test (**PAST**)

K-Grade 8** – **Acadience**: ORF, NWF, Reading Composite

Grade 3–8, Grade 10 – Maine Through Year Assessment (**MTYA**)



Benchmark Assessment System (BAS)

What is the BAS?

Benchmark Assessment System (BAS) 2.0 provides a comprehensive view of each student's reading abilities, assessing critical aspects of their literacy development. The BAS is administered through one-on-one assessment conferences and results offer educators a deep understanding of each student's strengths and areas for growth.

Spring BAS scores are entered into Powerschool and are able to be evaluated by subcategory (example shown here).

Grade Level	SubGroup	2023-2024	2024-2025	2025-2026
Grade K	Grade Level Total	67.10%	79.20%	83.10%
Grade K	Gender-F	69.70%	80%	87%
Grade K	Gender-M	64.60%	79.70%	80%
Grade K	Gender-N	100%	0%	
Grade K	African-American/Black	100%	50%	
Grade K	American Indian or Native Alaskan			
Grade K	Asian	0%	100%	100%
Grade K	Caucasian/White	71.30%	80%	83.90%
Grade K	Hispanic	22.20%	91.70%	100%
Grade K	MultiRace	66.70%	50%	33.30%
Grade K	Chapter 504			0%
Grade K	Economically Disadvantaged	41.40%	67.90%	75%
Grade K	Identified Disability	56.40%	53.10%	63.60%
Grade K	Limited English Proficiency	0%	71.40%	100%

Benchmark Assessment System (BAS)

Sample Question from a 5th Grade BAS 2.0 Assessment:

Read this sentence from the passage:

“Reading through her neat cursive entry, Mateo realized the tree was more than just wood and leaves—it was a living bridge to the neighborhood’s history.”

What is the primary purpose of this metaphor in the story?

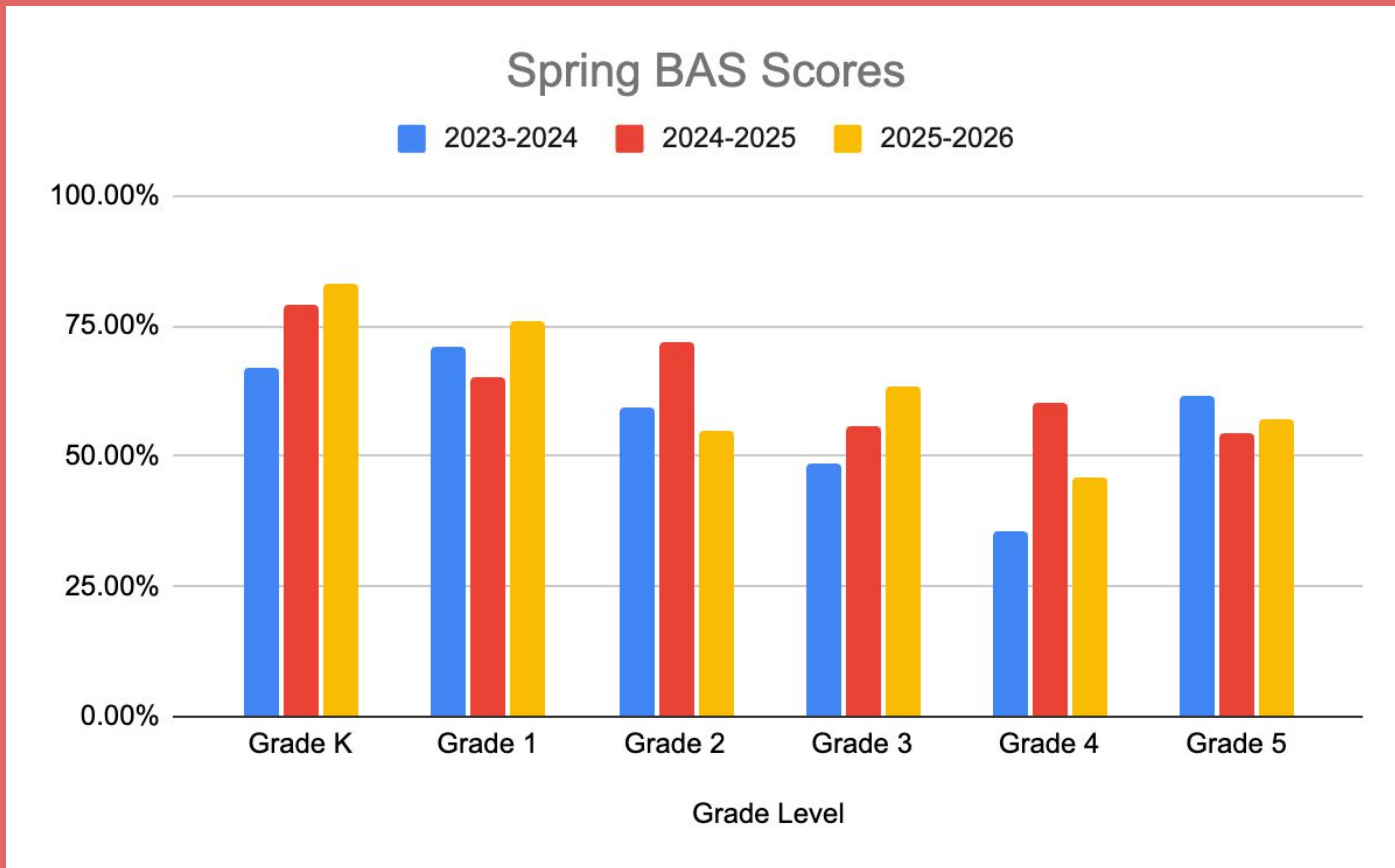
- A) To show that the tree is physically falling apart and needs to be rebuilt like a bridge.
- B) To explain that Mateo plans to build a wooden walkway across Miller’s Creek.
- C) To emphasize that the tree connects Mateo and the present-day community to the past events and people who lived there.
- D) To describe how difficult it was for Mateo to read Clara’s old handwriting.

Sample Question from a 5th Grade Maine Through Year Assessment:

Based on paragraphs 1 and 2, why is Daniel feeling grumpy?

- A) He is upset that he has to go to outdoor kindergarten tomorrow.
- B) He is tired of answering Erik’s constant questions about school.
- C) He is worried that Erik will not like his new teacher.
- D) He is angry that his family is eating dinner late.

Benchmark Assessment System (BAS)



Phonological Awareness Screening Test (PAST)

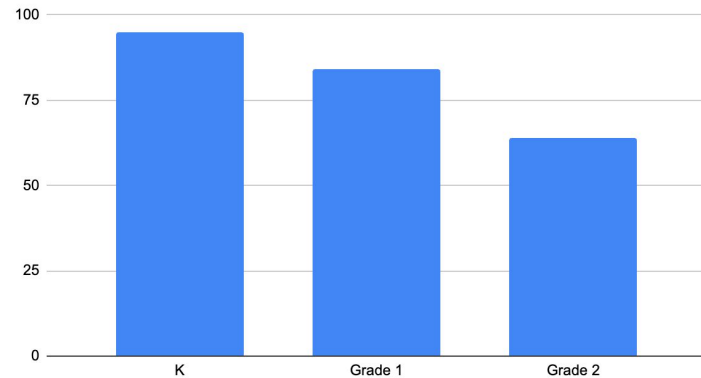
What is the PAST?

The PAST measures how well a student can hear, identify, and manipulate spoken parts of words (syllables, onset-rime, and phonemes) without relying on print.

The test progresses in a developmental sequence:

1. Syllable Levels: Basic syllable deletion and segmentation (Preschool to Kindergarten).
2. Onset-Rime Levels: Deletion and substitution tasks (Kindergarten to Grade 1).
3. Phoneme Levels: Basic and advanced phoneme deletion, substitution, and manipulation (Grade 1 through adult/advanced levels).

RSU 5 District Grade Level Data: PAST Spring 2026



Percentage of students at expectation.

Acadience: ORF and NWF

What is ORF?

Oral Reading Fluency (ORF) is a measure of advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension: **orally reading a passage** and **retelling the passage**.

*Every subset screener is a 1-minute snapshot.



What is NWF?

Nonsense Word Fluency (NWF) is a brief, direct measure of the alphabetic principle and basic phonics. It assesses knowledge of **basic letter-sound correspondences** and the **ability to blend letter sounds** into consonant-vowel-consonant (CVC) and vowel-consonant (VC) words. The test items used for NWF are phonetically regular make-believe (nonsense or pseudo) words.

Acadience: Reading Composite

What is Reading Composite?

The Reading Composite Score (RCS) is a combination of multiple Acadience Reading scores and provides the best overall estimate of students' early literacy skills and/or reading proficiency.



Table 1. Student Performance Interpretations

Likelihood of Meeting Later Reading Benchmarks	Benchmark Status	Benchmark Status Including Above Benchmark	What It Means
>99%	At or Above Benchmark overall likelihood of achieving subsequent early literacy benchmarks: 80% to 90%	Above Benchmark overall likelihood of achieving subsequent early literacy benchmarks: 90% to 99%	For students with scores in this range, the odds of achieving subsequent early literacy/reading benchmarks are very good. The higher above the benchmark, the better the odds. These students likely need effective core instruction to meet subsequent early literacy/reading goals. Some students may benefit from instruction on more advanced skills.
95%		At Benchmark overall likelihood of achieving subsequent early literacy benchmarks: 70% to 85%	For students with scores in this range, the odds are in favor of achieving subsequent early literacy/reading benchmarks. The higher above the benchmark, the better the odds. These students likely need effective core instruction to meet subsequent early literacy/reading benchmarks. Some students may require monitoring and strategic support on specific component skills as needed.
90%			
80%			
70%			
60%	Below Benchmark overall likelihood of achieving subsequent early literacy benchmarks: 40% to 60%	Below Benchmark overall likelihood of achieving subsequent early literacy benchmarks: 40% to 60%	For students with scores in this range, the overall odds of achieving subsequent early literacy/reading benchmarks are approximately even, and hard to predict. Within this range, the closer students' scores are to the benchmark, the better the odds; the closer students' scores are to the cut point, the lower the odds. These students likely need core instruction coupled with strategic support, targeted to their individual needs, to meet subsequent early literacy/reading benchmarks. For some students whose scores are close to the benchmark, effective core instruction may be sufficient; students whose scores are close to the cut point may require more intensive support.
55%			
50%			
45%			
40%			
30%	Well Below Benchmark overall likelihood of achieving subsequent early literacy benchmarks: 10% to 20%	Well Below Benchmark overall likelihood of achieving subsequent early literacy benchmarks: 10% to 20%	For students with scores in this range, the overall odds of achieving subsequent early literacy/reading benchmarks are low. These students likely need intensive support in addition to effective core instruction. They may also need support on prerequisite skills (i.e., below grade level) depending upon the grade level and how far below the benchmark their skills are.
20%			
10%			
<5%			

Acadience: Sample Data Wall

Data Walls

Each RSU 5 school tracks data in data walls. Data walls provide educators and teams with valuable information over time and help to determine instructional decisions, interventions needed, and professional development opportunities.

Note: Data walls have slight variations from school to school, and our goal is to use a consistent format moving forward.

2nd Spring ORF words correct	2nd Spring ORF accuracy %	2nd Spring ORF retell	2nd Spring ORF retell quality	2nd Winter Reading Composite	2nd Winter ORF words correct	2nd Winter ORF accuracy %	2nd Winter ORF retell	2nd Winter ORF retell quality
91	97	42	4	276	82	99	41	4
ok	ok	ok	ok	433	181	100	66	4
13	68	0	0	18	18	75	0	0
149	99	46	4	278	118	98	28	3
82	99	40	4	239	77	99	25	4
ok	ok	ok	ok	380	144	100	58	4
87	96	49	4	259	89	100	25	4
76	95	42	4	227	69	99	23	4
101	97	43	4	309	101	99	48	4
18	75	0	0	18	18	82	0	0
60	92	31	4	25	25	76	0	0
94	98	50	3	278	116	99	25	2
116	100	47	4	256	96	98	28	3
36	88	17	3	36	20	87	0	0
117	100	47	4	287	117	98	33	4
100	97	35	4	239	87	96	32	3
88	97	59	4	194	74	95	20	4
69	96	30	4	194	58	97	20	3
82	96	31	3	267	79	93	62	4
				240	113	100	58	4

Acadience: Reading Composite

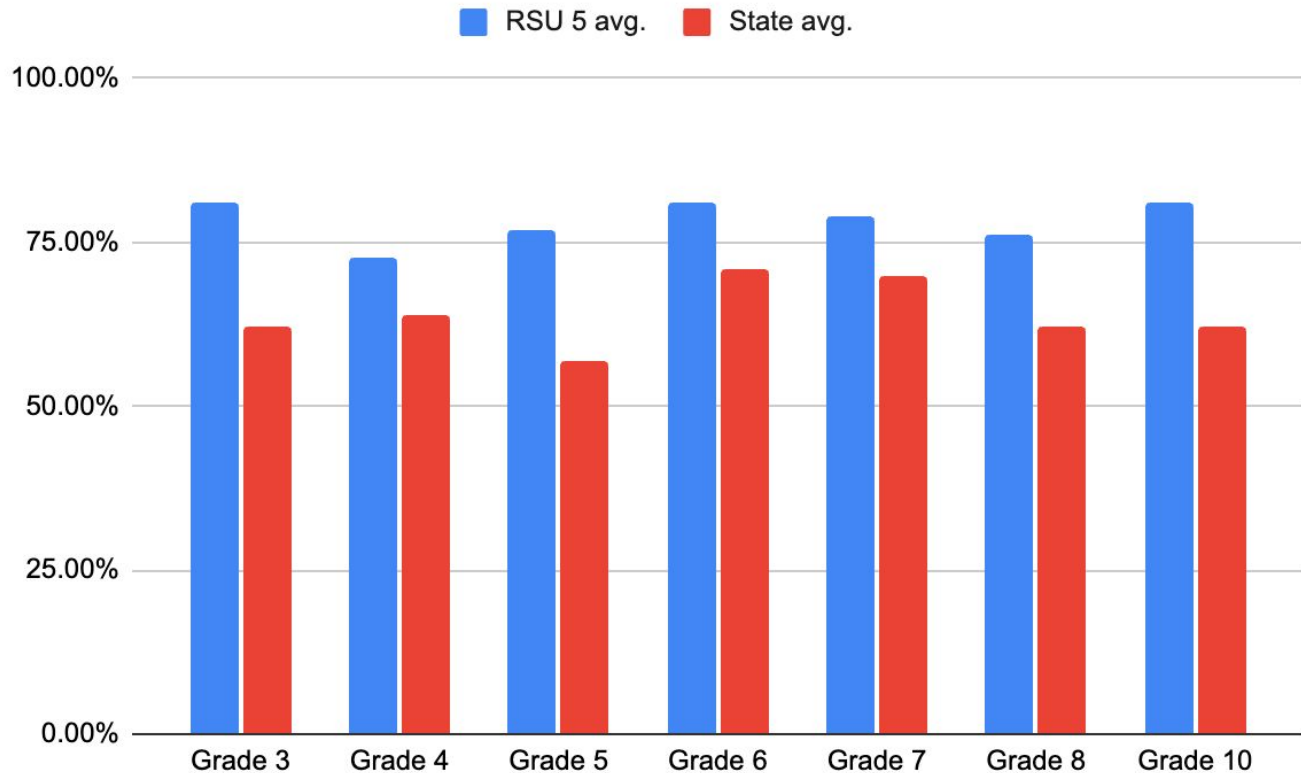
Sample 3-Year Review of Reading Composite Scores: Current 4th Grade Students

*Data is still being compiled and will be provided during
the presentation on October 21, 2026.*



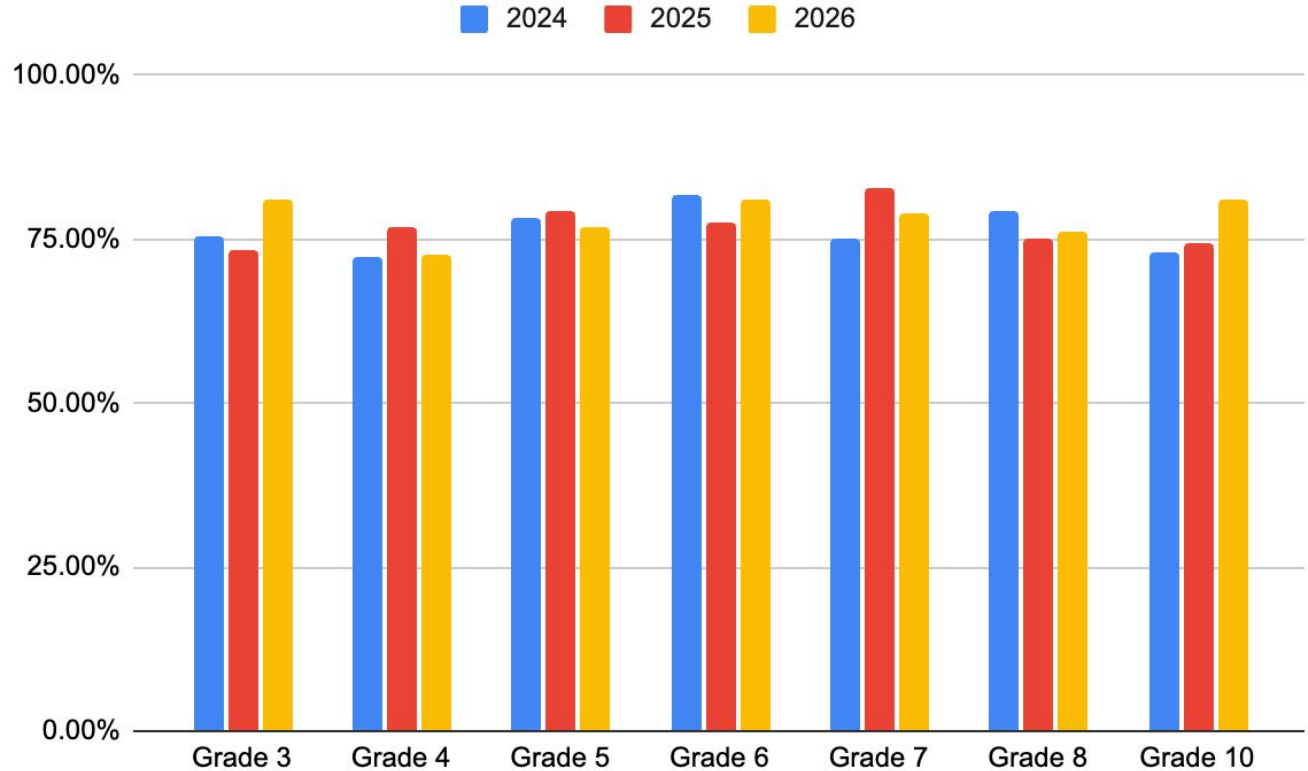
Maine Through Year Spring 2026 Reading

RSU 5 Grade Level
Avg. Compared to
State Level Avg.



Maine Through Year Spring 2026 Reading

3-Year
Comparison of
Grade Level
Averages



Grade Level	SubGroup	2023-2024 Percent	2024-2025 Percent	2025-2026 Count	2025-2026 Percent	State 2026
Grade 5	Grade Level Total	78.30%	79.40%	115/150	76.70%	57%
	Gender - F	75.70%	80.60%	61/78	78.20%	
	Gender - M	80.70%	78.30%	54/72	75%	
	Chapter 504	75%	100%	4/6	66.70%	
	Economically Disadvantaged	50%	56.50%	27/38	71.10%	
	Identified Disability	44.10%	48.60%	10/28	35.70%	
	Limited English Proficiency	100%	100%	1/3	33.30%	
Grade 6	Grade Level Total	81.60%	77.50%	111/137	81%	71%
	Gender - F	84.30%	76.10%	58/68	85.30%	
	Gender - M	78.50%	78.80%	53/69	76.80%	
	Gender - N	100%				
	Chapter 504	64.30%	50%	12/14	85.70%	
	Economically Disadvantaged	72.70%	64.90%	16/29	55.20%	
	Identified Disability	52.90%	44.10%	17/31	54.80%	
	Limited English Proficiency		0%	0/2	0%	
Grade 7	Grade Level Total	75.20%	82.70%	113/143	79%	70%
	Gender - F	81.20%	83.30%	57/68	83.80%	
	Gender - M	68.80%	81.80%	56/75	74.70%	
	Gender - N		100%			
	Chapter 504	66.70%	84.60%	20/21	95.20%	
	Economically Disadvantaged	41.70%	75%	19/34	55.90%	
	Identified Disability	25%	46.70%	13/29	44.80%	
	Limited English Proficiency	0%		0/2	0%	

**Maine Through
Year Reading -**

Example of
three-year data
set with
subcategories and
state average
comparison.

Data-Focused Discussions 2026-2027

- ❑ **Math Curriculum Review Committee** will continue to evaluate data and determine programmatic changes for 2027-2028 and beyond.
- ❑ **Curriculum and Program Review Committee** will continue to investigate early childhood literacy data and collaborate with constituents regarding programming.
- ❑ The **Winter Scorecard Presentation** will provide additional data for consideration from the School Board.
- ❑ **Literacy interventionists** have requested an opportunity to learn more about the MAP Growth/NWEA platform in order to better utilize data.
- ❑ **Building administrators** will collaborate across the district to identify and strengthen common practices in support of data analysis.

Thank you for your support!

Questions?



"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

**Facilities and Operations Committee
Wednesday, September 30, 2026 4:00 P.M.
Morse Street school Music Room
Minutes**

Committee Members Present: Melissia Jordon, Kelly Sink

Committee Members Absent: Michelle Ritcheson

Administrators in Attendance: Tom Gray, Superintendent; Glen Reynolds, Director of Facilities; Kelly Wentworth, Director of Finance & HR

Guests: Molly Mayer.

Meeting called to order: 4.05 P.M.

Agenda Items and Discussion:

1. Tennis Courts Update- Director Reynolds informed the committee the results from tennis courts bids. Director Reynolds shared an email that was sent from Director Kelly Wentworth to Jason Pollard at CHA explaining how we got into this situation with the bids. Director Reynolds shared a document of the bids prices as well as the construction administration cost and the 8% contingency that was recommended by CHA to show what the total cost of the asphalt and post-tension projects. Director Kelly Wentworth continued the conversation around the funding using funds from the current Tennis Courts account and the Capital Improvement account. Director Reynolds shared the recommendation from CHA on which vendor to use which was Classic Turfs bid. CHA has completed several projects with Classic Turf and Quirk Construction. It was CHA overall recommendation to go with Classic Turf as Quirk Construction would most likely sub out that portion of the project to Classic Turf as Quirk does not install posty-tension.

Superintendent Tom Gray asked if Director Reynolds could talk about the reference check portion of the bid process. Director Reynolods mentioned that it was not a requirement for bidders to provide any references. Two vendors (Classic Turf, Quirk Construction) did provide references(Pine State Asphalt) did not.

The committee asked if there was any warranty information provided. Director Kelly Wentworth mentioned that Director Reynolds should ask Jason from CHA and also found in the Classic Turf bid they provided a 50 year warranty on all major cracks and a 10 year warranty on all Classic Turf Diamond coating surfaces.

The committee asked Molly Mayer questions about the grant funding and the process.

The committee also asked if the bid process meets the requirements for the USDA grant. Molly Mayer responded yes this process does meet the requirements. The committee made a motion and was second in favor of the post-tension price from Classic Turf.

Meeting Adjourned: 4:41 P.M.

Next meeting date:

October 7, 2026

November 4, 2026

December 9, 2026- Possible joint meeting with Finance

January 13, 2027

February 10, 2027

March 10, 2027

April 7, 2027

May 5, 2027

June 2, 2027



Regional School Unit 5
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"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

Facilities and Operations Committee
Wednesday, October 7, 2026 5:00 P.M.
Freeport High school
Minutes

Committee Members Present: Melissia Jordon, Kelly Sink, Michelle Ritcheson

Committee Members Absent:

Administrators in Attendance: Tom Gray, Superintendent; Glen Reynolds, Director of Facilities; Kelly Wentworth, Director of Finance & HR

Guests: Molly Mayer, Chris O'Neil, Steve Brown, Willo Wright, Liza Moore, Peter Wagner

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

Agenda Items and Discussion:

1. Tennis Courts Update- Director Reynolds informed the committee the results from tennis courts. Projected cost that was prepared by Director Kelly Wentworth. The projected cost also included Construction administration as well as a 8% contingency fee that was recommended by the project manager Jason Pollard from CHA. Director Reynolds provided the committee with post-tension and asphalt cost analysis over a 50 year period. These cost analysis showed a suggested timeframe on when the resurfacing for both types of courts would be as well as when a possible reconstruction might take place. Director Reynolds was asked by the committee at our Last meeting to provide what the RSU5 staff maintenance cost would look like. The estimated cost for a 3 court asphalt tennis court is around \$4,407.88. This is an estimated cost due to the time needed that may vary depending on what the courts need at that time for maintenance.

Superintendent Tom Gray asked if Director Reynolds could talk about the reference check portion of the bid process. Director Reynolds mentioned that it was not a requirement for bidders to provide any references. Two vendors (Classic Turf, Quirk Construction) did provide references(Pine State Asphalt) did not. Board Chair Michelle Ritcheson asked if we were going to call references. Director Reynolds shared the Project Manager Jason Pollard provided a letter stating that the vendors that provided bids CHA has worked with in the past are very reputable companies and either would do a good job regardless what type of tennis courts we went with.

A group of community members attended the committee meeting to discuss the possibility of having a skate board park at our Middle School location. The group along with Peter Wagner provided some background information along with some of the

benefits of installing a skate board park at the Middle school. All committee members shared an interest as well as some concerns with a park. Director Reynolds mentioned that more research about the pros-cons of having a skate board park will need to be investigated as well as any possible insurance concerns. Director Reynolds will schedule a meeting with some members of the group to look at possible locations. Michelle Ritcheson indicated she would reach the insurance side.

Director Reynolds also shared under the other category the security system at Pownal Elementary School has failed. Director Rerynolds is gathering prices from Minuteman Security as well as Seacoast Security for replacement.

Director Reynolds also informed the committee that a section of playground equipment at Durham Committee School needs to be replaced due to age. Several sections of that piece are badly rusted and could cause injury to a child. Director Rerynolds is working on pricing for repair and/or replacement.

Meeting Adjourned: 6:09 P.M.

Next meeting date:

November 4, 2026

December 9, 2026- Possible joint meeting with Finance

January 13, 2027

February 10, 2027

March 10, 2027

April 7, 2027

May 5, 2027

June 2, 2027



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Item #10.C.

"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

Finance Committee Minutes
Wednesday, September 23, 2026
5:00 p.m. - Freeport High School Library

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

Committee Members Absent:

Administrators: Tom Gray, Kelly Wentworth

Minutes

Meeting called to order at 5:13 p.m.

1. Election of Chair -
 - a. Michelle Ritcheson nominated Chris Savaiano; Kelly Sink seconded nomination. All voted in favor.
2. FY26 Budget Transfer Warrant -
 - a. Director Wentworth reported that we needed to transfer a total of \$139,000 from Article 1- Regular Instruction, Article 5- Student & Staff Support, Article 9-Facilities to Article 6 - System Administration. The three month overlap of Superintendent salaries and benefits and unexpected legal fees required the need for the transfer.
3. Establish Norms for how the Finance Committee will direct its work to the District Strategic Plan
 - a. The Finance Committee discussed the need to create norms. Committee members will bring suggested norms to our next meeting to discuss.
4. Establish FY27 Meeting Topics -
 - a. Director Wentworth presented the workplan for the Finance Committee's review. Minor adjustments were made..
5. FY28 Budget Process Update -
 - a. Superintendent Gray reported that he will continue to seek staff input in the FY28 Budget process. This will be done by both sending a staff survey and conducting listening sessions within the Schools & Departments.
6. Other -
 - a. Director Wentworth reported that the Auditors would be in the district Sept 30, Oct 1 & 2, 8, 13 & 14 to conduct an audit of the FY26 financials.
 - b. Next meeting of the Finance Committee, October 21, 2026 @ PES

Meeting adjourned at 5:54 P.M.



Regional School Unit 5
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Item #10.D.

"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

Curriculum and Program Development Committee
Tuesday, September 22, 2026
Minutes

Committee Members Present: Anna Child, Annie Ware, Karen Breer

Committee Members Absent: N/A

Administrators in Attendance: Mandy Lewis, Assistant Superintendent of Curriculum, Instruction and Assessment

Members of the public: Kate McElligott

The meeting started at 11:30 a.m.

Agenda:

1. Review the committee's draft work plan.
 - a. While discussing the draft work plan, the committee determined two additional dates to meet:
 - i. October 20 - 11:30-1pm
 - ii. December 15 - 11:30-1pm
 - b. The committee discussed adjustments to the work plan and agreed to keep priorities of math, literacy and technology in mind this fall.
2. Review the Math Curriculum Process.
 - a. The committee discussed the draft curriculum review process, noting the members, timeline, and structure. The committee acknowledged that there will be opportunities to review the framework for curriculum review cycles as part of our ongoing work.

The meeting ended at 12:33 pm.

Curriculum and Program Review Committee Work Plan 2026-2027

Board Level Presentations by Assistant Superintendent (for literacy, math, technology):

- September 23, 2026 - Landscape of current practices related to literacy, math and technology
- October 21, 2026 - Fall Data Review
- December 9, 2026 - Technology with Sam Rigby
- February 3, 2027 - Winter Scorecard

Curriculum Committee Work and Curriculum Review Cycles:

- What are grade level expectations, and how do they align with state and national standards?
- How do we know when they know it? What assessments are used at each grade level, and who reviews the data to determine action steps?
- Data review should include qualitative and quantitative, if possible.
- If evidence-based curriculum exists in this curriculum area, what academic outcome growth could we possibly expect? What could we lose?

Curriculum Committee's Workflow for Identified Priority Areas (Early Literacy, Tech, Math):

1. Honor what's currently being done
2. Understand objectives and goals by grade level as they align with state and national standards
3. Explore qualitative/quantitative data, including subgroup analysis (socioeconomic status, students with disabilities, students with 504 plans, students with ML services)
4. Learn from Principals, Teachers and other staff
5. Identify findings, questions, and recommendations to bring to the Board

September 8:

1. Discuss prioritized areas of work plan
2. Review template for literacy, math, technology landscape presentation

September 22:

1. Review draft work plan
2. Review Math Curriculum Review process

October 6:

1. Legislative update (15m)
2. Review current practices in literacy (follow-up to landscape presentation) (45m)

3. Review objectives and goals by grade level in early literacy and how they align with state and national standards. (30 min)

October 20:

1. Explore early literacy data (1.5hr)

November 6:

1. Invite instructional strategists and principals to discuss literacy data (1hr)
2. Consider additional information needed regarding literacy (survey to teachers?) (30m)

November 20:

1. Draft findings, questions, and recommendations on EL to bring to the Board (30m)
2. Meet with Sam Rigby, Technology Director regarding the presentation in December (1hr)

December 1:

1. Review technology data from Maine DOE (1hr)
2. Finalize findings, questions, and recommendations on EL to bring to the Board (30m)

December 15:

1. Invite teachers and/or school counselors to speak about technology in our schools (1hr)
2. Consider additional information needed regarding technology (30m)

January 5:

1. Review a digital citizenship curriculum review process (30m)
2. Draft findings, questions, and recommendations on tech to share with the board (1hr)

February 2:

1. Finalize findings, questions, and recommendations on tech to share with the board (30m)
2. Review objectives and goals by grade level in math and how they align with state and national standards. (1hr)

March 2:

1. Explore math data (1.5hr)

April 6:

1. Invite Instructional Strategists to share Math Curriculum Review information (1hr)

May 4:

1. Finalize findings, questions, and recommendations on math to share with board (30m)

June 4:

1. Review literacy/ELA literacy review cycle
2. MTSS structure, assessments, and grade level benchmarks

2026-2027 Math Curriculum Mapping and Review

Purpose: map current curriculum and review curricular resources/vertical alignment during the 2026-2027 school year.

Team members (confirmed): Aja Darak, Cindy Hjorth, Emily Robinson, Katherin Dawson, Kate Parkin, Susan Dee, Danielle Gauthier, Amanda Sommi, Holly Johnson, Mary Federle, Genevieve Flynn, Joshua Schmidt, Sasha Bradford

Prior to first meeting: team members engage Math educators in each school and complete the curriculum mapping tabs in order to capture current practices. Team members may edit/add/change information for their school as needed.

Meeting #1

Date: September 30 11:30-3pm

Present:

Topic	Notes
<u>Outcomes for our collaborative work:</u> -Collect and reflect on current grade level expectations, skills and priority standards. -Identify gaps that need addressing. -Articulate the vision for math programming in five years. -Determine which resources and instructional practices will get us there.	
-Professional learning (Edutopia article) and connection to Strategic Plan	
-Review and reflect on expectations by grade level in grade span groups through a lens of equity: Do all students have equal access to the curriculum?	

Instruction? Multiple ways to demonstrate learning?	
-Set aspirations for where we want the program to be in 5 years. How will we get there?	
- Review data from MTYA (and other?)	
-Reflect alongside state/national standards	
-Identify programmatic goals using the strategic plan	
-Determine what resources to investigate for consideration at next meeting	
-Preview next agenda	

Meeting #2:

Date: October 21 11:30-3pm

Present:

Topic	Notes
<u>(reminder) Outcomes for our collaborative work:</u> -Collect and reflect on current grade level expectations, skills and priority standards. -Identify gaps that need addressing.	

-Articulate the vision for math programming in five years. -Determine which resources and instructional practices will get us there.	
-Professional learning	
-Further develop grade level expectations	
-Articulate primary skills and standards at each grade level	
-Consider curricular resources, specifically to replace Big Ideas	
-Preview next agenda	

Meeting #3

Date: November 18 11:30-3pm

Present:

Topic	Notes
(reminder) Outcomes for our collaborative work: -Collect and reflect on current grade level expectations, skills and priority standards.	

-Identify gaps that need addressing. -Articulate the vision for math programming in five years. -Determine which resources and instructional practices will get us there.	
-Professional learning	
-Review draft changes to pilot for the following year at each grade span	
-Determine needs for summer work	
-Identify best practices for instruction as a working document	

Guiding Principles and Practices



Regional School Unit 5
Durham · Freeport · Pownal

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

Mandy Lewis, Assistant Superintendent of Schools
Elisha Morris, Director of Instructional Support

Curriculum and Program Development Committee
Tuesday, October 6, 2026
Minutes

Committee Members Present: Anna Child, Annie Ware, Karen Breer

Committee Members Absent: N/A

Administrators in Attendance: Mandy Lewis, Assistant Superintendent of Curriculum, Instruction and Assessment; Tom Gray, Superintendent

Members of the public: none

The meeting started at 11:30 a.m.

Agenda:

1. Review the revised work plan.
 - a. Committee reviewed the revised work plan and agreed that we will use this plan to guide our work, recognizing that other needs may come up throughout the year.
2. Review a legislative update.
 - a. Committee reviewed the legislative updates relevant to our work.
3. Review current practices in early childhood literacy in greater depth, including objectives and goals by grade level.
 - a. Committee reviewed additional details regarding early childhood literacy using a framework created by the Committee Chair. The discussion generated questions that will be discussed at our next meeting, and building administrators will be invited to attend. Our goal will be to include one administrator who is involved in early childhood literacy and one who is involved in upper elementary literacy. Committee members reviewed a sample data set (spring grade 3 RGL and MTYA) to determine if this is a helpful way to break down data for consideration.

The meeting ended at 1:01pm.

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June 4:

1. Review literacy/ELA literacy review cycle
2. MTSS structure, assessments, and grade level benchmarks

October 2026 - Legislative Updates

- **Resolve, to Study the Use of Technology in Classrooms and Study Safeguards Related to Its Use**

This resolve directs the Maine Education Policy Research Institute to develop a survey to gather and analyze information from school units, schools in the unorganized territory and private schools approved for the receipt of public funds that enroll 60% or more publicly funded students regarding the use of technology in the classroom, safety policies and procedures in place and the means employed to ensure compliance with those policies and procedures and to gather information on current guidance about best practices for safe instructional technology use for children from State and National experts. The survey parameters must include, but are not limited to, the following: amount of average instruction time per grade level spent on school-issued technology devices, safeguards undertaken before introducing new school-based technology products, policies regarding allowed use or prohibition of gamification, and more.

- **An Act To Integrate Asian American, Native Hawaiian and Pacific Islander History into the Statewide System of Learning Results (Ch 535, L.D. 957 - Effective: July 29, 2026)**

For the purposes of the law, instruction must include the history of Asian Americans, Native Hawaiians and Pacific Islanders in Maine, the region and the United States as well as the contributions of these individuals or groups in the areas of advancing civil rights, the humanities and sciences, and the cultural, economic social and political development of the United States.

- **An Act to Strengthen the Teaching of Wabanaki Studies in Maine Schools**

This new law creates the position of the “Wabanaki studies specialist” in the Department of Education to ensure the inclusion of Wabanaki studies in the parameters for essential instruction and graduation requirements in the state. Instruction in Wabanaki studies may include Social Studies, English language arts, mathematics, science and Fine Arts in accordance with this subsection.

- **Resolve, Directing the Department of Education to Review Personal Finance Course Offerings in Maine Schools and Convene a Working Group of Relevant Stakeholders**

This resolve directs the D.O.E. to administer a survey to all schools in the state to collect data and information on how those schools educate students about personal finance. This resolve signals that the D.O.E. may soon be asked to reconsider the way it directs or permits schools to incorporate personal finance into the curriculum.

- **Resolve, Directing the D.O.E. to Collect Data on Secondary School Mathematics Requirements**

This resolve requires the D.O.E. to collect data on math classes required for a high school diploma, including the number of schools that require 2 years of math or more for a diploma, the estimated cost of increasing the requirements to 3 years of math, and the number of schools that accept alternative math class credit, such as accelerated math or early college access. the resolve signals that there may be changes considered to the amount and or type of math classes required to receive a high school diploma at some point.

Per request, here is additional information regarding current RSU5 Literacy Practices

Area	Essential Components	Key clarification
Core curriculum	PK: Read, Write Inc (RWI) Heggerty Phonemic Awareness K: Units of Study: Reading (RUoS) Units of Study: Writing (WUoS) Units of Study: Phonics (PUoS) Heggerty Phonemic Awareness RWI at DCS 1: Units of Study: Reading Units of Study: Writing Units of Study: Phonics Heggerty Phonemic Awareness 2: Units of Study: Reading Units of Study: Writing Units of Study: Phonics	PK: RWI teaches letter sounds, oral blending, and decoding/blending. Heggerty provides explicit instruction in all parts of PK phonological awareness skills. K-2: See response to the question about how the classroom experience has changed.
Tier 2	UFLI	Is UFLI also used in Tier 1 anywhere? PES and MSS do not use it in tier 1 (data has not indicated a need); DCS uses UFLI in grade 2 as a supplement to (not a replacement of) Units of Study: Phonics.
Tier 3	UFLI/Orton Gillingham	
Universal screening	K-2 Acadience Reading Assessment	Acadience has been used across all early grades since 2023-2024 school year.
Special education	AIMS Web? AIMS Web (assessment) is new this year and will be used K-12 PK - AEPS being explored	Specially designed instructional tools for literacy include SPIRE and Lexia.

Reading level / observation	Fountas & Pinnell used K-2 BAS 2.0 for Spring to Spring-administered by calibrated Assessment Teams; PAST - Phonic Decoding Assessment 3-5: BAS 2.0	Which grades use F&P? K-5 For what decisions are F&P data used? K-2: BAS data is used to determine what skills a reader has developed in decoding, fluency and the three areas of comprehension when reading whole texts. Next step instructional plans are developed to support students' growing reading behaviours, comprehension skills, and fluency. This BAS is the only assessment we have at the K-2 level to determine how students' abilities to orchestrate all components of reading (decoding, fluency, comprehension) are developing. A student's F&P (BAS) score also determines the "reads on grade level" score on their report card.
Grades 3+	NWEA / Maine Through Year Assessment is used in grades 3 and above, alongside other benchmarks.	How is data used? 3-5: BAS 2.0 is used for all students as a measure of their fluency, accuracy and comprehension skills. PAST data for incoming 3rd graders informs small-group instruction in 3rd grade. Similarly, the Phonics Decoding Assessment is used for students based on demonstrated need to identify instructional interventions.

If teachers are having to add supplemental phonics, phonemics development, decoding like UFLI, because Mossflower doesn't adequately provide those components, what is Mossflower contributing that warrants keeping it as the core?

- **MSS and PES:** Educators are not supplementing core curricular elements. An instructional change was made specific to phonics. PUoS and RUoS utilized digital phonemic awareness videos, and educators felt strongly that Heggerty Phonemic Awareness was a more effective tool. Phonemic awareness is best taught through direct teacher instruction rather than video instruction.
- **DCS:** Educators are not supplementing core curricular elements. Teachers utilize UFLI when there is a skill that students have not previously mastered. PUoS is great for exposure and practice, and when there is a deficit that needs explicit instruction, UFLI has explicit, routinized instruction.
- **MLS:** Educators are not supplementing core curricular elements. Additional resources, including UFLI and Equipped for Reading Success: A Comprehensive, Step-by-Step Program for Developing Phonemic Awareness and Fluent Word Recognition (Kilpatrick), are utilized as interventions for students who have not met benchmarks through Tier 1 instruction.

How much the classroom experience has actually changed since Mossflower has revamped their Units of Study curriculum to include phonics, etc?

- **MSS/PES/DCS:** Prior to the implementation of PUoS each grade level used a different curriculum with limited success. The PUoS stood alone and while we did see a positive impact, it wasn't until we began using the revised RUoS beginning in January 2023 and WUoS beginning in September 2024 that we began to see an upward trajectory in our various data points. There are specific factors contributing to this upward trajectory that reflect not only the shift to the revised curriculums but also refinements and shifts in **instructional practices**. Several of the instructional shifts listed here began prior to the publication of the revised UoS, making the transition to the revised units more seamless and manageable for teachers.
 - **Integrated Phonics Instruction:** Phonics is integrated directly into reading and writing lessons using authentic texts, shifting from cueing with pictures to attending to print first.
 - **Shift to Decodable Texts:** Decodable texts are now the main controlled texts for instruction and independent reading, with teachers guiding text selection in K-1 using multiple data sources.
 - **Dedicated Scheduling:** Based on an instructional need, DCS introduced a dedicated phonics block for 1st and 2nd grades.
 - **Professional Learning and Word Study Shifts:** Teachers received training on reading frameworks and revised high-frequency word instruction by focusing on

decodability, utilizing Elkonin boxes for irregular words, and tracking encoding progress into writing.

- **Strengthened Practice and Alignment:** Interactive Read Alouds, Shared Reading, and Shared Writing were enhanced with explicit skill modeling, built-in skill callouts, and tighter alignment across curricula.

In summary, instructional shifts included:

- shifted away from cueing readers to use pictures for word solving, but instead to attend to the print first, using the phonics concepts they are learning to word solve
- rethinking and revision to the types of controlled texts students are reading and how students access them. Decodable texts are now the primary controlled texts used for instruction and students' independent reading
- revising the ways high frequency words are taught. The first shift was to consider which high frequency words are actually decodable and support children's learning of those words using their developing decoding skills. A second shift that was made was that when teaching irregularly spelled high frequency words teachers began using Elkonin boxes
- Interactive read aloud (IRA) was already a strong instructional practice across classrooms, but were strengthened with the revised units with more explicit instruction and modeling of the deeper comprehension skills of comparing and contrasting across a text or multiple texts
- Shared Reading & Shared Writing were already instructional practices that were being used in K-2, but with the revised units teachers have shifted their planning for these instructional blocks to incorporate additional explicit connected practice focused on the phonics skills students are working to use in their decoding and encoding of text
- learning progressions for reading comprehension

Spring Data Review 2025-2026 School Year - Powerschool reports are available for BAS with subcategory details (see additional handout).

Grade Level	BAS Composite	Reads at Grade Level	Acadience	PAST
K	103/124 = 83%	83%	91/122 = 75%	118/124 = 95%
1	97/128 = 76%	76%	94/125 = 75%	108/128 = 84%
2	79/143 = 55%	55%	90/146 = 62%	94/148 = 64%

Discuss additional data points for consideration moving forward.

Grade Level	Column 1	SubGroup	2023-2024	2024-2025	Totals for 25/26	2025-2026		**RGL available K-5
Grade 3	Reads Grade Level	Grade Level Total	48.70%	55.80%		63.60%		
		Gender-F	54.10%	65.30%		68%		
		Gender-M	43.40%	46.90%		59.20%		
		Chapter 504	100%	100%		85.70%		
		Economically Disadvantaged	17.20%	41.50%		32.10%		
		Identified Disability	16.70%	19.40%		32.30%		
		Limited English Proficiency	0%	0%		25%		
Grade 3	Maine_Through_Year_Reading	Grade Level Total	75.50%	73.20%	121/149	81.20%	State average: 62%	**MTYA available 3-8, 10
		Gender - F	78.10%	87.80%	60/74	81.10%		
		Gender - M	73%	59.50%	61/75	81.30%		
		Chapter 504	100%	100%	5/6	83.30%		
		Economically Disadvantaged	57.10%	60%	18/27	66.70%		
		Identified Disability	40.90%	43.60%	23/36	63.90%		
		Limited English Proficiency	100%	100%	1/1	100%		



Regional School Unit 5
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Item # 10.E

"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

Policy Committee
October 1, 2026
4:15 p.m. - Google Meet
Minutes

Committee Members Present: Colin Cheney (arrived at 4:40 p.m.), Kara Kaikini, Chris Savaiano

Committee Members Absent: None

Administrators in Attendance: Tom Gray, Superintendent

Guests: None

The meeting started at 4:17 p.m.

1. Law Change:

JLF - Child Abuse Reporting, Prevention and Education (revisit from Sept. meeting).

This policy will be brought to the Board for 1st Read.

2. Regular Review:

The following policies will be brought to the October 21, 2026 Board meeting for 1st Read:

AD - Educational Mission and Vision.

GBEBB - Staff Conduct with Students.

JICIA - Weapons, Violence and School Safety

The following policies were reviewed, no changes were necessary.

BEC - Executive Sessions

BEC - R - Executive Session Law

3. Board Request:

N/A

The meeting adjourned at 5:04 p.m.



Regional School Unit 5
Durham · Freeport · Pownal

Item # 11.A & B.

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

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

Mandy Lewis, Assistant Superintendent of Schools
Elisha Morris, Director of Instructional Support

TO: Karen Breer, Colin Cheney, Anna Child, Melissa Jordan, Kara Kaikini, Michelle Ritcheson, Chris Savaiano, Kelly Sink, Valerie Williams, Anne Ware, Stephanie Worth, Maria Abbateamarco, J Patton

CC: Julie Nickerson, Amanda Marsden, Holly Johnson, Kate Harrison, Ben McDonough, Eric Hall, Peter Wagner, Tim Grivois, Mandy Lewis, Elisha Morris, Donna Casavant, Pam Crosby, Bill Ridge, Emily Grimm, Scott Emery, Charlie Mellon, Erica Reilly, Kelly Wentworth, Sam Rigby, Glen Reynolds, Jill Hooper, Jen Winkler, Anne-Marie Spizzuoco, Elaine Despres, Emily Robinson, Matt Greear, Amy Hunter, Nancy Doherty, Amanda Chisholm, Kerri Freeman, Caitlyn Hecox, Pam Gee, Trevor Bean, Susan Baker

FROM: Tom Gray, Superintendent
DATE: October 13, 2026
RE: Review/Update of Policies

At the October 21, 2026 Board of Directors Meeting, the following policies will be on the agenda:

2nd Read

1. BEDB - Agenda
2. BEDD - Rules of Order
3. BEDH - Public Participation at Board of Directors Meetings

1st Read

1. AD - Educational Mission and Vision.
2. GBEBB - Staff Conduct with Students.
3. JICIA - Weapons, Violence and School Safety
4. JLF - Child Abuse Reporting, Prevention and Education

The following policies were reviewed, no changes were necessary. No action needed.

BEC - Executive Sessions
BEC - R - Executive Session Law

AGENDA

Agenda Preparation and Dissemination

The Superintendent, in consultation with the Chair, shall prepare an agenda for each meeting of the Board of Directors. ~~Board members, school unit staff, groups or organizations, and members of the public may submit written requests to the Board through the Chair or the Superintendent for items to be placed on the agenda. The request must be received a minimum of seven days prior to the meeting at which the group or individual wishes the item to be addressed by the Board in order for it to be considered for the agenda of that meeting. The Chair and Superintendent shall make the final decision regarding placement of items on the agenda. Once prepared, the agenda will be distributed to Board members, the media, and to designated school-affiliated organizations no later than five days prior to a regular meeting of the Board of Directors and, whenever possible, no later than 24 hours two days prior to in advance of a special meeting. In the case of an emergency meeting, notice of the agenda will be given as soon as practicable and the media shall receive notice of the meeting in the same manner as the members of the Board.~~

Copies of the agenda will be posted and/or available at the Superintendent's Office, town hall, and school unit website. Copies of the agenda will also be available at the Board meeting. Anyone desiring additional information regarding an agenda item should direct inquiries to the ~~Office of the Superintendent.~~

~~In the case of an emergency meeting, notice of the agenda will be given as early as practicable and will be provided to the media at the same time and in the same manner that it is given to Board members.~~

Dissemination of Supporting Materials

As an accompaniment to the agenda, the Superintendent will provide to the Board such background materials and data that in their judgment are necessary for the Board to give informed consideration to agenda items. ~~The Superintendent will also provide to the Board the draft minutes of Board meetings that will be presented for approval.~~

Requests for Agenda Items

Board members, school department staff, groups or organizations, and members of the public may submit written requests to the Board through the Chair or the Superintendent for items to be placed on the agenda. To be considered for placement on the agenda, the proposed item must be within the scope of the Board's duties, timely, and appropriate for consideration under all applicable laws and Board policies. The request must be received a minimum of seven days prior to the meeting at which the group or individual wishes the item to be addressed by the Board in order for it to be considered for the agenda of that meeting. The Chair and Superintendent shall make the final decision regarding placement of items on the agenda.

Additions and Adjustments to the Agenda

After the meeting has been called to order, the Superintendent or Board Chair may recommend additions and/or adjustments to the agenda of a regular meeting or, unless otherwise prohibited by Board policy, to the agenda of a special meeting.

Any Board member who wishes to add an item to the agenda may offer a motion to that effect. Such a motion shall require a second to proceed to a vote.

~~Any such~~ All additions to the agenda ~~by a Board member~~ must be approved by a majority vote of the members present and voting.

In order to facilitate its business or to accommodate groups in attendance, the Board of Directors may adjust the agenda by changing the order of business. Such adjustments shall require the consent of the Board by majority vote.

Legal Reference: 20-A MRSA § 1477 (RSU)

Cross Reference: BE - Board of Directors Meetings
BEDB-R - Agenda Format
BEDH - Public ~~Participation~~ Comment at Board Meetings
KE - Public Concerns and Complaints

Adopted: November 18, 2009
Reviewed: March 23, 2011
Reviewed: January 22, 2014
Revised: March 25, 2020

RULES OF ORDER CONDUCT OF BOARD MEETINGS – PROCEDURAL RULES

~~Except as otherwise provided by law or by regulations of the Department of Education, or as otherwise provided in Board of Directors policy, *Robert's Rules of Order, Revised* (latest edition available) shall be used to resolve procedural uncertainties.~~

School Board meetings should be conducted in an orderly manner with a minimum of procedural complexity. The Board Chair generally shall have discretion to preside over Board meetings consistent with these simplified rules, fairness and common sense. When necessary, the Chair may consult legal counsel or Robert's Rules of Order to help resolve difficult procedural matters.

1. The Chair presides over Board meetings and rules on all procedural matters.
2. Members of the Board may question a procedural ruling by raising a point of order. The Chair shall consider the point or order, and then either modify or affirm the ruling.
3. If a member of the Board disagrees with the Chair's final ruling on a point of order, the member may move to appeal the ruling by stating what they think the ruling should be. Any such motion requires a second.
4. The final authority on any disputed procedural matter is the majority of voting members, provided a quorum is present, and always subject to any applicable law.
5. All motions made at Board meetings must be worded in an affirmative manner, must not conflict with any law, and require a second.
6. The Chair may make motions, second motions and participate in discussion. The Superintendent may participate in discussion, but cannot vote.
7. Any Board member who voted in the minority on a motion may move to reconsider the motion during the course of the meeting in which the initial motion acted upon.
8. In order to consider rescission of an action taken at a previous meeting, notice of the proposed rescission must be included in the agenda for the meeting. If the proposed rescission may affect the legal rights of other parties, legal counsel should be consulted in advance of action on a motion to rescind. Any motion to rescind an action taken at a previous meeting must be passed by a majority of the full Board.

Cross Reference: BEDC - Quorum

Adopted: November 18, 2009

Reviewed: March 23, 2011; February 26, 2014; March 11, 2020

Revised:

PUBLIC PARTICIPATION COMMENT AT BOARD OF DIRECTORS MEETINGS

~~Board meetings are conducted for the purpose of carrying on the official business of the school system. All meetings of the RSU No. 5 Board are open to the public. The public is cordially invited to attend and participate in Board meetings as provided in this policy. This policy applies only to meetings of the full Board, not to meetings of Board subcommittees.~~

~~Although Board meetings are not public forums, the Board will provide appropriate opportunities at its meetings for members of the public to express opinions and concerns related to the matters concerning education and the RSU No. 5 schools. The intent is to allow a fair and adequate opportunity for the public to be heard, while ensuring that the time allowed for public discussion does not interfere with the fulfillment of the scheduled agenda.~~

~~The Board will designate a portion of its agenda as an opportunity for public participation. During the time allotted for public participation, the public may speak on any subject directly related to the operations of the schools, except for personal matters or complaints concerning specific employees or students, which shall be addressed through established policies and procedures.~~

~~Members of the public may address the Board within the guidelines provided in this policy. The Chair shall be responsible for maintaining proper order and compliance with these guidelines.~~

~~The following guidelines shall apply to public participation at Board meetings:~~

- ~~A. Members of the public and employees of the school unit are welcome to participate as provided in this policy. Others may be recognized to speak at the Chair's discretion. Individual employees and/or employee groups will not be permitted to discuss matters for which complaint or grievance procedures are provided.~~
- ~~B. The Chair may limit the time allotted for comments on a particular topic as well as the time each individual may speak. At special or emergency meetings, public comments will be limited to the topic(s) of the particular meeting.~~
- ~~C. In the event of a sizeable audience, the Chair may require persons interested in speaking to sign up so they may be called on in a fair and efficient manner.~~
- ~~D. During the time set aside for public participation, the Chair will be responsible for recognizing all speakers, who must identify themselves as they begin talking. Speakers will be encouraged to disclose whether or not they will personally have a financial impact as a result of the budget item they address.~~
- ~~E. Speakers are not permitted to share gossip, make defamatory comments, or use abusive or vulgar language.~~
- ~~F. All speakers are to address the Chair and direct questions or comments to particular Board members or the Superintendent only with approval of the Chair. Requests for~~

~~information or questions may be answered by the Board Chair. If further research is needed, the Board Chair may defer to the Superintendent for follow-up.~~

~~G. Members of the Board of Directors and the Superintendent may ask clarifying questions of any person who addresses the Board, but are expected to refrain from arguing or debating issues. Questions must be addressed through the Chair.~~

~~H. Comments about matters involving individual students and/or staff are not permitted during the public comment period due to privacy, confidentiality, and due process rights.~~

~~Complaints or personal matters concerning students or staff must be referred through established policies and procedures. [See KE Public Concerns and Complaints]~~

~~I. In order to make efficient use of meeting time, the Board discourages duplication or repetition of comments to the Board. The Board requests that groups or organizations be represented by designated spokespersons.~~

~~J. The Chair has the authority to stop any presentation that violates these guidelines or the privacy rights of others.~~

~~K. Persons who disrupt the meeting may be asked to leave, and the Chair may request law enforcement assistance, as necessary, to restore order.~~

~~L. In the event of an emergency or substantial disruption, the Chair may declare a recess to restore order or may declare the meeting adjourned or to be continued to a designated time and place or at the call of the Chair.~~

~~An agenda shall be published in advance of each meeting in accordance with Board policy. Copies will be posted and/or available prior to regular meetings, at the Superintendent's Office, in each school, town hall, and is sent to local publications. It is also posted on the RSU No. 5 website. Anyone desiring additional information about an agenda item should direct such inquiries to the Office of the Superintendent.~~

~~Opportunity for public participation at standing committee meetings of the Board is not required, but may be permitted at the discretion of the standing committee chair.~~

The primary purpose of School Board meetings is to conduct the business of the Board related to school policies, programs, and operations. The Board encourages residents to attend Board meetings so that they may become acquainted with the operations and programs of the schools and cordially invites any interested member of the public to attend and participate as provided in this policy.

The Board recognizes the value of public comments on school and educational matters. To permit fair and orderly expression of public comments at Board business meetings, while still allowing the Board to conduct its business efficiently, the Board has established the procedure below for regular business meetings.

At special, emergency, or workshop meetings, public comments will be limited to the topic(s) of the particular meeting.

In addition to speaking during the designated public comment portion of the agenda at Board meetings, members of the public are welcome to submit written comments on school and educational matters to the Board and Superintendent.

The following rules apply to public participation in Board business meetings:

1. The Board includes a public comment period, not to exceed 15 minutes on the agenda of its regular business meetings. Individual speakers will be given equal amounts of time to speak during public comment period, limited to a maximum of three (3) minutes per speaker. Individuals may not relinquish a portion of their allotted time to another speaker. The time limits in this paragraph may be modified at a particular meeting at the discretion of the Board Chair.

2. Pursuant to the provisions of policy BEDD- Conduct of Board Meetings-Procedural Rules, any member of the Board may move to modify the time limits in this paragraph during a particular meeting. Any such motion shall require a second to proceed to a vote. The final authority on such a seconded motion is the majority of the voting members, provided a quorum is present, and always subject to applicable law.

3. The Board will hear public comments from residents of the school unit first. If there is time remaining in the public comment period once all residents have had the opportunity to speak, the Board will permit comments from non-residents. Individuals who wish to speak are required to fill out the sign-in form available at each Board meeting, prior to the beginning of the public comment period, and review a copy of this policy. Each individual will be required to state their name and town/city of residence before beginning their remarks.

4. In order to make efficient use of meeting time, the Board requests that groups or organizations be represented by designated spokespersons.

5. Individuals shall stand behind the podium during their allotted time for comment. Speakers will not be permitted to approach the Board or walk or stand elsewhere around the room during their comment period. Speakers must be recognized by the Board Chair, and all public comments should be addressed to the Board Chair.

6. The Board Chair is responsible for ensuring the orderly conduct of Board meetings and for ensuring compliance with this policy, including the following rules of order:

- a. Speakers are expected to follow rules of common etiquette and decorum for the forum – a school business meeting at which students may be present – and are required to refrain from (i) using indecent and/or obscene language, (ii) engaging in disruptive conduct, including but not limited to inciting criminal conduct, shouting, threatening others using words or by other actions, making defamatory comments, exceeding the allotted time limits, talking over or interrupting others, offering repetitive comments, and offering comments on matters unrelated to school or education matters. For purposes of this policy, the following definitions apply:

Indecent – the remark is uttered before 10:00 p.m. and describes or depicts sexual or excretory activities or organs in a patently offensive manner as measured by contemporary community standards.

Obscene – the remark appeals to the prurient (i.e., shameful, morbid, or unwholesome fascination with sex, nudity, or excretory functions) interest; depicts or describes sexual conduct in a patently offensive way; and, taken as a whole, lacks serious literary, artistic, political or scientific value.

- b. Discussion of personnel matters is not permitted during the public comment period due to the privacy, confidentiality and due process rights of school unit employees. For purposes of this policy, “discussion of a personnel matter” means any discussion, whether positive or negative, of the job performance or conduct of a school unit employee (whether the employee is named directly or, in the judgment of the Board Chair, the identity of the employee can be reasonably identified due to the content of the remarks).
- c. Discussion of matters involving individual students are also not permitted during the public comment period due to the privacy, confidentiality, and due process rights of the school unit’s students.
- d. All concerns about personnel matters and/or student matters should be directed to the Superintendent or another appropriate administrator outside of Board meetings, in accordance with RSU 5 Policy KEB- Complaints About School Personnel, so that they can be addressed through an alternative channel and in a manner consistent with privacy, confidentiality, and due process rights of the individuals involved.
- e. The Board Chair will stop any public comment that is contrary to these rules.
- f. Individuals who disrupt a Board meeting may be asked to leave in order to allow the Board to conduct its business in an orderly manner. The Board Chair may request the assistance of law enforcement if necessary to address disruptions or safety concerns.

Legal Reference: 1 MRSA § ~~401 et seq.~~ 405

20-A MRSA § 1001 (20)

20-A MRSA § 6101

Cross Reference: BE - Board of Directors Meetings

BEC – Executive Session

~~BEDA—Notification of Board of Directors Meetings~~

BEDB – Agenda

BEDBA – Agenda Format

BEDD – Rules of Order

KE – Public Concerns and Complaints

KEB- Complaints About School Personnel

Adopted: November 18, 2009

Revised: March 23, 2011

Reviewed: February 26, 2014
Revised: November 14, 2018
Revised: April 27, 2022
Revised: May 10, 2023
Revised: _____

EDUCATIONAL MISSION AND VISION

~~RSU No. 5 Mission:~~

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

~~RSU No. 5 Vision:~~

~~Our Students:~~

~~In RSU No. 5, learners become healthy, empathetic, and responsible citizens who contribute to their local and global communities. Students are creative problem solvers and critical thinkers who communicate effectively in an evolving world.~~

~~Our Learning:~~

~~RSU No. 5 responds to individual needs and prepares students to thrive in their personal and professional lives. Learning is personalized to challenge students and explore their passions. Students choose from a variety of diverse and engaging experiences, including opportunities for active, experiential, real-world learning.~~

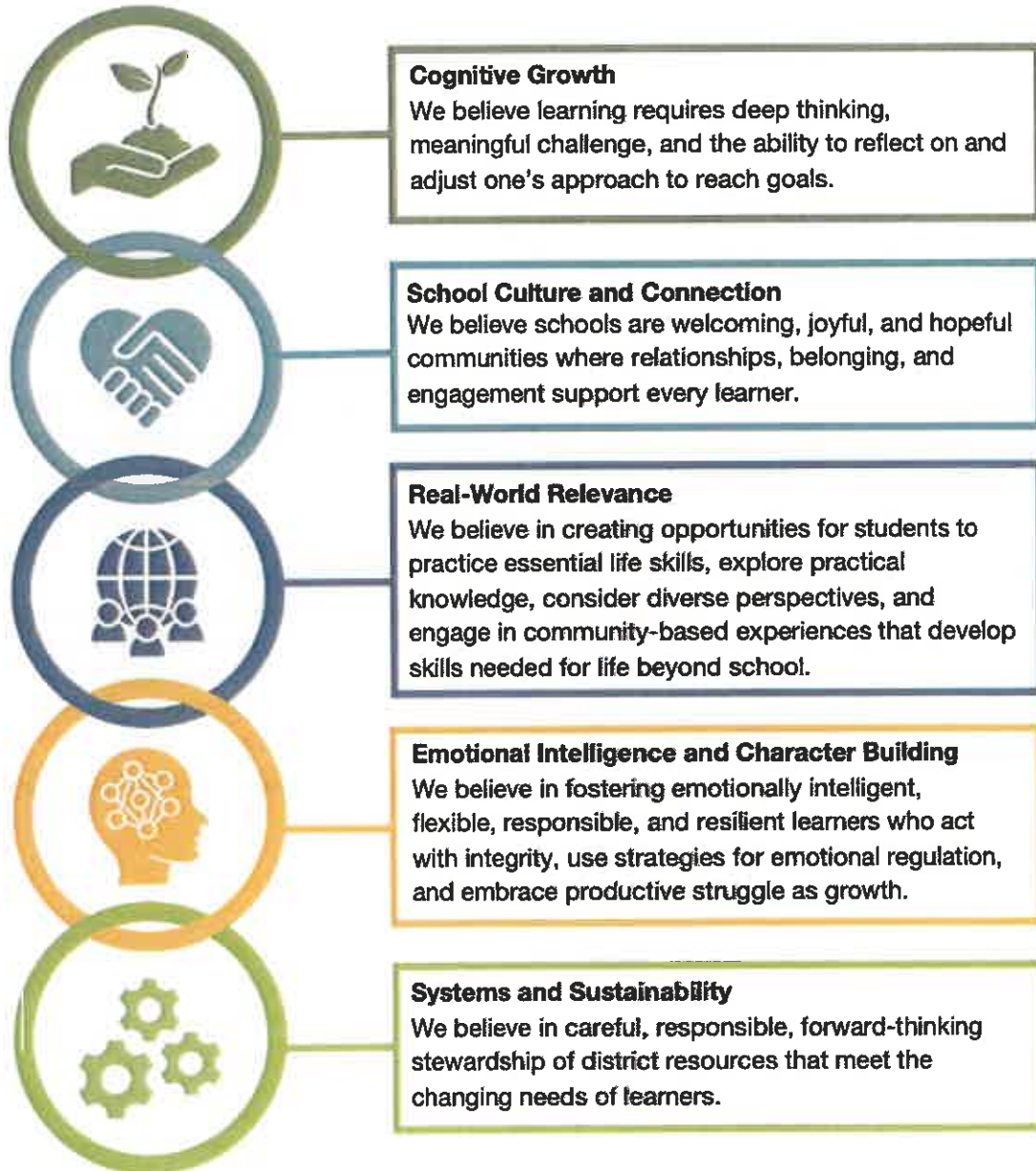
~~Our Culture/Community:~~

~~In RSU No. 5, students learn in joyful environments that are physically and emotionally safe. The school culture fosters well-being, respect, and curiosity while challenging students with clearly defined and rigorous expectations. Partnerships involving parents and community inspire and support enriched learning for all students.~~

~~Students graduate as compassionate, honest, and respectful citizens who learn and contribute to their communities for life.~~

Mission:

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



Legal Reference: TITLE 20-A MRSA SEC. 4511.3, A

Adopted: April 28, 2010
Reviewed: December 8, 2010
Reviewed: November 20, 2013
Revised: February 6, 2019

STAFF CONDUCT WITH STUDENTS

The RSU No. 5 Board expects all staff members, including teachers, coaches, substitutes, counselors, administrators, and others to maintain the highest professional, moral, and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers.

The intent of this policy is to ensure that the interactions and relationships between staff members and students should be based upon mutual respect and trust; an that staff members understanding the importance of maintaining of the appropriate professional boundaries between adults and students in and outside of the an educational setting; and consistency with the that staff members conduct themselves in a manner consistent with the educational mission of the schools.

~~Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure whether particular conduct may constitute a violation of this policy.~~

It is understood that staff members and their children may interact with and have friendships with the families of students outside of school. This policy is not intended to prohibit such interactions and friendships, provided that professional boundaries are maintained at all times and that parents/guardians have knowledge of the interactions between a staff member and their child(ren).

Unacceptable Prohibited Conduct

Examples of unacceptable conduct by staff members that are expressly prohibited include, but are not limited to the following:

- A. Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Board's policy on ACAA - Harassment and Sexual Harassment of Students;
- B. Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;
- C. For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to be supportive and refer the student to appropriate guidance/counseling staff for assistance.
- C. ~~Associating with students in any situation or activity that includes the presence of alcohol, drugs, or tobacco or that could be considered sexually suggestive;~~

- ~~D. Prompting students to confide their personal or family problems and/or relationships without a direct connection to the student's school performance or having a direct educational purpose. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate guidance/counseling staff;~~
- ~~E. Sending students on personal errands;~~
- E. Sexual banter, allusions, jokes, or innuendos with students;
- F. Asking a student to keep a secret;
- G. ~~Disclosing inappropriate~~ Discussing personal, sexual, family issues, employment concerns, or other private matters to one or more students;
- H. Addressing students with terms of endearment, pet names, or otherwise in an overly familiar manner;
- I. Permitting students to address you by your first name, nickname or otherwise in an overly familiar manner;
- ~~K. Being alone with individual students out of the view of others without a specific educational purpose;~~
- ~~L. Inviting or allowing students to visit the staff member's home without prior notification to the school administration and the students' parents; (see note below)~~
- ~~M. Visiting a student's home, unless on official school business; (see note below)~~
- J. ~~Maintaining personal contact with a student outside of school by phone, email, texts, Instant Messenger or Internet chat rooms, social networking websites, or letters (beyond homework or other legitimate school business);~~
"Friending" students, "following" students or engaging in any other interactions on social networking sites or through any digital applications (outside of school-approved activities). In the case of friendships between families, any contact with students on social media/digital applications must be with the knowledge of the parents/guardians;
- ~~K. Communicating with students on non-school matters via computer/electronic devices, text messages, social media messages, phone calls, letters, notes or any other means.~~
- ~~L. Communicating with students on a staff member's privately-owned computers, cell phones or other electronic devices.~~
- ~~O. Exchanging personal gifts (beyond the customary student-teacher gifts); and/or~~

- ~~— P. Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling, and recreational activities) outside of school-sponsored events or except as participants in community activities. RSU No. 5 assumes no liability for such activities.~~

~~Note: It is understood that staff members who live in, or have friends in, the community and/or have children who have friends in the community may have reason to visit a student's home, or have a student visit at their home, without prior notice being given to school administration due to personal relationships, but no such visits or relationships should violate the spirit of this policy.~~

Before engaging in the following activities, staff members are expected to review the activity with their building administrator or supervisor:

- Being alone with individual students out of public view.
- Driving students home or to other locations.
- Inviting or allowing students to visit the staff member's home (unless the student's parents/guardians approve of the activity, such as when a student babysits or performs chores for a staff member).
- Visiting a student at home or in another location, unless on official school business known to the parent.
- Exchanging personal gifts (beyond customary student-teacher gifts).
- Socializing or spending time with students (including but not limited to activities such as going out for meals or to movies, shopping, traveling, and recreational activities) outside of school-sponsored events or organized community activities.
- Taking photographs, videos or audio recordings of students for personal purposes or any purpose other than capturing images of school events or activities for school-related purposes.

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure whether particular conduct may constitute a violation of this policy.

Reporting Violations

Students and/or their parents/guardians are strongly encouraged to notify the Superintendent or principal building administrator if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members are required to ~~notify~~ promptly notify the ~~principal or Superintendent or building administrator~~ if they become aware of a situation that may constitute a violation of this policy.

Disciplinary Action

Staff violations of this policy may result in disciplinary action up to and including ~~dismissal~~ termination. Violations involving sexual or other abuse will also result in referral to the Department of Health and Human Services, the District Attorney and/or law enforcement ~~in accordance with the Board's policy on Reporting Child Abuse and Neglect~~. In addition, the Department of Education will be notified if a credential holder is disciplined, suspended or terminated for violations that endanger the health, safety or welfare of a student, or if a credential holder leaves their employment for any reason prior to the conclusion of an investigation of such a violation.

Dissemination of Policy

This policy shall be ~~included in all employee, student and volunteer handbooks~~. Disseminated to staff and volunteers by means determined by the Superintendent. This policy shall also be included in student handbooks.

Cross Reference: ACAA - Harassment and Sexual Harassment of Students
 GCSA - ~~Staff~~ Employee Computer and Internet Use
 GCSA-R - Employee Computer and Internet Use Rules
 JLF - Reporting Child Abuse and Neglect

Adopted: June 9, 2010
Reviewed: February 29, 2012
Revised: January 10, 2018

WEAPONS, VIOLENCE AND SCHOOL SAFETY

The RSU No. 5 Board of Directors believes that students and staff are entitled to learn and work in a school environment free of violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, reasonable unwritten behavior expectations, and applicable state and federal laws.

School staff are required to ~~report~~ immediately report incidents of prohibited conduct by students to the building administrator/~~designee~~ for investigation and appropriate action.

I. Prohibited Conduct

Students, staff and all other persons are prohibited from engaging in the following conduct on school property, while in attendance at school or at any school-sponsored activity, or at any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school:

- A. Possession and/or use of articles commonly used as weapons or designed to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, cross-bows, brass knuckles, switchblades, knives, chains, clubs, Kung Fu stars and numchucks;
- B. Discharge of a firearm within 500 feet of school property;
- B. Possession and/or use of any ~~object~~ article, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to bats, belts, picks, pencils, compasses, objects capable of ignition (e.g., matches, lighters), files, tools of any sort, and any replicas of weapons (including toys) or any toy or other item that bears a reasonable resemblance to an actual weapon or is capable of causing injury to another person (e.g. "gel blasters" and water pellet guns);
- C. Violent or threatening behavior, including but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats) stalking or blocking access to school property or facilities;
- D. Verbal or written statements (including those made ~~on or through a computer~~ using computers or other electronic communications devices or technologies) which threaten, intimidate, or harass others, or which tend to incite violence and/or disrupt the school program; ~~blackmail, extortion, or demands for money or property;~~

- E. Willful and malicious damage to school or personal property;
- F. Stealing or attempting to steal school or personal property;
- G. Lewd, indecent or obscene acts or expressions of any kind;
- H. Violations of the school unit's drug/alcohol and tobacco policies;
- I. Violations of state or federal laws; and
- J. Any other conduct that may be harmful to persons or property.

II. ~~Use of Other Weapons in Instructional Activities~~ Exceptions to Prohibition Against Possession and Use of Weapons on School Property

The prohibition on the possession and discharge of a firearm does not apply to law enforcement officials.

~~Nothing in this policy shall prevent the school system from offering instructional activities using objects other than firearms that are generally considered weapons (e.g., bows and arrows) or from allowing an object generally considered a weapon to be brought to school for supervised instructional activities (e.g., archery, boat building) approved by the Superintendent so long as the Superintendent has adopted appropriate safeguards to ensure student and staff safety.~~

~~Note: Firearms that are approved under Federal and State laws may be approved by the Superintendent.~~

~~Any proposal to introduce an instructional activity involving such objects must be submitted in writing to the Superintendent, who may make a recommendation to the Board. Such proposal must state the objectives of the activity and describe the safeguards that will be put in place to ensure student and staff safety.~~

~~No weapons or objects that are generally considered weapons may be used in instructional activities or brought to school for instructional activities unless the Superintendent/designee has given specific permission in advance.~~

III. ~~Disciplinary Action Addressing Policy Violations~~

~~Principals may suspend and/or recommend expulsion of students who violate this policy based upon the facts of each case and in accordance with applicable state and federal laws engage students in restorative intervention and/or discipline students who violate this policy, based upon the facts of each case and in accordance with applicable Board policies and state and federal laws. Conduct which violates this policy is deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA § 1001 (9) and will be grounds for expulsion, as permitted by law, if found necessary for the peace and usefulness of the school. Such conduct may also be grounds for expulsion under other provisions of 20-A MRSA § 1001 (9 and 9-A) that specifically prohibit the use and~~

possession of weapons, infractions of violence, and possession, furnishing and trafficking of scheduled drugs.

Students who are found to have brought a firearm ~~(as defined by federal law)~~ to school, or to have possessed a firearm at a school ~~(as both terms are defined by federal law)~~, shall be expelled for a period of not less than one year, unless this requirement is modified by the Superintendent on a case-by-case basis in writing.

All firearms violations shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the Superintendent.

Students with disabilities shall be disciplined in accordance with applicable federal and state laws/regulations and School Board Policy JKF

IV. Notification Team/Confidentiality Psychological Evaluation/Risk Assessment

~~Maine law authorizes law enforcement officers and criminal justice agencies to share with a superintendent or principal information pertaining to a juvenile when the information is credible and indicates an imminent danger to the safety of students or school personnel on school grounds or at a school function. Maine law requires the District Attorney to notify the superintendent when a juvenile is charged with use or threatened use of force or is adjudicated as having committed one or more juvenile crimes that involve the use or threatened use of force.~~

~~Within ten days or immediately if necessary for school safety, the Superintendent shall convene a notification team. The notification team must include the administrator/designee of the school building where the student attends, at least one classroom teacher to whom the student is assigned, a guidance counselor, and the student's parent/guardian. The notification team shall determine on this basis of need which school employees are entitled to receive information concerning allegations or adjudications of use or threatened use of force. Information received by the Superintendent/designee and disclosed to the notification team and/or disclosed to school employees is confidential and may not become part of the student's educational record.~~

~~The Superintendent shall ensure that confidentiality training is provided to all school employees who have access to this information.——~~

The Superintendent is authorized to request a psychological evaluation of a student who violates this policy when, in the Superintendent's opinion, such an evaluation will assist in assessing the risk the student poses to school safety if the student were to remain in school or return to school after a suspension or expulsion.

All such evaluations shall be performed at the school unit's expense. If the parents/guardians and/or student refuse to permit a requested psychological evaluation, the Superintendent and the Board may draw any reasonable inferences from the student's

Cross Reference:

- ACAA-Harassment and Sexual Harassment of Students
- ~~ADC-Tobacco Use and Possession~~ Tobacco-Free Schools: Use and Possession of Tobacco and Electronic Smoking Devices
- ~~EBCA-Crisis Response Plan~~ Comprehensive Emergency Management Plan
- JIC -System-Wide Student Code of Conduct
- JICH-Drug and Alcohol Use by Students
- JK-Student Discipline
- JKD-Suspension of Students
- JKE-Expulsion of Students
- JKF-Disciplinary Removal of Students with Disabilities
- JIH-Questioning and Searches of Students
- KLG-Relations with Law Enforcement Authorities

Adopted: July 8, 2009
Reviewed: January 23, 2013
Revised: February 28, 2018

CHILD ABUSE OR NEGLECT REPORTING, PREVENTION AND EDUCATION

I. DEFINITIONS

A. Child abuse or neglect. Child abuse or neglect is defined by Maine law as:

- i. A threat to a child's health or welfare by physical, mental or emotional injury or impairment, sexual abuse or exploitation...~~[statutory references omitted]~~ ~~deprivation of essential needs~~ or lack of protection from these by a person responsible for the child;
- ii. Serious harm or threat of serious harm by a person responsible for the child due to inadequate care or supervision of the child or deprivation of food, clothing, shelter, education or medical care necessary for the child's health or welfare by that person when that person is financially able to provide food, clothing, shelter, education or medical care necessary for the child's health or welfare or is offered lawful and reasonable financial means or resources to do so;
- iii. Truancy (for a child who is either 1) age 5 and under age 6 and who has been voluntarily enrolled in school; or 2) six years of age and has not completed grade six, if a child described in 1) or 2) has the equivalent of seven full days of unexcused absences or five consecutive school days of unexcused absences during a school year) when the absence is the result of the neglect by a person responsible for the child.
- iv. "A threat to a child's health or welfare caused by child sex trafficking by any person, regardless of whether or not the person is responsible for the child."

B. Person responsible for the child. A "person responsible for the child" means a person with responsibility for a child's health or welfare, whether in the child's home or another home; ~~or a facility which, as part of its function, provides for the care of the child;~~ or a person licensed or subject to licensure that, as part of its function, provides for care of the child. It includes the child's parent, guardian or other custodian.

C. Child Sex Trafficking. Child sex trafficking means the recruitment, harboring, transportation, provision or obtaining of a child for the purposes of a commercial sex act.

II. EMPLOYEES' DUTY TO REPORT

- A. Any employee of the school unit (hereinafter referred to as the “notifying employee”) who has reason to suspect that a child has been or is likely to be abused or neglected must immediately ~~notify the building administrator.~~
 - i. Notify the building administrator, and
 - ii. Whenever possible, make a report directly to the Department of Health and Human Services (DHHS) in consultation with the Superintendent or building administrator. If the notifying employee is unavailable to make the report, the Superintendent or building administrator shall make the report.
- ~~B. In addition to notifying the building administrator, the Notifying employees may also make a report directly to the Department of Health and Human Services (DHHS) or the District Attorney if required (Section III.B provides further information about reporting to DHHS and District Attorney).~~
- ~~C. If the notifying employee does not receive written confirmation from the building administrator/Superintendent within 24 hours of their notification that a report has been made to DHHS (and the District Attorney if required) the employee shall make an immediate report directly to DHHS and, if the person suspected is not a person responsible for the child, to the District Attorney. In such cases, the employee shall then complete a copy of the Suspected Child Abuse and Neglect Form (JLF-E) in consultation with the building administrator or Superintendent.~~
- ~~D. If the notifying employee does receive written confirmation from the building administrator/Superintendent within 24 hours of their notification as described in section III.D on the Suspected Child Abuse and Neglect Form (JLF-E), they shall sign the form as acknowledgement that the report was made and return it to the building administrator/Superintendent.~~
- ~~E. Any volunteer who has reason to suspect that a child has been or is likely to be abused or neglected is also expected to make a report to the building administrator, and may also make a report directly to DHHS, and the District Attorney if required (see Section III.B).~~
- ~~F. Electronic reporting of suspected child abuse or neglect through the DHHS-approved reporting portal is permitted.~~

Notifying employees may make reports independently to DHHS. All reports must be made to DHHS within twenty-four (24) hours of the notifying employee acquiring knowledge of potential child abuse or neglect.

- B. Any school volunteer who has reason to suspect that a child has been or is likely to be abused or neglected is also expected to make a report to the Superintendent or building administrator and/or directly to DHHS within twenty-four (24) hours of the school volunteer acquiring knowledge of potential child abuse or neglect.

III. Designated Agent's REPORTING AND CONFIRMATION DUTIES

All building administrators and the Superintendents are designated agents to make child abuse ~~and~~ or neglect reports.

- A. If a building administrator suspects abuse or neglect or receives such a ~~the~~ report from an employee, they shall notify the Superintendent immediately.
- B. ~~The Superintendent or building administrator~~ A designated agent (in consultation with the notifying employee whenever possible, as outlined above) shall then ~~make an immediate report~~ ensure that an immediate report is made by telephone of suspected abuse or neglect to DHHS. DHHS must be notified within twenty-four (24) hours of the school employee acquiring knowledge of potential child abuse or neglect.
- i. In addition, if the person suspected of abuse or neglect is not the parent, guardian, or other custodian of the child, the ~~Superintendent/building administrator~~ designated agent may, in consultation with the notifying employee, shall also make a verbal report to the appropriate District Attorney district attorney's office.
- ~~C. The law requires the notifying employee to make their own report to DHHS and the District Attorney if required, if they have not received confirmation within 24 hours that such a report has been made by the Superintendent or building administrator.~~
- C. The ~~person making the report to DHHS and/or the District Attorney~~ notifying employee and designated agent shall complete the Suspected Child Abuse or Neglect Form (see JLF-E) ~~in consultation with the notifying employee.~~
- ~~D. The Superintendent or building administrator shall provide a copy of the Suspected Child Abuse or Neglect Form to the notifying employee within 24 hours of the employee's initial report. The notifying employee shall sign the report and return it to the Superintendent or building administrator.~~
- E. The form will be forwarded to ~~DHHS and to the District Attorney if required, and shall be retained by the school unit for ten (10) years, as specified in the Maine Archives Rules, along with any other information relevant to the case.~~
- F. Delineation of Duties. The notifying employee's and the designated agent's duties under this Section and Section II are distinct and are summarized as follows:

Notifying Employee — must:

- Immediately notify the building administrator upon reasonable suspicion of abuse or neglect;
- Whenever possible, also report directly to DHHS, in consultation with the Superintendent or building administrator;
- If unable to make the report directly to DHHS, confirm, within twenty-four (24) hours, that the designated agent has made the required report to DHHS; and
- If unable to make the report directly to DHHS and if no written confirmation is received that the designated agent made a report within twenty-four (24) hours, the notifying employee will personally make the report to DHHS and complete the JLF-E form in consultation with the building administrator or Superintendent.

Designated Agent (Building Administrator/Superintendent) — must:

- Upon receiving notice from an employee, notify the Superintendent immediately (if the building administrator is not the Superintendent);
- Ensure that an immediate report is made by telephone to DHHS within twenty-four (24) hours of the employee acquiring knowledge of potential abuse or neglect, and, when the suspected person is not the child's parent, guardian, or custodian;
- Provide the notifying employee with written confirmation, within twenty-four (24) hours, that the report has been made if the notifying employee was not with the designated agent when the report was made;
- Complete the JLF-E form in consultation with the notifying employee, provide the employee a copy, and forward the form to DHHS (and the District Attorney if required); and
- Retain the JLF-E form and related records for ten (10) years in accordance with the Maine Archives Rules.

In short: the notifying employee's duty is to notify and, if necessary, to independently ensure a report reaches DHHS/the District Attorney when confirmation is not received; the designated agent's duty is to make (or ensure the making of) the official report (by either confirming the notifying employee has made the report or by the designated agent making the report themselves and informing the notifying employee they have done so), and complete and retain the required documentation.

IV. INTERNAL INVESTIGATIONS AND DISCIPLINE

- A. Employees. If the person suspected of abuse or neglect is an employee, the Superintendent/designee shall investigate and take appropriate action, in accordance with applicable Board policies, collective bargaining contracts, and federal and state laws.
- B. Students. If the person suspected of abuse or neglect is a student, and the abuse or neglect occurred on school premises, during a school activity, or is otherwise related to the school, the Superintendent/designee shall investigate and take

appropriate action, in accordance with applicable Board policies and federal and state laws.

- C. School officials should attempt to coordinate investigations with DHHS and law enforcement to the extent possible, in light of the school's obligation to protect the safety and security of the school environment. ~~Unless there are extenuating circumstances~~ When reasonably possible, any internal interviews of a child who may have been abused or neglected will be conducted by a person who has knowledge of appropriate techniques for interviewing alleged victims of abuse or neglect.

V. INTERVIEWS OF CHILD AND SCHOOL PERSONNEL

DHHS personnel shall be permitted to meet with and interview the child named in the report when the child is present at the school as provided in this section.
The building administrator or designee shall:

- A. Require the DHHS employee requesting to interview the child to provide written certification that in the Department's judgment, the interview is necessary to carry out its duties;
- B. Require the DHHS caseworker to discuss the circumstances of the interview and any relevant information regarding the alleged abuse or neglect with the child's teacher or school counselor or the school nurse, social worker or building administrator, as the caseworker determines is necessary to provide needed emotional support to the child prior to and following the interview;
- C. Not place conditions on how the interview is conducted, including, but not necessarily limited to requiring that certain persons be present during the interview; prohibiting certain persons from being present during the interview; ~~and~~ or requiring notice to or consent from a parent or guardian.
- D. Provide an appropriate, quiet and private place for the interview; and
- E. Not disclose any information about DHHS's intention to interview the child except to school officials or the school's attorney who need the information to comply with the interview request.

VI. CONFIDENTIALITY OF INFORMATION AND RECORDS

All records, reports and information concerning alleged cases of child abuse ~~and~~ or neglect shall be kept confidential to the extent required by Board policies and applicable law.

The building administrator/designee is permitted to release a child's school records without prior consent of the parent/guardian to DHHS or law enforcement officials as necessary if, based on the totality of the circumstances, the school unit determines there is an articulable or significant threat to the health or safety of the child or other individuals and disclosure is necessary to protect the health or safety of the child or other individuals.

VII. GOOD FAITH IMMUNITY FROM LIABILITY; RETALIATION PROHIBITED

Any person who in good faith reports child abuse or neglect, assists DHHS in making the child available for an interview, or participates in the investigation or proceedings of a child protection investigation is will be immune from any criminal or civil liability for the act of reporting or participating in the investigation or proceeding. Good faith does not include instances when a false report is made and the person knows the report is false.

The school unit prohibits any retaliation against an employee who makes a good faith report of child abuse ~~and~~ or neglect in accordance with this policy.

VIII. CHILD ABUSE AWARENESS AND PREVENTION TRAINING FOR SCHOOL EMPLOYEES

A. All school employees shall receive mandated reporter training approved by DHHS on child abuse/neglect and reporting procedures every four two (2) years and within six months of hire as required by law.

B. All school employees will receive a minimum of one hour of child sexual abuse awareness and prevention training within six months of hire and every two (2) years thereafter.

~~B. C.~~ The training about child sexual abuse awareness and prevention shall be delivered by a qualified instructor(s) and be "evidence-informed."

~~C. D.~~ The training about sexual abuse awareness and prevention is intended to:

- i. Increase awareness of developmentally appropriate and inappropriate sexual behaviors in children;
- ii. Increase ability to identify indicators of sexual abuse, including physical and psychosocial indicators on a spectrum (including lower to higher probability);
- iii. Increase ability to effectively respond to sexual behavior or disclosures or suspicions of child sexual abuse; and
- iv. Include local child sexual abuse and sexual assault resources.

IX. CHILD SEXUAL ABUSE PREVENTION EDUCATION FOR STUDENTS

Students in public pre-kindergarten school through grade 5 will receive child sexual abuse prevention education curriculum programs delivered by qualified instructors as part of the health education curriculum aligned with the Learning Results Health

Education Standards and follow an appropriate scope and sequence. The curriculum will be consistent with evidence-informed, age-appropriate child sexual abuse prevention education for students, and include:

- A. Age-appropriate education regarding physical and personal boundaries, including biologically accurate body terminology;
- B. ~~Help children~~ Age-appropriate education for children regarding identifying unsafe or uncomfortable situations including a range of feelings, touches or violations of physical boundaries;
- C. ~~Help~~ Age-appropriate education for children regarding identifying safe adults with whom they could discuss unsafe or uncomfortable situations; and
- D. ~~Helps~~ Age-appropriate education for children regarding identifying and developing skills to support a friend who may be experiencing unsafe or uncomfortable situations.

Legal Reference: 22 MRSA Chap. 1071, Child and Family Services and Child Protection Act
20 USC § 1232g, Family Educational Rights and Privacy Act
20-A M.R.S.A. § 5001-A
20-A M.R.S.A. § 254(18)

Cross Reference: ACAA – Harassment and Sexual Harassment of Students
GBEBB - Staff Conduct with Students
JEA - Compulsory Student Attendance
JHB - Truancy
JLF-E –Suspected Child Abuse ~~and~~ or Neglect Report Form
JRA – Student Education Records and Information

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