REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– NOVEMBER 4, 2026
FREEPORT HIGH SCHOOL - LIBRARY
6:30 P.M. REGULAR SESSION
AGENDA

1. Call to Order:
   The meeting was called to order at _____p.m. by Chair Michelle Ritcheson

2. Attendance:

___Freeport Vacant	___Christopher Savaiano
___Colin Cheney	___Kelly Sink
___Freeport Vacant	___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. Executive Session: (40 Minutes)
   A. Consideration and approval to enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(E) to discuss legal roles and responsibilities of the School Board.

   Motion:_____2nd:_____Vote:_____

   Time In_____ Time Out_____

5. Action as a Result of Executive Session:
   None

6. Consideration of Minutes: (5 Minutes)
   A. Consideration and approval of the Minutes of October 21, 2026 as presented barring any errors or omissions.

   Motion:_____2nd:_____Vote:_____

7. Adjustments to the Agenda:

8. Good News & Recognition: (10 Minutes)
   A. Report from Board's Student Representative

9. Public Comments: (15 Minutes)

10. Reports from Superintendent:
    None

11. Administrator Reports:
    A. Update from Transportation Department and Goal Review - Jeremy Arsenault (30 Minutes)
    B. Update from Facilities Department and Goal Review - Glen Reynolds (30 Minutes)
    C. Update from Mast Landing School and Goal Review - Emily Grimm (30 Minutes)

12. Board Comments and Committee Reports:
    None

13. Policy Review:
    None

14. Unfinished Business: (10 Minutes)
    A. Consideration and approval to appropriate an additional $15,142 from the Capital Reserves, for an overall total of $45,142, for the variable flow device replacement in the two stage pumps in the FPAC area at Freeport High School.

    Motion:_____ 2nd:_____ Vote:_____

15. New Business: (40 Minutes)
    A. Superintendent's FY28 Budget Preview

16. Personnel:
    None

17. Public Comments: (15 Minutes)

18. Adjournment:

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

Item #6.A

RSU No. 5 Board of Directors Meeting
Wednesday, October 21, 2026 – 6:30 p.m.
Pownal Elementary School - Cafeteria
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 November 4, 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, Stephanie Worth. J Patton, Student Representative (left at 8:55 p.m.)
   MEMBERS ABSENT: Kara Kaikini

3. **PLEDGE OF ALLEGIANCE:**

4. **CONSIDERATION OF MINUTES:**
   A. **VOTED:** To approve the Minutes of October 7, 2026.
      (Breer – Ware) (10 - 0) The Student Representative voted with the majority.

5. **ADJUSTMENTS TO THE AGENDA:**
   Addition of an Executive Session

6. **GOOD NEWS AND RECOGNITION:**
   A. Report from Board's Student Representative - J Patton

7. **PUBLIC COMMENT:**
   Trevor Donoghue, Durham; Kate McElligott, Freeport

8. **REPORTS FROM SUPERINTENDENT:**
   A. Superintendent's Report
   B. Support Staff Hires - Erica Peiffer, MSS PreK Ed Tech
      Retirement - Scott Webber, MLS 5th Grade Teacher (at the end of the school year)

9. **ADMINISTRATOR REPORTS:**
   A. Finance - Kelly Wentworth
   B. Update from Pownal Elementary School and Goal Review - Holly Johnson
   C. Early Childhood Cohort 3 Update - Donna Casavant
   D. Overview of RSU5's Assessment Practices - Attendance, Math & Literacy - Mandy Lewis

10. **BOARD COMMENTS AND COMMITTEE REPORTS:**
    A. Board Information Exchange and Agenda Requests
       -Valerie Williams mentioned Region Ten is being awarded a $1 Million Aspire Grant.
       -Michelle Ritcheson reminded members about the MSMA Conference next week.
    B. Facilities and Operations Committee
    C. Finance Committee
    D. Curriculum and Program Development Committee

E. Strategic Communications
F. Policy Committee

11. POLICY REVIEW:

A. **VOTED:** To approve 2nd Read of the following policies:
   1. BEDB - Agenda
   2. BEDD - Rules of Order
   3. BEDH - Public Participation at Board of Directors Meetings

   (Sink – Jordan) (10 – 0)

B. **VOTED:** To approve 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

   (Savaiano – Breer) (10 – 0)

12. UNFINISHED BUSINESS:

None

13. NEW BUSINESS:

None

14. PERSONNEL:

A. **VOTED:** 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. (Jordan – Ware) (10 - 0)
B. **VOTED:** To add a .05 Physical Therapist position for the Early Childhood Program. Funding to come from the Early Childhood subsidy from the State. (Cheney – Sink) (10 - 0)

15. PUBLIC COMMENT:

None

16. EXECUTIVE SESSION:

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

Time In: 9:45 p.m. Time Out: 10:33 p.m.

17. ACTION AS A RESULT OF EXECUTIVE SESSION:

None

18. ADJOURNMENT:

VOTED: To adjourn at 10:33 p.m. (Breer – Child) (10 – 0)

7.11.9

Tom Gray, Superintendent of Schools

Item#11.A.

Transportation Department Goals 2025-2026 Review

Goal Worksheet			
School/Department: Transportation			
Goals	**Strategies and Action Steps (Responsibility)**	**Timeline**	**Evidence of Effectiveness**
1. Expansion of safety training and activities	Develop a new safety and training schedule for all transportation staff.	October-February 2026	Drivers attended MAPT Conference
2. Develop a system for Fleet Maintenance	Update a plan for recording the maintenance and repairs of the fleet.	October - December 2025	Google sheet continually updated with Fleet maintenance- updated on a regular basis
3. Exploration of most effective way to schedule van/bus usage for extracurricular activities and field trip request	Research and explore pros & cons of different methods of scheduling to meet the demands of van and bus usage.	October - February 2026	Cariina software purchased - bus routes submitted for review

Transportation Department Goals 2026-2027

Goal Worksheet				
School/Department: Transportation				
Goals	**Strategies and Action Steps Responsibility**	**Timeline**	**Evidence of Effectiveness**	**Connection to the Strategic Plan**
1. Establish a consistent professional development process for transportation staff that strengthens drivers' ability to provide safe, responsive, and student-centered transportation.	Ensure all bus drivers register with the State transportation training program to access a variety of professional development opportunities.	June 2027	All eligible drivers are registered for the state training program. Records document participation in relevant training opportunities. Identified priority training needs are addressed through professional development. Driver feedback and available safety or operational data inform future training priorities.	Related to 2B in the strategic plan - creating a culture where every student is valued. Training can connect transportation with other areas of school operations, including student behavior, special education needs, emergency response, communication and student well being.
2. Implementation and evaluate Cariina software system to streamline and coordinate daily student transportation, field	Conduct a soft implementation through June 2027 to assess functionality, identify areas for improvement, and ensure the system meets the needs of transportation staff, school administrators, and families. Following the evaluation and necessary adjustments, prepare for a full roll out to parents and	October - June 2027	With the soft implementation, this will give us enough time to test the software and ensure it will be ready for roll out in Fall 2027	The implementation of school transportation management software supports the district's commitment to creating a culture where every student feels valued by promoting equitable access to

trip requests, athletic and extracurricular trips, and special education transportation needs.	families in Fall 2027			transportation and ensuring the individual students' needs are recognized and addressed. The phased implementation will provide an opportunity to evaluate processes, gather feedback and make adjustments to ensure the system supports the diverse needs of all students and families, helping every student feel supported and valued.

Item #11.B.

Facilities Department Goals 2025-2026 Review

Goal Worksheet			
School/Department: Facilities			
Goals	**Strategies and Action Steps (Responsibility)**	**Timeline**	**Evidence of Effectiveness**
Ensure all facilities are operating efficiently and effectively.	1. Continued to develop an articulated capital improvement plan that includes items identified through the energy audit and comprehensive building assessment.	2025/2026	Capital Improvement Plan
	2. Continued to develop an articulated plan for vehicle and equipment replacement by ongoing evaluations through physical inspections and performance analysis.	2025/2026	Vehicle Replacement Plan
	3. Facilities Assessment Early Childhood Transition	2025-2026	Facilities Assessment Early Childhood Transition
	4. Building Mapping	2025-2026	Building Mapping Plan

RSU 5 Facilities Department Goals 2026-2027

Goal Worksheet				
School/Department: Facilities				
Goals	**Strategies and Action Steps Responsibility**	**Timeline**	**Evidence of Effectiveness**	**Connection to the Strategic Plan**
Integrate findings from the Systems and Sustainability Study into the district's existing life safety and energy improvements plans to establish priorities and next steps for long-term capital planning.	1. Review the System and Sustainability Study findings with district leadership and consulting firm, as appropriate. 2. Compare study findings with existing life safety and energy improvements plans to identify alignment, gaps and additional facility needs. 3. Collaborate with district leadership to prioritize identified needs based on safety, operational effectiveness,educational programming, sustainability and financial consideration. 4. Building Mapping	2026/2027 2026/2027 2026/2027 2026/2027	Review and assess the Systems and Sustainability study finding in relation to existing life safety and energy improvement plans. Identify additional facility needs and establish priorities for future capital improvements. Develop recommendations for next steps, including anticipated timeline and budget implications, as appropriate. Building Mapping through the System and Sustainability study.	**Ensure that school infrastructure and equipment efficiently and effectivly support the instructional and extracurricular programming offered by the district.** **It provides multi-year capital forecasting (3 to 5 years out), allowing school boards to phase in purchases and avoid emergencies.** **Capital Allocation and Resource Optimization,Operational and Environmental Sustainability,Community and Stakeholder Engagement** **aligning physical infrastructure, safety, and resources with overarching educational and operational goals**

Item # 11.C.

Mast Landing School - 2025-2026 Goals

Goal	Strategies and Action Steps (*Responsibility*)	Timeline	Evidence of Effectiveness
RSU5 Strategic Goals: • All RSU 5 students regularly engage in meaningful student centered learning. • All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. **Goal: Maintain chronic absenteeism rates below 5%** Baseline Data: 2021-2022 17.62% 2022-2023 13.85% 2023-2024 11.2% 2024-2025 3.65% 2025-2026: 6.71%	**Continue communication with and supports available to parents to promote school attendance (Tier 1)** • Maintain communication–including open house, parent/caregiver-teacher conferences and newsletters–regarding expectations for daily school attendance (*Emily Grimm, Susan Albertini, homeroom teachers*) **Continue to implement systems for consistent and thorough monitoring of student attendance and response to absenteeism (Tier 2)** • Utilize newly defined MLS attendance procedures–cuing the sending of formal letters at defined intervals–to ensure consistent communication (*Scott Emery, Emily Grimm, Sara Handspicker)* • Continue to utilize daily, responsive attendance tracking system that ensures that families of targeted students receive a phone call regarding an absence the morning of the absence (*Scott Emery, Emily Grimm, Sara Handspicker)* • Hold monthly attendance team meetings to review aggregated data of chronically absent and at-risk students and identify proactive and responsive strategies (*Susan Albertini, Scott Emery, Emily Grimm, Sara Handspicker, Erika Skiff)* • Identify and implement additional targeted support for chronically absent students, including increasing positive communication for students demonstrating improvements in school attendance (*Susan Albertini, Scott Emery, Emily Grimm*) • Continue to alert families when a student reaches threshold of chronic absenteeism and partner with these families to develop a plan to support consistent school attendance (*Susan Albertini, Scott Emery, Emily Grimm*)	Yearlong Yearlong Daily Monthly Yearlong Yearlong	Chronic absenteeism rate

RSU5 Strategic Goal: • All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. Goal: Maintain students' opportunities to learn and develop social and emotional skills throughout the school day. Goal: 100% of students receiving RTI B Tier 2 support will have data collected to inform short- and long-term progress monitoring. 2025-2026 Data: 100% of students receiving RTI B Tier 2 supports had data collected to inform short- and long-term progress monitoring	**Strengthen and refine tier 1 behavioral supports** • Continue to facilitate daily opportunities for students to learn and practice social emotional skills in morning meeting, interactive learning structures, and other parts of the school day (*all teachers*) • Continue the 3rd and 5th grade buddies program to promote opportunities for multi-age interaction and skill building (*3rd and 5th grade teachers*) • Continue opportunities for reflection and refinement of Responsive Classroom practices that support social emotional learning through collaboration with Paul White via classroom observations and faculty meetings (*classroom teachers*) **Strengthen and refine tier 2 behavioral supports** • Continue to use office referral process for systematically aggregating data on and responding to student misbehavior (*Scott Emery, Emily Grimm*) • Utilized refined RTI B referral process to provide more responsive support grounded in student data (*SAT B Team*) • Continue to offer collaborative opportunities for problem-solving to address students' behavioral needs through both informal (Wednesday drop-in support, etc.) and formal structures (*SAT B Team*) • Utilize RTI B space (Sail classroom) that ensures consistent and responsive support for dysregulated students as well as opportunities for positive reinforcement and skill building (*SAT B Team*)	Daily Yearlong Yearlong Yearlong Yearlong Daily	RTI B student data

RSU5 Strategic Goal: • All RSU 5 students regularly engage in meaningful student centered learning. Goals: • Increase reading proficiency across both the Maine Through Year and Benchmark Assessment System (BAS) by 5% on each measure Maine Through Year 40th% and Above • Spring 2025:79.46% • Spring 2026: 80.44% 60th% and Above: • Spring 2025: 58.53% • Spring 2026: 66.42% BAS Benchmark and Above: • Spring 2025: 55.17% • Spring 2026: 57.04%	**Grow understanding of effective reading instruction across the span of readers in our building** • Deepen knowledge of evidence-based reading instruction (through unit frontmatter, *Shifting the Balance*, etc.) (*all staff*) • Implement new grade 3-5 reading units as well as grade 3 phonics units (*grade-level teachers, Danielle Gauthier*) • Engage in team-based coaching cycles to grow understanding of the implementation of new units (*grade-level teachers, Danielle Gauthier*) • Provide and engage in collaborative opportunities to unpack new reading units at each grade level with a focus on the links between units and grade-level standards (*grade-level teachers, Danielle Gauthier*) • In PLCs, reflect on and refine implementation of new units in response to the qualitative review of student data (writing about reading, etc.) (*grade-level teachers, Danielle Gauthier, Emily Grimm, Scott Emery*) • Grow and celebrate a culture of reading through monthly opportunities for whole-school reading celebration (First Chapter Fridays, One Book One School, etc.) (*all staff*) • Collaborate with K-2 strategist team to identify ways implementation of new units can explicitly build upon previous K-2 unit revisions (*Danielle Gauthier, Susan Dee, Emily Grimm, Scott Emery*) • Increase communication to parents on supporting students as readers outside of the school day (*Emily Grimm, Scott Emery*) • Develop an utilizing a student reading interest and identify survey to gather qualitative data on students' as readers to inform our support (*school leadership team, grade-level teachers*)	Yearlong Yearlong Yearlong Yearlong intervals Weekly Monthly, yearlong Yearlong Yearlong November 2025, June 2026	Maine Through Year Reading Data % of Students Meeting or Exceeding BAS Benchmark Student Reading Interest and Identity Survey November 2025 86.7% of students responded yes to "Do you think of yourself as a reader?" 82.9% of students report reading daily or a few times a week

Mast Landing School - 2026-2027

Goal	Strategies and Action Steps (*Responsibility*)	Timeline	Evidence of Effectiveness	Connection to the Strategic Plan
School Goal: Strengthen mathematics instruction so that students increasingly develop and demonstrate mathematical reasoning, conceptual understanding, strategic flexibility, and the ability to represent, explain, and apply their mathematical thinking.	**Deepen our understanding and implementation of instructional practices that develop students' mathematical reasons** • Deepen knowledge through a schoolwide book study of *Developing Mathematical Reasoning: The Strategies, Models, and Lessons to Teach the Big Ideas in Grades 3-5* (*grade-level teachers, math specialist, GT teacher, special education teachers, STEM teacher, administrators)* • Engage in sustained professional learning and application through district-wide professional learning days, implementation of new strategies, and reflection in PLCs (*grade-level teachers, math specialist, GT teacher, special education teachers, STEM teacher, administrators)* • Collaboratively reflect on ways to refine or adapt EverydayMath lessons to ensure that instruction maintains a strong focus on conceptual understanding, mathematical reasoning, and the major work of the grade (*grade-level PLCs*) • Review and refine end-of-unit assessments to more closely reflect the priority work of each grade (*district math team in collaboration with math specialist and grade-level teachers*) • Review student work to reflect on ways students are growing and applying their mathematical reasoning (*grade-level PLCs*) • Engage in team-based coaching cycles to support implementation and refinement of	Nov. 2026 - April 2027 Yearlong Yearlong Yearlong Nov. 2026 - June 2027 Yearlong	Baseline Data: **Maine Through Year 2026** % Meeting Standard 3rd: 72.5% 4th: 68.2% 5th: 70.8% **Number Sense Screener** Spring 2026 3rd: Proficient: 54% Approaching Prof: 29% 4th: Proficient: 58% Approaching Prof: 23% 5th: Proficient: 35% Approaching Prof: 40%	RSU5 Strategic Plan Goal: Cognitive Growth 1A: Design and utilize curriculum that is rigorous, interdisciplinary, and iterative. 1B: Foster student agency through reflection, collaboration, goal setting, and self-advocacy in learning.

	new learning (*grade-level teachers, Danielle Gauthier*) • Reflect on and refine the math specialist role to create expanded opportunities for collaboration across MTSS Tiers (*math specialist, administrators*)			
School Goal: Deepen our collective understanding and implementation of inclusive practices so that all students have meaningful access to grade-level learning, participation in the general education environment, and appropriate support to thrive.	**Expand our shared knowledge and implementation of inclusive practices across our school community** • Create a building inclusive practices team with representation across roles to identify areas for learning and facilitate professional learning opportunities (*Emily Grimm*) • Utilize staff feedback and reflections to inform professional learning opportunities on relevant topics (components of an IEP, special education eligibility process, IEP accommodations, etc.) (*Inclusive practices team*) • Develop a shared understanding of the tenants of Universal Design for Learning and utilize this understanding to inform lesson planning across all content areas (*all staff*) **Increase opportunities for co-programming and coordinated services** • Refine student placement process to more effectively cluster students based on service model and needs (*Inclusive practices team*) • Create embedded opportunities for cross-program collaboration within the weekly building schedule to support collaboration between general and special education services (*Emily Grimm*) • Identify and explore opportunities for	January 2026 - Present January 2026 - Present Yearlong May 2026 August 2026 - Present Yealrong Yearlong	Collect baseline data on the percent of students with IEPs who increase their percentile on MTY from fall to fall Increase the percent of students with IEPs who increase their percentile on MTY from fall to fall	School Culture and Connection 2A: Develop and enhance systems and processes to ensure strong relationships and sense of belonging for all students within the school and broader community. 2B: Cultivate a culture where every student is known, valued, and supported.

	increased co-programming across the school community (*Inclusive practices team, special education teachers*) • Create opportunities for staff feedback on collaborative structures and refine these structures in response (*Inclusive practices team*)			
School Goal: Increase the intentional integration of social-emotional learning across the school day so that students have consistent opportunities to learn, practice, reflect upon, and apply social-emotional skills in authentic contexts.	**Expand parents' knowledge of the explicit SEL instruction and practice embedded within students' school day** • Embedded content from universal SEL lessons in school communication (newsletters, etc.) (*school counselor*) • Provide families with the opportunity to understand ways to support the transfer of these skills from the school to the home setting through newsletters, school events, etc. (*school counselor, administrators*) **[Continued] Create embedded and systematic opportunities for students to develop and practice social emotional learning competencies across the school day** • Ensure all staff have knowledge of the Collaborative for Academics, Social and Emotional Learning (CASEL) competencies and an understanding of their relevance to our grade-span through professional learning in faculty meetings and professional learning days (*school counselor, administrators*) • Develop greater consistency in adult language and responses when supporting students with interpersonal challenges, conflict, problem solving, and emotional regulation (*all staff*) • Engage in collaborative opportunities for staff to intentionally integrate SEL into	Yearlong Yearlong Yearlong Yealrong Yearlong Yearlong	Parent survey: 80% of parents surveyed will be able to identify one or more ways in which SEL skills are explicitly taught at MLS and identify a way they can support the transfer of those skills into the home setting	School Culture and Connection 2D: Strengthen inclusive engagement systems that empower families, students, and community members as active partners in learning. Emotional Intelligence and Character Building 4A: Refine ongoing implementation of SEL curriculum across all grade levels.

	morning meeting, classroom routines, academic learning, and naturally occurring opportunities through the school day (*all staff*) • Explicitly teach and model selected SEL skills—including collaborative problem solving, perspective-taking, communication, self-management, and responsible decision-making—and provide students with repeated opportunities to practice and apply these skills (*all staff*)			