REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– NOVEMBER 18, 2026
DURHAM COMMUNITY 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:

___Colin Cheney
___Anna Child
___Melissa Jordan
___Kara Kaikini
___Anthony McElligott
___Michelle Ritcheson
___Christopher Savaiano
___Kelly Sink
___Anne Ware
___Valerie Williams
___Stephanie Worth
___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 November 4, 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: (15 Minutes)

8. Reports from Superintendent: (10 Minutes)
   A. Superintendent's Report
   B. Support Staff Hires - Miranda Bellefountaine, MLS Ed Tech

9. Administrator Reports:
   A. Finance - Kelly Wentworth (5 Minutes)
   B. Update from Athletics and Goal Review - Eric Hall (30 Minutes)
   C. Update from Durham Community School and Goal Review - Kate Hillman Harrison (30 Min)
   D. Update from Nutrition and Goal Review - Erica Reilly (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: (35 Minutes)
    A. Consideration and approval of 2nd 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:_____

    B. Consideration and approval of 1st Read of the following policies:
        1. KLGC - Relations with Law Enforcement Personnel: Limitations on Authority to Consent for Entry or to Review Records in Schools (New)
        2. BDE- Board of Directors Standing Committees
        3. JICC – Student Conduct on Buses
        4. JIH – Questioning and Searches of Students
        5. JIH - R - Questioning and Searches of Students Administrative Procedure

        Motion:_____2nd:_____Vote:_____

    C. Consideration and approval to rescind policy JLFA - Child Sexual Abuse Prevention and Response.

        Motion:_____2nd:_____Vote:_____

12. Organizational Business: (5 Minutes)
    A. Consideration and approval to appoint a Board member to the Curriculum and Program Development Committee.

        Motion:_____2nd:_____Vote:_____

13. Unfinished Business: (30 Minutes)
    A. Discussion of FY28 Superintendent's Budget

14. New Business:
    None

15. Personnel:
    None

16. Public Comments: (15 Minutes)

17. Adjournment:

Motion:_____2nd :_____Vote:_____Time: _____

Item #4.A.

RSU No. 5 Board of Directors Meeting
Wednesday, November 4, 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 November 18, 2026 meeting).

1. **CALLED TO ORDER:**
   Chair Michelle Ritcheson called the meeting to order at 6:31 p.m.

2. **MEMBERS PRESENT:** Colin Cheney (arrived at 6:42 p.m.), Anna Child, Kara Kaikini, Melissa Jordan, Anthony McElligott, Michelle Ritcheson, Christopher Savaiano, Anne Ware, Valerie Williams, Stephanie Worth. Maria Abbatemarco, Student Representative (left at 8:57 p.m.)
   MEMBERS ABSENT: Kelly Sink

3. **PLEDGE OF ALLEGIANCE:**

4. **EXECUTIVE SESSION:**
   A. **VOTED:** 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. (Jordan – Ware) (9 – 0) The Student Representative voted with the majority.

   Time In: 6:32 p.m. Time Out: 7:27 p.m.

5. **ACTION AS A RESULT OF EXECUTIVE SESSION:**
   None

6. **CONSIDERATION OF MINUTES:**
   A. **VOTED:** To approve the Minutes of October 21, 2026.
   (Child – Savaiano) (9 - 0)(Jordan was not in the room) The Student Representative voted with the majority.

7. **ADJUSTMENTS TO THE AGENDA:**
   None

8. **GOOD NEWS AND RECOGNITION:**
   A. Report from Board's Student Representative - Maria Abbatemarco

9. **PUBLIC COMMENT:**
   None

10. **REPORTS FROM SUPERINTENDENT:**

11. **ADMINISTRATOR REPORTS:**
    A. Update from Transportation Department and Goal Review - Jeremy Arsenault
    B. Update from Facilities Department and Goal Review - Glen Reynolds
    C. Update from Mast Landing School and Goal Review - Emily Grimm

12. **BOARD COMMENTS AND COMMITTEE REPORTS:**
Michelle Ritcheson - Open committee seats will be reviewed at the next meeting.

13. **POLICY REVIEW:**
None

14. **UNFINISHED BUSINESS:**
A. **VOTED:** 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. (Jordan – Savaiano) (10 - 0) The Student Representative voted with the majority.

15. **NEW BUSINESS:**
A. Superintendent's FY28 Budget Preview

16. **PERSONNEL:**
None

17. **PUBLIC COMMENT:**
None

18. **ADJOURNMENT:**
VOTED: To adjourn at 9:17 p.m. (Williams – Worth) (10 – 0)

T. H. Gray

Tom Gray, Superintendent of Schools

RSU No. 5

Warrant Articles For the Period 10/01/2026 through 10/31/2026

Fiscal Year: 2026-2027 ☐ Include Pre Encumbrance

	Budget	Range To Date	Year To Date	Balance	Encumbrance	Budget Balance	
INCOME							
GENERAL FUND REVENUES							
REQUIRED LOCAL FUNDS (-)	$20,220,920.18	$1,883,219.06	$6,454,547.93	$13,766,372.25	$0.00	$13,766,372.25	68.1%
ADDITIONAL LOCAL FUNDS (-)	$17,794,332.55	$1,657,167.93	$5,568,138.86	$12,226,193.69	$0.00	$12,226,193.69	68.7%
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	$24,572.92	$117,652.60	$141,347.40	$0.00	$141,347.40	54.6%
STATE REVENUES (-)	$8,098,468.21	$1,507,615.52	$3,313,570.39	$4,784,897.82	$0.00	$4,784,897.82	59.1%
MISC REVENUES (-)	$23,600.00	$1,750.00	$65,987.00	($42,387.00)	$0.00	($42,387.00)	-179.6%
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)	($5,074,325.43)	($15,519,896.78)	($32,005,523.22)	$0.00	($32,005,523.22)	67.3%
Total : INCOME	($47,525,420.00)	($5,074,325.43)	($15,519,896.78)	($32,005,523.22)	$0.00	($32,005,523.22)	67.3%
EXPENSES							
GENERAL FUND EXPENSES							
ARTICLE 1 REGULAR INSTRUCTION (+)	$20,129,173.00	$2,302,843.63	$3,891,477.63	$16,237,695.37	$12,314,655.67	$3,923,039.70	19.5%
ARTICLE 2 SPECIAL EDUCATION (+)	$7,510,422.00	$887,989.97	$1,582,935.15	$5,927,486.85	$4,482,256.83	$1,445,230.02	19.2%
ARTICLE 3 - CAREER & TECHNICAL CTR (+)	$337,282.00	$28,106.83	$112,427.32	$224,854.68	$224,854.68	$0.00	0.0%
ARTICLE 4 - OTHER INSTRUCTION (+)	$1,172,539.00	$75,997.96	$271,339.15	$901,199.85	$378,091.50	$523,108.35	44.6%
ARTICLE 5 - STUDENT & STAFF SUPPORT (+)	$4,906,366.00	$553,457.82	$1,199,127.35	$3,707,238.65	$2,649,242.70	$1,057,995.95	21.6%
ARTICLE 6 - SYSTEM ADMINISTRATION (+)	$1,308,008.00	$119,780.72	$480,782.84	$827,225.16	$535,786.15	$291,439.01	22.3%
ARTICLE 7 - SCHOOL ADMINISTRATION (+)	$2,638,024.00	$297,869.82	$817,471.86	$1,820,552.14	$1,423,973.83	$396,578.31	15.0%
ARTICLE 8 - TRANSPORTATION & BUSES (+)	$2,388,457.00	$250,924.04	$762,192.32	$1,626,264.68	$751,785.06	$874,479.62	36.6%
ARTICLE 9 - FACILITIES MAINTENANCE (+)	$5,993,777.00	$343,331.66	$2,467,613.52	$3,526,163.48	$1,456,901.62	$2,069,261.86	34.5%
ARTICLE 10 - DEBT SERVICE & OTHER COMMITMENTS (+)	$1,071,577.00	$886,467.00	$995,302.00	$76,275.00	$76,274.97	$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%

Warrant Articles For the Period 10/01/2026 through 10/31/2026

Fiscal Year: 2026-2027 ☐ Include Pre Encumbrance

	Budget	Range To Date	Year To Date	Balance	Encumbrance	Budget Balance	
Sub-total : GENERAL FUND EXPENSES	$47,525,420.00	$5,746,769.45	$12,580,669.14	$34,944,750.86	$24,293,823.01	$10,650,927.85	22.4%
Total : EXPENSES	$47,525,420.00	$5,746,769.45	$12,580,669.14	$34,944,750.86	$24,293,823.01	$10,650,927.85	22.4%
NET ADDITION/(DEFICIT)	$0.00	$672,444.02	($2,939,227.64)	$2,939,227.64	$24,293,823.01	($21,354,595.37)	0.0%

End of Report

Item #9.B.

Athletics Goals 2025-2026 Review

Goal Worksheet			
School/Department: Athletics			
Goals	**Strategies and Action Steps (Responsibility)**	**Timeline**	**Evidence of Effectiveness**
District Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. Athletic Department 2025-26 Goal #1:To review the current Athletic Eligibility Policy for participation in interscholastic athletics at Freeport High School	FHS Strategic Plan: Theory of Action: IF The Athletic Department of RSU #5 provides co-curricular opportunities/interscholastic sports for student-athletes in grades 6-12 to participate in ... THEN these programs should provide equitable access to what is essential to compete and participate Selection of action steps for 2024-25 -Towards the end of the 2024-25 school year, three surveys went out to high school staff, students, and parents for feedback on the current athletic policy for Freeport High School. The policy has not been updated prior several years, and it is a chance to look at what our policy is compared to other schools in the area. -Is our policy equitable for all students? -Is the policy outdated? -Does the policy meet the standards of our educational curriculum? These are the factors that will be used in our Eligibility Committee meetings	Create an eligibility committee Put together area eligibility policies to review, Scheduled eligibility committee meetings Review current policy, look at others to see what might be added, changed, incorporated. Feedback from surveys	**Created in August 2025, consists of AD, two FHS coaches, two parents/community members, 2 student-athletes** **Meetings to this date October 25, Dec 3rd, 2025, Jan 2026, March 26, April 26** **May 26 to have an eligibility policy that potentially could have changes in place prior to 2026-27.**

District Goal : All RSU 5 students regularly engage in meaningful student centered learning. Athletic Department Goal Goal #2: To look at and review existing athletic facilities to continue providing safe playing fields that will support our athletic programs	-Freeport High School has a turf.track multipurpose field that is used for all of the fall sports, and spring sports. Outside programs that use it do go through community programs. We have a baseball field that has a field that is maintained along with our tennis courts, and softball fields. As with most things, wear and tear are starting to become noticeable at our baseball field, and tennis courts. -Baseball Fields-current issues, no seating, dugout roofs are in need of repair, fencing is starting to break down, center field net is not high enough to prevent baseballs going in the playground on Morse Street Side -Tennis court is starting to crack, causing water damage to the surface, needs to be looked at and needs an engineering firm to help determine what next steps are to ensure a safe, quality playing surface for our tennis programs.	-Consistant meetings both informal and formal with Grounds (Jason Chisholm) about our facilities at FHS -Started discussions about FMS, DCS fields as well -Start to look at areas of high needs, as listed, Baseball Field, Tennis Court	**-Track lines and exchanges zone repainted in 2025, Turf repair, Fall of 2025** **Tennis Court, have met in August of 2025 to start the process of looking at what are the steps in having the courts re-done.** **Creating an assessment tool for facilities and what are the costs associated with repair and how it will fit within the budget in future years. Summer 2026/Fall 2027**
District Goal : All RSU 5 students regularly engage in meaningful student centered learning. Athletic Department 2025-26 Goal #3: To find a way to retain coaches, especially at the middle level	-Over the past three seasons we have a 20% decrease in retention of coaches in the following areas, FHS-Boys Tennis, boys basketball coaches (FT, JV) FMS soccer coaches, 7th grade boys and girls basketball coaches, Alpine Ski, softball DCS soccer coaches, baseball coaches These jobs are essential in providing opportunities for our student-athletes in middle and high school to have the essential coaching in interscholastic programs. In certain cases we have parents that step up and volunteer which is very important, but this tends to prevent the season from starting on time	-To meet with both Assistant AD's to discuss what are the pitfalls, what are some of the issues that some of these coaches are facing which prevents a longer tenure. -Develop coaching meetings for new coaches on skills development, coaching student-athletes, dealing with the outside influences -Would like to have a target rate of 90% retention of coaches by the beginning of the Fall of 2026	**-Winter of 2025** **-Spring/Summer 2026** **-Data collecting by the end of the Fall 2026, to see if 90% has been reached**

Athletics Goals 2026-2027

Goal Worksheet				
School/Department: Athletics				
Goals	**Strategies and Action Steps Responsibility**	**Timeline**	**Evidence of Effectiveness**	**Connection to the Strategic Plan**
District Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. Athletic Department Goal #1: To exam and identify any areas where the Athletic Department is not meeting Title IX regulations in regards to equitable expenditures for male and female sports, equitable use of facilities on and off campus	FHS Strategic Plan: Theory of Action: IF The Athletic Department of RSU #5 provides co-curricular opportunities/interscholastic sports for student-athletes in grades 6-12 to participate in ... THEN these programs should provide equitable access to what is essential to compete and participate As the athletic department increases participation, the need to examine any irregularities in budgeting, and expending money on male sports and female sports. -A comprehensive review of current practices, working with our Title IX coordinator -Identification of gaps and recommendations for changes in practice -To have a plan to identify these gaps or areas.	December Form a Committee to view our current practices of scheduling, budgeting, and allotment of resources 2026-Survery out to families of grades 6-12th January-collect data February-synthesize the data to see trends March/April share with stakeholders	By June 2027, complete a comprehensive review of RSU 5 athletic programs to evaluate equitable access and treatment for male and female student-athletes in accordance with the Title IX requirements. The review will examine participation opportunities, facilities, scheduling, equipment, staffing, and financial resources. Present findings and recommendations to district leadership, including identified areas for improvement and proposed plan for addressing any gaps.	Systems and Sustainability 5A.5: Maintain and update infrastructure to ensure equitable access to educational and extra-curricular resources and practices. 5B.2: Anticipate and evaluate the long term financial impact of district decisions and initiatives

District Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. Athletic Department Goal #2: To improve coaching skills for our coaches in middle and high school level, through professional development class online through the NFHS Learn platform.	Coaches will have access to these NFHS courses to help with our standards of Student-development, safe inclusive teams, sportsmanship, and relationship building. -How to communicate with our student-athletes **NFHS Class-Communicating with today's student** -Relationship-building **NFHS Coaching Student-Leadership** -Sportsmanship **NFHS Sportsmanship** -Safe inclusive Teams **NFHS Bullying, Hazing, and Inappropriate Behavior** -Student Development **NFHS Teaching and Modeling Behaviors** **Vector trainings**	January 2027 Start identifying small professional developmental skills for coaches, through Coaching Resources, NFHS, MIAAAA, NIAAA Start to implement these into our coaches meeting in the Fall, Winter, Spring	By June 2027, develop and begin implementing an RSU 5 coaching framework that established shared expectations for effective coaching across middle and high school athletics. The framework will address communication, relationship-building, student development, sportsmanship, and the creation of safe and inclusive team environments. Introduce the framework through seasonal coaches' meeting and targeted professional development, and establish a process for gathering feedback from coaches, student-athletes, and families to assess its effectiveness	1B. 2: Teach and support effective communication, discourse, and self advocacy skills across learning environments 4C. 3: Provide opportunities for students to develop personal well-being goals and reflect on strategies that promote emotional health, balance, and resilience

RSU 5 ATHLETICS

Participation Numbers

FHS	Year	Fall	Winter	Spring	Total	% of Enrollment	Enrollment
	00-01	158	145	134	233	57%	408
	01-02	159	138	154	242	59%	409
	02-03	190	161	150	264	64%	420
	03-04	186	151	164	260	60%	440
	04-05	225	152	170	293	65%	450
	05-06	222	151	167	296	66%	450
	06-07	185	124	153	255	60%	440
	07-08	168	118	125	226	51%	440
	08-09	141	106	148	220	52%	420
	09-10	190	125	156	253	59%	427
	10-11	220	150	185	297	60%	500
	11-12	226	170	196	312	60%	520
	12-13	211	155	204	311	60%	520
	13-14	215	169	177	298	59%	515
	14-15	196	173	186	281	57%	489
	15-16	210	190	210	313	61%	511
	16-17	220	204	215	318	63%	505
	17-18	226	192	230	334	64%	525
	18-19	242	180	226	345	59%	580
	19-20	234	198	0	307	53%	580
	20-21	223	168	215	319	52%	584
	21-22	230	161	246	357	58%	618
	22-23	231	160	236	344	56%	615
	23-24	266	175	222	345	55%	631
	24-25	255	172	209	385	65%	592
	25-26	245	173	220	366	63%	580

Freeport High School

Season Results 2025-226

Varsity Golf	
Field Hockey	Class B South Regional Champions Class B State Runner-up
Boys Cross Country	Class B South Regional Runner up Champions Class B State Runner Up
Girls Cross Country	Class B South Regional Champions Class B State State Champions
Girls Soccer	Regional Semi-Finals
Football	Regional Quarter-Finals

		Class D South Sportsmanship Award Winner
Boys Soccer		Regional Pre-lims
		Regional Quarter-Finals
		Winter Results
Nordic Ski	Boys	4th place at States
Noridic Ski	Girls	Class A State Champs
Alpine Ski	Girls	Top 4 in Class A
Alpine Ski	Boys	Top 4 in Class A
Girls Ice Hockey		State Champs
Boys Ice Hockey		
Boys Basketball		
Girls Basketball		Lost in Quarter-Finals
Boys Indoor Track		Class B State runner up
Girls Indoor Track		Western Maine Conference Champs
		Class B State Champs
Boys Tennis		
Girls Tennis		
Softball		
Baseball		Lost in Pre-lim game
Outdoor Track	**Boys**	Finished in the top 6 of the states
Outdoor Track	**Girls**	Class B State Runner up
Lacrosse	**Boys**	Lost in Regional Pre-lim play-offs
Lacrosse	**Girls**	Class B State Runner up

RSU 5 ATHLETICS

Participation Numbers

DCS	Year	Fall	Winter	Spring	Total
	09-10	50	45	44	87
	10-11	69	61	52	99
	11-12	73	64	67	109
	12-13	64	68	63	80
	13-14	59	62	60	89
	14-15	45	56	53	79
	15-16	67	57	52	100
	16-17	72	61	81	88
	17-18	65	59	70	93
	18-19	89	53	57	90
	19-20	57	38	0	76
	20-21	28	26		
	21-22	52	51	43	88
	22-23	41	45	50	89
	23-24	45	42	51	83
	24-25	44	42	48	81
	25-26	40	40	43	80

RSU 5 ATHLETICS

Participation Numbers

FMS	Year	Fall	Winter	Spring	Total
	00-01	140	110	118	191
	01-02	128	92	130	187
	02-03	132	107	134	195
	03-04	138	113	147	211
	04-05	131	112	138	200
	05-06	122	109	125	179
	06-07	121	108	102	185
	07-08	117	78	110	167
	08-09	113	92	111	163
	09-10	129	102	107	186
	10-11	131	104	113	207
	11-12	128	115	128	214
	12-13	151	157	120	245
	13-14	139	136	121	219
	14-15	143	126	111	212
	15-16	182	124	122	246
	16-17	142	128	116	213
	17-18	158	117	124	213
	18-19	147	120	121	199
	19-20	157	125	0	202
	20-21	123	72	107	171
	21-22	116	94	109	147
	22-23	122	102	125	190
	23-24	115	97	105	185
	24-25	118	95	102	182
	25-26	109	90	99	178

Item#9.C.

Durham Community School Goals 2025-2026 Review

School: Durham Community School
Team Members: DCS Staff
District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

DCS Goal #1	Strategies and Action Steps	Responsibility	Evidence of Effectiveness
Increase cognitive engagement of students Prek-8. *"Cognitively Engaged students are **drivers in their own learning**. They invest mental effort, name and work towards their own learning goals, reflect on their learning, and apply self regulation skills."* As a result of this work: 1. A reflection tool will be developed to identify strengths and needs of students around cognitive engagement. This will also provide baseline data and impact data at the end of the year. 2. Teachers will develop and utilize action steps to increase student skills around determination and engagement. 3. Students will receive ongoing feedback as they work	School Leadership Team develop understanding of facets of cognitive engagement and strategies for increasing student cognitive engagement.	Administrators Strategists School Leadership Team.	Summer Learning focus. (agenda attached)
	Provide PD to all staff about progression of Cognitive Engagement and the role of the clear criteria, feedback, self-reflection and goal setting	Administrators Strategists School Leadership Team.	Agenda items for PD time. There were several PD opportunities both in staff meetings across the year and in the opening days of school.
	All teachers have a goal around cognitive engagement	Administrators Teaching staff	Goals in e-portfolios All staff had a professional goal related to Cognitive Engagement. This meant lots of checkpoints with all staff about how their practices were adjusting and the impacts of the work.
	Revisit and teach into Habits of Work	Teaching staff	Student awareness of Habits of Work. -Many middle level educators laminated the HoW and made them into placemats for easy reference for students.

towards their goals.			More alignment between reported levels on report cards and what is experienced in the classroom. The middle school team focused on this explicitly as their goal and had students self-reflect every two weeks on their HoW grade. If there was a mis-match, the student and teacher had a 1-on-1 conversation about why.
	Teachers develop and use tools for students to self reflect and goal set relative to learning criteria	Teaching staff	Artifacts that may include exemplars, rubrics, exit tickets, portfolios etc. Lots of artifacts came from this work, some of the most powerful in the lower grades were naming and identifying the traits and habits of an invested, engaged, learner so students had a better understanding of their job at school.
	Develop a progression for different grade spans that has developmentally appropriate indicators for what cognitive engagement looks like	School Leadership Team	Progression document Developed and used in the fall and spring.
	Teachers gather data of their students to progress monitor using the Cognitive Engagement progression tool	Teaching staff	Spread sheets and patterns identified. Teachers used the progression tool in the fall, and one of the most helpful patterns identified was the expectations of learners at the end of each grade level. This allowed educators to pick up the work

			where the previous grade left off.
	Utilize PD with Paul White	Administrators Strategists Teaching staff	Specific goal work feedback from Paul.
	Refine student-led conference practices to increase reflection and goal setting skills	Middle School Advisors & Teaching staff	PD time, student goals and portfolios. This ended up being part one of two in this area.

DCS Goal #2	**Strategies and Action Steps**	**Responsibility**	**Evidence of Effectiveness**
Increase all students' sense of belonging in school to impact both student well-being and attendance. As a result of this work there will be a 10% reduction in chronic absenteeism from 9.6% to 8.64%. We were able to decrease our chronic absenteeism rate from 9.6% to 5.34%.	Continue to implement CharacterStrong curriculum in all classrooms/advisories pk-8.	Teaching staff & Advisors School counseling team Administration	Daily and weekly practices will be consistently evident across grade levels. Including daily announcements and weekly messages for staff. Continues to be a strong practice across the Pre-k-8 span.
	Attend state/ Count Me In attendance conference to identify additional strategies to increase attendance rates.	Administration	Notes and resources from the conference. Attended with other Assistant Principals from the district.
	Regularly meet as an attendance team to track student absences.	School counseling team Administration School Nurse	Attendance tracking document kept accurately and up to date. New document was helpful in tracking students across the year for both celebrating successes and planning interventions.

	Collaborate across the district with Attendance Coordinators from other schools to share resources and strategies.	Administration	Shared district folder of effective attendance resources -The folder was utilized to have more consistent messaging about attendance protocols across the schools.
	Hold attendance meetings with families approaching the threshold for chronic absenteeism or truancy.	School counseling team Administration School Nurse Teaching Staff	Attendance support plans developed and followed. There were only a couple of students in need of attendance support plans and family meetings, and they were effective for those students.
	Use positive reinforcement strategies such as: -send positive postcards for improving attendance rates of students who meet the "chronically absent" threshold -Teachers reach out to families when a student has three absences or a change in attendance -Promote events like "spirit week" and partner class events -Use Reach My Teach to send informative messages about attendance	Administration School counseling team Teaching Staff	Improvement in attendance data. -Teachers had involvement in the plan for any chronically absent student -Postcards were developed and sent to students who showed improvement in their attendance data over the course of the year -DCS held 4 spirit weeks -DCS staff continues to learn more about how to use Reach My Teach to communicate with families in both proactive and reactive ways

Goal Review Artifact

Independent Reading

	
I am a prepared reader • I get to work quickly • I have my tools	 
I am a determined reader • I read the whole time • I work to solve tricky words	 

First Grade Prepared & Determined Readers

4th Grade Math Goals

My Math Goals

Grade 4

Round 1:
September-November 2025

Represent × and ÷

with a picture, array, and number model



Say a scenario for ÷ and ×



Add within 1,000

☐ 36 + 49 = ☐ 168 + 27 =

☐ 89 + 65 =

US Traditional Algorithm

☐ 237 + 169

Subtract within 1,000

☐ 53 - 24 = ☐ 235 - 89 =

☐ 124 - 52 =

US Traditional Algorithm

☐ 453 - 267

Build my fact fluency!

× ÷ 2, 5, 10

× ÷ 4

× ÷ 3

× ÷ 6

WRITING SELF REFLECTION

★	★★	★★★	★★★★
☐ I wasn't writing. ☐ I only write when reminded.	☐ I got distracted once, but got myself back to writing.	☐ I wrote the whole time. ☐ I stayed in my space. ☐ I did my writing job.	☐ I wrote the whole time. ☐ I stayed in my space. ☐ I did my writing job and extra writing work.

Second Grade Writer's Workshop Self-Reflection Tool

3rd Grade Math Assessment Reflection Tool

Now, think about how you're showing your thinking. Circle the box that matches what you've done.

	1	2	3
Showing my thinking	I only write the answer.	I write some number models, words, or drawings but some steps / parts are unclear or missing.	I write number models, words, or drawings that clearly show how I solved the question. I clearly communicate my strategy so that others can understand it.

Goal Review Artifact

School Leadership Team
Summer Retreat
August 7th, 2025
8:30 - 2:30

Work for prior to meeting:
Read the attachments
Come with your graphic organizer!

8:30-8:50- Welcome
Lunch orders
Greeting
Review agenda

8:50-9:05 School Goal Work:
- Revisit last year's goal: DCS school goals 24/25
- Introduce our new school goal (SMART goal language)

9:05- 9:40 Cognitive Engagement Work:
- Define Cognitive Engagement:
  - Unpacking of the readings provided
  - Create DCS definition of Cognitive Engagement
    - **Working definitions:**
      - Cognitively Engaged students are drivers in their own learning, who: invest mental effort, name and work towards their own learning goals, and know how they learn best
      - CE is being actively invested in learning, monitoring growth, revising tools and strategies along the way, and applying self regulation skills (*tasks can be completed without motivation if needed).*
      - CE refers to how active you are in your own learning.
    - Active/actively
    - Knowing how to learn best (How do we teach that?) - broaden this statement?
    - Self regulation/Mindset - ability to stay the course to reach goals

BREAK!

10:05-10:15
- Characteristics of students who drive their learning
  - Sorting activity - Mindset vs. Skill

10:15-10:45
- RSU 5 Rubric Connection - Staff will select a PG&E goal from the preselected Indicators & Domains that support CE

Goal Review Artifact

- *Criteria - language adjustments*
- *Student self assessment and goal setting*
- *Feedback* - how can we close the loop on goal work from last year?
- *Mindset*

- Impact Data:
  - HoW- Determination - invest in calibrating the process of scoring determination. There is a wide range of interpretation on behalf of staff as to how this is scored.
    i. What are the attributes of a CE/Self regulated learner?
    ii. Characteristics of behavioral engagement align with our current definitions of determination, more so that a student who is cognitively engaged
    iii. Should goals/criteria be adapted?
    iv. How is this work communicated to students and families?
    v. Send consistent feedback/messaging. Is there an accurate way to communicate aligned messaging around determination vs. CE
    vi. Is there a place for Cognitive Engagement in our grading practice? How would a mindset be graded?
    vii. Bring this back to SLT for further discussion
  - "Assessement Tool"

10:45-11:45

- Developing the tool(s) for teacher "assessment" of their learners' level of engagement
  - Teacher Self Reflection Rubric - is it usable?
    i. Lots of information to consider
    ii. Some feedback/mindset and success criteria areas felt limited by the curriculum
    iii. Choices in demonstrating mastery the content is limited by curriculum
  - Pitch & Prioritize Student Engagement Rubric (teacher facing tool)
    i. Tool can be used effectively in different ways
    ii. Could it be used as one rubric school wide, but with different examples or different targets per grade level that are developmentally appropriate?
    iii. Title as Growth Continuum vs Rubric
    iv. Include a 0 column for Disrupting/Disengagement
    v. Should there be half steps to further define the continuum and clarify grade level targets?
    vi. The need for support or scaffolding will change based on the complexity of the target/goal

BREAK!

LUNCH! And a game 12:00- 12:50
Teams add to these slides!

12:50-1:25

- **Proposal:**
  4 tracks- Teachers will use the Self Reflection Tool to identify the track they feel will best support their goal.

Goal Review Artifact

Option A- As a team we identify the key learning (could be an existing practice that needs refining/ developing/become universal or new learning) in each of the 4 categories and teach into and use independent work time for people to put their learning into practice.

- By grade span for each focus?

Option B- Use data from the teacher self reflection tool to determine indicators that show the most prevalent need and run specific PD in the key 1-2 elements within each of the 4 categories.

Option C- Teachers identify their goal and utilize this time to work on their goal in small groups. Include work plan in ePortfolio that would be updated and shared when this work time is given.

- Could be done a PLC if there is value for all?

We need to answer the question: **What do teachers need to be successful in this?**

- From SLT, the most common track for improvement was Student Self Assessment and Goal Setting, followed by Criteria.
- Agreement to focus less on Feedback and Mindset.
- Building the skill set to work on Criteria - self select an area or content piece with a group? Team could be cross grade, SpEd or Specials look to join or form groups with shared focus.
- Are there specific skills teachers need? What language or universal pieces need to be shared or aligned.
- Encourage experimentation and offer time to process/debrief
- How will we communicate this work to our community members (families)?

Input for August 26 and 27 - pd planning

- Work on developing CE Growth Continuum with teams per grade level spans
  - Maintain clarity around what's realistic
- Individuals/teams tease out what indicators/skills they'd like focus on enhancing

- **School Goal Work Revisited:**
  - Write the school goal (SMART goal language)
  - Increase student cognitive engagement with a focus on gaining skills pertaining to; gaining clarity of criteria, developing the tools to support Cognitive Engagement, debriefing on results of this work, collaboration regarding how these practices drive engagement.

Plan PD supports and dates for this initiative:

2:00 - 2:30

Other agenda items:

-PLC Dates and times

-Please update teacher dashboard to link your new PLC doc

-Finalize Partner Class Schedule: 25/26 Partner classes

- Request made last spring to decrease the number of partner classes.
- Staff can schedule additional partner class meet ups if desired.

Goal Review Artifact: Cognitive Engagement Continuum

HoW	Indicator	Emerging	Pre-K	K	1	2	3	4	5	6	7	8
Engagement	Active Listening	I sometimes show listening with my body.	I use my eyes, ears, and body to show I'm listening.	I listen with my whole body, using strong listening (eyes, ears, brain, heart).	I listen carefully and can repeat what someone else said.	I listen carefully and ask questions to learn more.	I listen to respond and understand.	I listen for important ideas and ask questions to understand.	I listen and connect to my prior knowledge, and ask questions about anything I don't understand.	I listen to the ideas of others and ask clarifying questions.	I listen critically and use evidence to explain if I agree or disagree.	I listen for deeper meaning, themes, and perspectives.
	Participation	I use sounds, gestures, or actions to share what I'm thinking or I may need adult support to share my ideas.	I share my ideas, pictures, or actions.	I share my own ideas or signal to show "I agree."	I share my ideas and add on to a classmate's idea.	I share my ideas in complete thoughts and give kind feedback.	I explain my thinking with reasons or examples.	I explain my ideas using evidence and add on to other's ideas.	I know my role during class is to explain my ideas and add on to others' thinking.	I volunteer answers, even if I'm not sure. When I disagree, I challenge ideas respectfully.	I engage in collaborative, respectful discussion and add on to keep the conversation going.	I build on others' ideas by synthesizing or combining perspectives.
Determination	Responsibility	I may need an adult to notice when I need help.	I can ask for help when I need it.	I start my task, solve small problems, and ask for help when I need it.	I stay on task. I try at least one strategy before asking for help.	I stay focused even when it's hard. I try more than one strategy before asking for help.	I start tasks independently and keep working until I finish.	I keep working through challenges and try to solve small problems on my own.	I notice when I'm stuck and use strategies to move forward.	I balance independence with asking for help at the right time.	I monitor my own progress and adjust my approach if needed.	I take ownership of my choices and see mistakes as chances to improve.
	Reflection	With support, I begin to share what I made or did.	I can tell or show what I made or learned.	I can check my work against an example to see if I'm done.	When I check my work, I can say what I did well and what I can do better.	I check my work to see if it makes sense and, with help from my teacher, fix up my mistakes.	With help from my teacher, I check my work using a checklist or rubric.	Using a rubric or checklist and feedback from my teacher, I explain what I did well and what I can improve next time.	I implement feedback from teachers and peers to improve my work.	I use feedback to reflect on my work and set goals for improvement.	I use feedback to reflect on how I learned, as well as my final product.	I seek out feedback from teachers and peers, and utilize it to plan how to grow.
	Goals & Next Steps	With help, I can notice or show when I'm getting better at something.	I can talk about something I'm getting better at.	I participate in conversations with my teacher to understand my learning goals.	I know my goal and check in with my teacher about my progress.	I know my learning goal and the steps to get there.	With help from my teacher, I set a small goal for myself, and I can plan out and follow the steps to get there.	Using rubrics and exemplars, I set a goal with my teacher and make a plan for what I will do to improve my work.	Using rubrics and exemplars, I set goals in order to meet success criteria.	I track my progress toward a goal over time.	I set long-term goals and break them into smaller steps.	I use my goals to guide decisions about how I learn and what I focus on.

Goal Review Artifact

Aligning with the teacher rubric:				
RSU 5 TR - **Engagement**: *III- Delivery of Instruction* (4) Students are deeply invested and have a sense of ownership in their learning and are involved in focused activities, active learning and/or problem-solving. DCS Cognitive Engagement Definition: Cognitively Engaged students are drivers in their own learning. They invest mental effort, name and work towards their own learning goals, reflect on their learning, and apply self regulation skills.				
Indicator & Domain	**Criteria** *IV- Monitoring, Assessment and Follow-Up*	**Student Self- Assessment and Goal Setting** *IV- Monitoring, Assessment and Follow-Up*	**Feedback** *IV- Monitoring, Assessment and Follow-Up*	**Mindset** *III-Delivery of Instruction*
RSU 5 Teacher rubric language:	(4) Consistently communicates clear criteria for work, with rubrics and exemplars of student work at each level of proficiency	(4) Consistently guides and supports students to self-assess, revise work, set goals for their learning, and consistently track their own academic progress.	(4) The teacher's feedback to students is timely, specific, and constructive to both celebrate student progress and guide meaningful next steps for learning.	(4) Fosters an environment in which students are risk-takers, learn from their mistakes, and believe that through effective effort they will improve their skills and knowledge.
VL Student indicators:	-Students know where they are going and are confident they can take on the challenge -Students select tools to guide their learning	-Students know their current level of understanding -Students monitor their progress and adjust their learning -Students select tools to guide their learning	-Students seek feedback and recognize that errors are opportunities to learn -Students recognize their learning	-Students seek feedback and recognize that errors are opportunities to learn -Students know where they are going and are confident they can take on the challenge
VL Teacher indicators:	The teacher plans out instruction including accurate explanations, examples, and guided practice The teacher provides choice in how students	The teacher conferences with students about their interpretation of data The teacher devotes time to student self-assessment or pre-assessment	The teacher models seeking feedback and the excitement of using feedback to make improvements The teacher leverages clear success criteria to support	The teacher models seeking feedback and the excitement of using feedback to make improvements The teacher creates a climate of risk-taking and trust

	demonstrate mastery The teacher uses student interests to develop learning experiences that have relevancy and will resonate The teacher introduces and models a range of tools for students to select The teacher provides students with opportunities to practice using tools The teacher structures learning tasks so students can make choices about which tools to use The teacher explicitly teaches and models planning and organizing strategies The teacher structures tasks so that students are required to interact with one another	The teacher guides students to reflect on the provided success criteria prior to the task The teacher provides time during instruction for students to understand the pathway of learning and to self assess their current progression The teacher has students reflect on the effectiveness of their selected tools/ strategies The teacher intentionally builds moments into a lesson that allow for students to reflect on their progress The teacher places value on the act of examining one's own work over the correctness of that work	peer-to-peer feedback The teacher gives students the opportunity to use what they know before stepping into refine knowledge or further develop skills The teacher provides instruction on how to give growth-producing feedback	The teacher models making mistakes and how to learn from the mistake The teacher places value on the act of examining one's own work over the correctness of that work

Durham Community School Goals 2026-2027

Goal Worksheet				
School/Department: Durham Community School				
Goals	**Strategies and Action Steps (Responsibility)**	**Timeline**	**Evidence of Effectiveness**	**Connection to Strategic Plan**
(Year 2 of 2) Increase students' cognitive engagement *by supporting students in setting goals, monitoring progress, reflecting on learning, and adjusting strategies to promote growth and independence.*	The School Leadership Team will complete a book study on Zaretta Hammond's Rebuilding Student's Thinking Power led by administration. The School Leadership Team will meet for a summer work day focused on school goal and action steps at each grade level. All teaching staff will participate in professional learning focused on the conditions that are conducive to increasing students' cognitive engagement. All classroom teachers will have a professional goal related to increasing cognitive engagement and receive one–to-one administrator feedback on the goal and supports needed to attain it. Administration in collaboration with the school leadership team will develop a student engagement survey about students' perception of their ownership over their learning to be given in October and May. It will ask students to rate the following statements: • I know what I am trying to learn. • I care about what I am learning. • I get to choose some of the things I learn about. • I know my learning goals and how I'm doing. • When something isn't working I try a different strategy. Teacher lesson plans will reflect adjustments in Tier 1 practices, such as incorporating fishbowl debates, Building Thinking Classrooms practices (collaborative problem-solving), student self-assessment, and regular opportunities to reflect on their learning.	August 2026 August 2026 On-going September 2026 October 2026 (complete) / May 2027 On-going	100% of classroom teachers will have a professional goal related to increasing student's cognitive engagement. There will be an increase in students who agree or strongly agree in two of the five categories on the student engagement survey in May. 100% of middle school students (6-8) will participate in a student-led conference with a revised structure focused on student engagement and reflection using a SWOT analysis and work samples. Student work samples will demonstrate growth in clarity and mechanics across identified checkpoints throughout the year. Student reflection will demonstrate an increased ability to recognize areas of strength, identify opportunities for	*Portrait of a Graduate:* -Intellectual Curiosity -Personal Growth -Future Readiness *We Believe Statement:* Cognitive Growth: We believe learning requires deep thinking, meaningful challenge, and the ability to reflect on and adjust one's approach to reach goals. **Strategic Plan Action Steps:** *Cognitive Growth* 1B.1: Provide regular opportunities for collaborative learning, feedback, and academic discourse. 1B.3: Support students in setting goals, monitoring progress, reflecting on learning, and adjusting strategies to promote growth and independence. *Emotional Intelligence and Character Building:* 4C.1: Develop instructional practices that normalize productive struggle,

	The School Leadership Team will collect and analyze student work artifacts throughout the year, focusing on clarity and mechanics to identify patterns in student performance, opportunities for increased student self-assessment, and instructional next steps that promote growth and independence.	On-going	improvement, and make purposeful revisions.	reflection, revision, and persistence as essential parts of learning and growth.

Goal Worksheet				
School/Department: Durham Community School				
Goal	**Strategies and Action Steps** **Responsibility**	**Timeline**	**Evidence of Effectiveness**	**Connection to Strategic Plan**
Effectively differentiate tier 1 math instruction in K-2 in order for students to meet expected benchmarks.	All classroom teachers (Pk-5) will participate in on-going professional development to increase understanding in the progression of math skills and explore strategies that provide multiple entry points to grade-level mathematical concepts without lowering expectations and rigor. All classroom math teachers (Pk-8) will participate in a Mathematical Reasoning book study led by Instructional Strategists and administrators. Kindergarten and First Grade classroom teachers will receive additional training on the implementation of Number Corners (*a skill-building program revolving around the classroom calendar– it provides daily practice as well as continual encounters with broader mathematical concepts in 15–20 minutes of instruction*) along with their district colleagues. All first and second grade teachers will receive training on utilizing Cuisenaire Rods in the classroom (*a versatile collection of rectangular rods of 10 colors, each color corresponding to a different length. This tool provides opportunities to introduce, investigate, and reinforce key math topics such as addition, subtraction, geometry, measurement, multiplication, and division*). Together with the math specialist and instructional strategist, teachers will reassess student progress at established benchmark windows throughout the year. Grade level	On-going throughout the '26-27 school year.	Increase the number of K-2 students who are meeting or exceeding the expectation on the Spring Number Sense Screener from 67% to 70%. Student work samples and classroom observations demonstrate that students are increasingly able to represent mathematical thinking in multiple ways, explain their strategies, and engage in appropriately challenging math tasks. --- Number Sense Screener Data: *Percentage of Students Meeting or Exceeding Spring Benchmark* **Spring '24**: 96/151=64% **Spring '25**: 82/147=56% **Spring '26**: 92/137=67%	*Portrait of a Graduate:* -Intellectual Curiosity -Future Readiness *We Believe Statement:* Cognitive Growth: We believe learning requires deep thinking, meaningful challenge, and the ability to reflect on and adjust one's approach to reach goals. **Strategic Plan Action Steps:** *Cognitive Growth* 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.

Goal Worksheet				
School/Department: Durham Community School				
	teams will compare benchmark performance to baseline data to determine growth toward grade-level expectations. PLCs will utilize assessment data to determine tier 1 interventions and teacher-led small groups on specific strategies and skill gaps. The school-based instructional strategist will provide targeted professional development to grade-level teams and individuals.			

Item#9.D.

Nutrition Department Goals 2025-2026 Review

Goal Worksheet			
School/Department: Nutrition			
Goals	**Strategies and Action Steps (Responsibility)**	**Timeline**	**Evidence of Effectiveness**
Depatment Goal #1: **Strengthen staffing stability and efficiency** Develop and implement staffing systems that ensure consistent coverage at every site, reduce emergency director coverage, and improve daily operational flow.	A. Conduct a districtwide staffing analysis to identify gaps and coverage needs by site. B. Partner with HR to enhance recruitment efforts, including targeted outreach and local partnerships. C. Establish a cross-training program to prepare staff for multiple roles as needed. D. Recognize and celebrate staff contributions through regular acknowledgment and team-building initiatives.	June 2026	A. Reduction in unfilled shifts and improved schedule coverage. COMPLETE/ONGOING: Staffing adjustments and hiring efforts helped address coverage gaps and support daily operations. B. Increased staff retention rate compared to the prior year. ONGOING: Personnel changes and more intentional hiring focused on building a stable, effective team. C. Positive results in an annual staff satisfaction survey. COMPLETE/ONGOING: Although no formal survey was conducted, staff conversations indicated satisfaction with the department and work environment. D. A report will be provided to the Superintendent about the results of these efforts. COMPLETE: Communicated department dynamics with the Superintendent.

Department Goal #2: **Improve and modernize kitchen equipment to meet the needs of students.** Ensure that 100% of kitchens are up to date with the equipment replacement plan to support quality meal service, increased scratch cooking, and operational efficiency.	A. Conduct a comprehensive equipment inventory and condition assessment across all schools. B. Prioritize and document replacement needs based on safety, efficiency, and frequency of use. C. Collaborate with facilities departments to develop a multi-year replacement plan. D. Implement preventive maintenance schedules to extend equipment lifespan.	June 2026	A. Completion of equipment inventory and replacement plan. COMPLETED/ONGOING: Revised the existing equipment inventory. Developed and implemented a preventative maintenance plan (RSU5 Nutrition - Equipment Inventory Maintenance & Replacement Plan) and replaced the current master equipment list with appropriate timelines for replacement. B. Reduction in equipment-related downtime and service disruptions. ONGOING: Minimal downtime reported from kitchens and fewer equipment failures C. Positive feedback from kitchen managers on equipment reliability. ONGOING: Decrease in disruptions reported. D. A report will be provided to the Superintendent about the results of these efforts. COMPLETE

Department Goal #3: **Strengthen compliance with USDA standards** Ensure all meal programs fully comply with updated USDA meal pattern requirements, procurement standards, and operational guidelines.	A. Train all food service managers and staff on new USDA regulations and compliance expectations. B. Review and update standard operating procedures (SOPs) to align with current USDA guidance. C. Implement routine internal compliance audits and track corrective actions. D. Maintain open communication with the State Agency to stay informed of updates and best practices.	June 2026	A. RSU 5 kitchens consistently meet the USDA compliance requirements annually. ONGOING: Menus are created monthly that meet all USDA requirements for added sugar, sodium, calorie restrictions, and meal pattern crediting. B. Positive outcomes on state reviews and administrative audits during SY27. ONGOING: We are currently in the middle of a state administrative/ procurement review. C. Increased staff confidence in understanding and applying USDA standards. ONGOING: During our summer training, we reviewed current rules and regulations and have continuous check-ins to ensure compliance. D. A report will be provided to the Superintendent about the results of these efforts. COMPLETE/ONGOING: Superintendent is updated on any changes to our federal regulations.

Nutrition Department Goals 2026-2027

Goal Worksheet				
School/Department: Nutrition				
Goals	**Strategies and Action Steps Responsibility**	**Timeline**	**Evidence of Effectiveness**	**Connection to the Strategic Plan**
1. Complete all requirements for the State Administrative and Procurement Review to pass with no significant findings by June of 2027.	A. Ensure administrative compliance a. Review state and federal requirements and the administrative review checklist. b. Audit meal counts, claims, menus, production records, and required documentation. c. Identify deficiencies and implement corrective actions. B. Ensure procurement compliance a. Review purchasing procedures, bids, quotes, contracts, invoices, and vendor documentation. b. Verify compliance with procurement requirements and Buy American provisions. c. Correct deficiencies and document all purchases in conjunction with procurement requirements	Sept. 2026 - March 2027	A. Completed administrative review checklist with identified deficiencies corrected before the state review. B. Completed review of procurement procedures with identified deficiencies corrected before the state review. C. Administrative and Procurement review complete with no significant findings.	5B: *Maintain fiscally responsible practices that support long-term sustainability and equitable opportunities for students.*

2. Establish or strengthen at least two partnerships with local farmers, food suppliers, or community organizations to increase access to locally sourced foods and provide student learning opportunities.	A. Develop local partnerships a. Identify local farmers, suppliers, and community organizations that can support school nutrition initiatives. b. Establish at least two new or expanded partnerships c. Explore opportunities for local food purchasing, product donations, farm visits, or educational programming. B. Increase student engagement a. Introduce at least two student-facing activities featuring local foods or community partners. b. Promote student awareness of local agriculture and the connection between food, farming, and nutrition. C. Promote community involvement a. Share partnership activities and accomplishments through district newsletters, school communications, or social media. b. Document outcomes and identify opportunities for continued collaboration.	June 2027	A. At least two new or expanded community partnerships documented by June 2027 B. Complete at least two student-facing activities or initiatives. C. Increased use or exposure to locally sourced products, where feasible. D. Communicate partnership activities and outcomes to families and the broader school community.	2A: *Develop and enhance systems and processes to ensure strong relationships and a sense of belonging for all students within the school and broader community.*

Item# 10.B.

Durham · Freeport · Pownal

"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, November 4, 2026 5:00 P.M.
Freeport High school
Minutes

Committee Members Present: Melissia Jordon, Michelle Ritcheson
Committee Members Absent: Kelly Sink
Administrators in Attendance: Tom Gray, Superintendent; Glen Reynolds, Director of Facilities; Kelly Wentworth, Director of Finance & HR
Guests: Lauren Fike

Meeting called to order: 5:06 P.M.

Agenda Items and Discussion:

1. Phase 1-2 update- FHS roofs, FHS roof top unit in science wing. Director Reynolds informed the committee on the two roof projects at Freeport high school. Director Reyolds shared the process of installing the new roof as well as the different types of material that was used to provide additional safety for workers as well as some additional support to prevent leaks from items dropped from contactors onto the roof. Director Rerynolds also shared an update on the new roof top unit that was installed in the science wing. Board Chair Michelle Ritcheson asked if the unit was a new unit or a newer unit. Director Reynolds mentioned it is a brand new unit as the size of the units haven't really changed over the years. Board Chair Michelle Ritcheson indicated she was surprised that the unit isn't smaller, much like the new boilers there were installed in the basement of the high school.
2. FMS/FHS heat pumps- Director Reynolds shared with the committee the pricing of replacing the two stage heat pumps and variable flow devices. Director Reynolds shared an email from EMC explaining the reasons for the delay in getting the high school heating pumps and variable flow devices completed. Director Reyolds shared that a Freeport Middle school pump failed while gathering prices for the High school heating pumps. Director Reynolds informed the committee while at a supervision meeting with Superintendent Gray, he had asked Director Reynolds to get pricing to install a split unit for the control room in the f-pac. Director Reynolds recommended that the system be part of a phase 3 energy audit project. Kelly Wentworth, Director of Finance & HR shared how the Capital Improvement funds can cover both projects with the funds that were allocated for the roof replacement at Freeport High. The Freeport High roof project was moved to the phase 2 energy project list which freed up the funds for these repairs.
3. MSS Water- Director Reynolds shared with the committee the reason why MSS lost water. A vendor who was tasked by L.L.Bean to remove the sprinkler system for the tent that L.L. Bean installed broke a connection. Maine Water responded along with the town

to assess the situation. Once a plan was in place, Maine Water and the town returned to make the repairs. Director Reynolds shared that Maine Water did not have an updated contact at RSU5 which caused some of the confusion that day. Maine Water now has Director's contact information.

4. FHS Outside Lights- Director Reynolds updated the committee regarding the lower level parking lot lights as well as the walkway lights to the football field. Director Reynolds has met with a vendor to find the cause of the lights not working properly. Director Reynolds will continue to work with the vendor to resolve the issue.
5. DCS Parking lot lights- Director Reynolds shared with the committee that the light pole in the parking lot at DCS has been fully repaired.
6. DCS playground equipment- Director Reynolds shared that the playground equipment that was closed for safety was removed. Director Reynolds shared a playground report from Jason Chisholm who is the Districts Certified Playground inspector as well as a playground audit that was performed by Keith Forest . Keith Forest works for the city of Portland rec department. The reason to have Keith Forest inspecting the playground is to have a third party objectively look at it and analyze the overall condition. Both Jason and Keith assessments were the same that the playground equipment should be removed.
7. Other- Director Reynolds updated the committee on the sewer issue at MSS. The sewer line has been cleared and operational. Director Reynolds informed the committee that in order to properly finalize the clean-up the current moisture barrier will need to be removed. When installing a new moisture barrier a divider will be installed so if future needs require the removal of the moisture barrier we can just remove the area that needs it instead of the whole barrier. Kelly Wentworth, Director of Finance & HR Made a comment about the new tennis courts starting. Director Reynolds shared the tentative timeline that the vendor will continue working until weather doesn't allow them to.

Meeting Adjourned: 5:54 P.M.

Next meeting date:

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

Item #10.C.

Regional School Unit 5

Durham · Freeport · Pownal

"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, October 21, 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, Donna Casavant

Minutes

Meeting called to order at 5:10 p.m.

1. Establish Norms for how Finance Committee Work will align with Strategic Plan Goals -
   a. The Committee settled on the following norms for the FY27 school year:

Resource Stewardship & Equity (Systems & Sustainability)

- **Forward-Thinking Sustainability:** Prioritize long-range planning over short-term fixes, using data from enrollment trends, facility audits, and the Systems and Sustainability Study to anticipate future impacts (5B.2).
- **Fiscal Responsibility:** Balance the necessity of robust student programming with careful, transparent stewardship of community tax dollars (5B).

Inclusivity & Community Engagement (Culture & Connection)

- **Accessible Communication:** Present financial data, budgets, and audit findings in clear, jargon-free, and universally accessible formats so the public can easily understand how resources are managed.

Collaboration & Productive Struggle (Emotional Intelligence & Character)

- **Model Civil Discourse:** Practice the same emotional intelligence expected of students by engaging in respectful, structured dialogue when navigating differing viewpoints or complex financial trade-offs (3D.4).
- **Embrace Reflection and Revision:** View budget challenges and

constraints as opportunities for "productive struggle" and innovation, remaining flexible and willing to adjust financial approaches to reach district goals.

2. FY26 Audit Update -
    a. Director Wentworth reported that the Auditor had been on site the previous week and completed the necessary onsite work. There are a few follow up items that will be sent along shortly, largely related to student activity accounts.
3. FY28 Budget Process Update -
    a. Superintendent Gray reported that he had been conducting Budget Listening Sessions for staff and will also be sending out a staff survey to seek staff feedback on the budget. We are early in the process and possible additions may include actions taken from System & Sustainability Study, Early Childhood Programming which may exceed DOE reasonable and necessary definition, and Transportation Department needs. There will be a brief report out at the November 4, 2026 Board meeting.
4. Other -
    a. Early Childhood Special Education (ECSE) Assistant Director, Donna Casavant, reported that there was an issue with the Maine Department of Education (DOE) second quarter enrollment reporting. The newly implemented state system, Connect, was having communication issues with Powerschool reporting. Second quarter ECSE payments will be delayed.
    b. Director Wentworth brought forward a request from the Town of Freeport Planning Department for the establishment of an Performance Guarantee Escrow Account or the submittal of a Letter of Credit in the amount of $203,342 for the FHS Tennis Court replacement. The Committee raised the question regarding whether or not the Escrow account earns interest that would belong to the RSU. The Committee wants Director Wentworth to explore both options and utilize whichever option saves the most money.
    c. Next meeting of the Finance Committee, November 18, 2026 @ DCS

Meeting adjourned at 6:03 P.M.

Item#10.D.

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

Curriculum and Program Development Committee
Tuesday, October 20, 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; Emily Grimm, Principal - Mast Landing School; Holly Johnson, Principal - Pownal Elementary School
Members of the public: none

The meeting started at 11:30 a.m.

Agenda:

1. Review early childhood literacy data.
    a. Ms. Grimm and Ms. Johnson shared data walls from their school communities and discussed how literacy screening data is used to inform decisions.
    b. The committee reviewed a sample data set of Acadience Reading Composite alongside the BAS and MTYA.
2. Discuss data and early childhood literacy with two building principals.
    a. The committee discussed curricular elements, assessments, and data tracking with Ms. Grimm and Ms. Johnson.
3. The committee changed one of the November meetings due to a conflict.
    a. The meeting on November 20 has been moved to November 18, 2026 from 8:30-10am.

The meeting ended at 1:01pm.

Acadience Reading Composite							Reads at Grade Level	MTYA Reading
Grade K	**2022-2023 Count**	**22/23 %**	**23-24 Count**	**23/24 %**	**24-25 Count**	**24-25 %**		
Grade level total	**90/139**	**64.70%**						
Gender - F	46/72	63.90%						
Gender - M	44/67	65.70%						
Econo. Dis.	3/21	14.30%						
Identified Dis.	16/31	51.60%						
Limited Eng. Prof.	2/10	20%						
Grade 1							**RGL 23/24**	
Grade level total			**43/73**	**59.70%**			70.90%	
Gender - F			21/32	65.60%			75%	
Gender - M			22/40	55%			67.10%	
Econo. Dis.			0/11	0				
Identified Dis.			10/18	55.60%				
Limited Eng. Prof.			1/3	33.30%				
Grade 2							**RGL 24/25**	
Grade level total					**73/111**	**65.80%**	71.80%	
Gender - F					37/54	68.50%	72.90%	
Gender - M					36/57	63.20%	70.90%	
Econo. Dis.					1/2	50%		
Identified Dis.					11/26	42.30%		
Limited Eng. Prof.					13/30	43.30%		
					2/5	40%		

Grade 3	RGL 25/26	MTYA 25/26 Spring
Grade level total	**63.60%**	**81.2% (121/149)**
Gender-F	68%	81.10%
Gender-M	59.20%	81.30%
African-American/ Black	33.30%	
American Indian or Native Alaskan	0%	
Asian	33.30%	
Caucasian/White	68.50%	
Hispanic	16.70%	
MultiRace	60%	
Chapter 504	85.70%	83.30%
Economically Disadvantaged	32.10%	66.70%
Identified Disability	32.30%	63.90%
Limited English Proficiency	25%	100%

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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
Friday, November 6, 2026
Minutes

Committee Members Present: Anna Child, Annie Ware
Committee Members Absent: N/A
Administrators in Attendance: Mandy Lewis, Assistant Superintendent of Curriculum, Instruction; Tom Gray, Superintendent; Sam Rigby, Director of Technology
Members of the public: Karen Breer; Kate McElligott

The meeting started at 11:30 a.m.

Agenda:

1. Meet with Sam Rigby, Director of Technology.
    a. The committee determined that Mr. Rigby's presentation in December should focus on: AI in our schools, screen time in each grade ban, digital citizenship, decision making around YouTube ban, and digital tool approval and use.
2. Discuss questions for the Instructional Strategist discussion on November 18, 2026.
    a. The committee would like to learn more about the BAS assessment in elementary school, grade level expectations for literacy, and how teachers are supported in their use of evidence-based instructional practices.
3. Public comment. (10 minutes)
    a. Karen Breer and Kate McElligott spoke during public comment.

The meeting ended at 1:01pm.

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
November 5, 2026
4:15 p.m. - Google Meet
Minutes

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

The meeting started at 4:15 p.m.

1. **Law Change:**
   KLGC - Relations With Law Enforcement Personnel: Limitations On Authority To Consent For Entry Or To Review Records In Schools (New)- The committee recommended advancing this policy to first read with the Board of Directors.

2. **Regular Review:**
   BDE- Board of Directors Standing Committees - The committee recommended advancing this policy to first read with the Board of Directors.

   EEAEF – Video Cameras on Transportation Vehicles - The committee reviewed this policy.

   JICC – Student Conduct on Buses - The committee recommended advancing this policy to first read with the Board of Directors.

   JIH – Questioning and Searches of Students - The committee recommended advancing this policy to first read with the Board of Directors.

   JIH - R - Questioning and Searches of Students Administrative Procedure -,The committee recommended advancing this policy to first read with the Board of Directors.

3. Board Request:
   N/A

The meeting adjourned at 5:30 p.m.

Item #11.A.B.&C.

Regional School Unit 5

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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

TO: Colin Cheney, Anna Child, Melissa Jordan, Kara Kaikini, Anthony McElligott, Michelle Ritcheson, Chris Savaiano, Kelly Sink, Valerie Williams, Anne Ware, Stephanie Worth, Maria Abbatemarco, 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: November 9, 2026

RE: Review/Update of Policies

At the November 18, 2026 Board of Directors Meeting, the following policies will be on the agenda:

2nd 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

1st Read

1. KLGC - Relations with Law Enforcement Personnel: Limitations on Authority to Consent for Entry or to Review Records in Schools (New)
2. BDE- Board of Directors Standing Committees
3. JICC – Student Conduct on Buses
4. JIH – Questioning and Searches of Students
5. JIH - R - Questioning and Searches of Students Administrative Procedure

Rescind

JLFA - Child Sexual Abuse Prevention and Response

Policy EEAEF – Video Cameras on Transportation Vehicles was reviewed with no action needed.

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.



Cognitive Growth
We believe learning requires deep thinking, meaningful challenge, and the ability to reflect on and adjust one's approach to reach goals.

School Culture and Connection
We believe schools are welcoming, joyful, and hopeful communities where relationships, belonging, and engagement support every learner.

Real-World Relevance
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.

Emotional Intelligence and Character Building
We believe in fostering emotionally intelligent, flexible, responsible, and resilient learners who act with integrity, use strategies for emotional regulation, and embrace productive struggle as growth.

Systems and Sustainability
We believe in careful, responsible, forward-thinking stewardship of district resources that meet the changing needs of learners.

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 understand~~ing~~ 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~~ throwing 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

behavior concerning the risk the student poses to school safety for purposes of determining appropriate action.

Legal References: ~~20 USCA § 8921 (Gun-Free Schools Act of 1994)~~
5 MRSA §4681 et.seq.
15 M.R.S.A. §§ 3301-A; 3308(7)(E); 3009
17-A MRSA §§ 2(9); 2(12-A)
20 USCA § 7151 (Gun-Free School Zones Act of 1990)
20 USC § 7961 (Gun-Free Schools Act)
20-A MRSA §§ 1001 (9); 1001 (9-A); 6552

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:

1. Immediately notify the building administrator upon reasonable suspicion of abuse or neglect;
2. Whenever possible, also report directly to DHHS, in consultation with the Superintendent or building administrator;
3. 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
4. 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:

1. Upon receiving notice from an employee, notify the Superintendent immediately (if the building administrator is not the Superintendent);
2. 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;
3. 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;
4. 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
5. 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

Adopted: March 24, 2010
Reviewed: March 27, 2013
Revised: November 18, 2015; November 30, 2016; June 11, 2025
Revised:

RELATIONS WITH LAW ENFORCEMENT PERSONNEL: LIMITATIONS ON AUTHORITY TO CONSENT FOR ENTRY OR TO REVIEW RECORDS IN SCHOOLS

The intent of the policy is to ensure that RSU No. 5 schools and educational programs remain safe and accessible to all students and staff regardless of immigration status by limiting, to the fullest extent possible, consistent with state and federal law, voluntary consent for entry into nonpublic areas of the facility by law enforcement officers for immigration enforcement purposes, and limiting consent to disclosure of protected records held by the school to law enforcement officers for immigration enforcement purposes.

In the context of this policy, "voluntary consent" means that no school district employee, acting on their own initiative, may voluntarily consent or acquiesce to the request of a federal law enforcement officer to enter a nonpublic space within the school or allow access to, or inspection of, education records maintained by the school for the purpose of enforcing immigration laws. Access to nonpublic spaces or education records will only be provided when legally required at the direction or the Superintendent's designee after consultation with RSU No. 5's attorney, if appropriate.

The school principal/designated administrator will ensure that all staff persons who may interact with law enforcement officers are informed of this policy. All staff persons should have the name, title, and contact information of the administrator who has been designated to advise them in implementing this policy.

I. Definitions

A. **"Education record"** has the same meaning as in the federal Family Educational Rights and Privacy Act of 1974 (FERPA), 20 United States Code, Section 1232g(a)(4), and its implementing regulations.

B. **"Law enforcement officer"** means a person who by virtue of public employment is vested by law with a duty to maintain public order, to prosecute offenders, to make arrests for crimes, whether that duty extends to all crimes or is limited to specific crimes, or to perform probation functions, or who is an adult probation supervisor.

"Law enforcement officer" includes the following federal officers who are authorized to carry firearms in the performance of their duties as federal law enforcement employees or officers:

- **Special Agents:** A federal officer who is a special agent of the United States Secret Service of the Department of Homeland Security; and
- **Immigration, Customs, or Border Security:** A federal officer of an agency within the Department of Homeland Security that has administrative and enforcement jurisdiction over immigration, customs, or border security matters. This may include, for example, a federal officer within the United States Customs and Border Protection, United States Immigration and Customs Enforcement, or United States Citizenship and Immigration Services.

C. **"Nonpublic area"** means an area of a building or facility that the public is not free to enter or access and includes a restricted access area within a building or facility that is otherwise predominately open

to the public. "Nonpublic area" also includes all areas within a building or facility during any time that the building or facility is closed for operation.

II. Responding to Requests for Entry and Access to Records Maintained by the School

A. Entry Into Nonpublic Areas

A person acting on behalf of a public school may not voluntarily permit a law enforcement officer to enter a nonpublic area of the school for immigration enforcement purposes.

If a law enforcement officer presents at the school and seeks to gain entry to nonpublic areas, the staff person shall ask the law enforcement officer to identify their purpose for accessing nonpublic areas.

If the law enforcement officer indicates an immigration enforcement purpose, the staff person shall ask the law enforcement officer to produce a court-issued warrant or any other documents the officer contends authorize access to nonpublic areas of the school.

The staff person shall inform the officer of the requirement to consult with a designated administrator to review the warrant or other legal documents prior to permitting access to any nonpublic areas of the school.

The staff person shall direct the officer to wait in a designated area of the school (e.g., principal's office or conference room) while the principal/designated administrator reviews the documents.

The principal/designated administrator will notify the Superintendent of the presence of the federal law enforcement official(s) and reason for the request.

The principal/designated administrator will review the documents presented and consult with legal counsel, as necessary, before giving direction to the staff person as to how to respond.

If the law enforcement officer insists on accessing nonpublic areas without a court-ordered warrant or other valid order authorizing access under federal or state law, or before the principal/designated administrator has reviewed the documents presented and provided direction to staff, the officer should be informed that the school objects to the officer's entry into the nonpublic areas. The staff should immediately inform the principal/designated administrator but should not attempt to physically interfere with the officer or obstruct the officer's entry into the nonpublic areas. The designated administrator will contact the Superintendent, who will contact the district's legal counsel and/or the school district's designated law enforcement authority.

B. Access to Education Records

A person acting on behalf of a public school may not voluntarily permit a law enforcement officer to access education records for immigration enforcement purposes.

The principal/designated administrator school shall ensure that all staff persons who have access to education records are informed of this policy, and that those persons have the name, title, and contact information of an administrator who has been designated to advise them in implementing this policy.

If a law enforcement officer seeks access to education records, the staff person shall ask the law enforcement officer to identify their purpose for accessing education records.

If the law enforcement officer indicates an immigration enforcement purpose, the staff person shall ask the law enforcement officer to produce a court-issued warrant or any other documents the officer contends authorize access under federal or state law.

The staff person shall inform the officer of the need to consult with the principal/designated administrator to review the warrant or other legal documents prior to allowing access to any nonpublic areas of the school for review or inspection of records.

The designated administrator will review the documents presented and consult with legal counsel, as necessary, before giving direction to the staff person as to how to respond.

III. Mandatory Compliance Activities

If required by federal law to permit the inspection of educational records or to conduct interviews regarding the eligibility of noncitizens to work in the United States or to attend school in the United States:

1. The school shall designate a nonpublic area within the school institution where law enforcement officers may conduct these inspections and interviews; and
2. The school may permit law enforcement officers to access a specific location to verify eligibility for employment or school attendance if applicable federal law requires that law enforcement officers be provided access to that specific location within the school when conducting these inspections and interviews.

IV. Policy Review

In compliance with Maine law, 5 MRSA §200-O(2), the Board will review and amend this policy, as necessary, within three months of the date that the Attorney General publishes any amended model policies and guidance applicable to Maine's public schools.

Legal References: 5 MRSA § 200-O
20-A MRSA § 14
Maine Office of the Attorney General, *Model Policy and Guidance for Public Schools and Postsecondary Educational Institutions: Limiting Authority to Consent for Entry and Records Review* (September 28, 2026)

Cross Reference: KLG - Relations with Law Enforcement Authorities
KLG-R-Relations with Law Enforcement Authorities Administrative Procedure.

Adopted: __

BOARD OF DIRECTORS STANDING COMMITTEES

The Board of Directors believes that standing committees can be useful to its decision-making process and in the transaction of Board business. The Board may establish such standing committees as it deems necessary to facilitate school unit governance and address ongoing school unit needs. A standing committee has only such authority as specified by the Board.

All standing committees shall be comprised of less than a majority of the Board of Directors

All standing committee meetings are open to the public except as provided by the Freedom of Access Law and the Municipal Public Employees Labor Relations Law.

Establishment and Functions of Standing Committees

The following provisions apply to the establishment and functions of standing committees:

A. All standing committees shall be established by vote of the Board of Directors. A motion to establish a standing committee shall state the purpose and responsibilities of the committee (the "charge") and set the number of members comprising the committee.

B. The Board of Directors will elect members to a standing committee from among the membership of the Board. For existing standing committees, appointments will be made at or as soon as practicable after the Board of Director's annual organizational meeting.

C. The Board of Directors Chair may also make appointments, after Board discussion, to standing committee vacancies on standing committees that occur prior to the Board's next organizational meeting.

D. The term of appointment to a standing committee shall be until the next organizational meeting.

E. Each standing committee will elect its own chair.

F. The Board of Directors Chair and Superintendent shall be ex officio members of all standing committees.

G. Any Board of Directors member may attend standing committee meetings, but only appointed members of the committee may vote.

H. Except as authorized by law or Board of Directors action, a standing committee may research issues and make recommendations for Board action, but may not act for the Board.

I. A standing committee may be abolished at any time by a vote of the Board of Directors.

J. The number of members on a standing committee and/or the responsibilities of a standing committee may be modified at any time by a vote of the Board of Directors.

Authorization/Appointment of Standing Committees

The Board of Directors shall have the following standing committees:

Curriculum and Program Development Committee
Facilities and Operations Committee
Finance Committee
Negotiations Committee
Policy Committee
Strategic Communications Committee
Stipend Review Committee

The Board of Directors may establish other standing committees it deems necessary in accordance with this policy.

Legal Reference: 1 M.R.S.A. § 401 et seq.

Adopted: October 28, 2009
Reviewed: February 16, 2011
Revised: January 22, 2014
Revised: January 24, 2018

STUDENT CONDUCT ON SCHOOL BUSES

The RSU No. 5 Board of Directors has adopted this policy to conserve the comfort, safety, and welfare of all students transported on school buses and other school vehicles.

The law does not relieve parents/guardians of students from the responsibility of supervision before the child boards the bus in the morning and after the child leaves the bus at the end of the school day.

Once a child boards the bus-and only at that time do they become the responsibility of the school system. Such responsibility ends when the child is delivered to an established bus stop at the close of the school day.

~~The bus is considered an extension of the classroom, as such the Board requires children to conduct themselves on the bus in a manner consistent with established standards for classroom behavior.~~

~~In cases when a child does not behave properly on a bus, such instances are to be brought to the attention of the building Principal by the bus driver. The building Principal will inform the parents/guardians immediately of the misconduct and request their cooperation in correcting the child's behavior.~~

~~Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the Principal in consultation with the Director of Transportation. In such cases, the parents/guardians of the children involved become responsible for seeing that their children get to and from school safely. The Principal may put a plan in place with the parents/guardians to ensure the child's successful return to the bus.~~

The Board requires students to conduct themselves in a manner that is consistent with applicable Board policies, procedures, and school rules when riding a school bus or other school vehicle.

Legal Reference: 20-A MRSA Section 5401

Cross Reference: EEA - Student Transportation Services
JIC - Student Code of Conduct
JICC - R - Bus Discipline Administrative Procedure

Adopted: April 28, 2010
Reviewed: January 25, 2012
Reviewed: April 12, 2017
Revised: May 26, 2021

QUESTIONING AND SEARCHES OF STUDENTS

The RSU No. 5 Board of Directors seeks to maintain a safe and orderly environment in the schools. School administrators may question and/or search students in accordance with this policy and accompanying administrative procedure.

Students, their personal property, and their vehicles may be searched upon reasonable suspicion that they possess any items or substances which are prohibited by law, Board policies and/or school rules, or which interfere with the operations, discipline or general welfare of the school. The Superintendent may authorize a search without individualized suspicion in special circumstances after consultation, if practicable, with legal counsel.

~~When special circumstances exist, including but not limited to a suspected ongoing violation of the Board's drug/alcohol or weapons policies, or when a potential threat to safety is identified, school administrators may search groups of students or the entire student body without individualized suspicion.~~

In circumstances involving a credible threat of violence or other imminent safety concern, law enforcement personnel shall be summoned and permitted to conduct searches and interviews as they deem necessary and lawful, which may include canine searches.

Student use of all school storage facilities, including but not limited to lockers, desks, and parking lots, is a privilege granted by the school. All storage facilities are school property and remain under the control, custody, and supervision of the school. Only locks provided by RSU5 may be used to secure student lockers.

Students have no expectation of privacy in school storage facilities or for any items placed in such storage facilities. School administrators have the authority to inspect and search storage facilities and their contents on a random basis, with or without reasonable suspicion, and without notice or consent. ~~Canine patrols may be used.~~

If a search produces evidence that a student has violated or is violating the law, Board policies and/or school rules, such evidence may be seized and impounded by school administrators and appropriate disciplinary action may be taken. Evidence may be forwarded to law enforcement authorities as required by law or as deemed appropriate by school administrators.

A student who refuses to comply with a search directive may be subject to disciplinary action, including the disciplinary consequences for the suspected violation.

The Superintendent is authorized to develop and implement, with input from legal counsel, administrators, and/or other appropriate persons, any administrative procedure necessary to carry out this policy.

~~This policy and the accompanying procedure will be included in student/parent handbooks. Such administrative procedures shall be subject to Board approval.~~

School staff, students and parents shall be informed of this policy on an annual basis through handbooks and/or other means selected by school administrators.

Cross Reference:	JIH - R Questioning and Searches of Students Administrative Procedure JIH-E - Student Search Checklist JICH – Drug and Alcohol Use by Students JICIA – Weapons, Violence, and School Safety JK – Student Discipline KLG – Relations with Law Enforcement Authorities
Adopted:	March 24, 2010
Reviewed:	March 13, 2013
Revised:	November 20, 2013
Reviewed:	April 29, 2020

QUESTIONING AND SEARCHES OF STUDENTS
ADMINISTRATIVE PROCEDURE

The purpose of this administrative rule is to provide guidelines for the conduct of student questioning and searches by authorized school administrators. These are guidelines only and may be adjusted within reasonable and lawful limits on a case-by-case basis. School administrators have the discretion to request the assistance of law enforcement authorities as they deem necessary and in accordance with Board policy.

During a search, any illegal item(s) found that violates Board policies or school rules, or which in the reasonable judgment of school administrators represents a threat to the safety and welfare of the school population will be seized. Illegal item(s) shall be turned over to the law enforcement authorities. Other item(s) will be stored in a secure location until a determination is made regarding appropriate disposition.

School administrators are required to document all searches and items seized or impounded. The Superintendent and the parents of students involved will be provided with a copy of such reports.

Questioning by School Administrators

1. School administrators are under no obligation to notify a student's parents/guardians prior to questioning a student regarding alleged violations of Board policies, school rules, and/or federal/state laws.

2. School administrators will inform the student of the reasons for the questioning and provide an opportunity for the student to respond to any allegations. School administrators will make a reasonable effort to question the student in a location out of the sight and hearing of other students.

3. If a student fails to cooperate, lies, misleads, or threatens any person during questioning, they may be subject to additional disciplinary action.

Searches of Students, Personal Property in Student's Immediate Possession

1. School administrators are authorized to search students and/or personal property in student' immediate possession, when, in their judgment, there are reasonable grounds to suspect that a student has violated or is violating Board policies, school rules, federal/state laws, or is interfering with operations, discipline or general welfare of the school.

2. In circumstances involving a risk of harm to persons on school premises, the Superintendent may authorize a search of a group of students without individualized suspicion when permitted by law. The Superintendent should consult with legal counsel if practicable, and the search should be narrowly tailored to achieve its purpose.

2. All searches of students and/or their personal property, will be authorized and conducted by a school administrator in the presence of a witness, except where the circumstances render the presence of a witness impractical. A reasonable effort will be made to conduct searches out of sight and hearing of other students.

3. Searches should be reasonably related to the suspected violation and no more intrusive than necessary to discover the evidence for which the search was instigated. Searches may include pat downs and searches of the student's outer clothes (e.g., pockets, jacket, shoes, hat) and personal belongings (e.g., purse, backpack, gym bag, lunch bag and personal devices, including phones). The student may be given the opportunity to open any closed items and items that are not easily accessible to visual search. If the student refuses, the administrator will open and search the items. If the search produces a reasonable suspicion of the presence of evidence, a broader search may be justified. If a strip search appears to be necessary law enforcement authorities will be contacted.

4. Searches which disclose evidence that a student has violated Board policies or school rules will be addressed through school disciplinary procedures. Evidence of violation of federal/state laws may result in school disciplinary action and/or be forwarded to law enforcement authorities for possible investigation/prosecution.

Searches of Lockers, Desks, and Other School Storage Facilities

1. School administrators will consult with the Superintendent prior to conducting random searches. Students have no expectation of privacy in school storage facilities or for any items placed in such storage facilities. School administrators have the authority to inspect and search storage facilities and their contents on a random basis, with or without reasonable suspicion, and without notice or consent.

2. Searches of individual student lockers, desks, or other storage facilities and their contents based upon reasonable suspicion will be conducted in the presence of the student and a witness, if practical under the circumstances of the search. A reasonable effort will be made to conduct searches out of the sight and hearing of other students. The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator will open and search the items.

3. Any searches that disclose evidence that a student has violated Board policies or school rules will be addressed through school disciplinary procedures. Evidence of violation of federal/state laws may result in school disciplinary action and/or be forwarded to law enforcement authorities for possible investigation/prosecution.

Patrolling of Parking Lots and Searching Vehicles

1. Students may drive vehicles to school and park in designated areas in accordance with school rules. School administrators retain the authority to patrol parking lots.

2. If school administrators have a reasonable suspicion that a vehicle which a student has parked at school contains evidence that the student has or is violating Board policies or school rules, or federal/state laws, and/or there is a substantial threat to the welfare and safety of the schools, a school administrator will search the vehicle in the presence of a witness, except where the circumstances make the presence of a witness impractical.

3. If practical, the student should be present during the search. A reasonable effort will be made to conduct searches out of the sight and hearing of other students. The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator will open and search the items.

Canine Patrols

1. The Superintendent may authorize canine patrols to take place anywhere on school property if they deem it advisable to maintain school safety or if there is a reasonable suspicion that drugs, weapons, and/or other illegal substances or items will be found. Canine patrols may include school lockers and/or student vehicles in school parking lots.

2. The Superintendent must make requests for canine patrols in writing to the appropriate law enforcement authorities. Only certified dogs and handlers may be used.

3. Whenever possible, canine patrols will be scheduled to minimize disruption of the academic program and risk of contact with students.

4. Teachers will be notified prior to the initiation of a canine patrol to keep students in their classroom during the patrol. Any students in the parking lot, or anywhere outside of a classroom, prior to a canine patrol will be instructed to report to the school office or appropriate classroom.

5. Any locker and/or vehicle identified by the canine patrol will be noted by the school administrators accompanying the patrol.

6. Immediately following removal of the dogs, each area noted during the canine patrol will be searched. Each search will be conducted by a school administrator in the presence of a witness, except where the circumstances make the presence of a witness impractical.

7. If practical, the student should be present during a search of his/her locker or vehicle. A reasonable effort may be made to conduct the search out of the sight and hearing of other students. The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator will open and search the items.

Cross Reference: JIH – Questioning and Searches of Students

KLG – Relations with Law Enforcement Authorities

Administrative Procedure Adopted: February 9, 2010
Board of Directors Adopted: March 13, 2013
Revised: November 20, 2013
Reviewed: April 29, 2020

Rescind Policy

~~CHILD SEXUAL ABUSE PREVENTION AND RESPONSE~~

~~The Board recognizes that Maine law requires every school unit with a Pre-K through 5th grade program to adopt a policy for child sexual abuse prevention education and response. The Board adopts this systemwide policy in the interest of promoting the well-being of students and providing a supportive learning environment as well as compliance with the law.~~

~~For the purpose of this policy, "child sexual abuse" means any sexual engagement either through "hand on" or "hands off" activities between an adult and a child. Sexual engagement between children can also be sexual abuse when there is a significant age difference between the children involved or if the children are very different in development, size, or other power differential.~~

~~I. REPORTING CHILD SEXUAL ABUSE~~

~~A. Any employee of RSU No. 5 who has reason to suspect that a child has been sexually abused is to immediately notify the building principal or designated agent.~~

~~1. In addition to notifying the building principal/designated agent, the employee may also make a report directly to the Department of Health and Human Services (DHHS).~~

~~2. School volunteers who have reason to suspect that a child has been sexually abused should notify the building principal and may report their suspicions directly to DHHS.~~

~~3. Neither the employee or volunteer nor the building principal/designated agent should attempt to further question or interview the child nor otherwise undertake an investigation.~~

~~B. If the notifying employee or volunteer does not receive written confirmation from the building principal/designated agent or Superintendent within 24 hours of the notification that a report has been made to DHHS, the employee or volunteer shall make an immediate report directly to DHHS. In such cases, the employee or volunteer shall then complete a copy of the school unit's Suspected Child Abuse and Neglect Reporting Form (JLF-E).~~

~~C. If the notifying employee or volunteer does receive written confirmation from the building principal/designated agent or Superintendent within 24 hours of the notification (i.e., a copy of the Suspected Child Abuse and Neglect Reporting Form (JLF-E), he/she shall sign the form as acknowledgement that the report was made and return it to the building principal/administrator or Superintendent.~~

~~D. The administrator's reporting and confirmation duties shall be the same as provided in Section III of the Board's policy JLF, Reporting Child Abuse and Neglect.~~

~~II. CHILD SEXUAL ABUSE AWARENESS AND PREVENTION EDUCATION FOR SCHOOL PERSONNEL~~

~~All RSU No.5 employees shall be required to complete a minimum of one hour of training in child sexual abuse awareness and prevention, with training to be updated at least once every four years thereafter. New employees must complete training within six months of hire.~~

~~Training must be "evidence-informed" (i.e., based on research and best practices) and delivered by a qualified instructor (i.e. a person with appropriate knowledge, skills, and experience or training in child sexual abuse awareness and prevention). The trainer may be an employee or volunteer with an agency/organization specializing in sexual assault and/or child sexual abuse or an employee of the school unit (e.g., school social worker, guidance counselor, school nurse, health educator) who has received appropriate training from such an agency/organization.~~

~~The goals of the training for employees are:~~

- ~~Increased awareness of developmentally appropriate and inappropriate sexual behaviors in children;~~
- ~~Increased ability to recognize indicators of child sexual abuse;~~
- ~~Enhanced ability to respond effectively when a student or student's friend or peer discloses sexual activity or the staff member suspects child sexual abuse has occurred; and~~
- ~~Awareness of local resources available to students, parents, schools, and community members, and how these resources may be accessed.~~

~~Training should also address confidentiality/disclosure concerns (beyond the mandated reporting).~~

~~III. CHILD SEXUAL ABUSE PREVENTION EDUCATION IN THE PRE-K THROUGH 5TH GRADE CURRICULUM~~

~~The school unit will provide child sexual abuse prevention programming to its Pre-K through grade 5 students. Such instruction will be aligned with the health education standards of Maine's system of Learning Results for this grade span, and incorporated into the written school health education curriculum.~~

~~Programming of appropriate scope and sequence will be delivered by qualified instructors, who may be from a local or regional agency/organization with experience and expertise in sexual assault and child sexual abuse of by a school unit employee deemed~~

competent by the Superintendent/designee to deliver such instruction. If the instructor is a school unit employee, the Board anticipates that this will be a person with the knowledge, skills, and sensitivity necessary to deliver the curriculum in the classroom setting, i.e., school nurse, school social worker, guidance counselor, or teacher with experience in health education. Any instructor who is a school employee is expected to take full advantage of the evidence-informed educational resources available on websites hosted by the DOE and/or MECASA. Any instructor who is a school employee should be familiar with the local community-based agencies/organizations that provide assistance or services to children and families that are experiencing or have experienced sexual assault or child sexual abuse.

It is the intent that the curriculum, as delivered in the classroom, will:

- Include age-appropriate education regarding physical and personal boundaries; including biologically accurate body terminology;
- Help children identify unsafe or uncomfortable situations including a range of feelings, touches, or violations of physical boundaries; and
- Help children identify safe adults with whom they can talk about unsafe or uncomfortable situations.

Legal Reference: 20-A MRSA §§ 254(18), 4502(5-C)
22 MRSA §4011-A
20-A MRSA §§ 5051-A(1)(C); 5051-A(2)(C)
20 USC § 1232g, Family Educational Rights and Privacy Act

Cross Reference: JLF – Reporting Suspected Child Abuse and Neglect
JLF-E – Suspected Child Abuse/Neglect Report Form

Adopted: October 24, 2018

Item #12.A.

RSU5 Board of Directors
Committees

Curriculum and Program Development Committee	Three members. The overall purpose of the Curriculum and Program Development Committee is to align the Strategic plan with major curriculum and educational programming initiatives within the district, support transparency and communication regarding student learning priorities and outcomes, and recommend action to the Board of Directors. *Meets monthly during the school year.*
Diversity, Equity, Inclusion and Belonging Committee	Two members sit on the committee. *Meets the second Tuesday of each month at 7:00 a.m.*
Dropout Prevention (BOOST) Committee	One Board member per policy serves as a representative. The committee is charged with meeting at least annually to plan for decreasing the number of students who do not complete their education. *Meets at 2:30 p.m. once in the Fall.*
Facilities and Operations Committee	Three members. Conducts periodic reviews of school facilities and buildings, and reports to the Board. Recommends additions, deletions, and/or changes to facilities needed to support the school programs and ensure safety. Develops and recommends a maintenance schedule for buildings, grounds, and transportation. Conducts studies, reviews proposals, and determines the impact on maintenance costs, usage, and sustainability efforts. Works with building committees and renovations committees as needed. Reviews data regarding the operation of the Freeport Performing Arts Center, develops a long-term plan for maintenance and makes recommendations for appropriate usage fees. *Meets at 5:00pm before the first Board meeting of the month.*
Finance Committee	Three members, one representative from each town per policy. Committee provides oversight for finance operations of the RSU. *Meets at 5:00pm before the second Board meeting of the month.*
Freeport Cable TV Board Committee	One member serves as the school representative on the Freeport Cable TV Board. *Meetings scheduled by the Town of Freeport.*
Maine Region Ten Technical High School Committee	Two Board members serve on the Maine Region Ten Technical High School Board of Directors. All traditional Board functions are carried out by the Region 10 board which is made up of representatives of the three sending school towns

	(Brunswick, Freeport and SAD 75) Note: we have filled one of the positions with a community member in the past if needed. *Meets at 6:00 p.m. the 3rd Monday of the month.*
Negotiations Committee	Two or three members for professional and two members for support staff. Take part in active contract negotiations on behalf of the school system with each employee union. Activities may involve negotiating successor agreements. The major time commitment arises when current contracts require renewal.
Policy Committee	Three members. Policy topics and issues are generated by referral from the Board, at the request of the Superintendent, changes in law and recommendations from MSMA. *Meets monthly during the school year.*
Stipend Review Committee	Two members sit on the committee per CBA. Contractually any new stipend request comes with Administrator approval to the committee; their recommendation goes to the CEA then the full Board for final action. Reviews all stipend positions periodically. *Meets at 3:45 p.m., if needed.*
Strategic Communications Committee	Two or Three members. The Strategic Communications Committee provides oversight for the Strategic Framework implementation and facilitates communication between the RSU5 Board and the public. *Meets four times a year.*
Wellness Committee	One member. *Meets bi-monthly during the school year meetings are held after school.*

STANDING COMMITTEE **REQUIRED COMMITTEES** **OTHER COMMITTEES**

Board Vote: 9-13-23
Revised: 9-23-26

RSU5 Board Committees

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

STANDING COMMITTEE **REQUIRED COMMITTEES** **OTHER COMMITTEES**

Board of Directors: 6-12-24
Revised: 7-15-24; 9-11-24;11-6-24;4-5-25; 8-27-25;10-8-25;11/19/25;1/12/26;8/26/26;9/23/26

COMMITTEE MEMBERSHIP

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

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

Updated: 11-9-22
Revised: 2-1-23; 4-1-23;7-1-23;11-29-23;6-12-24; 9-11-24;11-6-24;4-5-25;8-27-25;10-8-25;11-19-25;3-11-25;8-26-26
9-23-26