Harpswell Coastal Academy

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Harpswell Coastal Academy

State Charter School Commission
Executive Summary (Exhibit A)

Name of proposed Public Charter School Harpswell Coast Academy

Name of entity that will hold the charter Harpswell Coast Academy, Inc.

Primary contact John D'Anieri

Title/Relationship to entity School Design Consultant

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Education Service Provider (if applicable

Partner Organization (if applicable) Gulf of Maine Lobster Foundation

Physical address of school Harpswell Neck Rd. Harpswell, 04079

School administrative unit in which the school will be located RSU/SAD 75

Intended opening date September, 2013

Proposed grades and initial enrollment: 20-40 Grade 6 20-40 Grade 9

School Description (150 word maximum)

Harpswell Coastal Academy (HCA) will offer a rigorous, personalized, project-based education to Midcoast students in grades 6-12. Initiated by Harpswell citizens concerned that many of the town's young people were increasingly disengaged from school, HCA focuses on preserving the Midcoast's heritage while preparing students to live and work in the rapidly changing coastal economy. Our curriculum incorporates marine and natural resources, farms and forests, and sustainable entrepreneurship.

HCA 's curriculum and pedagogy is intended to showcase best practices developed over the past 20 years by organizations such as the Coalition of Essential Schools and Expeditionary Learning Schools: standards-based teaching and learning; relevant, place-based curriculum that incorporates fieldwork and internships; and deliberate structures for building students' character and holding them accountable. HCA's organizational structure supports students in achieving high standards in a variety of ways - a longer school day, Saturday "intensives," and community mentors for each student.

Application Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocation of a charter after its award. The person named as the contact person for the application is so authorized by the Board to serve as the primary contact for this application on behalf of the organization.

Signature _____ Date _____

Printed Name _____ Title (Position) _____

A. Education Plan

The Education Plan should define what students will achieve; how they will achieve it; and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience with respect to educational climate, structure, assessment and outcomes

A.1 Mission, Vision, identification of targeted student population and the community the school hopes to serve

Applicant Instructions

State the school's mission and briefly present your vision for how the school will operate. A mission statement defines the core purpose and key values of the school and informs the public about the students the school intends to serve. The vision statement is a statement of how the public charter school will look once it is operating. The vision and mission statements should be succinct and easy to understand. The mission statement should be reflected throughout all sections of the application.

Harpswell Coastal Academy (HCA) will offer a rigorous, personalized, project-based education to Midcoast Maine students in grades 6-12. Initiated by Harpswell citizens concerned that many of the town's young people were increasingly disengaged from school, HCA focuses on preserving the Midcoast's heritage while preparing students to live, work and thrive in the rapidly changing coastal economy. Our curriculum incorporates marine and natural resources, farms and forests, and sustainable entrepreneurship, often through direct and ongoing partnerships with professionals and organizations who work in those fields. HCA infuses Maine's artistic and cultural heritage into everything we do and makes craftsmanship an overarching value.

We also see ourselves as collaborators and partners with our sending school districts; much like Casco Bay HS in Portland, within several years, we'll function as another public school option for parents and young people.

Describe the school's educational foundation and the culture or ethos. Include an overview of the instructional methods and any research or experience that explains why you have chosen to use this approach with your anticipated student population.

Above all else, HCA insists that all students can and must meet meaningful academic standards, develop strong habits of work, contribute to their community, and leave as 17, 18, or 19 year-olds with a clear and realistic plan for post-secondary education. Our students will come to us quite different from each other – some will come testing well below and others well above grade level, some will come with special education IEPs or 504 plans, some will have participated in gifted and talented programs. Some will come from poverty, some from privilege and most from somewhere in between. Our staff will be made of teachers, leaders and role models who are experienced and eager to meet the challenges of a very diverse group of learners. And while we expect our students

to leave quite different from each other; what they will have in common is the confidence that comes from having clearly and unambiguously demonstrated their readiness to move on.

Educational Approach

HCA 's curriculum and pedagogy is intended to showcase best practices developed over the past 20 years by organizations such as the Coalition of Essential Schools and Expeditionary Learning Schools: standards-based teaching and learning; relevant, place-based curriculum that incorporates fieldwork and internships; and deliberate structures for building students' character and holding them accountable. HCA's organizational structure supports students in achieving high standards in a variety of ways - a longer school day, Saturday "intensives," and community mentors for each student.

- **Project-based, experiential learning** that solves complex real-world problems and creates unique projects that matter to an authentic community audience. We place our unique coastal location at the center of much of our curriculum. HCA's learning design is integrated, place-based, and built from case studies and investigations that are relevant locally and that matter globally. Reading, writing, mathematics, the scientific method and other "cross-cutting" skills are built into long-term studies based on Field Work in the fisheries, farms, and forests of Harpswell.

- **Proficiency-based Teaching, Learning and Assessment:** Common structures and practices that set clear, common expectations while allowing adaptations for pace and learning styles. Using the Common Core State Standards and the Maine Learning Results as "anchor" or "power" standards and state of the art learning management systems to track student growth and progress, we can make sure that assessments inform an "adaptive" teaching climate.

- **Habits of Work, Learning, and Citizenship:** HCA's mission is to develop strong, creative, resilient, caring and responsible young people. How we collaborate, what we do with what we learn, and how we contribute to our larger community are just as important as what we learn academically. Each student participates in regular school-based Citizen Scholarship activities and community-based service learning. HCA's structures incorporate and assess Habits of Work Learning Targets that help students reflect upon and learn from mistakes and hardship so that when they "pass," they've clearly demonstrated they know how to do good, not just do well.

Describe the student population to be served within the catchment area, both geographically and demographically. Describe the community need that the school will meet.

HCA 's catchment area will include students currently residing in MSAD 75, Brunswick, RSU 5 and RSU 1.

Our target student population will be regional in nature, with the specific goal of raising the graduation and post-secondary success by engaging students who struggle to succeed in traditional Middle and High schools. Between 80 and 90% of entering Maine freshman completes his/her course study work in four years by receiving a high school diploma. The remaining 20% of Maine

leave school without a diploma, opt for a GED, or have difficulties assimilating the required classroom work in the requisite amount of time.

> *As Betsey Timm wrote in the August 31, Portland Press Herald,*
>
> *"For those who do graduate from high school, some are unprepared for college. Recent news accounts report that 54 percent of students entering the Maine Community College System from high school need remediation; 18 percent of first-time students need remediation in the University of Maine System.*
>
> *These reports state that in 2007-2008, Maine students spent $13 million on remedial education and lost $5.8 million in additional earnings because students who need remediation are less likely to graduate.*
>
> *Economists tell us that education is key to developing the human capital needed for sustainable growth and security. To ensure that Maine's businesses have the skilled work force required in the future, what is learned in the classroom must be made relevant to what is required for a career."*

This exacts a tremendous toll on these teens later in life and to Maine's culture and economy in the aggregate. HCA has an opportunity to address these students and their learning issues at many different junctures while making a difference in specific achievement gaps currently seen on a national scale.

Explain how the proposed mission, curriculum, teaching methods and services align with the educational needs of that population.

Harpswell Coastal Academy uses our unique coastal location as the center of much of our curriculum. HCA's learning design is integrated,place-based, and experiential. What that means in laymen's terms is that reading, writing, mathematics, the scientific method and other "cross-cutting" skills are built into long-term studies based on Field Work in the fisheries, farms, and forests of Harpswell.

From the Maine DOE website: "For as long as anyone can remember, learners have been organized into groups by age. They move through school in age-based cohorts in lockstep, whether they fully understand what is taught or not. As a consequence, students who have already mastered certain content must wait for the others to catch up, while those who have yet to fully understand a certain concept are pushed to move on anyway. What is needed is a move to a learner-centered, proficiency-based system in which learners advance only when they have demonstrated mastery of defined learning outcomes."

Required Exhibits

- Map showing outline of catchment area

Evaluation Criteria

- Demonstrates that the school will meet a community or regional need;

- Presents a clear, focused, compelling brief mission statement that defines the purpose of the school;

- Identifies the school's philosophical approach to educating students; ensures that program elements are meaningful, manageable and measurable, and focuses on improving student outcomes;

- Presents a coherent vision of what the school will look like in 5-10 years if it is achieving its mission;

- Demonstrates a clear understanding of the students the school intends to and is likely to serve; and

- Presents a persuasive explanation of how the proposed mission, curriculum, teaching methods and services are likely to meet the needs of the target population.

A.2 Academic Program

Applicant Instructions

Provide a description of the curriculum to be used by the school, including measurable objectives and subject area content and skills for each grade level. Demonstrates how the curriculum incorporates the state's expectations of learning as stated in Maine's system of Learning Results, MRSA Title 20–A, §6209. Discuss the school's instructional design, including the type of learning environment, such as classroom-based or independent study, project and performance-based, experiential, class size and structure, curriculum overview, teaching methods and research basis that will be relevant or necessary to successful implementation of the curriculum.

Curriculum Overview

Common Core Standards: A rigorous college-preparatory curriculum framework.
"The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

" The Common Core State Standards:

- are aligned with college and work expectations;
- are clear, understandable and consistent;
- include rigorous content and application of knowledge through high-order skills;
- build upon strengths and lessons of current state standards;
- are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- are evidence-based." www.corestandards.org

Grade Spans rather than Age-based Grades
Students now move from grade to grade, for the most part, based on their age and an often-minimal level of participation in the learning process. One central tenet of the HCA approach is that students move on when they are ready, not when they reach a certain birthday. A second tenet is that students benefit from teachers who know them well over a longer period of time and are MUCH more accountable for ensuring that EACH student is able to progress over that time.

Our Grade 6-12 model gives us a much longer time to work with our students overall, and dividing into three grade spans enables our teaching teams to have at least 2, and if necessary, 3 years to ensure that students are capable of doing the work we demand of them at the next level.

Passages rather than "passing."
Our Passages are meant to be meaningful milestones that students build towards over time. Though each passage differs in some specifics, they have in common the three following elements:

- The student meets Common Core grade level proficiency in all subjects at the 8th grade and 10th grade level, respectively.
- The students work shows evidence of quality completion of the CaseStudies/ Investigations/ Projects.
- The student has demonstrated six continuous months of exemplary "Habits of Work and Citizenship."

Three Divisions
Division 1 (Middle School): Focus on literacy and scientific and mathematical thinking in the context of four common middle school Investigations:

Food, Farm & Forest Systems	Marine Systems
Energy Systems	Political Systems

Division 2 (Intermediate/Early High School): Focus is on developing college-ready writing and math skills and a wide-ranging understanding of science, social studies and the arts in the context of HCA's common 9th and 10th grade Investigations:

Working Waterfront	Economics and Entrepreneurship
Government and Policy	Global Literacy

Division 3 - Pathways to Work, College and Citizenship: Focus is on ensuring that students have meaningful experiences with and are ready for Citizenship, Work, and Post-Secondary Learning. Students must complete two Capstone projects and present to audiences made up of community members and professionals. These projects are designed to ensure that the student experiences enough of the world to make wise decisions about post-secondary plans and tend to fit into one of the categories below.

Public Policy Paper	Business Plan	Design/Fine Arts Challenge
Early College	Service Project	Semester experience (i.e, Chewonki, study abroad)

How we organize teaching, learning and assessment: Flexible Structures for Learning
The founders of HCA are committed to research-based best practices. In many cases, those practices play out in very different ways than traditional schools. Students do not go to 7-8 separate classes each day or over two days; we don't break learning down into artificially disintegrated disciplines

and then teach the parts in ways that are unconnected to the whole. We don't sit kids in rows and make them do the same task in same way at the same time – unless we think that's what's needed on a given day.

We do depend on several key "facilitative learning" structures that our teachers specialize in. These structures are adopted and adapted from many sources, but they have in common several components: they enable teachers to carefully design whole group experiences that motivate students to want to learn more; they enable teachers to individualize based on clear, student-by-student learning targets; and they require students to demonstrate clearly to parents and the larger community that they have mastered meaningful learning goals.

Structure 1: Reading/Writing/Media Workshop

Book Groups: HCA students are always reading for pleasure or interest. HCA teachers are trained in the teaching techniques of Nancy Atwell and Harvey Daniels, both of whom have developed reliable, effective structures that:

- enable students to read what they WANT to read
- require that students read what they MUST read
- help them move progressively to more and more difficult texts
- require each student to part of a community of readers.

Assessment: A "dialectic" reader's journal, maintained either on paper or online. The "dialectic" is the conversation between the teacher and the student that guides the reader's "meaning making strategies." As students gain experience and confidence with a strategy, they move on to another.

Strategies-based Workshops/Lessons based on reading comprehension data:
HCA uses the Workshop Model for well-designed, high impact lessons; some designed for all students, many designed for sub-groups of students.
Assessment: Adaptive NWEA and/or Smarter Balanced online testing – a students "reading score."

Writing Workshop and Portfolio: HCA students are always writing – usually an essay or report linked to the current investigation, but also poems and stories inspired by those investigations.
Assessment: 6 Traits writing Rubric

Focused work on Language Skills, Usage, and Vocabulary. HCA students must be able to communicate effectively in writing. In small groups and individually, based on the 6 Traits rubric assessment, students will work to master the specific area they need work on.
Assessment: 6 Traits writing Rubric

Structure 2: What Matters and Why? Integrated Case Studies/Projects Leading to Products

Each school year, all students participate in two long-term integrated Investigations around a common theme. What is traditionally thought of as Social Studies and Science "content" are taught just as deliberately as they are in traditional schools, but are integrated rather than artificially separated.

- Scientific Thinking and Methods

- Biology, Chemistry, Physics, and Environmental Science
- History, Philosophy, and Religion
- Artistic Expression and Media Studies

Teachers use local assets and historical or current events as windows into global issues – in partnership with community organizations, businesses, and experts. The Case Studies are built with the following components:

- Immersion in Relevant Subject Matter
- Assessing and Building Background Knowledge
- The Guided Inquiry Cycle: Questions, Field Work, Data, and Observations
- Making it Count: Sharing High Quality Work with an Authentic Audience

Assessment of Case Studies/Projects: Each Case Study is made of a many components, each of which is

- linked to specific Common Core Assessments and Maine Learning Result based "Big Learning Targets," each tracked by the JumpRope Learning Management platform.
- Regular quizzes and Smarter Balanced online assessments keep track of "supporting learning targets: the subskills that make up the Big Learning Targets.
- The "culminating event or product" is also evaluated with a rubric that spells out the expectations clearly in the following categories:

Craftsmanship	Content
Skills	Habits of Work

Structure 3: Balanced Teaching and Learning for Mathematical Thinking and Problem Solving

HCA's approach to Math is based on the following assumptions:

- Math matters: an understanding of the key economic, scientific, and engineering and statistical concepts will be increasingly crucial – and a lack of such understanding will be increasingly damaging.
- All students can learn sophisticated mathematics over time, but the rate and method by which students learn math is highly individualized.
- Math "class " is not the best way for the most students to learn the most math.

Big, Real World Math Problems

A common context of Real World Problems and Applications: ALL students will be engaged in mathematical problem solving and modeling linked to the major Case Studies. Individuals and groups will develop mathematical investigations to parallel the case studies: i.e. in a unit on Marine Systems, some students my be working with keel designs, others may be mapping ocean currents, others may be studying ancient navigation methods. For each student, the real-world work they do will be linked to their progress on the skills and concepts continuum below.

Assessment: Math in Context Rubric

Individualized, adaptive online and/or text-based learning

Each student will, upon entering HCA, take a mathematics assessment using ALEKS (www.ALEKS.com) or another "adaptive" mathematics programs. Such programs, with or without the assistance of teachers, depending on the student, can diagnose gaps and direct students to problem sets designed to address EXACTLY those gaps. No HCA student will be asked to master learning when they have not mastered the necessary sub-skill. No student will be asked to wait to learn more math if they are ready to go forward.

Assessment: Standard-based reports provided by ALEKS

Advanced HS Math classes

For students who need or want particularly high level math in the junior or senior year, HCA will provide, either on-site or in collaboration with a college or distance-learning partner, Math coursework equivalent to AP or IB – or for that matter, any level the student can access and succeed at.

Structure 4: Art-Infused Learning, Studio in School, Craftsmanship

At HCA, visual arts, music, literature, and dance are not separate, disembodied subjects that only the "artsy" kids get to take, they are the lens through which we experience and make sense of both the cold, hard facts and the warm and fuzzy. Our teachers are all likely to have an artistic bent, and it is their job to make sure that **every unit of study** they undertake **has a significant and explicit link to the fine arts** – and to the many artists and craftspeople who ply their trade in Harpswell.

Much of their work will be done in the HCA **Studio in School**, which serves two purposes: As a venue for local working artists, craftspeople, inventors and others to teach traditional (or non-traditional) classes (painting, dance, graphic novel, etc), and as a venue for students to work on the visual, musical, 3-D, or virtual creations that will help demonstrate their learning on the big investigations.

At HCA, **craftsmanship matters**: our goal is for students to do extensive work at high levels in many media so that the products they create – individually, in small groups, and occasionally as a whole class – are genuinely useful and worthy of public display. For example, by the time they graduate, EVERY student will have created an original map of lasting value and every student will have created a series of "suitable for framing" digital photographs linked to one of the investigations.

Structure 5: Everyday Wellness

Typical Middle and High schools now often have Physical Education twice a week, or everyday for a semester and not at all for the next semester. Health classes are now only required for a semester in Middle School and a semester in High School. HCA takes the approach that Wellness must be a habit, and the adults in the school need to actively model the habits that we expect our young people to develop.

Every adult staff member will lead a daily wellness group for 20-30 minutes based on an area of interest or student need and weather. Wellness groups can focus on emotional health and nutrition, but must include physical activity at least 3 times a week and a formal lesson or instruction at least once a week. Groups will change every 10 weeks.

Structure 6: World Languages and English Language Learning

World language courses will focus on speaking, listening, reading, and writing while students gain an appreciation for the power of language as a catalyst for making connections to other people. In making those connections, students not only learn more about those individuals, their experiences, and their cultures, but students also learn about themselves. (Adapted from Casco Bay HS.)

Division 1: While our goal is for every HCA student to leave middle school with a basic conversational proficiency in French or Spanish, research on language learning and cognitive development makes it increasingly clear that starting a new language in Middle School can be a very daunting task for some students. That said, we're going to try, with an approach to language that makes conversational usage and connections to culture the building blocks.
Division 2/3: Students are expected to use the target language in their classroom interactions, and interpersonal communication is a major focus. Vocabulary and grammar concepts are practiced in mandatory Language Lab time.
ELL: The numbers are likely to quite small and the variables quite hard to predict (native language, length of time in US, spoken/written facility with English). HCA is committed to meeting the needs of ALL students and we intend to hire a teaching staff and/or consultants with a wide variety of skills and experience.

Provide a description of a typical student day or week.

Harpswell Coast Academy fully intends to take advantage of being a very small school that can schedule around student needs.

Our **schedule** will differ from traditional middle and high schools in several important ways:
Longer school day: Our school day will start at 8:00 am and end at 6:00 pm. Students will arrive either at 8:00 or at 10:00 and stay until 4:00 or 6:00. (students who participate in extracurricular sports or other activities at their home schools will be dismissed in time to attend those events.)
Flexible Scheduling: Student and teacher schedules will be flexible from day to day and from week to week, built around several consistent groupings. The major scheduling blocks consist of:

Grouping	Frequency/Length	Purpose
Core Group/ Community Meeting	3 x week, 30 minutes	Core group teachers monitor academic and habits of learning progress, build community
Reading/Writing Workshop	Every other day, 90 minutes	Build competencies in Common Core literacy
Math Workshop	2-3 lessons /week minimum 120 minutes ALEKS/online learning	Build Competencies in Common Core math
Investigations/Field Work	Supervised work in or out of school building, minimum of 2 half days/week.	Social Studies and Science Content
Art-Infused Learning, Studio in School	Integrated or studio-based work with art, music and other specialists	Authentic products for authentic audiences
Language	3x week, 60 minutes, plus online language lab	Competence in world language
Academic	As needed	Special Educators and

Support/Tutoring		ensure that student are meeting ILP goals
Wellness	Daily practice, weekly lessons	Develop healthy eating and exercise habits

Saturday Classes and Summer Learning: HCA intends to keep our students engaged and productive with community led Saturday classes and summer programs designed to meet particular student needs. For some, that will mean a weekly math or literacy tune-up sessions, for others a language class, and for older students summer job and internships with out community partners.

Describe the methods and systems that teachers will use to provide differentiated instruction to all students. (For core subjects, include sample lessons from two different grade levels that illustrate strategies for implementation of the curriculum consistent with the mission and educational philosophy.)

HCA's standards-based approach to teaching, learning, and assessment begins with an analysis of previous standardized assessment data, transcripts, IEPs and learning inventories to get an idea of where the student has succeeded and struggled in the past.

From there, we create an individualized learning plan by planning backwards from the "passage" standards for each division. For example, if a student enters sixth grade testing at a 4th grade reading level, our learning plan for that student would start there (rather than starting at "sixth grade" and remediating later.) That student's literacy learning goals would be spaced out over three years, so that by the time s/he moves to HS we can "guarantee" adequate progress in reading. That particular student, then, would work through 5 years of reading standards in 3 years. Each students learning plan is evaluated and adjusted at the beginning of each new school year (or, in cases where significant mismatches arise, each semester).

In addition to avoiding "one size fits all" pacing, those of us with long careers in non-charter public schools know that many students with Special Education diagnoses are students who in one way or another failed to thrive in the traditional 20-25 student, 1 teacher elementary classroom or in the 7 subject a day middle school classroom. Because our learning environments are designed to vary based on student need, we expect many students – especially those who typically receive ADHD or autism spectrum diagnoses – to thrive in settings where the amount of structure, the type of teacher feedback, and the pace of learning can be adapted to meet the needs of the student.

What that means in practice is that ALL students participate in certain "non-negotiable" learning experiences, such as Investigations, Core Group/Community Meeting, and in the later grades internships. Within each of our curriculum focus areas, however, each student can work within multiple pathways to meet learning targets. For instance, some students will do most of their reading as part of a facilitated book group; others will read largely independently, and still others will receive direct small group instruction in literacy strategies.

Discuss how curriculum and instruction needs are reflected in plans for professional development.

A healthy, inquiry-based professional learning community

- At the **whole school level**, one of the primary responsibilities of HCA's Head of School will be to design and facilitate ongoing Professional Development that regularly engages every staff member (and, when appropriate, students and parents) in analyzing data and modifying instruction, structures, and curriculum based on that.
- At the **team/division level**, each teacher/staff member will be trained in the protocols and practices of the National School Reform Faculty/School Reform Initiative and will participate in bi-weekly Data Inquiry Groups.
- At the **individual** level, each teacher will be trained in the principles of "Assessment for Learning," with a particular emphasis on developing increasingly reliable formative assessment and descriptive feedback practices.

All of the above structures are linked to our Professional Growth Plan (see Section B

A clear, coherent map

With those overarching "process" structures in place, HCA teachers start each planning cycle with a curriculum map that defines the broad content and skill outcomes on a semester-by-semester basis. Every Common Core and MLR "power standard" will be on this map and each standard (translated into student friendly learning targets) will be explicitly taught and assessed during that semester. (HCA School Design Consultant/Head of School Pro Tem John D'Anieri and his Working Schools partner, Sara Needleman, will be constructing that map - taking the Common Core and MLRs and pre-populatiing our paper and online planning templates - between now and Dec, 31st. See additional exhibits.) This map will then serves as the basis for the planning of investigations and case studies, stand alone lessons and workshops, and individual and small group activities.

Planning Backwards, Thinking Forwards

A key element of both our curriculum and our approach to professional development is the JumpRope Learning Management System. Quite simply, we believe that when teachers learn to use this "native environment" for standards-based teaching and learning well, they'll have the information to focus their work and the work of their students in way that is can both genuinely individualized AND broadly compelling. It starts with the **Curriculum Design Tool:**

> **"One of the first things a teacher does as they begin thinking about the new school year is to map and plan their curriculum. In JumpRope, the Planning Tool captures your curriculum in a format that is archived and shareable with other teachers. In addition, it automatically populates the standards-based grade-book and reports.**

Backwards Design

Based on backwards design principles, this planning tool considers learning goals before assessments or learning experiences, ensuring that each piece is focused on student learning outcomes.

Align Assessments to Standards

Our Planning Tool allows you to align your assessments to one or more standards, explicitly telling the system what each assessment (or assignment) is gathering evidence of in terms of mastery.

Attach Documents and Resources

In our Planning Tool, you can upload as many supporting documents and resources as you want. Next year or term, you can easily re-use existing curriculum without starting from scratch!

Collaborative and Shareable

Anything created in the planning tool can be viewed or edited, at the teacher's discretion, by anyone else in the school at any point in the planning process. This allows for collaborative planning and feedback- great minds think together!

COMMON CORE SELECTION TOOL

Integration with Common Core or State Standards

JumpRope let's teachers set their own learning goals, import them from Excel, and/or build their curriculum from state standards or the Common Core. When aligned to the common core, school-wide reports become even more valuable.

Framework Friendly

If your school uses certain teaching practices across content areas, templates for lessons and assessments can be integrated into the program to enhance the planning process.

Straight to the Gradebook

All units, standards and assessment are pre-populated into your gradebook making the next steps a snap! It also holds you accountable to teach and assess based on your existing lesson and unit plans."

The last sentence is the one that matters the most: our approach to Professional Development is to put the emphasis on accountability, but in a way that is inquiry-based, collaborative, humane and focused on student learning.

Co-curricular and extracurricular programs add value and skills to students' lives. Describe co-curricular or extracurricular programs and how they will be funded and delivered. Describe opportunities for enrichment and activities.

Our students will participate in the sports offered by their home schools and, after the first couple years, will be encouraged to develop student led clubs around areas of interest. But HCA is committed to remaining as lean as possible, especially during the first years. Our Saturday classes, led by community members, are designed to engage students beyond the traditional school day, as are our internships for older students.

But with an 8 am to 6 pm school day, our model is based on making more time available for much more compelling curriculum, which should reduce the need to rely on extra-curricular activities to keep students engaged. When HCA puts on a student play, it will likely involve an entire division, with students acting, building sets, sewing costumes, and designing the lighting.

That said, the sports or clubs we will develop over time will be those that are not offered by our local schools and that are either not costly or have a community partner willing to sponsor that activity: an example of that is a sailing and boatbuilding program.

Evaluation Criteria

If the school intends to use curricula that already exists:

- They should be consistent with the school's mission and education program design;
- Demonstrate how the curriculum incorporates the state's expectations of learning as stated in Maine's system of Learning Results, MRSA Title 20–A, §6209/Common Core;

- Demonstrate understanding of relevant instructional strategies; and

- Describe how co-curricular and extracurricular programs enrich the learning experience and students' lives and discuss funding and delivery method.

If the school intends to develop core curricula following approval:

- Present a viable plan for development of the curricula for core academic areas and for ensuring alignment with Maine's system of Learning Results, MRSA Title 20–A, §6209/Common Core and with the school's mission and values;

- Describe the framework for development of the curricula for core subjects;

- Identify a sound research, experience or theoretical base and foundational materials that will guide curriculum development;

- Provide a curriculum map for core subjects; and

- Describe how co-curricular and extracurricular programs enrich the learning experience and students' lives and discuss funding and delivery method.

A.3 Special Student Populations

Applicant Instructions

Describe the school's plan for educating children with special needs, particularly those with limited English proficiency, those identified with disabilities, and those with 504 plans. Explain specifically how these students will be identified, how the school will develop plans for their education, how their progress will be monitored, and how the school has budgeted and staffed to meet those responsibilities. As public schools, charter schools may not discriminate on the basis of disability. Admissions, enrollment and termination processes must be consistent with federal and state law requirements.

Overview:
HCA's model is particularly well suited to addressing the needs of special education students. ALL of our students will have Individualized Learning Plans and ALL of our students will have flexible schedules that enable a balance of large group, small group, and individualized instruction. Students with IEPs and 504 plans will receive additional support from a special educator who manages the specific learning outcomes, educations setting, and other factors for those students. In the case of students with a disability that requires expertise above and beyond a generally certified special educator (speech and language therapy, for example) those services may include consulting relationships with special educators in the students' home distric and/or part-time contract relationships at HCA.

HCA's budgeting and staffing assumptions are based on a 10% Special Ed Population (which in our first year could be as few as 4 students and by year 4 could be as many as 28) but we fully intend to

adequately serve as many students who come through our door. Each year, our special education contingency fund will grow to meet needs that go beyond the EPS funding formula.

Specifically address the Special Education Program by describing the following:

- **Plan to conduct "Child Find";**

Because HCA begins serving students at Grade 6, the most important factor in identifying students will be developing relationships with local public schools. In the Spring of 2013 and each subsequent spring, HCA will make specific contact with special Education directors of public schools districts in our catchment area with the goal of specifically alerting students and parents of HCA and our approach to special education.

- **Types of pre-referral activities to be used;**
- **Policies and practices to identify students who may be eligible for special education and related services.**

1) Identifying students by academic measures: Entering 6th and 9th grade students will be submit their latest NECAP (or equivalent) scores. Students who score more than one grade level below the "meets" standard will be trigger a an examination of student records by our special education staff to determine whether the student has ever been evaluated, and if so, what the outcome/determination was.
2) Identifying students by behavioral measures: HCA incorporates a rigorous tracking system for "Habits of Work and Learning" that enable us to collect regular and reliable data on work completion, participation/on task time, and classroom citizenship. Students whose aggregate Habits of Work and Learning rating falls below the "meets" standards will trigger and examination of student records to determine whether the student has ever been evaluated, and if so, what the outcome/determination was.

In both cases, if such a review indicates the need for further evaluation or testing, our special ed staff will, in consultation with the student's parent/guardian, take that step.

- **Plan for addressing needs of students who enter the charter school with an existing Individualized Education Plan (IEP) from another School Administrative Unit (SAU) and in compliance with Maine state statutes and rules;**

- **Policies and practices regarding the development of IEPs for all identified students;**

- **Engagement of certified professionals to provide special education and related services through on-staff or contracted service;**

- **Assurance that every student will be served in the least restrictive environment; and**

- **Continuum of placements to eligible students.**

In these respects, HCA will function no differently than any other Public School in Maine. As indicated above, our intent is to collaborate as closely as possible with the Special Education directors of our sending districts to ensure that existing IEPs can be adapted or modified when appropriate and in the best interest of students.

Describe the school's plans for identifying and successfully serving students with the wide range of learning needs and styles typically found in non-charter public schools of the sending area.

Articulate how the curriculum/educational program of the school will meet the unique needs of all enrolled students.

HCA's standards-based approach to teaching, learning, and assessment begins with an analysis of previous standardized assessment data, transcripts, IEPs and learning inventories to get an idea of where the student has succeeded and struggled in the past.

From there, we create an individualized learning plan by planning backwards from the "passage" standards for each division. For example, if a student enters sixth grade testing at a 4th grade reading level, our learning plan for that student would start there (rather than starting at "sixth grade" and remediating later.) That student's literacy learning goals would be spaced out over three years, so that by the time s/he moves to HS we can "guarantee" adequate progress in reading. That particular student, then, would work through 5 years of reading standards in 3 years. Each students learning plan is evaluated and adjusted at the beginning of each new school year (or, in cases where significant mismatches arise, each semester).

In addition to avoiding "one size fits all" pacing, those of us with long careers in non-charter public schools know that many students with Special Education diagnoses are students who in one way or another failed to thrive in the traditional 20-25 student, 1 teacher elementary classroom or in the 7 subject a day middle school classroom. Because our learning environments are designed to vary based on student need, we expect many students – especially those who typically receive ADHD or autism spectrum diagnoses – to thrive in settings where the amount of structure, the type of teacher feedback, and the pace of learning can be adapted to meet the needs of the student.

What that means in practice is that ALL students participate in certain "non-negotiable" learning experiences, such as Investigations, Core Group/Community Meeting, and in the later grades internships. Within each of our curriculum focus areas, however, each student can work within multiple pathways to meet learning targets. For instance, some students will do most of their reading as part of a facilitated book group; others will read largely independently, and still others will receive direct small group instruction in literacy strategies.

Evaluation Criteria

- Describes a comprehensive plan and a commitment to serve the full range of needs of special education students;
- Demonstrates an understanding of and capacity to meet state and federal requirements regarding the identification and education of students with disabilities and 504 plans by addressing each of the listed categories;
- Indicates a commitment to serving the full range of needs of students with disabilities;

- Demonstrates understanding of and capacity to meet state and federal requirements regarding identification and education of the likely English language learner (ELL) population; and

- Demonstrates an understanding of and a commitment to meet the needs of all enrolled students.

A.4 Assessment

Applicant Instructions

Describe the school's approach to assessment such as but not limited to data driven, subjective, formative and or portfolio based. Explain how the school will evaluate progress of individual students and cohorts over time, and the school as a whole toward meeting the statewide requirements.

Tracking of Standards Student by Student
Assessment is at the heart of HCA's approach to learning. By focusing on individual standards and skills rather than on grades, our students and teachers are able to focus on clear, well-defined learning targets.

Our primary platform for tracking and assessing student learning will be JumpRope, (www.jumpro.pe) a native environment for standards-based assessment currently in use in 50 schools in the northeast and by Teach for America as it's primary means of training teachers to track measurable performance.

In JumpRope, ALL assessments are explicitly tied to a Power Standard, a student-friendly restatement of the Common Core Standard (in ELA and Math) or the MLR standards (in all other subjects. JumpRope is able to track multiple types of assessments: paper and pencil tests, online and blended learning outcomes, and performance assessments such as essays and long-term projects.

Students move from unit to unit, from grade level to grade level, and from division to division when they have reached the level of "Meets the Standard" or "Exemplary" on Power Standard rather than by seat time or by alpha-numeric grades.

Describe the school's plan for using internal and external assessments to measure and report student progress on the measures and metrics of the performance framework developed by the authorizer in accordance with Public Charter School Law, Title 20-A, §2409 and included in Commission Rule Chapter 2 and the Performance Framework (see Appendix A).

Tracking of Cohorts
While JumpRope enables the tracking of individual standards, the language for each level of accomplishment is internal and judgments about whether a student has produced evidence of having met a standard is internal. HCA not only seeks to track student learning according to nationally normed assessments, we intend to use that nationally-normed data to inform our

decisions about teaching and learning. Does the national data indicate the same thing as our internal data? If not, why not?

At the Division 1 level, HCA will administer the NWEA (or equivalent Smarter Balanced assessment) annually. It is essential that we track student learning on nationally-normed measures At the Division 2 level, students will move through three different standardized tests, the Accuplacer (as early in 9th grade as possible and upon matriculation to the 3rd division, the PSAT (at the beginning of the first Pathways year) and the SAT (in the winter spring of Junior year, or when ready.)In each case, the results of the standardized tests are used to inform the students' Individualized Learning Plan

Setting Clear and Measurable Benchmarks

While HCA won't ever be a school that's chasing after certain outcomes just to make ourselves look good, we do think we need to be able to tell a clear and unambiguous story of success in many different ways. We look forward to working with Charter Commission to determine the most reliable and least intrusive way to measure each of the categories from the performance framework listed below.

Student Academic Proficiency
Student Academic Growth
Achievement Gaps
Student Attendance
Recurrent Enrollment from Year to Year
Postsecondary readiness (for HS)

HCA would also be interested in measuring and reporting on the skills that undergird several other key components of our model such **Habits of Work and Learning, Citizenship,** and **Craftsmanship.**

What are the school's policies and criteria for promoting students to the next level and for graduation from the school?

Harpswell Coastal Academy students must meet ALL of the applicable Power Standards for passage from one division to the next. They will have a minimum of two years to do so. If, after three years in a division a student does not meet standards, a hearing will be held with the student's parents/guardian and school leaders to ascertain the cause and design a remedy.

In terms of defining the criteria and the process for assessing core standards, HCA will use an approach similar to that of Casco Bay HS in Portland. Adapted from the work developed at Poland Regional High School and informed by the Expeditionary Learning network of schools, these guidelines have been revised and tweaked over the years to the point that they are clear to students and remove most (not all) of the ambiguity about "passing." Working Schools (Mr. D'Anieri and Ms. Needleman) is working with JumpRope now to develop "best practice" recommendations for

standards-based assessment based on CBHS, and three public charter schools in the EL network: The Greene School (9-12) in W. Greenwich, RI, Tapestry Public Charter School in Buffalo, NY (K-12), and Codman Academy Public Charter School in Boston (9-12.

"*Grading Language and Scale*

Each CBHS course is built around ten to fifteen course standards. A course standard is a description of a long-term learning target that can be achieved during a particular course; they represent the essential things all students must know or be able to do in a course. Each daily lesson is built around short-term learning targets which are the stepping stones towards course standards. Our standards-based grading language and scale is consistent with the scale that the state uses for the MHSA and is comparable to the 4.0 scale which is used in many schools and colleges.

1 = Does Not Meet the Standards

2 = Approaches the Standards

3 = Meets the Standards

4 = Exceeds the Standards

For each major assessment, teachers will develop rubrics (often with student input) that make clear the criteria that a student will have to meet in order to receive a 2, 3 or 4. ***What do these grades say about student achievement on a particular assessment of a course standard?***

1 = Does Not Meet the Standards: *A "1" is given when, in the absence of extenuating circumstances (e.g., an excused absence), a student does not demonstrate substantive progress towards meeting the standards or criteria of a given assessment by an established deadline. This may mean that a student has not met the majority of performance indicators or criteria for that assessment, or they have not genuinely attempted to meet the rubric criteria.* ***This is not a passing grade.***

2 = Approaches the Standards: *A "2" is given when a student has demonstrated a substantive attempt to meet the standards of a given assessment by the established deadline, but needs more time to achieve competency. This may mean a student has met the majority (51%) of the performance indicators or criteria for that assessment or genuinely attempts to meet the rubric criteria.* ***This is not a passing grade.***

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3 = Meets the Standards*: The student's work fundamentally meets the standard being assessed and the assessment requirements. It is competent work that demonstrates the essential skills and knowledge of that assessment. All of the criteria for Meets the Standard (e.g., in the rubric) are demonstrated in the work.* ***This is a rigorous standard and a passing grade.***

4 = Exceeds the Standards: *The student's work goes substantially above and beyond the course standards in quality. The work may not be perfect, but it includes complexity, sophistication, originality, depth, synthesis and/or application that clearly exceeds what would be expected to meet the standards in this assessment. Sometimes, a student will have to opt to complete a particular task(s) or prompt(s), not required of all, in order to be eligible for an Exceeds. All of the criteria for Exceeds the Standard (e.g., in the rubric) are demonstrated in the work.*

What specifically do these grades say about student achievement when used for an overall course grade?

1 = Does Not Meet the Standards*: A student's work has not met the majority of the standards assessed.*

2 = Approaches the Standards*: A student's work has met a majority of the standards assessed, but the student's work has partially met one or more. This isnot a passing grade.*

3 = Meets the Standards*: A student's work has met (earned a 3) on each and every one of the course standards assessed up to that point. This does not mean that a student has to pass each and every*

assessment. It does mean that a student has to pass at least one assessment (and sometimes more) of each and every course standard. At the end of a trimester, this grade and above earns course credit.
***4 = Exceeds the Standards**: A student's work has consistently and/or lately Exceeded the Standard in each and every course standard assessed up to that point.*
***Between 3 and 4:** On many assessments, especially those that are less complex (e.g.: a quiz), only the grades 1, 2, 3 or 4 are possible. (On occasion, on assessments of crucial factual knowledge (e.g.: safety), only grades 1, 2 or 3 may be possible.) On more complex assessments that include rubrics with multiple criteria for a standard, a grade between 3 and 4 is possible.*
On an assessment of a course standard, this means in addition to meeting the criteria for a 3...
***3.25** A student's work meets about 25% of the Exceeds criteria. **3.5** A student's work meets about 50% of the Exceeds criteria. **3.75** A student's work meets about 75% of the Exceeds criteria.*
For overall grades, students may receive grades between 3 and 4. What does this say about student achievement?
***3.25** Consistently or lately, the student's work has exceeded the standard about 25% of the time and/or met about 25% of the "Exceeds" criteria.*
***3.5** Consistently or lately, the student's work has exceeded the standard about a 50% of the time and/or consistently met about 50% of the "Exceeds" criteria.*
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***3.75** Consistently or lately, the student's work has exceeded the standard about 75% of the time and/or consistently met about 75% of the "Exceeds" criteria.*
***Between 2 and 3:** On a given assessment, a teacher may award a **2+** to indicate that a student is very close to meeting the standard. At the end of a trimester, a **2+** means a student has either met all the standards assessed but one, or it means that with continued, steady practice and growth, the student can meet all course standards by year's end. This grade does not earn course credit, but indicates that such credit is quite possible.*
An "Incomplete" grade may be granted at the end of a trimester (e.g.; in the event of an extended, excused absence or a HOW grade of 3 or higher. Barring exceptional circumstances, students will have two weeks to meet remaining standards following an Incomplete grade.

How will the school use assessment information to modify the educational program and improve instruction, student learning and staff development?

(repeated from section A2)
At the whole school level, one of the primary responsibilities of HCA's Head of School will be to design and facilitate an ongoing Professional Learning Community that regularly engages every adult In the building (and, when appropriate, students and parents) in analyzing data and modifying instruction, structures, and curriculum based on that.

At the team/division level, each teacher/staff member will be trained in the protocols and practices of the National School Reform Faculty/School Reform Initiative and will participate in bi-weekly Data Inquiry Groups.

At the individual level, each teacher will be trained in the principles of "Assessment for Learning," with a particular emphasis on developing increasingly reliable formative assessment and descriptive feedback practices.

Evaluation Criteria

- Aligns with the school's mission and overall educational priorities;
- Demonstrates understanding of the school's obligation to participate in the statewide system of assessment and accountability;
- Presents a clear, credible, and sound plan for measuring and reporting the educational performance and progress of individual students, cohorts, and the charter school as a whole including valid and reliable measures of student outcomes;
- Presents a statement of promotion and graduation criteria;
- Explains how the school will use assessment data to drive key decisions aimed at improving academic outcomes; and
- Demonstrates understanding of and commitment to compliance with assessment requirements applicable to all Maine public schools consistent with state law and relevant policies.

A.5 School Climate and Discipline

Applicant Instructions

Describe the strategies the school will employ to develop and sustain a safe and supportive school climate that supports fulfillment of the educational goals. Explain the school's student behavior philosophy, discipline policy and code of conduct for both the general student population and for students with special needs. The full discipline policy should be included as an attachment if already developed.

Discuss how staff and students will be engaged in creating and sustaining a learning community atmosphere emotionally, physically, and socially safe. Describe how this climate will support academic growth, development and risk taking that expands learning.

Relationships and structures that foster accountability

HCA is designed to make it much harder for a student to fall through the cracks. Using structures that have proven to be successful at many small public schools around the country, we ensure that students must have regular and effective voice in the workings of school, that parents can and must stay connected to their students' work, that teachers can and must communicate easily and frequently with students parents and each other, that students are given the necessary supports when needed, rather than when it's too late, and that students, faculty and teachers together are accountable for making HCA a safe learning environment for all students.

Core Group: Every student, upon entering HCA, joins a Core Group of 8-12 students led by an Advisor (all staff members at HCA, regardless of job title, lead a Core Group).
Core group activities change over the course of a student's time at HCA, but the common thread is that the core group Advisor knows, monitors, and adapts the Individual Learning Plan of each of member of their group. The Advisor also acts as the primary contact point between parents and the school.

Community Meeting: One of the most important functions of HCA is to prepare students to thrive in a democracy. Community meeting is a weekly or bi-weekly all-school assembly where students influence policies and practices of the school and are accountable to each other to maintain the discipline and coherence of learning community.

Mentoring: Over the course of grades 6-12, students will have multiple opportunities to develop and benefit from many kinds of mentoring relationships, both formal and informal. Any student who is academically or in any other way at-risk will immediately be linked with a community mentor with training in supporting at-risk youth. Students in high school will be required to develop a mentor relationship with an individual in a professional field of interest to them.

Restorative Justice/Fairness Circle: HCAs founders strongly believe in the core principles of restorative justice and will work closely with the MidCoast Center for Restorative Justice, whose mission reads: "Our responses to crime and wrongdoing seek renewal and safety for the community, support and healing for victims and accountability and reintegration of the offender." The structure through which our discipline code will play out is called a "Fairness Circle," which incorporates elements of Student Judiciary and Peer Mediation in requiring peer to answer to each other as well as to adults.

Built by, with and for students: While HCA will begin year 1 with all of the policies above in place (most adapted from Codman Academy Charter Public School in Boston and Casco Bay HS in Portland) we intend to create HCA specific versions over the course of the first year **WITH our students**. This first-hand experience of building fair and democratic systems - especially in the form of contributing ot the creation of the foundational documents - is part of our core belief that students must own (and constantly re-own) their learning.

The first product of that process will be a Code of Conduct such as **Codman Academy's** below:

> *The Code of Conduct has been formulated to place the primary responsibility for appropriate behavior on the student. All students are expected to adhere to the norms presented in this policy.*
>
> ***Expectations***
>
> *The expectations are based on our school motto: "to learn, to lead, to serve." At all times each student should aim at being a dynamic leader who not only demonstrates a personal interest in learning, but also consistently seeks to help others. The overarching question that students should ask themselves is: "Am I embodying the values of the school motto?" In order to answer this question, students should consider the following questions:*

To Learn
Am I coming to class prepared and ready to learn every day?
Am I taking responsibility for asking deep questions and seeking their answers?
Am I a conscientious, hard-working, self-reflective learner?
Does my presence improve or detract from the learning environment?
Am I respectful of the various levels of understanding and capacities of my peers?
Do I seek excellence in everything I create?

To Lead
Am I a role model for my peers?
Do I take responsibility for both my own actions and the actions of my peers?
Do I speak out responsibly against injustice?
Do I bring a vision of justice to our community?

To Serve
Am I an active, helpful member of all school community groups?
Do I go out of my way to provide assistance to community members in need?
Am I my sister's keeper? Am I my brother's keeper?
Am I seeking to become a person who will serve the global community?

Instead of an exhaustive list, these are example questions. As the school year proceeds students should be able to ask more and more questions that get to the heart of these ideals."

Discuss how you plan to address bullying and harassment as a specific issue. How will that fit into your discipline policy or code of conduct, if you have one, and how will staff be trained to be sensitive to the conditions that create or support bullying?

HCA founders are experienced in building and maintaining safe learning environments for students and teachers. While a clear Code of Conduct is a starting point, and explicitly addressing bullying and harassment through preventative measures in venues such as Core and Community meeting can set the appropriate tone, this is an issue where leadership and modeling must come from adults in the building. Response to bullying and harassment must be consistent and swift – and first must focused on changing the behavior rather than punishing it.

All HCA staff members must address EVERY incident of harassment or bullying, not matter how small, immediately by addressing the responsible student. If a problem persists, the student will be referred both to the Head of School and to the Fairness Committee, both empowered to sanction the behavior.

Our family, student and faculty handbook will all prominently feature a Bullying and Harrassment Intervention Plan similar to that of Codman Academy below. It is our expectation that most bullying and harassment will stop long before it gets to that level.

From CACPS' Bullying Prevention and Intervention Plan

Bullying is a form of abuse, where a person or group of people speaks or acts in an abusive manner in order to have physical or social power over another person(s). This can be an isolated incident or a collection of incidents over time.

There are three types of abuse: emotional, verbal, and physical. Examples of emotional and verbal abuse include, but are not limited to, teasing, rumor-spreading, coercion, psychological manipulation, and exclusion from group activities. Examples of verbal abuse based on race/ethnicity include, but are not limited to, using racial slurs, making fun of customs, skin color, accent. Graffiti or written comments that are derogatory, threatening, or promote exclusivity may also be considered forms of emotional and verbal abuse.

Examples of physical abuse include, but are not limited to, unwanted touching, tripping, and assault. Bullying can include all forms of sexual harassment and/or assault and examples include inappropriate touching and making suggestive sexual comments. Bullying may include criminal behavior that violates state and/or federal laws. Bullying is physically and emotionally harmful; it negatively impacts a student's ability to learn and socialize.

Codman Academy Charter Public School has zero tolerance for bullying. All reported incidents of bullying will be investigated. Students found in violation of school norms will face disciplinary consequences and may be suspended and/or expelled.

Cyberbullying

Bullying conducted through the use of technology (social networking websites, emails, webcams, instant messaging, text messaging, etc.) is known as cyber-bullying. We expect students to behave responsibly online. Inappropriate behavior will lead to disciplinary consequences.

Some examples of cyberbullying are spreading rumors via text messages, posting threatening comments on a person's social networking page (i.e. Facebook, MySpace), and sending explicit images via email.If you are a victim of cyberbullying take appropriate steps to deal with the problem. It's natural to be angry, but be careful not to take revenge. The worst thing to do is mimic the negative behavior because then you will also be engaged in bullying. Instead, save the evidence in a folder (where possible), remove yourself from the bullying environment, then speak to a trusted family and/or staff member at school as soon as possible.

DISCRIMINATION POLICIES

Non-Discrimination and Zero Tolerance Policy

Codman Academy Charter Public School is committed to providing a safe and orderly environment where students can achieve academic success. A practice violating the school policy is entirely unacceptable and any student engaged in such activity will be removed from the school for a length of time determined by the Principal. Students and their families have the right to attend a safe school, and Codman Academy Charter Public School will have no tolerance for any form of discrimination, harassment or intolerance.

Harassment

Codman Academy Charter Public School will take an assertive and active role in protecting its students and staff from harassment. Harassment in any form will not be tolerated on school grounds, at school-sponsored events or activities, or while traveling to and from school or school sponsored events or activities.

Harassment on the basis of race, national origin, religion, age, sex, sexual orientation and/or disability includes:
a) unsolicited remarks and/or verbal comments
b) gestures and/or physical contact
c) display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, religious, age, sexual orientation or disabled individuals or groups
d) unwanted sexual attention from peers, subordinates, supervisors, clients or anyone the victim may interact with in order to fulfill school or job duties
e) pressure (subtle or otherwise) for sexual activity
f) leering, pinching, patting and other forms of unwanted touching
g) rape and attempted rape

If a person (staff or student) believes s/he is being harassed, s/he should:

a) immediately inform the harasser that the behavior is offensive and request that it stop;
b) or if that is not possible, report such behavior to the appropriate person (staff should report the offense to the Principal, students report to the Principal or a staff member). Students are also encouraged to tell their parents.

Reports of harassment will be kept confidential, to the extent permitted by law. Once a staff member receives a complaint, s/he must document the incident in writing, and give it to the Principal within one working day. The Principal will have the authority and the responsibility of ensuring that complaints are addressed immediately. The Principal will review complaints and document and maintain all records of harassment. Any person who, after investigation, is found to have committed any act of harassment toward a student or staff member will be subject to disciplinary action or termination of employment.

Discuss how staff and students will be engaged in creating and sustaining a learning community atmosphere emotionally, physically, and socially safe. Describe how this climate will support academic growth, development and risk taking that expands learning.

Describe the social and emotional services that you expect will be needed by your students.

Describe how school staff and administration will collaborate in the identification of these needs and the programs, resources, and services that will be provided to meet the social and emotional needs of the student population.

In addition to the policies and structures already mentioned…

Our founders have extensive experience in successful implementation of Advisory/Crew/Home Group approaches. HCA's CORE is called that for a reason – the close one-on-one relationship

between Core advisors and the 10-12 students in their home group is our primary structure for identifying social and emotional needs and ensuring that students receive appropriate support and service. The Community Meeting structure, which is set up as a gathering of Core groups, is a key structure for whole school accountability, but a great deal of peer-to-peer and adult-to-peer support for goal setting, risk-taking and social emotional health takes place in a planned and structured way in the Core Group. Part of the role of the Core Group advisor is to refer students to our school social worker/guidance counselor or Head of School when appropriate.

A related structure is our approach to Wellness, which integrates what is typically thought of as Health, Family and Consumer Education, and Physical Education. EVERY teacher will lead a daily 20-minute Wellness group based on area of their own interest, and EVERY student will keep a Wellness journal to track physical and emotional health.

Explain how the school will encourage family involvement and communication to support student learning, and how it will gauge satisfaction with school climate.

HCA's approach to engaging families will be explicitly modeled on that of Casco Bay HS. The key components of that are

- Regular and effective communication about student progress, both academic and behavioral (in our case, using the Parent/Student Portal of our Learning Management System, JumpRope.)
- An active and involved Parent Advisory Group,
- Twice yearly Student-Led Conferences
- Twice yearly "Culminating Events" or "Celebrations of Learning" in which all students and families gather to learn from and share the work of HCA.

CBHS Family Involvement: Supporting Success

At CBHS, we don't just enroll students; we enroll families. We look forward to partnering with parents and families to help our students to achieve their best. Here are some recommendations for how you can help:

...creating an effective learning environment at home	*Set a schedule and structure to support your teenager's study, completion of homework, and meeting of standards.* *Limit TV and recreational computer time and engage your teenager in other educational activities. Keep books and other reading material in your home.* *Set aside a reading time each day.* *Let your child see that you are committed to lifelong learning.*
...learning about and supporting our school's values and programs	*Allow your teenager to participate in fieldwork and extended trips.* *Be familiar with and discuss with your child the content of this handbook.* *Attend school events and parent meetings as you are able.* *Join our parent e-mail list (e-mail kiersd@portlandschools.org) and parent yahoo group* *(e-mail cbhsparents@hotmail.com) so you can receive CBHS news and updates.* *Let a Portland friend or neighbor know about CBHS and Expeditionary Learning.*
...staying informed about your child's progress	*Attend your child's student-parent-teacher conferences.* *Attend events where your child's work is publicly exhibited.*

	If possible, use online resources to stay informed, such as Infinite Campus, the CBHS website and teacher blogs. *Read teacher communications and respond promptly when asked for input.*

Volunteer Opportunities

Parent volunteers both enrich the life of our school and provide vital support for our programming. We appreciate any time you spend supporting our school. Please note that classroom volunteers must complete the Portland Public Schools' volunteer screening process. Contact Partnership Developer Kathy Cole for more information (colek@portlandschools.org).

School Projects	*Parents at our school may lead or help with volunteer projects ranging from manual labor to school governance. Parent contribution is key to our school's success. Please contact Principal Derek Pierce if you are interested in learning more.*
Classroom/Library/ Tutoring Help	*If you would like to help out in the classroom or library, or if you could volunteer as a tutor, please contact Kathy Cole.*
Fieldwork	*We are often in special need of help on fieldwork days. If you are able to volunteer, please contact your child's relevant teacher or crew leader.*
Crew Parent/ Hospitality	*Each crew has a designated parent who works with the crew advisor to contact or organize the crew families when appropriate. Contact your child's advisor for details. Additionally, parents are sometimes asked to support events by providing food, drink, or related supplies.*
Professional Services/ Expertise	*Oftentimes, a parent's special skill, expertise, experience, hobby, etc., can be brought into the classroom or contribute to an expedition. Examples of classroom contributions include a nurse's aide providing feedback on a student's health care presentation, an artist teaching animation skills, an immigrant discussing their native culture or a war veteran discussing his or her experience. Please contact Kathy Cole or Derek Pierce if you have a service or expertise that you would be willing to share.*
Parent Advisory Group	*The Parent Advisory Group (PAG) meets monthly with the principal and is open to any interested parent. The purposes of the Parent Advisory Group are:* *1) To advise the principal on select issues.* *2) To facilitate communication between the school and the parent body (and the broader community).* *3) To promote parent involvement at Casco Bay High School.* *4) To lead efforts to appreciate CBHS staff.* *5) To provide feedback on governance proposals.* *6) To assist with fundraising and securing resources that will improve teaching and learning.* *7) To support one another as parents of teens.* *Meetings are held the second Tuesday or Thursday of the month from 5:30-7:00pm.*

Describe how the school will respond to emergencies such as fire, water damage, bomb threat, and other conditions that will require removing students from the property to a safe place.

HCA will develop and implement an emergency policy modeled on best practices, such as the those in the exhibit "Emergency Planning and Procedures for Schools"

Describe the school's plans for compliance with applicable laws, rules and regulations.

HCA Board Member Victoria Larson, currently a member of the Maine Maritime Academy Board of Directors, a 20-year veteran of the US Navy, and a VP at TD Bank is an expert in compliance and has agreed to work with our Board over the first year to develop all appropriate compliance measures and policies.

Required Exhibits

- School discipline policy
- Emergency Response Guide

Evaluation Criteria

- Describes an approach to student discipline that is reasonably likely to promote a safe and supportive learning environment;
- Presents legally sound policies for student discipline, suspension, dismissal and expulsion or a reasonable plan for their development;
- Describes the creation of an emotionally, physically and socially safe atmosphere supportive of student growth;
- Outlines staff and programs that support social and emotional needs of students;
- Outlines a clear strategy for engaging parents and guardians in the life and culture of the school;
- Includes evidence that the school will ensure a safe and supportive environment conducive to learning;
- Describes well thought out emergency procedures; and
- Cites student code of conduct and anti-bullying and anti-harassment policies.

B. Organizational and Operational Plan

The Organizational and Operational Plan should provide an understanding of how the school will be operated, beginning with the governance and management. It should present a clear picture of the schools' operating priorities, delegation of responsibilities, and relationships with key stakeholders.

B.1 School Calendar and Daily Schedule

Applicant Instructions

Present the school calendar showing the number of days the school will be in session and sample daily class schedules showing daily hours of operation and allocation of time for core instruction, supplemental instruction, extra-curricular, and after-school activities, as applicable.

Harpswell Coast Academy fully intends to take advantage of being a very small school that can schedule around student needs.

Our schedule will differ from traditional middle and high schools in several important ways:
Longer school day: *Our school day will start at 8:00 am and end at 6:00 pm. Students will arrive either at 8:00 or at 10:00 and stay until 4:00 or 6:00. (students who participate in extracurricular sports or other activities at their home schools will be dismissed in time to attend those events.)*
Flexible Scheduling: *Student and teacher schedules will be flexible from day to day and from week to week, built around several consistent groupings. The major scheduling blocks consist of:*

Grouping	***Frequency/Length***	***Purpose***
Core Group/ Community Meeting	*3 x week, 30 minutes*	*Core group teachers monitor academic and habits of learning progress, build community*
Reading/Writing Workshop	*Every other day, 90 minutes*	*Build competencies in Common Core literacy*
Math Workshop	*2-3 lessons /week minimum 120 minutes ALEKS/online learning*	*Build Competencies in Common Core math*
Investigations/Field Work	*Supervised work in or out of school building, minimum of 2 half days/week.*	*Social Studies and Science Content*
Studio Time	*As needed work with art, music and other specialists*	*Authentic products for authentic audiences*
Language	*3x week, 60 minutes, plus online language lab*	*Competence in world language*

Academic Support/Tutoring	*As needed*	*Special Educators and ensure that student are meeting ILP goals*
Wellness	*Daily practice, weekly lesson*	*Develop healthy eating and exercise habits*

3) Saturday Classes and Summer Learning: *HCA intends to keep our students engaged and productive with community led Saturday classes and summer programs designed to meet partucilar student needs. For some, that will mean a weekly math or literacy tune-up sessions, for others a language class, and for olders students summer job and internships with out community partners.*

Discuss the conditions that will cause a school closing and the procedures for notifying families about any such closings.

HCA's decisions on school closings will follow that of MSAD 75. Parents will be notified by automatic phone and email.

Required Exhibits

- Sample Daily Schedule for each grade span the school intends to operate (elementary, middle and/or high school)
- Annual Calendar for the first year of operation

Evaluation Criteria

- Explains how the school will ensure that students receive an equivalent number of hours of instruction if it does not plan to meet the state law and rules regarding the minimum number of school days;
- Aligns with the school's educational mission and vision; and
- Provides criteria for school closing days.

B.2 Student Recruitment and Enrollment

Applicant Instructions

In the table provided (Exhibit B), enter the grades to be served each year for the full term of the charter; minimum, planned and maximum enrollment per grade per year for the term of the charter.

Projected Enrollment Table						
Grades	Ages	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018

6		20	40	40	40	40
7			20	40	40	40
8				20	40	40
9		20	40	40	40	40
10			20	40	40	40
11				20	40	40
12					20	40
Total		40	120	200	260	280

Describe the plan and timelines for student recruitment and enrollment, including lottery procedures. Explain how the school will be publicized and marketed throughout the community to a broad cross-section of families and prospective students. What strategies will you use to reach families that are traditionally less informed about educational options?

HCA's recruitment and enrollment plan will be based on School Designs Consultant John D'Anieri's successful recruiting of the first 100 students for Casco Bay High School, including:

- *HCA has already formed a Parents and Educators Advisory Committee including individuals with connections to the public middle and high schools in the midcoast, to home-schooling networks, and to families sending children to local and not-so-local private schools.*
- *HCA has engaged Ronnie Weston of BullMoose group to develop strong traditional and social media presences.*
- *Upon the approval of our charter application, HCA will schedule parent information sessions in consultation with social service agencies, churches, and other organizations with existing outreach to those families traditionally less informed about educational options.*

Include an explanation and evidence to support the enrollment projections. Relevant evidence may include, among other things, the following:

- Community demographic information including homeschooled students (numbers of potential students);
- Documentation of community or family demand for the proposed school such as letters of intent to enroll;
- Enrollment data from schools currently operating in community; and
- The proposed or actual location and catchment area of the school.

Evaluation Criteria

- Includes an outreach and recruitment plan that demonstrates understanding of the community to be served and is likely to be effective, including for families traditionally less informed about educational options;

- Presents enrollment projections that are supported by evidence of actual or potential demand;
- Includes enrollment and admissions policies and plans that comply with State requirements;
- Discusses the demographic information for the catchment area that supports the enrollment projections;
- Presents evidence to indicate that the enrollment projections by grade and school-wide for each year of the charter period are realistic; and
- Demonstrates that the school will meet a community need.

B.3 Staffing and Human Resources

Applicant Instructions

Provide a staffing chart for the school's first year and a staffing plan for the term of the charter.

Staffing Chart Years 1-5

Role	**Responsibility**	2013-2014 FTE	2014-2015 FTE	2015-2016 FTE	2016-2017 FTE	2017-2018 FTE
Admin.						
Head of School	Educational Leader, Community/Parent Relations, Discipline, Assessment	.5	1	1	1	1
Business Mgr. COO	Finances, HR, Day to Day operations	.5	1	1	1	1
Front Office/Admin. Asst.	Support Head of School/COO			1	1	2
Total Admin.		**1**	**2**	**3**	**3**	**4**
Teaching						
Humanities/Literacy	Investigations & Case Studies, Reading/Writing Workshop	1	2	3	4	4
Science	Investigations & Case Studies	.5	1.5	3	4	4
Math	Math Workshop, Blended/Online Math	.5	1.5	3	4	4
Special Educator	IEPs, Academic Support	1	1.5	3	4	4
Wellness/Guidance	Daily Wellness, CORE, Pathways	.5	1	1	2	2

Art-infused Learning/ Studio in School	Interdisciplinary Art integration, Visiting Artist coordination	.5	1	1	1	1
Technology Coordinator	JumpRope, Student Evidence Portal		.5	1	1	1
Entrepreneurship/ Internships Coord.	Jr./Sr Internships, Pathways			1	1	1
School Farm/Food	Teach "Chemistry through Food," Student Run Cafe		.5	1	1	1
Facilities Coord/ Studio in School	Building Maintenance, Innovation Incubator		.5	1	1	1
Teaching		5	10	18	23	23

Discuss the plan for recruiting and developing school leadership and staff. Discuss how the plan supports sound operation and successful implementation of the school's educational program.

Describe the instructional skills, experience, and professional development that teachers will need to have in order to be successful. How are those needs reflected in the plan for teacher recruitment?

Successful HCA teachers will have experience in

- *Thoughtful, standards-based "backward planning" lesson and unit design.*
- *interdisciplinary and project-based teaching and learning.*
- *"teacher as coach" models, especially with crew/advisory.*
- *genuine standards based teaching and learning.*
- *differentiating learning for a wide variety of learning styles.*

In addition, the overall profile of an HCA teacher is:

- *One who enjoys wearing multiple hats, who is BOTH a specialist in one or more academic disciplines AND a widely knowledgeable and curious generalist with interests that range far and wide outside of school.*
- *One who is caring AND demanding at the same time. Our teachers will be unapologetic about holding young people to high behavioral and academic standards. Many of our teachers will come from a background that includes Outward Bound or adventure-based learning. Other will have had extensive work experience in the private sector, where "performance assessment" is the norm. The common denominator will be a "tough but fair" stance that lets out students know we will both create and insist on a safe, productive learning community.*
- *One who is both able and eager to fly solo, but who ultimately sees themselves as more effective when part of a team. The effectiveness of HCA's approach will depend greatly on individual skiils, but ultimately our success will be correlated to the degree we're able to implement a challenging model consistently and sustainably.*

Recruitment
HCA teachers, especially in the first two years, will be recruited primarily (though not exclusively) from among the extensive network built over the years by Head of School Pro Tem John D'Anieri. Having taught in 3 Maine schools, acted as a school coach with 12-15 Maine

middle and high schools, and having led professional development with teachers from many more schools, Mr. D'Anieri has developed a strong roster of teachers ready to lead in a school like HCA. He's has was among the founding faculty for the start-up of Poland Regional High School, led the hiring process for the opening year staff at Casco Bay High School, and has designed and advised hiring processes at public charter schools in Massachussets, New York, and Ohio.

Of utmost importance is that teaching team hired for the first year be able experienced and confident enough that they can, with 6-8 weeks of concentrated summer work, implement the HCA model effectively. Students and parents both need to see that we're not making it up as we're going along so that culture of engaging learning experiences and high expectations is established from day 1. With each subsequent year, more of our teachers will be at earlier stages of their careers as our veteran teachers are able to mentor and build their own teams.

The non-traditional framing of teaching jobs at HCA is also a key part of our recruitment strategy; we expect to hire both traditionally certified teachers and, especially after year 1, highly qualified teachers who bring invaluable real world experience to HCA and who are eager to help us develop our programs based on Harpswell's marine and waterfront resources, farms and food businesses, and arts-focused entrepreneurship. For example, our chemistry teacher is also likely to be our school food service director, leading a "chemistry through cooking experience" that also enables our students to have an active role in preparing their own meals.

Retention

One criticism of charter schools (often a well-founded criticism) is that they hire young, relatively inexperienced teachers and pay them less than traditonal public schools counterparts. Often those teachers are simply not experienced enough to be as good as they need to be; and often when they get good, they leave for better paying jobs. While some turnover is healthy, the "churn" rate of many charters can be a serious impediment to the kind of consistency the best small schools develop.

To that end, we indent to create a pay scale that is comparable to that of our neighboring districts, MSAD 75, Brunswick, RSU1, and RSU 5. That will be VERY challenging in the first years, when our staff will be very small, but is a significant reason why we've built an additionally $100,000 annually in funding into our budget.

Professional Growth and Teacher Effectiveness

HCA's the principles that guide our approach are simple:
Every staff member must have a professional growth plan with measurable yearly goals and outcomes CLEARLY linked to student performance.
A clear, easily administered set of structures for planning, documenting, analyzing and modifying the Professional Growth Plan must be devised BY the teaching staff itself, including a fair and timely process for notifying teachers of potential non-renewal.
Every staff member will have a regular opportunity to participate and/or lead in Professional Growth activities with one of several affiliate networks such as JumpRope Technology, Exepeditionary Learning Schools, or the School Reform Initiative.

Again, our specific approach will build on the experience of Head of School (pro tem) John D'Anieri.

Professional Growth Plans

At Poland Regional High School, John was part of the team that created one of the first portfolio based teacher growth plans, a key feature of which was the elimination of automatic year by year "step" increases and increased based solely on additional course work. Instead, 5 categories, with clearly defined benchmarks and evidence-based rubrics, created a defined pathway.

- *At HCA, we will have four categories: "Emerging, Developing, Proficient, and Exemplary" which mirror the four categories we'll use to assess student learning.*
- *While we'll use the existing work of Charlotte Danielson and others as models to DEFINE effectivenss, but it is critical that our teachers have a strong voice in building the actual rubrics and processes themselves (within the parameters outline here.)*

Schoolwide Professional Learning Community

In over fifteen years of affiliation with the National School Reform Faculty/School Reform Initiative, John has worked as a teacher/leader, as a school coach, and as a "trainer of trainers" to develop school-based "Professional Learning Communities. While these groups have many names (Critical Friends Groups, PLCS, Data Inquiry Groups) that all share structures that enable teachers to:

- *regularly share practice though model lessons, peer observations, learning walks and other techniques/*
- *engage in small group "consultancy," "tuning," or data inquiry protocols that share dilemmas and challenges and create specific plans for follow-up strategies.*
- *Develop professional norms and decision-making processes that contribute to long-term professional health and satisfaction.*

Tracking Student Learning using a Learning Management System

JumpRope Technology is an example of a Learning Management System that enables a whole school, and individual teacher, and a parent or student to see exactly what has been learned (as opposed to what has been "taught"), when it has been learned, and what is coming next. JumpRope tracks the Common Core and the Maine Learning Results over multiple years, can correlate with and track standardized testing data, an can produce a myriad of reports for different audiences: students, parents, internal data Inquiry groups, the HCA Board, or the charter commission

Because our approach is not grade driven but performance and evidence driven, it is our teachers will be expected to consistently track student achievement and behavior and to adjust strategies based on regular analysis of data. Teacher who are unwilling or unable implement JumpRope (or an equivalent) will not last.

Include a draft of a Staff Handbook or Employment Manual. The Manual should address at least: faculty and staff assessment, salary administration and a description of benefits, including any health care provided, vacations, holidays, sick days and other conditions of employment.

In responding to this section, consider the following questions:

- What strategies does the school have for recruiting and retaining effective teachers?
- How does the school define effective?

- How do the staffing-related budget assumptions align with educational program needs?
- How does the staffing plan reflect the anticipated enrollment and growth of the school?
- How will the school determine appropriate experience, training and skills of non-certificated instructional personnel?

Describe the school's leadership and teacher employment policies, including performance evaluation plans.

HCA will be led by a Head of School who will be the instructional leader and whose role is to ensure that HCA accomplished it's vision and mission.

The Head of School will be hired within two months of HCA receiving approval. The HCA board will consider whether to hire Head of School (pro tem) John D'Anieri or whether to open up that position to other applicants. The goal is to ensure that a Head of School in named an in place in time to begin active recruiting of potential students no later than March 1st, and active recruiting of potential teachers no later than April 1st.

The Head of School will form and lead a hiring committee made of HCA Board members, teachers parents and students. The hiring committee will recommend 1-3 candidates for each open position, from which the Head of School will select the candidate who s/he feels is most likely to succeed.

Discuss opportunities and expectations for parent involvement such as but not limited to volunteering, monitoring their child's education and holding the school accountable.

See also Section A.5 and B.6

Required Exhibits

- First year staffing chart
- Staff handbook or employee manual

Evaluation Criteria

- Presents strategies for recruiting and retaining effective teachers that are realistic and reasonably likely to be effective;
- Demonstrates a sound understanding of staffing needs that are aligned with the mission and vision, the budget and with the school's anticipated enrollment;
- Demonstrates a sound understanding of staffing needs with respect to successful implementation of the educational program;

- Demonstrates through staff employment policies that the conditions of employment are likely to attract and retain high quality staff;
- Presents a plan for professional development;
- Presents a performance evaluation plan that ensures growth and development; and
- Presents a plan for parent/guardian/family as partners to the Charter School.

B.4 Pre-Opening Plan

Applicant Instructions

Provide a Pre-Opening Plan (see sample – Appendix B) that documents key tasks to be completed between approval of the application and opening of the school. Include a schedule for initiation, development and completion of those tasks. Identify primary responsibility by individual or position, and document anticipated resource needs.

Evaluation Criteria

- Demonstrates understanding of key pre-opening responsibilities consistent with the school's mission and education, organizational, business and fiscal startup plan; and
- Provides a detailed school start-up plan, identifying tasks, timelines and responsible individuals.

B.5 Management and Operation

Applicant Instructions

Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, facilities management, legal compliance, and any special staffing needs. Provide background information on school leadership and management team members, if identified.

HCA's organizational structure is described in the attached organizational chart. This structure build on

- *The principles of the Carver Policy Governance Model (in which a governing board defines and sets clear expectations in the form of policies, and then delegates to professional management, board committees, or ad-hoc committees the execution of the those policies.)*
- *Within the school, the practices of facilitative leadership*

- *See the whole by analyzing a situation from a systems perspective in order to leverage transformational change*
- *Seek maximum appropriate involvement of key stakeholders in order to make well-informed decisions and build commitment to successful implementation*
- *Facilitate agreement across diverse perspectives in order to generate breakthrough decisions and actions*
- *Inspire a shared vision that sets direction and builds collective commitment*
- ***Focus on results, process and relationships in order to ensure sustainable success***
- *Discover shared meaning in order to build alignment for concerted action*
- *Design pathways that move people collaboratively from vision to action.*

In addition to these general principles, HCA's model

- *Puts as many resources as possible in direct contact with our students. We'll require all adults on staff have face to face responsibility for students in some way; either leading a CORE group, designing and leading an investigation, working regular hours before and after school tutoring, etc. For year 1, that means the Head of School is half-time adminstration and half-time teaching.*
- *Puts as nearly all administrative management responsibilites on the Head of School and the Business Manager, which by year two or three will be a Chief Operations Officer, aided in year 3 by a full-time front office manager.*
- *Encourages and requires teachers to develop leadership of an important element of the schools PRACTICES. In year 1, those roles are*
  - *Investigations, Literacy, Math, Special Education, and Food/Nutrition/Wellness.*
  - *Over time, as we increase student numbers and grade levels, roles will be added, such as: Community Partnership Coordinator, Post-Secondary Plan Coordinator, Art across the Curriculum, etc.*

Explain partnerships and contractual relationships central to the school's operation or mission.

There are two kinds of Partnerships central to HCA's mission: Regional and national "best practice" partnerships connect HCA students and teachers to the most successful and innovative educators, schools and curriculum; Community Partnerships are regular, short and long term engagements with businesses, non-profits, governments and individuals that provide the relevant, local, real-world context for learning.

Best Practice Network Partnerships: *These are ongoing relationships with organizations that provide professional development, learning management, or curricular support to HCA. Examples include, but are not limited to:*

JumpRope Technology: *Standards-based Learning Management*

"JumpRope helps educators implement standards-based grading in every classroom through innovative assessment and feedback. We provide the web-based platform that great teachers and schools need to engage students with active pedagogy, purposeful planning, and authentic learning experiences. With the tools to make standards-based grading easy, teachers are freed to create, propel and inspire; and students become life-long learners." www.jumprope.pe

Expeditionary Learning Schools: *Professional Development for Teachers*

We partner with schools, districts, and charter boards to open new schools and transform existing schools. We provide school leaders and teachers with professional

development, curriculum planning resources, and new school structures to boost student engagement, character, and achievement. www.elschools.org

***School Reform Initiative**: Professional Support for School Leaders*

SRI acts as an agent to a community of knowledgeable, skilled and vetted consultants who are available to work with schools, districts, and other agencies and organizations.These consultants can tailor quality professional learning opportunities to pass on the skills, habits of mind, knowledge, and tools to develop our core practices of Critical Friendship, Facilitative Leadership, Coaching for Equity, and Looking at Student Work, your educational setting. www.schoolreforminitiative.org

ALEKS: Online, blended learning platform.

***"A**ssessment and **LE**arning in **K**nowledge **S**paces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she is taking." www.ALEKS.org*

Community Partnerships at HCA

Harpswell Coastal Academy's approach is one that seeks to eliminate barriers between school and the so-called real world. Students who struggle to see the relevance of what they learn in school can connect much more regularly and effectively with the people, places, and jobs that Maine's mid-coast offers. Businesses, non-profits and community organizations can both contribute to and benefit from a set of experiences that help will help our young people develop the characteristics that both employers and employees need: resilience, creativity, problem-solving, and flexibility.

Field Work and Project Partners: Case Studies for grades 6-10

*We say that our classrooms are "Maine's shorelines, working waterfronts, forests, and farms" and that **Our Partners are "**Maine's educators, entrepreneurs, and community organizations." At any given time, HCA students will be engaged in at least one high-profile, "real world" investigation. As a Field Work partner, you (and your business or organization) will be a part of that investigation over time – not just for a day long field trip, though that is possible – but as someone with a stake in the subject being studied and the student learning connected to it.*

Internship Partners: Work Experience for Grades 11-12

Part of our mission at HCA is make sure that our young people graduate not just ready for college, but ready for all of the potential paths that might open for them – especially those that may enable them to earn a living on the coast of Maine. Our "Pathways" approach will require each of our high-school students to complete an internship that is meaningful for both the host and the student, and in many cases, we hope they lead to summer part-time and summer employment.

Enterprise Partners:

Our enterprise partners are businesses or non-profits where our students have an active, ongoing role that benefits the partner and enables HCA to offer unique

experiences to our students. Our students will contribute regular articles to the Harpswell Anchor; work with Two Coves Farm and Veggie Corner to get healthy local food to folks who can't get to the farmer's market every week; work with our "Studio in Schools" artists to make and sell crafts.

Mentoring and Tutoring Partners

Plenty of research shows how important it is for young people to have reliable relationships with adults they respect and admire. Rather than patching the cracks after the kids have already fallen through, we think HCA can build on what we know works so that there'll be fewer cracks in the first place. We'll use our small size, unique school calendar and the wide and varied experiences of our community to make sure each child is supported to the greatest possible degree. This will not be a one-size fits all approach, but will incorporate the kinds of structures that work:

- *After-school support and enrichment: regular, scheduled activities between 3pm and 6pm for all students who are no engaged in sports or outside of school activities.*
- *Evening and Saturday classes and clubs: Any (properly screened) community member can, with support and training and from HCA staff, offer weekly or weekend classes.*

Your response should describe the primary responsibilities for each key management position and should identify critical skills or experience that will be priorities for fulfillment of those responsibilities. Give particular attention to the roles, responsibilities and actual (if already identified) or desired qualifications of the school leader.

Head of School:

Desired Qualifications:

- *Demonstrated commitment to and proven success with reaching high standards for learners of diverse backgrounds and learning styles.*
- *Extensive experience with start-up schools, especially managing growth from very small to sustainable size*
- *Extensive experience with standards-based curriculum development and implementation*
- *Demonstrated experience leading professional growth of teachers over time*
- *Ability to work effectively with students parents and community partners of all backgrounds*

Key Responsibilities

- *Instructional leadership, curriculum development and implementation, assessment and data management*
- *personnel decisions, special staffing needs,*
- *recruiting and enrollment, parent engagement, community partnerships*
- *collaboration with local school districts, charter commission,*

Business Manager/Chief Operating Officer:

Desired Qualifications:

- *Demonstrated success managing the finances of a growth-oriented non-profit, business, or government program.*
- *Experience managing federal and state grants, and/or extensive experience with private fundraising.*
- *Detail-oriented oversight of deadlines regarding filing and compliance.*
- *Experience managing benefits and payroll.*

Key Responsibilities

- *budgeting & financial management,*
- *facilities management*
- *legal compliance*
- *payroll benefits administration*
- *grant writing and administration*
- *donor relations*

Discuss any plans for recruiting and selection of the school leader if not already identified.
HCA is currently working with School Design Consultant John D'Anieri in the position of Head of School pro tem. It is likely that Mr. D'Anieri will apply as Head of School. Erin Pelletier, currently Executive Director of the Gulf of Maine Lobster Foundation, HCA Board Treasurer (and unpaid business manager) will likely apply for the part-time Business Manager position.

Required Exhibits

- Organizational Chart that shows the staffing structure and reporting responsibilities for the board, administration and staff;

- Key position descriptions including critical skills or experience of every employee that they intend to hire based on organizational chart (description can be general for core teachers). Qualifications for hiring should provide assurance that fingerprinting and background checks will be conducted in accordance with the law; and

- Position descriptions and resumes for key staff.

Evaluation Criteria

- Clearly delineates the roles and responsibilities for administering the day-to-day activities of the school;

- Demonstrates understanding of management needs and priorities;

- Includes a staffing plan that is viable and adequate for effective implementation of the proposed educational program; and

- Describes how the school leader will be recruited and selected.

B.6 Community Involvement

Applicant Instructions

Discuss your plans for community involvement in the governance and operation of the school. Describe the nature of potential partnerships including examples of how community partners will play an integral part in the life of the school and identify specific organizations with which the school is already working, or likely to partner.

Describe your plans for developing community partnerships and any specific steps you have already taken. Include in your response relevant documentation, such as letters of support detailing their direct involvement or commitments, to provide or share resources.

Community Partnerships at HCA

Harpswell Coastal Academy's approach is one that seeks to eliminate barriers between school and the so-called real world. Students who struggle to see the relevance of what they learn in school can connect much more regularly and effectively with the people, places, and jobs that Maine's mid-coast offers. Businesses, non-profits and community organizations can both contribute to and benefit from a set of experiences that help will help our young people develop the characteristics that both employers and employees need: resilience, creativity, problem-solving, and flexibility.

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Part of our mission at HCA is make sure that our young people graduate not just ready for college, but ready for all of the potential paths that might open for them – especially those that may enable them to earn a living on the coast of Maine. Our "Pathways" approach will require each of our high-school students to complete an internship that is meaningful for both the host and the student, and in many cases, we hope they lead to summer part-time and summer employment.

Enterprise Partners:

Our enterprise partners are businesses or non-profits where our students have an active, ongoing role that benefits the partner and enables HCA to offer unique experiences to our students. Our students will contribute regular articles to the Harpswell Anchor; work with Two Coves Farm and Veggie Corner to get healthy local food to folks who can't get to the farmer's market every week; work with our "Studio in Schools" artists to make and sell crafts.

Mentoring and Tutoring Partners

Plenty of research shows how important it is for young people to have reliable relationships with adults they respect and admire. Rather than patching the cracks after the kids have already fallen through, we think HCA can build on what we know works so that there'll be fewer cracks in the first place. We'll use our small size, unique school calendar and the wide and varied experiences of our community to make sure each child is supported to the greatest possible degree. This will not be a one-size fits all approach, but will incorporate the kinds of structures that work:

- *After-school support and enrichment: regular, scheduled activities between 3pm and 6pm for all students who are no engaged in sports or outside of school activities.*

- *Evening and Saturday classes and clubs: Any (properly screened) community member can, with support and training and from HCA staff, offer weekly or weekend classes.*

HCA committed partners:

Ash Point Library	*Co-Tenant in West Harpswell School,*
Harpswell Anchor, Harpswell	*Publish student work every month, employ student writers as interns http://www.harpswellanchor.com/*
Two Coves Farm, Harpswell	*Host HCA School Garden (to provide ALL seasonal produce for school nutrition program) Support creation of student-run CSA program. www.twocovesfarm.com*
Eartheart Gardens, Harpswell	*Local nursery specializing in lily hybrids acting as host for our genetics case study. www.eartheartgardens.com/*
Slocum Chiropractic, Brunswick	*Coordination of school wellness program*
Gulf of Maine Lobster Foundation, Portland	*Investigation partner for Working Waterfront/Marine Economy www.gomlf.org*
Publius Research, Harpswell	*Public Affairs Consulting, Research, and Publishing Firm Investigation Partner for Public Policy Case Studies http://people.maine.com/publius/*
Rob Logan, Artist/inventor	*Art-infused learning partner. www.quanya.com*

HCA Potential Partners
Harpswell Heritage Land Trust, Bath Iron Works, Harris Golf,

Provide evidence of community support for the proposed public charter school, including information on discussions with the school administrative unit where the public charter school will be located concerning recruitment and operations of the public charter school and possible collaboration with nearby school administrative units.

The idea for a public charter school in Harpswell began with a group of concerned citizens led by what became a "design team" of Tom Allen, Chair of the Harpswell Festival and former chair of Fishing Families for Harpswell; Bob Anderson, publisher of the Harpswell Anchor, Scott Ruppert, former member of the Harpswell Planning Board, and Joe Grady, proprieter of Two Coves Farm and current HCA board chair.

After several informal meetings, the group began to work in November 2011 with School Design Consultant John D'Anieri, who for three previous years had worked to start small public schools in collaboration with existing districts in the MidCoast area. Mr. D'Anieri had already assembled a list of over 200 parents and teachers In the cachement area who support the concept of a small, project based public school.

Between November 2011 and September 2012, the HCA design team hosted at least two informational meetings in each of the three Maine communities of Harpswell: Harpswell Neck, Great Island, and Orr's Bailey Island, as well as hosting a booth at the annual Harpswell Festival. In early 2012, and Advisory Board of Harpswell civic leaders was formed to advise on

the educational model, site selection, and community engagement. (List attached). Tom Allen from the initial design team has communicated with local home-school parents.

In addition to an article every month in the Harpswell Anchor, there have been several informational articles in the Brunswick Times Record and the Falmouth Forecaster. HCA has also had a facebook page and a website up for months. During that entire time, only one negative comment of any kind has been published (from a HS teacher in a nearby district.)

In September, HCA received a donation of $50,000 explicitly to fund the work of the current HCA professional team.

Collaboration with local school districts
Mr. D'Anieri has been in ongoing discussions with Superintendent Brad Smith of MSAD 75 and has met with Supt. Paul Perzanoswki of Brunswick (in both cases exploring the idea of a district-authorized charter). The response has been cordial and professional. Members of our Design Team and Advisory Board have met with members of the MSAD 75 school committee, and we've also reached out Harpswell Island School.

HCA has NOT, on the advice of Mr. D'Anieri, made a full out effort to rally local communities in favor of a public charter school. Having led the process to start Casco Bay HS, such conversations can be divisive and to large extent counter-productive – absolutely appropriate in a situation where a local school district is a willing partner, but less so when those districts are still recovering from school consolidation and several very challenging budget years.

Given the known demographics of the area (# of students overall, number being less than well-served by existing public schools, number in private or home/school environments) and experiences with Casco Bay HS (now having twice as many applicants for each entering class as can be admitted), we are confident the area will more than support our enrollment projections.

Our board has chosen to focus on a quiet, postive campaign that is supportive of and seeks to collaborate with our local public schools. By staying away from the political arguments and focusing on the simple fact that Harpswell has an empty school building and currently send its 6th through 12th graders through Brunswick to Topsham, we think we'll be able to harness the support that we know is out there – from Bath to Freeport to Pownal and Lisbon.

Evaluation Criteria

- Presents a vision and strategy for community involvement that is reasonably likely to further the school's mission and program;
- Describes actual or potential partnerships and provides evidence that anticipated partnerships are realistic and achievable;
- Provides documentation of community partners with specific detail of their direct involvement or commitments; and
- Presents a statement of any current and projected relationships with the School Administration Unit where the school is located or nearby SAUs.

C. Governance

The governing board of the school is the entity responsible to ensure that school leadership carries out the requirements of the charter contract. The board is responsible for ensuring that the viability of the school is secured into the future by hiring an outstanding school leader and insisting that key positions are filled with competent staff, and providing adequate resources to support the educational program.

C.1 Governing Body

Applicant Instructions

Describe the entity that will hold the charter and be responsible for governing the school. Provide documentation of the entity's legal status including Articles of Incorporation, By-laws and documentation of legal not-for-profit status. The Governing Board must be independent, and have legal, fiscal and functional authority for the operation of the charter school.

To the extent that the organization has already existed and has functions independent of the operation of the proposed school, provide a brief description of the organization, its history, its current operation, and the relationship between its existing operations and the proposed school.

HCA, Inc. was formed for the explict purpose of governing Harpswell Coastal Academy. In September, 2012, HCA entered into a fiscal agent partnership with the Gulf Of Maine Lobster Foundation for the purpose of accepting charitable donations while awaiting our 501(c)3 appliction, which is being filed concurrently with this charter application.

> "Policy Governance®, an integrated board leadership paradigm created by Dr. John Carver, is a groundbreaking model of governance designed to empower boards of directors to fulfill their obligation of accountability for the organizations they govern. As a generic system, it is applicable to the governing body of any enterprise. The model enables the board to focus on the larger issues, to delegate with clarity, to control management's job without meddling, to rigorously evaluate the accomplishment of the organization; to truly lead its organization.
> In contrast to the approaches typically used by boards, Policy Governance separates issues of organizational purpose (ENDS) from all other organizational issues (MEANS), placing primary importance on those Ends. Policy Governance boards demand accomplishment of purpose, and only limit the staff's available means to those which do not violate the board's pre-stated standards of prudence and ethics.
> The board's own Means are defined in accordance with the roles of the board, its members, the chair and other officers, and any committees the board may need to help it accomplish its job. This includes the necessity to "speak with one voice". Dissent is expressed during the discussion preceding a vote. Once taken, the board's decisions may subsequently be changed, but are never to be undermined. The board's expectations for itself also set out self-imposed rules regarding the delegation of authority to the staff and the method by which board-stated criteria will be used for evaluation. Policy Governance boards delegate with care. There is no confusion

about who is responsible to the board or for what board expectations they are responsible. Double delegation (for example, to a board committee as well as to the CEO) is eliminated. Furthermore, boards that decide to utilize a CEO function are able to hold this one position exclusively accountable.

Evaluation, with such carefully stated expectations, is nothing more than seeking an answer to the question, "Have our expectations been met?" The board, having clarified its expectations, can assess performance in that light. This focused approach reduces the mountains of paperwork boards often feel obliged to review. Moreover, those boards which worry that they are only furnished the data management wants to give them find that, in stating their expectations and demanding a relevant and credible accounting of performance, they have effectively taken over control of their major information needs. Their staff no longer has to read their minds.

Policy Governance is a radical and effective change in the way boards conceive of and do their job. It allows greater accountability. Board leadership isn't just rhetoric. It's a reality."

Required Exhibits

- Articles of Incorporation;
- Corporate By-laws;
- Documentation that the applicant is a Maine nonprofit corporation and has filed an application for exemption (Form 1023) with the Internal Revenue Service or has a notice of exemption; and
- Conflict of Interest Policy (covering board members and key administrators).

Evaluation Criteria

- Inclusion of proper documentation that the entity proposing to hold the charter is a Maine nonprofit corporation;
- Provide evidence that the Governing Board is an independent functioning entity;
- By-laws describe board procedures that are consistent with the need for sustainability; and
- In the case of pre-existing organizations, evidence that the operation of the proposed school is consistent with the organization's overall mission and operation.

Harpswell Coastal Academy

C.2 Governing Board Composition

Applicant Instructions

List the members of the proposed governing board including their names, current employment, and relevant experience or qualifications for serving on the board, including, but not limited to, their relationship to the community in which the school will be located.

Board Member/Duties	**Current Employment**	**Relevant Experience and Qualifications**
Joe Grady Chair	Owner, Two Coves Farm	Teacher at Casco Bay HS and Bonny Eagle HS, Exec Director, Mt. Washington Valley Children's Museum
Jeff Slocum Vice-Char	Owner, Slocum Chiropractic	Harpswell native and parent of prospective HCA students, Wellness consultant.
Sharon Whitney, Secretary	Owner, Eartheart Gardens	Small Business Owner, Founder of a small school, Community Leader
Erin Pelletier, Treasurer/Business Manager	Exec. Director, Gulf of Maine Lobster Foundation	Extensive experience in non-profit administration, experiential education, financial management
Victoria Larsen, Board Member	VP Technology, TD Bank	Current Board Member Maine Maritime Academy, 20 year veteran US Navy, experience in fiscal oversight and compliance.

For each proposed governing board member, the application must include a resume.

Describe the criteria for selecting board members and include any specific plans for recruitment of additional governing board members, including, but not limited to, plans that would involve parental, professional educator or community involvement in the governance of the school.

The selection of the initial board members to serve HCA in its formulation stage was a strategic decision based upon the following factors:

1. Passion for the mission, which can take many forms. It could be as straightforward as previous nonprofit board experience or volunteer experience for a similar organization.

2. Diverse skill sets; having the right people with the right skills helps the organization achieve its strategic goals. The current board members were solicited in an effort to provide expertise in financial oversight and management, governance, marketing and event planning, teaching, educational management, technology, legal, and community leadership.

3. Diversity in geography, ethnicity, age and gender.

4. Willingness to attend board meetings, serve on at least one working committee, and to make a financial contribution to the Founders Campaign and any ongoing annual support initiatives.

Other intangibles were considered:
1. The potential board member's network and reputation capital-will be especially helpful in fundraising and attracting additional board members.

2. Must add to the positive dynamic of the board. While differences of opinions are not only respected but considered productive, HCA's leadership is forward-thinking, positive and non-polarizing.

Discuss how the board members' skills and experience will support their responsibilities for overseeing the school and planning for its future.

Our first three members, Joe Grady, Sharon Whitney, and Jeff Slocum, are all Harpswell residents, but all have extensive networks in the MidCoast and thoughout Maine. They share two characteristics: a strong sense that many of Harpswell's young people are languishing; and an ability to engage folks from all walks of life in a conversation about trying to do something about that – without blaming the local school district or adding fuel to the occasional secessionist fire.

These first three members were responsible for engaging John D'Anieri of Working Schools as a school design consultant and Ronnie Weston of Bull Moose Group as Board, Development and Fundraising consultant. They were also able to secure an initial anonymous $50,000 to fund the design and development work, which also enabled us to engage Mike Mahoney of Federle Mahoney, an expert on the Charter legislation, as legal counsel and advisor.

Ronnie has been working to build a very deliberate and strong board: in fact, we've turned down more people who volunteered for spots on the board than we've offered spots to. She advised us that as we grow from 3 to 7 and then 9, we should think about broadening from Harpswell to the larger midcoast area and to people with broad networks and backgrounds in the non-profit world.

Our newest two Board members are examples of the success of that strategy: Erin Pelletier and Victoria Larsen. Both bring extensive experience with non-profit boards, Erin as Executive Director of the Gulf of Maine Lobster Institute and Victoria as a member of the Maine Maritime Academy Board. Erin is an experienced and trained accountant and will manage our books, and also bring grant writing and administrative experience. Victoria is an experienced compliance officer – 20 years in the US Navy and now 11 years as a Vice President at TD Banknorth and is a candidate for Board President when Joe Grady, who's running a farm and has 3 young kids, is ready for a less demanding role.

At our next board meeting, we're likely to nominate 2 and possible 3 more Board members: a prominent and successful Harpswell lobsterman; a Harpswell-based writer, mother of prospective students, and former executive director; and a CEO of a midcoast based company that is the largest of it's kind the state. He is also a parent of a prospective student and will bring project management and real estate expertise to our ongoing negotiations with the Harpswell Board of Selectmen.

After that, our next seat will likely go to one of several candidates affiliated with Bowdoin, Bates or USM with experience in Teacher Education who can help facilitate our vision for year 2 and beyond to develop a regular and robust pre-service teacher program.

Required Exhibits

- Board member resumes;
- Board profile (a matrix of qualifications and experience to be represented on the board); and
- List of officers and committee chairs.

Evaluation Criteria

- The board has the knowledge, skills and experience to oversee the successful development and implementation of the education program presented in the application;
- Board members represent the diverse skills and backgrounds (profile) necessary to oversee the operation of a school and to ensure that the organization has a clear plan for the future viability of the organization;
- The board has the knowledge and skills to oversee the effective and responsible management of public and private funds;
- The board has the knowledge and skills to oversee and be responsible for the school's compliance with its legal obligations;
- The board has the background and ability to represent the interests of the community;
- The board is aware of their duties and responsibilities as public servants in accordance with the language of section 501(c)3; and
- Board members will have the capacity to found and sustain a quality school.

D. Business and Financial Services

This section deals with managing the business that supports the program of the school. Applicants will be expected to pay attention to the need to manage the business carefully and to report on the success of school leaders in managing that business according to adopted budgets. Without a sound business plan and qualified people to manage against the plan, the school cannot succeed. Reviewers of the Application will want to be convinced that there is a sound plan and a sound financial infrastructure to support the plan.

D.1 Budget

Applicant Instructions

Use the Charter School Budget Template (Exhibit C) to detail the school's estimated revenues and expenditures for the first 3 full years of the proposed term of the charter and for the pre-opening year.

Provide a monthly cash flow analysis for the first fiscal year of operation (July 1–June 30) and for the pre-opening startup period.

Include explanation and discussion of key budget assumptions underlying the budget projections and explain how the budget aligns with and supports implementation of the educational program. If the school anticipates incurring debt for any reason, such as for acquisition of its facility, the budget must address the schedule for debt repayment and the budget discussion should elaborate on the repayment assumptions and plan.

Key Budget Assumptions

Several aspects of HCA's approach to organizing school and allocating resources make some very different assumptions than traditional schools, meaning that traditional categories for budget and staffing expenses may not apply directly to the HCA model. For the purposes of the Exhibit C template, we've "retrofitted" our assumptions to the categories provided. The two aphorisms below capture the spirit of our approach, the chart that follows explains in greater detail.

Less is More: As a general theory of action, HCA is committed to demonstrating that high quality public education the serves ANY student can be provided in a small school setting. One meaning of "Less is More" is that the challenge we have set for ourselves is to provide measurably better results at a lower cost to taxpayers. On another, very simple level, fewer people with less specialized job descriptions do "more."

If you always do what you've always done, you'll always get what you've always got: We're committed to best practices and results, not to a school that looks, feels or is staffed the same way traditional schools are. If employing only traditionally certified teachers, administrators and ed. techs worked, then there'd be no need to attempt to reinvent public education with things like public charter schools.

Some key differences:

Conventional School	Harpswell Coastal Academy
Class by class student/teacher ratios. A traditional school starts with "classes" that group discipline- and age-specific standards together. It then hires teachers with approved, but often quite narrow, credentials to teach those classes – which are almost always 20-25 students of the same narrow age range who repeat in sections through the same course material.	**Whole school student/adult ratios**. HCA starts with standards, students, and large blocks of time to be divided in ways that best meet the needs of students. We hire teachers who are experienced in rigorous interdisciplinary instruction AND who are excellent at building relationships with kids. The key ratio for HCA is 40 students per four FTE staff**.** **Budget implication: See below**
50-60% adult time not spent directly with students. Traditional public schools hire administrators, custodians, student support staff and many other roles, many who do not have student interaction among their primary duties.	**All adult staff has direct student responsibility.** Our model is built on the assumption that each of our adult staff must lead our students in regular learning activities and must lead or co-lead a core group. For the first year, that means that our 4-5 FTE staff positions must be allocated so that each person wears multiple hats. In subsequent years, that means that as we hire a facilities manager, for instance, we're hiring someone who is eager to and capable of integrating the academic and character work of HCA into their job. **Budget Implication:** Enables long-term planning for student/teacher ration of 10-12 to one. Eliminates most need for hiring substitutes. Facilitates longer blocks of teacher planning/ professional development time without added cost.
Student as (mostly) passive learner In a traditional public school, students are cooked for and cleaned up after. When something needs to be built or bought, the facilities or purchasing departments carry that out.	**Student as worker** At HCA, we believe that regular work experiences, including what used to be called "chores," are a vital element of teaching students the habits needed to thrive in both educational and non-educational settings. Our students will have regular rotations helping grow, prepare and serve food; cleaning the building, and maintaining and improving the physical plant. **Budget implication:** Reduces need for non-student contact staff and/or outside contractors.
Community engaged as extra body/ chaperone/booster. While many schools make excellent use of	**Community engaged as designed-in- partner.** Our community partnerships (explained in section B) are built-in to the fabric of our

community members, traditional school structures often limit those contributions to parents and to roles that do not take full advantage of skills/talent/willingness.	school. They not only enable **qualified and vetted** volunteers to contribute to HCA, but many of our partnership are designed to add value to the partner's endeavors as well. **Budget implication:** Volunteer tutors, mentors and Saturday school teachers enable more contact hours with students without added staff cost.
Student work often not connected to the real economy, ecosystem, culture or anything else outside the school.	**Student as innovator and entrepreneur.** Our younger students will be challenged to develop entrepreneurial solutions to environmental, nutrition, and energy challenges. Our older students will have the "pathways" option of building an actual business plan with a local business people and economic developers. **Budget implication (potential):** Student-run café and CSA turn food-service cost into revenue.

Discuss the school's plans to secure adequate operating capital for cash flow challenges, a budget shortfall, lower than expected student enrollment or other financial challenges in the early years of operation. Discuss how the charter school will be able to demonstrate a healthy fund balance by year 3 (recommend 20%).

Our numbers are very small year 1, but budget projections have HCA running 4-6% surpluses in year 3 and 4. If that trend were to hold, we'd conceivably be at a 20% fund balance by year 6 or so, barring any drawdown. HCA invites the Charter Commission's guidance: more fundraising to insulate the school from shortfalls and reach that target by year 3? Leaner budgets that eventually sustain the school without outside fundraising? HCA's goal is to be "replicable" within reliable and predictable funding streams, and we think we're much more likely to be overenrolled than under-enrolled. Which factors should the Board consider?

If public funding is not adequate to support the educational program, what are the sources of funds that will make up the difference between expected costs and the state per-student allocation? Describe anticipated fundraising activities and expected contributions.

Since June of 2012, the HCA board has retained Ronnie Weston of BullMoose Group (www.bullmoosegroup.com) to lead our Fundraising and Board Development efforts. Ms. Weston Bull Moose Group in 2008 to guide small to medium size non profits in all aspects of their development program. Recent clients include Gulf of Maine Lobster Foundation, Holocaust and Human Rights Center of Maine, Stone Soup Institute and Harpswell Neck Fire and Rescue Department, for which she successfully led a $250,000 capital campaign raised entirely from Harpswell Donors.

Ms. Weston's work has led to our partnership with the Gulf of Maine Lobster Foundation and has helped the HCA Board secure a $50,000 lead gift to engage our current professional team from now

until the granting of the charter. This amount is significant because it places faith and trust in a project for which there is no guarantee until a charter is granted. Ms. Weston has also formed and led a Founder's Campaign Committee which has been planning for a Nov. 7th launch.

Our short and long term funding plans include:
Founder's Campaign: $100,000 pledged by Dec. 31, pending charter approval. This campaign is a targeted effort to identify and 10- 20 Founding donors and businesses capable of making donations of a minimum of $2500. The goal of the Founders Campaign is:

- Hiring a Head of School and Business Manager no later than March 1.
- Purchase of basic equipment & supplies to support 40 students
- Support renovation/repair costs for Year 1 site.
- Enable hiring of year 1 teaching staff no later than May 15 and supporting 6-8 week summer start-up institute.
- Support operating cash-flow in case of lagging payments from partner districts.

HCA Annual Family and Community Partners Fund: Modeled on the Educational foundations that are superceding Booster's Clubs in many Maine communities, this annual campaign is designed to generate three distinct kinds of giving:

- Support, including in-kind products and services, for specific HCA projects from local businesses and organization.
- Support for operating expenses above and beyond the bare bones of the per-pupil allocation.
- Building/Renovation Fund to support the growth of the middle school to 120 students and the high school to 160 students.

Foundation and Government Grants:
Our budget builds in $50,000 in grants for year 1, rising each year to $150,000 by year 4, focused on three particular funding streams.

- "Student Scientist" grants. Curriculum and Research Partnership Grants through federal government agencies such as NOAA and the National Science Foundation and through private foundations with similar interests. The focus of these grants will be designing projects that engage our students in long-term, authentic research. Such grants are a specialty of Erin Pelletier of the Gulf of Maine Lobster Foundation.
- Economic and Workforce Development grants that particularly focus on needs identified by groups such as Prepare Maine, the Mitchell Institute, and the Maine Development Foundation.
- Closing the Achievement Gap/Educational Innovation, with a particular focus on meeting the needs of At-Risk Learners through Project-based learning and Standards-based teaching and learning.

Revenue-producing partnerships:

- Teacher professional development: Working Schools is currently the consulting business of HCA Head of School pro-tem John D'Anieri and Sara Needleman and is expected to generate $90-$100,000 in revenue this year. Mr. D'Anieri's long track record of designing and facilitating high quality professional development, coupled with the potential of a Harpswell facility to attract educators to the Maine Coast, creates a unique opportunity to help meet high demand for effective summer workshops for teachers. Ms. Needleman's part-time

current role as teacher educator at USM could potentially create revenue-producing opportunities for hosting pre-service teachers.

- While our budget has only counted a modest amount of expected revenue from one student-run business (the student run café), we in fact see many opportunities for our students to develop small businesses that serve Harpswell's summer population, most likely under the auspices of a spin-off Public Benefit Corporation or L3C (Low-profit Limited Liability Company).

Required Exhibits

- Budget for first 3 years, including a staffing schedule, enrollment by grade, benefits and other budget assumptions;
- Opening year monthly cash flow analysis; and
- Pre-opening period budget and cash flow.

Evaluation Criteria

- Budget priorities that are consistent with and support the mission and vision of the school, including the school's educational program, staffing and staff development and facility support;
- Realistic and detailed revenue and expenditure assumptions, including any fundraising plan and debt assumptions;
- A strategic plan to meet potential budget and cash flow challenges, particularly for the first year of operation including adequate working capital and available reserves and/ or established lines of credit; and
- A demonstrated commitment and plan to maintain the financial viability of the school by identifying those operational areas that are most vulnerable to loss of revenue or excessive cost and your plan to manage those vulnerabilities.

D.2 Financial Management

Applicant Instructions

Describe the systems and procedures for managing the school's finances and identify the staff position(s) that will be responsible for financial oversight and management. Describe how the school's finances will be managed and who will be responsible for the protection of student and financial records. Describe the relationship of the chief financial officer to the governing board (board finance committee). Your response should address, among other things, the school's plans in the following areas:

- **Development and maintenance of a chart of accounts that complies with accounting standards and supports appropriate financial reporting;**
- **Provisions for monthly and annual financial reports and an annual audit;**
- **Description planned or actual financial controls;**
- **Description of the school's financial policies;**
- **Description of accounting software that connects seamlessly to the MDOE;**
- **Description of required student records and their management;**
- **Development and dissemination of monthly and annual financial reports; and**
- **Securing comprehensive insurance policies from a company that specializes in educational institutions.**

HCA has approached current Treasurer and unpaid Business Manager Erin Pelletier, and she has expressed interest in, the half-time role of Business Manager. Her current position as Executive Director of Gulf of Maine Lobster Institute is half-time; if she were to take the position she would resign her position on the Board when HCA 501c3 status is approved in Feb/March 2012. Ms. Pelletier is deeply experienced in developing financial practices that meet accounting standards and in filing complex monthly reports in compliance with large federal grants. Erin would be ideal because she can work half-time for the first year, which with our relatively small year 1 budget and only 4-5 FTE staff should work fine. If Ms, Pelletier opts not to take the position, we'll find someone equally well-qualified.

The Finance Committee of HCA's Board will be chaired by Victoria Larson, TD Bank VP and compliance specialist. Ms, Larsen's role at TD is in part getting complex technical systems to communicate to each other, so even though we anticipate some start-up glitches if the DOE has not fully figured out how to work charter schools into the system, we're confident that we can develop the appropriate policies and practices. JumpRope, our Learning Management System, is capable of "one button" export to Excel, which in turn can be imported into Infinite Campus or Power School. That capability enable HCA to track student learning in a completely standards-based environment while still reporting student data in a form that complies with DOE systems.

Required Exhibits

- Certificates of insurance

Evaluation Criteria

- A demonstrated comprehensive understanding of the school's financial management obligations;

- Evidence that the school is prepared to adhere to generally accepted accounting practices;
- Evidence or a system of financial controls to ensure that receipts and payments are properly accounted for in a timely manner and that cash is handled properly;
- Evidence that the software or accounting system to be used is appropriate and its users are fully trained;
- Evidence that the school has or will have appropriate insurance policies in place;
- Evidence that the school has adequate policies and processes for tracking enrollment and attendance eligibility, eligibility for free and reduced priced lunch; special education and limited English proficient enrollment; and
- Demonstrated preparation to meet its insurance, annual audit, monthly and annual financial reports and other key financial management obligations.

D.3 Facilities

Applicant Instructions

Discuss the school's facility needs based on the educational program and anticipated enrollment. If the applicant has identified a facility, indicate the location (street address, city, and zip code) and provide either floor plans or a description including, at a minimum, the number and size of the general and special (laboratories, art studios, etc.) classrooms, common areas, administrative areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of students and support the school's mission and provide an assurance that it will be accessible to individuals with physical disabilities.

If a facility has not been selected, specify potential locations that are under consideration and discuss the process and time line for selecting, acquiring, renovating (if appropriate) and taking occupancy of a suitable facility.

HCA's facility plan has three phases, each of which takes into a consideration a key variable: the availability of the West Harpswell School, which closed in 2011 and transferred from MSAD 75 to the Town of Harpswell after a town-wide referendum. A key variable in our negotiations with the Town of Harpswell, which we expect will eventually result in WHS as our primary site, is a stipulation that the Select board cannot enter into a lease longer than 1 year, nor one that extends into the 2014 school year, as our first year lease would. An article from The Forecaster (see Exhibit) explains in more detail. Also attached is the Facilities Report prepared for the Harpswell Board of Selectmen in Janauary 2010 by the West Harpswell School Working Group, on which HCA's space and cost assumptions are based.

Phase 1: Pre-opening year (2012-13) and Year 1 (2013-14).
We have reached a tentative agreement with a local landlord to lease a building which will become available in November/December 2012 (currently not public information.) This building has adequate classroom space and kitchen facilities for our opening year class of 40 students. Our intent is to use the space for offices, community meetings, and fundraising events between now and next summer. This will be the eventual site of our student-run café, depending on when we're able to move into West Harpswell School.

Phase 2: Year 2 (2014-15) and Year 3 (2015-6).
The earliest we are likely to be able to sign a multi-year lease for West Harpswell School is in the Spring of 2013 after the March town meeting. If the process results in a lease favorable to HCA's operating plan, we intend to grow house our second and third year cohorts at WHS.

Phase 3: Year 4 and beyond.
We believe the ideal size of HCA is 120 middle school students and 160 high school students, which is too many for the current West Harpswell School. Our Board has already identified 3 sites for a potential HCA High School, all located in either Working Waterfront or Enterprise/Industrial Zones.

Discuss plans to maintain and clean the facilities and provide methodology to determine their costs.

As indicated earlier, we believe it is important for our students to play the primary role in keeping HCA neat and clean. Using our CORE structure and a rotating schedule, students will, with adult supervision, have responsibility for keeping floors and surfaces clean, recycling and waste removal, and other everyday tasks. Our intent is to employ a volunteer maintenance crew from among parents and community members (we already have several volunteers) for tasks like painting, landscaping, etc. With both our Year 1 space and West Harpswell School, the landlord will be responsible for major items such as roof or furnace repair.

To the extent that the school has discussed or established specific lease or purchase terms, include the proposed terms and any draft or final contracts. If the school intends to lease facilities from a school district, discuss the status of those plans and provide evidence of any district commitments.

The terms of our lease with the Board of Selectmen for West Harpswell School will depend on several factors, including whether the Town decides to keep the building and act as landlord or seeks to transfer ownership via a "lease to own" arrangement; whether there are co-tenants (the Ash Point Library is a current tenant); and whether the cost estimates of the 2010 report are stlll largely accurate.

To the extent that the facility will require renovation or 'build out,' describe those plans including anticipated timing and detailed cost schedules.

Based on the best available information, neither facility needs any significant build out. Both have sufficient parking, are adequate structurally, have working heating and plumbing systems, etc. Both are accessible to people with disabilities.

If the school anticipates incurring debt as part of its facilities acquisition plan, the budget must include a repayment plan, as indicated in the Budget section, above.

We do not anticipate incurring debt in our first three years. We have built in to our budget $50,000 dollars in each of years 2, 3, and 4 for a site development fund in anticipation of growth beyond WHS. A fund of $150,000-200,000 would be adequate for build-out of at least one of our identified growth sites, or could help secure loans or additional funding for a more ambitious building expansion project.

Required Exhibits

- Room schedule (number, size, function, anticipated class size);
- Any leases or contracts; and
- A schedule of furnishings and fixtures.

Evaluation Criteria

- Demonstration of a sound understanding of facility's needs;
- Demonstrates knowledge of facilities costs including, as applicable, cost of purchasing, leasing, building, or renovating an educational facility that conforms to applicable health, safety, and occupancy requirements;
- Evidence to support facilities-related budget assumptions;
- Evidence that the school will be properly maintained and cleaned;
- Evidence that the proposed facility will be adequate or present a plan for securing a facility that is appropriate and adequate for the school's educational program, anticipated location, and target population;
- A clear and compelling demonstration that the school's plan for acquisition and maintenance of a facility is financially viable; and
- A detailed one-, three-, and five-year plan for maintenance and capital improvement.

D.4 Transportation

Applicant Instructions

Discuss the plan to provide transportation within the school's catchment area and what transportation services, if any, will be provided to students outside the catchment area.

Describe the revenue and expenditure assumptions for the transportation plan.

If the school intends to contract with the local district or any other third party for transportation services, discuss the status of those plans and provide evidence of the third party's readiness and terms for providing those services.

Describe your plans for transporting students with disabilities.

Year 1:
HCA's transportation plan is based on reaching a collaborative agreements with MSAD 75 that will enable the EPS transportation supplement from both RSU 75 students and other districts to flow to RSU 75, resulting in a net increase in transportation funds with no additional cost to the district. We have begun conversations with Superintendent Brad Smith

RSU 75 students:
AM: Currently, RSU 75 middle and high school student arrive at 7:45 AM and 7:50 am respectively. Several busses then travel empty to Harpswell to transport student to Harpswell Community School, including one that Harpswell Neck, arriving at West Harpswell School @8:30. Students from Bowdloinham, Bowdoin and Topsham will use this bus, Harpswell students are likely to carpool.

PM: The afternoon bus departs Harpswell Community School at 3:30 and drops students off in the West Harpswell School area around 4:00 pm. Our students will ride that bus back to Mt. Ararat, arriving in time to take the late bus home.

Other students: Because our first year population is small and will be drawn from a wide area, and because they will all be able to fit on the RSU 75 bus that comes down Harpwell Neck and returns students in the afternoon, we plan on organizing reliable parent car pools in each of the communities that can bring students either to the SAD 75 bus or all the way to HCA. **WE will guarantee that every attending student will have reliable transportation to and from HCA at no cost to families, and that students with disabilities will not encounter barriers to attending HCA.**

Year 2 and beyond:
Option 1: Attached as "Transportation Plan" is a proposal for HCA to own its own busses, partly so that we can transport our students during the day to regular field work. HCA will require that 3-4 of our adult staff train for and receive a Class 2 Commercial Driver's License with a school bus endorsement (an approach utilized by the Greene School, a public Charter School in W. Greenwich Rhode Island). This is not only in keeping with our "every adult works directly with students" approach, but saves HCA from employing part-time bus drivers. Though unconventional, our preliminary numbers indicate that it makes financial sense beginning in Year 3, and can be squeezed into the budget year 2.

Option 2: Another option, which at this point looks more costly, would be to work out long- term arrangements with our school district partners and/or private providers of transportation in the Midcoast (Coastal Trans, for instance.) One complicating factor in this approach is whether our students can legally be transported to school by anything other than a yellow schools bus.

Required Exhibits

- Transportation plan

Evaluation Criteria

The response should:

- Present a thorough, realistic, and cost-effective transportation plan by proposed division, including transportation of students with disabilities;
- Provide specific evidence of third party readiness (if utilized) and terms for providing transportation services consistent with the school's budget assumptions and state and federal laws relating to student transportation;
- Describe the catchment area within which transportation will be provided and what assistance, if any, will be provided to meet the needs of students outside the catchment area; and
- Describe viable transportation options for students, if any, for whom transportation is not to be provided.

D.5 Insurance

Applicant Instructions

Provide evidence of ability and preparation to obtain liability insurance coverage (minimum A-BEST rating) in the following areas:

- Educators Legal Liability;
- Commercial General Comprehensive Liability that also expressly covers field trips and athletic participation;
- Employment Practices Liability;
- Sexual Abuse Liability (separate policy or a separate part of general comprehensive insurance with independent limits);
- Automobile Liability;
- Excess Liability or Umbrella (i.e., bundled commercial general liability, directors' and officers' liability, legal liability, employment practices liability, automobile liability, and sexual abuse liability);
- Workers Compensation Liability; and
- Surety bond for the school's chief financial officer in an amount to be determined based on the cash flow of the school.

Evaluation Criteria

- Evidence of requisite insurance coverage or ability to obtain requisite insurance coverage;
- Evidence of requisite surety bond for school CFO or ability to obtain requisite surety bond; and
- Include evidence to support the budget expense assumptions related to insuring the school such as copies of broker or agency estimates.

D.6 Food Service

Applicant Instructions

Discuss the food service plan for the school. Whether or not the school will provide an in-house food service program, how will students access nutritious meals during the school day?

State whether the school intends to participate in the national school lunch program or provide any lunch or other meals for students. If so, describe the food service plan and explain budget revenue and expenditure assumptions.

If the school intends to contract with a third party for food service, discuss the status of those plans and provide evidence of the third party's readiness and terms for providing those services.

HCA not only plans to provide nutritious meals to students, we plan to make the growing, preparing and serving of food an integral part of HCA. (We do not plan to participate in the national school lunch program during our first year, in part due to a significant regulatory and reporting burden. We will explore that possibility year 2.)

- HCA's food service program is built on the following assumptions:Food is curriculum: Key investigations and case studies linked to Common Core Standards in Science and Maine Learning Results in Economics and Wellness be explicitly linked to the food we grow, prepare, and serve. We will expect our students to KNOW about the food they eat not just because it is good for them, but because they'll need to demonstrate their understanding about key concepts in biology or chemistry, for instance, using food as an example.
- Students can only learn well when they are well fed. With a longer school day, we'll need to keep our students properly fueled.
- Food is a crucial part of Maine's and Harpswell's economic and cultural heritage, yet lobstering, fishing and farming are all rapidly changing in scale as part of a world wide shift in re-localizing the food supply. Young people will have new and vastly different opportunities to farm, to create value -added food products, or to operate or work in a food service business.
- Our parents, business, and non-profit partners will take an enthusiastic and active role in helping us develop and maintain a "break the mold" school food program.

HCA will meet our own food service needs and those of our seasonal residents by developing and operating a café/catering business that serves both the public and the school. The interim space that has been offered to HCA on favorable terms has operated up until recently as a café and is fully equipped to comfortably prepare and serve 40 meals a day.

HCA will enter into a partnership with one of several interested parties who will:

- Upon approval of charter contract; prepare food service plan for 2013-14 School Year
- Independently operate the café from Memorial to Labor Day for breakfast and lunch of the general public.
- Prepare and serve nutritious meals to HCA students during the school year.
- Develop a business plan to continue to operate the café year round while continuing to serve HCA.

Financial Factors:

1) HCA students and parents will work with HCA Board Chair Joe Grady, proprieter of Two Coves Farm in the spring and fall of 2013 to plant, grow and preserve/store food specifically for HCA students and make it available at cost.
2) Using averages for surrounding districts, about 35% of HCA students are likely to qualify for free and reduced lunch. Using those figures, HCA will charge the following

	Breakfast	Lunch	Snack	Daily Revenue	180 Day Revenue
Free (8 students)	-	-	-	-	-
Reduced (6 students)	1.00	1.50	Free	15.00	$2,700
Full price (26 Students)	2.00	3.00	1.00	156.00	$28,000

3) HCA has budgeted, based on the average per student food service cost of $3.50 per student, $25,000 in the year 1 budget.
4) The cafe has operated profitably for the summer months for several years under two different owners.
5) There is demand for catering in the Harpswell area, a business that lends itself to a ready supply of willing workers with flexible hours.
6) HCA will have a secured lease for the space (not dependent on the charter being granted) for year 1, so will be able to offer favorable terms to a prospective operator.

The status of negotiations is both fairly advanced and tentative at this point. If/when HCA is granted a charter and these numbers become real, HCA will work with the interested parties to create a clear business plan and contracts. It would be premature to do so now for reasons related to the current, soon expiring lease for the property. Board President Joe Grady and Head of School John D'Anieri, who both have extensive experience in the Maine Farm to School movement, are confident we can feed every student while providing an income/business opportunity for an enterprising community member. This approach can also offer our younger students the chance to develop healthy nutrition habits and our older students a small but effective culinary arts pathway.

Evaluation Criteria

If the applicant has elected to provide food service, the response should:

- Present a thorough, realistic, and cost-effective food service plan; and
- Provide specific evidence of third party readiness (if selected) and terms for providing services consistent with the school's budget assumptions and state licensing laws.

If the applicant has elected not to provide food service, the response should:

- Present a clear statement of the school's intent not to provide such services;
- Describe viable nutritious lunch options for students; and
- Describe contingency plans for students requiring special foods due to a medical condition.

Evaluation Note

With the exception of related services required under an Individualized Education Plan, charter schools are not required to provide food service for students.

D.7 Closure Protocol

Applicant Instructions

Discuss closure protocol, outlining orderly plans and timelines for transitioning students and student records to new schools and for appropriately disposing of school funds, property and assets in the event of school closure.

Describe student records policy to support orderly transition for students transitioning out of the school.

In the event that HCA closes (whether due to a decision by the State Charter Commission to revoke the school's charter or a decision by the school voluntarily to close), the assets and liabilities of the school will be disposed of by the HCA board to another charter school, nonprofit or other appropriate entity in accordance with the asset disposition provisions of the school's bylaws and in

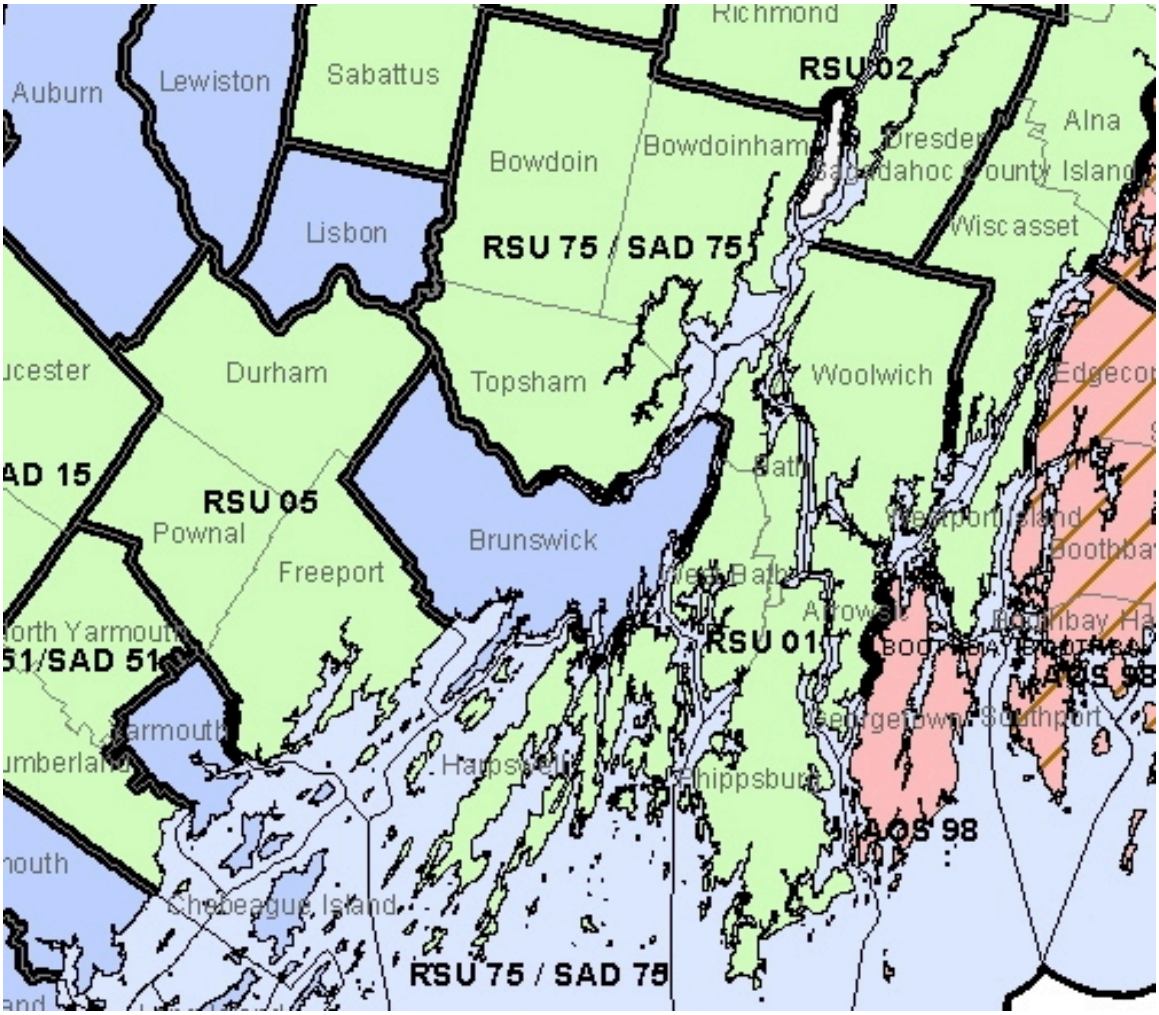
accordance with Maine law governing non-profit organizations. The Board of Directors will attend to enumerating and disposing of the assets and liabilities as directed in the bylaws and the board chairperson shall ensure that a final audit of the school's assets and liabilities is performed.

At the end of each school semester or term, and upon graduation, parents/guardians of students will be provided with a printed or electronic transcript of their students' academic progress at the school, along with other relevant information. Thus, in the event of a school closure, parents/guardians and students will possess an independent copy of potentially necessary pupil records. The school's Board of Directors will also provide for the transfer of such records to the school district of residence or other qualified entity.
HCA staff will be retained for a period of designated weeks or months after school closure to provide guidance to families and students on placements other schools and to ensure that student records are transferred to the families and/or appropriate agencies. In the event that no such willing repository is available, the records shall be disposed of or destroyed in a fashion that will ensure confidentiality of the records.

Evaluation Criteria

- A system of student, financial and asset records that will allow orderly transition in case of a closure;
- A plan for placement of students in new schools that meets their educational and geographic needs; and
- A plan for transfer of assets to entities that meet the requirements of the IRS and state law.

Catchment Area



Green Areas: RSU/SAD 75, RSU 05, RSU 01
Blue Areas: Brunswick, Lisbon

Harpswell Coastal Academy

Annual Calendar for First Year of Operation

HCA will follow the academic year schedule of MSAD 75 in terms of start and end of school year, holidays, and early dismissals and late arrivals.

Important Dates

June 15:	Welcome new Parents and Students
July 15 – Aug 23:	Summer Planning Institute for Teachers
Sept 3:	First Day of School for Students
Sept 10:	Parent Orientation
October 18:	First JumpRope Progress Report Due
October 22:	First Student Led Conference
Dec 13:	Second JumpRope Progress Report Due
Jan 13-17:	**Renaissance Week: "**All hands on deck" to complete 1st semester work.
Jan 17:	End of first Semester
Jan 20:	First Day of Second Semester
Jan 22:	**First Semester Community Celebration of Learning**
March 20:	Third JumpRope Progress Report Due
March 24:	Second Student Led Conference
May 9:	Fourth JumpRope Progress Report Due
Jan 20:	First Day of Second Semester
June 13:	Last Day of Second Semester
June 16:	**Second Semester Community Celebration of Learning**
June 23:	First Day of Summer Electives
Summer Electives	Last Day of Summer Electives

Notes:
Blue Days are mandatory parent/guardian days
Green Days are **teacher days** to assess and enter data for all students for all Power Standards and produce report cards. Head of School organizes, with parents and community partners, alternative activities for all students.

Regular Meetings:
3rd Wednesday of each Month except November: Parent and Community Advisory Board
2nd Wednesday in Sept, Nov., Jan., March, May, July HCA Board of Directors Meeting.

Harpswell Coastal Academy

Appendix B - Template for Required Elements of a Pre-Opening Plan

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
Governance	Board recruitment	Founders	June 2012: three members seated, Oct/Nov: 2 seated, 3 nominated for next meeting	Prior to contract
	Articles of incorporation Non-profit filings	Founders and Board	Filed June, 2012 Filed Oct 2012	Prior to contract
	By-laws	Founders and Board	Filed June, 2012	Prior to contract
	Organizational chart	Founders and Board	Draft in charter application, to be completed/approved by HCA board upon granting of Charter.	Prior to contract
	Organizational Policies and Procedures	Founders and Board	Draft in charter application, to be completed/approved by HCA board upon granting of Charter.	Prior to contract
	Staff Handbook	Head of School/Gov. Board	March 2013 draft, approve by first year staff during summer Institue	15 days after contract signing

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
Enrollment	Final Enrollment Policy	Governing Board	March 1	On the contract date
	Application for Admission	Head of School	March 1	180 days before start of school
	Recruitment	Head of School	May 15	At date capacity is reached, or on

				basis to be negotiated
	Admissions notification and/or lottery	Head of School	May 1	6 months prior to start of school year
	File pre-enrollment report	Head of School	April 1	September 1
Contract Dimension	**Task Element**	**Responsible Party**	**Start Date**	**Required Completion Date**
Staff Recruitment and Hiring	Principal and key administrators (chief finance officer, Spec. Svcs. Director, others)	Gov. Board	Feb 1	On contract date
	Prof. Instructional staff (FT and PT regular teachers, Sp Ed, ELL teachers); background checks completed	Head of School	March 1	30 days prior to start of school year.
	Paraprofessionals	Head of School	March 1	20 days prior to start of school year
	Clerical staff	Head of School	March 1	20 days prior to start of school year
	Substitute teachers	Head of School	Start of school year	At start of school year
	Initial professional development and staff orientation	Exec Dir/ Head of School	July 15 – August 23	5 days prior to start of school year

Contract Dimension	**Task Element**	**Responsible Party**	**Start Date**	**Required Completion Date**
Facilities and Safety	Signed Lease agreement for all space as listed in application	Exec Dir	Underway	On contract date

All required renovations to meet approved inspections for schools	Gov. Board/Exec Dir	Nov 15, 2012 (Site A) March 15 (WHS)	30 days prior to start of school year.
Certificate of Occupancy	Head of School	In place by June 1	15 days prior to start of school year
Fire Inspection, Asbestos inspection, lead paint assessment report	Head of School	March 15	15 days prior to start of school year
Insurance policy in place	Head of School		On contract date
Utilities	Head of School	Nov 15, 2012(Site A) June 1 (WHS)	60 days prior to start of school year.
Capital Equipment and Installation	Head of School	Nov 15, 2012 (Site A) March 15 (WHS)	45 days prior to start of school
Office and classroom equipment and furnishings	Head of School	May 1	15 days prior to start of school
Emergency contact sheet and safety plan	Head of School	June 1	15 days prior to start of school

Contract Dimension	**Task Element**	**Responsible Party**	**Start Date**	**Required Completion Date**
Student Learning	School calendar and student schedule	Head of School	Draft completed	On contract date
	Code of Conduct	Head of School	March 1	On contract date
	Special services and special	Head of School/Sp. Svcs.	Conversations underway with	On contract date

education policy and procedures	Coord.	MSAD 75	
Curriculum Accommodation plan	Head of School	Upon hiring of Spec Svcs. Coodinator	On signing contract
Title I and ELL plan	Head of School/Spec. Svcs Coordinator	Upon hiring of Spec Svcs. Coodinator	On signing contract

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
Finance and financial services	Operating Budget – final pre-opening revisions	Gov. Board and Exec. Director	Draft completed	45 days prior to opening date of school
	Cash flow projections	Exec Director/ CFO	Draft completed, CFO first task March 1	45 days prior to opening date of school
	Fiscal policies and procedures manual	Exec Director/ CFO	March 15	On signing contract
Finance and financial services (cont'd.)	Grants and entitlements (state and federal	Exec Director/ CFO/ Dir of Development	Under way	45 days prior to opening date of school
	Other grants	Exec Director/ CFO/Dir of Development	Under way	45 days prior to opening date of school
	Misc. funds/fundraising plan	Exec Director/ CFO/Dir of Development	Under way	30 days prior to opening date of school
	Audit timeline	Gov Board/CFO	Proposal to Board Nov.	On signing contract

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
Technology	Hardware installed and set-up	Director of IT	Nov 15, 2012 (Site A) March 15 (WHS)	30 days before opening of school
	Software	Director of IT	May/June 2013	20 days before

installed and set-up			opening of school
Student and staff IT policy and procedures in place	Exec Dir/Director of IT	Done (CBHS)	On signing contract

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
Curriculum and Instruction	Curriculum plan	Head of School/Sara Needleman	Draft Done, Finish by March 1	On signing contract
	Instructional materials purchasing plan	Head of School	ALEKS contract begin start of school Teachers submit plan/request within 1 month of hiring	On signing contract
	Classroom assignments and set-up	Head of School	N/A	15 days before opening of school

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
Student services, records and reporting system	Attendance, student retention records system	Head of School	JumpRope Contract begin planning phase Mar 1.	On signing contract
	Academic performance information	Head of School	Rubrics, Standards underway, done	On signing contract

		12/31	
Student academic assessment and reporting plan	Head of School	Draft completed	On signing contract
Transportation plan and contract	Head of School	Conversations with SAD 75/Brunswick begun	60 days prior to school opening
Nutrition/Food service plan and contract	Head of School	Conversations with	60 days prior to school opening
Health and wellness plan	Head of School	Draft underway, completed on hiring of wellness coord.	On signing contract

Contract Dimension	**Task Element**	**Responsible Party**	**Start Date**	**Required Completion Date**
Staff information and records system	Employment policies, including performance evaluation criteria and procedures for professional and support staff	Exec Director	Draft underway	On signing contract
	Professional development plan	Head of School	Draft Completed	On signing contract

Harpswell Coastal Academy

Projected Enrollment

Grades		**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
6		20	40	40	40	40
7			20	40	40	40
8				20	40	40
9		20	40	40	40	40
10			20	40	40	40
11				20	40	40
12					20	40
Total		**40**	**120**	**200**	**260**	**280**

Sample Daily Schedule

Harpswell Coast Academy fully intends to take advantage of being a very small school that can schedule around student needs. Our schedule will differ from traditional middle and high schools in several important ways:

1) Longer school day: Our school day will start at 8:00 am and end at 6:00 pm. Students will arrive between at 8:00 and 10:00 and stay until between 4:00 or 6:00. (students who participate in extracurricular sports or other activities at their home schools will be dismissed in time to attend those events.)
2) Flexible Scheduling: Student and teacher schedules will be flexible from day to day and from week to week, built around several consistent groupings. The major scheduling blocks consist of:

Grouping	Frequency/Length	Purpose
Core Group/ Community Meeting	3x/week, 30 minutes 1x/week, 60 minutes	Core group teachers monitor academic and habits of learning progress, build community
Reading/Writing Workshop	Every other day, 90 minutes	Build competencies in Common Core literacy
Blended Learning Math/ Math Workshop	2 90-minute lesson/week. 120 minutes ALEKS/online learning.	Build Competencies in Common Core math strands, self-pace for accelerated students.
Investigations/Field Work	Supervised work in or out of school building, minimum of 2 half days/week.	Social Studies and Science Content
Art-Infused Learning/Studio Time	As needed work with art, music and other specialists	Authentic products for authentic audiences
World Language	3x/week, 60 minutes, plus online language lab	Competence in world language
Academic Support Tutoring, Acceleration	Every day between 8 am and 10 am and between 4 pm and 6 pm.	Special Educators and ensure that student are meeting ILP goals
Wellness	Daily practice, weekly lesson	Develop healthy eating and exercise habits

3) Saturday and Summer Electives: HCA intends to keep our students engaged and productive with community led Saturday classes and summer programs designed to meet particular student needs and interests. For some, those will be similar to traditional electives. For others, that could mean weekly math or literacy tune-up sessions, for others a language class and for older students internships with our community partners. Both Saturday and Summer classes will be “opt-out” rather than “opt-in,” meaning that they are mandatory unless they interfere with other families/student commitments.

Harpswell Coastal Academy
Investigation Planning Template

Division:_____

Investigation Title or Topic: _____

Time Frame/Date : _____

Essential Question: The over arching question that guides this investigation)

Guiding Questions (Open-ended questions to focus long-term inquiry and inspire curiosity in students)

Assessment (How will learning and student success be measured? What specific assessments will be used to evaluate progress?)

Products & Performances (Consider content, concepts and skills addressed; What projects will you be pursuing and what will be the high-quality student products or performance for an authentic audience?)

Project Description	Product / Performance	Audience

Benchmarks for Success

Key concepts in the field (What do you or people in the field you're studying consider to be the important ideas?)

Power Standards

Humanities (Reading/ Writing/ Social Studies):

Math

Science:

Other:

→ Translated into Learning Targets:

Knowledge Explain, describe, identify, tell, name, list, define, label, match, choose, recall, recognize, select

Reasoning Analyze, compare/contrast, synthesize, classify, infer, evaluate

Skill Observe, listen, perform, do, conduct, read, speak, assemble, operate, use, demonstrate, measure, model, collect, dramatize

Habits of Work Prepare, participate, persevere, ask questions, support, craft

Harpswell Coastal Academy

Learning Experiences

Immersion / Hook / Kick-off (What exciting initial experience will get students engaged on the first day, first couple of days of your study?)

-
-

Fieldwork (Sites for research and data collection; Each idea includes contact person, and contact information)

-
-

Structures and Practices
(What active pedagogy techniques will you use? Why is each the best and when will you incorporate it? Examples: simulations, role-plays, labs, interviews, BBK workshops, Socratic Seminars, Jigsaws, Chalk Talk, Gallery Walk, Conversation Café, etc.)

Service (Genuine, connected service learning that is a part of, not just attached to, the expedition)

Adventure, Fitness & Wellness (Ideas of where adventure, fitness, or wellness would complement the expedition)

Harpswell Coastal Academy

Core Academic Practices

Literacy (Common texts and type(s) of written product(s)

-

Ongoing literacy practices (Which of these will you incorporate? How and when? (Book clubs, strategy studies, active lessons, read alouds, anchor texts, writing trait studies, use of models, critique)

-

Mathematics (problem solving, computation, data analysis, etc.)

-

Ongoing math practices

-

Resources

Experts (With whom will you work? Where? What qualifies them to be your expert? What will they provide? Authentic research help, modeling, critique of work, guidance?)

-

Websites (List name of site in general and specific URLs)

-

Materials (Remember that if you need materials purchased for your class you need to submit a purchase order request to Dee at least 2 weeks prior to the start of the class.)

Division 1: Integrated Investigation #1
Case Study: Powering Harpswell, The State of Maine, and the United States in the 21st Century

Essential Questions (EQ):
What is energy?
How is it harnessed and used?
How do issues surrounding energy impact the interactions among peoples and governments?

Big Ideas (BI):
Energy enables all systems to function.
The success and efficiency of a given system depends on multiple variables.
Global currency is derived from control of energy sources and the distribution of them.

Science and Social Studies Strands:
Scientific Thinking and Methods
Biology, Chemistry, Physics, and Environmental Science
History, Philosophy, and Religion
Artistic Expression and Media Studies

Thinking Skills/Goals (derived from **Bloom's** *Taxonomy* and **Wiggins' and McTighe's** *Six Facets of Understanding*)

Knowledge
Students will **list and describe** sources of energy, as well as where they are predominantly found and used locally, nationally and globally.
Students will **locate** on maps energy sources and areas of use.
Comprehension
Students will **compare** major forms of energy to **distinguish** from among them those best suited to be used in specific locations.
Application
Students will **illustrate** the process of how energy or raw materials are harnessed and converted into useable forms.
Analysis/Synthesis/Evaluation
Students will **compare and contrast** the merits of various forms of energy as they consider economic, environmental and human costs and benefits to **make recommendations** for types of energy to be used in Maine, the United States and globally. They will **justify** their claims with evidence-based research.
Students will **debate** the merits of the form of energy they researched to **substantiate** claims regarding economic, environmental and human costs and benefits. They will **verify** their claims with factual information based on accurate citations derived from their research.
Synthesis
Students will **formulate proposals** for energy development and consumption in the united States.

Suggested Benchmark Assessments

Personal Communication

Twice Weekly Written or Verbal Check-ins with Teacher: to indicate accomplishments to date, needs to be addressed and strategies to be implemented (may be formatively assessed)

Constructed Response

Bibliography of Sources

Outline of Information Gathered

Constructed Response/Performance Assessment

Position Paper Based on Outline

Graphic Representations of Data to Support Position (See corresponding sample product descriptor and rubric)

Participation in Debate to Justify Position

Maine Learning Results Standards addressed

<u>Science</u>

A. Unifying Themes: Students apply the principles of *systems*, *models*, constancy and change, and scale in science and technology.

A2 Models

Students use *models* to examine a variety of real-world phenomena from the physical setting, the living environment, and the technological world and compare advantages and disadvantages of various *models*.

a. Compare different types of *models* that can be used to represent the same thing (including *models* of chemical reactions, motion, or cells) in order to match the purpose and complexity of a model to its use.

b. Propose changes to m*odels* and explain how those changes may better reflect the real thing.

B. The Skills and Traits of Scientific Inquiry and *Technological Design*: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use a systematic process, tools, equipment, and a variety of materials to create a *technological design* and produce a solution or product to meet a specified need.

B1 Skills and Traits of Scientific Inquiry

Students plan, conduct, analyze data from, and communicate results of investigations, including simple experiments.

a. Identify questions that can be answered through scientific investigations.

b. Design and safely conduct scientific investigations including experiments with controlled variables.

c. Use appropriate tools, metric units, and techniques to gather, analyze, and interpret data.

d. Use mathematics to gather, organize, and present data and structure convincing explanations.

e. Use logic, critical reasoning and evidence to develop descriptions, explanations, predictions, and *models.*

f. Communicate, critique, and analyze their own scientific work and the work of other students.

C. The Scientific and Technological Enterprise: Students understand the history and nature of scientific knowledge and technology, the processes of inquiry and *technological design*, and the impacts science and technology have on society and the environment.

C1 Understandings of inquiry

Students describe how scientists use varied and systematic approaches to investigations that may lead to further investigations.

a. Explain how the type of question informs the type of investigation.
b. Explain why it is important to identify and control variables and replicate trials in experiments.
c. Describe how scientists' analyses of findings can lead to new investigations.

C3. Science, Technology and Society

Students identify and describe the role of science and technology in addressing personal and societal challenges.

a. Describe how science and technology can help address societal challenges including population, natural hazards, sustainability, personal health and safety, and environmental quality.
b. Identify personal choices that can either positively or negatively impact society including population, ecosystem sustainability, personal health, and environmental quality.
c. Identify factors that influence the development and use of science and technology.

D. The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.

D2. Earth

Students describe the various cycles, physical and biological forces and processes, position in space, energy transformations, and human actions that affect the short-term and long-term changes to the Earth.

d. Describe significant Earth resources and how their limited supply affects how they are used.

D3. Matter and Energy

Students describe physical and chemical properties of matter, interactions and changes in matter, and transfer of energy through matter.

h. Describe several different types of energy forms including heat energy, chemical energy, and mechanical energy.
i. Use examples of energy transformations from one form to another to explain that energy cannot be created or destroyed.

<u>Social Studies</u>

A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and *discipline-based processes* and knowledge from civics/government, economics, geography, and history in *authentic contexts*.

A1 Researching and Developing Positions on Current Social Studies Issues

Students research, select, and present a position on a *current social studies issue* by proposing and revising research questions, and locating and selecting information from multiple and varied sources.

a. Propose and revise research questions related to a *current social studies issue*.
b. Determine the nature and extent of information needed.
c. Locate and access relevant information that includes multiple perspectives from varied sources.
d. Demonstrate facility with note- taking, organizing information, and creating bibliographies.
e. Distinguish between *primary and secondary sources*.
f. Evaluate and verify the credibility of the information found in *print and non-print sources.*
g. Use additional sources to resolve contradictory information.
h. Summarize and interpret information found in varied sources and/or from fieldwork, experiments, and interviews.
i. Select a clear supportable position.
j. Present a well-supported position, based on findings that integrate paraphrasing, quotations, and citations, to a *variety of audiences*.
k. Use appropriate tools, methods, and sources from government, history, geography, economics, or related fields.
l. Use information ethically and legally.

A2 Making Decisions Using Social Studies Knowledge and Skills

Students make individual and collaborative decisions on matters related to social studies using research and discussion skills.

a. Develop individual and collaborative decisions/plans by contributing equitably to collaborative discussions, seeking and examining alternative ideas, considering the pros and cons, and thoughtfully and respectfully recognizing the contributions of other group members.
b. Make a *real or simulated decision* related to the classroom, school, community, civic organization, Maine, or beyond by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.

A3 Taking Action Using Social Studies Knowledge and Skills

Students select, plan, and implement a *civic action* or *service- learning* project based on a school, community, or State asset or need, and analyze the project's effectiveness and civic contribution.

C. Economics: Students draw on concepts and processes from economics to understand issues of *personal finance* and issues of production, distribution, and consumption in the community, Maine, the United States, and world.

C1 Economic Knowledge, Concepts, Themes, and Patterns

Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the *economic systems* of Maine, the United States, and various regions of the world.

a. Explain that economics is the study of how scarcity requires choices about what, how, for whom, and in what quantity to produce, and how scarcity relates to *market economy, supply and demand,* and *personal finance.*

b. Describe the functions of *economic institutions* and *economic processes* including financial institutions, businesses, government, taxing, and trade.

c. Identify factors that contribute to personal spending and savings decisions including work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.

Common Core Standards addressed (grade-specific standards listed are taken from CC 8th grade standards as these represent passage onto the subsequent grade span. Each Case Study with embedded Workshops can be modified for 6th and/or 7th grade CC Standards.)

Reading Standards for Literacy in History/Social Studies

Reading Standards for Literacy in History/Social Studies: Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate
summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language,
inclusion or avoidance of particular facts). Integration of Knowledge and Ideas
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects

Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Craft and Structure

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute
to the whole and to an understanding of the topic.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing

an experiment in a text. Integration of Knowledge and Ideas

7. Integrate quantitative or technical information expressed in words in a text with a version of that

information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Range of Reading and Level of Text Complexity
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Text Types and Purposes
1. Write arguments focused on discipline-specific content.
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed
by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively;
assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions
of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

See also Embedded Standards for English Language Arts

Harpswell Coastal Academy

About JumpRope

JumpRope helps educators implement standards-based grading in every classroom through innovative assessment and feedback. We provide the web-based platform that great teachers and schools need to engage students with active pedagogy, purposeful planning, and authentic learning experiences. With the tools to make standards-based grading

JumpRope puts accurate and current information about attendance, character, and standards-based performance at your fingertips. We believe that educators deserve modern tools that fit their philosophy and help them innovate. JumpRope's features are built to be easy, fast, and powerful. Take a look.

http://www.jumpro.pe/features/standards-based-gradebook

Standards Based Gradebook

We have made standards-based grading practical for every classroom because we believe that it is best for teachers and students. We let teachers write their own standards, use state standards, or align curriculum to the Common Core. **More+**

http://www.jumpro.pe/features/character-education

Character Education

JumpRope has tools for teachers and school staff to stay up to date on student behavior and character development. Any teacher can write anecdotes on student behavior, assign a category and value, and request followup from another staff member. In the process, you build a powerful and personal story for each student that supplements hard academic data. **More+**

http://www.jumpro.pe/features/administrator-tools

Administrator Tools

Our system is designed to be easy and powerful for teachers, but we haven't forgotten about other school-based staff and administrators. We have a full suite of tools to help you with school-wide reporting needs, schedule creation & management, and school-wide settings. **More+**

http://www.jumpro.pe/features/accurate-attendance

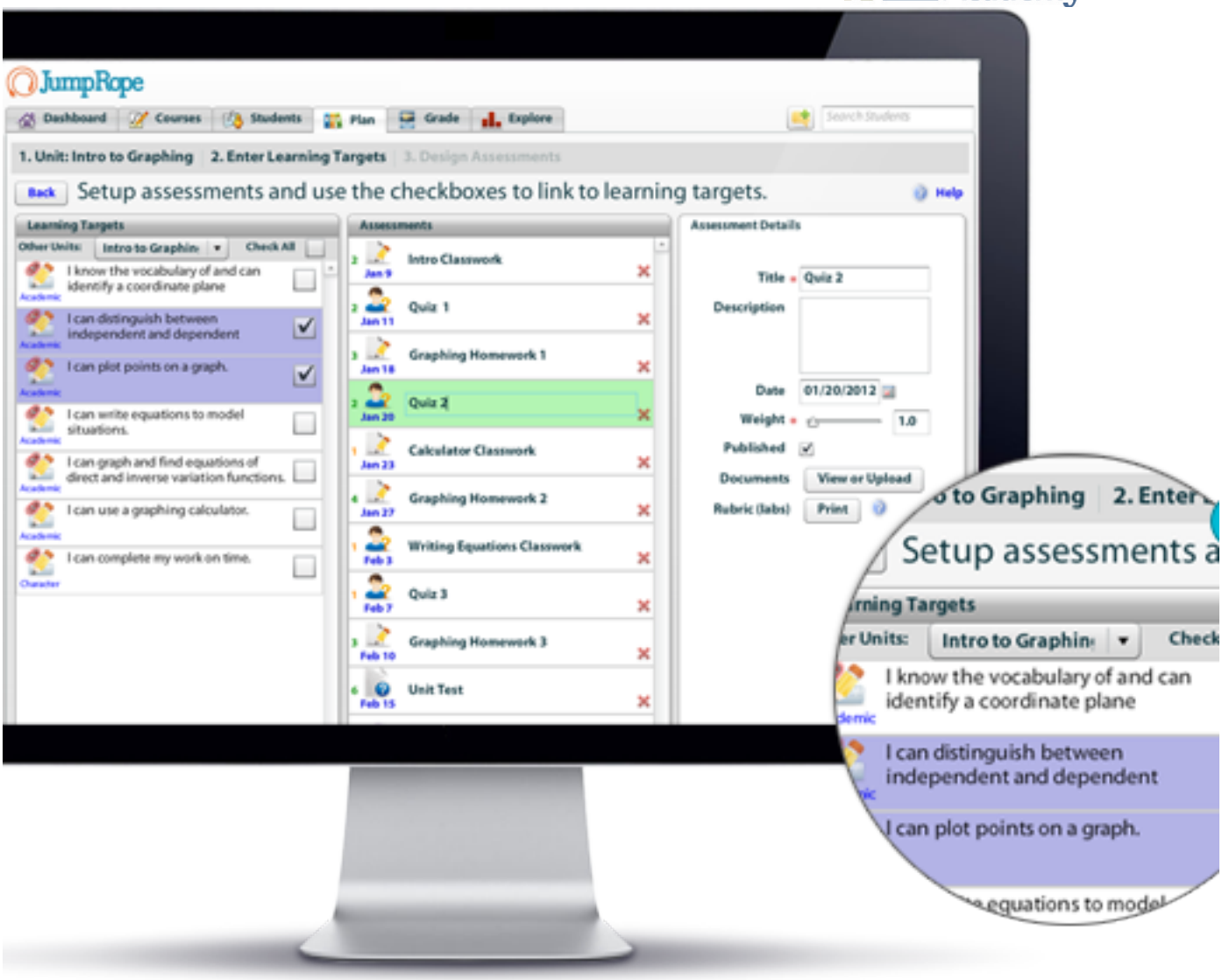
Accurate Attendance

JumpRope allows teachers to take attendance for each period of the day, and the data is visible in real time to other teachers. It's so easy that you can log in and submit attendance in less than sixty seconds. **More+**

http://www.jumpro.pe/features/curriculum-design-tool

Curriculum Design Tool

Any good educator knows that their classroom is only as good as their plan - there are simply too many students in the room to go off the cuff! We offer curriculum design tools based upon the principles of backwards planning... and your curriculum plan automatically populates the standards-based gradebook! **More+**



Curriculum Design Tool

One of the first things a teacher does as they begin thinking about the new school year is to map and plan their curriculum. In JumpRope, the Planning Tool captures your curriculum in a format that is archived and shareable with other teachers. In addition, it automatically populates the standards-based grade-book and reports.

Backwards Design

Based on backwards design principles, this planning tool considers learning goals before assessments or learning experiences, ensuring that each piece is focused on student learning outcomes.

Align Assessments to Standards

Our Planning Tool allows you to align your assessments to one or more standards, explicitly telling the system what each assessment (or assignment) is gathering evidence of in terms of mastery.

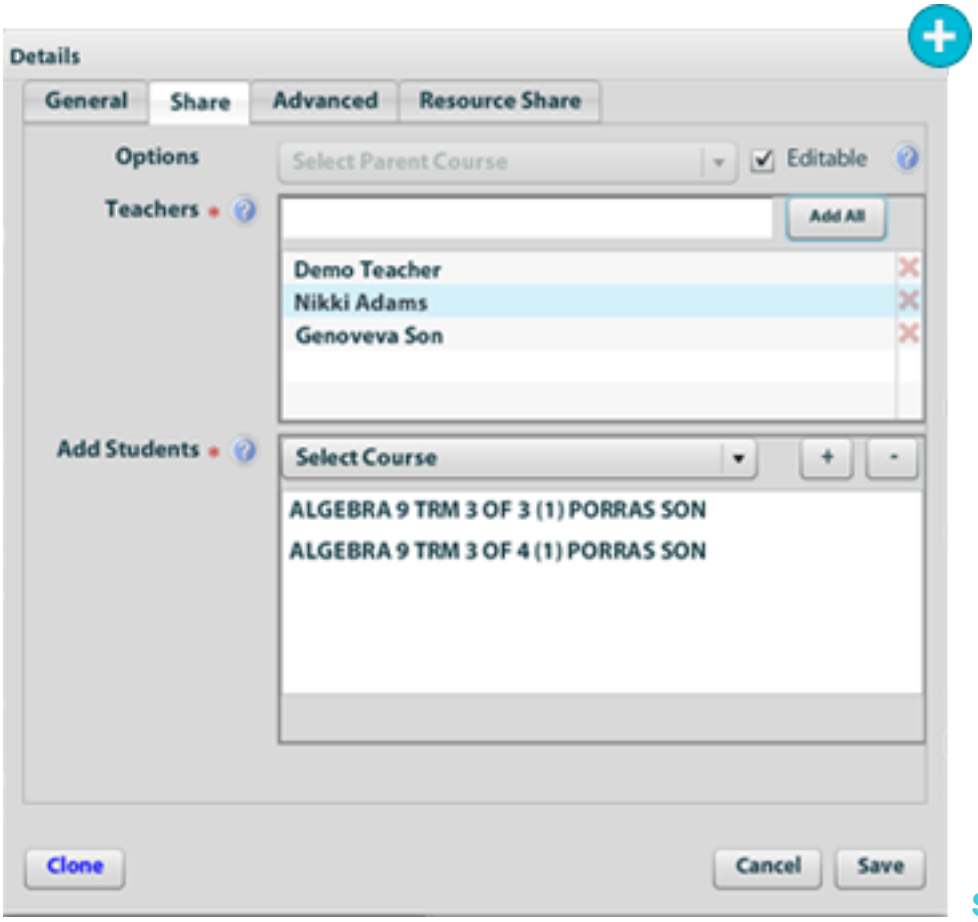
Sharing Units Detail

Attach Documents and Resources

In our Planning Tool, you can upload as many supporting documents and resources as you want. Next year or term, you can easily re-use existing curriculum without starting from scratch!

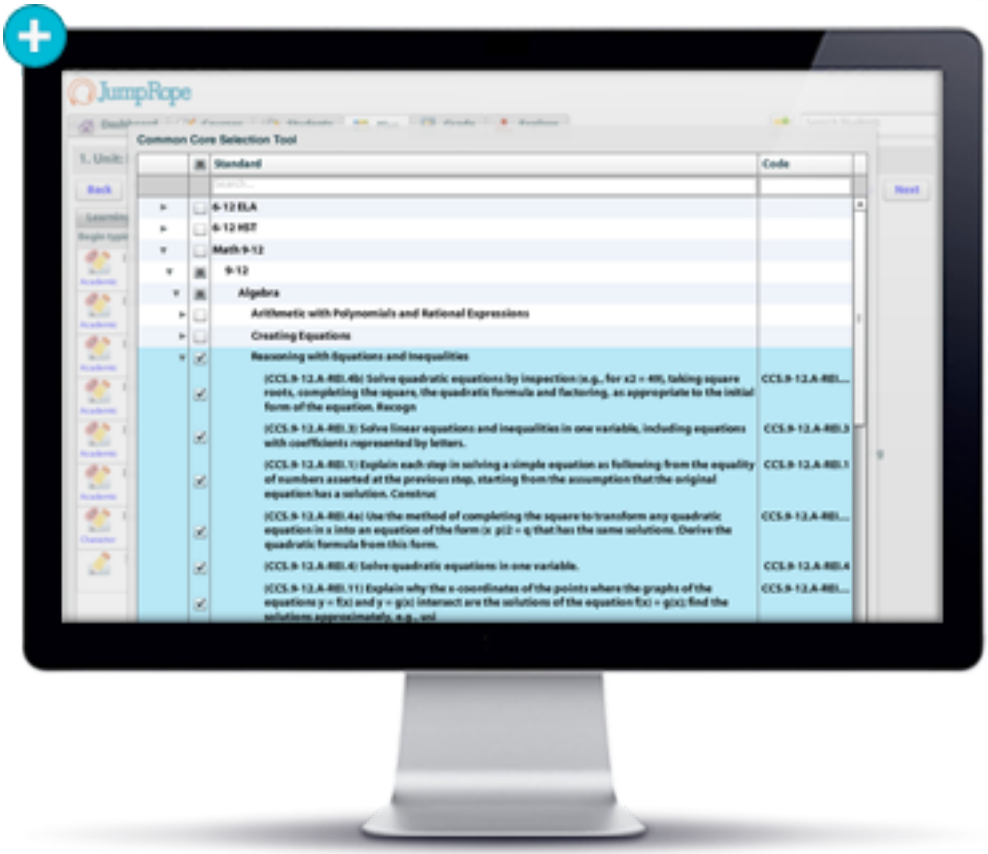
Collaborative and Shareable

Anything created in the planning tool can be viewed or edited, at the teacher's discretion, by anyone else in the school at any point in the planning process. This allows for collaborative planning and feedback- great minds think together!



SHARING UNITS

DETAIL



COMMON CORE SELECTION TOOL

Integration with Common Core or State Standards

JumpRope let's teachers set their own learning goals, import them from Excel, and/or build their curriculum from state standards or the Common Core. When aligned to the common core, school-wide reports become even more valuable.

Framework Friendly

If your school uses certain teaching practices across content areas, templates for lessons and assessments can be integrated into the program to enhance the planning process.

Straight to the Gradebook

All units, standards and assessment are pre-populated into your gradebook making the next steps a snap! It also holds you accountable to teach and assess based on your existing lesson and unit plans.

Overview of ALEKS

How did ALEKS originate?
How does ALEKS artificial intelligence work?
How does ALEKS work?
What are ALEKS learning rates?
What are some other features of ALEKS?
Which subjects can a student learn using ALEKS?
What do I need to use ALEKS?

How did ALEKS originate?

ALEKS is a ground-breaking technology developed from research at New York University and the University of California, Irvine, by a team of software engineers, mathematicians, and cognitive scientists with the support of a multi-million-dollar grant from the National Science Foundation. ALEKS is fundamentally different from previous educational software. At the heart of ALEKS is an artificial intelligence engine that assesses each student individually and continuously.

ALEKS is based upon original theoretical work in a field of study called "Knowledge Space Theory." Work in Knowledge Space Theory was begun in the early 1980s by Dr. Jean-Claude Falmagne, an internationally renowned mathematician and Professor of Cognitive Sciences who is the Chairman and founder of ALEKS Corporation.

How does ALEKS artificial intelligence work?

The most important feature of ALEKS is that ALEKS uses artificial intelligence (AI) to map the details of each student's knowledge. ALEKS "knows," at each moment, with respect to each individual topic, whether each individual student has mastered that topic. If not, ALEKS knows whether the student is ready to learn the topic at that moment. ALEKS uses this knowledge to make learning more efficient and effective by continuously offering the student a selection of only the topics she is ready to learn right now. This builds student

confidence and learning momentum. Learn More [download]

How does ALEKS work?

ALEKS avoids multiple-choice questions and instead uses flexible and easy to use answer input tools that mimic what would be done with paper and pencil. When a student first logs on to ALEKS, a brief tutorial shows him how to use these ALEKS answer input tools. The student then begins the ALEKS Assessment. In a short period of time (about 45 minutes for most courses), ALEKS assesses the student's current course knowledge by asking him a small number of questions (usually 20-30). ALEKS chooses each question on the basis of his answers to all the previous questions. Each student, and therefore each set of assessment questions, is unique. It is impossible to predict the questions that will be asked.

By the time the student has completed the assessment, ALEKS has developed a precise picture of her knowledge of the course, knowing which topics she has mastered and which topics she hasn't. The student's knowledge is represented by a multicolor pie chart.

The pie chart is also the student's entry into the Learning Mode. In the Learning Mode, she is offered a choice of topics that she is ready to learn (she has the prerequisite knowledge to successfully learn these topics). When she chooses a topic to learn, ALEKS offers her practice problems that teach the topic. These problems have enough variability that a student can only get them consistently correct on understanding the core principle defining the topic. If a student doesn't understand a particular problem, she can always access a complete explanation. Once she can consistently get the problems for a given topic correct, ALEKS considers that the student has learned the topic and the student chooses another topic to learn. As the student learns new topics, ALEKS updates its map

of the student's knowledge. The student can observe the most current summary of what she knows and what she is ready to learn.
To ensure that topics learned are retained in long term memory, ALEKS periodically reassesses the student, using the results to adjust the student's knowledge of the course. Because students are forced to show mastery through mixed-question assessments that cannot be predicted, mastery of the ALEKS course means true mastery of the course.

What are ALEKS learning rates?

ALEKS keeps server statistics that measure learning success of all students, namely how often they succeed at learning a concept that ALEKS offers them as "ready to learn." When ALEKS determines that a student is ready to learn an item, the student is able to learn it a very high percentage of the time. In the small percentage of cases where the student is initially unsuccessful, the topic is presented again to the student later on. Because of the artificial intelligence in ALEKS, students are almost always successful at learning the material ALEKS offers them. (The level of instructor involvement doesn't affect this.)
The Average Historical Student Learning Rates with ALEKS are ~90%

What are some other features of ALEKS?

- Many topics are available in both English and Spanish. Simply click next to "English" in the main menu and pull down to "Espanol."
- ALEKS avoids multiple-choice questions. All questions are algorithmically generated and require a "free response."
- Whenever the student reenters the system after a break, she automatically returns to the place she was last working. This is true even if the departure was caused by unexpected loss of connectivity on the Internet or a PC crash.
- ALEKS offers a comprehensive message center that allows the student to communicate with her instructor about the content using subject-appropriate notation.

ALEKS offers "textbook/syllabus integration" to align students' work with the syllabus of the course.

Which subjects can a student learn using ALEKS?

ALEKS has been used by millions of students in over 50 different mathematics, science, and business courses at thousands of K-12 schools, colleges, and universities throughout the world.
View a list of course products for which ALEKS is available.
Customer testimonials

What do I need to use ALEKS?

ALEKS is a Web-based system. It is fully compatible with current browsers on Windows or Macintosh systems.
View complete and up-to-date information about the ALEKS system requirements.

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User Agreement - Privacy Statement

Harpswell Coastal Academy

Staffing Chart Years 1-5

Role	**Responsibility**	2013-2014 FTE	2014-2015 FTE	2015-2016 FTE	2016-2017 FTE	2017-2018 FTE
Admin.						
Head of School	Educational Leader, Community/Parent Relations, Discipline, Assessment	.5	1	1	1	1
Business Mgr. COO	Finances, HR, Day to Day operations	.5	1	1	1	1
Front Office/Admin. Asst.	Support Head of School/COO			1	1	2
Total Admin.		**1**	**2**	**3**	**3**	**4**
Teaching						
Humanities/Literacy	Investigations & Case Studies, Reading/Writing Workshop	1	2	3	4	4
Science	Investigations & Case Studies	.5	1.5	3	4	4
Math	Math Workshop, Blended/Online Math	.5	1.5	3	4	4
Special Educator	IEPs, Academic Support	1	1.5	3	4	4
Wellness/Guidance	Daily Wellness, CORE, Pathways	.5	1	1	2	2
a	Interdisciplinary Art integration, Visiting Artist coordination		.5	1	1	1
Technology Coordinator	JumpRope, Student Evidence Portal		.5	1	1	1
Entrepreneurship/ Internships Coord. (Ed.Tech	Jr./Sr Internships, Pathways			1	1	1
School Farm/Food	Teach "Chemistry through Food," Student Run Cafe		.5	1	1	1
Facilities Coord/ Studio in School	Building Maintenance, Innovation Incubator		.5	1	1	1
Teaching		4.5	10	18	23	23

ARTICLE XI - SALARIES

A. Salaries of all teachers covered by this Agreement are set forth in Schedule A, which is attached hereto and made a part hereof. Additional pay for extracurricular activities and experience in the associated positions are set forth in Schedules B, C and E, which are attached hereto and made a part hereof.

1. The annual salaries of teachers shall be paid in twenty-six (26) installments due every other Friday, beginning with the second Friday following Labor Day. A teacher may choose to receive the balance of his/her contract salary following the close of the fiscal year ending June 30, in one lump sum, if such desire is indicated in writing with the submission of a salary election form by August 31 of the previous year. Proper payroll deductions shall be made from her/his check for health insurance, retirement and other authorized deductions so as to afford coverage for the individual until the first deduction the following fall.

2. When a pay day falls on a Federal holiday teachers will receive their pay by direct deposit on the day prior to the Federal Reserve Holiday.

3. Teachers must take advantage of Direct Deposit Services, offered via electronic transmission to banks participating in the New England Automated Clearing House (NEACH). Some participating banks, however, may not post paychecks until the Saturday following the Friday payroll.
.
4. The Board agrees to develop a policy for the placement of teachers on the salary scale that will define what is acceptable experience for placement on steps of the salary scale.

Exp	BA	BA+15	MA	MA+15	CAS
0	32299	33914	36498	38113	41342
1	32660	34294	36906	38539	41805
2	32660	34294	36906	38539	41805
3	32660	34294	36906	38539	41805
4	32660	34294	36907	38540	41805
5	35175	36906	38539	41805	44092
6	35175	36906	38539	41805	44092
7	35175	38213	41805	44092	45071
8	36906	38213	41805	44092	45071

9 36906 41152 44092 45071 48011

10 38213 41152 44092 45071 48011

11 38213 41152 45071 48011 49644

12 41152 43438 45071 48011 49644

13 41152 43438 48011 49644 52583

14 41152 45071 48011 49644 52583

15 44843 47684 49644 52583 55849

16 44843 47684 49644 52583 55849

17 47684 48991 52583 55849 57809

18 47684 48991 52583 55849 57809

19 49644 52257 55849 57809 59442

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Evaluations That Help Teachers Learn

Charlotte Danielson

A good system of teacher evaluation must answer four questions: How good is good enough? Good enough at what? How do we know? and Who should decide?

"This is so much *better!*" commented Carla, a 4th grade teacher, following an evaluation conference with her supervisor:

Before, I had no idea what my principal was looking for—I had to be a mind reader! So I just played it safe, taught a familiar lesson, one I knew would go well—but did the process improve my teaching? Not at all! In my old school, the principal just came in with a checklist, but we never really talked. But this time, we had a great conversation about how to help my students *want* to write. It really made me think. As a result, I've got a new approach: I'm going to engage some students around the things they're passionate about and have them try to convince their classmates about the value of such interests.

The Problem

Carla's statement provides an insight into how we might improve teacher evaluation to better foster conditions for both teacher and student learning. Let's consider the deficiencies of traditional systems. These include

Outmoded evaluative criteria, usually in the form of checklists.

Simplistic evaluative comments, such as "needs improvement," "satisfactory," and "outstanding" without any consistency as to what those words mean. Many teachers end up being rated at the highest level on every item, with no guidance as to where they might focus their improvement efforts.

The same procedures for both novice teachers and career professionals— no differentiation that reflects veteran teachers' experience and expertise.

Lack of consistency among evaluators; a teacher might be rated at the highest level by one administrator and much lower by another. This makes it much easier to attain tenure in some schools than in others, a violation of a fundamental principle of equity.

One-way, top-down communication. Evaluation is a process that's "done to" teachers, and it often feels punitive, like a "gotcha."

Why Do We Evaluate Teachers?

We can remedy these problematic characteristics by attending to some basic principles of assessment and teacher learning. First, it helps to be clear about why we even *have* teacher evaluation. Laws, of course, require it. But why are there laws? The first and most fundamental reason is because public schools are public institutions; they take public money, and the public has a right to expect high-quality teaching. But there are two more basic purposes.

To Ensure Teacher Quality

Credibility in an evaluation system is essential. A principal or a superintendent must be able to say to the school board and the public, "Everyone who teaches here is good— and here's how I know." A teacher evaluation system that satisfies this requirement will include the following:

A consistent definition of good teaching. To assess the quality of teaching practice, it's essential to *define* it. It's not sufficient to say, "I can't define good teaching, but I know it when I see it."

One of the most widely used systems that define good teaching is the Framework for Teaching[1] ,whichdescribesnotonlytheteachingthatoccursintheclassroombutalso the behind-the-scenes work of planning and other professional work, such as communicating with families and participating in a professional community. For each component of good teaching, the framework includes four levels of performance— unsatisfactory, basic, proficient, and distinguished—that describe the degrees of teacher expertise in that

component. (See fig. 1 for the four levels of performance in questioning and discussion techniques.)

Figure 1. Levels of Performance in Questioning and Discussion Techniques

Element	Unsatisfactory	Basic	Proficient	Distinguished
Quality of Questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and a single correct response. They are also asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success ofthe discussion, initiating topics and making unsolicited contributions.
Student Participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

A shared understanding of this definition. Everyone in the system—teachers, mentors, coaches, and supervisors— must possess a shared understanding of this definition. Having a common language to describe practice increases the value of the conversations that ensue from classroom observations.

For example, discussing "student engagement in learning" is more effective when everyone understands what this looks like in light of four elements: activities and assignments, grouping of students, instructional materials and resources, and structure and pacing. Conversations using this more specific language invite teachers to analyze their own practice and invite observers to inquire about the decisions a teacher has made in planning and executing a lesson.

Skilled evaluators. Those who support teachers—mentors, coaches, supervisors, and so on—must be able to recognize classroom examples of the different components of practice, interpret that evidence against specific levels of performance, and engage teachers in productive conversations about their practice. Evaluators must be able to assess teachers accurately so teachers accept the judgments as valid and the public has confidence in the results.

Evaluations that focus on quality assurance yield judgments that are fair, reliable, and valid. They are helpful in looking at both new and experienced teachers' practice and in determining whether a teacher's skill has slipped below standard and needs strengthening. Administrators may use the evaluations for decisions regarding employment and compensation. This is crucial when deciding which teachers should attain permanent status as tenured professionals or which teachers should be nominated for leadership positions as mentors or coaches.

To Promote Professional Development

But there's another purpose of teacher evaluation: to promote professional learning. Teacher evaluation typically serves this more developmental purpose through professional conversations between teachers and colleagues who observe in their classrooms and between teachers and supervisors following formal or informal observations.

A commitment to professional learning is important, not because teaching is of poor quality and must be "fixed," but rather because teaching is so *hard* that we can always improve it. No matter how good a lesson is, we can always make it better. Just as in other professions, every teacher has the responsibility to be involved in a career-long quest to improve practice.

Two in One

The challenge is merging these two purposes of teacher evaluation. Educators need to create procedures that yield valid and reliable results—that is, that satisfy the legitimate demands for quality assurance while promoting professional learning. In truth, the demands are somewhat different. A system to ensure quality must be valid, reliable, and defensible—these are "hardsounding" qualities—whereas a system designed to promote professional learning is likely to be collegial and collaborative—these are much "softer-sounding" qualities.

Until recently, educators' attempts at merging quality assurance with professional learning have taken the form of enhancing evaluators' skills using techniques like clinical supervision and cognitive coaching. These are valuable skills and worth learning, but they are insufficient. The profession is better served when the requirements for these two purposes are embedded in the *design* of the systems themselves.

Getting from Here to There

We can get a clue as to the nature of this problem if we consider the typical observation, supervision, and evaluation process in use in most schools. The scenario proceeds as follows: The administrator goes to the classroom and watches a lesson, takes notes, goes away and writes up the notes, and then returns and tells the teacher about the lesson (what was good, what the teacher could improve). Most observations are a variation on this theme.

It's important to note that in this scenario, the administrator is doing all the work; the teacher is completely passive. (The teacher has, of course, taught the lesson, but the teacher contributes nothing to the observation itself.) So it's not surprising that teachers don't find the process valuable or supportive of their learning. The process violates everything we know about learning— that learning is done by the *learner* through a process of active intellectual engagement.

If we want teacher evaluation systems that teachers find meaningful and from which they can learn, we must use processes that not only are rigorous, valid, and reliable, but also engage teachers in those activities that promote learning—namely self-assessment, reflection on practice, and professional conversation.

We can modify the traditional observation scenario to accomplish these aims. A revised process—like the one Carla was so enthusiastic about at the beginning of this article—might look like this:

1. The administrator goes to the classroom, watches a lesson, and takes notes on all aspects of the lesson: what the teacher says and does, what the students say and do, the appearance of the classroom, and so on.
2. The administrator gives a copy of his or her notes to the teacher.
3. The administrator analyzes the notes against the evaluative criteria and levels of performance.
4. The teacher reflects on the lesson using the observer's notes and assesses the lesson against the evaluative criteria and levels of performance. The teacher will probably, as result of this reflection, identify aspects of his or her teaching to strengthen, and that teacher will reach these conclusions without prompting from the principal. Of course, the principal can always point things out, but when the teacher reflects on a lesson before the post-observation conference, he or she will frequently be as critical as the principal would have been.
5. The teacher and the administrator discuss the lesson. The teacher puts the lesson into context for the administrator, and together they decide on the teacher's strengths and areas for growth. Naturally, the administrator wasn't in the classroom the previous day and can't be familiar with all the issues that the teacher must address. So the teacher might describe a particular student's learning challenges, and the principal might suggest a different approach. But they conduct the conversation in light of their shared understanding of what constitutes good teaching.

Seeing Benefits in Chicago

A recently published study of a two-year pilot program in Chicago Public Schools has documented the benefits of this approach. Conducted by researchers at the Consortium on Chicago School Research at the University of Chicago, the Excellence in Teaching Project aims to accurately measure a teacher's classroom performance. The project is the proposed replacement for a teacher evaluation checklist that administrators have used in Chicago Public Schools for the past 30 years. Principals in the pilot used the Framework for Teaching to guide their classroom observations as well as the required pre-observation and post-observation conferences.

The pilot provides an insight into the perceptions of participating teachers and administrators, who signaled the following areas as being crucial to effective teacher evaluation:

A consistent definition of good teaching. For a teacher evaluation system to be transparent and credible, everyone—both teachers and administrators— must understand what constitutes good practice. Unless principals participate in focused training, they probably will not have this understanding. But they appreciate acquiring that knowledge. As one principal noted, "The thing I like about the framework is that it actually makes you cognizant of the behaviors that constitute excellence in teaching."

Opportunities to engage in meaningful conversations about practice. As members of the Danielson Group have observed after working with teachers and administrators in hundreds of school districts to enhance professional practices, "It's all about the conversation." Noted one teacher, "You get to close the door, turn off the noise, and actually sit and talk [with your supervisor], which is really, really nice."

A focus on what matters. Both teachers and administrators appreciate an opportunity to concentrate their collective attention on the important issues of teaching and learning. These typically occur in the post-observation (reflection) conference. As one principal pointed out, "The conversation is entirely different. My conversation before was 'You were tardy,' 'You didn't turn in your lesson plans,' all those kinds of things. Now this conversation is about good instruction."

Two Challenges

The Need for Trained Evaluators

A credible system of teacher evaluation requires higher levels of proficiency of evaluators than the old checklist, "drive-by" observation model. Evaluators need to be able to assess accurately, provide meaningful feedback, and engage teachers in productive conversations about practice.

In our experience with the Framework for Teaching, members of the Danielson Group have trained hundreds of observers all across the United States and in other countries as well. Our findings have been somewhat humbling; even after training, most observers require multiple opportunities to practice using the framework effectively and to calibrate their judgments with others.

Most administrator preparation programs don't teach such skills; administrators must acquire them on the job. But when they do learn them, administrators can be the instructional leaders that schools so urgently need.

A training program for evaluators—one that uses the Framework for Teaching—consists of several steps:

1. Participants familiarize themselves with the structure of the Framework for Teaching, which consists of four domains of teaching responsibility (planning and preparation, classroom environment, instruction, and professional responsibilities); 22 components that describe those domains; and two to five elements that fully describe each component.
2. Participants learn how to recognize the sources of evidence for each component and element. For example, Domain 2 (the classroom environment) and Domain 3 (instruction) are demonstrated primarily in the classroom, whereas Domain 1 (planning and preparation) and Domain 4 (professional responsibilities) depend on artifacts, such as teachers' techniques for communicating with families (for example, newsletters or handouts for back-to-school night) or logs of professional development activities.

3. Participants learn how to interpret the evidence against the rubrics for each component's levels of performance. For example, in assessing whether a classroom creates an environment of respect and rapport, observers would need to note whether student interactions are characterized by conflict, sarcasm, or put-downs (an unsatisfactory rating for the teacher); whether students, in general, refrain from disrespecting one another (a basic rating); whether student interactions are, in general, polite and respectful (a proficient rating); or whether students demonstrate genuine caring for one another and monitor one another's treatment of peers (a distinguished rating).
4. Participants learn how to calibrate their judgments against those of their colleagues. For

example, one observer might interpret interactions in a classroom as representing basic performance, whereas another might see them as proficient. There are many reasons for such differences. One observer might simply have missed something important in the classroom, or the two observers might have slightly different ways of interpreting their evidence. But whatever the reason, it's important they discuss the situation so that they can, in the future, make consistent judgments.

Finding Time for Professional Conversations

A second challenge for administrators is finding time to conduct meaningful observations and engage in professional conversations about practice. However, even in the traditional system, principals need to devote time to the evaluation process—despite the fact that it often produces few benefits. In the words of an educator with whom we've worked, "It doesn't take any longer to do this process well than to do it poorly, so why not do it well?" What better use of a school leader's time than to engage teachers in conversations about practice?

Evaluator-teacher conversations, when conducted around a common understanding of good teaching—and around evidence of that teaching— offer a rich opportunity for professional dialogue and growth. We can't create more hours in the day, but careful setting of priorities and judicious scheduling of both observations and conferences can make the best use of the time available. Moreover, unless a district's negotiated agreement forbids it, brief and informal drop-in observations yield plenty of information for reflective conversation and require far less time than formal observations do.

A Thoughtful Approach

Abundant evidence from both informal observation and formal investigation indicates that a thoughtful approach to teacher evaluation—one that engages teachers in reflection and self-assessment—yields benefits far beyond the important goal of quality assurance. Such an approach provides the vehicle for teacher growth and development by providing opportunities for professional conversation around agreed-on standards of practice.

Endnote

[1] The Framework for Teaching divides the complex activity of teaching into 22 components clustered in four domains of teaching responsibility. Each component defines one aspect of a domain; two to five elements describe a specific feature of a component. To view the framework, visit **www.danielsongroup.org/theframeteach.htm**.

Charlotte Danielson is an educational consultant based in Princeton, New Jersey. She has taught at all levels and has worked as an administrator, curriculum director, and staff developer. She is the author of ***Enhancing Professional Practice: A Framework for Teaching*** (ASCD, 1996, 2007) and ***Teacher Leadership That Strengthens Professional Practice*** (ASCD, 2006); **charlotte_danielson@hotmail.com**.

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Board Duties and Qualifications

Board Member/Duties	Current Employment	Qualifications
Joe Grady Chair	Owner, Two Coves Farm	Teacher at Casco Bay HS and Bonny Eagle HS, Exec Director, Mt. Washington Valley Children's Museum
Jeff Slocum Vice-Char	Owner, Slocum Chiropractic	Harpswell native and parent of prospective HCA students, Wellness consultant
Sharon Whitney, Secretary	Owner, Eartheart Gardens	Small Business Owner, School Founder, Harpswell Community Leader
Erin Pelletier, Treasurer/Business Manager	Exec. Director, Gulf of Maine Lobster Foundation	Extensive experience in non-profit administration, experiential education, financial management
Victoria Larsen, Board Member	VP Technology, TD Bank	Current Board Member Maine Maritime Academy, 20 year veteran US Navy, experience in fiscal oversight and compliance.
John D'Anieri School Design Consultant, Head of School beginning March 2013, non-voting	Education Consultant	Extensive School Reform Experience with Expeditionary Learning Schools, National School Reform Faculty, JumpRope Technology

BY-LAWS OF HARPSWELL COASTAL ACADEMY, INC.

ARTICLE I – NAME, PURPOSE

Section 1: Name
The name of the organization shall be Harpswell Coastal Academy, Inc.

Section 2: Purpose
Harpswell Coastal Academy, Inc is established exclusively for educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code and fundraising activities associated with Harpswell Coastal Academy. Harpswell Coastal Academy, Inc is a public benefit corporation. Harpswell Coastal Academy intends to gain 501(c) 3 status.

ARTICLE II – MEMBERSHIP

Section 1: Membership
Membership shall consist only of the members of the Board of Directors.

ARTICLE III – BOARD OF DIRECTORS

Section 1: Board Role, Size, Compensation
The Board is responsible for overall policy and direction of the Harpswell Coastal Academy, Inc and consigns responsibility for day-to-day operations of Harpswell Coastal Academy to the Headmaster and staff. The Board of Directors will monitor, evaluate and exercise accountability for adherence to the Mission and Vision Statements of Harpswell Coastal Academy as well as;

- its mission, specific objectives and/or outcomes
- adherence to core values
- prudent use or stewardship of financial, human and other resources.

The Board shall have up to nine (9) members and not fewer than three (3) members. The Board receives no compensation other than reasonable expenses.

Section 2: Fiscal Year: The fiscal year shall run from 1 July to 30 June. New (re-elected) board members will be seated during the July (1st) quarter meeting.

Section 3: Board Elections.
Election of new directors or election of current directors to a second term will occur as the first item of business at the first quarterly meeting of the corporation. Directors will be elected by a majority vote of the current directors.

Section 4: Terms/Term Limits

All Board members shall serve three (3) year terms, and are eligible for re-election. Term limits will restrict any member to hold a seat on the Board for not more than two (2) consecutive terms or seven (7) consecutive years.

Section 5: Quorum.

A quorum is defined as not less than 50.1 percent of the total number of active Board members. A quorum must be formed before business can be transacted or motions made or passed.

Section 6: Notice.
An official Board meeting requires that each Board member have written notice two weeks in advance.

Section 7: Officers and Duties
There shall be four (4) officers of the Board consisting of a Chairperson, Vice Chairperson, Secretary and Treasurer. Officers will be elected by secret ballot of the directors. The term of an officer will be no longer than three (3) years and will run concurrently with their term on the Board.

Their duties are as follows:
The **Chairperson** shall convene regularly scheduled Board meetings, shall preside or arrange for other members of the executive committee to preside at each meeting in the following order: Vice-Chair, Secretary and Treasurer. The Chairperson will be responsible for all public statements made in representation of the organization.
The **Vice-Chairperson** will chair committees on special subjects as designated by the board.
The **Secretary** shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each Board members, and assuring that corporate records are maintained.
The **Treasurer** shall make a report at each Board meeting. Treasurer shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to Board members and the public.

The Harpswell Coastal Academy **Headmaster** will have a permanent non-voting seat on the Board.

Section 8: Vacancies.
When a vacancy on the Board exists, nominations for new members may be received from present Board members by the Secretary two weeks in advance of a Board meeting. These nominations shall be sent to Board members with the regular Board meeting announcement, to be voted upon at the next Board meeting. These vacancies will be filled only to the end of the departing Board member's term..

Section 9: Resignation, Termination and Absences
Resignation from the Board must be in writing and received by the Secretary. A Board member shall be dropped for excess absences from the Board if s/he has three

unexcused absences from Board meetings in a year. A Board member may be removed for other reasons by a three-fourths vote of the remaining directors.

ARTICLE IV – BOARD OF DIRECTORS MEETINGS

Section 1: Annual Meeting.
An annual meeting of the Corporation shall be held each year for the purpose of electing Directors and taking such other action as may come before the Board. As soon as practicable after each annual election, the newly elected Directors shall meet for the purpose of organization, the election of officers, and the transaction of other business. Such meetings shall be held at such place within or without the State of Maine as may be designated by the Board of Directors.

Section 2: Regular Meetings.
Regular meetings of the Board of Directors may be held at such times and at such places, either within or outside the State of Maine, as may from time to time be determined by resolution of the Board. The Board of Directors may authorize the President to fix the exact date and place of each regular meeting.

Section 3: Special Meetings.
Special meetings of the Board of Directors may be called by the President or by the Secretary and must be called by either of them on the written request of any two (2) members of the Board. Special meetings may be held at such place, either within or outside the State of Maine, and at such time as shall be specified in the notice of meeting.

Section 4: Notice of Meetings.
Notice of all Directors' meetings, except as herein otherwise provided, shall be given by mailing the same at least three (3) days before the meeting, or by sending notice by email or facsimile transmission at least one (1) day before the meeting to the usual business or residence address of the Director. Any Director may waive notice of any meeting. The attendance of any Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or these Bylaws.

Section 5: Parliamentary Procedures
All meetings will conducted in accordance with Robert's Rules of Order

Section 6: Informal Action by Directors.
Any action required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof may be taken without a meeting, if a written consent to such action is signed by all members of the Board or of such committee, as the case may be, and such written consent is filed with the minutes of the proceedings of the Board or committee.

Section 7: Telephone Meetings.

Members of the Board of Directors or a committee of the Board may participate in a meeting by means of a conference telephone or similar communications equipment if all persons participating in the meeting can hear each other at the same time. Participation in a meeting by these means constitutes presence in person at the meeting.

ARTICLE V – COMMITTEES

Section 1: Committees serving the Board
The Board may create committees as needed, such as fundraising, housing, etc. The Board Chairperson appoints all committee chairs. There will be tow (2) standing committees; Executive and Finance.

Section 2: Executive Committee
The Executive Committee will consist of five (5) members from the Board of Directors. Except for the power to amend the Articles of Incorporation and Bylaws, the Executive Committee shall have all of the powers and authority of the Board of Directors in the intervals between meetings of the Board of Directors, subject to the direction and control of the Board of Directors.

Section 3: Finance Committee
The Treasurer is chair of the Finance Committee, which includes two other Board members. The Finance Committee is responsible for developing and reviewing fiscal procedures, a fundraising plan, and annual budget with staff and other Board members. The Board must approve the budget, and all expenditures must be within the budget. Any major change in the budget must be approved by the Board or the Executive Committee. The fiscal year shall be the calendar year. Annual reports are required to be submitted to the Board showing income, expenditures and pending income. The financial records of the organization are public information and shall be made available to the Board members and the public.

ARTICLE V-A -- CORPORATE ASSETS AND EARNINGS

Section 1: Investments
The Corporation shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it, according to the judgment of the Board of Directors, without being restricted to the class of investments which a director is or may hereafter be permitted by law to make or any similar restriction; provided, however, that no action shall be taken by or on behalf of the Corporation if such action would result in the denial or loss of the tax exemption under Section 501(c)(3) or any other section of the Internal Revenue Code of 1986 and applicable Regulations relating thereto as they now exist or as they may hereafter be amended (the "Code").

Section 2: Inurement Prohibition; Interest in Contracts

No Director, officer, committee member, or employee of, or any person connected with, the Corporation, or any other private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the Corporation, provided that this shall not prevent the payment to any such person of such reasonable compensation and reimbursement of expenses as shall be fixed by the Board of Directors for services rendered to or for the Corporation in effecting any of its purposes; and no such person or persons shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the Corporation. Any director, officer, employee, committee member, or agent of the Corporation may be interested directly or indirectly in any contract relating to the operation of the Corporation, and may freely make contracts, enter transactions or otherwise act on behalf of the Corporation notwithstanding that such person may also be acting for himself or herself or for a third party in so doing; provided, however, that any such contract or transaction shall be at arm's length and be in compliance with the requirements of this Article.

Section 3: Dissolution
Upon the dissolution or winding up of the affairs of the Corporation, whether voluntary or involuntary, the assets of the Corporation then remaining in the hands of the Board of Directors, after all debts have been satisfied, shall be distributed, transferred, conveyed, delivered, and paid over, in such amounts as the Board of Directors may determine or as may be determined by a court of competent jurisdiction upon application of the Board of Directors, exclusively to social welfare, charitable, or educational organizations which would then qualify under the provisions of Section 501(c)(3) of the Code.

Section 4: Exempt Activities
Notwithstanding any other provision of these Bylaws, no member, Director, officer, employee, or representative of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Code.

ARTICLE VI – ADDITIONAL PROVISIONS

Section 1: Indemnification of Officers and Directors
The Corporation shall indemnify every corporate agent. A trustee or officer shall not be personally liable to the Corporation for damages for breach of any duty owed to the Corporation, its beneficiaries, or its Board of Directors, except that nothing contained herein shall relieve a trustee or officer from liability for breach of a duty based on an act of omission: (a) in breach of such person's duty of loyalty to the Corporation; (b) not in good faith or involving a knowing violation of law; or (c)resulting in receipt of an improper personal benefit.

Section 2: Insurance.
The Board of Trustees shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 3: Audit.

At the close of each fiscal year, the accounts of the Corporation shall be audited by an independent auditor, who is either a Certified Public Accountant or a Registered Municipal Accountant, and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be hired for this purpose by a majority vote of the members of the Board of Trustees present at the regular public meeting at which the motion to hire the auditor is being considered. The audit shall be done in compliance with Maine statutes governing Charter Schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations.

Section 4: Agents and Employees
The Board of Directors may appoint agents and employees who shall have such authority and perform such duties as may be prescribed by the Board. The Board may remove any agent or employee at any time with or without cause. Removal without cause shall be without prejudice to such person's contract rights, if any, and the appointment of such person shall not itself create contract rights.

Section 5: Compensation of Agents and Employees.
The Corporation may pay compensation in reasonable amounts to agents and employees for services rendered, such amount to be fixed by the Board or, if the Board delegates power to any officer or officers, then by such officer or officers.

ARTICLE VII – AMENDMENTS

Section 1: Amending the Bylaws
These Bylaws may be amended when necessary by a two-thirds majority of the Board of Directors. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

These Bylaws were approved as amended at meeting of the Board of Directors of Harpswell Coastal Academy, Inc. October 29, 2012.

	Name	Signature	Date
Chair	Joseph Grady		
Vice-Chair	Jeff Slocum		
Treasurer	Erin Pelletier		
Secretary	Sharon Whitney		
5			
6			

7_____

8_____

9_____

Head of SchoolPro Tem_John D'Anieri_____

HARPSWELL COASTAL ACADEMY
Conflicts of Interest Policy
PURPOSE

The purpose of this conflicts of interest policy is to protect the interest of **Harpswell Coastal Academy ("HCA")** when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation.

This policy is intended to supplement but not to replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

CONFLICTS COVERED BY THIS POLICY

For purposes of this Policy, a conflict of interest exists whenever the interests or concerns of any officer or director may be seen as competing with the best interests of HCA. Conflicts tend to occur:

1. Where an officer or director (or a relative, business partner, or organization with which any such person has a formal relationship) has a financial interest in a decision of the Board or any action by HCA; and
2. Where an officer or director has a conflict of loyalties even if he or she has no personal interest in the decision or action to be taken.

DEFINITIONS

Interested Person. Any director, officer, or member of a committee with Board-delegated powers who has a direct or indirect *financial interest*, as defined below, is an interested person.

Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family —

- an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement; or
- a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or
- a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest has a conflict of interest only if the Executive Committee of the HCA Board determines that
a conflict of interest exists.

PROCEDURES

Duty to Disclose

In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material facts to the Directors and members of committees with Board-delegated powers considering the proposed transaction or arrangement.

Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The Executive Committee of the HCA Board shall decide if a conflict of interest exists.

Procedures for Addressing the Conflict of Interest

An interested person may make a presentation at a meeting of the Executive Committee of the Board, but after such presentation, the interested person shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that is the basis of the conflict of interest.

The Chair of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the Executive Committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation, and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

Violations of the Conflicts of Interest Policy

If the Executive Committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Executive Committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

RECORDS OF PROCEEDINGS

The minutes of the Board and all committees with Board-delegated powers shall contain —

- the names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of

interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed; and

- the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

EMPLOYMENT

A Board member who is formally considering employment with HCA must take a temporary leave of absence until the position is filled. Such a leave will be taken within the Board member's elected term, which will not be extended because of the leave. A Board member who is formally considering employment with HCA must submit a written request for a temporary leave of absence to the Secretary of the Board, indicating the time period of the leave. The Secretary of the Board will inform the Chair of the Board of such a request. The Chair will bring the request to the Executive Committee of the Board for action. The request and any action taken shall be reflected in the official minutes of the Executive Committee of the HCA Board.

COMPENSATION

A voting member of the Board of Directors who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of the Board of Directors who is a *family member* of a person who receives compensation, directly or indirectly, from the Corporation for services also is precluded from voting on matters pertaining to that person's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

STATEMENTS

Upon initial election to the HCA Board of Directors, and annually thereafter, each director, officer, and member of any committee with Board-delegated powers shall sign a statement which affirms that such person —

- has received a copy of the conflicts of interest policy,
- has read and understands the policy,
- has agreed to comply with the policy, and
- understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Harpswell Coastal Academy, Inc.
CONFLICT OF INTEREST
DISCLOSURE FORM

This form must be signed by all specified parties, as identified in the HCA Conflict of Interest Policy Statement:

___ I have no conflict of interest to report.
___ I have the following conflict of interest to report (please specify):

_____

_____

_____

_____

_____

The undersigned, by their affixed signature, note their understanding of the implications of this policy.

_____ _____
Signature Printed Name

Date:_____

EXAMPLES OF POSSIBLE CONFLICT

A Board member is related to another board member or staff member by blood, marriage or domestic partnership.

1. A Board member is a member of the governing body of a contributor to HCA.
2. A Board member's organization receives grant funding from HCA.
3. A Board member or their organization stands to benefit from a HCA transaction.

SUMMARY OF BOARD DEVELOPMENT, MARKETING, AND FUNDRAISING CONSULTING SERVICES TO BE PROVIDED BY BULL MOOSE GROUP OF HARPSWELL, MAINE TO HARPSWELL COASTAL ACADEMY

SERVICES:

Bull Moose Group (BMG) will provide the following services in connection with the formation and operation of Harpswell Coastal Academy:

1. **Board Development**
    - Assist with the development and/or revision of the Mission Statement
    - Create a Board Member handbook outlining the Roles and Responsibilities of a Board Member and an Advisory Board member
    - Establish a committee structure
    - Establish a campaign cabinet structure
    - Assist with recruitment of board members and Campaign Cabinet members
    - Review of By Laws
    - Consult on other governance issues
2. **Marketing, Website and Social Media**

    - Create a powerful and meaningful online presence
    - Revise website
    - Manage facebook page
    - Create a youtube channel
    - Write press releases and submit online
    - Collaborate with corporate fiscal partner, GOMLF

3. **Fundraising for Start Up Costs**

    - **Phase 1:** Leadership gifts (founders) AUGUST-DECEMBER

      Work with Campaign Cabinet to develop an overall campaign strategy
      Assist with recruitment of campaign leadership
      Develop and finalize the Case Statement
      Create printed and electronic materials
      Assist with prospect identification, analysis, cultivation, and solicitation
      Train board and Campaign Cabinet members on solicitation techniques
      Create and monitor the budget and time line
      Organize all campaign functions and meetings

    - **Phase 2:** General Fundraising Campaign JANUARY-JULY (this assumes the charter has been granted)

Use materials created in Phase 1 and reach out to second tier prospects
Hold fundraising parties/events

- **Phase 3:** Develop Corporate Partner Program and continue with general fundraising campaign JANUARY-ongoing

FEES:

In consideration and recognition of the mission of HCA and being a member of the local community, Bull Moose Group agrees to dramatically discount its regular fees. BMG recommends a retainer-based contract, allowing both HCA and BMG to budget and plan accordingly. Assuming an average of 15 hours a week from July-December, 2012, a monthly retainer of $2000 (equivalent to $33/hr) shall be paid to BMG. Hourly billing is an option although our normal hourly rate is $125/hr and therefore most of our clients see the advantage of a monthly retainer.

All services outlined above will be provided under the retainer arrangement with the exception of website revisions (not anticipated to exceed $500). Payment of fees will be deferred until revenue is received from fundraising and/or grants. A schedule of payments shall be determined and agree upon by all parties.

PERSONNEL:

Bull Moose Group is comprised of a team of independent consultants who bring expertise and experience in virtually all aspects of fundraising, organizational development, social media strategy, event planning, website design and marketing. Many of these consultants are highlighted on the BMG website: www.bullmoosegroup.com under the **Meet Our Team** tab. In addition, we work closely with ROI, a full service graphic design studio and Off Campus Media, St. Louis and Chicago, specializing in social media and search engine optimization.

BMG is a small firm that can provide individualized attention to the staff and leadership of HCA. In addition, a local presence and familiarity with the geographic area and the donor base is a unique asset for BMG. The principal consultant responsible for the services will be Ronnie Weston.

REFERENCES:

Harpswell Neck Fire and Rescue Department
Walter Norton, Member of the Capital Campaign Committee: wmnorton@skassen.com

Gulf of Maine Lobster Foundation
Erin Pelletier, Executive Director: 207-985-8088; erin@gomlf.org

Holocaust and Human Rights Center of Maine
Robert Bernheim, Executive Director: 207-621-3533; robert.bernheim@maine.edu

Harpswell Coastal Academy

96 Sabbady Point Road
Windham ME 04062

Phone (207) 798-2323
E-mail cdrlarson_1@yahoo.com

Victoria M. Larson

Objective

Extensive experience in Program/Project Management and Engineering Auditing in both civilian settings (Medical & Banking technologies) and military (Training & Financial systems). Strong leadership and managerial skills with extensive experience molding teams from resources having diverse backgrounds and independent agendas into solid working units with outstanding outcomes regardless of the project. Excellent communication skills and understanding of the challenges of project scheduling, reporting, auditing and budgeting. Experienced in developing and implementing projects/programs/portfolios of work and engineering audits.

Work experience

TD Bank, Vice President, Program Manager, Infrastructure Auditing, February 2011 to Present
Lewiston Maine

- Define scope and objectives with auditors for Infrastructure audits within the United States for TD Bank

TD Bank, Vice President, Senior Infrastructure Program Manager for Retail, US TS Engineering, October 2009 to February 2011

Lewiston Maine

- Provided technical support for infrastructure to the Retail Line of Business to include coordination of test regions for distributed and mainframe applications.
- Managed the technical side of the current Work Management Office (WMO), including a staff of five resources and provided guidance for project management methodologies, tools and reporting to the entire TD Banknorth Technology Department.
- Oversaw the development of numerous documents and provided extensive training to Project Managers on management of schedules, resource planning and the Primavera Project Management tool to more completely reflect the application's processes and procedures.
- Worked with Senior Management to develop and manage project schedules, resource plan and extensive reports in support of the '05 – '07 projects including acquisitions.
- Managed multiple complex projects and tasks simultaneously, while ensuring Project Managers' completion of projects within the political scope of many projects.

Vice President & Manager, Relationship and Support Manager, Banknorth

Lewiston Maine

- Led a six million dollar project undertaken by retail banking to develop an initial Windows-based Teller system and was successful at securing the requirements for the current client/server configuration now found in 580

branches.

- Was responsible for the successful transition of all Mainframe processing from Little Rock, AK to Lewiston, ME.
- Entrusted to and successfully turn around the following failing projects: Customer Relationship Tracking System, Retail Sales Tracking System and the Platform Upgrade For Maine.

Project Manager, Maine Medical Center - March 1999 to September 2000

Portland Maine

- Managed the design and development of a Nurse Scheduling System & Pharmaceutical System.
- Instituted the project management tool entitled ABT.
- Provided assisted in preparing for Y2K efforts on various projects.

Director of Plans and Programs, Training, Medical and Financial Systems

New Orleans, LA

- Directed development efforts and provided cost estimates for the portfolios of Training, Medical and Financial computer systems supporting 137,000 Navy Reservists.
- Provided weekly briefings in the Pentagon to the Chief of Naval Operations on the Y2K efforts for the three portfolios.

Education

- M.Ed., University of West Florida
- MBA., Computer Systems, Naval Postgraduate School

Professional memberships

- ISACA
- PMI

Community activities

- Maine Maritime Academy, Board of Trustees
- Granite Mills Estate, Condominium Board

Joseph M. Grady 90 Neils Point Road Harpswell, Maine 04079 H 373-0399 C 400-7999
gradys5@comcast.net

PROFILE

Consummate professional with a unique, diverse background of leadership and management. Seeking a position where exceptional communication skills and rigorous standards can support the needs of nonprofit organizations in Maine.

EXPERIENCE

Farmer Owner, Two Coves Farm; Harpswell, Maine 2009 - Present

Operate a small diverse farm business offering natural meat, eggs and hay for sale to the public. Implementing a Holistic Management approach to land use and agricultural production on preserved coastal land. Farm is operated using a CSA business model.

Humanities Teacher, Casco Bay High School; Portland, ME 2007-2011

Lead teacher for grade 9 / 10 cluster in expeditionary learning environment. Member of Leadership Team and Senior Humanities Task Force. Known among students and colleagues for ability to communicate and coordinate learning experiences that engage a diverse student body and help integrate school within broader community.

Executive Director, Mount Washington Valley Children's Museum May - August 2009

Lead small nonprofit through its largest fundraiser and growth period. Significantly increased membership and presence in the community for this young organization while managing all day to day aspects of the museum, store, office, staff, volunteers, and membership.

Farm Manager, Dean of Students, The Meeting School; Rindge, NH - 2002- 2006

Oversaw farm operations including planning, budgeting, employee supervision, curriculum, infrastructure maintenance, and production. Revived school's farm program and land use policies using sustainable agriculture best practices. Dean responsible for all student disciplinary referrals, oversight, family communication and followthrough.

Chef and Kitchen Manager, A Fine Kettle Of Fish; Casco, Maine Seasonal 1998 - 2008

Coordinated menus, ordering, inventory, staff, and customer service for small resort restaurant.

EDUCATION

Boston College, BA History and Secondary Education 1994

SKILLS

• Efficient and effective communication style, personable demeanor and professional attitude
• Proven leadership, oversight, entrepreneurial, and management capabilities in a variety of fields • Graduate of Landmark Education's Curriculum for Living- 1997 - 2000
• Years of customer service experience in both food service and educational environments
• Proficient with Microsoft Word, Excel, Outlook, Powerpoint, Quickbooks, Pages, OpenOffice, NeoOffice, and Keynote

Harpswell Coastal Academy

Erin Pelletier

20 Blueberry Pines Dr. Kennebunk, ME 04043

PROFESSIONAL/RESEARCH EXPERIENCE

Gulf of Maine Lobster Foundation, Kennebunk, Maine

Executive Director June 2007- present

- Oversee all staff, projects and finances of the organization. Month end grant invoicing (Federal and State) and budget justifications. Extensive use of Quickbooks to administer payroll, A/P, A/R. Organize grant writing and implementation of all research projects. Report directly to the Board of Directors.

Community Science Director (2003- 2007)

- Manage all aspects of several cooperative research projects with the lobster industry including eMOLT temperature probe project, Ventless Trap Survey, and Groundline Rope Exchange.

The Environmental Schools, Ocean Park, Maine

Associate Director 1998-2003

- Assist Executive Director with administration and finances for the organization as well as hiring and overseeing teaching staff. Program consisted of four residential sites throughout New England with over 30 staff members and up to 500 students each week.

Controller (1999-2003)

- Using Quickbooks, managed all aspects of finances including weekly invoicing to schools and budget reviews on a monthly basis. Use of Quickbooks to administer payroll, A/P, A/R.

Program Director and Naturalist, Ocean Park site (1995-1998)

- Oversee and manage 4 residential environmental education sites in New England.
- Managed education staff and program curriculum.
- Environmental educator for astronomy, forest, fresh and salt water ecology.

Shoals Marine Laboratory, Appledore Island, Maine

Teaching Assistant, Field Marine Science (1998)

- Teaching assistant for university marine science class.

Island Assistant/Lab Preparator (1996-1997)

- Organize lab supplies, and assist with research vessel preparation.

Seacoast Science Center, Rye, NH

Environmental Educator (1997)

- Outdoor education with an emphasis on ocean ecology.State University of New York, Cortland, NY; BS, Biology and Environmental Science 1994

Harpswell Coastal Academy

Sharon Whitney

Eartheart Gardens

www.eartheartgardens.com

1709 Harpswell Neck Rd, Harpswell, ME 04079

Sharon Whitney earned a Bachelor of Education from Keene State College. After graduation she taught grades 1-3 in ungraded classrooms at two schools offering alternative education for k-12, first at Lewis-Wadhams school in Westport, NY and later at Collins Brook School in Pownal, ME.

She was co-founder of Collins Brook School.

Sharon devoted 30 years to helping people of varying ages and abilities learn to swim, teaching as a paid staff and sometimes as a volunteer.

For a brief time Sharon worked at Job Corps in Poland Spring, Maine. There her responsibilities included running a nursery school/day care and training young women to be teacher aides.

Sharon pursued her love of the natural world in her second line of work. She was fortunate to meet the late Dr. Currier McEwen who took her under his wing and taught her about hybridizing iris. She attended Southern Maine Technical College enrolling in plant and soil classes. She combined her work with Dr. McEwen and her education at SMTC to open Eartheart Gardens, which she has run for the past 30 years. She develops new iris cultivars and offers fine gardening services to clients in the Midcoast area.

Sharon lives with her husband, Don Clifford, on Harpswell Neck where they raised two daughters. They have been residents of Harpswell for almost 40 years and are blessed with three wonderful grandchildren.

Harpswell Coastal Academy

Jeffrey S. Slocum D.C.
Bio

Jeffrey S. Slocum, D.C.

Dr. Slocum is 1993 graduate of Logan College in St. Louis Missouri and has been in private practice full time for 19 years. He is a fourth generation chiropractor and the 11th member of his family to practice chiropractic. Dr. Slocum is the owner of Slocum Chiropractic "A Creating Wellness Center" in Brunswick, Maine.

Dr. Jeffrey Slocum is co-creator of Learning Curves ™ and The Legion of Chiropractic Warriors, and the annual Purposeful Connections seminar in Mexico. Dr. Slocum is the developer of a highly successful personal and professional training company called Advanced Leadership Solutions. Together he and his partners provide the most dynamic leadership development and marketing programs in the Chiropractic profession. Dr. Slocum lectures internationally to chiropractors encouraging them to spread awareness of chiropractic in their communities.

Dr. Jeff as he is known has been featured as the key note speakers for the Maine Municipal association's annual and quarterly conventions where they have helped thousands of municipal employee's gain access to chiropractic coverage in Maine. Dr. Slocum was named one of the most influential chiropractors under 40 by chiropractic lifestyles magazine in 2008. He was featured as the On Purpose Chiropractor of the Month in July 2008. He was awarded the 2004 Chiropractor of the year for the Masters Circle and has spoken at the Winners Circle. He has spoken to the Student WCA, The American Chiropractor conference in Panama, New Beginnings, Bath Iron Works a division of General Dynamics Corp. and many other groups and organizations including State Boards of Education. Dr Slocum is regularly heard on Brican's Path To Excellence, LCFE monthly broadcasts and newsletters, and The American Chiropractor. Go to www.legionofchiropracticwarriors.com, e-mail at drjeff123@gmail.com or call (207) 522-7917 to speak to Dr. Slocum about becoming a Legion member and bringing the Legion arsenal to your practice and community or to have Dr. Slocum speak at your next event.

Sharon Whitney

Eartheart Gardens
www.eartheartgardens.com
1709 Harpswell Neck Rd, Harpswell, ME 04079

Sharon Whitney earned a Bachelor of Education from Keene State College. After graduation she taught grades 1-3 in ungraded classrooms at two schools offering alternative education for k-12, first at Lewis-Wadhams school in Westport, NY and later at Collins Brook School in Pownal, ME.

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Harpswell Coastal Academy

Community Partnerships at HCA

Harpswell Coastal Academy's approach is one that seeks to eliminate barriers between school and the so-called real world. Students who struggle to see the relevance of what they learn in school can connect much more regularly and effectively with the people, places, and jobs that Maine's mid-coast offers. Businesses, non-profits and community organizations can both contribute to and benefit from a set of experiences that help will help our young people develop the characteristics that both employers and employees need: resilience, creativity, problem-solving, and flexibility.

Field Work and Project Partners: Case Studies for grades 6-10
We say that our classrooms are "*Maine's shorelines, working waterfronts, forests, and farms" and that* **Our Partners are "***Maine's educators, entrepreneurs, and community organizations."*
At any given time, HCA students will be engaged in at least one high-profile, "real world" investigation. As a Field Work partner, you (and your business or organization) will be a part of that investigation over time – not just for a day long field trip, though that is possible – but as someone with a stake in the subject being studied and the student learning connected to it.

Internship Partners: Work Experience for Grades 11-12
Part of our mission at HCA is make sure that our young people graduate not just ready for college, but ready for all of the potential paths that might open for them – especially those that may enable them to earn a living on the coast of Maine. Our "Pathways" approach will require each of our high-school students to complete an internship that is meaningful for both the host and the student, and in many cases, we hope they lead to summer part-time and summer employment.

Enterprise Partners:
Our enterprise partners are businesses or non-profits where our students have an active, ongoing role that benefits the partner and enables HCA to offer unique experiences to our students. Our students will contribute regular articles to the Harpswell Anchor; work with Two Coves Farm and Veggie Corner to get healthy local food to folks who can't get to the farmer's market every week; work with our "Studio in Schools" artists to make and sell crafts.

Mentoring and Tutoring Partners
Plenty of research shows how important it is for young people to have reliable relationships with adults they respect and admire. Rather than patching the cracks after the kids have already fallen through, we think HCA can build on what we know works so that there'll be fewer cracks in the first place. We'll use our small size, unique school calendar and the wide and varied experiences of our community to make sure each child is supported to the greatest possible degree. This will not be a one-size fits all approach, but will incorporate the kinds of structures that work:

- After-school support and enrichment: regular, scheduled activities between 3pm and 6pm for all students who are no engaged in sports or outside of school activities.
- Evening and Saturday classes and clubs: Any (properly screened) community member can, with support and training and from HCA staff, offer weekly or weekend classes.

HCA Community Partnership Worksheet

Name of Organization/Individual:
Robert Logan/Art Barn

Type of Partnership:

Field Work or Project Partner X Internship Partner

X Enterprise Partner Mentoring and Tutoring Partner

What does your business or organization need?

Help in the art studio .

What can your business or organization offer?
Art experience

Are you interested in tutoring or mentoring?
Possible

Would you be interested in teaching a Saturday Class?
Yes

My wife and I are professional artists and maintain a studio here in Harpswell.
I have 28 years teaching experience in the arts…
I have taught at public and private schools throughout the country…

HCA Community Partnership Worksheet

Name of Organization/Individual: **Slocum Chiropractic**

Type of Partnership:

Field Work or Project Partner X Internship Partner

Enterprise Partner X Mentoring and Tutoring Partner

What does your business or organization need?

Interested, engaged, and excited individuals that have a desire to thrive not just survive.

What can your business or organization offer?

A working model of mentoring, education, practical experience, and developmental resources that will help the students create a working paradigm and lifestyle model of individual and community wellness development. We can do this through practical experiences, presentations, formal educational experiences, and site visits.

Are you interested in tutoring or mentoring?

Yes.

Would you be interested in teaching a Saturday Class?

On occasion.

HCA Community Partnership Worksheet

Name of Organization/Individual: *Eartheart Gardens, 1709 Harpswell Neck Road, Harpswell- Sharon Whitney*

Type of Partnership: *Internship Partner*

What can your business offer?
We can offer a seasonal part time job working in our gardens. The student will learn plant care, insect identification and how to work as a team. They will also learn how to present themselves to the public.

What does your business or organization need?(counting and calculating, writing, observing, anything that'll give students practice in something important or new).

What can your business or organization offer? (things that you do/have access to that kids'll find interesting, or that they SHOULD find interesting).

Are you interested in tutoring or mentoring?

Would you be interested in teaching a Saturday Class? (10 weeks at time, equivalent to "electives.")
EX: (String Band, Harpswell's Trails, Intro to Sailing)

Harpswell Coastal Academy

Planning Year 2012-13

Spring 2012	Continue Community Engagement Form Exploratory Design Team & Advisory Board
Summer 2012	Incorporate & Form Governing Board Draft Charter Application, Business Plan, Financial Plan Develop Fiscal Agent Partnership Raise start-up/seed funding
Fall 2012	Submit Charter Application File 501(c)3 status Secure space for years 1-3 Build board to 7-9 Raise Planning Year Funding
Jan. 2013	Charter Approval
Feb 2013	Hire Head of School
March 2013	Recruit first class of 6th and 9th graders
April 2013	Admissions Lottery if needed
Spring 2013	Hire staff
Summer 2013	Professional Development with staff

Operating Years 2013-20

Fall 2013	First day of school – 20-40 6th graders, 20-40 9th graders
Fall 2014	40-80 more students
Summer 2014	Begin work on permanent home, if necessary
Fall 2015	40-80 more students
Summer 2015	Move into permanent home
Fall 2016	40-80 more students, full capacity of 280 students.
June 2017	**First 9-12 graduating class!**
June 2020	**First 6-12 graduating class!**

Harpswell Coastal Academy

Planning Year 2012-13

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Transportation Plan

Year 1:
HCA's transportation plan is based on reaching a collaborative agreements with MSAD 75 that will enable the transportation supplement from both RSU 75 students and other districts to flow to RSU 75, resulting in a net increase in transportation funds with no additional cost to the district.

RSU 75 students:
AM: Currently, RSU 75 middle and high school student arrive at 7:45 AM and 7:50 am respectively. Several busses then travel empty to Harpswell to transport student to Harpswell Community School, including one that Harpswell Neck, arriving at West Harpswell School @8:30. Students from Bowdloinham, Bowdoin and Topsham will use this bus, Harpswell students are likely to carpool.

PM: The afternoon bus departs Harpswell Community School at 3:30 and drops students off in the West Harpswell School area around 4:00 pm. Our students will ride that bus back to Mt. Ararat, arriving in time to take the late bus home.

Other students: Because our first year population is small and will be drawn from a wide area, we plan on organizing reliable parent car pools in each of the communities that can bring students either to the SAD 75 bus (they will all be able to fit on the RSU 75 bus that comes down Harpswell Neck and returns students in the afternoon, or all the way to HCA.)
WE will guarantee that every attending student will have reliable transportation to and from HCA at no cost to families.

Year 2:
HCA plans on continuing the arrangement with MSAD 75 for students for whom that makes sense. But with 120 students in year 2 and an educational model that depends on frequent field work, we also plan on purchasing 2 used, recently off-lease, fully inspected and handicap-capable busses to augment the RSU 75 bus. HCA also plans on ensuring that at least 4 of our adult staff are licensed bus drivers, including Head of School John D'Anieri, who has previously been licensed.

Towns	# of students	To/from school
Bowdoinham, Bowdoin, Topsham	40	RSU 75
Freeport, Pownal Durham, Lisbon, Harpswell Neck	20	HCA 1 57 miles round trip
Bath, W. Bath, Woolwich, Harpswell Islands	20	HCA 2: 42 miles round trip.
Brunswick	40	Half HCA 1 Half HCA 2

Cost estimate:
HCA busses travel 198 miles/day x 200 days/year = @ 40,000 miles.

Estimated cost insurance, maintenance, parts, labor @ $.15/mile = $6000
(School Bus Fleet Magazine)

Estimated fuel cost: 40,000 miles @ 8-9 mpg = 4700 gallons @$4.00/gallon =	$18,000
Purchase of 2 Used 40 passenger busses w/handicap ramp: $13,000 each =	$26,000
Cost of CDL/Bus Driver Training for 4 @ $800 each =	$3200
	$53,200
Pass through payment to RSU 75	$21,500
	$74,700

2000 International Mid Bus School bus. T444E International Diesel Engine...545 ALLISON AUTOMATIC TRANSMISSION...2000 International chassis Mid-Bus Bus Body...27 children / 18 adult passengers with rear wheelchair lift .. seat belts... 133,000 original miles....

1999 FREIGHTLINER W4, 99 FREIGHTLINER SCHOOL BUS WITH AIR CONDITIONING 65 PASSENGERS $9500

School Discipline Policy

HCA's approach to School Discipline is described in the narrative; all violations of community norms will be addressed within the Restorative Justice-based "Fairness Circles," with exceptions for violations requiring immediate intervention (as described in the following Code of Discipline from Codman Academy.) The **Head of School** is directly responsible for facilitating Fairness Circles and for administering the Code of Discipline.

HCA's Board of Directors will adopt and put in place a policy such as the one below before the beginning of the 2013 school year. Following the best practices of the Coalition of Essential Schools and Expeditionary Learning Schools, HCA's unique code of conduct and community norms will be built with students during the first six weeks of school and will be revisited and revised during the first six weeks of every subsequent school year.

Codman Academy Charter Public School
CODE OF DISCIPLINE

Safety is a priority for all at Codman Academy Charter Public School.

State law permits the Principal to expel a student for:
a) Bringing to school a dangerous weapon or a controlled substance
b) Assaulting an educational staff person
c) Being convicted of a felony, under certain circumstances

A student may be suspended or expelled for serious offenses, including:
a) Being under the influence of illegal drugs or alcoholic beverages
b) Harming or attempting to harm another person with a weapon or dangerous object
c) Hurting another person (or threatening to hurt another person)
d) Bringing to school a weapon or dangerous object
e) Using a mock gun in a threatening manner
f) Damaging or stealing private school property (or threatening to do so)
g) Sexually harassing another person
h) Using racial or ethnic slurs, profanity, or obscene language
i) Disrupting school or classroom activity
j) Refusing to identify himself or herself
k) Cheating and/or plagiarism
l) Hazing or violence, or the threat of hazing or violence, toward another student or school personnel
m) Smoking on any school grounds
n) Tampering with school records

o) Leaving the school without permission or cutting classes.
p) Violation of code of conduct.

Suspension is not being allowed to attend school for one to thirty days. Before a student can be suspended, the Principal must:
(1) notify the student and the student's parent/guardian of the violation,
(2) schedule a hearing,
(3) inform the family by letter of the date, time, and place for the
hearing, and
(4) hold the hearing. At the hearing, the Principal hears the evidence and decides whether the student should be suspended. If the student and the parent/guardian disagree with the suspension, they may appeal the decision to the Board of Trustees within ten school days.

The Principal will expel a student (and automatically notify the police) for:
a) Possessing, selling, or distributing controlled substances
b) Bringing to school a firearm (or a dangerous object for a second time)
1000 feet of school property.
Expulsion is not being allowed to attend school for a minimum of thirty school days and a maximum of one full calendar year. Before a student can be expelled, the Principal must
(1) notify the student and the student's parent/guardian of the violation,
(2) schedule a hearing,
(3) inform the family by letter of the date, time, and place for the hearing, and
(4) hold the hearing. At the hearing, the Principal listens to witnesses and examines the evidence. The student or parent/guardian may bring a lawyer or advocate to the hearing. The school also will provide an interpreter for parents who have limited English-speaking skills. Following the hearing, if the Principal decides to expel a student, the student and parent/guardian must be notified in writing.

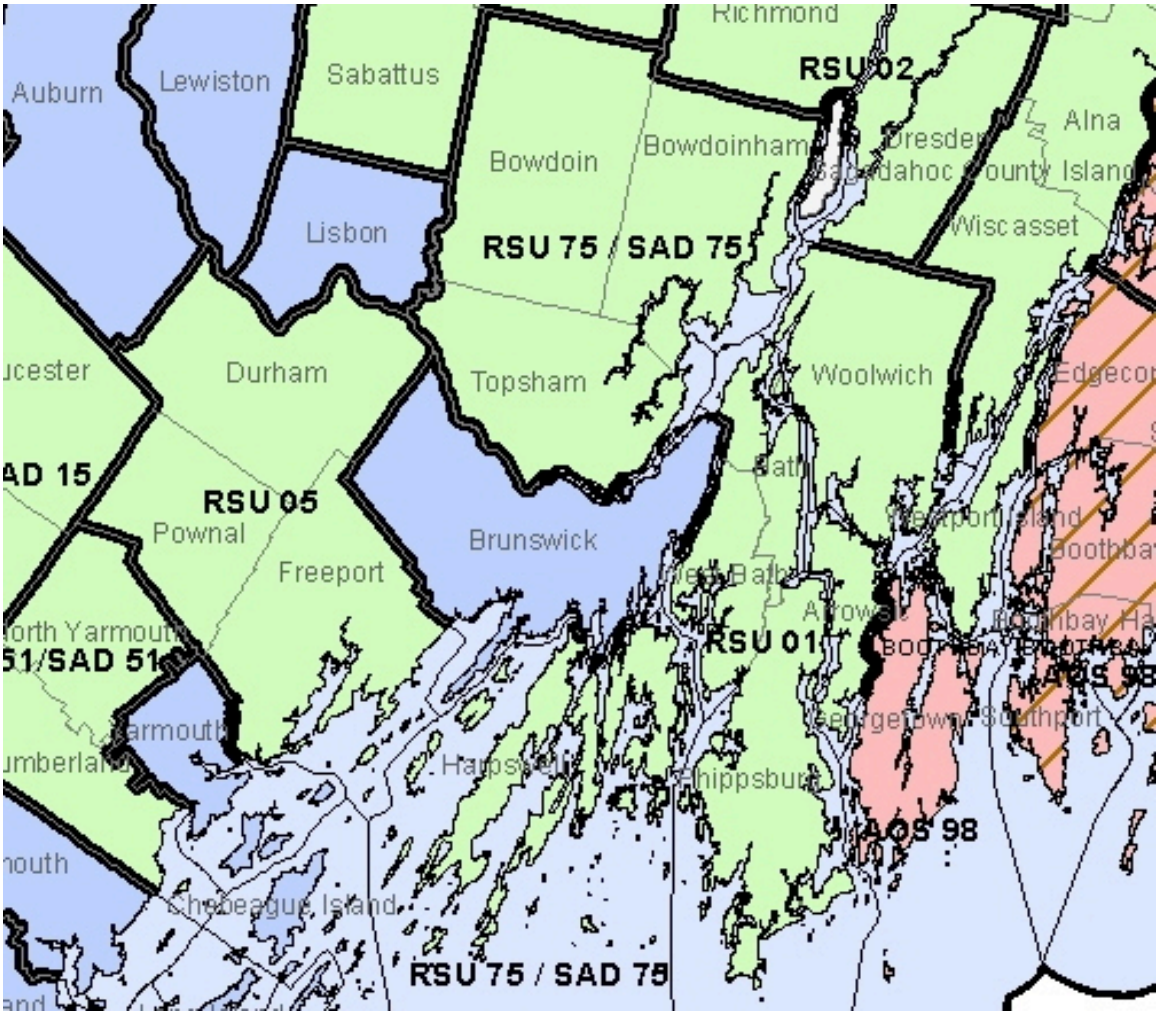
When a student is expelled under these provisions and applies for admission to another school for acceptance, the Principal shall notify the superintendent of the receiving school of the reasons for the pupil's expulsion.

The Code of Discipline applies to all students. There are specific procedures, however, for disciplining students with disabilities.
a) Each student's IEP should indicate why he/she is not expected to meet the regular discipline code, and what modification is required.
b) Records must be kept of the number and duration of suspensions of special needs students.

Procedures should be established for notifying the Administrator of Special Education whenever a student with special needs is given a suspension of more than ten cumulative days. Written notice of a proposed suspension exceeding ten days, and a request for approval of the alternative plan must be filed with the Department of Education, Division of Special Education. If a suspension of more than ten cumulative days is challenged, the charter school shall not suspend a student during the pending of Bureau of Special Education Appeals hearing or judicial process, unless the school obtains a court order.

Our Classrooms *Maine's shorelines, working waterfronts, forests, and farms.*
Our Partners *Maine's educators, entrepreneurs, and community organizations.*
Our Promise *Citizen-scholars dedicated to Maine's future.*

Catchment Area



Green Areas: RSU/SAD 75, RSU 05, RSU 01
Blue Areas: Brunswick, Lisbon

Private/Out of Distict Students Grade 6-12 in Harpswell Coast Academy Catchment Area, 2010-11

County	Resident Town	Resident SAU	Attending SAU	Attending School	5	6	7	8	9	10	11	12	Resident Count
Androscoggin	Durham	RSU 05	North Yarmouth	North Yarmouth	1		2			1	3	1	8
Androscoggin	Durham	RSU 05	Waynflete Schoo	Waynflete Schoo	1		1						3
Androscoggin	Lisbon	Lisbon S	ME Sch of Scien	ME Sch of Science & Mathematics								1	1
Androscoggin	Lisbon	Lisbon S	North Yarmouth	North Yarmouth Academy					2		1		3
Androscoggin	Lisbon	Lisbon S	Portland Public S	Portland High School						1			1
Androscoggin	Lisbon	Lisbon S	RSU 04	Oak Hill High School								1	1
Androscoggin	Lisbon	Lisbon S	RSU 09/MSAD 0	Cascade Brook School									1
Cumberland	Brunswi	Brunswi	North Yarmouth	North Yarmouth	1		1	3	4		3	1	13
Cumberland	Brunswi	Brunswi	Portland Public S	Lyman Moore Middle School				1					1
Cumberland	Brunswi	Brunswi	Portland Public S	Lyman Moore Middle School				1					1
Cumberland	Brunswi	Brunswi	RSU 12	Wiscasset High School								1	1
Cumberland	Brunswi	Brunswi	RSU 15/MSAD 1	Gray-New Gloucester High School								1	1
Cumberland	Brunswi	Brunswi	RSU 75/MSAD 7	Mt Ararat High School								1	1
Cumberland	Brunswi	Brunswi	Waynflete Schoo	Waynflete Schoo	1	2	3	1	1	2	2		15
Cumberland	Freepor	RSU 05	Gr Portland Chri	Gr Portland Christian School									1
Cumberland	Freepor	RSU 05	ME Sch of Scien	ME Sch of Science & Mathematics								1	1
Cumberland	Freepor	RSU 05	North Yarmouth	North Yarmouth	1	1	5	6	3	3	4	5	28
Cumberland	Freepor	RSU 05	Portland Public S	Casco Bay High School								1	1
Cumberland	Freepor	RSU 05	Waynflete Schoo	Waynflete Schoo	3		3	3	4	3	7	2	27
Cumberland	Freepor	RSU 05	Yarmouth Schoo	Yarmouth High School					2		1	2	5
Cumberland	Harpsw	RSU 75/	ME Sch of Scien	ME Sch of Science & Mathematics						1		1	2
Cumberland	Harpsw	RSU 75/	North Yarmouth	North Yarmouth Academy					1		1	3	5
Cumberland	Harpsw	RSU 75/	Waynflete Schoo	Waynflete School				1					1
Cumberland	Pownal	RSU 05	Gr Portland Chri	Gr Portland Christian School									1
Cumberland	Pownal	RSU 05	North Yarmouth	North Yarmouth Acad		1			1				2
Cumberland	Pownal	RSU 05	Waynflete Schoo	Waynflete Schoo	1								1
Sagadahoc	Arrowsi	RSU 01	Waynflete Schoo	Waynflete School						1			1
Sagadahoc	Bath	RSU 01	East Millinocket	Schenck High School					1				1
Sagadahoc	Bath	RSU 01	ME Sch of Scien	ME Sch of Science & Mathematics							1		1
Sagadahoc	Bath	RSU 01	North Yarmouth	North Yarmouth Acad		1						2	3

Private/Out of Distict Students Grade 6-12 in Harpswell Coast Academy Catchment Area, 2010-11

Sagadahoc	Bath	RSU 01 ·	Waynflete Schoo	Waynflete School						1		1
Sagadahoc	Bowdoi	RSU 75/	ME Sch of Scien	ME Sch of Science & Mathematics					1			1
Sagadahoc	Bowdoi	RSU 75/	ME Sch of Scien	ME Sch of Science & Mathematics							1	1
Sagadahoc	Bowdoi	RSU 75/	Waynflete Schoo	Waynflete School		1		1				3
Sagadahoc	Georget	Georget	Lincoln Academy	Lincoln Academy				2	1	1		4
Sagadahoc	Phippsb	RSU 01 ·	ME Sch of Scien	ME Sch of Science & Mathematics					1			1
	Richmo	RSU 02	Portland Public S	Portland High School					1			1
Sagadahoc	Richmo	RSU 02	RSU 02	Hall-Dale High School				1	1			2
Sagadahoc	Topshan	RSU 75/	Cape Elizabeth S	Cape Elizabeth High School						1		1
Sagadahoc	Topshan	RSU 75/	Lisbon School D	Lisbon Community School								1
Sagadahoc	Topshan	RSU 75/	Lisbon School D	Lisbon High School					1			1
Sagadahoc	Topshan	RSU 75/	North Yarmouth	North Yarmouth	1	1	1	1		1		5
Sagadahoc	Topshan	RSU 75/	RSU 05	Freeport High School						1		1
Sagadahoc	Topshan	RSU 75/	Waynflete Schoo	Waynflete School			1					2
Sagadahoc	West Ba	RSU 01 ·	North Yarmouth	North Yarmouth Academy					2	2	1	5
Sagadahoc	Woolwi	RSU 01 ·	Lincoln Academy	Lincoln Academy				3	2	1	3	9
Sagadahoc	Woolwi	RSU 01 ·	Waynflete Schoo	Waynflete School		1						2
					10	6	17	18	27	22	31	29 Pri

Students in Grades 6-12 in Harprsell Coastal Academy Catchment Area, 2010-11

County	Resident Town	Resident SAU	Attending SAU	Attending School	5	6	7	8	9	10	11	12	Resident Count
Androscoggi	Durham	RSU 05	Auburn School D	Edward Little High School							1		1
Androscoggi	Durham	RSU 05	Brunswick Schoo	Brunswick High School					12	13	20	31	76
Androscoggi	Durham	RSU 05	Lisbon School De	Lisbon Community School									2
Androscoggi	Durham	RSU 05	Lisbon School De	Lisbon High School							2	3	5
Androscoggi	Durham	RSU 05	Lisbon School De	Philip W Sugg Middle School				1					1
Androscoggi	Durham	RSU 05	North Yarmouth	North Yarmouth	1		2			1	3	1	8
Androscoggi	Durham	RSU 05	RSU 05	Durham Commu	37	44	48	35					406
Androscoggi	Durham	RSU 05	RSU 05	Freeport High School					29	25	22	10	86
Androscoggi	Durham	RSU 05	RSU 05	Freeport Middle School		1							1
Androscoggi	Durham	RSU 05	RSU 05	Mast Landing Sc	1								1
Androscoggi	Durham	RSU 05	RSU 05	Morse Street School									1
Androscoggi	Durham	RSU 05	RSU 05	Pownal Elementary School									1
Androscoggi	Durham	RSU 05	Waynflete Schoo	Waynflete Schoo	1		1						3
Androscoggi	Lisbon	Lisbon Schoo	Auburn School D	Edward Little High School								2	2
Androscoggi	Lisbon	Lisbon Schoo	Lewiston School	Lewiston High School					1				1
Androscoggi	Lisbon	Lisbon Schoo	Lisbon School De	Lisbon Commun	101								602
Androscoggi	Lisbon	Lisbon Schoo	Lisbon School De	Lisbon High School					117	89	113	117	436
Androscoggi	Lisbon	Lisbon Schoo	Lisbon School De	Philip W Sugg Middle Scl		107	85	99					291
Androscoggi	Lisbon	Lisbon Schoo	ME Sch of Scien	ME Sch of Science & Mathematics								1	1
Androscoggi	Lisbon	Lisbon Schoo	North Yarmouth	North Yarmouth Academy					2		1		3
Androscoggi	Lisbon	Lisbon Schoo	Portland Public S	Portland High School						1			1
Androscoggi	Lisbon	Lisbon Schoo	RSU 04	Oak Hill High School								1	1
Androscoggi	Lisbon	Lisbon Schoo	RSU 09/MSAD 0	Cascade Brook School									1
Androscoggi	Livermore	RSU 36/MSAD	RSU 10	Dirigo High School					1		1		2
Cumberland	Brunswick	Brunswick Scl	Auburn School D	Edward Little High School					1		1		2
Cumberland	Brunswick	Brunswick Scl	Brunswick Schoo	Brunswick High School					234	224	219	207	884
Cumberland	Brunswick	Brunswick Scl	Brunswick Schoo	Brunswick Jr High Schoo		186	186	207					579
Cumberland	Brunswick	Brunswick Scl	Brunswick Schoo	Coffin School	57								327
Cumberland	Brunswick	Brunswick Scl	Brunswick Schoo	Jordan Acres Sch	63								406
Cumberland	Brunswick	Brunswick Scl	Brunswick Schoo	Longfellow Scho	60								289
Cumberland	Brunswick	Brunswick Scl	North Yarmouth	North Yarmouth	1		1	3	4		3	1	13

Students in Grades 6-12 in Harprsell Coastal Academy Catchment Area, 2010-11

Cumberland	Brunswick	Brunswick Sc	Portland Public S	Lyman Moore Middle School				1				1
Cumberland	Brunswick	Brunswick Sc	RSU 12	Wiscasset High School							1	1
Cumberland	Brunswick	Brunswick Sc	RSU 15/MSAD 1	Gray-New Gloucester High School							1	1
Cumberland	Brunswick	Brunswick Sc	RSU 75/MSAD 7	Mt Ararat High School							1	1
Cumberland	Brunswick	Brunswick Sc	Waynflete Schoo	Waynflete Schoo	1	2	3	1	1	2	2	15
Cumberland	Freeport	RSU 05	Gr Portland Chri	Gr Portland Christian School								1
Cumberland	Freeport	RSU 05	ME Sch of Scien	ME Sch of Science & Mathematics							1	1
Cumberland	Freeport	RSU 05	North Yarmouth	North Yarmouth	1	1	5	6	3	3	4	5	28
Cumberland	Freeport	RSU 05	Portland Public S	Casco Bay High School								1	1
Cumberland	Freeport	RSU 05	RSU 05	Freeport High School					97	89	81	83	350
Cumberland	Freeport	RSU 05	RSU 05	Freeport Middle School		80	84	82					246
Cumberland	Freeport	RSU 05	RSU 05	Mast Landing Sc	88								258
Cumberland	Freeport	RSU 05	RSU 05	Morse Street School									273
Cumberland	Freeport	RSU 05	RSU 05	Pownal Element	1	1							5
Cumberland	Freeport	RSU 05	Waynflete Schoo	Waynflete Schoo	3		3	3	4	3	7	2	27
Cumberland	Freeport	RSU 05	Yarmouth Schoo	Yarmouth High School					2		1	2	5
Cumberland	Harpswell	RSU 75/MSAD	Brunswick Schoo	Brunswick High School						1			1
Cumberland	Harpswell	RSU 75/MSAD	ME Sch of Scien	ME Sch of Science & Mathematics						1		1	2
Cumberland	Harpswell	RSU 75/MSAD	North Yarmouth	North Yarmouth Academy					1		1	3	5
Cumberland	Harpswell	RSU 75/MSAD	RSU 75/MSAD 7	Harpswell Island	20								101
Cumberland	Harpswell	RSU 75/MSAD	RSU 75/MSAD 7	Mt Ararat High School					51	35	43	40	169
Cumberland	Harpswell	RSU 75/MSAD	RSU 75/MSAD 7	Mt Ararat Middle School		46	35	39					120
Cumberland	Harpswell	RSU 75/MSAD	RSU 75/MSAD 7	West Harpswell	15								68
Cumberland	Harpswell	RSU 75/MSAD	RSU 75/MSAD 7	Williams-Cone S	2								7
Cumberland	Harpswell	RSU 75/MSAD	RSU 75/MSAD 7	Woodside Eleme	7								35
Cumberland	Harpswell	RSU 75/MSAD	Waynflete Schoo	Waynflete School				1					1
Cumberland	Pownal	RSU 05	Falmouth Schoo	Falmouth High School							1		1
Cumberland	Pownal	RSU 05	Gr Portland Chri	Gr Portland Christian School									1
Cumberland	Pownal	RSU 05	North Yarmouth	North Yarmouth Academ		1			1				2
Cumberland	Pownal	RSU 05	RSU 05	Durham Community School			2						3
Cumberland	Pownal	RSU 05	RSU 05	Freeport High School					15	12	12	13	52
Cumberland	Pownal	RSU 05	RSU 05	Freeport Middle School		3	9	11					23
Cumberland	Pownal	RSU 05	RSU 05	Morse Street School									2

Students in Grades 6-12 in Harprsell Coastal Academy Catchment Area, 2010-11

Cumberland	Pownal	RSU 05	RSU 05	Pownal Element	11	8						113
Cumberland	Pownal	RSU 05	RSU 51/MSAD 5	Greely High School						1		1
Cumberland	Pownal	RSU 05	RSU 51/MSAD 5	Greely Middle School			1	1				2
Cumberland	Pownal	RSU 05	Waynflete Schoo	Waynflete Schoo	1							1
Cumberland	Pownal	RSU 05	Yarmouth Schoo	Frank H Harrison Middle School				2				2
Cumberland	Pownal	RSU 05	Yarmouth Schoo	Yarmouth Elementary School								1
Cumberland	Pownal	RSU 05	Yarmouth Schoo	Yarmouth High School							1	1	2
Sagadahoc	Arrowsic	RSU 01 - LKRS	Georgetown Sch	Georgetown Cer	1	1						10
Sagadahoc	Arrowsic	RSU 01 - LKRS	North Yarmouth	North Yarmouth Academ		1				1		2	4
Sagadahoc	Arrowsic	RSU 01 - LKRS	RSU 01 - LKRSU	Bath Middle School		2	1	3					6
Sagadahoc	Arrowsic	RSU 01 - LKRS	RSU 01 - LKRSU	Dike-Newell School									5
Sagadahoc	Arrowsic	RSU 01 - LKRS	RSU 01 - LKRSU	Fisher-Mitchell S	1								3
Sagadahoc	Arrowsic	RSU 01 - LKRS	RSU 01 - LKRSU	Morse High School					1	4	2	1	8
Sagadahoc	Arrowsic	RSU 01 - LKRS	RSU 01 - LKRSU	West Bath Schoo	1								1
Sagadahoc	Arrowsic	RSU 01 - LKRS	RSU 01 - LKRSU	Woolwich Central Schoo		2	1	1					5
Sagadahoc	Arrowsic	RSU 01 - LKRS	Waynflete Schoo	Waynflete School						1			1
Sagadahoc	Bath	RSU 01 - LKRS	Brunswick Schoo	Brunswick High School						1			1
Sagadahoc	Bath	RSU 01 - LKRS	Brunswick Schoo	Coffin School									2
Sagadahoc	Bath	RSU 01 - LKRS	East Millinocket	Schenck High School					1				1
Sagadahoc	Bath	RSU 01 - LKRS	ME Sch of Scien	ME Sch of Science & Mathematics							1		1
Sagadahoc	Bath	RSU 01 - LKRS	North Yarmouth	North Yarmouth Academ		1						2	3
Sagadahoc	Bath	RSU 01 - LKRS	RSU 01 - LKRSU	Bath Middle School		76	75	80					231
Sagadahoc	Bath	RSU 01 - LKRS	RSU 01 - LKRSU	Dike-Newell School									293
Sagadahoc	Bath	RSU 01 - LKRS	RSU 01 - LKRSU	Fisher-Mitchell S	76								217
Sagadahoc	Bath	RSU 01 - LKRS	RSU 01 - LKRSU	Morse High School					72	99	100	89	360
Sagadahoc	Bath	RSU 01 - LKRS	RSU 01 - LKRSU	Phippsburg Elem	1								3
Sagadahoc	Bath	RSU 01 - LKRS	RSU 01 - LKRSU	West Bath Schoo	2								34
Sagadahoc	Bath	RSU 01 - LKRS	RSU 01 - LKRSU	Woolwich Centr	4	8	4	4					36
Sagadahoc	Bath	RSU 01 - LKRS	Waynflete Schoo	Waynflete School							1		1
Sagadahoc	Bowdoin	RSU 75/MSAD	ME Sch of Scien	ME Sch of Science & Mathematics						1			1
Sagadahoc	Bowdoin	RSU 75/MSAD	RSU 75/MSAD 7	Bowdoin Centra	35								219
Sagadahoc	Bowdoin	RSU 75/MSAD	RSU 75/MSAD 7	Bowdoinham Community School									7
Sagadahoc	Bowdoin	RSU 75/MSAD	RSU 75/MSAD 7	Mt Ararat High School					34	44	49	46	173

Students in Grades 6-12 in Harprsell Coastal Academy Catchment Area, 2010-11

Sagadahoc	Bowdoin	RSU 75/MSAD	RSU 75/MSAD 7	Mt Ararat Middle School		28	37	44				109
Sagadahoc	Bowdoin	RSU 75/MSAD	RSU 75/MSAD 7	Woodside Eleme	3							7
Sagadahoc	Bowdoinhar	RSU 75/MSAD	ME Sch of Scien	ME Sch of Science & Mathematics							1	1
Sagadahoc	Bowdoinhar	RSU 75/MSAD	RSU 02	Marcia Buker School								2
Sagadahoc	Bowdoinhar	RSU 75/MSAD	RSU 02	Richmond High School					1	1	1	3
Sagadahoc	Bowdoinhar	RSU 75/MSAD	RSU 02	Richmond Middle Schoo		2						2
Sagadahoc	Bowdoinhar	RSU 75/MSAD	RSU 75/MSAD 7	Bowdoin Centra	2							3
Sagadahoc	Bowdoinhar	RSU 75/MSAD	RSU 75/MSAD 7	Bowdoinham Co	37							201
Sagadahoc	Bowdoinhar	RSU 75/MSAD	RSU 75/MSAD 7	Mt Ararat High School					42	31	36	39 148
Sagadahoc	Bowdoinhar	RSU 75/MSAD	RSU 75/MSAD 7	Mt Ararat Middle School		34	30	40				104
Sagadahoc	Bowdoinhar	RSU 75/MSAD	RSU 75/MSAD 7	Woodside Eleme	3							15
Sagadahoc	Bowdoinhar	RSU 75/MSAD	Waynflete Schoo	Waynflete School		1			1			3
Sagadahoc	Georgetown	Georgetown S	Georgetown Sch	Georgetown Cer	7	7						80
Sagadahoc	Georgetown	Georgetown S	Lincoln Academy	Lincoln Academy					2	1	1	4
Sagadahoc	Georgetown	Georgetown S	RSU 01 - LKRSU	Bath Middle School		1	2	5				8
Sagadahoc	Georgetown	Georgetown S	RSU 01 - LKRSU	Morse High School					9	2	15	6 32
Sagadahoc	Georgetown	Georgetown S	RSU 01 - LKRSU	Woolwich Central School			3	1				4
Sagadahoc	Georgetown	Georgetown S	RSU 75/MSAD 7	Mt Ararat High School					2			2
Sagadahoc	Phippsburg	RSU 01 - LKRS	Brunswick Schoo	Brunswick High School					1	1	1	1 4
Sagadahoc	Phippsburg	RSU 01 - LKRS	ME Sch of Scien	ME Sch of Science & Mathematics						1		1
Sagadahoc	Phippsburg	RSU 01 - LKRS	RSU 01 - LKRSU	Bath Middle School		19	16	14				49
Sagadahoc	Phippsburg	RSU 01 - LKRS	RSU 01 - LKRSU	Dike-Newell School								1
Sagadahoc	Phippsburg	RSU 01 - LKRS	RSU 01 - LKRSU	Fisher-Mitchell School								5
Sagadahoc	Phippsburg	RSU 01 - LKRS	RSU 01 - LKRSU	Morse High School					18	18	18	17 71
Sagadahoc	Phippsburg	RSU 01 - LKRS	RSU 01 - LKRSU	Phippsburg Elem	28							110
Sagadahoc	Phippsburg	RSU 01 - LKRS	RSU 01 - LKRSU	West Bath School								5
Sagadahoc	Phippsburg	RSU 01 - LKRS	RSU 01 - LKRSU	Woolwich Centr	1	3	2	2				12
	Richmond	RSU 02	Portland Public S	Portland High School						1		1
Sagadahoc	Richmond	RSU 02	RSU 02	Hall-Dale High School					1	1		2
Sagadahoc	Richmond	RSU 02	RSU 02	Marcia Buker Sc	33							281
Sagadahoc	Richmond	RSU 02	RSU 02	Richmond High School					33	40	28	39 140
Sagadahoc	Richmond	RSU 02	RSU 02	Richmond Middle Schoo		48	28	33				109
Sagadahoc	Richmond	RSU 02	RSU 11/MSAD 1	Laura E Richards School								1

Students in Grades 6-12 in Harprsell Coastal Academy Catchment Area, 2010-11

Sagadahoc	Topsham	RSU 75/MSAI	Cape Elizabeth S	Cape Elizabeth High School						1		1
Sagadahoc	Topsham	RSU 75/MSAI	Lisbon School D	Lisbon Community School								1
Sagadahoc	Topsham	RSU 75/MSAI	Lisbon School D	Lisbon High School					1			1
Sagadahoc	Topsham	RSU 75/MSAI	North Yarmouth	North Yarmouth	1		1	1	1		1		5
Sagadahoc	Topsham	RSU 75/MSAI	RSU 05	Freeport High School							1		1
Sagadahoc	Topsham	RSU 75/MSAI	RSU 75/MSAD 7	Bowdoin Central School									4
Sagadahoc	Topsham	RSU 75/MSAI	RSU 75/MSAD 7	Mt Ararat High School					101	89	112	100	402
Sagadahoc	Topsham	RSU 75/MSAI	RSU 75/MSAD 7	Mt Ararat Middle School		96	89	97					282
Sagadahoc	Topsham	RSU 75/MSAI	RSU 75/MSAD 7	Williams-Cone S	36								211
Sagadahoc	Topsham	RSU 75/MSAI	RSU 75/MSAD 7	Woodside Eleme	54								301
Sagadahoc	Topsham	RSU 75/MSAI	Waynflete Schoo	Waynflete School				1					2
Sagadahoc	West Bath	RSU 01 - LKRS	Brunswick Schoo	Brunswick High School						1		1	2
Sagadahoc	West Bath	RSU 01 - LKRS	North Yarmouth	North Yarmouth Academy						2	2	1	5
Sagadahoc	West Bath	RSU 01 - LKRS	RSU 01 - LKRSU	Bath Middle School		27	18	11					56
Sagadahoc	West Bath	RSU 01 - LKRS	RSU 01 - LKRSU	Dike-Newell School									2
Sagadahoc	West Bath	RSU 01 - LKRS	RSU 01 - LKRSU	Fisher-Mitchell School									1
Sagadahoc	West Bath	RSU 01 - LKRS	RSU 01 - LKRSU	Morse High School					25	19	16	23	83
Sagadahoc	West Bath	RSU 01 - LKRS	RSU 01 - LKRSU	Phippsburg Elem	1								3
Sagadahoc	West Bath	RSU 01 - LKRS	RSU 01 - LKRSU	West Bath Schoo	16								82
Sagadahoc	West Bath	RSU 01 - LKRS	RSU 01 - LKRSU	Woolwich Central Schoo		3	1	4					11
Sagadahoc	West Bath	RSU 01 - LKRS	RSU 75/MSAD 7	Mt Ararat High School							2		2
Sagadahoc	Woolwich	RSU 01 - LKRS	Boothbay-Booth	Boothbay Region Elem School									2
Sagadahoc	Woolwich	RSU 01 - LKRS	Lincoln Academy	Lincoln Academy					3	2	1	3	9
Sagadahoc	Woolwich	RSU 01 - LKRS	North Yarmouth	North Yarmouth Academy				1				1	2
Sagadahoc	Woolwich	RSU 01 - LKRS	RSU 01 - LKRSU	Bath Middle School		2		6					8
Sagadahoc	Woolwich	RSU 01 - LKRS	RSU 01 - LKRSU	Dike-Newell School									2
Sagadahoc	Woolwich	RSU 01 - LKRS	RSU 01 - LKRSU	Fisher-Mitchell S	1								5
Sagadahoc	Woolwich	RSU 01 - LKRS	RSU 01 - LKRSU	Morse High School					28	27	25	30	110
Sagadahoc	Woolwich	RSU 01 - LKRS	RSU 01 - LKRSU	West Bath School									1
Sagadahoc	Woolwich	RSU 01 - LKRS	RSU 01 - LKRSU	Woolwich Centr	33	28	30	24					263
Sagadahoc	Woolwich	RSU 01 - LKRS	Waynflete Schoo	Waynflete School			1						2
						870	804	864	952	889	953	931	6,263

Our Classrooms *Maine's shorelines, working waterfronts, forests, and farms.*
Our Partners *Maine's educators, entrepreneurs, and community organizations.*
Our Promise *Citizen-scholars dedicated to Maine's future.*

Projected Enrollment

Grades		**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
6		20	40	40	40	40
7			20	40	40	40
8				20	40	40
9		20	40	40	40	40
10			20	40	40	40
11				20	40	40
12					20	40
Total		**40**	**120**	**200**	**260**	**280**

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Sample Daily Schedule

Harpswell Coast Academy fully intends to take advantage of being a very small school that can schedule around student needs. Our schedule will differ from traditional middle and high schools in several important ways:

1) Longer school day: Our school day will start at 8:00 am and end at 6:00 pm. Students will arrive between at 8:00 and 10:00 and stay until between 4:00 or 6:00. (students who participate in extracurricular sports or other activities at their home schools will be dismissed in time to attend those events.)
2) Flexible Scheduling: Student and teacher schedules will be flexible from day to day and from week to week, built around several consistent groupings. The major scheduling blocks consist of:

Grouping	Frequency/Length	Purpose
Core Group/ Community Meeting	3x/week, 30 minutes 1x/week, 60 minutes	Core group teachers monitor academic and habits of learning progress, build community
Reading/Writing Workshop	Every other day, 90 minutes	Build competencies in Common Core literacy
Blended Learning Math/ Math Workshop	2 90-minute lesson/week. 120 minutes ALEKS/online learning.	Build Competencies in Common Core math strands, self-pace for accelerated students.
Investigations/Field Work	Supervised work in or out of school building, minimum of 2 half days/week.	Social Studies and Science Content
Art-Infused Learning/Studio Time	As needed work with art, music and other specialists	Authentic products for authentic audiences
World Language	3x/week, 60 minutes, plus online language lab	Competence in world language
Academic Support Tutoring, Acceleration	Every day between 8 am and 10 am and between 4 pm and 6 pm.	Special Educators and ensure that student are meeting ILP goals
Wellness	Daily practice, weekly lesson	Develop healthy eating and exercise habits

3) Saturday and Summer Electives: HCA intends to keep our students engaged and productive with community led Saturday classes and summer programs designed to meet particular student needs and interests. For some, those will be similar to traditional electives. For others, that could mean weekly math or literacy tune-up sessions, for others a language class and for older students internships with our community partners. Both Saturday and Summer classes will be "opt-out" rather than "opt-in," meaning that they are mandatory unless they interfere with other families/student commitments.

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Division 1: Integrated Investigation #1
Case Study: Powering Harpswell, The State of Maine, and the United States in the 21st Century

Essential Questions (EQ):
What is energy?
How is it harnessed and used?
How do issues surrounding energy impact the interactions among peoples and governments?

Big Ideas (BI):
Energy enables all systems to function.
The success and efficiency of a given system depends on multiple variables.
Global currency is derived from control of energy sources and the distribution of them.

Science and Social Studies Strands:
Scientific Thinking and Methods
Biology, Chemistry, Physics, and Environmental Science
History, Philosophy, and Religion
Artistic Expression and Media Studies

Thinking Skills/Goals (derived from **Bloom's** *Taxonomy* and **Wiggins' and McTighe's** *Six Facets of Understanding*)

Knowledge
Students will **list and describe** sources of energy, as well as where they are predominantly found and used locally, nationally and globally.
Students will **locate** on maps energy sources and areas of use.
Comprehension
Students will **compare** major forms of energy to **distinguish** from among them those best suited to be used in specific locations.
Application
Students will **illustrate** the process of how energy or raw materials are harnessed and converted into useable forms.
Analysis/Synthesis/Evaluation
Students will **compare and contrast** the merits of various forms of energy as they consider economic, environmental and human costs and benefits to **make recommendations** for types of energy to be used in Maine, the United States and globally. They will **justify** their claims with evidence-based research.
Students will **debate** the merits of the form of energy they researched to **substantiate** claims regarding economic, environmental and human costs and benefits. They will **verify** their claims with factual information based on accurate citations derived from their research.
Synthesis
Students will **formulate proposals** for energy development and consumption in the united States.

Suggested Benchmark Assessments

Personal Communication

Twice Weekly Written or Verbal Check-ins with Teacher: to indicate accomplishments to date, needs to be addressed and strategies to be implemented (may be formatively assessed)

Constructed Response

Bibliography of Sources
Outline of Information Gathered

Constructed Response/Performance Assessment

Position Paper Based on Outline
Graphic Representations of Data to Support Position (See corresponding sample product descriptor and rubric)
Participation in Debate to Justify Position

Maine Learning Results Standards addressed

<u>Science</u>

A. Unifying Themes: Students apply the principles of *systems*, *models*, constancy and change, and scale in science and technology.

A2 Models

Students use *models* to examine a variety of real-world phenomena from the physical setting, the living environment, and the technological world and compare advantages and disadvantages of various *models*.

a. Compare different types of *models* that can be used to represent the same thing (including *models* of chemical reactions, motion, or cells) in order to match the purpose and complexity of a model to its use.
b. Propose changes to m*odels* and explain how those changes may better reflect the real thing.

B. The Skills and Traits of Scientific Inquiry and *Technological Design*: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use a systematic process, tools, equipment, and a variety of materials to create a *technological design* and produce a solution or product to meet a specified need.

B1 Skills and Traits of Scientific Inquiry

Students plan, conduct, analyze data from, and communicate results of investigations, including simple experiments.

a. Identify questions that can be answered through scientific investigations.
b. Design and safely conduct scientific investigations including experiments with controlled variables.
c. Use appropriate tools, metric units, and techniques to gather, analyze, and interpret data.
d. Use mathematics to gather, organize, and present data and structure convincing explanations.
e. Use logic, critical reasoning and evidence to develop descriptions, explanations, predictions,

and *models.*

f. Communicate, critique, and analyze their own scientific work and the work of other students.

C. The Scientific and Technological Enterprise: Students understand the history and nature of scientific knowledge and technology, the processes of inquiry and *technological design*, and the impacts science and technology have on society and the environment.

C1 Understandings of inquiry

Students describe how scientists use varied and systematic approaches to investigations that may lead to further investigations.

a. Explain how the type of question informs the type of investigation.
b. Explain why it is important to identify and control variables and replicate trials in experiments.
c. Describe how scientists' analyses of findings can lead to new investigations.

C3. Science, Technology and Society

Students identify and describe the role of science and technology in addressing personal and societal challenges.

a. Describe how science and technology can help address societal challenges including population, natural hazards, sustainability, personal health and safety, and environmental quality.
b. Identify personal choices that can either positively or negatively impact society including population, ecosystem
sustainability, personal health, and environmental quality.
c. Identify factors that influence the development and use of science and technology.

D. The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.

D2. Earth

Students describe the various cycles, physical and biological forces and processes, position in space, energy transformations, and human actions that affect the short-term and long-term changes to the Earth.

d. Describe significant Earth resources and how their limited supply affects how they are used.

D3. Matter and Energy

Students describe physical and chemical properties of matter, interactions and changes in matter, and transfer of energy through matter.

h. Describe several different types of energy forms including heat energy, chemical energy, and mechanical energy.
i. Use examples of energy transformations from one form to another to explain that energy cannot be created or destroyed.

<u>Social Studies</u>

A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and *discipline-based processes* and knowledge from civics/government, economics, geography, and history in *authentic contexts*.

A1 Researching and Developing Positions on Current Social Studies Issues
Students research, select, and present a position on a *current social studies issue* by proposing and revising research questions, and locating and selecting information from multiple and varied sources.

a. Propose and revise research questions related to a *current social studies issue*.
b. Determine the nature and extent of information needed.
c. Locate and access relevant information that includes multiple perspectives from varied sources.
d. Demonstrate facility with note- taking, organizing information, and creating bibliographies.
e. Distinguish between *primary and secondary sources*.
f. Evaluate and verify the credibility of the information found in *print and non-print sources.*
g. Use additional sources to resolve contradictory information.
h. Summarize and interpret information found in varied sources and/or from fieldwork, experiments, and interviews.
i. Select a clear supportable position.
j. Present a well-supported position, based on findings that integrate paraphrasing, quotations, and citations, to a *variety of audiences*.
k. Use appropriate tools, methods, and sources from government, history, geography, economics, or related fields.
l. Use information ethically and legally.

A2 Making Decisions Using Social Studies Knowledge and Skills
Students make individual and collaborative decisions on matters related to social studies using research and discussion skills.

a. Develop individual and collaborative decisions/plans by contributing equitably to collaborative discussions, seeking and examining alternative ideas, considering the pros and cons, and thoughtfully and respectfully recognizing the contributions of other group members.
b. Make a *real or simulated decision* related to the classroom, school, community, civic organization, Maine, or beyond by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.

A3 Taking Action Using Social Studies Knowledge and Skills
Students select, plan, and implement a *civic action* or *service- learning* project based on a school, community, or State asset or need, and analyze the project's effectiveness and civic contribution.

C. Economics: Students draw on concepts and processes from economics to understand issues of *personal finance* and issues of production, distribution, and consumption in the community, Maine, the United States, and world.

C1 Economic Knowledge, Concepts, Themes, and Patterns
Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the *economic systems* of Maine, the United States, and various regions of the world.

a. Explain that economics is the study of how scarcity requires choices about what, how, for whom, and in what quantity to produce, and how scarcity relates to *market economy, supply and demand,* and *personal finance.*

b. Describe the functions of *economic institutions* and *economic processes* including financial institutions, businesses, government, taxing, and trade.
c. Identify factors that contribute to personal spending and savings decisions including work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.

Common Core Standards addressed (grade-specific standards listed are taken from CC 8th grade standards as these represent passage onto the subsequent grade span. Each Case Study with embedded Workshops can be modified for 6th and/or 7th grade CC Standards.)

Reading Standards for Literacy in History/Social Studies
Reading Standards for Literacy in History/Social Studies: Key Ideas and Details
1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate
summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language,
inclusion or avoidance of particular facts). Integration of Knowledge and Ideas
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.
Range of Reading and Level of Text Complexity
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects
Key Ideas and Details
1. Cite specific textual evidence to support analysis of science and technical texts.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Craft and Structure
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute
to the whole and to an understanding of the topic.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing

an experiment in a text. Integration of Knowledge and Ideas
7. Integrate quantitative or technical information expressed in words in a text with a version of that
information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Range of Reading and Level of Text Complexity
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Text Types and Purposes
1. Write arguments focused on discipline-specific content.
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed
by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively;
assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions
of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

See also Embedded Standards for English Language Arts

Harpswell Coastal Academy
Investigation Planning Template

Division:_____

Investigation Title or Topic: _____

Time Frame/Date : _____

Essential Question: The over arching question that guides this investigation)

Guiding Questions (Open-ended questions to focus long-term inquiry and inspire curiosity in students)

Assessment (How will learning and student success be measured? What specific assessments will be used to evaluate progress?)

Products & Performances (Consider content, concepts and skills addressed; What projects will you be pursuing and what will be the high-quality student products or performance for an authentic audience?)

Project Description	Product / Performance	Audience

Benchmarks for Success

Key concepts in the field (What do you or people in the field you're studying consider to be the important ideas?)

Power Standards

Humanities (Reading/ Writing/ Social Studies):

Math

Science:

Other:

→ **Translated into Learning Targets:**

Knowledge Explain, describe, identify, tell, name, list, define, label, match, choose, recall, recognize, select

Reasoning Analyze, compare/contrast, synthesize, classify, infer, evaluate

Skill Observe, listen, perform, do, conduct, read, speak, assemble, operate, use, demonstrate, measure, model, collect, dramatize

Habits of Work Prepare, participate, persevere, ask questions, support, craft

Learning Experiences

Immersion / Hook / Kick-off (What exciting initial experience will get students engaged on the first day, first couple of days of your study?)

-
-

Fieldwork (Sites for research and data collection; Each idea includes contact person, and contact information)

-
-

Structures and Practices
(What active pedagogy techniques will you use? Why is each the best and when will you incorporate it? Examples: simulations, role-plays, labs, interviews, BBK workshops, Socratic Seminars, Jigsaws, Chalk Talk, Gallery Walk, Conversation Café, etc.)

Service (Genuine, connected service learning that is a part of, not just attached to, the expedition)

Adventure, Fitness & Wellness (Ideas of where adventure, fitness, or wellness would complement the expedition)

Core Academic Practices

Literacy (Common texts and type(s) of written product(s)

-

Ongoing literacy practices (Which of these will you incorporate? How and when? (Book clubs, strategy studies, active lessons, read alouds, anchor texts, writing trait studies, use of models, critique)

-

Mathematics (problem solving, computation, data analysis, etc.)

-

Ongoing math practices

-

Resources

Experts (With whom will you work? Where? What qualifies them to be your expert? What will they provide? Authentic research help, modeling, critique of work, guidance?)

-

Websites (List name of site in general and specific URLs)

-

Materials (Remember that if you need materials purchased for your class you need to submit a purchase order request to Dee at least 2 weeks prior to the start of the class.)

About JumpRope

JumpRope helps educators implement standards-based grading in every classroom through innovative assessment and feedback. We provide the web-based platform that great teachers and schools need to engage students with active pedagogy, purposeful planning, and authentic learning experiences. With the tools to make standards-based grading

JumpRope puts accurate and current information about attendance, character, and standards-based performance at your fingertips. We believe that educators deserve modern tools that fit their philosophy and help them innovate. JumpRope's features are built to be easy, fast, and powerful. Take a look.

http://www.jumpro.pe/features/standards-based-gradebook

Standards Based Gradebook

We have made standards-based grading practical for every classroom because we believe that it is best for teachers and students. We let teachers write their own standards, use state standards, or align curriculum to the Common Core. **More+**

http://www.jumpro.pe/features/character-education

Character Education

JumpRope has tools for teachers and school staff to stay up to date on student behavior and character development. Any teacher can write anecdotes on student behavior, assign a category and value, and request followup from another staff member. In the process, you build a powerful and personal story for each student that supplements hard academic data. **More+**

http://www.jumpro.pe/features/administrator-tools

Administrator Tools

Our system is designed to be easy and powerful for teachers, but we haven't forgotten about other school-based staff and administrators. We have a full suite of tools to help you with school-wide reporting needs, schedule creation & management, and school-wide settings. **More+**

http://www.jumpro.pe/features/accurate-attendance

Accurate Attendance

JumpRope allows teachers to take attendance for each period of the day, and the data is visible in real time to other teachers. It's so easy that you can log in and submit attendance in less than sixty seconds. **More+**

http://www.jumpro.pe/features/curriculum-design-tool

Curriculum Design Tool

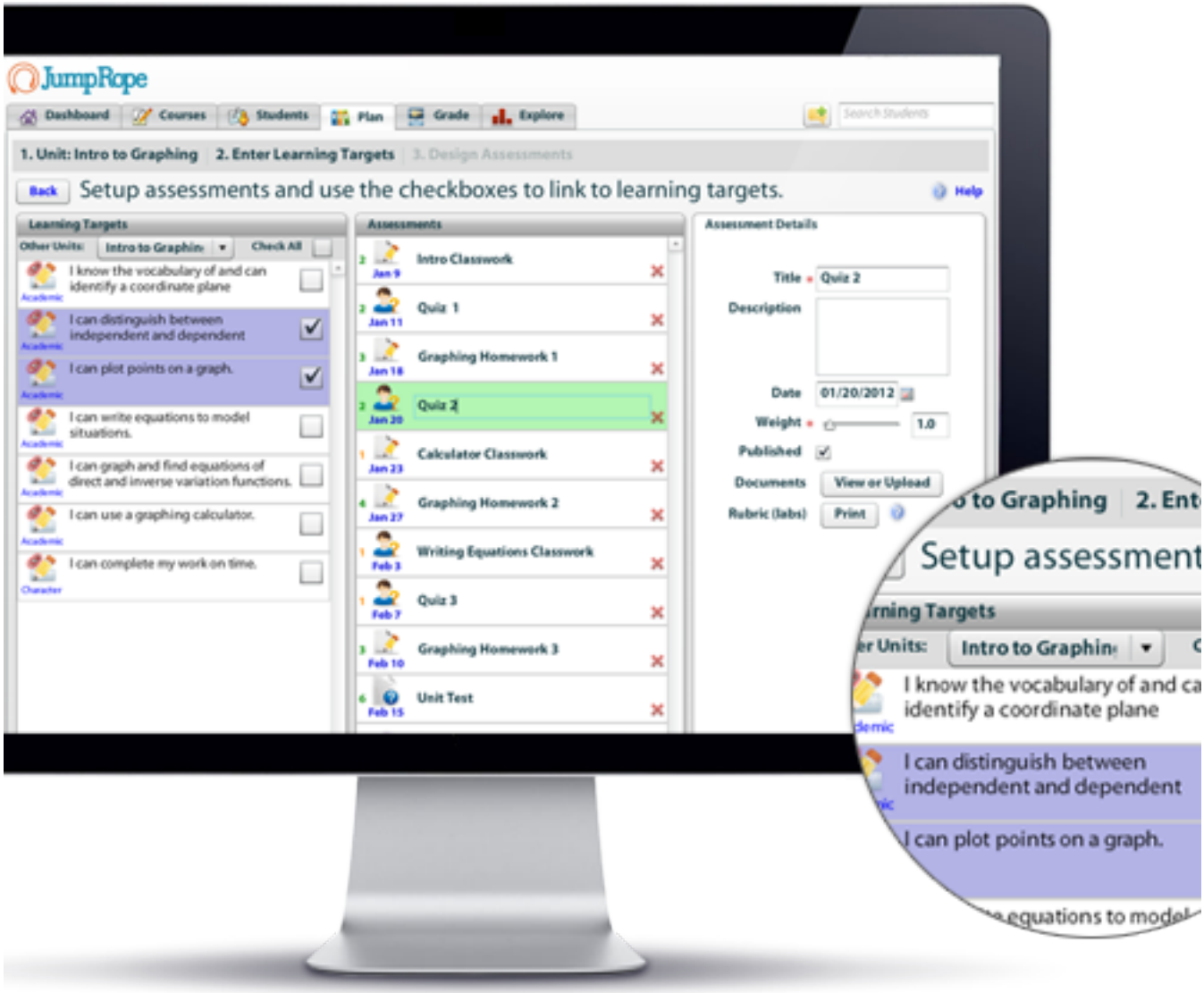
Any good educator knows that their classroom is only as good as their plan - there are simply too many students in the room to go off the cuff! We offer curriculum design tools based upon the principles of backwards planning... and your curriculum plan automatically populates the standards-based gradebook! **More+**

About JumpRope

JumpRope helps educators implement standards-based grading in every classroom through innovative assessment and feedback. We provide the web-based platform that great teachers and schools need to engage students with active pedagogy, purposeful planning, and authentic learning experiences. With the tools to make standards-based grading easy, teachers are freed to create, propel and inspire; and students become life-long learners.**More +**

Subscribe for Updates

Sign up to receive email updates from JumpRope



Curriculum Design Tool

One of the first things a teacher does as they begin thinking about the new school year is to map and plan their curriculum. In JumpRope, the Planning Tool captures your curriculum in a format that is archived and shareable with other teachers. In addition, it automatically populates the standards-based grade-book and reports.

Backwards Design

Based on backwards design principles, this planning tool considers learning goals before assessments or learning experiences, ensuring that each piece is focused on student learning outcomes.

Align Assessments to Standards

Our Planning Tool allows you to align your assessments to one or more standards, explicitly telling the system what each assessment (or assignment) is gathering evidence of in terms of mastery.

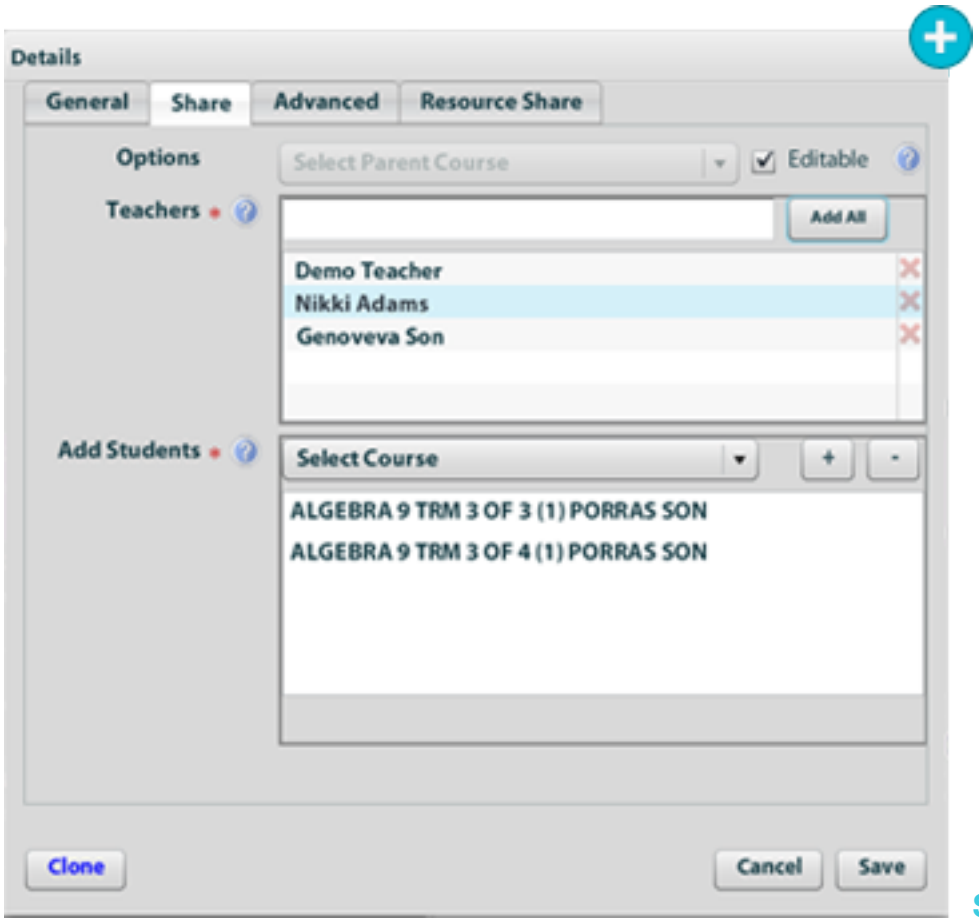
Sharing Units Detail

Attach Documents and Resources

In our Planning Tool, you can upload as many supporting documents and resources as you want. Next year or term, you can easily re-use existing curriculum without starting from scratch!

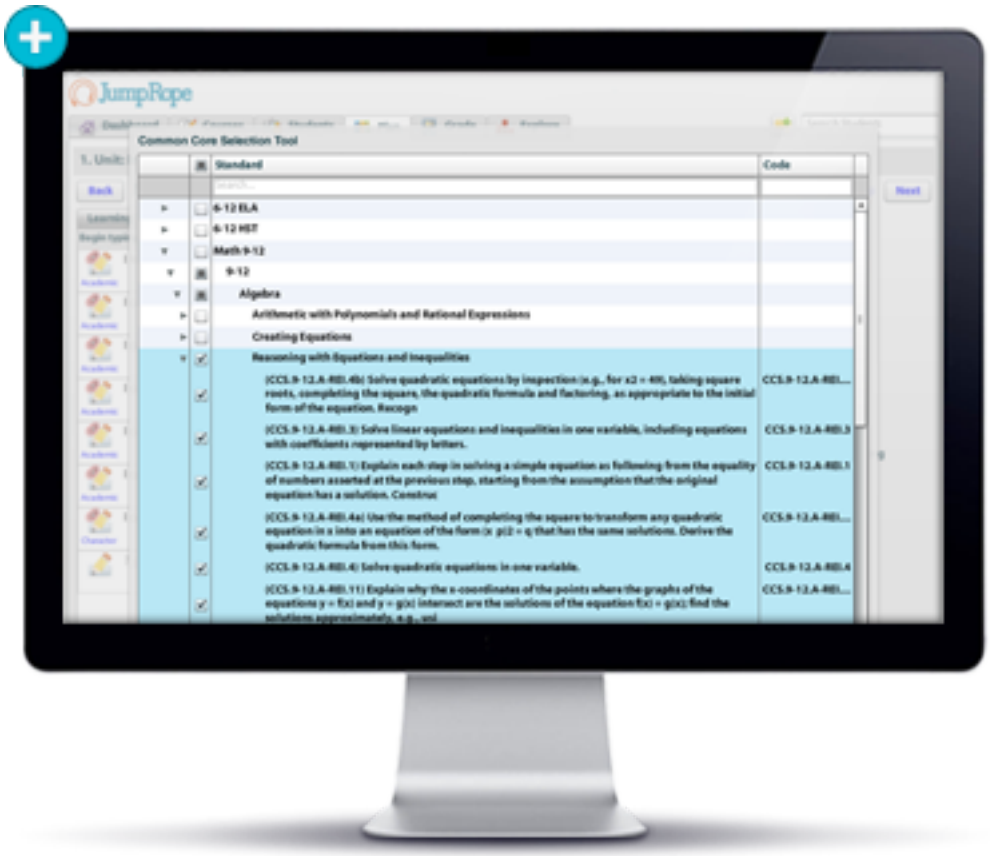
Collaborative and Shareable

Anything created in the planning tool can be viewed or edited, at the teacher's discretion, by anyone else in the school at any point in the planning process. This allows for collaborative planning and feedback- great minds think together!



SHARING

UNITS DETAIL



COMMON CORE SELECTION TOOL

Integration with Common Core or State Standards

JumpRope let's teachers set their own learning goals, import them from Excel, and/or build their curriculum from state standards or the Common Core. When aligned to the common core, school-wide reports become even more valuable.

Framework Friendly

If your school uses certain teaching practices across content areas, templates for lessons and assessments can be integrated into the program to enhance the planning process.

Straight to the Gradebook

All units, standards and assessment are pre-populated into your gradebook making the next steps a snap! It also holds you accountable to teach and assess based on your existing lesson and unit plans.

Progress Report

CBHS Blended Math 2,4	2.6
Burke, David	3.0
Needleman, Sara	1.9
Nichols, Nate	3.0

ELA 8-1	2.2
Abercrombie, Steve	2.8
Betts, Angeline	1.6
Brewer, Christopher	2.9
Deyer, Taylor	1.5

Integrated Study 8	2.0
Abercrombie, Steve	2.7
Betts, Angeline	1.9
Brewer, Christopher	2.0
Deyer, Taylor	1.4

Math 8	2.3
Abercrombie, Steve	2.6
Brewer, Christopher	2.6
Deyer, Taylor	1.6

Progress Report

Powering Harpswell, The State of Maine, and the United States in the 21st Century	2.0
Overall Academic Mastery (80% of total)	**2.0**
(CCS.ELA.8.RIT.10) By the end of the year, read and comprehend literary nonfiction at the high end of the grades 68 text complexity band independently and proficiently.	2.3
(CCS.ELA.8.RIT.2) Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	2.3
(CCS.ELA.8.RIT.3) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	2.3
(CCS.ELA.8.RIT.4) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	2.5
(CCS.ELA.8.RIT.5) Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	2.0
(CCS.ELA.8.RIT.6) Determine an author`s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	1.8
(CCS.ELA.8.RIT.8) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduce	2.0
(CCS.ELA.8.RIT.9) Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	2.5
CCSS Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects: Range of Writing	1.8
CCSS Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects: Production and Distribution of Writing	1.8
CCSS Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects: Research to Build and Present Knowledge	2.0
CCSS Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects: Text Types and Purposes	2.0
MLR SS A1. Students research, select, and present a position on a current social studies issue by proposing and revising research questions, and locating and selecting information from multiple and varied sources.	2.5
MLR SS C1. Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world.	2.0
MLR Science D2. Students describe the various cycles, physical and biological forces and processes, position in space, energy transformations, and human actions that affect the short-term and long-term changes to the Earth.	2.0
Skills Proficiency	**2.6**

Overall Academic Mastery (80% of total)	2.6
(CCS.MATHT.F.BF.1) Write a function that describes a relationship between two quantities.	2.7
(CCS.MATHT.F.BF.3) Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative).	2.7
(CCS.MATHT.F.BF.4) Find inverse functions.	2.5
Algebra/Expressions and Equations: Use properties of operations to generate equivalent expressions.	2.7
Functions/Functions: Define, evaluate and compare functions.	2.7
Stats & Prob/Stats & Prob: Analyze proportional relationships and use them to solve real world and mathematical problems.	2.7

Statistics and Probability 2.3

Overall Academic Mastery (80% of total)	2.3
(CCS.MATHI.8.SP.1) Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative	2.3
(CCS.MATHI.8.SP.2) Know that straight lines are widely used to model relationships between two quantitative variables.	2.0
(CCS.MATHI.8.SP.3) Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.	2.3
(CCS.MATHI.8.SP.4) Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table.	2.3
Statistics & Probability	2.3

Progress Report

Powering Harpswell, The State of Maine, and the United States in the 21st Century	**2.0**
Classwork	2.2
Paper	2.0
Skills Proficiency	**2.6**
Performance	2.6
Test	2.7
Statistics and Probability	**2.3**
Project	2.3
(CCS.MATHI.8.SP.1) Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative	2.3
(CCS.MATHI.8.SP.2) Know that straight lines are widely used to model relationships between two quantitative variables.	2.0
(CCS.MATHI.8.SP.3) Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.	2.3
(CCS.MATHI.8.SP.4) Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table.	2.3
Statistics & Probability	2.3

Overview of ALEKS

How did ALEKS originate?
How does ALEKS artificial intelligence work?
How does ALEKS work?
What are ALEKS learning rates?
What are some other features of ALEKS?
Which subjects can a student learn using ALEKS?
What do I need to use ALEKS?

How did ALEKS originate?

ALEKS is a ground-breaking technology developed from research at New York University and the University of California, Irvine, by a team of software engineers, mathematicians, and cognitive scientists with the support of a multi-million-dollar grant from the National Science Foundation. ALEKS is fundamentally different from previous educational software. At the heart of ALEKS is an artificial intelligence engine that assesses each student individually and continuously.

ALEKS is based upon original theoretical work in a field of study called "Knowledge Space Theory." Work in Knowledge Space Theory was begun in the early 1980s by Dr. Jean-Claude Falmagne, an internationally renowned mathematician and Professor of Cognitive Sciences who is the Chairman and founder of ALEKS Corporation.

How does ALEKS artificial intelligence work?

The most important feature of ALEKS is that ALEKS uses artificial intelligence (AI) to map the details of each student's knowledge. ALEKS "knows," at each moment, with respect to each individual topic, whether each individual student has mastered that topic. If not, ALEKS knows whether the student is ready to learn the topic at that moment. ALEKS uses this knowledge to make learning more efficient and effective by continuously offering the student a selection of only the topics she is ready to learn right now. This builds student confidence and learning

momentum. Learn More [download]

How does ALEKS work?

ALEKS avoids multiple-choice questions and instead uses flexible and easy to use answer input tools that mimic what would be done with paper and pencil. When a student first logs on to ALEKS, a brief tutorial shows him how to use these ALEKS answer input tools. The student then begins the ALEKS Assessment. In a short period of time (about 45 minutes for most courses), ALEKS assesses the student's current course knowledge by asking him a small number of questions (usually 20-30). ALEKS chooses each question on the basis of his answers to all the previous questions. Each student, and therefore each set of assessment questions, is unique. It is impossible to predict the questions that will be asked.

By the time the student has completed the assessment, ALEKS has developed a precise picture of her knowledge of the course, knowing which topics she has mastered and which topics she hasn't. The student's knowledge is represented by a multicolor pie chart.

The pie chart is also the student's entry into the Learning Mode. In the Learning Mode, she is offered a choice of topics that she is ready to learn (she has the prerequisite knowledge to successfully learn these topics). When she chooses a topic to learn, ALEKS offers her practice problems that teach the topic. These problems have enough variability that a student can only get them consistently correct on understanding the core principle defining the topic. If a student doesn't understand a particular problem, she can always access a complete explanation.

Once she can consistently get the problems for a given topic correct, ALEKS considers that the student has learned the topic and the student chooses another topic to learn. As the student learns new topics, ALEKS updates its map of the student's knowledge. The student can observe the most current summary of what she knows and what she is ready to learn.
To ensure that topics learned are retained in long term memory, ALEKS periodically reassesses the student, using the results to adjust the student's knowledge of the course. Because students are forced to show mastery through mixed-question assessments that cannot be predicted, mastery of the ALEKS course means true mastery of the course.

What are ALEKS learning rates?

ALEKS keeps server statistics that measure learning success of all students, namely how often they succeed at learning a concept that ALEKS offers them as "ready to learn." When ALEKS determines that a student is ready to learn an item, the student is able to learn it a very high percentage of the time. In the small percentage of cases where the student is initially unsuccessful, the topic is presented again to the student later on. Because of the artificial intelligence in ALEKS, students are almost always successful at learning the material ALEKS offers them. (The level of instructor involvement doesn't affect this.)
The Average Historical Student Learning Rates with ALEKS are ~90%

What are some other features of ALEKS?

- Many topics are available in both English and Spanish. Simply click next to "English" in the main menu and pull down to "Espanol."
- ALEKS avoids multiple-choice questions. All questions are algorithmically generated and require a "free response."
- Whenever the student reenters the system after a break, she automatically returns to the place she was last working. This is true even if the departure was caused by unexpected loss of connectivity on the Internet or a PC crash.
- ALEKS offers a comprehensive message center that allows the student to communicate with her instructor about the content using subject-appropriate notation.

ALEKS offers "textbook/syllabus integration" to align students' work with the syllabus of the course.

Which subjects can a student learn using ALEKS?

ALEKS has been used by millions of students in over 50 different mathematics, science, and business courses at thousands of K-12 schools, colleges, and universities throughout the world.
View a list of course products for which ALEKS is available.
Customer testimonials

What do I need to use ALEKS?

ALEKS is a Web-based system. It is fully compatible with current browsers on Windows or Macintosh systems.
View complete and up-to-date information about the ALEKS system requirements.

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User Agreement - Privacy Statement

Our Classrooms *Maine's shorelines, working waterfronts, forests, and farms.*
Our Partners *Maine's educators, entrepreneurs, and community organizations.*
Our Promise *Citizen-scholars dedicated to Maine's future.*

Position Descriptions for Key Staff

John D'Anieri is half of Working Schools, LLC, a school reform consulting firm based in Portland. He's a former (and future) resident of Harpswell and is particularly interested in creating schools that enable young people to imagine a satisfying, sustainable future in Maine. His mother's family has been in Maine since before it was Maine, but like many young people, she left the state for more congested pastures. After stints as a landscaper, truck driver, pizza maker, stage carpenter, summer camp director, and craft co-op manager, he started teaching high school - first in NY, then in Wisconsin before moving to Maine in 1994.

He taught at Noble High School and Freeport High School, then became part of the founding faculty at Poland Regional High School, in each school specializing in integrated, project-based learning. He left the classroom to work with the National School Reform Faculty, the Great Maine Schools Project and other initiatives linked to the Gates Foundation's efforts to re-invent American high schools. In 2003, he began working as a School Designer with Expeditionary Learning Schools, leading the effort to start Casco Bay High School, a 240 student-school public HS in Portland. He's worked with start-up public charter schools in Ohio, Massachusetts, and New York, focusing on project-based learning and standards-based assessment. In 2000, he helped the National Alliance for Public Charter schools develop Maine's "best in the nation" charter law.

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Ronnie Weston is the managing member of Bull Moose Group, a team of independent consultants, who bring extensive expertise and experience in fundraising, event planning, marketing, social media strategy, marketing and organizational development. Ronnie brings a unique combination of skills to the not for profit landscape. She is an attorney, an accomplished entrepreneur, public speaker, author, fundraiser and results-oriented team leader.

She formed Bull Moose Group in 2008 to guide small to medium size not for profits in fulfilling their goals and objectives. Recent clients include Gulf of Maine Lobster Foundation, Holocaust and Human Rights Center of Maine, and Harpswell Neck Fire and Rescue Department. Ronnie's experience includes campaign management, feasibility studies, special events, internal development audits, corporate giving, volunteer recruitment and training, website design, social media strategy, and board development. Ronnie's a graduate of Washington University cum laude and holds a Juris Doctor degree from Hofstra University School of Law.

As a resident of Harpswell, Ronnie has a personal investment in insuring that all opportunities to make Harpswell a better place to live and work come to fruition.

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Sara Needleman is the other half of Working Schools, LLC and is a middle school person. Before she began working with graduate students in the University of Southern Maine's Teacher Education Department, she spent 12 years in classrooms with early adolescents. Fascinated by the process of learning, she is passionate about making explicit connections between her aims for students and the methods she uses to help them arrive at their goals. Her classroom practice exemplifies her belief that when students know what they are trying to

learn and they see a clear and viable path to the learning, they are motivated to inquire as opposed to acquire. They seek understanding, not a good report card.

Sara's professional life has included teaching Earth Science, Physical Science, social studies and English Language Arts on four-, three- and two person teaching teams and wearing the hats of team leader, department chair, PLC coach, district leader for standards-based practice and being a perpetual student. She claims she is one of the luckiest people she knows and mentions that the family waffle iron might be the most treasured item in the house as it sees her family of four through nearly every Sunday morning.

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Mike Mahoney is HCA's policy specialist, acting as our liaison with the state Charter Commission. As a principal at Federle Mahoney, a law and government affairs firm based in Augusta, Mike has worked across the private and public sectors. His clients include the National Alliance for Public Charter Schools, working first to help craft Maine's charter law to ensure that it met "best practice" standards, and since attending nearly every Maine Charter Commission meetings and keeping a close eye on the still-emerging landscape of public charter schools.

Prior to co-founding Federle Mahoney in 2008, Mike served for two years as Chief Legal Counsel to Maine Governor John E. Baldacci, Jr. In that capacity, he advised the Governor on a host of public policy issues, and worked with legislators, senior administration officials and various stakeholders towards achieving the Governor's policy objectives. Before joining the Governor's Office, Mike was a partner in the Government Relations Practice Group of a large Maine law firm, and served as General Counsel to the Maine Democratic Party. He lives in Cape Elizabeth with his wife and five daughters.

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Erin Pelletier serves as **HCA's Treasurer and Business Manager** and **is the Executive Director of the Gulf of Maine Lobster Foundation (**GOMLF)**,** a 501(c) (3) not for profit organization that serves as our Founding Community Partner. The Gulf of Maine Lobster Foundation collaborates with lobstermen, scientists and members of the community to:

- Support a healthy lobster fishery in the Gulf of Maine;
- Conduct vessel-based field work;
- Encourage good stewardship of the marine environment; and
- Provide outreach, education and economic opportunities to coastal communities.

At GOLMF, Erin oversees all staff, projects and finances of the organization, including month-end grant invoicing (Federal and State) and budget justifications; extensive use of Quickbooks to administer payroll, A/P, A/R. She also leads GOLMF's grant writing and the implementation of all research projects. Prior to leading the Gulf Of Maine Lobster Foundation, Erin was Associate Director and Controller of The Environmental Schools of Ocean Park, Me. She managed all aspects of finances including weekly invoicing to schools, budget reviews on a monthly basis and use of Quickbooks to administer payroll, A/P, A/R.

Harpswell Coastal Academy

501c3 application EIN: 46-1065834

Board Duties and Qualifications

Board Member/Duties	**Current Employment**	**Qualifications**
Joe Grady Chair	Owner, Two Coves Farm	Teacher at Casco Bay HS and Bonny Eagle HS, Exec Director, Mt. Washington Valley Children's Museum
Jeff Slocum Vice-Char	Owner, Slocum Chiropractic	Harpswell native and parent of prospective HCA students, Wellness consultant
Sharon Whitney, Secretary	Owner, Eartheart Gardens	Small Business Owner, School Founder, Harpswell Community Leader
Erin Pelletier, Treasurer/Business Manager	Exec. Director, Gulf of Maine Lobster Foundation	Extensive experience in non-profit administration, experiential education, financial management
Victoria Larsen, Board Member	VP Technology, TD Bank	Current Board Member Maine Maritime Academy, 20 year veteran US Navy, experience in fiscal oversight and compliance.
John D'Anieri School Design Consultant, Head of School beginning March 2013, non-voting	Education Consultant	Extensive School Reform Experience with Expeditionary Learning Schools, National School Reform Faculty, JumpRope Technology

Joseph M. Grady

90 Neils Point Road
Harpswell, Maine 04079
H 373-0399 C 400-7999
gradys5@comcast.net

PROFILE

Consummate professional with a unique, diverse background of leadership and management. Seeking a position where exceptional communication skills and rigorous standards can support the needs of nonprofit organizations in Maine.

EXPERIENCE

Farmer Owner, Two Coves Farm; Harpswell, Maine 2009 - Present
Operate a small diverse farm business offering natural meat, eggs and hay for sale to the public. Implementing a Holistic Management approach to land use and agricultural production on preserved coastal land. Farm is operated using a CSA business model.

Humanities Teacher, Casco Bay High School; Portland, ME 2007-2011
Lead teacher for grade 9 / 10 cluster in expeditionary learning environment. Member of Leadership Team and Senior Humanities Task Force. Known among students and colleagues for ability to communicate and coordinate learning experiences that engage a diverse student body and help integrate school within broader community.

Executive Director, Mount Washington Valley Children's Museum May - August 2009
Lead small nonprofit through its largest fundraiser and growth period. Significantly increased membership and presence in the community for this young organization while managing all day to day aspects of the museum, store, office, staff, volunteers, and membership.

Farm Manager, Dean of Students, The Meeting School; Rindge, NH - 2002- 2006
Oversaw farm operations including planning, budgeting, employee supervision, curriculum, infrastructure maintenance, and production. Revived school's farm program and land use policies using sustainable agriculture best practices. Dean responsible for all student disciplinary referrals, oversight, family communication and followthrough.

Chef and Kitchen Manager, A Fine Kettle Of Fish; Casco, Maine Seasonal 1998 - 2008
Coordinated menus, ordering, inventory, staff, and customer service for small resort restaurant.

EDUCATION

Boston College, BA History and Secondary Education 1994

SKILLS

- Efficient and effective communication style, personable demeanor and professional attitude
- Proven leadership, oversight, entrepreneurial, and management capabilities in a variety of fields
- Graduate of Landmark Education's Curriculum for Living- 1997 - 2000
- Years of customer service experience in both food service and educational environments
- Proficient with Microsoft Word, Excel, Outlook, Powerpoint, Quickbooks, Pages, OpenOffice, NeoOffice, and Keynote

Jeffrey S. Slocum D.C.
Bio

Jeffrey S. Slocum, D.C.

Dr. Slocum is 1993 graduate of Logan College in St. Louis Missouri and has been in private practice full time for 19 years. He is a fourth generation chiropractor and the 11th member of his family to practice chiropractic. Dr. Slocum is the owner of Slocum Chiropractic "A Creating Wellness Center" in Brunswick, Maine.

Dr. Jeffrey Slocum is co-creator of Learning Curves ™ and The Legion of Chiropractic Warriors, and the annual Purposeful Connections seminar in Mexico. Dr. Slocum is the developer of a highly successful personal and professional training company called Advanced Leadership Solutions. Together he and his partners provide the most dynamic leadership development and marketing programs in the Chiropractic profession. Dr. Slocum lectures internationally to chiropractors encouraging them to spread awareness of chiropractic in their communities.

Dr. Jeff as he is known has been featured as the key note speakers for the Maine Municipal association's annual and quarterly conventions where they have helped thousands of municipal employee's gain access to chiropractic coverage in Maine. Dr. Slocum was named one of the most influential chiropractors under 40 by chiropractic lifestyles magazine in 2008. He was featured as the On Purpose Chiropractor of the Month in July 2008. He was awarded the 2004 Chiropractor of the year for the Masters Circle and has spoken at the Winners Circle. He has spoken to the Student WCA, The American Chiropractor conference in Panama, New Beginnings, Bath Iron Works a division of General Dynamics Corp. and many other groups and organizations including State Boards of Education. Dr Slocum is regularly heard on Brican's Path To Excellence, LCFE monthly broadcasts and newsletters, and The American Chiropractor. Go to www.legionofchiropracticwarriors.com, e-mail at drjeff123@gmail.com or call (207) 522-7917 to speak to Dr. Slocum about becoming a Legion member and bringing the Legion arsenal to your practice and community or to have Dr. Slocum speak at your next event.

Sharon Whitney

Eartheart Gardens

www.eartheartgardens.com

1709 Harpswell Neck Rd, Harpswell, ME 04079

Sharon Whitney earned a Bachelor of Education from Keene State College. After graduation she taught grades 1-3 in ungraded classrooms at two schools offering alternative education for k-12, first at Lewis-Wadhams school in Westport, NY and later at Collins Brook School in Pownal, ME.

She was co-founder of Collins Brook School.

Sharon devoted 30 years to helping people of varying ages and abilities learn to swim, teaching as a paid staff and sometimes as a volunteer.

For a brief time Sharon worked at Job Corps in Poland Spring, Maine. There her responsibilities included running a nursery school/day care and training young women to be teacher aides.

Sharon pursued her love of the natural world in her second line of work. She was fortunate to meet the late Dr. Currier McEwen who took her under his wing and taught her about hybridizing iris. She attended Southern Maine Technical College enrolling in plant and soil classes. She combined her work with Dr. McEwen and her education at SMTC to open Eartheart Gardens, which she has run for the past 30 years. She develops new iris cultivars and offers fine gardening services to clients in the Midcoast area.

Sharon lives with her husband, Don Clifford, on Harpswell Neck where they raised two daughters. They have been residents of Harpswell for almost 40 years and are blessed with three wonderful grandchildren.

96 Sabbady Point Road
Windham ME 04062

Phone (207) 798-2323
E-mail cdrlarson_1@yahoo.com

Victoria M. Larson

Objective

Extensive experience in Program/Project Management and Engineering Auditing in both civilian settings (Medical & Banking technologies) and military (Training & Financial systems). Strong leadership and managerial skills with extensive experience molding teams from resources having diverse backgrounds and independent agendas into solid working units with outstanding outcomes regardless of the project. Excellent communication skills and understanding of the challenges of project scheduling, reporting, auditing and budgeting. Experienced in developing and implementing projects/programs/portfolios of work and engineering audits.

Work experience

TD Bank, Vice President, Program Manager, Infrastructure Auditing, February 2011 to Present
Lewiston Maine

- Define scope and objectives with auditors for Infrastructure audits within the United States for TD Bank

TD Bank, Vice President, Senior Infrastructure Program Manager for Retail, US TS Engineering, October 2009 to February 2011

Lewiston Maine

- Provided technical support for infrastructure to the Retail Line of Business to include coordination of test regions for distributed and mainframe applications.
- Managed the technical side of the current Work Management Office (WMO), including a staff of five resources and provided guidance for project management methodologies, tools and reporting to the entire TD Banknorth Technology Department.
- Oversaw the development of numerous documents and provided extensive training to Project Managers on management of schedules, resource planning and the Primavera Project Management tool to more completely reflect the application's processes and procedures.
- Worked with Senior Management to develop and manage project schedules, resource plan and extensive reports in support of the '05 – '07 projects including acquisitions.
- Managed multiple complex projects and tasks simultaneously, while ensuring Project Managers' completion of projects within the political scope of many projects.

Vice President & Manager, Relationship and Support Manager, Banknorth

Lewiston Maine

- Led a six million dollar project undertaken by retail banking to develop an initial Windows-based Teller system and was successful at securing the requirements for the current client/server configuration now found in 580 branches.

- Was responsible for the successful transition of all Mainframe processing from Little Rock, AK to Lewiston, ME.
- Entrusted to and successfully turn around the following failing projects: Customer Relationship Tracking System, Retail Sales Tracking System and the Platform Upgrade For Maine.

Project Manager, Maine Medical Center - March 1999 to September 2000

Portland Maine

- Managed the design and development of a Nurse Scheduling System & Pharmaceutical System.
- Instituted the project management tool entitled ABT.
- Provided assisted in preparing for Y2K efforts on various projects.

Director of Plans and Programs, Training, Medical and Financial Systems

New Orleans, LA

- Directed development efforts and provided cost estimates for the portfolios of Training, Medical and Financial computer systems supporting 137,000 Navy Reservists.
- Provided weekly briefings in the Pentagon to the Chief of Naval Operations on the Y2K efforts for the three portfolios.

Education

- M.Ed., University of West Florida
- MBA., Computer Systems, Naval Postgraduate School

Professional memberships

- ISACA
- PMI

Community activities

- Maine Maritime Academy, Board of Trustees
- Granite Mills Estate, Condominium Board

Erin Pelletier

20 Blueberry Pines Dr. Kennebunk, ME 04043

Professional/Research Experience

Gulf of Maine Lobster Foundation, Kennebunk, Maine

Executive Director June 2007- present

- Oversee all staff, projects and finances of the organization. Month end grant invoicing (Federal and State) and budget justifications. Extensive use of Quickbooks to administer payroll, A/P, A/R. Organize grant writing and implementation of all research projects. Report directly to the Board of Directors.

Community Science Director (2003- 2007)

- Manage all aspects of several cooperative research projects with the lobster industry including eMOLT temperature probe project, Ventless Trap Survey, and Groundline Rope Exchange.

The Environmental Schools, Ocean Park, Maine

Associate Director 1998-2003

- Assist Executive Director with administration and finances for the organization as well as hiring and overseeing teaching staff. Program consisted of four residential sites throughout New England with over 30 staff members and up to 500 students each week.

Controller (1999-2003)

- Using Quickbooks, managed all aspects of finances including weekly invoicing to schools and budget reviews on a monthly basis. Use of Quickbooks to administer payroll, A/P, A/R.

Program Director and Naturalist, Ocean Park site (1995-1998)

- Oversee and manage 4 residential environmental education sites in New England.
- Managed education staff and program curriculum.
- Environmental educator for astronomy, forest, fresh and salt water ecology.

Shoals Marine Laboratory, Appledore Island, Maine

Teaching Assistant, Field Marine Science (1998)

- Teaching assistant for university marine science class.

Island Assistant/Lab Preparator (1996-1997)

- Organize lab supplies, and assist with research vessel preparation.

Seacoast Science Center, Rye, NH

Environmental Educator (1997)

- Outdoor education with an emphasis on ocean ecology.

Education

State University of New York, Cortland, NY; BS, Biology and Environmental Science 1994

John D'Anieri
62 Monument St. #2 Portland, Me. 04101
207.233.6125 jsdanieri@gmail.com

Work Experience

EDUCATIONAL AND ORGANIZATIONAL CONSULTING, Working Schools LLC 1996-present
School design, professional learning communities, facilitation, professional growth, conflict resolution, strategic planning, and community engagement for educational and non-profit clients.

Education

JumpRope Technology, NYC, NY
Tutors for All, Boston, MA
National Alliance for Public Charter Schools, Wash., DC
National School Reform Faculty, Bloomington, IN
Small Schools Project, Seattle Wa
Great Maine Schools Project, Portland, Me
KnowledgeWorks, Columbus, OH

Non-Education/Mediation

Rising Tide Natural Market, Damariscotta, Me
Maine Veterans for Peace, Bath, Me
Focus on Agriculture in Rural Maine Schools, Damariscotta, ME
Preble St. Resource Center, Portland, ME

SCHOOL DESIGNER, EXPEDITIONARY LEARNING SCHOOLS 2004-7,2011-2
Led process to create Casco Bay High School in Portland, Me. Led regional and national professional development, specializing in start-up small public schools, standards-based teaching and learning.

EXECUTIVE DIRECTOR, MAINE ENTERPRISE SCHOOLS 2009-2011
Led start-up non-profit seeking to start network of small, public, place-based schools.

ENGLISH AND MEDIA STUDIES TEACHER 1990-2003
Taught and led teaching teams in high schools in NY and Wisconsin and at Noble, Freeport, and Poland, Me.

CO-MANAGER, MORRIS FORKS CRAFT COOPERATIVE 1987-88
Managed all aspects of 100-member rural Economic Development coop in Eastern Kentucky.

LANDSCAPER, TRUCK DRIVER, WAREHOUSE WORKER, PIZZA MAKER, ORGANIC FARM WORKER, SMALL BUSINESS OWNER, SUMMER CAMP DIRECTOR 1978-2003

Community Engagement

SLOW MONEY MAINE Steering Committee 2010-Present
INSTITUTE FOR CIVIC LEADERSHIP Alumni Council 2009 -2011
FOCUS ON AGRICULTURE IN RURAL MAINE SCHOOLS Board 2010-11
YOUTH GROUP LEADER/RELIGIOUS EDUCATION
Brunswick/State St. Unitarian Universalist Churches 2002-4,2009-10
BOWDOIN COLLEGE CHILDREN'S CENTER
Parent Advisory Board Chair 1996-1999

Education

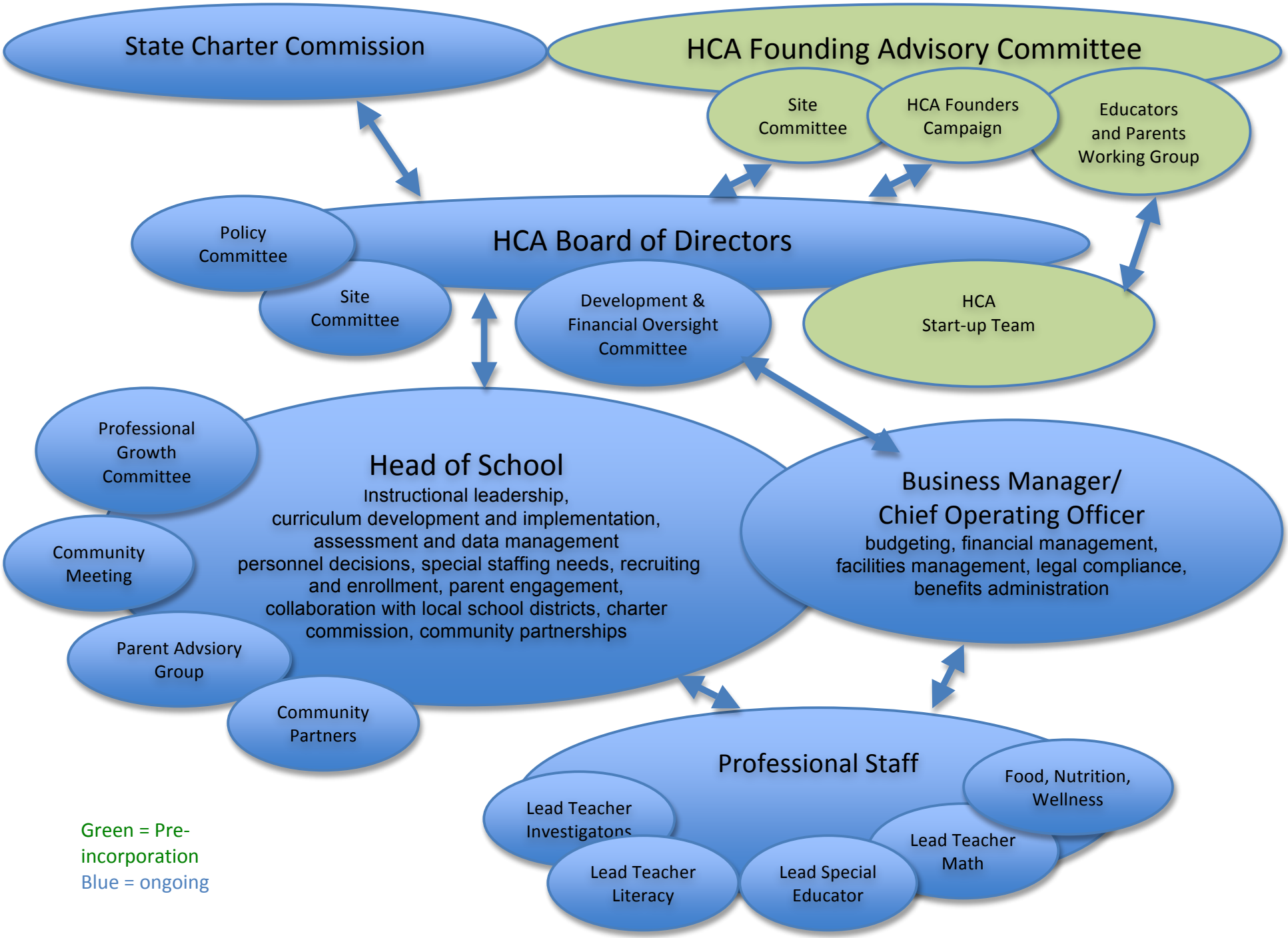
MASTER OF ARTS IN TEACHING, Union College, Schenectady, NY 1990
BACHELORS OF ARTS IN LITERATURE, Binghamton University 1987
A.A. HUMANITIES AND SOCIAL SCIENCES, Schenectady Co. Community College 1985

References

DEREK PIERCE, Principal, Casco Bay High School 207.874.8160
ELLEN ALCORN, Assistant Director, Harward Center at Bates College 207.786.8235
BONNIE RUKIN, Coordinator, Slow Money Maine 207.236.4703

John D'Anieri
62 Monument St. #2 Portland, Me. 04101
207.233.6125 jsdanieri@gmail.com

HCA Organizational Chart



SUMMARY OF BOARD DEVELOPMENT, MARKETING, AND FUNDRAISING CONSULTING SERVICES TO BE PROVIDED BY BULL MOOSE GROUP OF HARPSWELL, MAINE TO HARPSWELL COASTAL ACADEMY

SERVICES:

Bull Moose Group (BMG) will provide the following services in connection with the formation and operation of Harpswell Coastal Academy:

1. Board Development

- Assist with the development and/or revision of the Mission Statement
- Create a Board Member handbook outlining the Roles and Responsibilities of a Board Member and an Advisory Board member
- Establish a committee structure
- Establish a campaign cabinet structure
- Assist with recruitment of board members and Campaign Cabinet members
- Review of By Laws
- Consult on other governance issues

2. Marketing, Website and Social Media

- Create a powerful and meaningful online presence
- Revise website
- Manage facebook page
- Create a youtube channel
- Write press releases and submit online
- Collaborate with corporate fiscal partner, GOMLF

3. Fundraising for Start Up Costs

- **Phase 1:** Leadership gifts (founders) AUGUST-DECEMBER

  Work with Campaign Cabinet to develop an overall campaign strategy
  Assist with recruitment of campaign leadership
  Develop and finalize the Case Statement

Create printed and electronic materials
Assist with prospect identification, analysis, cultivation, and solicitation
Train board and Campaign Cabinet members on solicitation techniques
Create and monitor the budget and time line
Organize all campaign functions and meetings

- **Phase 2:** General Fundraising Campaign JANUARY-JULY (this assumes the charter has been granted)

  Use materials created in Phase 1 and reach out to second tier prospects
  Hold fundraising parties/events

- **Phase 3:** Develop Corporate Partner Program and continue with general fundraising campaign JANUARY-ongoing

FEES:

In consideration and recognition of the mission of HCA and being a member of the local community, Bull Moose Group agrees to dramatically discount its regular fees. BMG recommends a retainer-based contract, allowing both HCA and BMG to budget and plan accordingly. Assuming an average of 15 hours a week from July-December, 2012, a monthly retainer of $2000 (equivalent to $33/hr) shall be paid to BMG. Hourly billing is an option although our normal hourly rate is $125/hr and therefore most of our clients see the advantage of a monthly retainer.

All services outlined above will be provided under the retainer arrangement with the exception of website revisions (not anticipated to exceed $500). Payment of fees will be deferred until revenue is received from fundraising and/or grants. A schedule of payments shall be determined and agree upon by all parties.

PERSONNEL:

Bull Moose Group is comprised of a team of independent consultants who bring expertise and experience in virtually all aspects of fundraising, organizational development, social media strategy, event planning, website design and marketing. Many of these consultants are highlighted on the BMG website: www.bullmoosegroup.com under the **Meet Our Team** tab. In addition, we work closely with ROI, a full service graphic design studio and Off Campus Media, St. Louis and Chicago, specializing in social media and search engine optimization.

BMG is a small firm that can provide individualized attention to the staff and leadership of HCA. In addition, a local presence and familiarity with the geographic area and the donor base is a unique asset for BMG. The principal consultant responsible for the services will be Ronnie Weston.

REFERENCES:

Harpswell Neck Fire and Rescue Department
Walter Norton, Member of the Capital Campaign Committee: wmnorton@skassen.com

Gulf of Maine Lobster Foundation
Erin Pelletier, Executive Director: 207-985-8088; erin@gomlf.org

Holocaust and Human Rights Center of Maine
Robert Bernheim, Executive Director: 207-621-3533; robert.bernheim@maine.edu

What is a public charter school?

Charter schools are always public schools. They never charge tuition, and they accept any student who wants to attend. Charter laws require that students are admitted by a random lottery drawing in cases too many students want to enroll in a single charter school. Charter schools must also meet the state and federal academic requirements that apply to all public schools.

Why a Public Charter School?

Educators in our traditional schools work hard to meet the needs of all learners. But the system of larger and larger schools is not serving all kids well. Charter schools free to be more innovative, are often smaller and can be more directly accountable for improved student achievement.

What are some Successful Innovations within Public Charter Schools?

Across the country, public charter schools are creating a wide variety of innovations, including:

- Curriculum design
- Extended learning time
- School cultures with high expectations for all students and adults
- More structured and disciplined learning environments
- Higher teacher satisfaction, more accountability
- Parent contracts
- Multi-age programs

For more, visit www.publiccharterschools.com

Steering Committee

Tom Allen
Robert Anderson
John D'Anieri
Joseph Grady
Scott Ruppert

Advisory Board

John Anthony
Bart Beattie
Elizabeth Bouve
Signe Daniel
Elizabeth Davis
Kara Douglas
Phil Fuller
Paul Hickey
Sean Kelley
Samantha LaPointe
Rob Logan
Dan McMahon
Jennifer Nadeau
Tom Ring
Rob Roark
Bill Saxton
Jeff Slocum
Sharon Whitney

Get Involved

Here's how:

A public charter school serving grades 6–12

Opening Fall 2013

Harpswell Coastal Academy

Rigorous, Relevant, Project-Based Learning

Our Classrooms

Maine's shorelines, working waterfronts, forests, and farms

Our Partners

Maine's educators, entrepreneurs, and community organizations

Our Promise

A sound education for all, focused through the lens of marine and natural resources

Rigor

Learner-centered, proficiency-based assessment and evaluation.

From the Maine Department of Education: "For as long as anyone can remember, learners have been organized into groups by age. They move through school in age-based cohorts in lockstep, whether they fully understand what is taught or not. As a consequence, students who have already mastered certain content must wait for the others to catch up, while those who have yet to fully understand a certain concept are pushed to move on anyway. What is needed is a move to a learner-centered, proficiency-based system in which learners advance only when they have demonstrated mastery of defined learning outcomes."

Relevance

Solving complex real-world problems and creating unique projects for use in real-world situations.

Harpswell Coastal Academy uses our unique coastal location as the center of much of our curriculum. HCA's learning design is integrated, place-based, and experiential. What that means in laymen's terms is that reading, writing, mathematics, the scientific method and other "cross-cutting" skills are built into long-term studies based on Field Work in the fisheries, farms, and forests of Harpswell.

Relationships

Reliable, deliberate structures to connect student, parents, teachers, and the larger community.

Core Group: Every student joins a Core Group led by an Advisor who is the contact point between parents and the school. The Advisor monitors and adapts the Individual Learning Plan of each of member of their group.

Community Meeting: HCA will help to prepare students to thrive in a democracy. Community meeting is regular all-school assembly where students influence policies and practices of the school.

Mentoring: Any student who is academically or in any other way at-risk will be linked with a community mentor with training in supporting at-risk youth. Students in high school will be required to develop a mentor relationship with an individual in a professional field of interest to them.

Blended Learning *Structures and practices that set clear, common expectations while allowing adaptations for pace and learning styles.*

Lower School

Focus on literacy and scientific and mathematical thinking in the context of four common middle school Investigations:

- Food, Farm & Forest Systems
- Marine Systems
- Energy Systems
- Political Systems

Intermediate/High School

Focus is on developing college-ready writing and math skills in the context of HCA's common 9th and 10th grade Investigations:

- Working Waterfront
- Creative Economy
- Government and Policy
- Global Literacy.

Pathways

Focus is on ensuring that students are ready for Citizenship, Work, and Post-Secondary Learning.

Students must complete two Capstone projects and present to audiences made up of community members and professionals. These projects are designed to ensure that the student experiences enough of the world to make wise decisions about post-secondary plan, tend to fit into one of the categories below.

- Public Policy Paper
- Business Plan
- Early College
- Service Project
- Design/Fine Arts Challenge
- Semester experience (i.e., Chewonki, Study abroad)

Passage

Students will pass from middle to intermediate/high school to Pathways when they:

- Meet Common Core grade level proficiency in all subjects at the 8th grade and 11th grade level, respectively.
- Show evidence of quality completion of the projects related to Investigations.
- Have demonstrated six continuous months of exemplary "Habits of Work and Citizenship."

Who We Are

Harpswell Coastal Academy (HCA) is a public charter charter school offering rigorous, personalized, project-based education to midcoast Maine students in grades 6–12. It plans to open its doors in September 2013.

Originally initiated by a group of Harpswell citizens concerned that many of the Town's young people were increasingly disengaged from school, HCA has grown to include a diverse group of mid-coast educators, business leaders, and community partners committed to preparing students to live and work in the rapidly changing coastal economy.

Maine's recently enacted public charter school legislation (joining 40 other states) enables HCA to provide a public school alternative delivering experiential learning while fully meeting the Maine core curriculum requirements.

HCA Will

- Raise the bar of what's expected and what's possible
- Cultivate a student's excitement for learning and an educator's passion for teaching
- Be limited in size, preventing a student from getting lost in the crowd
- Coach all students to meet every academic and social challenge
- Engage and anchor the community in preserving its coastal heritage

Harpswell Coastal Academy

www.harpswellcoastalacademy.org

Founder's Campaign Gift Form

Donor Information (Please print)

NAME _____

ADDRESS _____

CITY _____

STATE _____ ZIP _____

PHONE _____

EMAIL _____

Gift Information

I/We are proud to contribute $_____ to the Harpswell Coastal Academy Founders Campaign

- ☐ Enclosed is my check
- ☐ I would like to donate stock or other securities

Donor Recognition

Donors will be recognized on HCA printed materials and website unless an anonymous gift is requested.

- ☐ I/We wish to remain anonymous

Note: HCA, Inc. has applied for its tax exempt 501(c)(3) status under the Internal Revenue Code. In the interim, Gulf of Maine Lobster Foundation, a 501(c)(3) tax-exempt organization, has agreed to serve as our fiscal sponsor and all contributions are tax deductible to the extent allowed by law. Please consult your tax advisor.

Please make checks payable to:
Gulf of Maine Lobster Foundation
PO Box 523
Kennebunk, Maine 04043
For: Account of Harpswell Coastal Academy

Harpswell Coastal Academy

Founders Campaign

Your opportunity to:
Provide excellence in education
Preserve our coastal heritage
Prepare our students for the future

Our Classrooms
Maine's shorelines, working waterfronts, forests, and farms

Our Partners
Maine's educators, entrepreneurs, and community organizations

Our Promise
Citizen-scholars equipped for a new economy

www.harpswellcoastalacademy.org

The Challenge

Improve educational outcomes in Maine

One in 4 students entering high school will drop out before graduation. Maine is close to the national average with 23% not graduating. Traditional schools have grown so large that too many students fall through the cracks. High performing students aren't pushed academically and disinterested students find places to hide, underperform, or disappear.

Today's parents expect no less in terms of their child's education than they ever have. They want their kids to earn a quality and relevant education in a secure and challenging environment. They want teachers who are competent and passionate about how and what they teach. And they want kids of all abilities to be encouraged and expected to seek excellence.

While there are no simple solutions, the drive to retool our traditional education system and provide the business community with a prepared work force has received a huge boost from Maine's charter school legislation.

Preserve Harpswell's identity and heritage

Harpswell has deep roots in the land and the sea. Its heritage and character are defined by its commitment to the fishing industry and recognition of its natural resources. But Harpswell's identity is shifting. It is a community in transition and at a turning point. Fishing no longer offers as much of a reward as it once did. Families are moving away in search for a more economically viable alternative. The population is aging. The sounds of children's laughter collecting seashells on the beaches, romping through the woods, and playing on the ball fields are becoming a distant memory.

The Opportunity

In response to these challenges, HCA's dynamic team is paving the way for Harpswell Coastal Academy to become a public charter school serving Harpswell and the surrounding region; a school where students, teachers and the community collaborate to develop students with strong critical thinking, interpersonal, and academic skills that prepare them for real-world success.

This is your chance to:

- Put Harpswell in the school and put a secondary school in Harpswell, creating a new generation of stewards of our coastal heritage.
- Be a part of the dawn of the public charter school movement in Maine and improve educational outcomes.
- Provide an educational opportunity where responsibility, perseverance, accountability, and character matter as much as academic learning.
- Provide an economic engine for the Town of Harpswell.

How You Can Help

A public charter school is funded based on the number of students who attend the school and the programs offered. Each student's home school administrative unit transfers a per-pupil allocation to the charter school.

However, HCA has and will continue to incur certain start up costs prior to receiving the allocations from the school districts in the summer of 2013.

That's why we need your help now.

Fueled by a generous gift from an anonymous HCA friend, we have raised $50,000 to:

- ✔ Develop the educational plan and apply for the charter
- ✔ Engage a robust and experienced professional team to build a foundation for strong governance and fiscal oversight

Going forward, we need to raise $100,000 for:

- ☐ Student and teacher recruitment
- ☐ Development of community partnerships
- ☐ Head of school and administrative salaries
- ☐ Building lease and maintenance
- ☐ Furniture, fixtures, and equipment
- ☐ Materials and supplies

To Learn More

Please visit www.harpswellcoastalacademy.org for detailed information about our leadership, educational plan, community partnerships, giving opportunities, and recognition or contact Ronnie Weston at ronnieweston@gmail.com. Donations and gifts of all sizes are appreciated.

Contact Us

We want to hear from you! If you have a question, comment, or idea you think we should know about, please contact Joe Grady, HCA Board Chair at gradys5@comcast.net.

Minimum Filing Fee $10.00. An **additional $10** filing fee if changing the purpose

DOMESTIC
NONPROFIT CORPORATION

STATE OF MAINE

ARTICLES OF AMENDMENT

Deputy Secretary of State

A True Copy When Attested By Signature

Deputy Secretary of State

Harpswell Coastal Academy, Inc.
(Name of Corporation)

Pursuant to 13-B MRSA §§802 and 803, the undersigned corporation executes and delivers the following Articles of Amendment:

FIRST: ("X" one box only.) [X] public benefit corporation [ ] mutual benefit corporation

SECOND: Describe **NATURE OF CHANGE** (i.e. change in name of corporation, purpose, number of directors, adding or deleting section or revision of section, etc.) as well as **TEXT** of amendment. Attach additional pages as needed.

Change in purpose and dissolution to meet the requirement of the Internal Revenue Code Section 501(c). See attached Exhibit A.

THIRD: ("X" one box only.) The amendment was adopted on (date) _____ as follows:

☐ By the members at a meeting at which a quorum was present and the amendment received at least a majority of the votes which members were entitled to cast.

☐ (If the Articles require more than a majority vote.) By the members at a meeting at which the amendment received at least the percentage of votes required by the Articles of Incorporation.

☐ By the written consent of all members entitled to vote with respect thereto.

☒ (If no members, or none entitled to vote thereon.) By majority vote of the board of directors.

FOURTH: The address of the registered office of the corporation in the State of Maine is _____

90 Neils Point Road, Harpswell, ME 04079

(street, city, state and zip code)

DATED _____

*By _____
(signature)

_____
(type or print name and capacity)

*By _____
(signature)

_____
(type or print name and capacity)

MUST BE COMPLETED FOR VOTE OF MEMBERS

I certify that I have custody of the minutes showing the above action by the members.

_____
(signature of clerk, secretary or asst. secretary)

*This document **MUST** be signed by any duly authorized officer. (13-B MRSA §104.1.B)

Please remit your payment made payable to the Maine Secretary of State.

SUBMIT COMPLETED FORMS TO: CORPORATE EXAMINING SECTION, SECRETARY OF STATE, 101 STATE HOUSE STATION, AUGUSTA, ME 04333-0101
TEL. (207) 624-7752

Exhibit A

Purpose:

The organization is organized exclusively for charitable, religious, educational, and scientific purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Within these restrictions, the Corporation is organized for the following specific purposes:

- Harpswell Coastal Academy, Inc. is established exclusively for educational purposes and fundraising activities associated with Harpswell Coastal Academy.

Internal Affairs and Dissolution:

A. This Corporation shall possess any and all powers granted to it under the laws of the State of Maine which are necessary and expedient to carry out the purposes set forth above, but shall not possess or exercise any powers that would cause the Corporation to be ineligible for exemption from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law);

B. No part of the net earnings of the Corporation shall inure to the benefit of or be distributed to any director, trustee, employee, or other individual, partnership, estate, trust, or corporation having a personal or private interest in the Corporation. Compensation for services actually rendered and reimbursement for expenses actually incurred in attending to the affairs of the Corporation shall be limited to reasonable amounts.

C. The affairs and business of the Corporation shall be managed and conducted by the Board of Directors, who shall be nominated and appointed by the Incorporator immediately upon the organization of the Corporation and who shall act as the Directors of the Corporation until the election of their successors as provided in the Bylaws of the Corporation. The qualifications, election, number, tenure, powers, and duties of the members of the Board of Directors shall be as provided in the Bylaws.

D. In the event of the liquidation, dissolution, or winding up of the affairs of the Corporation, whether voluntary, involuntary, or by operation of law, the Board of Directors of the Corporation shall, except as may be otherwise provided by law, transfer all of the assets of the Corporation in such manner as the Directors, in the exercise of their discretion, may by a majority vote determine; provided, however, that any such distribution of assets shall be calculated to carry out the objects and purposes of the Corporation; and, provided further, that all such distributions must be to one or more organizations that are exempt from federal income tax as organizations described in either section 501(c)(4) or section 501(c)(3) of the Code, and

E. The Board of Directors shall have power to make, alter, amend, and repeal the Articles of Incorporation or the Bylaws of the Corporation by vote of a majority of all of the Directors at any regular or special meeting.

BY-LAWS OF HARPSWELL COASTAL ACADEMY, INC.

ARTICLE I – NAME, PURPOSE

Section 1: Name
The name of the organization shall be Harpswell Coastal Academy, Inc.

Section 2: Purpose
Harpswell Coastal Academy, Inc is established exclusively for educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code and fundraising activities associated with Harpswell Coastal Academy. Harpswell Coastal Academy, Inc is a public benefit corporation. Harpswell Coastal Academy intends to gain 501(c) 3 status.

ARTICLE II – MEMBERSHIP

Section 1: Membership
Membership shall consist only of the members of the Board of Directors.

ARTICLE III – BOARD OF DIRECTORS

Section 1: Board Role, Size, Compensation
The Board is responsible for overall policy and direction of the Harpswell Coastal Academy, Inc and consigns responsibility for day-to-day operations of Harpswell Coastal Academy to the Headmaster and staff. The Board of Directors will monitor, evaluate and exercise accountability for adherence to the Mission and Vision Statements of Harpswell Coastal Academy as well as;

- its mission, specific objectives and/or outcomes
- adherence to core values
- prudent use or stewardship of financial, human and other resources.

The Board shall have up to nine (9) members and not fewer than three (3) members. The Board receives no compensation other than reasonable expenses.

Section 2: Fiscal Year: The fiscal year shall run from 1 July to 30 June. New (re-elected) board members will be seated during the July (1st) quarter meeting.

Section 3**: Board Elections**.
Election of new directors or election of current directors to a second term will occur as the first item of business at the first quarterly meeting of the corporation. Directors will be elected by a majority vote of the current directors.

Section 4: Terms/Term Limits

All Board members shall serve three (3) year terms, and are eligible for re-election. Term limits will restrict any member to hold a seat on the Board for not more than two (2) consecutive terms or seven (7) consecutive years.

Section 5: Quorum.

A quorum is defined as not less than 50.1 percent of the total number of active Board members. A quorum must be formed before business can be transacted or motions made or passed.

Section 6: Notice.
An official Board meeting requires that each Board member have written notice two weeks in advance.

Section 7: Officers and Duties
There shall be four (4) officers of the Board consisting of a Chairperson, Vice Chairperson, Secretary and Treasurer. Officers will be elected by secret ballot of the directors. The term of an officer will be no longer than three (3) years and will run concurrently with their term on the Board.

Their duties are as follows:
The **Chairperson** shall convene regularly scheduled Board meetings, shall preside or arrange for other members of the executive committee to preside at each meeting in the following order: Vice-Chair, Secretary and Treasurer. The Chairperson will be responsible for all public statements made in representation of the organization.
The **Vice-Chairperson** will chair committees on special subjects as designated by the board.
The **Secretary** shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each Board members, and assuring that corporate records are maintained.
The **Treasurer** shall make a report at each Board meeting. Treasurer shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to Board members and the public.

The Harpswell Coastal Academy **Headmaster** will have a permanent non-voting seat on the Board.

Section 8: Vacancies.
When a vacancy on the Board exists, nominations for new members may be received from present Board members by the Secretary two weeks in advance of a Board meeting. These nominations shall be sent to Board members with the regular Board meeting announcement, to be voted upon at the next Board meeting. These vacancies will be filled only to the end of the departing Board member's term..

Section 9: Resignation, Termination and Absences

Resignation from the Board must be in writing and received by the Secretary. A Board member shall be dropped for excess absences from the Board if s/he has three unexcused absences from Board meetings in a year. A Board member may be removed for other reasons by a three-fourths vote of the remaining directors.

ARTICLE IV – BOARD OF DIRECTORS MEETINGS

Section 1: Annual Meeting.
An annual meeting of the Corporation shall be held each year for the purpose of electing Directors and taking such other action as may come before the Board. As soon as practicable after each annual election, the newly elected Directors shall meet for the purpose of organization, the election of officers, and the transaction of other business. Such meetings shall be held at such place within or without the State of Maine as may be designated by the Board of Directors.

Section 2: Regular Meetings.
Regular meetings of the Board of Directors may be held at such times and at such places, either within or outside the State of Maine, as may from time to time be determined by resolution of the Board. The Board of Directors may authorize the President to fix the exact date and place of each regular meeting.

Section 3: Special Meetings.
Special meetings of the Board of Directors may be called by the President or by the Secretary and must be called by either of them on the written request of any two (2) members of the Board. Special meetings may be held at such place, either within or outside the State of Maine, and at such time as shall be specified in the notice of meeting.

Section 4: Notice of Meetings.
Notice of all Directors' meetings, except as herein otherwise provided, shall be given by mailing the same at least three (3) days before the meeting, or by sending notice by email or facsimile transmission at least one (1) day before the meeting to the usual business or residence address of the Director. Any Director may waive notice of any meeting. The attendance of any Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or these Bylaws.

Section 5: Parliamentary Procedures
All meetings will conducted in accordance with Robert's Rules of Order

Section 6: Informal Action by Directors.
Any action required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof may be taken without a meeting, if a written consent to such

action is signed by all members of the Board or of such committee, as the case may be, and such written consent is filed with the minutes of the proceedings of the Board or committee.

Section 7: Telephone Meetings.
Members of the Board of Directors or a committee of the Board may participate in a meeting by means of a conference telephone or similar communications equipment if all persons participating in the meeting can hear each other at the same time. Participation in a meeting by these means constitutes presence in person at the meeting.

ARTICLE V – COMMITTEES

Section 1: Committees serving the Board
The Board may create committees as needed, such as fundraising, housing, etc. The Board Chairperson appoints all committee chairs. There will be tow (2) standing committees; Executive and Finance.

Section 2: Executive Committee
The Executive Committee will consist of five (5) members from the Board of Directors. Except for the power to amend the Articles of Incorporation and Bylaws, the Executive Committee shall have all of the powers and authority of the Board of Directors in the intervals between meetings of the Board of Directors, subject to the direction and control of the Board of Directors.

Section 3: Finance Committee
The Treasurer is chair of the Finance Committee, which includes two other Board members. The Finance Committee is responsible for developing and reviewing fiscal procedures, a fundraising plan, and annual budget with staff and other Board members. The Board must approve the budget, and all expenditures must be within the budget. Any major change in the budget must be approved by the Board or the Executive Committee. The fiscal year shall be the calendar year. Annual reports are required to be submitted to the Board showing income, expenditures and pending income. The financial records of the organization are public information and shall be made available to the Board members and the public.

ARTICLE V-A -- CORPORATE ASSETS AND EARNINGS

Section 1: Investments
The Corporation shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it, according to the judgment of the Board of Directors, without being restricted to the class

of investments which a director is or may hereafter be permitted by law to make or any similar restriction; provided, however, that no action shall be taken by or on behalf of the Corporation if such action would result in the denial or loss of the tax exemption under Section 501(c)(3) or any other section of the Internal Revenue Code of 1986 and applicable Regulations relating thereto as they now exist or as they may hereafter be amended (the "Code").

Section 2: Inurement Prohibition; Interest in Contracts
No Director, officer, committee member, or employee of, or any person connected with, the Corporation, or any other private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the Corporation, provided that this shall not prevent the payment to any such person of such reasonable compensation and reimbursement of expenses as shall be fixed by the Board of Directors for services rendered to or for the Corporation in effecting any of its purposes; and no such person or persons shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the Corporation. Any director, officer, employee, committee member, or agent of the Corporation may be interested directly or indirectly in any contract relating to the operation of the Corporation, and may freely make contracts, enter transactions or otherwise act on behalf of the Corporation notwithstanding that such person may also be acting for himself or herself or for a third party in so doing; provided, however, that any such contract or transaction shall be at arm's length and be in compliance with the requirements of this Article.

Section 3: Dissolution
Upon the dissolution or winding up of the affairs of the Corporation, whether voluntary or involuntary, the assets of the Corporation then remaining in the hands of the Board of Directors, after all debts have been satisfied, shall be distributed, transferred, conveyed, delivered, and paid over, in such amounts as the Board of Directors may determine or as may be determined by a court of competent jurisdiction upon application of the Board of Directors, exclusively to social welfare, charitable, or educational organizations which would then qualify under the provisions of Section 501(c)(3) of the Code.

Section 4: Exempt Activities
Notwithstanding any other provision of these Bylaws, no member, Director, officer, employee, or representative of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Code.

ARTICLE VI – ADDITIONAL PROVISIONS

Section 1: Indemnification of Officers and Directors
The Corporation shall indemnify every corporate agent. A trustee or officer shall not be personally liable to the Corporation for damages for breach of any duty owed to the

Corporation, its beneficiaries, or its Board of Directors, except that nothing contained herein shall relieve a trustee or officer from liability for breach of a duty based on an act of omission:
(a) in breach of such person's duty of loyalty to the Corporation; (b) not in good faith or involving a knowing violation of law; or (c)resulting in receipt of an improper personal benefit.

Section 2: Insurance.
The Board of Trustees shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 3: Audit.
At the close of each fiscal year, the accounts of the Corporation shall be audited by an independent auditor, who is either a Certified Public Accountant or a Registered Municipal Accountant, and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be hired for this purpose by a majority vote of the members of the Board of Trustees present at the regular public meeting at which the motion to hire the auditor is being considered. The audit shall be done in compliance with Maine statutes governing Charter Schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations.

Section 4: Agents and Employees
The Board of Directors may appoint agents and employees who shall have such authority and perform such duties as may be prescribed by the Board. The Board may remove any agent or employee at any time with or without cause. Removal without cause shall be without prejudice to such person's contract rights, if any, and the appointment of such person shall not itself create contract rights.

Section 5: Compensation of Agents and Employees.
The Corporation may pay compensation in reasonable amounts to agents and employees for services rendered, such amount to be fixed by the Board or, if the Board delegates power to any officer or officers, then by such officer or officers.

ARTICLE VII – AMENDMENTS

Section 1: Amending the Bylaws
These Bylaws may be amended when necessary by a two-thirds majority of the Board of Directors. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

These Bylaws were approved as amended at meeting of the Board of Directors of Harpswell Coastal Academy, Inc. October 29, 2012.

	Name	Signature	Date
Chair	Joseph Grady		
Vice-Chair	Jeff Slocum		
Treasurer	Erin Pelletier		
Secretary	Sharon Whitney		
5			
6			
7			
8			
9			
Head of SchoolPro Tem	John D'Anieri		

HARPSWELL COASTAL ACADEMY

CONFLICTS OF INTEREST POLICY

PURPOSE

The purpose of this conflicts of interest policy is to protect the interest of **Harpswell Coastal Academy ("HCA")** when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation.

This policy is intended to supplement but not to replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

CONFLICTS COVERED BY THIS POLICY

For purposes of this Policy, a conflict of interest exists whenever the interests or concerns of any officer or director may be seen as competing with the best interests of HCA. Conflicts tend to occur:

1. Where an officer or director (or a relative, business partner, or organization with which any such person has a formal relationship) has a financial interest in a decision of the Board or any action by HCA; and
2. Where an officer or director has a conflict of loyalties even if he or she has no personal interest in the decision or action to be taken.

DEFINITIONS

Interested Person. Any director, officer, or member of a committee with Board-delegated powers who has a direct or indirect *financial interest*, as defined below, is an interested person.

Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family —

- an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement; or
- a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or
- a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest has a conflict of interest only if the Executive Committee of the HCA Board determines that a conflict of interest exists.

PROCEDURES

Duty to Disclose

In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material facts to the Directors and members of committees with Board-delegated powers considering the proposed transaction or arrangement.

Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The Executive Committee of the HCA Board shall decide if a conflict of interest exists.

Procedures for Addressing the Conflict of Interest

An interested person may make a presentation at a meeting of the Executive Committee of the Board, but after such presentation, the interested person shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that is the basis of the conflict of interest.

The Chair of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the Executive Committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation, and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

Violations of the Conflicts of Interest Policy

If the Executive Committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Executive Committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

RECORDS OF PROCEEDINGS

The minutes of the Board and all committees with Board-delegated powers shall contain —

- the names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the

financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed; and

- the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

EMPLOYMENT

A Board member who is formally considering employment with HCA must take a temporary leave of absence until the position is filled. Such a leave will be taken within the Board member's elected term, which will not be extended because of the leave. A Board member who is formally considering employment with HCA must submit a written request for a temporary leave of absence to the Secretary of the Board, indicating the time period of the leave. The Secretary of the Board will inform the Chair of the Board of such a request. The Chair will bring the request to the Executive Committee of the Board for action. The request and any action taken shall be reflected in the official minutes of the Executive Committee of the HCA Board.

COMPENSATION

A voting member of the Board of Directors who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of the Board of Directors who is a *family member* of a person who receives compensation, directly or indirectly, from the Corporation for services also is precluded from voting on matters pertaining to that person's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

STATEMENTS

Upon initial election to the HCA Board of Directors, and annually thereafter, each director, officer, and member of any committee with Board-delegated powers shall sign a statement which affirms that such person —

- has received a copy of the conflicts of interest policy,
- has read and understands the policy,
- has agreed to comply with the policy, and
- understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Harpswell Coastal Academy, Inc.
CONFLICT OF INTEREST
DISCLOSURE FORM

This form must be signed by all specified parties, as identified in the HCA Conflict of Interest Policy Statement:

___ I have no conflict of interest to report.

___ I have the following conflict of interest to report (please specify):

_____

_____

_____

_____

_____

The undersigned, by their affixed signature, note their understanding of the implications of this policy.

_____ _____
Signature Printed Name

Date:_____

EXAMPLES OF POSSIBLE CONFLICT
A Board member is related to another board member or staff member by blood, marriage or domestic partnership.

1. A Board member is a member of the governing body of a contributor to HCA.
2. A Board member's organization receives grant funding from HCA.
3. A Board member or their organization stands to benefit from a HCA transaction.

Department of the Treasury
Internal Revenue Service

Notice 1382

(Rev. October 2012)

Changes for Form 1023

- Mailing address
- Parts IX, X and XI

Reminder: Do Not Include Social Security Numbers on Publicly Disclosed Forms

Because the IRS is required to disclose approved exemption applications and information returns, exempt organiztions shouldn't include social security or bank account numbers on these forms. By law, with limited exceptions, the IRS has no authority to remove that information before making the forms publicly available. Documents subject to disclosure include supporting documents filed with the form, and correspondence with the IRS about the filing.

Changes for Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

Change of Mailing Address

The mailing address shown on Form 1023 Checklist, page 28, the first address under the last checkbox; and in the Instructions for Form 1023, page 4 under *Where to File,* has been changed to:

Internal Revenue Service
P.O. Box 12192
Covington, KY 41012-0192

To file using a private delivery service, mail to:

201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

Changes for Parts IX and X

Changes to Parts IX and X are necessary to comply with new regulations that eliminated the advance ruling process. Until Form 1023 is revised to reflect this change, please follow the directions on this notice when completing Part IX and Part X of Form 1023. For more information about the elimination of the advance ruling process, visit us at IRS.gov. In the top right "Search" box, type "Elimination of the Advance Ruling Process" (exactly as written) and select "Search."

Part IX. Financial Data

The instructions at the top of Part IX on page 9 of Form 1023 are now as follows. For purposes of this schedule, years in existence refer to completed tax years.

1. If in existence less than 5 years, complete the statement for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of:

   a. Three years of financial information if you have not completed one tax year, or

   b. Four years of financial information if you have completed one tax year.

(Continued)

2. If in existence 5 or more years, complete the schedule for the most recent 5 tax years. You will need to provide a separate statement that includes information about the most recent 5 tax years because the data table in Part IX has not been updated to provide for a 5th year.

Part X. Public Charity Status

Do not complete line 6a on page 11 of Form 1023, and do not sign the form under the heading "Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code."

Only complete line 6b and line 7 on page 11 of Form 1023, if in existence 5 or more tax years.

Part XI. Increase in User Fees

User fee increases are effective for all applications post marked after January 3, 2010.

1. $400 for organizations whose gross receipts do not exceed $10,000 or less annually over a 4-year period.
2. $850 for organizations whose gross receipts exceed $10,000 annually over a 4-year period.

For the current user fee amounts, go to IRS.gov and in the "Search" box type "Where Is My Exemption Application," click on the link for that page, and in the second paragraph click on "user fee." Alternatively, you can do a search for "user fees" with the applicable year in the "Search" box in the top right. Finally, you can also call 1-877-829-5500.

Application for reinstatement and retroactive reinstatement. After your organization's tax-exempt status was automatically revoked for failing to file a return or notice for three consecutive years, your organization must apply to have its tax-exempt status reinstated. You must file a Form 1023 if applying under section 501(c)(3) or Form 1024 if applying under a different Code section, pay the appropriate user fee, and write "Automatically Revoked" at the top of your application and the mailing envelope. If approved, the date of reinstatement will be the date of the application. See Notice 2011-44, 2011-25 I.R.B. 883, at *http://www.irs.gov/irb/2011-25_IRB/ar10.html,* for details.

Transitional relief scheduled to end December 31, 2012. Smaller organizations — defined as having annual gross receipts of $50,000 or less, in its most recently completed tax year — that have lost their tax-exempt status because of failure to file a required electronic notice (Form 990-N e-Postcard) may be eligible for transitional relief, including retroactive reinstatement and a reduced user fee of $100. See Notice 2011-43, 2011-25 I.R.B. 882, at *http://www.irs.gov/irb/2011-25_IRB/ar09.html,* for details.

Changes for the Instructions for Form 1023

- Change to Part III. Required Provisions in Your Organizing Documents
- Clarification to Appendix A. Sample Conflict of Interest Policy

(Continued)

Changes to Instructions for Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code (Rev. June 2006)

Part III. Required Provisions in Your Organizing Document

Changes are necessary to comply with Rev. Proc. 82-2, 1982-1 C.B. 367, to incorporate the state of New York as jurisdiction that complies with the *cy pres* doctrine to keep a charitable testamentary trust from failing the requirement for a dissolution clause under Regulation sections 1.501(c)(3)-1(b)(4), when the language of the trust instrument demonstrates a general intent to benefit charity. Therefore, the instructions on page 8, line 2c, after the third paragraph now includes the state of New York in the state listing as an authorized state. Since the state of New York allows testamentary charitable trusts formed in that state and the language in the trust instruments provides for a general intent to benefit charity, you do not need a specific provision in your trust agreement or declaration of trust providing for the distribution of assets upon dissolution.

Appendix A. Sample Conflict of Interest Policy

Appendix A, Sample Conflict of Interest Policy, is only intended to provide an example of a conflict of interest policy for organizations. The sample conflict of interest policy does not prescribe any specific requirements. Therefore, organizations should use a conflict of interest policy that best fits their organization.

Form **1023**
(Rev. June 2006)
Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code

OMB No. 1545-0056

Note: *If exempt status is approved, this application will be open for public inspection.*

Use the instructions to complete this application and for a definition of all ***bold*** *items.* For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at **www.irs.gov** for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your **organizing document**)
Harpswell Coastal Academy

2 c/o Name (if applicable)
Joe Grady

3 **Mailing address** (Number and street) (see instructions) Room/Suite
90 Neil's Point Rd.

4 Employer Identification Number (EIN)
46-1065834

City or town, state or country, and ZIP + 4
Harpswell Maine 04079

5 Month the annual accounting period ends (01 – 12)
12

6 Primary contact (officer, director, trustee, or **authorized representative**)
a Name: Joe Grady, Board President
b Phone: 207-400-7999
c Fax: (optional)

7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, *Power of Attorney and Declaration of Representative,* with your application if you would like us to communicate with your representative. ☐ **Yes** ☐ **No**

8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. ☐ **Yes** ☐ **No**

9a Organization's website: www.harpswellcoastalacademy.org

b Organization's email: (optional)

10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. ☐ **Yes** ☐ **No**

11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 07 / 06 / 2012

12 Were you formed under the laws of a **foreign country?** ☐ **Yes** ☐ **No**
If "Yes," state the country.

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. ☐ **Yes** ☐ **No**

2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. ☐ **Yes** ☐ **No**

3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. ☐ **Yes** ☐ **No**

4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. ☐ **Yes** ☐ **No**

b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. ☐ **Yes** ☐ **No**

5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. ☐ **Yes** ☐ **No**

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document**. Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): _____ ☐

2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c. ☐

2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. Articles of Amendment, Exhibit A, Page 2

2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: Maine ☐

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present,* and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Joe Grady	President	90 Neil's Point Rd. Harpswell, ME 04079	none
Jeffrey Slocum	Vice President	Mountain Rd. Harpswell, ME 04079	none
Sharon Whitney	Secretary	1709 Harpswell Neck Rd. Harpswell, ME 04079	none
Erin Pelletier	Treasurer	20 Blueberry Pines Dr. Kennebunk, ME 04043-6137	none
Victoria Larson		90 Sabbaday Point Rd. Windham, ME 04062	

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)

c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
John D'Anieri	School Design, Head of School	62 Monument St. Portland, ME 04101	est. $50,000

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family** or **business relationships**? If "Yes," identify the individuals and explain the relationship. ☐ **Yes** ☐ **No**

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. ☐ **Yes** ☐ **No**

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☐ **Yes** ☐ **No**

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. ☐ **Yes** ☐ **No**

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☐ **Yes** ☐ **No**

b Do you or will you approve compensation arrangements in advance of paying compensation? ☐ **Yes** ☐ **No**

c Do you or will you document in writing the date and terms of approved compensation arrangements? ☐ **Yes** ☐ **No**

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? ☐ **Yes** ☐ **No**

e Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ **Yes** ☐ **No**

f Do you or will you record in writing both the information on which you relied to base your decision and its source? ☐ **Yes** ☐ **No**

g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

5a Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. ☐ **Yes** ☐ **No**

b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?

c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?

Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ **Yes** ☐ **No**

b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than $50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ **Yes** ☐ **No**

7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. ☐ **Yes** ☐ **No**

b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. ☐ **Yes** ☐ **No**

8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. ☐ **Yes** ☐ **No**

b Describe any written or oral arrangements that you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at arm's length.

e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.

f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. ☐ **Yes** ☐ **No**

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors *(Continued)*

b Describe any written or oral arrangements you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at arm's length.

e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.

f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present,* and *planned* activities. (See instructions.)

1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. ☐ **Yes** ☐ **No**

b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. ☐ **Yes** ☐ **No**

2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. ☐ **Yes** ☐ **No**

3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. ☐ **Yes** ☐ **No**

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. ☐ **Yes** ☐ **No**

2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. ☐ **Yes** ☐ **No**

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present,* and *planned* activities. (See instructions.)

1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. ☐ **Yes** ☐ **No**

2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. ☐ **Yes** ☐ **No**

b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. ☐ **Yes** ☐ **No**

3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. ☐ **Yes** ☐ **No**

b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. ☐ **Yes** ☐ **No**

c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities *(Continued)*

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) ☐ **Yes** ☐ **No**

- ☐ mail solicitations
- ☐ email solicitations
- ☐ personal solicitations
- ☐ vehicle, boat, plane, or similar donations
- ☐ foundation grant solicitations
- ☐ phone solicitations
- ☐ accept donations on your website
- ☐ receive donations from another organization's website
- ☐ government grant solicitations
- ☐ Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☐ **Yes** ☐ **No**

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ **Yes** ☐ **No**

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☐ **Yes** ☐ **No**

5 Are you **affiliated** with a governmental unit? If "Yes," explain. ☐ **Yes** ☐ **No**

6a Do you or will you engage in **economic development**? If "Yes," describe your program. ☐ **Yes** ☐ **No**

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. ☐ **Yes** ☐ **No**

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. ☐ **Yes** ☐ **No**

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. ☐ **Yes** ☐ **No**

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. ☐ **Yes** ☐ **No**

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ **Yes** ☐ **No**

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ **Yes** ☐ **No**

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). ☐ **Yes** ☐ **No**

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ **Yes** ☐ **No**

Part VIII Your Specific Activities *(Continued)*

11 Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. ☐ **Yes** ☐ **No**

12a Do you or will you operate in a **foreign country** or **countries?** If "Yes," answer lines 12b through 12d. If "No," go to line 13a. ☐ **Yes** ☐ **No**

b Name the foreign countries and regions within the countries in which you operate.

c Describe your operations in each country and region in which you operate.

d Describe how your operations in each country and region further your exempt purposes.

13a Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. ☐ **Yes** ☐ **No**

b Describe how your grants, loans, or other distributions to organizations further your exempt purposes.

c Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. ☐ **Yes** ☐ **No**

d Identify each recipient organization and any **relationship** between you and the recipient organization.

e Describe the records you keep with respect to the grants, loans, or other distributions you make.

f Describe your selection process, including whether you do any of the following:

(i) Do you require an application form? If "Yes," attach a copy of the form. ☐ **Yes** ☐ **No**

(ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. ☐ **Yes** ☐ **No**

g Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.

14a Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. ☐ **Yes** ☐ **No**

b Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.

c Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. ☐ **Yes** ☐ **No**

d Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ☐ **Yes** ☐ **No**

e Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ☐ **Yes** ☐ **No**

f Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. ☐ **Yes** ☐ **No**

Part VIII Your Specific Activities *(Continued)*

15	Do you have a **close connection** with any organizations? If "Yes," explain.	☐ **Yes**	☐ **No**
16	Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain.	☐ **Yes**	☐ **No**
17	Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain.	☐ **Yes**	☐ **No**
18	Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain.	☐ **Yes**	☐ **No**
19	Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity.	☐ **Yes**	☐ **No**
20	Is your main function to provide **hospital** or **medical care**? If "Yes," complete Schedule C.	☐ **Yes**	☐ **No**
21	Do you or will you provide **low-income housing** or housing for the **elderly** or **handicapped**? If "Yes," complete Schedule F.	☐ **Yes**	☐ **No**
22	Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. **Note: Private foundations** may use Schedule H to request advance approval of individual grant procedures.	☐ **Yes**	☐ **No**

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			
		(a) From 7/12 To 12/12	(b) From 1/13 To 12/13	(c) From 1/14 To 2/14	(d) From To	(e) Provide Total for (a) through (d)
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	50,000	110,000	160,000		
	2 Membership fees received					
	3 Gross investment income					
	4 Net unrelated business income					
	5 Taxes levied for your benefit					
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)					
	8 Total of lines 1 through 7	50,000				
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)		345,600	1,046,200		
	10 Total of lines 8 and 9		439,600	1,156,200		
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)					
	12 **Unusual grants**					
	13 Total Revenue Add lines 10 through 12	50,000	439,600	1156200		
Expenses	14 Fundraising expenses	10,000	10,000	10,000		
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	16 Disbursements to or for the benefit of members (attach an itemized list)					
	17 Compensation of officers, directors, and trustees					
	18 Other salaries and wages	28,000	267,300	728,000		
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)		41,000	129,000		
	21 Depreciation and depletion					
	22 Professional fees	5,000	6,000	6,000		
	23 Any expense not otherwise classified, such as program services (attach itemized list)	7,000	118,300	283,200		
	24 Total Expenses Add lines 14 through 23	50000	440,000	1,087,000		

Part IX **Financial Data** *(Continued)*

B. Balance Sheet (for your most recently completed tax year) — Year End:

			(Whole dollars)
	Assets		
1	Cash	1	
2	Accounts receivable, net	2	
3	Inventories	3	
4	Bonds and notes receivable (attach an itemized list)	4	
5	Corporate stocks (attach an itemized list)	5	
6	Loans receivable (attach an itemized list)	6	
7	Other investments (attach an itemized list)	7	
8	Depreciable and depletable assets (attach an itemized list)	8	
9	Land	9	
10	Other assets (attach an itemized list)	10	
11	Total Assets (add lines 1 through 10)	11	
	Liabilities		
12	Accounts payable	12	
13	Contributions, gifts, grants, etc. payable	13	
14	Mortgages and notes payable (attach an itemized list)	14	
15	Other liabilities (attach an itemized list)	15	
16	Total Liabilities (add lines 12 through 15)	16	
	Fund Balances or Net Assets		
17	Total fund balances or net assets	17	
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18	

19 Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. ☐ **Yes** ☐ **No**

Part X **Public Charity Status**

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. ☐ **Yes** ☐ **No**

b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2. ☐

2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. ☐ **Yes** ☐ **No**

3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. ☐ **Yes** ☐ **No**

4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? ☐ **Yes** ☐ **No**

5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.

The organization is not a private foundation because it is:

a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. ☐

b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B. ☐

c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. ☐

d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. ☐

Part X **Public Charity Status** *(Continued)*

e 509(a)(4)—an organization organized and operated exclusively for testing for public safety. ☐

f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐

g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☐

h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐

i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period,* provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at *www.irs.gov* or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling. ☐

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

(Signature of Officer, Director, Trustee, or other authorized official) (Type or print name of signer) (Date)

(Type or print title or authority of signer)

For IRS Use Only

IRS Director, Exempt Organizations (Date)

b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(i) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). ☐

(i) **(a)** Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. ☐

(ii) **(a)** For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person.** If the answer is "None," check this box. ☐

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) $5,000. If the answer is "None," check this box. ☐

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ **Yes** ☐ **No**

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed $10,000 annually over a 4-year period, you must submit payment of $750. If your gross receipts have not exceeded or will not exceed $10,000 annually over a 4-year period, the required user fee payment is $300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

1	Have your annual gross receipts averaged or are they expected to average not more than $10,000? If "Yes," check the box on line 2 and enclose a user fee payment of $300 (Subject to change—see above). If "No," check the box on line 3 and enclose a user fee payment of $750 (Subject to change—see above).	☐ **Yes**	☐ **No**
2	Check the box if you have enclosed the reduced user fee payment of $300 (Subject to change).		☐
3	Check the box if you have enclosed the user fee payment of $750 (Subject to change).		☐

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here ▶

(Signature of Officer, Director, Trustee, or other authorized official) (Type or print name of signer) (Date)

(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Schedule A. Churches

1a	Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," attach copies of relevant documents.	☐ **Yes**	☐ **No**
b	Do you have a form of worship? If "Yes," describe your form of worship.	☐ **Yes**	☐ **No**
2a	Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline.	☐ **Yes**	☐ **No**
b	Do you have a distinct religious history? If "Yes," describe your religious history.	☐ **Yes**	☐ **No**
c	Do you have a literature of your own? If "Yes," describe your literature.	☐ **Yes**	☐ **No**
3	Describe the organization's religious hierarchy or ecclesiastical government.		
4a	Do you have regularly scheduled religious services? If "Yes," describe the nature of the services and provide representative copies of relevant literature such as church bulletins.	☐ **Yes**	☐ **No**
b	What is the average attendance at your regularly scheduled religious services?	_____	
5a	Do you have an established place of worship? If "Yes," refer to the instructions for the information required.	☐ **Yes**	☐ **No**
b	Do you own the property where you have an established place of worship?	☐ **Yes**	☐ **No**
6	Do you have an established congregation or other regular membership group? If "No," refer to the instructions.	☐ **Yes**	☐ **No**
7	How many members do you have?	_____	
8a	Do you have a process by which an individual becomes a member? If "Yes," describe the process and complete lines 8b–8d, below.	☐ **Yes**	☐ **No**
b	If you have members, do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have.	☐ **Yes**	☐ **No**
c	May your members be associated with another denomination or church?	☐ **Yes**	☐ **No**
d	Are all of your members part of the same **family**?	☐ **Yes**	☐ **No**
9	Do you conduct baptisms, weddings, funerals, etc.?	☐ **Yes**	☐ **No**
10	Do you have a school for the religious instruction of the young?	☐ **Yes**	☐ **No**
11a	Do you have a minister or religious leader? If "Yes," describe this person's role and explain whether the minister or religious leader was ordained, commissioned, or licensed after a prescribed course of study.	☐ **Yes**	☐ **No**
b	Do you have schools for the preparation of your ordained ministers or religious leaders?	☐ **Yes**	☐ **No**
12	Is your minister or religious leader also one of your officers, directors, or trustees?	☐ **Yes**	☐ **No**
13	Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure.	☐ **Yes**	☐ **No**
14	Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. Include the name of the group of churches.	☐ **Yes**	☐ **No**
15	Do you issue church charters? If "Yes," describe the requirements for issuing a charter.	☐ **Yes**	☐ **No**
16	Did you pay a fee for a church charter? If "Yes," attach a copy of the charter.	☐ **Yes**	☐ **No**
17	Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain.	☐ **Yes**	☐ **No**

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

1a Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. ☐ **Yes** ☐ **No**

b Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. ☐ **Yes** ☐ **No**

2a Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. ☐ **Yes** ☐ **No**

b Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. ☐ **Yes** ☐ **No**

3 In what public school district, county, and state are you located?

4 Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? ☐ **Yes** ☐ **No**

5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ☐ **Yes** ☐ **No**

6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ☐ **Yes** ☐ **No**

7 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. ☐ **Yes** ☐ **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. ☐ **Yes** ☐ **No**

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by **Revenue Procedure 75-50.**

1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. ☐ **Yes** ☐ **No**

2 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? ☐ **Yes** ☐ **No**

a If "Yes," attach a representative sample of each document.

b If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement. ▶ ☐

3 Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. ☐ **Yes** ☐ **No**

4 Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. ☐ **Yes** ☐ **No**

Schedule B. Schools, Colleges, and Universities *(Continued)*

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. ☐ **Yes** ☐ **No**

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) ☐ **Yes** ☐ **No**

Schedule C. Hospitals and Medical Research Organizations

Check the box if you are a **hospital**. See the instructions for a definition of the term "hospital," which includes an organization whose principal purpose or function is providing **hospital** or **medical care**. Complete Section I below. ☐

Check the box if you are a **medical research organization** operated in conjunction with a hospital. See the instructions for a definition of the term "medical research organization," which refers to an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research in conjunction with a hospital. Complete Section II. ☐

Section I Hospitals

1a	Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected.	☐ **Yes**	☐ **No**
2a	Do you or will you provide medical services to all individuals in your community who can pay for themselves or have private health insurance? If "No," explain.	☐ **Yes**	☐ **No**
b	Do you or will you provide medical services to all individuals in your community who participate in Medicare? If "No," explain.	☐ **Yes**	☐ **No**
c	Do you or will you provide medical services to all individuals in your community who participate in Medicaid? If "No," explain.	☐ **Yes**	☐ **No**
3a	Do you or will you require persons covered by Medicare or Medicaid to pay a deposit before receiving services? If "Yes," explain.	☐ **Yes**	☐ **No**
b	Does the same deposit requirement, if any, apply to all other patients? If "No," explain.	☐ **Yes**	☐ **No**
4a	Do you or will you maintain a full-time emergency room? If "No," explain why you do not maintain a full-time emergency room. Also, describe any emergency services that you provide.	☐ **Yes**	☐ **No**
b	Do you have a policy on providing emergency services to persons without apparent means to pay? If "Yes," provide a copy of the policy.	☐ **Yes**	☐ **No**
c	Do you have any arrangements with police, fire, and voluntary ambulance services for the delivery or admission of emergency cases? If "Yes," describe the arrangements, including whether they are written or oral agreements. If written, submit copies of all such agreements.	☐ **Yes**	☐ **No**
5a	Do you provide for a portion of your services and facilities to be used for charity patients? If "Yes," answer 5b through 5e.	☐ **Yes**	☐ **No**
b	Explain your policy regarding charity cases, including how you distinguish between charity care and bad debts. Submit a copy of your written policy.		
c	Provide data on your past experience in admitting charity patients, including amounts you expend for treating charity care patients and types of services you provide to charity care patients.		
d	Describe any arrangements you have with federal, state, or local governments or government agencies for paying for the cost of treating charity care patients. Submit copies of any written agreements.		
e	Do you provide services on a sliding fee schedule depending on financial ability to pay? If "Yes," submit your sliding fee schedule.	☐ **Yes**	☐ **No**
6a	Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs.	☐ **Yes**	☐ **No**
b	Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs.	☐ **Yes**	☐ **No**
7	Do you or will you provide office space to physicians carrying on their own medical practices? If "Yes," describe the criteria for who may use the space, explain the means used to determine that you are paid at least fair market value, and submit representative lease agreements.	☐ **Yes**	☐ **No**
8	Is your board of directors comprised of a majority of individuals who are representative of the community you serve? Include a list of each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative.	☐ **Yes**	☐ **No**
9	Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all agreements. **Note.** Make sure your answer is consistent with the information provided in Part VIII, line 8.	☐ **Yes**	☐ **No**

Schedule C. Hospitals and Medical Research Organizations *(Continued)*

Section I Hospitals *(Continued)*

10	Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. **Note.** Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.	☐ **Yes**	☐ **No**
11	Do you or will you offer recruitment incentives to physicians? If "Yes," describe your recruitment incentives and attach copies of all written recruitment incentive policies.	☐ **Yes**	☐ **No**
12	Do you or will you lease equipment, assets, or office space from physicians who have a financial or professional relationship with you? If "Yes," explain how you establish a fair market value for the lease.	☐ **Yes**	☐ **No**
13	Have you purchased medical practices, ambulatory surgery centers, or other business assets from physicians or other persons with whom you have a business relationship, aside from the purchase? If "Yes," submit a copy of each purchase and sales contract and describe how you arrived at fair market value, including copies of appraisals.	☐ **Yes**	☐ **No**
14	Have you adopted a **conflict of interest policy** consistent with the sample health care organization conflict of interest policy in Appendix A of the instructions? If "Yes," submit a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," explain how you will avoid any conflicts of interest in your business dealings.	☐ **Yes**	☐ **No**

Section II Medical Research Organizations

1	Name the hospitals with which you have a relationship and describe the relationship. Attach copies of written agreements with each hospital that demonstrate continuing relationships between you and the hospital(s).
2	Attach a schedule describing your present and proposed activities for the direct conduct of medical research; describe the nature of the activities, and the amount of money that has been or will be spent in carrying them out.
3	Attach a schedule of assets showing their fair market value and the portion of your assets directly devoted to medical research.

Schedule D. Section 509(a)(3) Supporting Organizations

Section I Identifying Information About the Supported Organization(s)

1 State the names, addresses, and EINs of the supported organizations. If additional space is needed, attach a separate sheet.

Name	Address	EIN
		–
		–

2 Are all supported organizations listed in line 1 public charities under section 509(a)(1) or (2)? If "Yes," go to Section II. If "No," go to line 3. ☐ **Yes** ☐ **No**

3 Do the supported organizations have tax-exempt status under section 501(c)(4), 501(c)(5), or 501(c)(6)? ☐ **Yes** ☐ **No**

If "Yes," for each 501(c)(4), (5), or (6) organization supported, provide the following financial information:

- Part IX-A. Statement of Revenues and Expenses, lines 1–13 and
- Part X, lines 6b(ii)(a), 6b(ii)(b), and 7.

If "No," attach a statement describing how each organization you support is a public charity under section 509(a)(1) or (2).

Section II Relationship with Supported Organization(s)—Three Tests

To be classified as a supporting organization, an organization must meet one of three relationship tests:

Test 1: "Operated, supervised, or controlled by" one or more publicly supported organizations, or
Test 2: "Supervised or controlled in connection with" one or more publicly supported organizations, or
Test 3: "Operated in connection with" one or more publicly supported organizations.

1 Information to establish the "operated, supervised, or controlled by" relationship (Test 1)
Is a majority of your governing board or officers elected or appointed by the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," continue to line 2. ☐ **Yes** ☐ **No**

2 Information to establish the "supervised or controlled in connection with" relationship (Test 2)
Does a majority of your governing board consist of individuals who also serve on the governing board of the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," go to line 3. ☐ **Yes** ☐ **No**

3 Information to establish the "operated in connection with" responsiveness test (Test 3)
Are you a trust from which the named supported organization(s) can enforce and compel an accounting under state law? If "Yes," explain whether you advised the supported organization(s) in writing of these rights and provide a copy of the written communication documenting this; go to Section II, line 5. If "No," go to line 4a. ☐ **Yes** ☐ **No**

4 Information to establish the alternative "operated in connection with" responsiveness test (Test 3)

a Do the officers, directors, trustees, or members of the supported organization(s) elect or appoint one or more of your officers, directors, or trustees? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4b. ☐ **Yes** ☐ **No**

b Do one or more members of the governing body of the supported organization(s) also serve as your officers, directors, or trustees or hold other important offices with respect to you? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4c. ☐ **Yes** ☐ **No**

c Do your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of the supported organization(s)? If "Yes," explain and provide documentation. ☐ **Yes** ☐ **No**

d Do the supported organization(s) have a significant voice in your investment policies, in the making and timing of grants, and in otherwise directing the use of your income or assets? If "Yes," explain and provide documentation. ☐ **Yes** ☐ **No**

e Describe and provide copies of written communications documenting how you made the supported organization(s) aware of your supporting activities.

Schedule D. Section 509(a)(3) Supporting Organizations *(Continued)*

Section II Relationship with Supported Organization(s)—Three Tests *(Continued)*

5 Information to establish the "operated in connection with" integral part test (Test 3)

Do you conduct activities that would otherwise be carried out by the supported organization(s)? If "Yes," explain and go to Section III. If "No," continue to line 6a. ☐ **Yes** ☐ **No**

6 Information to establish the alternative "operated in connection with" integral part test (Test 3)

a Do you distribute at least 85% of your annual **net income** to the supported organization(s)? If "Yes," go to line 6b. (See instructions.) ☐ **Yes** ☐ **No**

If "No," state the percentage of your income that you distribute to each supported organization. Also explain how you ensure that the supported organization(s) are attentive to your operations.

b How much do you contribute annually to each supported organization? Attach a schedule.

c What is the total annual revenue of each supported organization? If you need additional space, attach a list.

d Do you or the supported organization(s) **earmark** your funds for support of a particular program or activity? If "Yes," explain. ☐ **Yes** ☐ **No**

7a Does your organizing document specify the supported organization(s) by name? If "Yes," state the article and paragraph number and go to Section III. If "No," answer line 7b. ☐ **Yes** ☐ **No**

b Attach a statement describing whether there has been an historic and continuing relationship between you and the supported organization(s).

Section III Organizational Test

1a If you met relationship Test 1 or Test 2 in Section II, your organizing document must specify the supported organization(s) by name, or by naming a similar purpose or charitable class of beneficiaries. If your organizing document complies with this requirement, answer "Yes." If your organizing document does not comply with this requirement, answer "No," and see the instructions. ☐ **Yes** ☐ **No**

b If you met relationship Test 3 in Section II, your organizing document must generally specify the supported organization(s) by name. If your organizing document complies with this requirement, answer "Yes," and go to Section IV. If your organizing document does not comply with this requirement, answer "No," and see the instructions. ☐ **Yes** ☐ **No**

Section IV Disqualified Person Test

You do not qualify as a supporting organization if you are **controlled** directly or indirectly by one or more **disqualified persons** (as defined in section 4946) other than **foundation managers** or one or more organizations that you support. Foundation managers who are also disqualified persons for another reason are disqualified persons with respect to you.

1a Do any persons who are disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If "Yes," (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons. ☐ **Yes** ☐ **No**

b Do any persons who have a family or business relationship with any disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If "Yes," (1) describe the process by which individuals with a family or business relationship with disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons, the individuals with a family or business relationship with disqualified persons, and the foundation managers appointed, and (3) explain how control is vested over your operations (including assets and activities) in individuals other than disqualified persons. ☐ **Yes** ☐ **No**

c Do any persons who are disqualified persons, (except individuals who are disqualified persons only because they are foundation managers), have any influence regarding your operations, including your assets or activities? If "Yes," (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons. ☐ **Yes** ☐ **No**

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation

Schedule E is intended to determine whether you are eligible for tax exemption under section 501(c)(3) from the postmark date of your application or from your date of incorporation or formation, whichever is earlier. If you are not eligible for tax exemption under section 501(c)(3) from your date of incorporation or formation, Schedule E is also intended to determine whether you are eligible for tax exemption under section 501(c)(4) for the period between your date of incorporation or formation and the postmark date of your application.

1	Are you a church, association of churches, or integrated auxiliary of a church? If "Yes," complete Schedule A and stop here. Do not complete the remainder of Schedule E.	☐ **Yes**	☐ **No**
2a	Are you a public charity with annual **gross receipts** that are normally $5,000 or less? If "Yes," stop here. Answer "No" if you are a private foundation, regardless of your gross receipts.	☐ **Yes**	☐ **No**
b	If your gross receipts were normally more than $5,000, are you filing this application within 90 days from the end of the tax year in which your gross receipts were normally more than $5,000? If "Yes," stop here.	☐ **Yes**	☐ **No**
3a	Were you included as a subordinate in a group exemption application or letter? If "No," go to line 4.	☐ **Yes**	☐ **No**
b	If you were included as a subordinate in a group exemption letter, are you filing this application within 27 months from the date you were notified by the organization holding the group exemption letter or the Internal Revenue Service that you cease to be covered by the group exemption letter? If "Yes," stop here.	☐ **Yes**	☐ **No**
c	If you were included as a subordinate in a timely filed group exemption request that was denied, are you filing this application within 27 months from the postmark date of the Internal Revenue Service final adverse ruling letter? If "Yes," stop here.	☐ **Yes**	☐ **No**
4	Were you created on or before October 9, 1969? If "Yes," stop here. Do not complete the remainder of this schedule.	☐ **Yes**	☐ **No**
5	If you answered "No" to lines 1 through 4, we cannot recognize you as tax exempt from your date of formation unless you qualify for an extension of time to apply for exemption. Do you wish to request an extension of time to apply to be recognized as exempt from the date you were formed? If "Yes," attach a statement explaining why you did not file this application within the 27-month period. Do not answer lines 6, 7, or 8. If "No," go to line 6a.	☐ **Yes**	☐ **No**
6a	If you answered "No" to line 5, you can only be exempt under section 501(c)(3) from the postmark date of this application. Therefore, do you want us to treat this application as a request for tax exemption from the postmark date? If "Yes," you are eligible for an advance ruling. Complete Part X, line 6a. If "No," you will be treated as a private foundation. **Note.** Be sure your ruling eligibility agrees with your answer to Part X, line 6.	☐ **Yes**	☐ **No**
b	Do you anticipate significant changes in your sources of support in the future? If "Yes," complete line 7 below.	☐ **Yes**	☐ **No**

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation *(Continued)*

7 Complete this item only if you answered "Yes" to line 6b. Include projected revenue for the first two full years following the current tax year.

Type of Revenue	Projected revenue for 2 years following current tax year		
	(a) From ..... To	**(b)** From ..... To	**(c)** Total
1 Gifts, grants, and contributions received (do not include unusual grants)			
2 Membership fees received			
3 Gross investment income			
4 Net unrelated business income			
5 Taxes levied for your benefit			
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)			
7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)			
8 Total of lines 1 through 7			
9 Gross receipts from admissions, merchandise sold, or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)			
10 Total of lines 8 and 9			
11 Net gain or loss on sale of capital assets (attach an itemized list)			
12 Unusual grants			
13 Total revenue. Add lines 10 through 12			

8 According to your answers, you are only eligible for tax exemption under section 501(c)(3) from the postmark date of your application. However, you may be eligible for tax exemption under section 501(c)(4) from your date of formation to the postmark date of the Form 1023. Tax exemption under section 501(c)(4) allows exemption from federal income tax, but generally not deductibility of contributions under Code section 170. Check the box at right if you want us to treat this as a request for exemption under 501(c)(4) from your date of formation to the postmark date. ▶ ☐

Attach a completed Page 1 of Form 1024, Application for Recognition of Exemption Under Section 501(a), to this application.

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing

Section I General Information About Your Housing

1 Describe the type of housing you provide.

2 Provide copies of any application forms you use for admission.

3 Explain how the public is made aware of your facility.

4a Provide a description of each facility.
b What is the total number of residents each facility can accommodate?
c What is your current number of residents in each facility?
d Describe each facility in terms of whether residents rent or purchase housing from you.

5 Attach a sample copy of your residency or homeownership contract or agreement.

6 Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all joint venture agreements. ☐ **Yes** ☐ **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 8.

7 Do you or will you contract with another organization to develop, build, market, or finance your housing? If "Yes," explain how that entity is selected, explain how the terms of any contract(s) are negotiated at arm's length, and explain how you determine you will pay no more than fair market value for services. ☐ **Yes** ☐ **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. ☐ **Yes** ☐ **No**

Note. Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

9 Do you participate in any government housing programs? If "Yes," describe these programs. ☐ **Yes** ☐ **No**

10a Do you own the facility? If "No," describe any enforceable rights you possess to purchase the facility in the future; go to line 10c. If "Yes," answer line 10b. ☐ **Yes** ☐ **No**

b How did you acquire the facility? For example, did you develop it yourself, purchase a project, etc. Attach all contracts, transfer agreements, or other documents connected with the acquisition of the facility.

c Do you lease the facility or the land on which it is located? If "Yes," describe the parties to the lease(s) and provide copies of all leases. ☐ **Yes** ☐ **No**

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing *(Continued)*

Section II Homes for the Elderly or Handicapped

1a Do you provide housing for the elderly? If "Yes," describe who qualifies for your housing in terms of age, infirmity, or other criteria and explain how you select persons for your housing. ☐ **Yes** ☐ **No**

b Do you provide housing for the handicapped? If "Yes," describe who qualifies for your housing in terms of disability, income levels, or other criteria and explain how you select persons for your housing. ☐ **Yes** ☐ **No**

2a Do you charge an entrance or founder's fee? If "Yes," describe what this charge covers, whether it is a one-time fee, how the fee is determined, whether it is payable in a lump sum or on an installment basis, whether it is refundable, and the circumstances, if any, under which it may be waived. ☐ **Yes** ☐ **No**

b Do you charge periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. ☐ **Yes** ☐ **No**

c Is your housing affordable to a significant segment of the elderly or handicapped persons in the community? Identify your **community**. Also, if "Yes," explain how you determine your housing is affordable. ☐ **Yes** ☐ **No**

3a Do you have an established policy concerning residents who become unable to pay their regular charges? If "Yes," describe your established policy. ☐ **Yes** ☐ **No**

b Do you have any arrangements with government welfare agencies or others to absorb all or part of the cost of maintaining residents who become unable to pay their regular charges? If "Yes," describe these arrangements. ☐ **Yes** ☐ **No**

4 Do you have arrangements for the healthcare needs of your residents? If "Yes," describe these arrangements. ☐ **Yes** ☐ **No**

5 Are your facilities designed to meet the physical, emotional, recreational, social, religious, and/or other similar needs of the elderly or handicapped? If "Yes," describe these design features. ☐ **Yes** ☐ **No**

Section III Low-Income Housing

1 Do you provide low-income housing? If "Yes," describe who qualifies for your housing in terms of income levels or other criteria, and describe how you select persons for your housing. ☐ **Yes** ☐ **No**

2 In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. ☐ **Yes** ☐ **No**

3a Is your housing affordable to low income residents? If "Yes," describe how your housing is made affordable to low-income residents. ☐ **Yes** ☐ **No**

Note. Revenue Procedure 96-32, 1996-1 C.B. 717, provides guidelines for providing low-income housing that will be treated as charitable. (At least 75% of the units are occupied by low-income tenants or 40% are occupied by tenants earning not more than 120% of the very low-income levels for the area.)

b Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions. ☐ **Yes** ☐ **No**

4 Do you provide social services to residents? If "Yes," describe these services. ☐ **Yes** ☐ **No**

Schedule G. Successors to Other Organizations

1a Are you a **successor** to a **for-profit organization**? If "Yes," explain the relationship with the **predecessor** organization that resulted in your creation and complete line 1b. ☐ **Yes** ☐ **No**

b Explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status.

2a Are you a successor to an organization other than a for-profit organization? Answer "Yes" if you have taken or will take over the activities of another organization; or you have taken or will take over 25% or more of the fair market value of the net assets of another organization. If "Yes," explain the relationship with the other organzation that resulted in your creation. ☐ **Yes** ☐ **No**

b Provide the tax status of the predecessor organization.

c Did you or did an organization to which you are a successor previously apply for tax exemption under section 501(c)(3) or any other section of the Code? If "Yes," explain how the application was resolved. ☐ **Yes** ☐ **No**

d Was your prior tax exemption or the tax exemption of an organization to which you are a successor revoked or suspended? If "Yes," explain. Include a description of the corrections you made to re-establish tax exemption. ☐ **Yes** ☐ **No**

e Explain why you took over the activities or assets of another organization.

3 Provide the name, last address, and EIN of the predecessor organization and describe its activities.

Name: _____ **EIN:** ___–_____

Address: _____

4 List the owners, partners, principal stockholders, officers, and governing board members of the predecessor organization. Attach a separate sheet if additional space is needed.

Name	Address	Share/Interest (If a for-profit)

5 Do or will any of the persons listed in line 4, maintain a working relationship with you? If "Yes," describe the relationship in detail and include copies of any agreements with any of these persons or with any for-profit organizations in which these persons own more than a 35% interest. ☐ **Yes** ☐ **No**

6a Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof. ☐ **Yes** ☐ **No**

b Were any restrictions placed on the use or sale of the assets? If "Yes," explain the restrictions. ☐ **Yes** ☐ **No**

c Provide a copy of the agreement(s) of sale or transfer.

7 Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed. ☐ **Yes** ☐ **No**

8 Will you lease or rent any property or equipment previously owned or used by the predecessor for-profit organization, or from persons listed in line 4, or from for-profit organizations in which these persons own more than a 35% interest? If "Yes," submit a copy of the lease or rental agreement(s). Indicate how the lease or rental value of the property or equipment was determined. ☐ **Yes** ☐ **No**

9 Will you lease or rent property or equipment to persons listed in line 4, or to for-profit organizations in which these persons own more than a 35% interest? If "Yes," attach a list of the property or equipment, provide a copy of the lease or rental agreement(s), and indicate how the lease or rental value of the property or equipment was determined. ☐ **Yes** ☐ **No**

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures

Section I ***Names of individual recipients are not required to be listed in Schedule H.***
Public charities and private foundations complete lines 1a through 7 of this section. See the instructions to Part X if you are not sure whether you are a public charity or a private foundation.

1a Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc.

b Describe the purpose and amount of your scholarships, fellowships, and other educational grants and loans that you award.

c If you award educational loans, explain the terms of the loans (interest rate, length, forgiveness, etc.).

d Specify how your program is publicized.

e Provide copies of any solicitation or announcement materials.

f Provide a sample copy of the application used.

2 Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," refer to the instructions. ☐ **Yes** ☐ **No**

3 Describe the specific criteria you use to determine who is eligible for your program. (For example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.)

4a Describe the specific criteria you use to select recipients. (For example, specific selection criteria could consist of prior academic performance, financial need, etc.)

b Describe how you determine the number of grants that will be made annually.

c Describe how you determine the amount of each of your grants.

d Describe any requirement or condition that you impose on recipients to obtain, maintain, or qualify for renewal of a grant. (For example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.)

5 Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Describe whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.

6 Who is on the selection committee for the awards made under your program, including names of current committee members, criteria for committee membership, and the method of replacing committee members?

7 Are relatives of members of the selection committee, or of your officers, directors, or **substantial contributors** eligible for awards made under your program? If "Yes," what measures are taken to ensure unbiased selections? ☐ **Yes** ☐ **No**

Note. If you are a private foundation, you are not permitted to provide educational grants to **disqualified persons**. Disqualified persons include your substantial contributors and foundation managers and certain family members of disqualified persons.

Section II **Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section.**

1a If we determine that you are a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures? ☐ **Yes** ☐ **No** ☐ **N/A**

b For which section(s) do you wish to be considered?

- 4945(g)(1)—Scholarship or fellowship grant to an individual for study at an educational institution ☐
- 4945(g)(3)—Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product ☐

2 Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring? ☐ **Yes** ☐ **No**

3 Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in line 2? ☐ **Yes** ☐ **No**

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(Continued)*

Section II **Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section.** *(Continued)*

4a Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an *employee of a particular employer*? If "Yes," complete lines 4b through 4f. ☐ **Yes** ☐ **No**

b Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives? (See lines 4c, 4d, and 4e, regarding the percentage tests.) ☐ **Yes** ☐ **No**

c Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? ☐ **Yes** ☐ **No** ☐ **N/A**

If "Yes," will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? ☐ **Yes** ☐ **No**

d Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer? ☐ **Yes** ☐ **No** ☐ **N/A**

If "Yes," will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? If "No," go to line 4e. ☐ **Yes** ☐ **No**

e If you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer, will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? ☐ **Yes** ☐ **No** ☐ **N/A**

If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution. If "No," go to line 4f.

Note. Statistical or sampling techniques are not acceptable. See Revenue Procedure 85-51, 1985-2 C.B. 717, for additional information.

f If you provide scholarships, fellowships, or educational loans to attend an educational institution to *children of employees of a particular employer* without regard to either the 25% limitation described in line 4d, or the 10% limitation described in line 4e, will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances that you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test described in line 4d or the 10% test described in line 4e. ☐ **Yes** ☐ **No**

Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

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Note. *Retain a copy of the completed Form 1023 in your permanent records. Refer to the* General Instructions *regarding Public Inspection of approved applications.*

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

☐ Assemble the application and materials in this order:

- Form 1023 Checklist
- Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
- Form 8821, *Tax Information Authorization* (if filing)
- Expedite request (if requesting)
- Application (Form 1023 and Schedules A through H, as required)
- Articles of organization
- Amendments to articles of organization in chronological order
- Bylaws or other rules of operation and amendments
- Documentation of nondiscriminatory policy for schools, as required by Schedule B
- Form 5768, Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation (if filing)
- All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.

☐ User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.

☐ Employer Identification Number (EIN)

☐ Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.

- You must provide specific details about your past, present, and planned activities.
- Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
- Describe your purposes and proposed activities in specific easily understood terms.
- Financial information should correspond with proposed activities.

☐ Schedules. Submit only those schedules that apply to you and check either “Yes” or “No” below.

Schedule A	Yes ____	No ____	Schedule E	Yes ____	No ____
Schedule B	Yes ____	No ____	Schedule F	Yes ____	No ____
Schedule C	Yes ____	No ____	Schedule G	Yes ____	No ____
Schedule D	Yes ____	No ____	Schedule H	Yes ____	No ____

☐ An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.

- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number)_____
- Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law _____

☐ Signature of an officer, director, trustee, or other official who is authorized to sign the application.

- Signature at Part XI of Form 1023.

☐ Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code

Harpswell Coastal Academy EIN: 46-1065384

Additional Information and Explanations

Part V, 7
Board President Joe Grady owns and operates Two Coves Farm. Preliminary conversations have taken place about locating a school garden at the farm to facilitate student learning and supply the school with regular fresh produce. (see Part V, 9 below).

Part V, 9
b, c) Board President Joe Grady owns and operates Two Coves Farm. Preliminary conversations have taken place about locating a school garden at the farm to facilitate student learning and supply the school with regular fresh produce.

d) Arms length negotiation processes are defined in the Harpswell Coast Academy Conflict of Interest policy. Under the Conflicts of Interest Policy, the Board President will not be involved in any vote on the proposed transaction and the Board will conduct an independent review to determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts. Under the Conflict of Interest Policy, the Board must also "determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation, and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination."

e) Our arrangement with Two Coves Farm will be "cost-only" arrangement; Mr. Grady will be compensated for the actual cost of setting up the school garden, planting, fertilizing, etc.

f) No agreements are in place.

Part VI, 1a:
HCA will provide educational services to public student in grades 6-12 within the laws and guidelines that govern Public Charter Schools in Maine.

Part VIII, 4
a) As a public charter school, we expect to raise between $100,000 and $200,000 each year for the first 5 years, divided equally between:

- businesses and individuals in the surrounding communities through an Annual Fund Campaign and Corporate Partnership Program,
- federal and foundation grants targeting innovative public education and At-Risk students.

b) HCA's board has contracted with Bull Moose Group of Harpswell, Maine to conduct our Founder's Campaign. Contract attached, along with fundraising

materials for our Pre-opening year "Founder's Campaign."

d) Maine

Part VIII, 11
We have not made specific arrangements to accept contributions of real property, but we do anticipate donations of furniture, equipment, and other items in keeping with the educational mission of the school.

Part VIII 14d
Donors are provided with a gift acknowledgement that states "contributions made to HCA are used at HCA's discretion for purposes consistent with our exempt purpose."

Part VIII 15
We have a fiscal agent relationship, pending approval of our own 501(c)3 status, with the Gulf of Maine Lobster Foundation (agreement attached).

Schedule B Additional Information and Explanations

Section I, 1b
Harpswell Coastal Academy is, pending approval, a public charter school serving grades 6-12.

Section I, 2b
Harpswell Coastal Academy has submitted an application to be approved as a charter school in the current cycle, at which point a funding agreement with the State Charter Commission will be entered into. That process is described below; see http://www.maine.gov/doe/charterschools/

> Public Charter Schools in Maine
>
> Charter schools are public schools of choice students can decide to attend as an alternative to traditional public schools.
> Gov. Paul LePage signed L.D. 1553 into law on June 29, 2011, making Maine the 41st state to allow public charter schools.
> The law took effect Sept. 28, 2011 as Public Law 2011, Chapter 414. Maine's first charter schools will open, at the earliest, July 1, 2012.
> **Charter Schools Explained**
> Charter schools are publicly funded schools governed and operated independently of the traditional public school system.
> They have more flexibility than traditional public schools over decisions concerning curriculum and instruction, scheduling, staffing and finance. Charter schools,

however, are accountable to the terms of the contracts, or charters, that authorize their existence and the academic standards to which all other public schools are accountable.

Charter schools cannot set admission standards for their students. A charter school in Maine must accept any Maine resident student unless the school or a particular grade level at the school has reached its enrollment capacity.

Creating a Charter School

Each Maine charter school will begin with a request for proposals issued by a charter school authorizer – either the seven-member Charter School Commission formed under Maine's charter school law, a local school board, or a group of school boards.

Any non-profit, non-religious organization is eligible to respond to such a request with an application that outlines the student population and communities targeted by its proposed school; organizational, governance and financial plans; student and staff policies; and the proposed school's academic program.

Opening a Charter School

The first Maine charter schools can open, at the earliest, July 1, 2012.

Beforehand, the Maine Department of Education is charged with developing rules concerning the implementation of the charter school law. The State Board of Education is charged with setting up the Charter School Commission, which will comprise three members of the State Board and four others nominated by those Board members.

The law allows the Charter School Commission to authorize a maximum of 10 charter schools during a 10-year transition period. Local school boards can authorize additional charter schools within the boundaries of their school administrative units. Those charter schools authorized do not count toward the 10-school limit of the Charter School Commission.

Contact

Deborah Friedman
Director of Policy and Programs
207-624-6620
deborah.friedman@maine.gov

Our Classrooms *Maine's shorelines, working waterfronts, forests, and farms.*
Our Partners *Maine's educators, entrepreneurs, and community organizations.*
Our Promise *Citizen-scholars dedicated to Maine's future.*

Annual Calendar for First Year of Operation

HCA will **follow the academic year schedule of MSAD 75** in terms of start and end of school year, holidays, and early dismissals and late arrivals.
Semester 1 Student Days: 92
Semester 2 Student Days: 93
Summer Term Student Days: 34

Important Dates

June 15:	Welcome new Parents and Students
July 15 – Aug 23:	Summer Planning Institute for Teachers
Sept 3:	First Day of School for Students
Sept 10:	Parent Orientation
October 18:	First JumpRope Progress Report Due
October 22:	First Student Led Conference
Dec 13:	Second JumpRope Progress Report Due
Jan 13-17:	**Renaissance Week: "**All hands on deck" to complete 1st semester work.
Jan 17:	End of first Semester
Jan 20:	First Day of Second Semester
Jan 22:	**First Semester Community Celebration of Learning**
March 20:	Third JumpRope Progress Report Due
March 24:	Second Student Led Conference
May 9:	Fourth JumpRope Progress Report Due
Jan 20:	First Day of Second Semester
June 13:	Last Day of Second Semester
June 16:	**Second Semester Community Celebration of Learning**
June 30:	First Day of Summer Electives
Aug 15:	Last Day of Summer Electives

Notes:
Blue Days are mandatory parent/guardian days
Green Days are **teacher days** to assess and enter data for all students for all Power Standards and produce report cards. Head of School organizes, with parents and community partners, alternative activities for all students.

Regular Meetings:
3rd Wednesday of each Month except November: Parent and Community Advisory Board
2nd Wednesday in Sept, Nov., Jan., March, May, July HCA Board of Directors Meeting.

Our Classrooms *Maine's shorelines, working waterfronts, forests, and farms.*
Our Partners *Maine's educators, entrepreneurs, and community organizations.*
Our Promise *Citizen-scholars dedicated to Maine's future.*

Planning Year 2012-13

Spring 2012	Continue Community Engagement Form Exploratory Design Team & Advisory Board
Summer 2012	Incorporate & Form Governing Board Draft Charter Application, Business Plan, Financial Plan Develop Fiscal Agent Partnership Raise start-up/seed funding
Fall 2012	Submit Charter Application File 501(c)3 status Secure space for years 1-3 Build board to 7-9 Raise Planning Year Funding
Jan. 2013	Charter Approval
Feb 2013	Hire Head of School
March 2013	Recruit first class of 6th and 9th graders
April 2013	Admissions Lottery if needed
Spring 2013	Hire staff
Summer 2013	Professional Development with staff

Operating Years 2013-20

Fall 2013	First day of school – 20-40 6th graders, 20-40 9th graders
Fall 2014	40-80 more students
Summer 2014	Begin work on permanent home, if necessary
Fall 2015	40-80 more students
Summer 2015	Move into permanent home
Fall 2016	40-80 more students, full capacity of 280 students.
June 2017	**First 9-12 graduating class!**
June 2020	**First 6-12 graduating class!**

Appendix B - Template for Required Elements of a Pre-Opening Plan

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
Governance	Board recruitment	Founders	June 2012: three members seated, Oct/Nov: 2 seated, 3 nominated for next meeting	Prior to contract
	Articles of incorporation Non-profit filings	Founders and Board	Filed June, 2012 Filed Oct 2012	Prior to contract
	By-laws	Founders and Board	Filed June, 2012	Prior to contract
	Organizational chart	Founders and Board	Draft in charter application, to be completed/approved by HCA board upon granting of Charter.	Prior to contract
	Organizational Policies and Procedures	Founders and Board	Draft in charter application, to be completed/approved by HCA board upon granting of Charter.	Prior to contract
	Staff Handbook	Head of School/Gov. Board	March 2013 draft, approve by first year staff during summer Institue	15 days after contract signing

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
Enrollment	Final Enrollment Policy	Governing Board	March 1	On the contract date
	Application for Admission	Head of School	March 1	180 days before start of school
	Recruitment	Head of School	May 15	At date capacity is reached, or on basis to be negotiated
	Admissions notification and/or lottery	Head of School	May 1	6 months prior to start of school year
	File pre-enrollment report	Head of School	April 1	September 1
Contract Dimension	**Task Element**	**Responsible Party**	**Start Date**	**Required Completion Date**
Staff Recruitment and Hiring	Principal and key administrators (chief finance officer, Spec. Svcs. Director, others)	Gov. Board	Feb 1	On contract date
	Prof. Instructional staff (FT and PT regular teachers, Sp Ed, ELL teachers); background checks completed	Head of School	March 1	30 days prior to start of school year.
	Paraprofessionals	Head of School	March 1	20 days prior to start of school year
	Clerical staff	Head of School	March 1	20 days prior to start of school year
	Substitute teachers	Head of School	Start of school year	At start of school year
	Initial professional development and staff	Exec Dir/ Head of School	July 15 – August 23	5 days prior to start of school year

orientation			

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
Facilities and Safety	Signed Lease agreement for all space as listed in application	Exec Dir	Underway	On contract date
	All required renovations to meet approved inspections for schools	Gov. Board/Exec Dir	Nov 15, 2012 (Site A) March 15 (WHS)	30 days prior to start of school year.
	Certificate of Occupancy	Head of School	In place by June 1	15 days prior to start of school year
	Fire Inspection, Asbestos inspection, lead paint assessment report	Head of School	March 15	15 days prior to start of school year
	Insurance policy in place	Head of School		On contract date
	Utilities	Head of School	Nov 15, 2012(Site A) June 1 (WHS)	60 days prior to start of school year.
	Capital Equipment and Installation	Head of School	Nov 15, 2012 (Site A) March 15 (WHS)	45 days prior to start of school
	Office and classroom equipment and furnishings	Head of School	May 1	15 days prior to start of school
	Emergency contact sheet and safety plan	Head of School	June 1	15 days prior to start of school

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
Student Learning	School calendar and student schedule	Head of School	Draft completed	On contract date
	Code of Conduct	Head of School	March 1	On contract date
	Special services and special education policy and procedures	Head of School/Sp. Svcs. Coord.	Conversations underway with MSAD 75	On contract date
	Curriculum Accommodation plan	Head of School	Upon hiring of Spec Svcs. Coodinator	On signing contract
	Title I and ELL plan	Head of School/Spec. Svcs Coordinator	Upon hiring of Spec Svcs. Coodinator	On signing contract

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
Finance and financial services	Operating Budget –final pre-opening revisions	Gov. Board and Exec. Director	Draft completed	45 days prior to opening date of school
	Cash flow projections	Exec Director/ CFO	Draft completed, CFO first task March 1	45 days prior to opening date of school
	Fiscal policies and procedures manual	Exec Director/ CFO	March 15	On signing contract
Finance and financial services (cont'd.)	Grants and entitlements (state and federal	Exec Director/ CFO/ Dir of Development	Under way	45 days prior to opening date of school
	Other grants	Exec Director/ CFO/Dir of Development	Under way	45 days prior to opening date of school
	Misc. funds/fundraising plan	Exec Director/ CFO/Dir of Development	Under way	30 days prior to opening date of school
	Audit timeline	Gov Board/CFO	Proposal to Board Nov.	On signing contract

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
Technology	Hardware installed and set-up	Director of IT	Nov 15, 2012 (Site A) March 15 (WHS)	30 days before opening of school
	Software installed and set-up	Director of IT	May/June 2013	20 days before opening of school
	Student and staff IT policy and procedures in place	Exec Dir/Director of IT	Done (CBHS)	On signing contract

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
Curriculum and Instruction	Curriculum plan	Head of School/Sara Needleman	Draft Done, Finish by March 1	On signing contract
	Instructional materials purchasing plan	Head of School	ALEKS contract begin start of school Teachers submit plan/request within 1 month of hiring	On signing contract
	Classroom assignments and set-up	Head of School	N/A	15 days before opening of school

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
Student services, records and reporting system	Attendance, student retention records system	Head of School	JumpRope Contract begin planning phase Mar 1.	On signing contract
	Academic performance information	Head of School	Rubrics, Standards underway, done 12/31	On signing contract
	Student academic assessment and reporting plan	Head of School	Draft completed	On signing contract
	Transportation plan and contract	Head of School	Conversations with SAD 75/Brunswick begun	60 days prior to school opening
	Nutrition/Food service plan and contract	Head of School	Conversations with	60 days prior to school opening
	Health and wellness plan	Head of School	Draft underway, completed on hiring of wellness coord.	On signing contract

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
Staff information and records system	Employment policies, including performance evaluation criteria and procedures for professional and support staff	Exec Director	Draft underway	On signing contract
	Professional development plan	Head of School	Draft Completed	On signing contract

Report on

West Harpswell School

For

Board of Selectmen
Town of Harpswell, ME

As of

December 31, 2009

Prepared by:
West Harpswell School Work Group:
Samuel Alexander
Thomas Brudzinski
Larry Favreau
John Monaghan
Jack Sylvester

West Harpswell School Work Group

Appointed by The Board of Selectmen

RECEIVED
JAN 12 2010
Town of Harpswell

Selectmen
Town of Harpswell, Maine

January 4, 2010

Dear Selectmen:

West Harpswell School Report

At your request, we have inspected the West Harpswell School, reviewed construction documents, operating and maintenance records and procedures, conducted interviews, and performed basic research in keeping with the guidelines and schedule furnished to us.

The attached report summarizes our work and findings.

Most of the background information on the property has been obtained from MSAD#75 files and third party sources we believed to be reliable, but there can be no assurance in that regard.

In our report, we have made certain forecasts and projections, based upon information and assumptions we believe to be reasonable as of the date of our report, but unanticipated future events may cause these forecasts to be in error and in certain instances the errors may be material.

Finally, we wish to emphasize our study and report is intended to be entirely neutral in respect to the advantages to the Town in retaining the property as a public school or closing it for that purpose.

Respectfully submitted,

West Harpswell School Work Group:

/s/ Samuel Alexander

/s/ Thomas Brudzinski (Ke)
Thomas Brudzinski

/s/ Larry Favreau

/s/ John Monaghan

/s/ Jack Sylvester

WHS Study Report

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Section 1.0 Background and Summary

1.01 Assignment Tasks.

Reference is made to "Proposal" adopted by Board of Selectmen on August 31, 2009 and "Guidelines for the West Harpswell School (WHS) Work Group" adopted by Board of Selectmen on October 29, 2009. Copies of both are in the Addendum.

1.02 WHS Work Group.

Members of the work group appointed by the Board of Selectmen:

Sam Alexander, West Harpswell. Builder. Former Town Selectman.

Tom Brudzinski, Orr's Island. Architectural/Planning Consultant.

Larry Favreau, Great Island. Electrician.

John Monaghan, South Harpswell. Civil Engineer.

Jack Sylvester, Orr's Island. Real Estate Consultant.

1.03 Scope of Work.

It involved:

- Interior and exterior inspections of WHS by the Work Group.
- Review of file documents at the Town's Code Enforcement Office.
- Review of property assessments and town maps.
- Review of extensive documentation at MSAD #75, including, surveys, deeds, building plans and specifications, inspection reports, service contracts, and operating expense records. A list of major items reviewed is in the Addendum Section.

- Review of MSAD #75 "Lack of Need Report", "Cost Analysis" and supporting documents submitted to State Commissioner of Education.
- Discussions with the WHS Principal, Michael Estes, and Building Custodian, Linda Allen.
- Extended meetings and discussions with MSAD #75 Director of Facilities, Chris Shaw.
- Five meetings of the work group to analyze data and review its findings.
- Individual member research.

1.04 Summary of Findings.

This report reviews the physical features and condition of WHS and discusses some of the options the Town may need to consider if the property is no longer used as a public school.

The 17,250 sf facility could be physically adapted to a variety of public or private, 'for profit' uses. Most or all would require upgrades for the property to comply with current State and Town codes and ordinances.

From an economic standpoint, the property has limited market appeal because of its specialized design, location, and the currently depressed market for all classes of real estate.

We analyzed several reuse and disposition scenarios. Sale of the property poses the lowest risk and highest return over a projected three-year period. If the Town did not accept title to the property from MSAD #75, the sale option would undoubtedly be employed by the District with the Town receiving its proportionate share of costs and benefits roughly estimated at 40%.

Section 2.0 Site, Site Improvements & Utilities

2.01 Location.

The WHS is located at the Southwest corner of SR 123 (Harpswell Neck Road) and the Ash Point Road. Its address: 9 Ash Point Road.

The site is 5.2 miles south of the Mountain Road and SR 123 intersection. On the Town's Property Maps, the site is shown at Map 16, Lot 1.

2.02 Land Description.

The trapezoidal-shaped site has frontage of 342.53 feet on the Ash Point Road and 727.6 feet on Harpswell Neck Road.

The site area is 7.73 acres.

The property slopes moderately to the south with a high point elevation of 95 feet on the Ash Point Road and 56 feet at the parcel's southerly boundary.

The northerly half is improved with the school, play areas and landscaped open space; the lower half consists of mixed soft and hardwood tree growth and some unbuildable wetlands.

The site was acquired by the Town in two separate transactions. The first, in 1906, consisted of a roughly one-half acre parcel on the Ash Point Road, site of the old Ash Point School. The second parcel, acquired in 1956, contained about 7.25 acres and generally wrapped around the first.

The two parcels, together with the 1964 replacement of the old Ash Point School, were deeded to MSAD #75 on July 1, 1976.

2.03 Site Improvements.

There is an estimated 90,000 square feet of maintained open space including playgrounds and lawn areas.

There are approximately 12,000 square feet of asphalt paved drives, walks and parking for 16 cars.

Site lighting around the school buildings and adjacent parking area is provided by building and pole mounted lights.

The paved parking area links underground storm water catch basins with a 12" PVC outlet.

2.04 Water System.

The buildings are supplied with potable water from an artesian well located 120 feet southwest of the west end of the school.

The well was drilled on July 30, 1999 by C&R Well Drilling of Bowdoin.

Diameter	6 inches
Bedrock at	9 feet
Total depth	218 feet
Original casing	40 feet of 6 inch steel
Flow rate	14 gallons/minute

It replaced an artesian well closer to the school which was discontinued because of continuing problems with nitrate intrusion into the supply.

The new well tested positive (bad results) for Total Coliform in July 2009. Chlorination failed to correct the problem. A camera detected a fissure had opened below the existing casing at or about the 59 foot level. On October 9, 4-inch PVC casing was inserted into the well to a new depth of 70 feet with Betonite sealing the space surrounding it. On

October 28, 2009, tests by the State Laboratory showed the water to be free of pollutants and safe for drinking.

The supply is filtered to remove dissolved minerals ("iron rust"). Filtration cylinders and brine tanks are located in the boiler room. The equipment is owned by MSAD #75 and serviced by Air & Water Quality of Freeport.

Water quality is tested on a quarterly basis.

2.05 Sanitary Septic System.

Septic waste is collected and distributed to an on-site chamber system.

A 6,000 gallon underground concrete collection tank located 63 feet south of the older section of the school receives wastes. Effluent from the tank flows by gravity through a 4-inch line to a concrete distribution tank 180 feet distant. It is then pumped through a two-inch forced main into an adjacent 32 foot by 72 foot distribution field containing 72 concrete chambers in a 4x18 array.

The system was built in 1989. It is inspected annually by a civil engineer. The collection and distribution tanks are pumped periodically by RA Webber & Sons.

The system's design capacity is 1,355 gallons per day. Estimated daily usage by the school at its present population is about 400 gallons.

The system benefits from extensive resting periods resulting from its limited use during weekend, vacation and summer shut-down periods.

Overall condition is described as good for its age.

The only malfunctions have been occasional backups in toilets in Section A of the school, the last occurring in the spring of 2008.

2.06 Electric System.

Amperage:	600
Volts:	120/240 single phase
Nr service panels:	4
Type of wiring:	Mostly conduit
Incoming:	Underground from CMP pole
Transformers:	Pole mounted
Generators:	None
Limiting features:	Designed for single user
Lighting Types:	
Inside:	Fluorescent retrofitted T-8 lamps and electronic ballast; Hi-bay 7.5 fixtures in gym
Outside:	Pole and buildings metal halide fixtures
Overall quality of electrical system as built:	Good
Overall current condition:	Fair

2.07 Current Public Utilities.

Electricity:	CMP (CTI interior)
Telephone:	Choice One
Cable	Comcast
Internet:	Comcast

2.08 Heat, Ventilation, Air Conditioning.

The buildings are heated by a circulating hot water system installed in 1989.

The heating vessel is a Weil McClain BL 588 WS boiler with a tankless hot water heater having a constant draw capacity of 8 gallons/minute.

The net boiler capacity is 3,388 IBR MBH. The Carlin Model 701 burner unit is powered by a 0.5 horse power electric motor operating at 3450 RPM. An oil preheating unit was installed in June 2009.

The maximum working pressure of the boiler is 50 psi; the relief valve setting is 30 psi.

The system's high-rate oil consumption is 9.4 gallons/hour of light (No.2) oil; the low rate is 5.5 gph.

Two one horsepower in-line circulator pumps circulate hot water throughout the building to radiation and cabinet heaters. The gym is heated by a central air handling unit.

Controls by Honeywell include: Damper, Thermostats, Temperature sensors, Ventilation Motor Pneumatic Damper Actuator, Switches and Valves.

The boiler is inspected annually by the State. Its current license expires on October 31, 2010. Its registration number is #5567.

Pipe wrappings containing asbestos material were removed in 1989.

Fuel oil is stored in a double-walled steel 4,000 gallon underground storage tank located immediately east of the boiler room entrance on the south side of Section A. The tank's registration number is #7817. It is inspected annually by Maine's DEP.

Inspections reviewed for three recent years showed the tank received passing marks in all safety-related categories.

Interstial monitoring
Overfill protection and spill buckets
Copper piping
Ball float (set at 90% full)
Sleeved piping
Suction lines separated by spacers
Electric monitoring, monitoring console and sensors

No deficiencies or failed item were noted.

The only mechanically ventilated spaces in the buildings are the gym, library and music room.

The buildings are not air conditioned.

Section 3.0 Buildings

3.01 Overview.

The school was built in two separate time periods.

Section A (East Portion). Constructed in 1964. Designed and built by Allied Engineering, Portland. One story, brick veneer over steel and wood frame, structure. Concrete slab on grade foundation with concrete block perimeter walls and interior piers.

Shallow-pitched roof with membrane surface.

Interior room height 9 feet 6 inches. Overall building height 11.0-14.5 feet.

Section B (West Portion). Constructed in 1989 (Partial renovation of Section A occurred at the same time). Designed by Moore Weinrich, Brunswick. Construction by D.L. Poulin, Inc., Brunswick.

One story (including a high-ceilinged gymnasium section, brick veneer over steel and wood frame. Raised seam metal roof. Slab on grade.

Interior room height 9 feet 6 inches in classrooms and service areas, approximately 23 feet in the gym. Overall building height is 11.0-32.0 feet.

3.02 Building Details.

Category	Section A	Condition	Section B	Condition
Year Built	1964		1989	
Foundation	Slab on Grade / Concrete Footings	1	Slab on Grade / Concrete Footings	1
Structural Frame	Steel frame / Wood Truss	1	Steel frame / Wood Truss	1
Roof	Membrane	2	Membrane / Metal	1
Windows	Wood, Flexivent	3-4	Aluminum frame	2
Ext. Doors	Wood / Metal	2-3	Metal	2
Heating	Circ HW	2-3	Circ HW	2-3
Ventilation	None	N/A	Mech. In Gym, Library, Music Rooms	2
Air Conditioning	None	N/A	None	N/A
Boiler	HW / Oil-fired	3	HW / Oil-fired	3
Water Treatment	Filter / Brine	3	Filter / Brine	3
Floors	Carpet / Vinyl	2-3	Carpet / Vinyl / Wood	2-3
Walls	GWB, painted	2-3	GWB, painted	2
Ceilings	Acoustic tile	2-3	Acoustic tile	2
Toilets (M)	Ceramic tile floor	2	Ceramic tile floor	2
Toilets (W)	Ceramic tile floor	2	Ceramic tile floor	2
Special Areas	Library	2	Gym, Equipment Room	2
	Boiler Room	2	Kitchen	2
	Electrical Room	2	Music Room	2

Condition Code:

1. Good – No repairs/replacements indicated.
2. Very Satisfactory – Normal repairs/replacements required over next 3-10 years.
3. Satisfactory – Normal repairs/replacements required next 1-2 years.
4. Poor – Repairs/replacements currently required.

3.03 Building Areas.

Following is a summary of the square foot contents of the facility.

Category	Square Feet		
	Section A (1964)	Section B (1989)	Total
GBA - Gross Building Area	9,106	8,144	17,250
NRA - Net Rentable Area	8,300	7,500	15,800
NUA - Net Useable Area	6,580	6,360	12,940

GBA – Floor area measured from the outside of perimeter walls. All space within included.

NRA – Excludes perimeter walls, boiler room, electrical room and janitorial and equipment storage areas.

NUA – This additionally excludes corridors, entries, toilet rooms and other common areas.

3.04 WHS Operating Expenses.

The following property-related expenses were analyzed.

Item	*Description*	*Annual Amount*	*Note*
Heat	No. 2 Oil, 4,907 gallons	$ 8,857	1
Electricity	80,800 kwh	13,578	2
Janitorial Payroll	Salaries, benefits & burden	49,737	3
Insurance	Allocated portion of master policy	855	4
Cleaning Supplies	Chemicals, paper products, equipment	2,678	5
Testing/Inspections	Water, ACM, UG fuel Tank, Roofs	3,609	6
	Pest Control, Security Alarm		
Rubbish Removal	Contract	4,116	7
Grounds Maint.	Mowing, snow plowing, sanding	1,415	8
Boiler HVAC Maint.	Contract Honeywell (allocated)	2,174	9
Facilities Maint.	Parts, Supplies	1,400	10
		$ 88,419	

Source: MSAD #75 2008-2009

Notes:

1. Consumption upside protection under Honeywell Agreement.
2. Ibid.
3. One person does cleaning, walk clearance and other custodial functions.
4. Will be higher on a single facility basis.
5. Will vary with occupancy and population numbers.
6. Will continue as a non-school property, but with less frequency.
7. Will fluctuate with use.
8. Will fluctuate with use.
9. The Honeywell performance contract will increase in cost if separated from the all-facility agreement with MSAD #75. (Honeywell might not entertain a single building performance agreement.)
10. Will fluctuate with use.

3.05 Operating Expense Estimates under Various Ownership and Use Assumptions.

Category	MSAD 75 School	Municipal Non-Profit	Municipal Mothballed	Private For-Profit
Payroll	51,200	31,200	6,000	36,400
Heat	9,200	10,000	5,000	12,500
Electricity	14,000	14,000	5,000	17,500
Janitorial Supplies	2,800	2,400	500	3,000
Trash Removal	4,200	1,800	200	2,000
Water & Septic	0	1,500	300	2,000
Grounds Maint.	1,500	2,400	2,000	3,000
Boiler Maint.	2,300	2,400	1,000	2,400
Building Maint.	1,500	3,000	1,500	3,800
Building Contracts	3,700	2,000	1,000	2,000
P&L Insurance	900	1,800	2,500	2,200
Property Taxes	0	0	0	2,400
Adv & Promotion	0	0	0	2,400
Mgmt & Leasing	0	0	0	8,500
Total Operating	91,300	72,500	25,000	100,100
Capital Expenses:				
Reserve for Rplmnts	0	16,000	0	16,000
Total Expenses	91,300	88,500	25,000	116,100
Per SF NLA (15,800 sf)	5.78	5.60	1.58	7.35

Assumptions:

1. MSAD #75 School assumes expenses at 3% above 2009 level.
2. Municipal Non-Profit use assumes facility used for town and community uses, at a frequency generally similar to its use as a school.
3. Mothballed Non-Profit assumes facility is vacant, available for sale.
4. Private For-Profit use assumes expenses as a multi-tenant, mixed use facility.
5. Reserve for replacements not budgeted by MSAD #75 on an individual school basis.
6. Reserve estimated for municipal and private uses at about $1.00/sf of leasable area.
7. Private For-Profit expenses assume more intensive use of facility on an annual basis.

Section 4.0 Market Appeal of WHS as a Commercial Property

4.01 Overview.

WHS is a special-use property with limited market appeal for several reasons, among them:

Currently depressed real estate market. Characterized by lower prices, higher vacancies, falling rents, a large inventory of properties for sale in all residential and commercial categories, and limited availability of project financing at affordable rates and terms. These conditions exist nationally and locally.

General location. The property is 12 miles from the nearest concentration of commercial properties. For non-profit municipal or civic uses, its primary appeal would be to the Harpswell Neck section of the Town.

Specialized design. This limits its appeal for many types of commercial and business uses. Example: The high-ceilinged gymnasium is about 20% of the total area available for lease as a commercial facility. Absent a unique tenant, this space could be a financial drag on the entire property. It is expensive space to heat, light and maintain. The wide corridors and extensive common areas reduce the net useable area below that typically found in many commercial facilities.

Age and remaining economic life. The facility is in satisfactory to good condition for its age. But the original section is 45 years old, the newer section 20. Its electrical and mechanical systems, roofs, septic system and many of its windows will require upgrade or replacement within a 10-year period.

Costs of adaptive reuse. Among the items that will need to be addressed if the property is used as a competitive, code-compliant public facility or as a non-profit municipal facility:

- Removal of ACM in hallway tile, Section A.

- Replacement of inefficient windows in Section A.
- Improved fire protection, possibly to include sprinklering.
- ADA compliance which may include some revisions to access, egress, doors, toilets, hardware, etc.
- Possible removal and relocation of interior demising partitions to accommodate the layout requirements of different users.
- Increased parking.
- Improved ventilation and possibly air-conditioning.
- Possible submetering of electricity.

Closure of BNAS. Its closure will weigh heavily on the local economy, including its property markets, for many years. Commercial office, retail and industrial space is currently widely available throughout Brunswick and the Mid-Coast area. The prospective market price and rental potential of the WHS property will face stiff competition from newer, more centrally-located commercial facilities within the region.

4.02 Commercial Lease Rates and Price Indicators.

Following is a summary of current asking rates and prices for office and special-use commercial properties gathered from web-sites of leading realtors and other sources in the Greater Portland and Mid-Coast areas.

Office Rentals:	*$ Per square foot / year*
Portland Central Business District "A" Class buildings, modern, all amenities	17.00 – 20.00 MG
Portland CBD – "B" and "C" Class Well-located with lower level of amenities	12.00 – 17.00 MG
Portland Downtown Area On the CBD fringe	9.50 – 12.00 MG

Nearby Towns	8.00 – 11.00 MG
Brunswick Area	6.00 – 14.00 MG

Industrial Space Rentals:

Greater Portland Area, various locations	3.00 – 5.00 NNN

Definitions:
Gross Rental (GR) – Landlord (owner) pays all property operating expenses and capital repairs and replacements.

Modified Gross (MG) – Landlord (owner) pays some of the operating expenses; usually taxes, insurance, capital repairs and replacements.

Triple Net (NNN) – Tenant pays all expenses except capital repairs and replacements.

Commercial Real Estate Price:
Prices have plunged in all US property markets and categories since 2007. In severely depressed markets, current asking prices for most commercial property classes are 40% or more off their early 2007 peak.

For example, in June 2009, a well-located "B" Class office building in Portland's CBD sold for 56% less than its June 2007 purchase price.

A compendium of lease rates and prices for commercial properties in the Portland and Mid-Coast area are included in the Addendum Section of this report.

4.03 Probable Distribution of Asking Rental Rates and Prices for WHS.

	$ Per square foot
Lease Rates	5.00 – 8.00, MG
Sale Price	14.00 – 20.00 SF

4.04 Income-Expense Analysis of WHS as a 'For-Profit" Facility (Stabilized Basis).

Income	*High Case*	*Moderate Case*	*Low Case*
Gross Income Potential (MG Rate/SF)	$126,400 (8.00)	$102,700 (6.50)	$79,000 (5.00)
Vacancy & Collection Loss (10%)	(12,600)	(10,300)	(7,900)
Effective Gross Income	113,800	92,400	71,100
Operating Expenses [a]	(68,000)	(68,000)	(68,000)
Net Operating Income	45,500	24,100	3,800
Indicated Value Capitalized @ 12% [b] (rounded)	**$379,000**	**$200,000**	**$32,000**

(a) Assumes tenant pays for heat, electricity, and trash removal, and $1.00 sf for cleaning and supplies. Landlord pays all other.

Indicated tenant occupancy costs:			
Modified Gross Rent	8.00	6.50	5.00
Tenant Expenses (48,800 / 15,800 sf)	3.04	3.04	3.04
Tenant Occupancy Cost per sf, NRA	$11.04	$9.54	$8.04

(b) Assumes following capital ratios and costs

Debt:	.60 x .10 =	.06
Equity:	.40 x .15 =	.06
Weighted Cost		.12

Cost of debt based upon an assumed loan at 8% interest, 20 year amortization for 60% of the appraised value of the property.

Cost of equity assumed to be 15%.

This quick analysis indicates the property essentially breaks even at a modified gross lease rate of about $5.00 per square foot and the vacancy and expense levels shown.

The value of the property under the more favorable market conditions shown is roughly estimated to be between $200,000 and $379,000.

If the Town elects to hold and lease the property under a 'for profit' scenario, a simpler and preferred approach would be to lease on a triple-net (NNN) basis with tenant(s) paying all expenses except major repairs and replacements.

Under current market conditions, a net rent of the entire building at $2.50 sf/year would net the town about $24,000 per year after reserves of $15,000 – 16,000 a year for future replacements.

Section 5.0 Options and Decisions

5.01 Overview.

The attached decision tree depicts some of the options and decisions the Town will need to consider in the months ahead.

The first is whether to retain WHS as a MSAD #75 school or to accept the District Board's recommendation to close it.

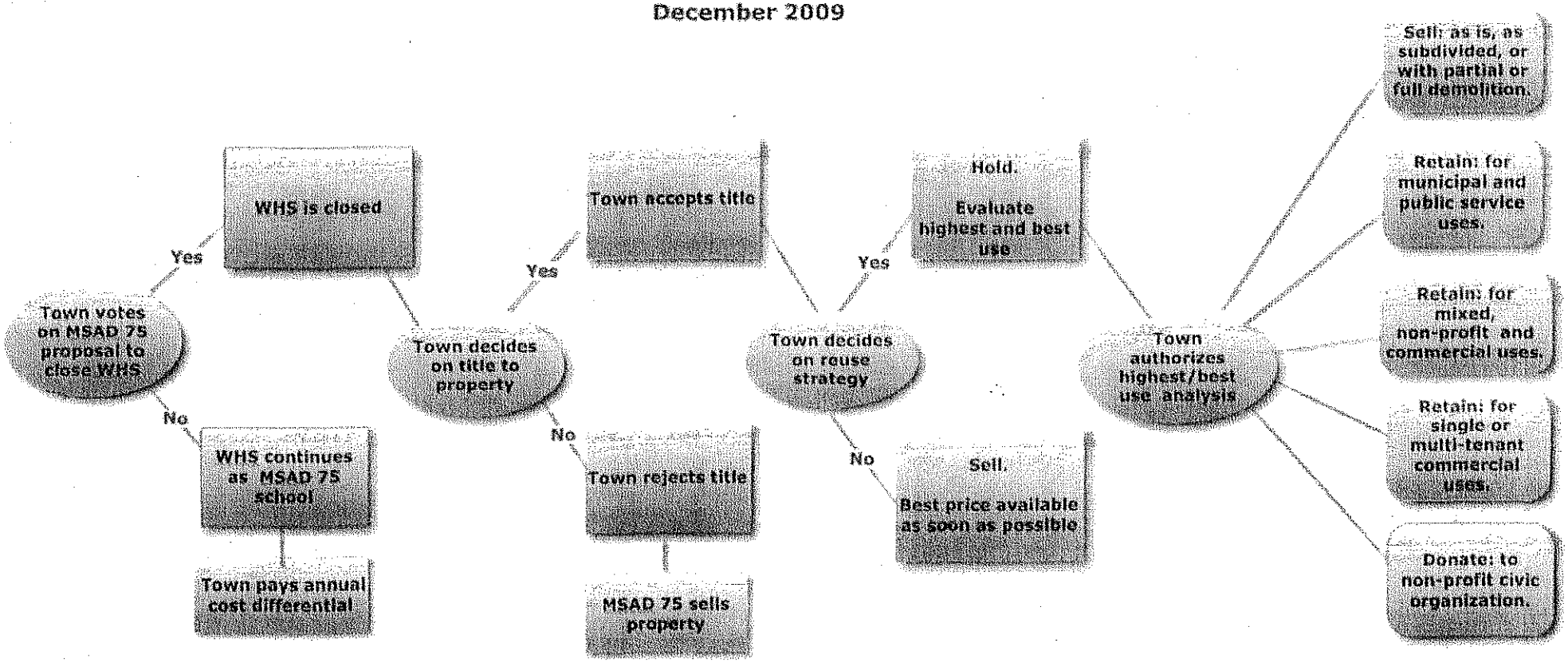
If the Town votes to close and thereafter to accept title to the property, it will be faced with various options for its reuse or disposition.

We have identified some of these and roughly estimated the financial costs and benefits of each. We have not attempted to identify or quantify any intangible (non-financial) benefits in any of the options.

Our analysis is projected over a three-year period.

It may take that long in some of the analyzed cases for the Town to evaluate and finally decide on the strategy that best fits its long-term needs and preferences.

WHS Decision Tree
December 2009



5.03 WHS Cost Benefit Summary
(Three-year forecast beginning in July 2010)

Option Strategy	*1*	*2*	*3*	*Total*	*Note*
A. Continue WHS as a public school	(210,000)	(216,300)	(222,800)	(649,100)	1
B. Close WHS					
Town declines title to property; MSAD #75 sells ASAP	(10,000)	80,000	0	70,000	2
Town accepts title to property; sells ASAP	(25,000)	200,000	0	175,000	3
C. Town accepts title; option study	(20,000)	0	0	(20,000)	4
Annual Mothball Costs	(25,000)	(25,800)	(26,500)	(77,300)	5
Option 1: Donate: to non-profit org.	(25,000)	(35,800)	0	(60,800)	6
Option 2: Retain: non-profit municipal / civic uses	(25,000)	(88,500)	(91,200)	(204,700)	7
Option 3: Retain: mixed for-profit / non-profit uses	(25,000)	(32,500)	(34,100)	(91,600)	8
Option 4: Retain: for-profit uses	(25,000)	24,000	24,000	23,000	9
Option 5: Retain: sell in up market	(25,000)	(25,800)	300,000	249,200	10
Option 6: Demolish: sell or retain land	(25,000)	(25,800)	0	(50,800)	11

Amounts in brackets are negative amounts.

Notes and Assumptions:

1. Cost to Town equals estimated savings to District if school had closed. Costs estimated to increase 3% per annum.
2. Year 1 costs if WHS closed (mothballed) estimated at $25,000. District sells in Year 2 for $200,000. Town's share of costs and benefits estimated at 40%.
3. Town sells property in Year 2 for $200,000.
4. Town approves highest and best use study of property by qualified professional firm. Est. cost of study $20,000.
5. Estimated costs to hold property in a vacant, mothballed state. All options assume property mothballed for at least one year.
6. Assumes property donated to a non-profit organization. Year 2 expenses include $10,000 for legal, title, and related transfer costs.
7. Assumes property regularly used for municipal and civic non-profit uses after Year 1.
8. Assumes half of property is leased (moderate case) and half used for municipal and other non-profit uses.
9. Assumes property is net leased as a for-profit facility for $2.50 sf/year, netting about $24,000/year after reserves.
10. Assumes property is sold in Year 3 under improved market conditions for $300,000.
11. Assumes demolition, removal and disposal costs of $150,000 equal value of land in year 3.

Note: None of the options in Section C above assume any renovation costs or the cost of professional studies.

Section 6.0 Replacement Cost and Demolition Considerations

6.01 Replacement Cost New.

The WHS is a major physical asset. We roughly estimate its replacement cost today as follows:

Land	
7.73 Acres at $19,500±/acre	$150,000
Site Improvements	150,000
Water, septic and drainage systems	
Paved walks, drives and parking	
Playground and playing fields and surfaces	
Landscaping	
Buildings	2,150,000
17,250 sf, gross building area @ $125±/sf	
Total	$2,450,000

The facility has incurred physical deterioration due to normal weathering, wear and tear. Additionally, many of its design features are less functional than those found in newer school or commercial facilities. If suffers from economic obsolescence (conditions external to the property) as a school because of rising costs and declining student population, and as a non-school property because of its comparatively remote location and the weak demand for commercial space in its market area.

These factors lower the appeal, earning potential and value of the property to a small fraction of its replacement cost new.

6.02 Cost to Demolish, Clear and Dispose of Structures (After allowance for salvage)

Structures – 276,000 cf @ .30	$82,800
Foundations – Floors 17,250 sf @ 3.00	51,800
Footings – 800 lf @ 7.50 lf	6,000
Underground Tank	2,400
Paving, fences and misc (ACM)	7,000
Total	**$150,000**

Demolition would come into play if efforts to sell or dispose of the property by other means were unsuccessful.

Section 7.0 Reuses, Risks and Conclusions

7.01 Reuses of Property.

From a physical standpoint, WHS could be adapted to a variety of single or combination uses. These might include:

"For Profit Sector"

- Offices, research, light manufacturing, light industrial, call center.
- Certain forms of retail or wholesale commercial activity.
- Certain forms of multi-family residential.
- Certain forms of medical arts and health care.
- Education and training facility.
- Recreation, health, entertainment facility.
- Fine and applied arts, gallery, exhibition and sales center.
- Storage.

"Non Profit Sector"

- Community center, youth and senior activities, public meetings.
- Arts, crafts, theater, music, exhibitions, shows.
- Education, training, library, museum.
- Municipal overflow or expansion.

Reuses would require Town and State permits and varying levels of renovation and upgrade to comply with applicable life safety and related codes and ordinances.

Costs of compliance together with normal operational and capital requirements limit the property's affordability and appeal for most mainstream uses and users.

There is a long-shot possibility that the property might fit the need of a particular purchaser for a special use or that a charitable source might acquire it for the public good.

Mainstream, special-use, and charitable possibilities can be tested more fully at a later time and, clearly, as market conditions improve. But the property's market appeal at present is narrow, specialized and speculative.

These factors lower its earning potential and value to a small fraction of its replacement cost.

7.02 Risk Review and Conclusions.

If WHS is closed, the Town can reduce its involvement with the property by leaving title with MSAD #75, and accepting partial risk, reward and decision control over its eventual disposition.

Accepting title increases the Town's risk and involvement but it gains total control over the timing, uses and disposition strategy that best serves its interest.

The risks of acquiring title under the options and assumptions reviewed in our study appear manageable.

The probable worst case would be a mothballed three-year hold before sale or transfer. The Town would breakeven at a sale netting about $77,300, the estimated three-year costs to mothball.

If the Town decided to retain the property for municipal / civic uses, its three-year costs (and ongoing costs) would be considerably higher, but presumably, these costs would have been weighed and found acceptable for the benefits gained or the option would have been rejected at the outset.

There appears to be little benefit to the Town to own and lease the property as a commercial venture. The added investment required coupled with market uncertainty makes the option highly speculative. The risk would be reduced if part of the building was leased but unless a long-term, creditworthy, compatible tenant could be found, the option would remain highly risky.

Donation to a non-profit entity is an option that becomes a logical subset of the mothball-hold strategy. It would take time to identify and qualify an acceptable donee and the end result might result in a financial loss to the Town, but intangible benefits might offset the cost.

Sale of the property "as is" appears to offer lowest risk and highest return. Possible variations might involve a division of the property into two or more saleable units or partial demolition and sale of the remainder. These sale variations involve more risk, but might be appropriate if an "as is" sale was unsuccessful after intensive marketing.

End of Report

8.0 Addendum

1. Proposal and Guidelines for WHS Work Group as adopted by Selectmen.
2. Location map.
3. Aerial View.
4. Schematic Floor Plan.
5. Photographs.
6. MSAD #75 WHS Capital Asset Related Documentation
7. Commercial Lease Rates and Prices, Greater Portland and Mid-Coast Areas.

Proposal: A work Group to Report on Condition & Attributes of West Harpswell School

Background: The Board of MSAD # 75 having voted to close the West Harpswell School (WHS), Harpswell citizens will soon conduct a referendum on whether to assume the added cost of keeping the school open. Should Harpswell decline to assume that cost, officials of MSAD #75 have indicated that the building will be offered to the Town without cost. It is anticipated the school district will be looking for a relatively quick answer to its offer and therefore, it is in the interest of Harpswell to be prepared for such a possible decision by developing a careful analysis of the of the school and its site.

Objective: To provide the Town with an objective report on the systems, spaces and conditions of WHS, both building and site. The report would be basic to any decision by the Town as to whether or not to accept the school, to use it for Town purposes, or to offer it for lease or sale.

Workgroup Task: **Building** - To prepare a report detailing, in so far as feasible, the spaces, mechanical and other major systems, their current condition and any updating or improvements that will be needed in the next few (5?) years. Any special purpose spaces such as the gymnasium would be noted. The status of the well (or water source) should also be reported. **Land** – A report indicating the amount and type of land as well as any practical or environmental concerns with implications regarding future use.

Working Approach: First steps would involve consultation with the facilities director of MSAD #75 and possibly with Principal Michael Estes or others who have worked in WHS to learn as much as possible about their experience with the building and site. Presumabl, blueprints and other documents held by the school district would be made available to the Work Group. Beyond that the group would do its own examination of the premises, cooperating with the school district so as not to disrupt the ongoing education program.

Work Group Members: Collectively, the Work Group should include the following skills, talents and knowledge: Architectural & engineering, general construction knowledge, mechanical (plumbing, electrical, HVAC), land analysis, cost estimation & real estate appraisal. Suggestion – 5 members

Time Table: The work should be completed as soon as feasible. The completion date will depend to some extent on the date for the referendum.

Costs, Revenues and Market Appeal: An estimate should be made of the cost to the Town of operating the building. (Much of this needed information should be available from the report being prepared by MSAD #75 to determine avoided operating costs that will result from closing the school.) In addition, a review of other possible future uses for the building, of revenues that could result from its sale or rental and of the marketability of the facility would be helpful.

Adopted by the Board of Selectmen August 31, 2009

Guidelines for the West Harpswell School Work Group

Objective: Should Harpswell citizens decide not to keep West Harpswell School (WHS) open, the Town will need to decide fairly quickly whether to accept the school. An objective report from the Work group will be extremely useful in making that decision. The report should cover the systems, spaces, conditions and prospects of WHS, both building and site.

Workgroup Task:
Building - To prepare a report detailing, in so far as feasible, the spaces, mechanical and other major systems, their current condition and any upgrading or improvements that will be needed in the next five years. Any special purpose spaces such as the gymnasium should be noted. The status of the well (or water source) should also be reported.

Land – A report indicating the amount and type of land as well as any practical or environmental concerns with implications regarding future use or costs.

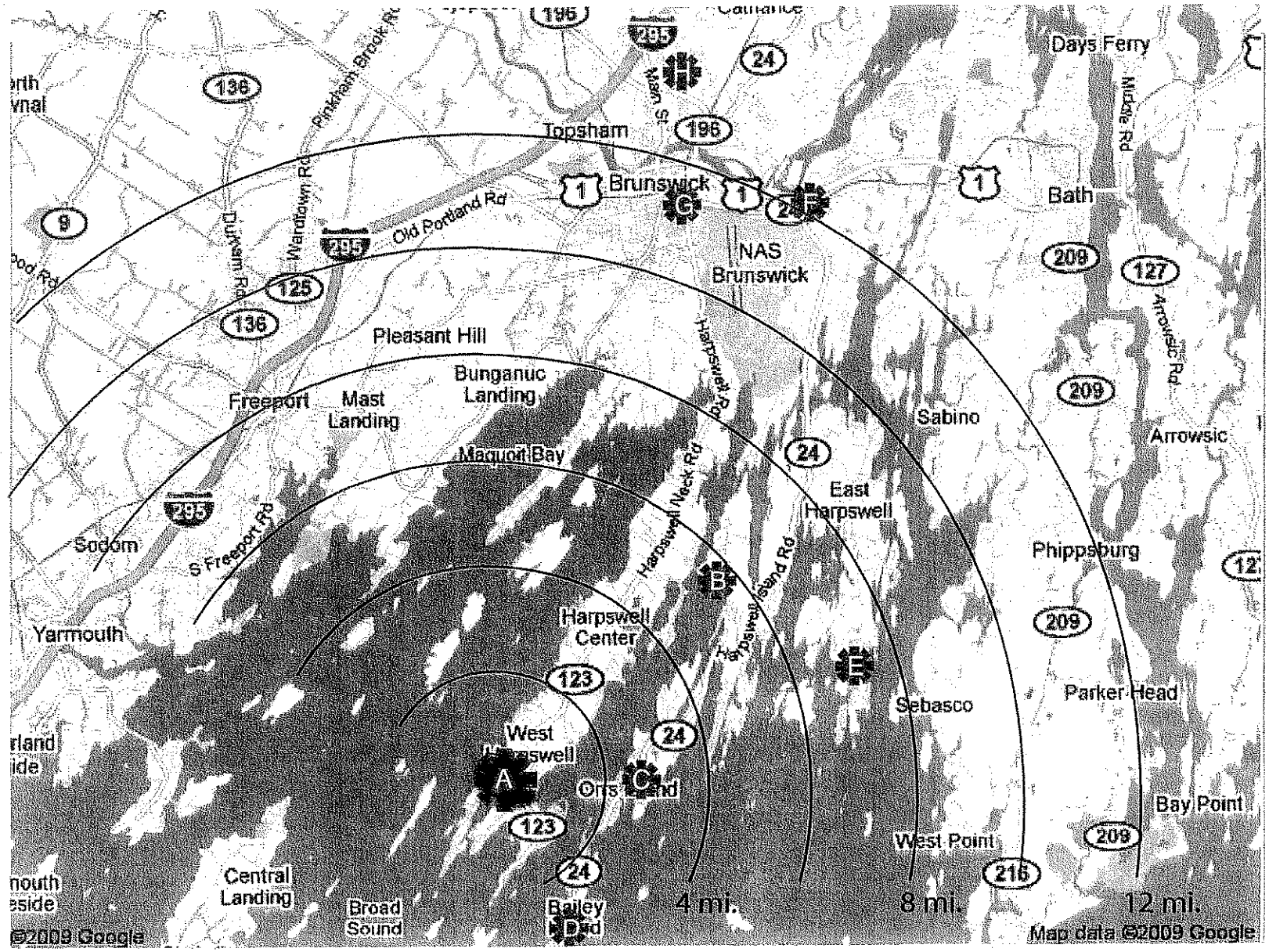
Working Approach: First steps would involve consultation with the facilities director of MSAD #75 and possibly with Principal Michael Estes, or others who have worked in WHS, to learn as much as possible about their experience with the building and site. MSAD #75 has indicated its willingness to make documents available and to meet with the group. Beyond that it is anticipated that the group will do its own examination of the premises, cooperating with the school district so as not to disrupt the ongoing education program.

Time Table: The work should be completed by the close of 2009.

Costs, Revenues and Market Appeal: An estimate should be made of the cost to the Town of operating the building. Much of the needed information should be available from the report just prepared by MSAD #75 to determine operating costs, with modifications for year-to-year changes. In addition it would be very valuable to have a review of other possible uses for the building, of revenues that could result from its sale or rental and of the marketability of the facility.

Adopted by the Board of Selectmen October 29, 2009

WHSWG

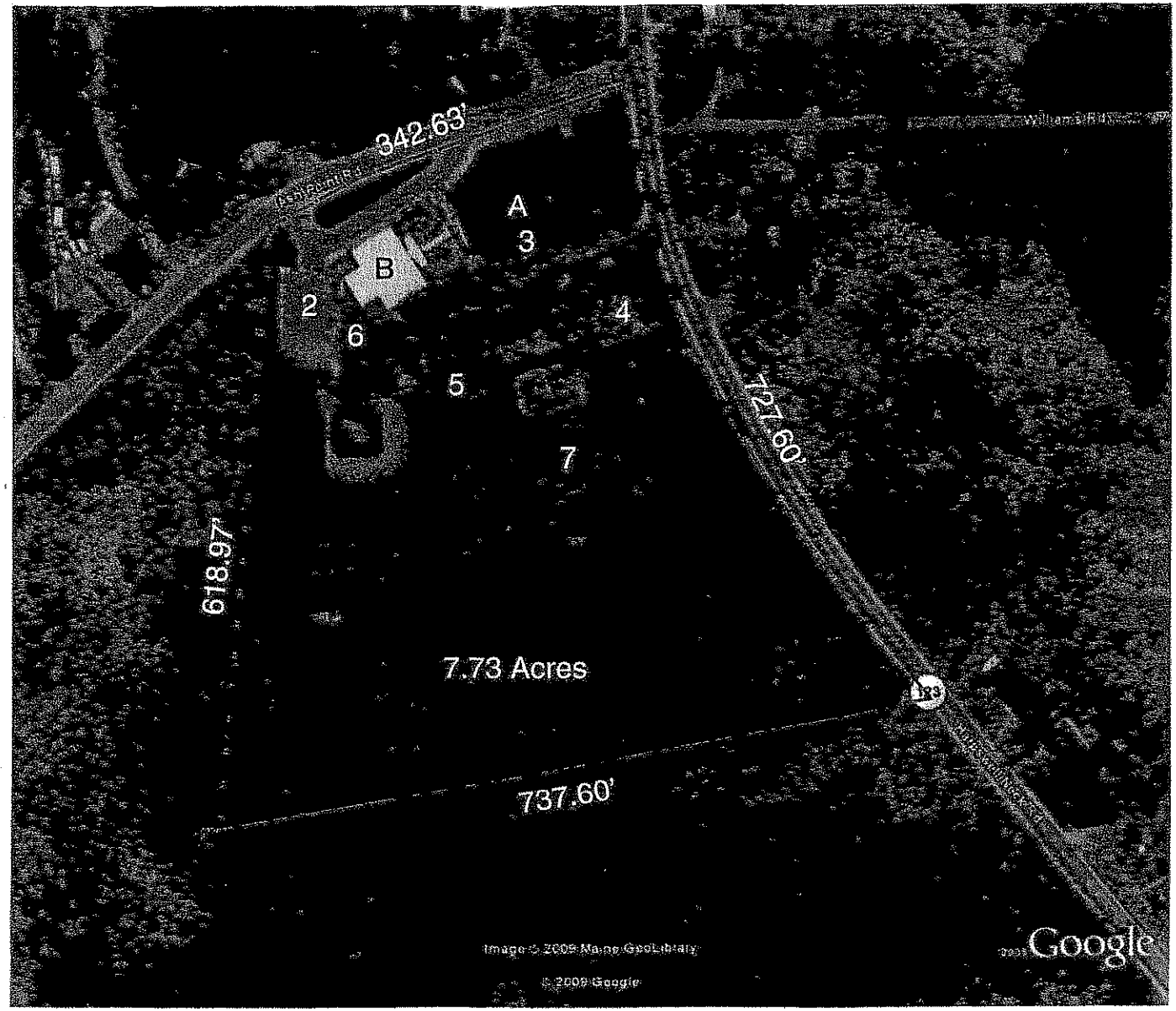


- West Harpswell Elem. School
- Harpswell Town Office 6.6 mi.
- Orr's Island Library 11.4 mi.
- Bailey Island Library Hall 13.8 mi.
- Cundy's Harbor Library 16.4 miles
- Cooks Corner Intersection 14.4 miles
- Brunswick Green 12.1 miles
- S.A.D. 75 Offices 15 miles

Map is from GOOGLE Maps

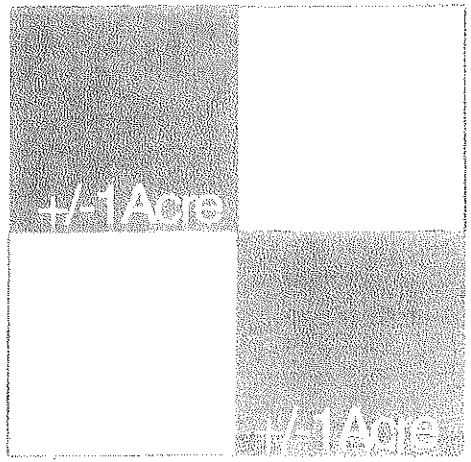
Driving mileage and distance rings are approximate

WHSWG

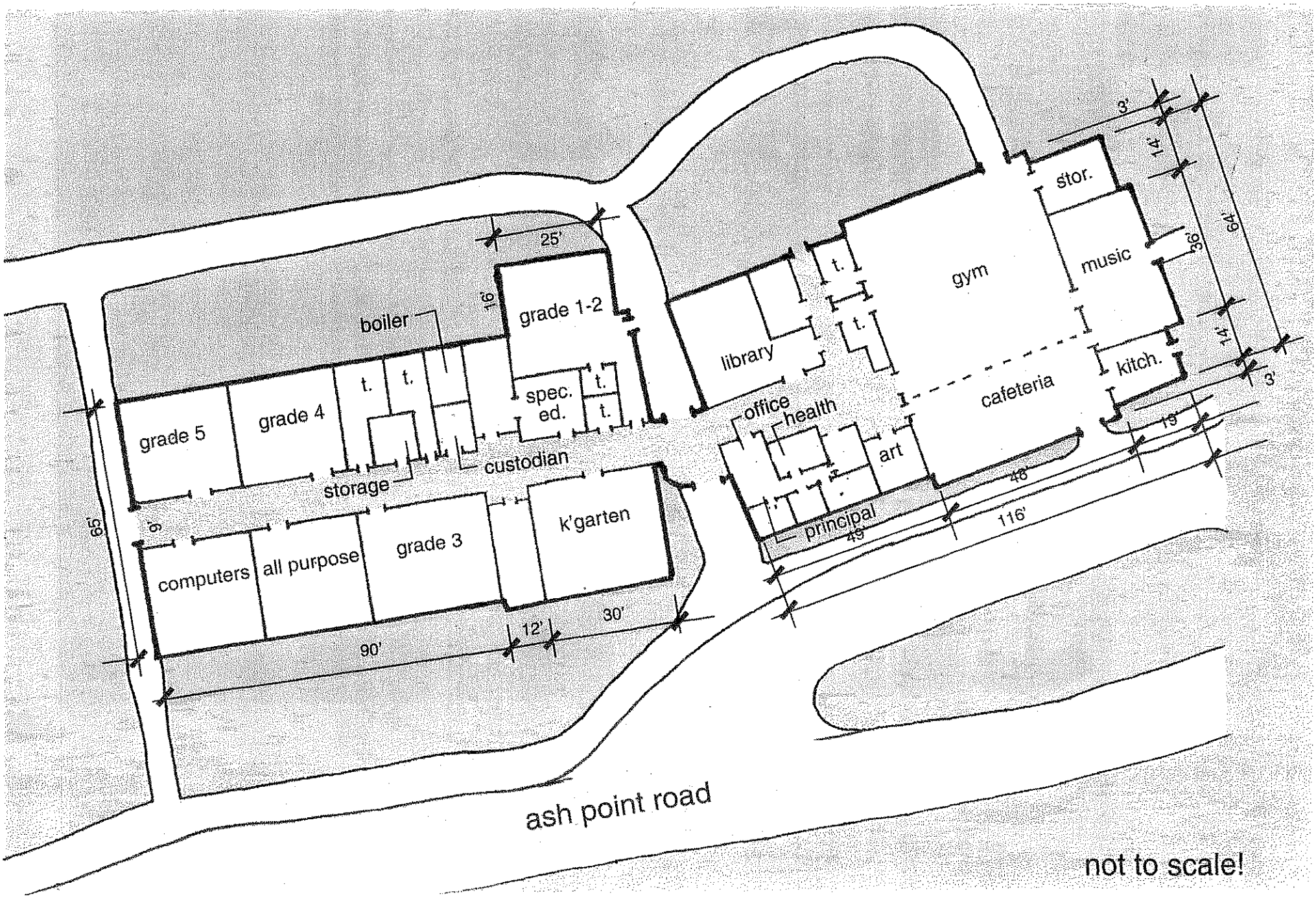


north

A Original Building - 1963
B Addition - 1989
1 Building Entry
2 Parking Lot
3 Boiler Room
4 Playground
5 Playfields
6 Well
7 Septic Field



WHSWG


boiler
grade 1-2
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storage
custodian
k'garten
computers
all purpose
grade 3
library
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gym
stor.
music
kitch.
cafeteria
office
health
art
principal
25'
16'
65'
6'
90'
12'
30'
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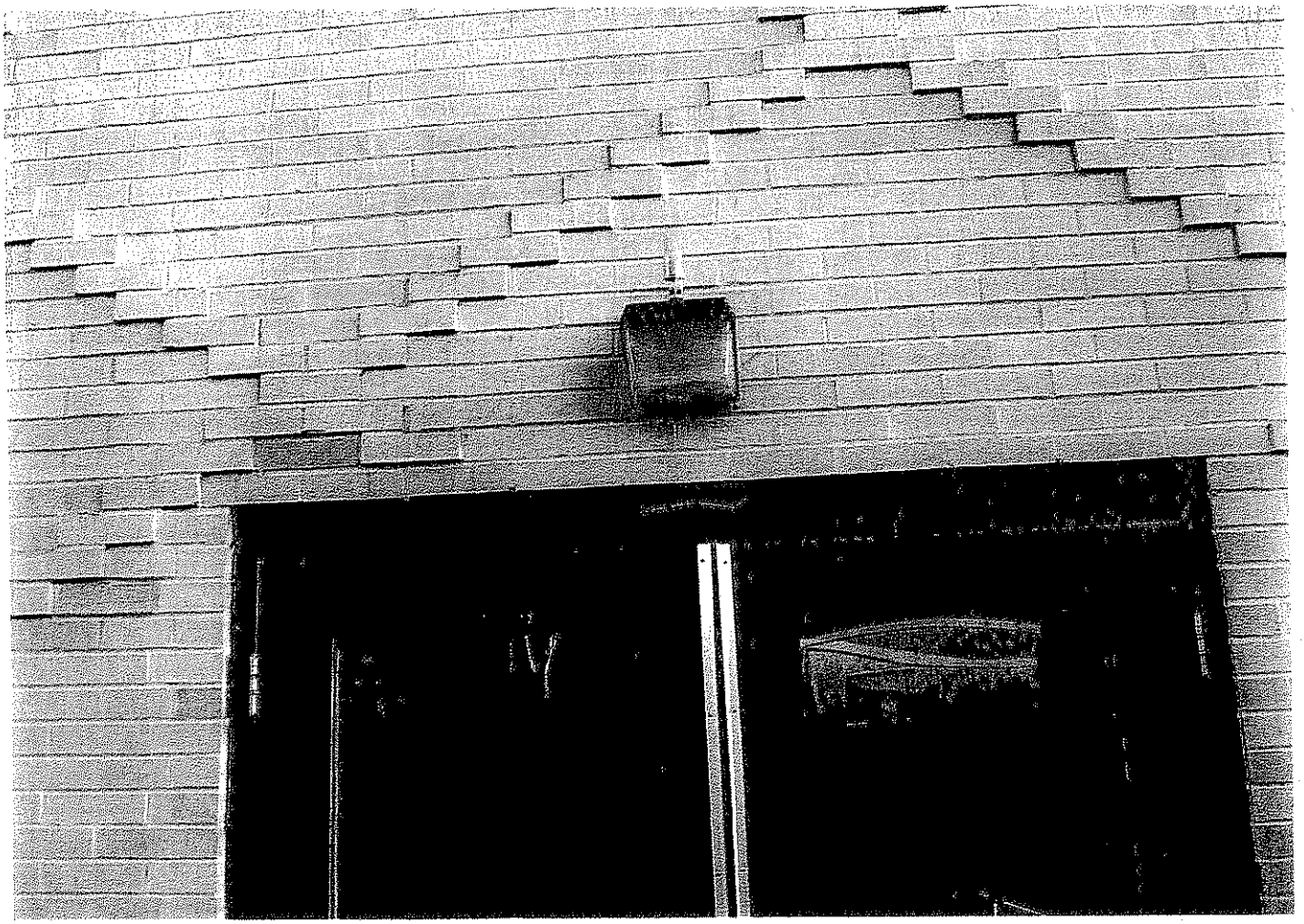

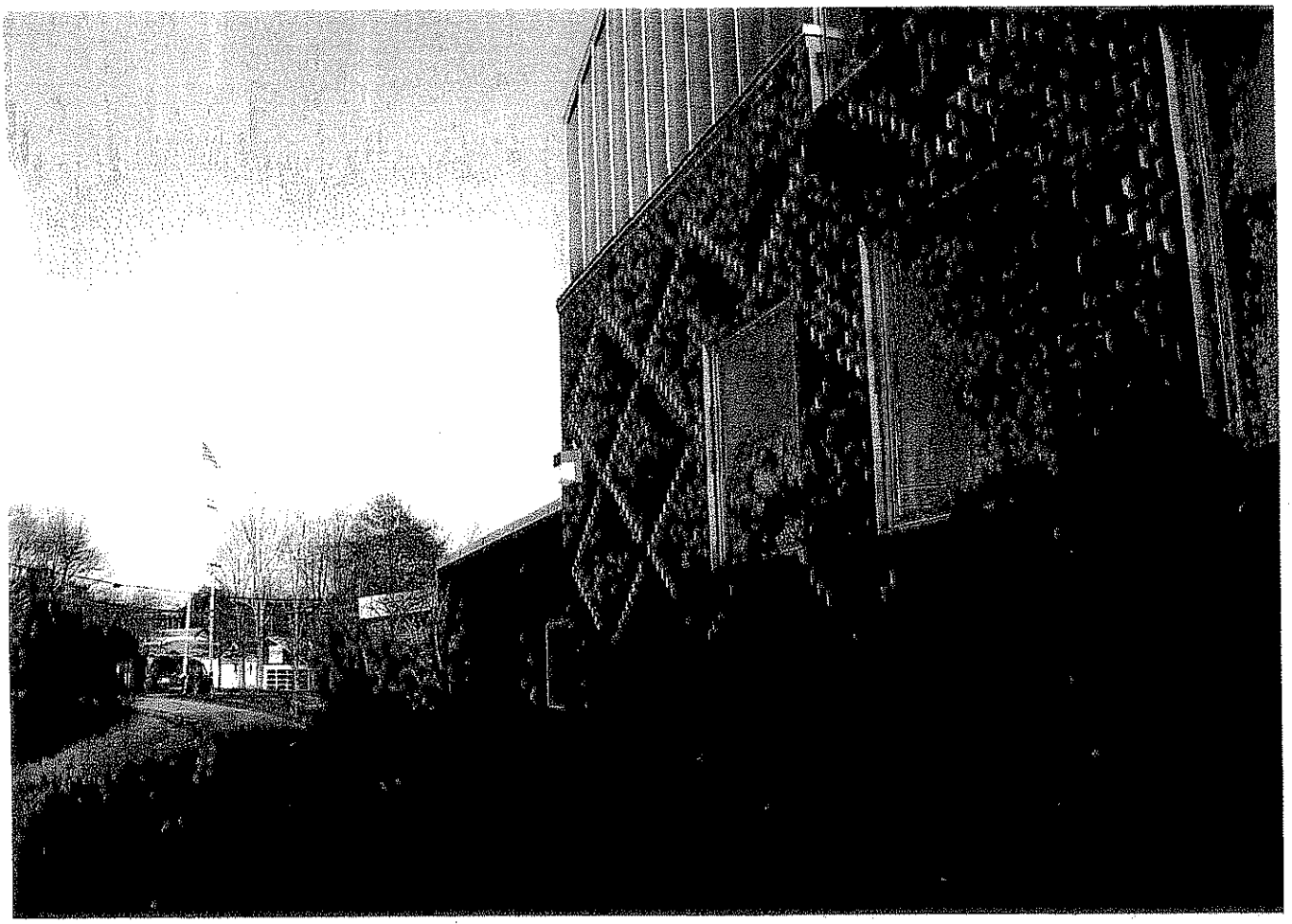

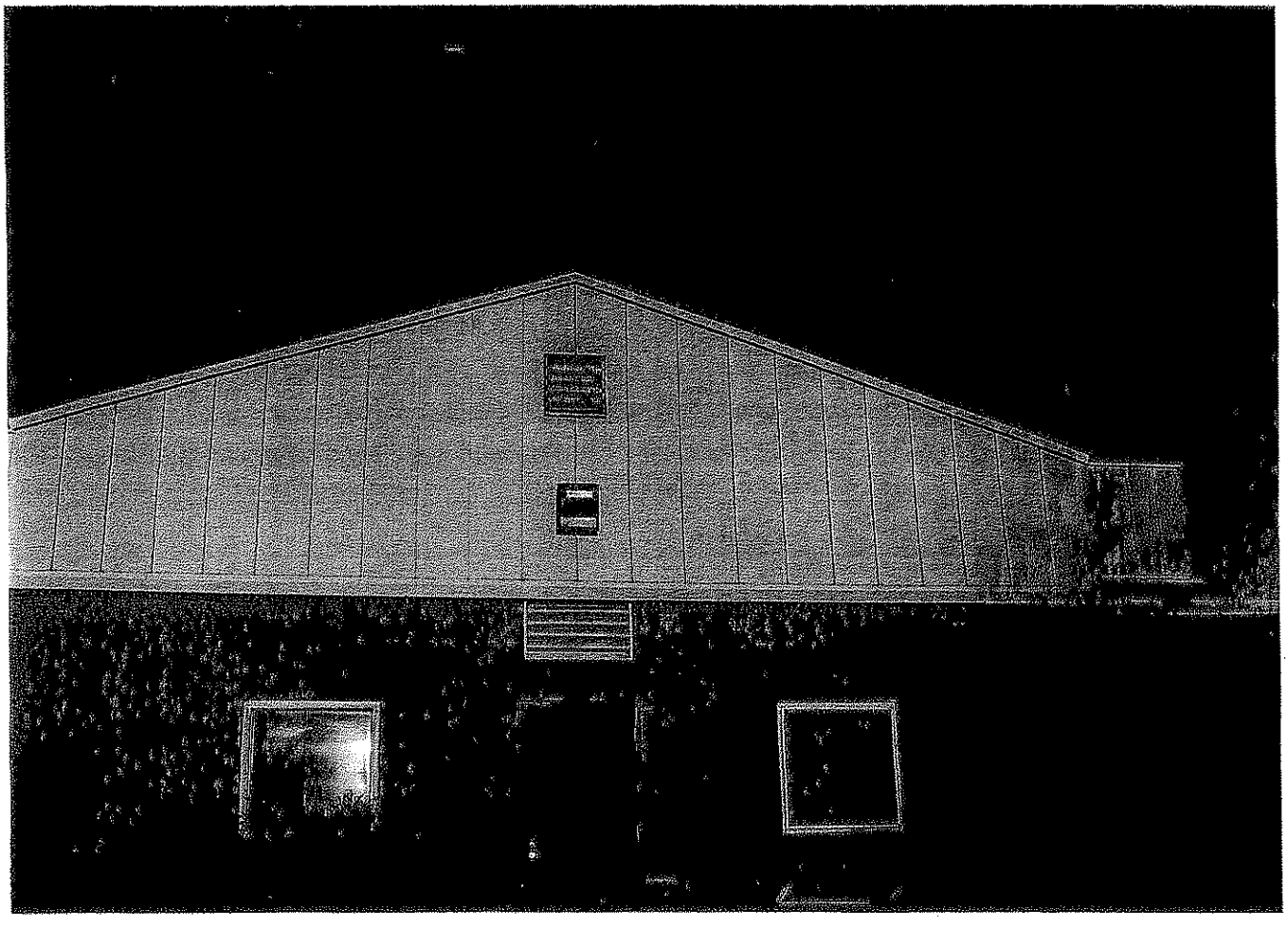

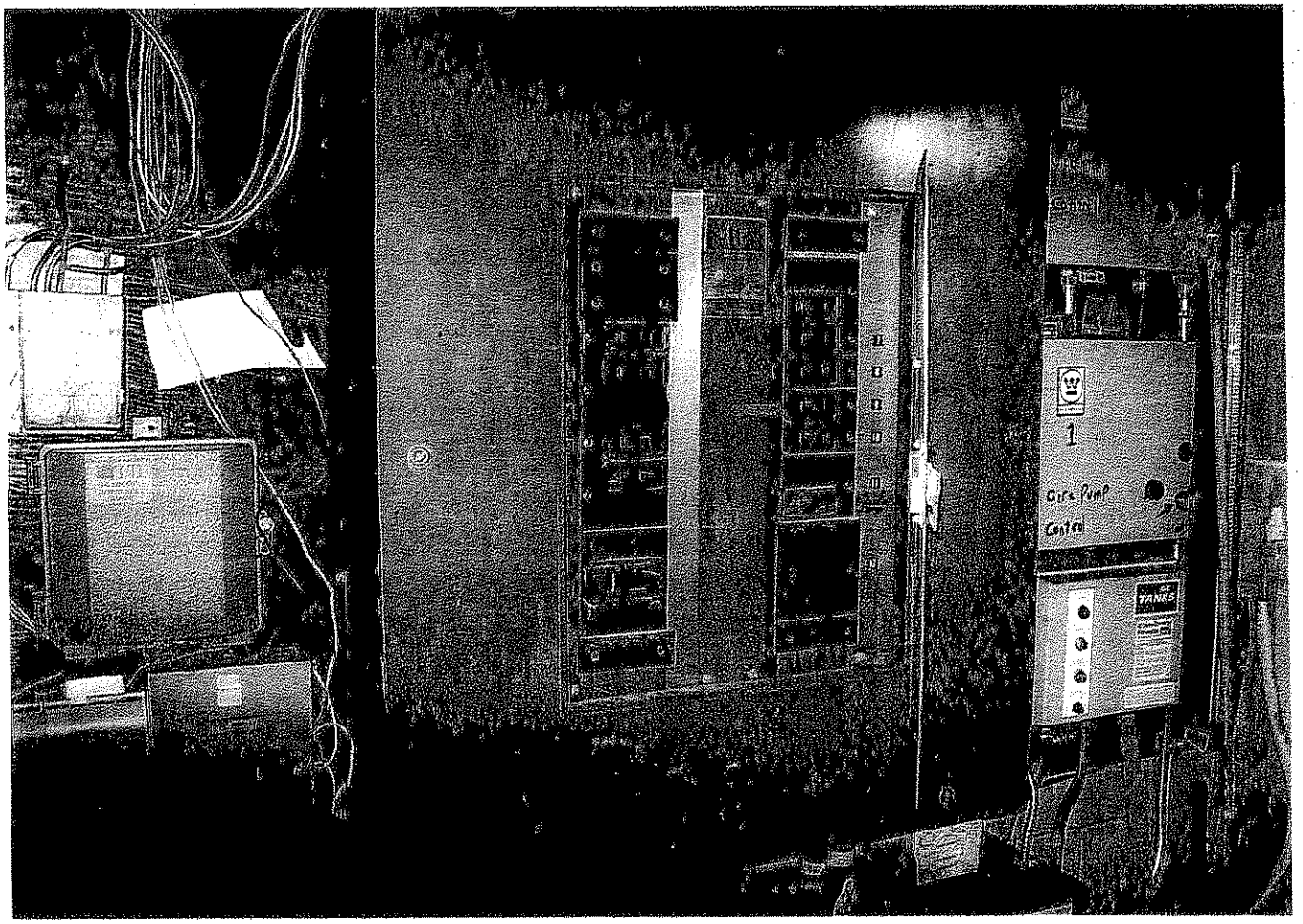
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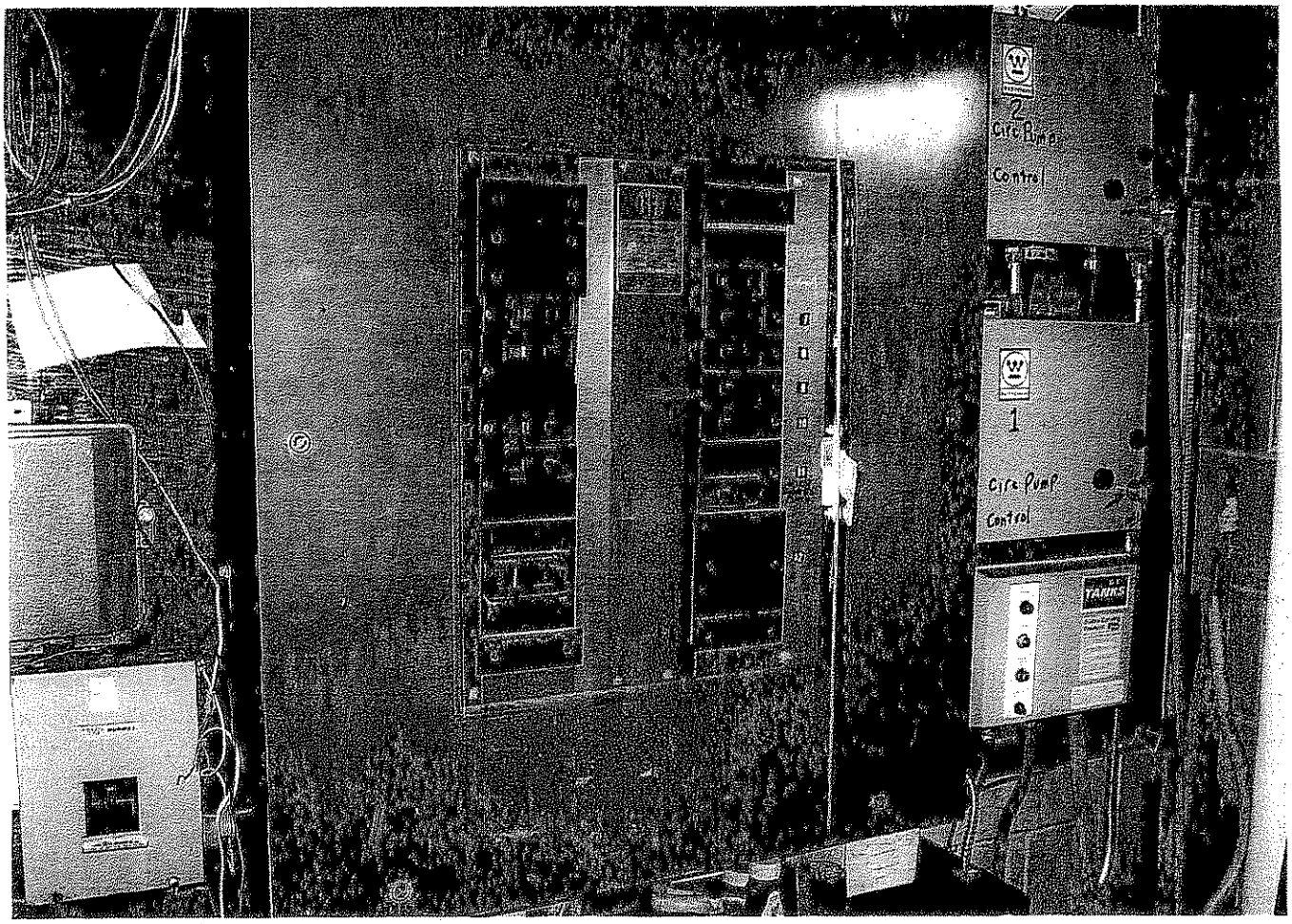
Circ Pump
Control
TANKS


2
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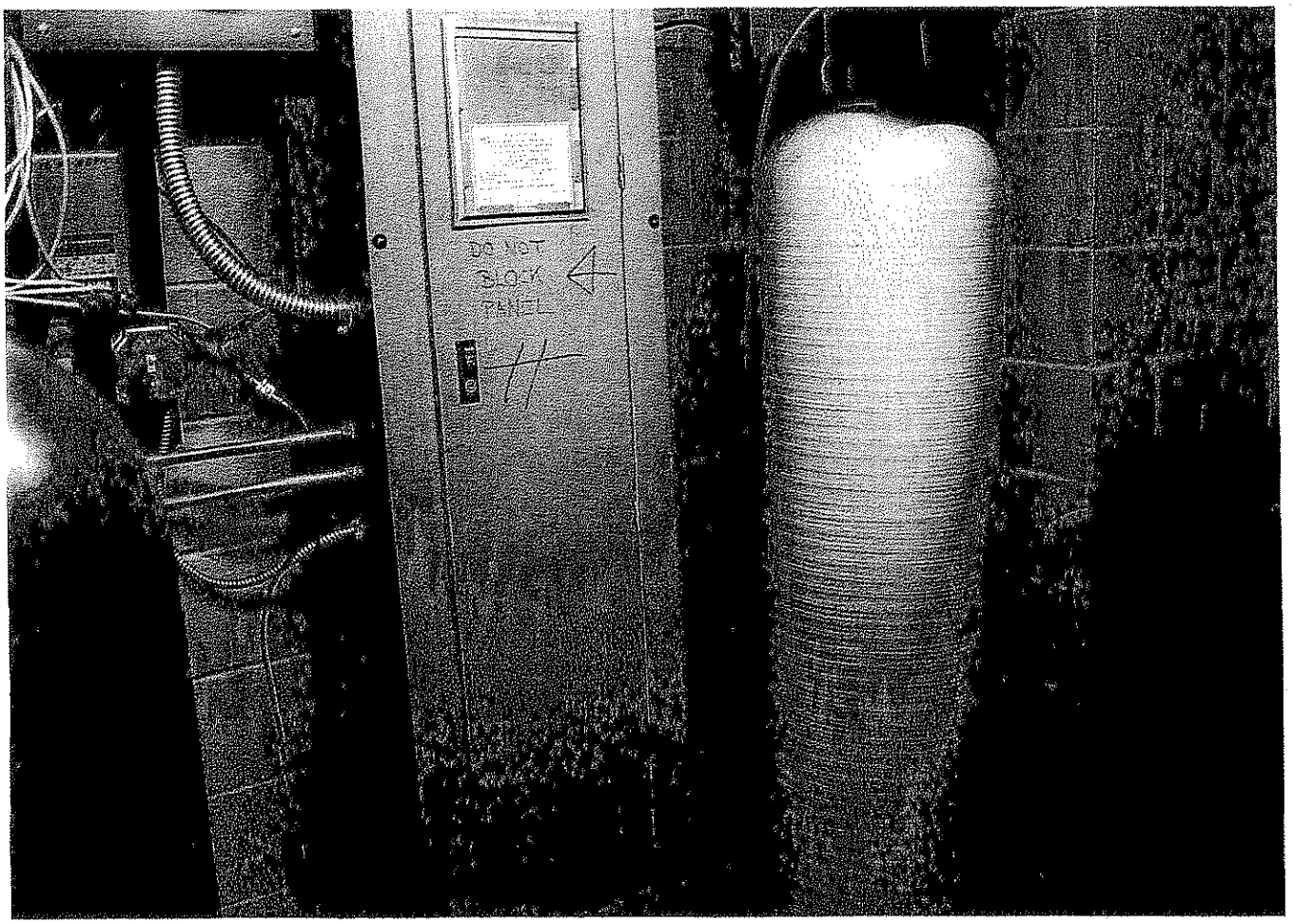
Control
1
Circ Pump
Control
TANKS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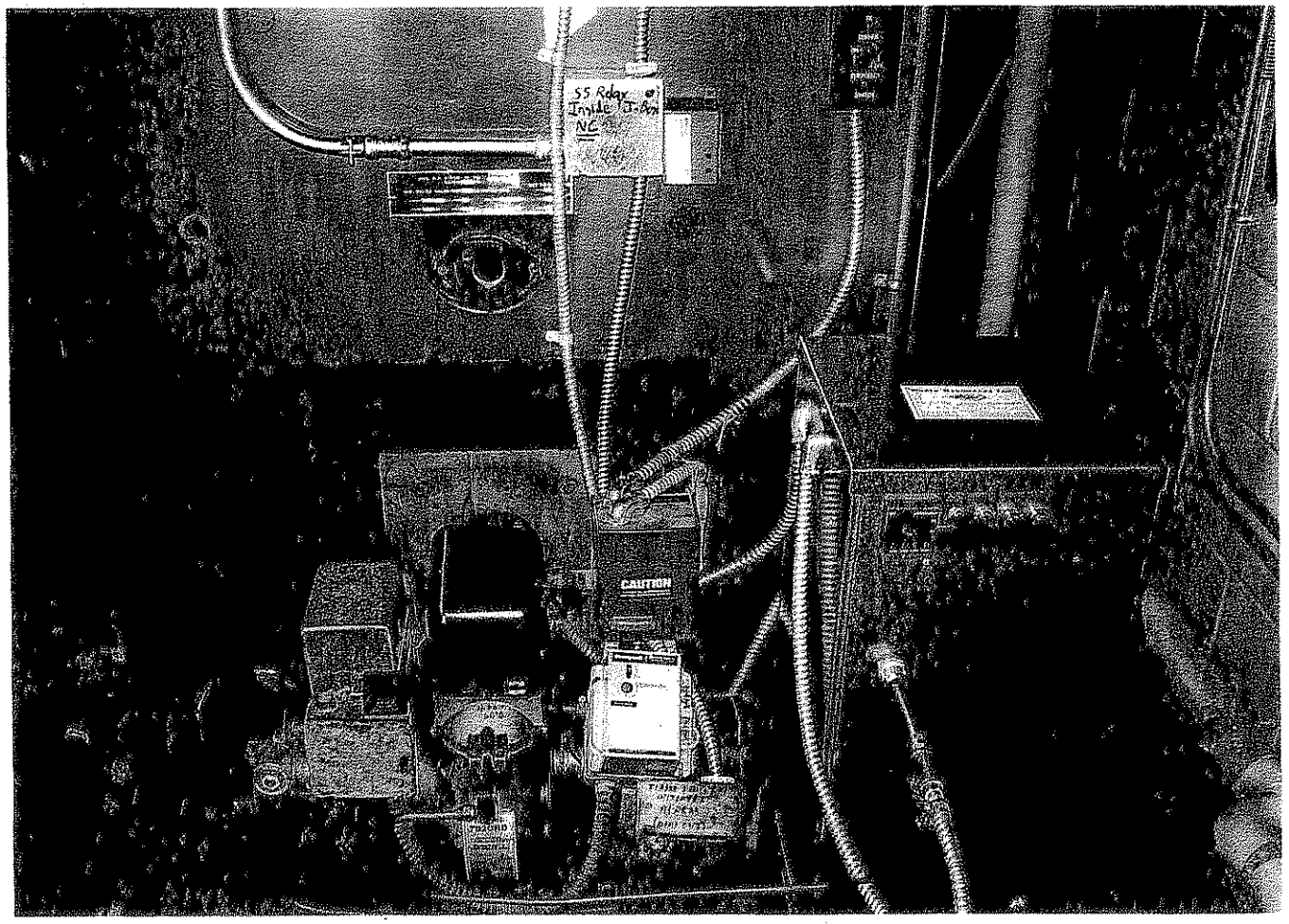
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Imple
NC
CAUTION

MSAD 75

West Harpswell Elementary School

Capital Asset Related Documentation

ITEM	AVAILABILITY	COMMENTS
Summary Insurance Listing	Readily - Electronic	Lists attributes of property
Drawings of School	Readily – Hard Copy	Two sets of drawings. Orig. Construction 1963 & Major addition in 1989. Copy of each set may be borrowed. NOT guaranteed As-Built
Maintenance History	Readily – Hard Copy, 3 years	A download of closed Work Orders
Open Maintenance	Readily – Hard Copy	A download of Open Work Orders pending
Performance Contract Upgrades Summary	Readily – Hard Copy	Building recently underwent an energy efficiency performance upgrade (Lighting, Insulation, weatherization, water conservation, fuel oil efficiency, etc.)
Water Quality Records	Readily – Hard Copy	Public Drinking Water Standards and testing frequency employed
"Capital" Work List Completed	Readily – Hard Copy, 3 years	A listing of any Major Work/Project completed over 3 year period
"Capital" Work - Open	Readily (Through 10/08, updated each Oct.) - Electronic	A on-going listing of projects the District considers on an annual basis within District Budget constraints and prioritized at the District level (I.E. Competes amongst all schools for highest priority)
PE Roof Inspection Reports	Readily – Hard Copy, 3 years	Annually late fall a PE inspects District roofs and prioritizes work for following summary district wide
HVAC Maint. Work	Readily – Hard Copy, 3 years	District Contracts School HVAC repairs & PM's

ITEM	AVAILABILITY	COMMENTS
Septic System	Not Readily – Hard Copy/Inv., 3 years	Septic System pumping records typically 1/3 years
Manuals/Specs./Construction Records	Not Readily Available	Scant info from Orig. construction, some records from addition
Telephone System	Not Readily Available	Basic Info
Fuel Oil	Some Readily Available , 3 years	Tank annually inspected by Ind. Contractor per State Law
Security System	Some Readily Available, 3 years	Basic security
Boiler Inspection	Readily - Certificates	Boilers inspected annually by Insurance Company as reqd by State law

NOTES:

1) Hard Copy means the documentation is available in the District Office for Town review.

2) A school tour is encouraged and would prompt questions 7 answers that a document review may not afford.

Office Rental Rates (Asking Rates)

Location	*Address*	*Class*	*Rent*	*Type*	*Comment*
Portland CBD	1 Canal Plaza	A	20.00	MG	Mod. Gross Rent
	2 City Center	A	19.50	MG	
	245 Commercial	A	17.00	MG	
CBD And Adjacent	110 Free	B	16.00	MG	
	25 Pearl	B	16.95	MG	
	16 Casco	C	8.00-12.00		Time/Temp Bldg
	465 Congress	B	14.50-19.00		Maine Bank/Trust
	300 Fore	B	16.95	MG	New
	400 Congress	C	14.00	MG	
	482 Congress	C	12.00	MG	
	45 Casco	C	12.00	MG	Former School
Outlying	237 Oxford	-	9.50	MG	
	175 Lancaster	-	9.50	MG	
	125 Presumscot	-	12.50	NNN	Triple net rent
	10 Forest Hills Dr.	-	12.00	MG	
	10 Vannah	-	9.75	MG	
	7 Ocean	-	9.50	MG	
	75 John	-	12.00	MG	
South Portland	850 Maine St	-	8.00	MG	
Scarborough	Pleasant Hill Rd	-	8.25	MG	
Falmouth	Route 1	-	11.50	NNN	
Gr. Portland	Industrial Space	-	3.00-5.00	NNN	

Location	*Address*	*Class*	*Rent*	*Type*	*Comment*
Brunswick	128 Maine St	-	8.50-11.00	NNN	Grant City
	Fort Andross	-	10.00-14.00	MG	
	56 Maine	-	14.00-18.00	MG	
	54 Cumberland	-	9.75	MG	
	94 Pleasant St	-	6.00	MG	
	103 Harpswell St	-	15.00-20.00	GR	
Topsham	49 Winter St,	-	4.90	MG	

Sources: CBRE Boulos and Gerard Properties web-sites.

Examples of Depressed Market Conditions.

110 Free Street, Portland. 85,470 sf, 327 parking spaces.
Sold June 2007 to Trammel Crow Co. for $8.0 million ($93.60 sf)
Vacant two years. Owner decided to get out and cut its losses.
Listed for sale for 26 months.
Sold June 2009 for $3.5 million ($40.95 sf)
A 56% decline in two years.

300 Southborough Dr, South Portland.
Class A building
Sold by Unum (Sale-Leaseback 5-yr term) October 2003
Unum vacated soon after the sale.
Property vacant for four years.
Sold June 2009 $9.0 million ($81.92 sf)

The Forecaster, October 24 2012

Proposed charter school seeks use of West Harpswell School by Dylan Martin

Representatives of Harpswell Coastal Academy, who are expected to submit their charter application to the state by the end of the month, hope to use the former West Harpswell School building starting in fall 2013

But as discussed at an Oct. 18 Board of Selectman meeting, the logistics for acquiring a lease may complicate the schedule sought by the proposed charter school.

Voters approved closing West Harpswell School in February 2011. The building hasn't been used for classes since the end of the 2010-2011 school year.

John D'Anieri, a consultant for the proposed school, said selectmen can't sign a lease that begins in one fiscal year and ends in another. "Our need for a lease would ideally begin June of 2013 and run through June of 2014 for our first year, and that would run into another fiscal year," he said.

"So when we talked, it was unlikely that we would be able to secure anything close to a multi-year lease without either a Town Meeting or a referendum," D'Anieri continued, "and our board is pretty clear that we need to secure space at least for our first year, so when (we receive approval in January) we're able to say, at that point, we have space secured."

Town Administrator Kristi Eiane said she and the selectmen will meet with the town attourney to determine if there's any kind of agreement that can be reached without taking the measure to a referendum or the annual Town Meeting.

"They want a sense of what they can legally do to meet this time frame to start the charter school," Eiane said.

Joe Grady, chairman of the Harpswell Coastal Academy board, said he is willing to take the measure to a referendum, but he's afraid it would become a referendum on the concept of a charter school – a controversial subject in Maine – and not simply the use of the building.

"The trepidation from our side is that we don't want a vote on the use of the building to be a referendum on the school. That's our concern," Grady said. "... But I think our board would be certainly willing to go through the process and not shy away from that to the point where we walk away from the possibility. I think we would like to investigate the possibility as far as we can."

Responding to the charter school chairman's concerns, Board of Selectmen Chairwoman Elinor Multer said "it would be up to you to prove (the charter school) would be beneficial in whatever way you choose."

Grady said the majority of feedback for Harpswell Coastal Academy has been positive. "And it's become increasingly clear that our group is determined to bring our vision to fruition," he said.
The charter school chairman said the school plans to start with grades 6 and 9, and eventually blossom to grades 6-12.

"The reason behind that is culturally it sets a tone and allows the school to grow in a way that it has a significant impact on the culture of the school and learning," Grady said.
According to the charter school's intent to submit an application, the projected enrollment for the first year is 270 pupils.

Grady said that while the targeted demographic will be Harpswell families, he hopes the school will attract families who live as far away as Durham, Pownal and Bowdoinham.

The charter school will provide a "rigorous, personalized, personalized, project-based education" to students in the Mid-Coast area, according to the document. If approved by the state, the school would include natural and marine resources, farms and forests and sustainable entrepreneurship in its curriculum.

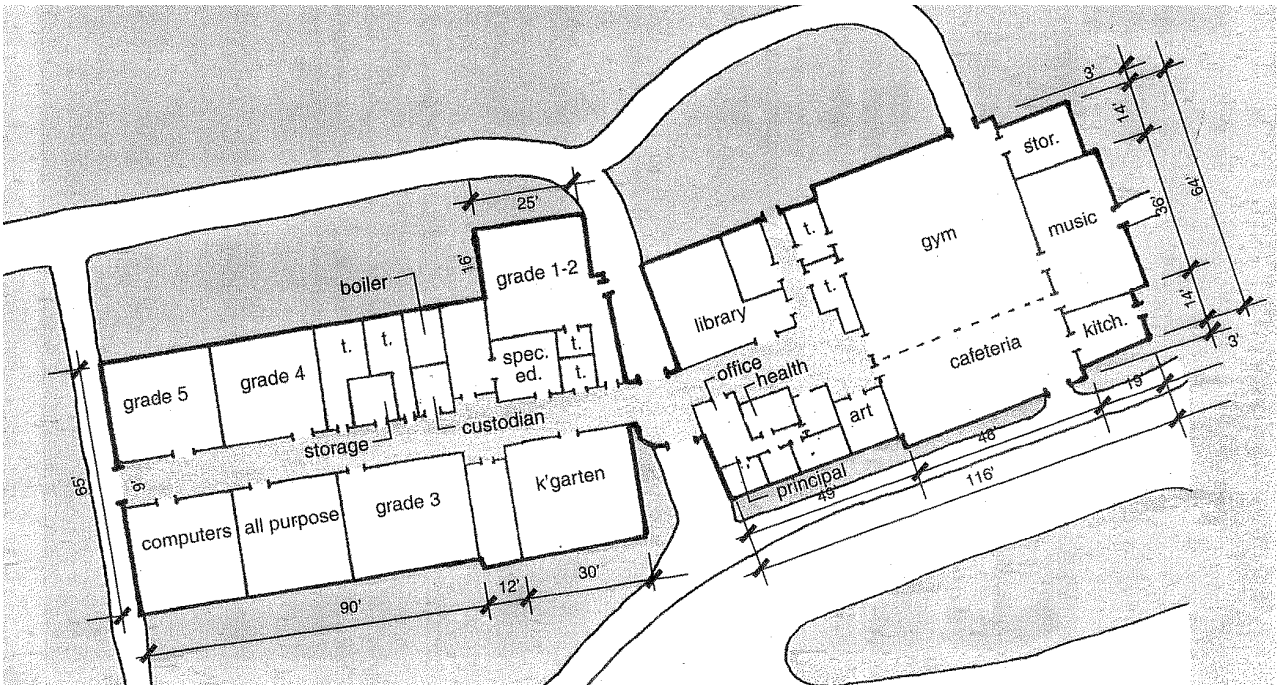
Grady said his board has raised $50,000 through anonymous donations for the school's start-up budget. He said a subcommittee is working on building a capital campaign strategy.
Grady said the state's decision on the school's application is expected by the end of January 2013.

Dylan Martin can be reached at 781-3661 ext. 100 or dmartin@theforecaster.net. Follow him on Twitter: @DylanLJMartin.

Harpswell Coastal Academy

Room Assignments

The HCA educational model does not lend itself to traditional room assignments in which a teacher is assigned a room and students move from room to room on a bell schedule. In keeping with fairly common practice at smaller, project-based schools, our intent is to have our spaces be associated with the purpose rather than the teacher.



Year 1-3: (West Harpswell School)
Each of the seven rooms in the classroom wing plus the music room will be created as workspaces meant to facilitate particular kinds of learning, including but not limited to:

1: Writing/Reading Workshop
2: Science Lab/Innovation Space
3: Math Workshop
4: Art Studio
5: Special Education
6: Media Workshop/Studio
7: Student Performance/Gallery Space

Year 1 (Temporary Space): If our lease for West Harpswell School does not begin until 2014, our year 1 home has one large educational space suitable for all 40 students and a smaller room in addition to a kitchen, storage and office area. Our plan for year 1 is simple:

- Whole School meetings and 9th grade meetings in the large room. (@40' x 30')
- 6th grade in the smaller room. (@ 40" x 20')

Schedule of Furnishings

Existing school fixtures: West Harpswell School is currently outfitted as a school: sinks, blackboards and white boards, built in bookshelves, etc. See attachment: WHS Working Group Report

Furniture: HCA intends to largely source furnishings from surplus sources such as Ruth's re-useable resources, with the exception of our tables and chairs. Working with local furniture maker Furniturea, Portland-based makers of painted wooden furniture, we believe our tables and chairs can add color and a less institutional feel to our learning spaces (4 person tables shown below at UNE, HCA's will be a combination of 6 and 8 person tables.

Year	1	2	3	4	5
Item					
8 person work table	5	10	10	10	5
Student chairs	40	80	80	80	40
File Cabinets	4	8	8	8	4
Teacher desks	4	6	6	6	4
Teacher chairs	4	6	6	6	4
Storage Cubes	4	6	6	6	6

Other furnishings: While we've budgeted for technology (laptop/tablet for each student, and robust technology for teachers and staff, our approach is to NOT devote significant amounts of our budget to items like lab equipment or other furnishings during the first several years. We believe we can assemble adequate learning environments with donations and use of available facilities.

Harpswell Coastal Academy

Contract/Lease

West Harpswell School

HCA's site situation is explained at length elsewhere in our application and is also described in detail in the attachment, **"Forecaster Article re: WHS."** Below is an invitation from Town Administrator Kristi Eiane to HCA Board president Joe Grady and Head of School pro tem John D'Anieri on behalf of the Harpswell Board of Selectmen to continue the discussion re: West Harpswell School.

> Joe and John,
>
> The Board invites you to a workshop on Wednesday, December 5, 10am, at the Town Office to discuss your interest in using West Harpswell School for a charter school.
>
> Let me know if you will be able to attend.
>
> Thanks,
>
> Kristi
>
> Kristi Eiane
> Town Administrator
> P.O. Box 39
> Harpswell, ME 04079
> (207) 833-5771 (o)
> (207) 833-0058 (f)

Alternate Year 1 Site

HCA has also received verbal assurance (which can be confirmed with Board President Joe Grady by phone at 207.400.7999, but cannot be publicly disclosed at this point) that a suitable alternate location will be available to serve 40 students for the 2013-4 school year if HCA is unable to reach agreement with the Board of Selectmen.

Our Classrooms *Maine's shorelines, working waterfronts, forests, and farms*
Our Partners *Maine's educators, entrepreneurs, and community organizations*
Our Promise *Citizen-scholars dedicated to Maine's marine and natural resources*

Community Partnerships at HCA

Harpswell Coastal Academy's approach is one that seeks to eliminate barriers between school and the so-called real world. Students who struggle to see the relevance of what they learn in school can connect much more regularly and effectively with the people, places, and jobs that Maine's mid-coast offers. Businesses, non-profits and community organizations can both contribute to and benefit from a set of experiences that help will help our young people develop the characteristics that both employers and employees need: resilience, creativity, problem-solving, and flexibility.

Field Work and Project Partners: Case Studies for grades 6-10
We say that our classrooms are "*Maine's shorelines, working waterfronts, forests, and farms" and that* **Our Partners are "***Maine's educators, entrepreneurs, and community organizations."*
At any given time, HCA students will be engaged in at least one high-profile, "real world" investigation. As a Field Work partner, you (and your business or organization) will be a part of that investigation over time – not just for a day long field trip, though that is possible – but as someone with a stake in the subject being studied and the student learning connected to it.

Internship Partners: Work Experience for Grades 11-12
Part of our mission at HCA is make sure that our young people graduate not just ready for college, but ready for all of the potential paths that might open for them – especially those that may enable them to earn a living on the coast of Maine. Our "Pathways" approach will require each of our high-school students to complete an internship that is meaningful for both the host and the student, and in many cases, we hope they lead to summer part-time and summer employment.

Enterprise Partners:
Our enterprise partners are businesses or non-profits where our students have an active, ongoing role that benefits the partner and enables HCA to offer unique experiences to our students. Our students will contribute regular articles to the Harpswell Anchor; work with Two Coves Farm and Veggie Corner to get healthy local food to folks who can't get to the farmer's market every week; work with our "Studio in Schools" artists to make and sell crafts.

Mentoring and Tutoring Partners
Plenty of research shows how important it is for young people to have reliable relationships with adults they respect and admire. Rather than patching the cracks after the kids have already fallen through, we think HCA can build on what we know works so that there'll be fewer cracks in the first place. We'll use our small size, unique school calendar and the wide and varied experiences of our community to make sure each child is supported to the greatest possible degree. This will not be a one-size fits all approach, but will incorporate the kinds of structures that work:

- After-school support and enrichment: regular, scheduled activities between 3pm and 6pm for all students who are no engaged in sports or outside of school activities.
- Evening and Saturday classes and clubs: Any (properly screened) community member can, with support and training and from HCA staff, offer weekly or weekend classes.

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Our Promise *Citizen-scholars dedicated to Maine's marine and natural resources*

HCA Community Partnership Worksheet

Name of Organization/Individual::
Eartheart Gardens, 1709 Harpswell Neck Road, Harpswell- Sharon Whitney

Type of Partnership: *Internship Partner*

What can your business offer?
We can offer a seasonal part time job working in our gardens. The student will learn plant care, insect identification and how to work as a team. They will also learn how to present themselves to the public.

What does your business or organization need?(counting and calculating, writing, observing, anything that'll give students practice in something important or new).

What can your business or organization offer? (things that you do/have access to that kids'll find interesting, or that they SHOULD find interesting).

Are you interested in tutoring or mentoring?

Would you be interested in teaching a Saturday Class? (10 weeks at time, equivalent to "electives.")
EX: (String Band, Harpswell's Trails, Intro to Sailing)

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Our Partners *Maine's educators, entrepreneurs, and community organizations*
Our Promise *Citizen-scholars dedicated to Maine's marine and natural resources*

HCA Community Partnership Worksheet

Name of Organization/Individual: **Slocum Chiropractic**

Type of Partnership:

Field Work or Project Partner — **X** Internship Partner

Enterprise Partner — **X** Mentoring and Tutoring Partner

What does your business or organization need?

Interested, engaged, and excited individuals that have a desire to thrive not just survive.

What can your business or organization offer?

A working model of mentoring, education, practical experience, and developmental resources that will help the students create a working paradigm and lifestyle model of individual and community wellness development. We can do this through practical experiences, presentations, formal educational experiences, and site visits.

Are you interested in tutoring or mentoring?

Yes.

Would you be interested in teaching a Saturday Class?

On occasion.

Our Classrooms *Maine's shorelines, working waterfronts, forests, and farms*
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Our Promise *Citizen-scholars dedicated to Maine's marine and natural resources*

HCA Community Partnership Worksheet

Name of Organization/Individual:
Robert Logan/Art Barn

Type of Partnership:

Field Work or Project Partner — **X** Internship Partner

X Enterprise Partner — Mentoring and Tutoring Partner

What does your business or organization need?

Help in the art studio .

What can your business or organization offer?
Art experience

Are you interested in tutoring or mentoring?
Possible

Would you be interested in teaching a Saturday Class?
Yes
My wife and I are professional artists and maintain a studio here in Harpswell.
I have 28 years teaching experience in the arts…
I have taught at public and private schools throughout the country…

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Our Promise *Citizen-scholars dedicated to Maine's marine and natural resources*

HCA Community Partnership Worksheet

Name of Organization/Individual:

Gulf of Maine Lobster Foundation

Type of Partnership:

X Field Work or Project Partner

Internship Partner

Enterprise Partner

Mentoring and Tutoring Partner

What does your business or organization need?

What can your business or organization offer?

Gulf of Maine Lobster Foundation can offer unique opportunities for students to get involved with fishery related projects as well as data collection and input into oceanographic models. We collaborate with fishermen and their communities along the coast of Maine and can provide access to programs that are addressing a variety of marine related topics.

Are you interested in tutoring or mentoring?

Would you be interested in teaching a Saturday Class?

State Charter School Commission			**BUDGET Template**		
			Year	Year	Year
		Pre-Opening	Year One	Year Two	Year Three
Revenues					
	Per-Pupil Allocation		325,600	979,200	1465200
	Federal Entitlement Funds				
	Federal and State Grants			50000	50000
	Foundation Grants		50,000	50000	50000
	Fundraising Events	150000	25000	25000	50000
	Parent Contribuitions		25000	25000	50000
	In-Kind Contributions		10000	10000	10000
	Other Food Serivce Revenue		15000	27000	54000
	Professional Development	---	---	---	---
		150000	450600	1166200	1729200
Expenses					
	Research & Planning				
	Market Research				
	Curriculum Development (ALEKS)	35000	1750	5400	9000
	Application Costs				
	Consultants	20000			
	Staff Recruitment				
	Board Recruitment				
	Website Development	750	2000	4000	4000
	Marketing Materials	1000	1000		
	Nonprofit Incorporation	500			
	Admissions Lottery				
	Other:JumpRope Learning Management	1000		2400	4800
		---	---	---	---
	Research & Planning	58250	4750	11800	17800
	Instructional Services				
	Teacher Salaries & Benefits	15000	120000	320,000	480000
	Substitute Salaries & Benefits				
	Aides Salaries & Benefits			30000	60000
	Textbooks		4000	12,000	6000
	Classroom Supplies		4000	6000	6000
	Classroom Furniture	8200		6000	6000
	Classroom Equipment		3000	6000	6000
	Academic Computers/Software		13000	20000	20000
	Staff Development		4000	8000	16000
	Travel & Conferences	2000	2000	4000	8000
	Other:				
		---	---	---	---
	Instructional Services	25200	150000	412000	608000
	Special Education Services				
	Teacher Salaries & Benefits		24000	52000	104000
	Aides Salaries & Benefits			30	30000
	Special Facilities/Equipment			5000	5000

			Curriculum				
			Instructional Materials		1000	2000	4000
			Contracted Services		15000	30000	60000
			Other:				
				---	---	---	---
			Special Education	0	40000	89030	203000
		Supplemental Programs & Services					
			Athletic Programs				
			Art & Enrichment Programs		4000	20000	40000
			Summer/Bridge School/Programs		12000	20000	20000
			After-School Programs (Saturday School)		6000	20000	20000
			Community Service Programs				
			English Language Learner Programs		3000	10000	20000
			Music Programs			5000	10000
			Tutoring Programs				
			Uniforms				
			Other:				
				---	---	---	---
			Supplemental Programs	0	25000	75000	110000
		Library					
			Librarian Salary & Benefits				
			Books & Other Reading Materials		2000	4000	4000
			Furniture				
			Computers/Software				
			Audiovisual Equipment		1000	2000	4000
			Other:				
				---	---	---	---
			Library	0	3000	6000	8000
		Student Support Program & Services					
			Nurse Salary & Benefits				
			Health Supplies & Equipment		2000	2000	
			Guidance Counselor Salary & Benefits		24000	26000	54000
			School Psychologist Expense				
			Volunteer Expense			15000	15000
			Other:				
				---	---	---	---
			Student Support	0	26000	43000	69000
		Facilities					
			Rent/Leas/Mortgage	8000	12,000	24000	50000
			Maintenance Salaries & Benefits				
			Maintenance & Repair Expenses		4000	15000	15000
			Utilities	1700	7200	24000	26,000
			Telephone	600	1200	1500	1600
			Internet Services	600	2400	1500	1600
			Fire & Security		1000	2000	2000
			Custodial Services		5000	5000	5000
			Custodial Supplies		600	1200	1500
			Waste Disposal		600	1200	1200
			Other: Site Rehab/Building Fund	7000	10000	50000	50000

				---	---	---	---
			Facilities	17900	44000	125400	153900
		Transportation & Food Service					
			Busing Costs (contract)		21,500	74,700	96000
			Driver Salary & Benefits				
			Field Trip Expense		5000	15000	20000
			Food Service Salaries & Benefits			15000	20000
			Food Service Supplies & Equipment		5000	7500	15000
			School Breakfast Expense		5000	7500	15000
			School Lunch Expense		15000	30000	60000
			School Snacks Expense				
			Other:				
				---	---	---	---
			Transportation & Food Service	0	51500	149700	226000
		Administration & Support					
			Administrators' Salaries & Benefits	28000	54000	108000	112000
			Staff Salaries & Benefits (Business Mgr.)	6000	20000	40000	72000
			Office Supplies	500	500	1500	3000
			Photocopy Expense	500	500	1500	3000
			Administrative Computers/Software	1500	1500	4500	3000
			Office Equipment	1500	1500	4500	3000
			Postage & Shipping	500	500	1500	2000
			Bookkeeping & Audit		3500	3500	4000
			Payroll Services (Qucikbooks)		300	300	300
			Banking Fees	150	300	300	300
			Interest Expense				
			Legal Services	6000	6000	6000	6000
			Liability & Property Insurance		8000	16000	18000
			Directors' & Officers Insurance		2000	4000	5000
			Marketing	1000	1000	1000	1000
			Grant Writing	3000	5000	5000	5000
			Board Expense		500	1000	1000
			Staff Recruitment Expense				
				---	---	---	---
			Administration & Support	48650	105100	198600	238600
			TOTAL EXPENSES	150000	449350	1110530	1634300
			SURPLUS or (DEFICIT)	0	1250	55670	94900

State Charter School Commission **Enrollment Template**

Grade	Year One	Year Two	Year Three
Kindergarten			
1st Grade			
2nd Grade			
3rd Grade			
4th Grade			
5th Grade			
6th Grade	20	40	40
7th Grade		20	40
8th Grade			20
9th Grade	20	40	40
10th Grade		20	20
11th Grade			
12th Grade			
	---	---	---
Total	40	120	160
Est. Daily Avg.			

Student Characteristics, Totals by Characteristic

Students residing outside the catchment area?	0	0	0
Students with low income status?	12	39	52
Students with special needs?	4	12	16

State Charter School Commission

Use this workbook for all required financial exhibits. Copy the entire workbook, rename it to your school, and submit it with your Application.

Budget
Please note assumptions in the appropriate section of the Application
Worksheet cells should contain any formulas used for calculations
Do not remove any rows that are unused by your school

Enrollment
Staffing assumptions should be stated (number of students per teacher)

Staffing
Position Descriptions are approximate. Use your own for each position
Add rows as necessary to list all positions supported by the budget
Salaries for unfilled positions are approximate

State Charter School Commission				**Cash Flow Template**						
	201X-201X School Year			**First Full Year**						
		July	August	September	October	November	December	January	February	March
Revenues										
Per-Pupil Allocation		81400			81400			81400		
Federal Entitlement Funds										
Federal and State Grants										
Foundation Grants		50000								
Fundraising Events			5000				20000			
Parent Contributions			10000				15000			
In-Kind Contributions		10000								
Other	Food Service Revenue	3000	3000	900	900	900	900	900	900	900
		---	---	---	---	---	---	---	---	---
		144400	18000	900	82300	900	35900	82300	900	900
Expenses										
Research & Planning										
	Market Research									
	Curriculum Development	1000	750							
	Application Costs									
	Consultants									
	Staff Recruitment									
	Board Recruitment									
	Website Development		1000					1000		
	Marketing Materials								500	500
	Nonprofit Incorporation									
	Admissions Lottery									
	Other:									
		---	---	---	---	---	---	---	---	---
	Research & Planning	1000	1750	0	0	0	0	1000	500	500
Instructional Services										
	Teacher Salaries & Benefits			12,000	12,000	12,000	12,000	12,000	12,000	12,000
	Substitute Salaries & Benefits									
	Aides Salaries & Benefits									
	Textbooks		3000					1000		
	Classroom Supplies									
	Classroom Furniture									
	Classroom Equipment	1500	1500							

	Academic Computers/Software	5000	5000					3000		
	Staff Development							2000		
	Travel & Conferences				400			400		400
	Other:									
		---	---	---	---	---	---	---	---	---
	Instructional Services	6500	9500	12000	12400	12000	12000	18400	12000	12400
Special Education Services										
	Teacher Salaries & Benefits			2000	2000	2000	2000	2000	2000	2000
	Aides Salaries & Benefits									
	Special Facilities/Equipment									
	Curriculum									
	Instructional Materials		500					500		
	Contracted Services			1500	1500	1500	1500	1500	1500	1500
	Other:									
		---	---	---	---	---	---	---	---	---
	Special Education	0	500	3500	3500	3500	3500	4000	3500	3500
Supplemental Programs & Services										
	Athletic Programs									
	Art & Enrichment Programs			400	400	400	400	400	400	400
	Summer/Bridge School/Programs									
	After-School Programs			600	600	600	600	600	600	600
	Community Service Programs									
	English Language Learner Programs								600	600
	Music Programs									
	Tutoring Programs									
	Uniforms									
	Other:									
		---	---	---	---	---	---	---	---	---
	Supplemental Programs	0	0	1000	1000	1000	1000	1000	1600	1600
Library										
	Librarian Salary & Benefits									
	Books & Other Reading Materials		1000					1000		
	Furniture									
	Computers/Software									
	Audiovisual Equipment		1000							
	Other:									
		---	---	---	---	---	---	---	---	---
	Library	0	2000	0	0	0	0	1000	0	0

Student Support Program & Services										
	Nurse Salary & Benefits									
	Health Supplies & Equipment		1000					1000		
	Guidance Counselor Salary & Benefits			2000	2000	2000	2000	2000	2000	2000
	School Psychologist Expense									
	Volunteer Expense									
	Other:									
		---	---	---	---	---	---	---	---	---
	Student Support	0	1000	2000	2000	2000	2000	3000	2000	2000
Facilities										
	Rent/Leas/Mortgage			1200	1200	1200	1200	1200	1200	1200
	Maintenance Salaries & Benefits									
	Maintenance & Repair Expenses			400	400	400	400	400	400	400
	Utilities			500	500	500	900	900	900	900
	Telephone	100	100	100	100	100	100	100	100	100
	Internet Services	200	200	200	200	200	200	200	200	200
	Fire & Security		500					500		
	Custodial Services			500	500	500	500	500	500	500
	Custodial Supplies			60	60	60	60	60	60	60
	Waste Disposal			60	60	60	60	60	60	60
	Other: Site Preparation								2000	2000
		---	---	---	---	---	---	---	---	---
	Facilities	300	800	3020	3020	3020	3420	3920	5420	5420
Transportation & Food Service										
	Busing Costs			2150	2150	2150	2150	2150	2150	2150
	Driver Salary & Benefits									
	Field Trip Expense			500	500	500	500	500	500	500
	Food Service Salaries & Benefits									
	Food Service Supplies & Equipment			500	500	500	500	500	500	500
	School Breakfast Expense			500	500	500	500	500	500	500
	School Lunch Expense			1500	1500	1500	1500	1500	1500	1500
	School Snacks Expense									
	Other:									
		---	---	---	---	---	---	---	---	---
	Transportation & Food Service	0	0	5150	5150	5150	5150	5150	5150	5150
Administration & Support										
	Administrators' Salaries & Benefits			5400	5400	5400	5400	5400	5400	5400

	Staff Salaries & Benefits			2000	2000	2000	2000	2000	2000	2000
	Office Supplies		300						200	
	Photocopy Expense			50	50	50	50	50	50	50
	Administrative Computers/Software		1500							
	Office Equipment		1500							
	Postage & Shipping			50	50	50	50	50	50	50
	Bookkeeping & Audit			350	350	350	350	350	350	350
	Payroll Services		300							
	Banking Fees		150						150	
	Interest Expense									
	Legal Services	2000	2000						2000	
	Liability & Property Insurance	667	667	667	667	667	667	667	667	667
	Directors' & Officers Insurance			200	200	200	200	200	200	200
	Marketing								1000	
	Grant Writing			1250		1250			1250	
	Board Expense			50	50	50	50	50	50	50
	Staff Recruitment Expense									
		---	---	---	---	---	---	---	---	---
	Administration & Support	2667	6417	10017	8767	10017	8767	8767	13367	8767
	TOTAL EXPENSES	10467	21967	36687	35837	36687	35837	46237	43537	39337
	SURPLUS or (DEFICIT)	133933	-3967	-35787	46463	-35787	63	36063	-42637	-38437
	Balance	133933	129966	94179	140642	104855	104918	140981	98344	59907

April	May	June	
81400			325,600
			50,000
			25000
			25000
			10000
900	900	900	15000
---	---	---	---
82300	900	900	450600
			1750
			2000
			1000
---	---	---	---
0	0	0	4750
12,000	12,000	12,000	120000
			4000
			4000
			3000

			13000
	2000		4000
	400		2000
---	---	---	---
12000	14400	12000	150000
2000	2000	2000	24000
			1000
1500	1500	1500	15000
---	---	---	---
3500	3500	3500	40000
400	400	400	4000
		12000	12000
600	600	600	6000
600	600	600	3000
---	---	---	---
1600	1600	13600	25000
			2000
			1000
---	---	---	---
0	0	0	3000

			2000
2000	2000	2000	24000
---	---	---	---
2000	2000	2000	26000
1200	1200	1200	12,000
400	400	400	4000
900	500	500	7200
100	100	100	1200
200	200	200	2400
			1000
500	500	500	5000
60	60	60	600
60	60	60	600
2000	2000	2000	10000
---	---	---	---
5420	5020	5020	44000
2150	2150	2150	21,500
500	500	500	5000
500	500	500	5000
500	500	500	5000
1500	1500	1500	15000
---	---	---	---
5150	5150	5150	51500
5400	5400	5400	54000

2000	2000	2000	20000
			500
50	50	50	500
			1500
			1500
50	50	50	500
350	350	350	3500
			300
			300
			6000
667	667	667	8000
200	200	200	2000
			1000
1250			5000
50	50	50	500
---	---	---	---
10017	8767	8767	105100
39687	40437	50037	449350
42613	-39537	-49137	1250
102520	62983	13846	

State Charter School Commission		**Staffing Template**							
		Pre-Opening							
	Sept. '12	Oct. '12	Nov. '12	Dec. '12	Jan '13	Feb. '13	March '13	April '13	May '13
Revenues									
Per-Pupil Allocation									
Federal Entitlement Funds									
Federal and State Grants									
Foundation Grants									
Fundraising Events	50000				50000	50000			
Parent Contributions									
In-Kind Contributions									
Other									
	---	---	---	---	---	---	---	---	---
	50000	0	0	0	50000	50000	0	0	0
Expenses									
Research & Planning									
Market Research									
Curriculum Development	4000	4000	4000	4000	4000	4000			
Application Costs									
Consultants	2000	2000	2000	2000	2000	2000	2000	2000	2000
Staff Recruitment									
Board Recruitment									
Website Development		750							
Marketing Materials		200	200			250	250		
Nonprofit Incorporation		850							
Admissions Lottery									
Other:									
	---	---	---	---	---	---	---	---	---
Research & Planning	6000	7800	6200	6000	6000	6250	2250	2000	2000
Instructional Services									
Teacher Salaries & Benefits									
Substitute Salaries & Benefits									
Aides Salaries & Benefits									
Textbooks									
Classroom Supplies									
Classroom Furniture									2000
Classroom Equipment									

	Sept. '12	Oct. '12	Nov. '12	Dec. '12	Jan '13	Feb. '13	March '13	April '13	May '13
Academic Computers/Software									
Staff Development									
Travel & Conferences					1000			1000	
Other:									
	---	---	---	---	---	---	---	---	---
Instructional Services	0	0	0	0	1000	0	0	1000	2000
Special Education Services									
Teacher Salaries & Benefits									
Aides Salaries & Benefits									
Special Facilities/Equipment									
Curriculum									
Instructional Materials									
Contracted Services									
Other:									
	---	---	---	---	---	---	---	---	---
Special Education	0	0	0	0	0	0	0	0	0
Supplemental Programs & Services									
Athletic Programs									
Art & Enrichment Programs									
Summer/Bridge School/Programs									
After-School Programs									
Community Service Programs									
English Language Learner Programs									
Music Programs									
Tutoring Programs									
Uniforms									
Other:									
	---	---	---	---	---	---	---	---	---
Supplemental Programs	0	0	0	0	0	0	0	0	0
Library									
Librarian Salary & Benefits									
Books & Other Reading Materials									
Furniture									
Computers/Software									
Audiovisual Equipment									
Other:									
	---	---	---	---	---	---	---	---	---

	Sept. '12	Oct. '12	Nov. '12	Dec. '12	Jan '13	Feb. '13	March '13	April '13	May '13
Library	0	0	0	0	0	0	0	0	0
Student Support Program & Services									
Nurse Salary & Benefits									
Health Supplies & Equipment									
Guidance Counselor Salary & Benefits									
School Psychologist Expense									
Volunteer Expense									
Other:									
	---	---	---	---	---	---	---	---	---
Student Support	0	0	0	0	0	0	0	0	0
Facilities									
Rent/Leas/Mortgage			800	800	800	800	800	800	800
Maintenance Salaries & Benefits									
Maintenance & Repair Expenses									
Utilities			100	200	200	200	200	200	150
Telephone									
Internet Services							100	100	100
Fire & Security									
Custodial Services									
Custodial Supplies									
Waste Disposal									
Other: Site Preparation									
	---	---	---	---	---	---	---	---	---
Facilities	0	0	900	1000	1000	1000	1100	1100	1050
Transportation & Food Service									
Busing Costs									
Driver Salary & Benefits									
Field Trip Expense									
Food Service Salaries & Benefits									
Food Service Supplies & Equipment									
School Breakfast Expense									
School Lunch Expense									
School Snacks Expense									
Other:									
	---	---	---	---	---	---	---	---	---
Transportation & Food Service	0	0	0	0	0	0	0	0	0

	Sept. '12	Oct. '12	Nov. '12	Dec. '12	Jan '13	Feb. '13	March '13	April '13	May '13
Administration & Support									
Administrators' Salaries & Benefits							4500	4500	4500
Staff Salaries & Benefits							1000	1000	1000
Office Supplies			50	50	50	50	50	50	50
Photocopy Expense			50	50	50	50	50	50	50
Administrative Computers/Software			400				1000		
Office Equipment									
Postage & Shipping			50	50	50	50	50	50	50
Bookkeeping & Audit									
Payroll Services									
Banking Fees			90				60		
Interest Expense									
Legal Services		2500	1000	1000	1000	1000			
Liability & Property Insurance									
Directors' & Officers Insurance									
Marketing				500	500				
Grant Writing				500	500	500	500	500	500
Board Expense									
Staff Recruitment Expense									
	---	---	---	---	---	---	---	---	---
Administration & Support	0	2500	1640	2150	2150	1650	7210	6150	6150
TOTAL EXPENSES	6000	10300	8740	9150	10150	8900	10560	10250	11200
SURPLUS or (DEFICIT)	44000	-10300	-8740	-9150	39850	41100	-10560	-10250	-11200
Balance		33700	24960	15810	55660	96760	86200	75950	64750

June '13	July '13	August '13
---	---	---
0	0	0
	5500	5500
2000	2000	
---	---	---
2000	7500	5500
	7500	7500
2000	2000	2200

June '13	July '13	August '13
---	---	---
2000	9500	9700
---	---	---
0	0	0
---	---	---
0	0	0
---	---	---

June '13	July '13	August '13
0	0	0
---	---	---
0	0	0
800	800	800
150	150	150
100	100	100
	3500	3500
---	---	---
1050	4550	4550
---	---	---
0	0	0

June '13	July '13	August '13
4500	4500	4500
1000	1000	1000
50	50	50
50	50	50
	100	
50	50	50
---	---	---
5650	5750	5650
10700	27300	25400
-10700	-27300	-25400
54050	26750	1050

State Charter School Commission			**Staffing Te**
Budget Category	Position Name	% FTE	Salary
Instructional Services	Humanities Teacher	1	
	Science Teacher	0.5	
	Math Teacher	0.5	
Special Educatiion	Special Ed Teacher	1	
	Special Ed Teacher		
	Special Ed Teacher		
Supplemental Programs	Coach		
	Art Teacher	0.5	
	Music Teacher		
	ELL Teacher		
	Tutor		
Library Programs	Librarian		
Student Support	Nurse		
	Guidance/Wellness	0.5	
Facilities	Custodian		
	Maintenance Worker		
Transportation/Food Service	Bus Driver		
	Cafeteria Worker		
	Cafeteria Worker		
Administration & Support	Head of School	0.5	
	Curriculum Director		
	Finance Director	0.5	
	Receptionist		
	Admin. Assistant		

mplate

Notes

Harpswell Coastal Academy

Our Classrooms *Maine's shorelines, working waterfronts, forests, and farms.*
Our Partners *Maine's educators, entrepreneurs, and community organizations.*
Our Promise *Citizen-scholars dedicated to Maine's future.*

Transportation Plan

Year 1:
HCA's transportation plan is based on reaching a collaborative agreements with MSAD 75 that will enable the transportation supplement from both RSU 75 students and other districts to flow to RSU 75, resulting in a net increase in transportation funds with no additional cost to the district.

RSU 75 students:
AM: Currently, RSU 75 middle and high school student arrive at 7:45 AM and 7:50 am respectively. Several busses then travel empty to Harpswell to transport student to Harpswell Community School, including one that Harpswell Neck, arriving at West Harpswell School @8:30. Students from Bowdloinham, Bowdoin and Topsham will use this bus, Harpswell students are likely to carpool.

PM: The afternoon bus departs Harpswell Community School at 3:30 and drops students off in the West Harpswell School area around 4:00 pm. Our students will ride that bus back to Mt. Ararat, arriving in time to take the late bus home.

Other students: Because our first year population is small and will be drawn from a wide area, we plan on organizing reliable parent car pools in each of the communities that can bring students either to the SAD 75 bus (they will all be able to fit on the RSU 75 bus that comes down Harpswell Neck and returns students in the afternoon, or all the way to HCA.)
WE will guarantee that every attending student will have reliable transportation to and from HCA at no cost to families.

Year 2:
HCA plans on continuing the arrangement with MSAD 75 for students for whom that makes sense. But with 120 students in year 2 and an educational model that depends on frequent field work, we also plan on purchasing 2 used, recently off-lease, fully inspected and handicap-capable busses to augment the RSU 75 bus. HCA also plans on ensuring that at least 4 of our adult staff are licensed bus drivers, including Head of School John D'Anieri, who has previously been licensed.

Towns	# of students	To/from school
Bowdoinham, Bowdoin, Topsham	40	RSU 75
Freeport, Pownal Durham, Lisbon, Harpswell Neck	20	HCA 1 57 miles round trip
Bath, W. Bath, Woolwich, Harpswell Islands	20	HCA 2: 42 miles round trip.
Brunswick	40	Half HCA 1 Half HCA 2

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Cost estimate:

HCA busses travel 198 miles/day x 200 days/year = @ 40,000 miles.

Estimated cost insurance, maintenance, parts, labor @ $.15/mile = $6000
(School Bus Fleet Magazine)

Estimated fuel cost: 40,000 miles @ 8-9 mpg = 4700 gallons @$4.00/gallon =	$18,000
Purchase of 2 Used 40 passenger busses w/handicap ramp: $13,000 each =	$26,000
Cost of CDL/Bus Driver Training for 4 @ $800 each =	$3200
	$53,200
Pass through payment to RSU 75	$21,500
	$74,700

2000 International Mid Bus School bus. T444E International Diesel Engine...545 ALLISON AUTOMATIC TRANSMISSION...2000 International chassis Mid-Bus Bus Body...27 children / 18 adult passengers with rear wheelchair lift .. seat belts... 133,000 original miles....

1999 FREIGHTLINER W4, 99 FREIGHTLINER SCHOOL BUS WITH AIR CONDITIONING 65 PASSENGERS $9500

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INSURANCE SUMMARY
PREPARED FOR:

Harpswell Coastal Academy, Inc.
90 Neil's Point Road
Harpswell, ME 04079

PRESENTED BY:
Cross Insurance
74 Gilman Road
Bangor, ME 04401
www.crossagency.com

ACCOUNT EXECUTIVE: Derek J Cashman

DATE OF SUMMARY: November 9, 2012

This is a coverage summary, not a legal contract. This summary is provided to facilitate your understanding of your insurance program. Please refer to the actual policies for specific terms, conditions, limitations, and exclusions that will govern in the event of a loss. Specimen copies of all policies are available for review prior to the binding of coverage. In suggesting policy limits, terms and conditions, we are depending on complete and accurate data provided by you and this proposal may not contain all insurance coverage that you may need. If there are areas that need to be evaluated prior to binding coverage, please bring these areas to our attention. Should any of your exposures change after coverage is bound, please inform us so proper coverage can be secured. We assume no response means no changes.
Please note this quotation as offered by the insurance company must be accepted by the effective date of coverage, otherwise it will be subject to renegotiation and may result in higher cost.

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COMMERCIAL PACKAGE POLICY

GENERAL LIABILITY:

Coverage Description		Limits
❖ Each Occurrence Limit:	$	1,000,000
❖ General Aggregate:	$	2,000,000
❖ Products & Completed Operations Aggregate:	$	2,000,000
❖ Personal & Advertising Injury:	$	1,000,000
❖ Fire Damage Legal Liability (Any One Fire):	$	300,000
❖ Medical Expense:	$	5,000
❖ Loss of Business Income – Actual Loss Sustained		Included
❖ Business Personal Property	$	25,000
❖ Equipment Breakdown		Included
EDUCATORS LEGAL LIABILITY (TEACHERS PROF.):	$	1,000,000
EMPLOYMENT PRACTICES LIABILITY	$	1,000,000
SEXUAL ABUSE/MISCONDUCT LIABILITY	$	1,000,000

74 Gilman Road
P.O. Box 1388
Bangor, Maine 04402
Telephone: 207-947-7345 / 800-999-7345
Commercial lines fax: 207-941-0849
internet address: www.crossagency.com

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WORKERS' COMPENSATION POLICY

Coverage Description	Limits
❖ Employer's Liability – Each Accident	$500,000
❖ Employer's Liability – Disease-Policy Limit	$500,000
❖ Employer's Liability – Disease-Each Employee	$500,000

Workers' Compensation Rating Basis

Code	Classification	Estimated Payroll
❖ 8868	Professional Teachers: NOC	$177,000
❖ 9101	Other Employees: NOC	$ 24,000

COMMERCIAL AUTO POLICY

❖ $1M/$2M Liability policy including Comprehensive & Collision coverage based on the ownership of two used school buses. As I understand it this would not occur until at least year two (2014). Therefore, your initial year coverage for Hired & Non Owned vehicle liability would be included within your General Liability coverage package.

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DIRECTORS & OFFICERS

Coverage Form:	**Limit**
Each Occurrence Limit	$1,000,000

UMBRELLA POLICY

Coverage Form:	**Limit**
Limit of Liability	$1,000,000

SURETY BOND (CRIME) POLICY

Coverage Form:	**Limit**
Limit of Liability	$ 500,000

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PREMIUM SUMMARY

Coverage Description	Premium
❖ Commercial Package Policy	$ 4,500
❖ Directors & Officers	$ 1,500
❖ Umbrella Policy	$ 1,000
❖ Surety Bond (Crime Policy)	$ 500
❖ Commercial Auto (year two)	$ 2,500
❖ Workers Compensation	$ 2,703
TOTAL PREMIUM DUE	$12,703

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School Discipline Policy

HCA's approach to School Discipline is described in the narrative; all violations of community norms will be addressed within the Restorative Justice-based "Fairness Circles," with exceptions for violations requiring immediate intervention (as described in the following Code of Discipline from Codman Academy.) The **Head of School** is directly responsible for facilitating Fairness Circles and for administering the Code of Discipline.

HCA's Board of Directors will adopt and put in place a policy such as the one below before the beginning of the 2013 school year. Following the best practices of the Coalition of Essential Schools and Expeditionary Learning Schools, HCA's unique code of conduct and community norms will be built with students during the first six weeks of school and will be revisited and revised during the first six weeks of every subsequent school year.

Codman Academy Charter Public School
CODE OF DISCIPLINE

Safety is a priority for all at Codman Academy Charter Public School.

State law permits the Principal to expel a student for:
a) Bringing to school a dangerous weapon or a controlled substance
b) Assaulting an educational staff person
c) Being convicted of a felony, under certain circumstances

A student may be suspended or expelled for serious offenses, including:
a) Being under the influence of illegal drugs or alcoholic beverages
b) Harming or attempting to harm another person with a weapon or dangerous object
c) Hurting another person (or threatening to hurt another person)
d) Bringing to school a weapon or dangerous object
e) Using a mock gun in a threatening manner
f) Damaging or stealing private school property (or threatening to do so)
g) Sexually harassing another person
h) Using racial or ethnic slurs, profanity, or obscene language
i) Disrupting school or classroom activity
j) Refusing to identify himself or herself
k) Cheating and/or plagiarism
l) Hazing or violence, or the threat of hazing or violence, toward another student or school personnel
m) Smoking on any school grounds
n) Tampering with school records
o) Leaving the school without permission or cutting classes.
p) Violation of code of conduct.

Suspension is not being allowed to attend school for one to thirty days. Before a student can be suspended, the Principal must:
(1) notify the student and the student's parent/guardian of the violation,
(2) schedule a hearing,
(3) inform the family by letter of the date, time, and place for the
hearing, and
(4) hold the hearing. At the hearing, the Principal hears the evidence and decides whether the student should be suspended. If the student and the parent/guardian disagree with the suspension, they may appeal the decision to the Board of Trustees within ten school days.

The Principal will expel a student (and automatically notify the police) for:
a) Possessing, selling, or distributing controlled substances
b) Bringing to school a firearm (or a dangerous object for a second time)
1000 feet of school property.
Expulsion is not being allowed to attend school for a minimum of thirty school days and a maximum of one full calendar year. Before a student can be expelled, the Principal must
(1) notify the student and the student's parent/guardian of the violation,
(2) schedule a hearing,
(3) inform the family by letter of the date, time, and place for the hearing, and
(4) hold the hearing. At the hearing, the Principal listens to witnesses and examines the evidence. The student or parent/guardian may bring a lawyer or advocate to the hearing. The school also will provide an interpreter for parents who have limited English-speaking skills. Following the hearing, if the Principal decides to expel a student, the student and parent/guardian must be notified in writing.

When a student is expelled under these provisions and applies for admission to another school for acceptance, the Principal shall notify the superintendent of the receiving school of the reasons for the pupil's expulsion.

The Code of Discipline applies to all students. There are specific procedures, however, for disciplining students with disabilities.
a) Each student's IEP should indicate why he/she is not expected to meet the regular discipline code, and what modification is required.
b) Records must be kept of the number and duration of suspensions of special needs students.

Procedures should be established for notifying the Administrator of Special Education whenever a student with special needs is given a suspension of more than ten cumulative days. Written notice of a proposed suspension exceeding ten days, and a request for approval of the alternative plan must be filed with the Department of Education, Division of Special Education. If a suspension of more than ten cumulative days is challenged, the charter school shall not suspend a student during the pending of Bureau of Special Education Appeals hearing or judicial process, unless the school obtains a court order.

Massachusetts Department of Elementary and Secondary Education

Model Bullying Prevention and Intervention Plan

The Department of Elementary and Secondary Education (Department) created the Model Bullying Prevention and Intervention Plan required under M.G.L. c. 71, § 37O, in consultation with state agencies, school personnel, advocacy organizations, and other interested parties. The Model Plan's format parallels the draft *Behavioral Health and Public Schools Framework*, and is designed to be used by schools and school districts as a framework for developing local Plans. In some sections there are examples of specific language that can be incorporated into local Plans, and in others there are recommendations for decision-making and planning strategies. Schools and districts may choose to use this format for creating their own Bullying Prevention and Intervention Plans, or develop an alternative format. A sample incident reporting form is attached as Appendix A.

Please note that in the Model Plan and in other Department publications we use the word "target" instead of "victim" and "aggressor" instead of "perpetrator."

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APPENDIX A: SAMPLE BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

I. LEADERSHIP

Leadership at all levels will play a critical role in developing and implementing Bullying Prevention and Intervention Plans ("the Plan") in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Leadership should be defined by the district or school, depending on existing roles and responsibilities and locally identified priorities for this initiative. Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying. It is also the responsibility of leaders to involve representatives from the greater school and local community in developing and implementing the Plan.

A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the Plan must be developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. Consultation must include, at a minimum, notice and a public comment period before the Plan is adopted by the school committee or equivalent authority. Schools and districts may choose to involve representatives from each of these constituencies in other aspects of Plan development, including needs assessments, working groups, task forces, and public meetings. The Plan should identify the ways that each of the various constituencies will be involved.

B. Assessing needs and resources. The Plan should be the school's or district's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and staff, should assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services. This "mapping" process will assist schools and districts in identifying resource gaps and the most significant areas of need. Based on these findings, schools and districts should revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

   Consider doing the following to allow for initial and periodic needs assessments: 1) surveying students, staff, parents, and guardians on school climate and school safety issues; and 2) collecting and analyzing building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and "hot spots" in school buildings, on school grounds, or on school buses). This information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services. The Plan should describe the methods the school will use to conduct needs assessments, including timelines and leadership roles.

C. Planning and oversight. Plans should identify the school or district leaders responsible for the following tasks under the Plan: 1) receiving reports on bullying; 2) collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes; 3) creating a process for recording and tracking incident

reports, and for accessing information related to targets and aggressors; 4) planning for the ongoing professional development that is required by the law; 5) planning supports that respond to the needs of targets and aggressors; 6) choosing and implementing the curricula that the school or district will use; 7) developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them; 8) amending student and staff handbooks and codes of conduct; 9) leading the parent or family engagement efforts and drafting parent information materials; and 10) reviewing and updating the Plan each year, or more frequently.

D. Developing priority statements. Priority statements can be used to communicate within the Plan the school's or district's vision in creating and implementing its bullying prevention and intervention strategies. The following are examples of priority statements that may be included in local Plans:

> The school or district expects that all members of the school community will treat each other in a civil manner and with respect for differences.
>
> The school or district is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.
>
> We understand that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The school or district will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.
>
> We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.
>
> The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the school or district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

The Plan must reflect the requirements under M.G.L. c. 71, § 37O to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals. The Plan should state the content and frequency of staff training and ongoing professional development as determined by the school's or district's needs, and list other topics to be included in these staff programs. The locally identified additional areas of training should be based on needs and concerns identified by school and district staff.

The law lists six topics that must be included in professional development. Additional topics may be identified by the school or district leadership as they consider the unique needs of the school or district community. Plans should also identify which trainings will be provided districtwide and which will be school-based.

The following is sample language for Plans:

A. Annual staff training on the Plan. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of schoolwide and districtwide professional development will be informed by research and will include information on:

   (i) developmentally (or age-) appropriate strategies to prevent bullying;
   (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
   (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
   (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
   (v) information on the incidence and nature of cyberbullying; and
   (vi) Internet safety issues as they relate to cyberbullying.

   Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

C. Written notice to staff. The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

III. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. The Plan should describe the strategies for providing supports and services necessary to meet these needs. In order to enhance the school's or district's capacity to prevent, intervene early, and respond effectively to bullying, available services should reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and aggressors. Plans must include a strategy for providing counseling or referral to appropriate services for aggressors, targets, and family members of those students. These locally established strategies should be reflected in the school or district Plan.

A. Identifying resources. The Plan should include the school's or district's process for identifying its capacity to provide counseling and other services for targets, aggressors, and their families. This will include a review of current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. Once this mapping of resources is complete, the school or district can develop recommendations and action steps to fill resource and service gaps. This may include adopting new curricula, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services. The Plan should outline the local processes for identifying existing and needed resources.

B. Counseling and other services. The Plan should identify the availability of culturally and linguistically appropriate resources within the school and district. If resources need to be developed, the Plan should identify linkages with community based organizations, including Community Service Agencies (CSAs) for Medicaid eligible students. In addition, the Plan should identify staff and service providers who assist schools in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. Schools may consider current tools including, but not limited to,

behavioral intervention plans, social skills groups, and individually focused curricula.

C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

D. Referral to outside services. Schools and districts should establish a referral protocol for referring students and families to outside services. Clear protocols will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies. Current local referral protocols should be evaluated to assess their relevance to the Plan, and revised as needed.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The law requires each school or district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. Curricula must be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. The Department will publish guidelines for implementing social and emotional learning curricula by June 30, 2011. Other resources are currently available on the Department's website at http://www.doe.mass.edu/ssce/bullying/. Plans should include specific information about local priorities and approaches that will be used, and how schools and districts will integrate the Plan into the school's and/or district's curricula.

The following is sample language that may be amended to reflect locally established priorities:

A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan should include specific information about how and when the school or district will review the Plan with students.

B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

To support efforts to respond promptly and effectively to bullying and retaliation, schools or districts must put in place policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures will ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur. Schools and districts should describe in the Plan detailed procedures for staff reporting of incidents, processes for communicating to students and families how reports can be made (including anonymous reports), and procedures to be followed by the principal or designee once a report is made. Incorporate these procedures into the local Plan.

The following is sample language that may be included in a Plan, and is based on the requirements of M.G.L. c. 71, § 37O. Schools or districts may modify this to include local procedures and provide due process as required.

A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form,[1] a voicemail box, a dedicated mailing address, and an email address.

[1] See Appendix A for Sample Incident Reporting Form.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

B. Responding to a report of bullying or retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying

or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. (Include locally established student safety planning policies and procedures here.)

2. Obligations to Notify Others

a. Notice to parents or guardians**.** Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

C. Investigation. The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation. (Align this with school or district procedures.)

D. Determinations. The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

E. Responses to Bullying. *Use this section of the Plan to enumerate the school's or district's chosen strategies for building students' skills, and other individualized interventions that the school or district may take in response to remediate or prevent further bullying and retaliation. The following is sample language that may be included in school or district Plans:*

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;

- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

VI. COLLABORATION WITH FAMILIES

Effective Plans will include strategies to engage and collaborate with students' families in order to increase the capacity of the school or district to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. The law requires the district or school Plan to include provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the school district or school including: (i) how parents and guardians can reinforce the curricula at home and support the school or district plan; (ii) the dynamics of bullying; and (iii) online safety and cyberbullying. Parents and guardians must also be notified in writing each year about the student-related sections of the Bullying Prevention and Intervention Plan, in the language(s) most prevalent

among the parents or guardians. School- or district-specific approaches to collaboration should take into account age, climate, socio-economic factors, linguistic, and cultural make-up of students and the parents.

Identify in local Plans the parent resource and information networks that the school or district will collaborate with in working with parents and guardians.

A. Parent education and resources. The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.

B. Notification requirements. Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

The law requires each Plan to include a statement prohibiting bullying, cyberbullying, and retaliation. The statement must be included in the Plan and included in the student code of conduct, the student handbook, and the staff handbook. The following statement is incorporated directly from M.G.L. c. 71, § 37O(b), and describes the law's requirements for the prohibition of bullying. It may be tailored to meet the specific priorities of the school or district. Alternative language is included in the draft priority statements in Part I.D above.

Acts of bullying, which include cyberbullying, are prohibited:

(i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and

(ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

VIII. DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below. Schools or districts may add specific language to these definitions to clarify them, but may not alter their meaning or scope. Plans may also include additional definitions that are aligned with local policies and procedures.

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

i. causes physical or emotional harm to the target or damage to the target's property;
ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
iii. creates a hostile environment at school for the target;
iv. infringes on the rights of the target at school; or
v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership

in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

LEADERSHIP PUBLIC SCHOOLS EMERGENCY RESPONSE GUIDE

(TEMPLATE)

Updated December 2011

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EMERGENCY PHONE NUMBERS

The following agencies should be contacted as soon as possible in the case of an emergency. Refer to appropriate tab for contact sequence in a specific event. After agencies are notified, the Home Office should also be notified.

To report an
EMERGENCY:
call
911

then call Home Office at (510) 830-3780

Police, Fire, Ambulance	911
Fire (non-emergency)	School-specific / local information
Police (non-emergency)	or 311
County Emergency Medical Services / County Emergency Services (Sheriff's Office)	School-specific / local information
State Warning Center	800-852-7550
National Response Center	800-424-8802
Clinic/Hospital	School-specific / local information
County Medical Clinic	School-specific / local information
Chemtrec Emergency Response Info Service	800-424-9300
Poison Control Center	800-222-1222
Child Protective Services	School-specific / local information
LPS Home Office	510-830-3780 x 241 or 225

EMERGENCY TEAM ROLES AND STAFF ROSTER

Your 2011-12 Emergency Response Team

(Note: Team should include 4 different people, designated by Principal)

EMERGENCY COORDINATOR: Dean of Instruction
(suggested role for Dean of Students or Campus Supervisor; HO recommends that role not be held by the Principal or the School Manager)

PARENT/STUDENT COORDINATOR: School Manager
(one *possible role for School Manager)*

SECURITY / UTILITIES COORDINATOR: Campus Supervisor

SUPPLIES / MEDICAL COORDINATOR: Dean of Students
(one *possible role for School Manager)*

See "General Responsibilities in an Emergency" section for duties for these positions.

Leadership Public Schools Staff Phone Numbers

Staff Marked with ** carry Emergency Radios

Role	Name	Office	Mobile Phone
Principal**			
Dean of Students**			
School Manager**			
Technology Coordinator**			
Enrollment Coordinator			
Campus Supervisor**			
Teacher			
Teacher			
Teacher			
Teacher			
Teacher			
Teacher			
Teacher			
Teacher			
Teacher			
Teacher			
Teacher			
Teacher			
Teacher			
Teacher			
Teacher			
Teacher			
RSP Aide			
Teacher			
Teacher			

SCHOOL MAP AND EMERGENCY EXIT PLAN

Leadership Public Schools Oakland
8000 Edgewater Drive
Oakland, CA 94621

In the event of an **Evacuation**, follow the path to your designated **Emergency Gathering Point**

(Attach Emergency Exit Facilities Plan when available)

PREPAREDNESS

First Steps

What You Should Do Right Now

All Teachers and Staff

- Review this handbook.
- Sign and return the staff acknowledgment page at the end of the handbook.
- Keep this handbook accessible at all times.
- Attend safety and security training sessions. Contact the Operations Coordinator in the Home Office, who can arrange for you to sign up for trainings with ASCIP, our insurance company, or arrange for local training with other organizations. Trainings may include CPR and First Aid classes.
- Know your school's Alert Signals and Evacuation Routes.
- Keep extra emergency items in your ***locked*** office/desk (personal medications; eyeglasses; etc.).
- Update your emergency contact info with the School Manager.
- Carry your school identification card with you at all times. In an emergency, affix to outer garment or wear on neck lanyard.
- Lead students in proper procedure before and during Safety Drills.

Principal, Campus Supervisor (if present), Deans, and School Manager

- Review the Operations Guide for comprehensive outlines of your particular responsibilities.
- Train all teachers and staff on safety and security each year *before the first day of school*, including the proper use of fire extinguishers.
- Schedule safety drills.
- Schedule opportunities for teachers/staff to receive First Aid training.
- Maintain emergency supplies.
- Discuss periodically during the school year as a reminder.
- Keep updated class rosters and emergency contact cards (**Enrollment Forms 102A & B)** on file for each student (Recommended: store on laptop).
- Also store copies of information at an off-site location.

Safety Drills

The Emergency Coordinator should work with the Principal to schedule Safety Drills throughout the year, following the deadlines in the Emergency Response Calendar (see Appendix).

The Home Office requirements are: at least two Evacuation / Fire drills (complete first drill by end of October and second drill by March); and at least one Major Disaster Drill (by November).

The Principal should record the date, time, and outcome of each completed Safety Drill on the Safety Drill Record Form, and check it off on the Calendar.

The Safety Drill Record Form and the Emergency Response Calendar must be submitted to the Director of Operations in the Home Office at the end of each school year, by July 1.

The Principal and Emergency Coordinator should evaluate the success of the drill based on the **Safety Drill Checklist** (see Appendix).

Emergency Supplies

Ensure the following emergency supplies are stored onsite:

Each classroom should contain a lockdown kit, which contains enough food and water for a class of 30 for one day.

Complete list for each Classroom Lockdown Kit ("Emergency Bucket"):

- 3 – 3600 Calorie Food Bars
- 30 Packs of water
- Solar Blanket
- 1 portable toilet
- 4 rolls of toilet paper
- 2 Toilet disinfectant
- 100 moist towelettes
- 4 toilet liners
- 1 Radio with batteries
- 1 whistle
- 1 large Mylar Blanket
- 1 Roll – Duct Tape

In addition, 2 additional days' worth of food and water for the entire school are stored in ____ (on campus location)

If these supplies are locked, the Campus Security Manager has keys to the _____(location of supplies). An extra copy of the key is available upon request from the School Manager.

At the beginning of each semester, the Emergency Coordinator should print off three copies of rosters for all classes occurring in each classroom. One copy of the roster should be stored in the Emergency Bucket; the second copy with the Emergency Response Guide or in teachers' desks (for easy removal in case of evacuation); the third copy with the Main Office.

Alert Signals

At the sound of the **FIRE ALARM** or **"EVACUATION"** announcement:

- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Point. **See "School Map and Emergency Exit Plans" in this handbook and posted around the school.**
- Teachers will bring their student roster and any classroom emergency kit, and take attendance at the Emergency Gathering Point to account for students. Teachers will notify the Principal of missing students.
- Students who are not in classrooms should evacuate immediately and then proceed to locate their assigned classes at Emergency Gathering Points.

At the sound of the **"ALERT"** announcement:

- All students in transit between classrooms, in restrooms, etc., will proceed immediately to their assigned classrooms.
- Students who are outdoors will return to their assigned classrooms.
- Each teacher will stay in the classroom with his/her students and take roll.

At the sound of the **"DUCK AND COVER"** announcement:

- Students will move away from windows and position themselves under desks or tables.
- If outside, students will drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
- Open all doors; leave windows as they are.

At the sound of the **"LOCK DOWN"** announcement:

- Students will move away from all doors and windows and duck under their desks.
- Teachers will lock the doors if it appears safe to do so.
- Students who are outdoors will return to their assigned classrooms if it is safe to do so; otherwise, teachers or staff will direct them to nearby buildings or classrooms.
- All front entrances will be locked and no visitors will be allowed. All visitors currently on campus will remain with their school contact person, who is responsible for them.

At the sound of the **"ALL CLEAR"** announcement:

- Students will resume their regular class activities.
- If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

At the sound of "DISMISSAL" announcement:

- Auto-dialer phone system should be used to notify families of early dismissal.
- At the direction of the principal, teachers should take attendance prior to dismissal and report any missing students to Emergency Coordinator.
- At least one staff member should remain with any students until all students have departed.

General Responsibilities in an Emergency

All classrooms should have emergency exit charts posted near the door(s). In the case of an emergency, every adult should be aware of his/her responsibilities and follow these procedures:

Principal

- Assess the situation and give appropriate alarm / PA announcement.
- Designate someone nearby to call 911 and to notify LPS Home Office (510-830-3730).
- Meet with (or designate someone to meet with) police / fire / emergency crews when they arrive.
- Keep the Home Office informed; if necessary, set up telephone communications at a nearby residence or business.
- Determine, in consultation with the emergency crews, whether to release students to their homes or to return students to classes.
- Work with Student/Parent Coordinator to communicate with parents and/or release students.
- **In the case of media coverage, direct all media requests and press releases to the CEO at the Home Office.**
- Signal "All Clear" when situation is resolved.

Emergency Coordinator: Dean of Instruction

- In an Evacuation, check the building to ensure that all students, personnel and visitors have evacuated all classrooms, hallways, and restrooms.
- Collect names of missing persons from teachers.
- Give directions to police in search procedures and take full responsibility for search.
- **Work with other members of the ER Team to coordinate response:**

Parent / Student Coordinator: School Manager

- In an Evacuation, greet, organize, and comfort students outside the building.
- Communicate with families and release students to families, if necessary.

Supplies / Medical Coordinator: Dean of Students

- Access supplies and coordinate passing out
- Provide for / designate administration of first aid, and request other emergency assistance as needed.

Security / Utilities Coordinator: Campus Supervisor

- If students and staff are dismissed, secure the building against vandalism and theft.
- In a Lock Down, lock exterior doors and interior doors where possible.
- Shut off the valves for gas, water, electricity and air conditioning (coordinate with District, if necessary).

School Manager

- Assist and take direction from the Principal.
- Take students' emergency information cards (Enrollment Forms 102A / B) if evacuating site.
- Make sure first aid supplies are handy in case they are needed.

- Carry out other duties as assigned.

Teachers

- Carry out appropriate emergency procedures according to the signal (Evacuation, Alert, Duck and Cover, Lock Down) to ensure the safety and welfare of students.
- Take roll. Report names of missing students to Emergency Coordinator.
- Supervise students and maintain calm and order.
- Assist in assuring that students are released to guardians' care.

RESPONSE TYPES

First Aid

Call 911. TAKE ONLY THOSE MEASURES YOU ARE QUALIFIED TO PERFORM.

To report an
EMERGENCY:
call
911

then call Home Office at (510) 830-3780

TO STOP BLEEDING:

- Apply direct pressure to the wound
- Maintain the pressure until the bleeding stops
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart

CHOKING:

- Stand behind the person
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone
- Grasp your fist with your other hand, give an abdominal thrust
- Repeat until the object comes out
- If required, begin rescue breathing

Bomb Threat

There are two ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a sighting of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

To report an
EMERGENCY:
call
911

then call Home Office at (510) 830-3780

<u>If the threat is received by telephone:</u>

- DO NOT HANG UP.
- The person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" – telling the operator:

"This is [name] from [school]. We are receiving a bomb threat on another line. The number of that line is [phone number]."

- The person answering the threat call should ask the following questions, record the answers (use the **Bomb Threat Report** form on the following page if possible) and then immediately notify or give the form to the Principal.

    - When is the bomb going to explode?
    - Where is the bomb right now?
    - What will cause it to explode?
    - What kind of bomb is it?
    - Why are you doing this?
    - What is your name?
    - What can we do for you to avoid the bomb from exploding?
    - How can you be contacted?

- School staff should not search for suspicious packages, boxes or objects – this may only be performed by trained search and rescue teams. Await for arrival of 911 search and rescue team. However if staff member identifies an object before 911 arrive, secure the immediate area.
- While the 911 team is conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
- Once a suspicious object is identified, assist the 911 crew in securing the immediate area. do not investigate or examine the object.
- Principal assesses the situation and may order DUCK AND COVER or EVACUATION.

Upon finding a suspicious object:

- Do not investigate or examine the object.
- Notify the Principal immediately.
- Secure the immediate area. Warn others not to approach area.
- Principal calls 911 to provide the exact location of the object, and notifies Home Office.
- Principal assesses the situation and may order **DUCK AND COVER** or **EVACUATION**.

If Principal announces "EVACUATION":

- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points. Note: this point may change, depending on the location of the bomb.
- Students who are not in classrooms should evacuate immediately and then proceed to their appropriate Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- Emergency Coordinator designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.
- Any affected areas will not be reopened until the Bomb Squad or appropriate agency provides clearance and the Principal issues an "All Clear" announcement.

Bomb Threat Report

DO NOT HANG UP!

DATE:_____ TIME:_____

Exact words of person placing the call:

_____

_____

_____

_____

Ask these questions for a bomb threat:

When is the bomb going to explode?

_____

Where is the bomb right now?

_____

What will cause it to explode?

_____

What kind of bomb is it?

_____

Why are you doing this?

_____

What is your name?

_____

What can we do for you to avoid the bomb from exploding?

_____

How can you be contacted?

_____

CIRCLE as appropriate:

Caller's Identity: Male Female

Estimated age: _____ years

Adult Juvenile

CIRCLE as appropriate:

Voice:	Loud	Soft	Fast	Slow
	Distinct	Distorted	High pitch	Deep
	Raspy	Pleasant Stutter	Nasal	
	Slurred	Lisp	Raspy	Whisper

Familiar? Whom did it sound like? _____

Accent:	Local	Not Local	Foreign	Regional
	Other _____			

Language skill:	Excellent	Good	Fair	Poor
	Other _____			

Manner:	Calm	Angry	Rational Irrational	
	Coherent	Incoherent	Deliberate	Emotional
	Righteous	Laughing	Crying	Intoxicated
Noises:	Office	Factory	Trains	Animals
	Quiet	PA System	Music	Party
	Voices	Mixed	Airplanes	Street
	TV/Radio	Cell phone	Long distance	Children

Additional information:

_____

_____

_____

Receiving phone number: _____

Person receiving call: _____

IF YOU RECEIVE A WRITTEN BOMB THREAT, OR COMPLETE THIS REPORT, GIVE IT TO THE PRINCIPAL.

THE PRINCIPAL SHOULD THEN PASS IT ON TO THE POLICE ONCE THEY ARRIVE.

Chemical Spill / Incident

To report an
EMERGENCY:
call
911

then call Home Office at (510) 830-3780

When chemical spill is identified:

- DO NOT TOUCH ANYTHING.
- Teacher evacuates students from immediate area. If possible, teacher contains hazard by turning off local fans and by closing doors and windows behind.
- Teacher calls 911, then notifies Principal and assesses danger of hazard.
- IF SPILL IS FUMING OR GIVING OFF VAPORS, DO NOT ENTER ROOM, and instead wait for 911 response.
- Principal assesses situation and may order EVACUATION or ALERT.
- Principal identifies the type of spill, if possible, chemical name, quantity spilled, and exact room where the spill occurred.
- Principal calls Home Office.
- School Manager turns off school's air handling system (HVAC).
- Any affected areas will not be reopened until the HazMat team or appropriate agency provides clearance and the Principal issues an "All Clear" announcement.

If Principal announces "ALERT":

- Principal instructs all students to return to their assigned classrooms.
- Principal instructs teachers/staff to close doors and windows; to turn off local fans; to seal gaps under doors and windows with wet towels or duct tape; to seal vents with aluminum foil or plastic wrap, if available; and to turn off sources of ignition (e.g. pilot lights). (Use the materials available in Emergency Bucket to do this).
- Teachers take roll and report missing persons to Principal via emergency radios.

If Principal announces "EVACUATION":

- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points. Teachers lead students *upwind* of the building.
- Students who are not in classrooms should evacuate immediately and then proceed to their appropriate Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- **Supplies / Medical Coordinator** sets up the first aid station, checks for injuries, and provides appropriate first aid.
- **Security / Utilities Coordinator** designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.

For persons who have come in contact with the substance:

If you suspect inhalation of fumes, take the affected person into open fresh air.

- Dependent on the chemical, affected areas may be washed with soap and water. Take care to ensure that this will not exacerbate the injury (this depends on the chemical). Use emergency eye wash station or emergency shower.
- Contaminated clothes should be immediately removed and contained.
- Do not use bleach or other disinfectants on potentially exposed skin.
- Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases).
- **Supplies / Medical Coordinator** should assess the need for medical attention, and prepare a list of all affected people to provide to the emergency response team.

Child Abuse

If any staff member suspects that physical or emotional neglect or willful cruelty is being inflicted on a child by another person, the staff member is mandated to:

- Report the suspected incident to a child protective agency by telephone *immediately* to 408-299-2071.
- School Resource Officers are not approved protective agencies – do not report to School Resource Officer.
- Report the suspected incident by written report *within 36 hours*.

To report an
EMERGENCY:
call
911

then call Home Office at (510) 830-3780

***If it is suspected that a child is abandoned, in immediate danger, or in need of medical care*:**

- Call 911 immediately.

Child abuse is defined as *"a physical injury which is inflicted by other than accidental means,"* sexual abuse, willful cruelty or unjustifiable punishment, cruel or inhuman corporal punishment or injury, and negligent treatment or maltreatment under circumstances indicating harm, or threatened harm, the child's health or welfare.

Death / Suicide

To report an
EMERGENCY:
call
911

then call Home Office
at (510) 830-3780

In the event of a death or suicide:

- Call 911 and notify Principal immediately.
- Principal notifies teachers to keep students in their classrooms until informed otherwise.
- Principal calls LPS Home Office (510-830-3780).
- Principal and Police/Ambulance will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
- All media inquiries will be handled by Home Office.
- Counselor will ensure that counseling services are available as soon as possible.
- If student(s) are the first to discover a death or suicide, segregate student(s) from the scene and from each other and notify Principal who will advise parents. DO NOT LEAVE STUDENT(S) ALONE.

Earthquake

To report an
EMERGENCY:
call
911

then call Home Office
at (510) 830-3780

Upon the first indication of an earthquake:

If indoors:

- Teachers should calmly direct students to **DUCK AND COVER**.
- Move away from windows and overhead hazards.
- Take cover under a desk or table or against an interior wall.
- Cover head with arms or hold to the desk and be prepared to move with it.
- Hold the position until the ground stops shaking, or for at least 60 seconds.
- Do not stand in a doorway for protection.

If outdoors:

- Crouch down away from buildings, poles, and overhead wires.
- Place head between knees and cover head with arms.

When shaking stops:

- Principal may make the **EVACUATION** announcement, and notifies Home Office of situation.
- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points.
- DO NOT touch any fallen wires.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- **Supplies / Medical Coordinator** sets up the first aid station, checks for injuries, and provides appropriate first aid.
- **Security / Utilities Coordinator** designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- **If the area appears safe, Emergency Coordinator should contact local search and rescue teams to make an initial inspection of school buildings to identify any injured or trapped students or staff. These teams are trained and have necessary supplies to do so.**
- Once evacuated, staff and students should remain outside buildings, given the danger of aftershocks.
- **Security / Utilities Coordinator** or Home Office Operations Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
- Principal contacts the Home Office to determine additional actions that are necessary.

Electrical Failure

If exposed electrical wire:

- Report it immediately to Principal.
- Remain at or protect the scene from student or staff accidental contact.
- Principal assesses situation and may order emergency procedure such as EVACUATION or ALERT.
- **Security / Utilities Coordinator** shuts off power to the affected area of the building.

If simple electrical failure:

- Notify Principal's Office.
- **Security / Utilities Coordinator** notifies the electrical company (**PG&E) at 800-743-5000.**
- Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.
- Do not turn off all the machines at once. **Security / Utilities Coordinator** should coordinate the shut down and start up process so that it is done in phases.

Explosion

To report an
EMERGENCY:
call
911

then call Home Office at (510) 830-3780

Upon seeing or hearing an explosion:

- Teachers should calmly direct students to **DUCK AND COVER**.
- Move away from windows and overhead hazards and take cover under a desk or table or against an interior wall.
- Cover head with arms or hold to the desk.
- If outdoors, crouch down, place head between knees, and cover head with arms.
- Teachers call 911, then notify Principal of situation.
- If flame or fire is present, report this to 911, along with cause of fire, if known.
- Principal assesses situation and may order **ALERT** or **EVACUATION**.
- Principal notifies campus security. Principal notifies Home Office.

Staff should attempt to suppress fires with extinguishers.

- Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

If Principal announces "EVACUATION":

- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points.
- Students who are not in classrooms should evacuate immediately and then proceed to their appropriate Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- **Supplies / Medical Coordinator** sets up the first aid station, checks for injuries, and provides appropriate first aid.
- **Security / Utilities Coordinator** designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.
- Any affected areas will not be reopened until the Bomb Squad or appropriate agency provides clearance and the Principal issues an "All Clear" announcement.
- Principal will direct the **Security / Utilities Coordinator** to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
- Principal will contact the Home Office to determine additional actions that may be necessary.

Fire

To report an
EMERGENCY:
call
911

then call Home Office at (510) 830-3780

Upon discovery of a fire:

- Pull the Fire Alarm and report fire to the Principal.
- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points.
- If there is smoke, teachers instruct students to drop to the ground and crawl to nearest exit.
- If safe, Emergency Coordinator and trained teachers/staff will use fire extinguishers to suppress fires until the fire department arrives.
- Students who are not in classrooms should evacuate immediately and then proceed to their appropriate Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- **Safety / Materials Coordinator** sets up the first aid station, checks for injuries, and provides appropriate first aid.
- **Security / Utilities Coordinator** designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.

Designate a staff member as a spotter to flag emergency vehicles toward the specific area of the fire within the site. This will expedite 911 response efforts.

- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.
- If fire is extinguished by school personnel, Principal is required to call Fire Department to indicate “fire is out.”
- Any affected areas will not be reopened until the Fire Department or appropriate agency provides clearance and the Principal issues an “All Clear” to do so.

Flooding

Warnings of severe weather are usually received via public radio or the State Warning Center (800-852-7550). If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

To report an
EMERGENCY:
call
911

then call Home Office at (510) 830-3780

Upon discovering any flooding:

- If an emergency, call 911.
- Notify the Principal immediately.
- Principal will assess the situation and make an announcement over the PA for **EVACUATION**, **ALERT**, or **dismissal** to go home.
- Principal will call the Home Office.

If Principal announces "ALERT":

- Principal instructs all students to return to their assigned classrooms.
- Teachers instruct students not to go near water if electrical items or outlets are nearby.
- Teachers take roll; Emergency Coordinator collects list of missing persons.

If Principal announces "EVACUATION":

- Teachers instruct students not to go near water if electrical items or outlets are nearby.
- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.
- Principal will direct the **Security / Utilities Coordinator** to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
- If electrocution is a possibility, depending on source of flooding, **Security / Utilities Coordinator** will shut off power to the area in question.
- Principal contacts the Home Office to determine additional actions that are necessary.

Gas Line Break

To report an
EMERGENCY:
call
911

then call Home Office
at (510) 830-3780

Upon smelling, seeing, or hearing a gas leak:

- Call 911, then notify Principal.
- Principal assesses situation and may order **EVACUATION**.
- Principal calls Home Office, then PG&E at 800-743-5000.
- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points.
- If staff / faculty are aware of a gas leak in their assigned area, check that all open flame and / or heat sources are turned off immediately, before exiting the area.
- Students who are not in classrooms should evacuate immediately and then proceed to their appropriate Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- **Security / Utilities Coordinator** designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.

Any affected areas will not be reopened until the Fire Department or appropriate agency provides clearance and the Principal issues an "All Clear" announcement.

Intruders

The school requires all visitors to check in with the front office and wear a visitors badge at all times.

To report an
EMERGENCY:
call
911

then call Home Office at (510) 830-3780

If an unauthorized person is seen on school grounds:

- Call Principal immediately with exact location of intruder.
- Principal assesses situation and may order **ALERT** or **LOCK DOWN**.
- Principal calls 911, then Home Office.

If Principal announces "ALERT":

- Principal instructs all students to return to their assigned classrooms.
- Teachers and staff close all doors and windows.
- Teachers take roll and report missing persons to Principal via emergency radios.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any students or staff that are missing or injured.
- Teachers keep students in classrooms until Police provide clearance and the Principal issues an "All Clear."

If Principal announces "LOCK DOWN":

- Teachers calmly direct students to move away from all doors and windows and to duck under their desks.
- Teachers lock the doors if it appears safe to do so.
- Students who are outdoors will return to their assigned classrooms if it is safe to do so; otherwise, teachers or staff will direct them to nearby buildings or classrooms.
- Teachers notify Principal of situation.
- Principal calls 911 and notifies campus security. Principal notifies Home Office.
- Office personnel close and lock all office doors and windows immediately.
- Emergency Coordinator **locks** all exterior entrances. No visitors are allowed. All visitors currently on campus will remain with their school contact person, who is responsible for them.
- Teachers take roll and notify Emergency Coordinator of missing persons via emergency radios and / or cell phone.
- Emergency Coordinator ensures students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
- Nobody leaves the secure sites until emergency crew members escort them to safety or Principal makes "All Clear" announcement.

Lockdown / Shooting Incident

To report an
EMERGENCY:
call
911

then call Home Office
at (510) 830-3780

If a shooting takes place the first priority is to shelter students and staff.

On hearing gunshots or a "LOCK DOWN" announcement from the Principal:

- Call 911.
- Teachers calmly direct students to move away from all doors and windows and to duck under their desks.
- Teachers lock the doors if it appears safe to do so.
- Students who are outdoors will return to their assigned classrooms if it is safe to do so; otherwise, teachers or staff will direct them to nearby buildings or classrooms.
- Teachers notify Principal of situation.
- Principal makes **LOCK DOWN** announcement, calls 911, and notifies campus security. Principal notifies Home Office.
- Office personnel close and lock all office doors and windows immediately.
- Emergency Coordinator locks all exterior entrances. No visitors are allowed. All visitors currently on campus will remain with their school contact people, who are responsible for them.
- Teachers take roll and notify Emergency Coordinator of missing persons via emergency radios.
- Emergency Coordinator ensures students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
- Nobody leaves the secure sites until emergency crew members escort them to safety or Principal makes "All Clear" announcement.

- **All media inquiries will be referred to the Home Office.**

Lost Child

To report an
EMERGENCY:
call
911

then call Home Office
at (510) 830-3780

If a student is lost:

- Call 911.
- Report to Principal.
- Principal calls parent/guardian, notifies him/her that police have been called.
- If incident occurred on campus, Principal considers ordering LOCK DOWN.

If a student is kidnapped:

- Call 911.
- Report incident to Principal.
- Principal calls parent/guardian, notifies him/her that police have been called.
- Emergency Coordinator gathers witnesses in private area to meet with Police investigators. Keep witnesses separated to prevent changes in story.

APPENDIX:
Forms and Checklists

LPS Emergency Response Calendar

LPS School: _____

Your school should complete this form over the course of the school year and turn it in to Director of Operations at the Home Office by July 1.

Date	Activity	Responsible Person	Date Completed	Initials
July/August	Update staff roster, contact info and CPR certification, noting expiration date.	School Manager (SM)		
July/August	Collect student and staff emergency info	SM / Enrollment		
July/August	Establish Emergency Response Teams.	Principal		
July/August	Review and update emergency guide with Response Team.	Emergency Coord. (EC)/ HO		
July/August	Update Site Map	SM/ HO Ops Team		
July/August	Update/post Evacuation Route Map in each classroom	School Manager		
August School Site PD	Orient staff to Emergency Response Plan and gather staff signature pages. Train staff on safety and security each year *before the first day of school*, including the **proper use of fire extinguishers.**	Emergency Coordinator / Home Office		
July/August	Organize / update classroom evacuation materials.	SM / Emergency Coord.		
by October 1	Hold first Evacuation / Fire Drill (required at least TWICE per year).	Emergency Coord./ Principal		
Third week of classes	Print off three copies of student roster for each classroom. Place one copy in Emergency Bucket, one copy on the wall (clipboard) or teacher desk, and one copy in Main Office. Update on a regular basis, if possible.	SM and Emergency Coord.		
by November 28	Hold Major Disaster Drill (required at least once a year). Use procedure for "Earthquake.", and coordinate with Great Shakeout if possible.	Emergency Coord./ Principal		
December	Materials check – change emergency water, check expiration dates on supplies, inventory/restock.	School Manager		
by January 30	Hold Civil Defense Drill (at least once a year). Use procedure of for "Lockdown / Shooting Incident."	Emergency Coord./ Principal		
by March 31	Hold second Evacuation / Fire Drill (required at least TWICE per year).	EC / Principal		
by July 1	Turn in your Safety Drill Record Form and THIS checklist to Home office.	Emergency Coordinator		

Safety Drill Record Form

LPS Safety Drill Record Form
Emergency Response Guide

School _____

Type of Drill	Date Held	Time		Remarks	Recorded by
		Start	End		

Safety Drill Evacuation Checklist

Leadership Public Schools
SAFETY DRILL EVALUATION CHECKLIST

To be completed by Emergency Response Coordinator
Use after each Safety Drill

Yes/No

___Are all students and staff familiar with the "drop, cover, and hold" procedure?

___ Have all students demonstrated their ability to take immediate and correct actions?

___ Do teachers take cover with students during drills?

___ Is there sufficient shelter space under tables, desks, and counters for all students?

___ Do all students know how to protect themselves if no shelter is available?

___ Are teachers and students prepared to remain in duck and cover positions for up to 60 seconds?

___ Are students encouraged to be silent during drills?

___ Are teachers prepared to maintain relative calm and reassure their students?

___ Are students evacuated from classrooms to a safe outdoor area following a simulated emergency?

___ Does your post-earthquake building evacuation procedure consider the very real possibility that strong aftershocks may occur within minutes after the main event?

___ Do teachers remember to take class roster and other emergency supplies when evacuating?

___ Have maintenance staff and all site emergency teams practiced their roles during crisis response drills?

___ Have students been given ample opportunity to discuss fears and concerns about the crisis drill and/or actual crises?

___ Have students been instructed on how they can help each other?

___ Are crisis drills viewed as an opportunity to discuss emergency preparedness in the home?

___ Have parents been informed about your crisis response safety procedures?

___ Have teachers and other staff members prepared their families to cope effectively during and after a crisis?

Classroom Hazard Checklist

LEADERSHIP PUBLIC SCHOOLS CLASSROOM HAZARD CHECKLIST

School: _____

Room #: _____

	Yes	No	Unknown	N/A
1. Are freestanding cabinets, bookcases, and wall shelves secured to a structural support?				
2. Are heavy objects removed from high shelves?				
3. Are potentially hazardous displays located away from seating areas?				
4. Are A.V. equipment and computers securely attached to a portable (rolling) cart with lockable wheels?				
5. Is the TV monitor securely fastened to a securely fastened platform and/or cart?				
6. Is the classroom piano, or other rolling furniture, secured against rolling during an earthquake?				
7. Are wall-mounted clocks, maps, fire extinguishers, etc. secured against falling?				
8. Are computers and other heavy equipment secured to prevent movement?				
9. Are objects around doors secured so as not to fall and block egress?				
10. Are trashcans located away from main exit, fire extinguisher, and emergency supplies?				
11. Are emergency clipboards readily available near the exits of the classroom?				
12. Are lockdown kits in a visible or identified location of the classroom?				
13. Has the classroom lockdown kit's supplies been refreshed from prior use or expiration of supplies?				

Completed by: _____ Date: _____

Emergency Partner Staff List

LEADERSHIP PUBLIC SCHOOLS EMERGENCY PARTNER STAFF LIST

(Optional form for Emergency Coordinator use)

Teachers may have emergency partner assignments to check on each other after a crisis. In this way there can be an immediate check on the status of all personnel and conditions.

Name	Room #	Teaching Schedule	Partner	Room #	Teaching Schedule

STAFF ACKNOLWEDGMENT PAGE

All staff must sign and return this page to the Principal or School Manager.

I have received a copy of the Leadership Public Schools Emergency Response Guide (the "Guide").

I have carefully reviewed the Guide and agree to follow the procedures outlined in the Guide in the event of an emergency.

_____ _____

Signature **Date**

_____

Printed Name

Our Classrooms *Maine's shorelines, working waterfronts, forests, and farms.*
Our Partners *Maine's educators, entrepreneurs, and community organizations.*
Our Promise *Citizen-scholars dedicated to Maine's future.*

Staffing Chart Years 1-5

Role	**Responsibility**	2013-2014 FTE	2014-2015 FTE	2015-2016 FTE	2016-2017 FTE	2017-2018 FTE
Admin.						
Head of School	Educational Leader, Community/Parent Relations, Discipline, Assessment	.5	1	1	1	1
Business Mgr. COO	Finances, HR, Day to Day operations	.5	1	1	1	1
Front Office/Admin. Asst.	Support Head of School/COO			1	1	2
Total Admin.		**1**	**2**	**3**	**3**	**4**
Teaching						
Humanities/Literacy	Investigations & Case Studies, Reading/Writing Workshop	1	2	3	4	4
Science	Investigations & Case Studies	.5	1.5	3	4	4
Math	Math Workshop, Blended/Online Math	.5	1.5	3	4	4
Special Educator	IEPs, Academic Support	1	1.5	3	4	4
Wellness/Guidance	Daily Wellness, CORE, Pathways	.5	1	1	2	2
Art-infused Learning/ Studio in School	Interdisciplinary Art integration, Visiting Artist coordination		.5	1	1	1
Technology Coordinator	JumpRope, Student Evidence Portal		.5	1	1	1
Entrepreneurship/ Internships Coord. (Ed.Tech	Jr./Sr Internships, Pathways			1	1	1
School Farm/Food	Teach "Chemistry through Food," Student Run Cafe		.5	1	1	1
Facilities Coord/ Studio in School	Building Maintenance, Innovation Incubator		.5	1	1	1
Teaching		4.5	10	18	23	23

Our Classrooms *Maine's shorelines, working waterfronts, forests, and farms.*
Our Partners *Maine's educators, entrepreneurs, and community organizations.*
Our Promise *Citizen-scholars dedicated to Maine's future.*

HCA Faculty Handbook Notes

Rather than start from scratch with a faculty handbook, HCA will adapt an existing "best practice" Faculty Handbook, that of Springfield Renaissance Academy, and Expeditionary Learning started with a Federal Magnet Schools grant in 2005. One of the "best practices" Renaissance employed was to build the Faculty Handbook over time with the active participation of the staff.

Like HCA, Renaissance is designed to serve grades 6-12. Like HCA leaders, the Renaissance principal, Dr. Steve Mahoney, shares a background with the National School Reform Faculty/School Reform Initiative and with Expeditionary Learning. And like HCA, Renaissance began with 6th grade and 9th grade students and added students/grades each year to reach full size.

With an expected first year staff of 4-5, it would be unwise to attempt to implement a fully formed set of faculty policies all at once. HCA's intent is to develop the key curriculum and practice guidelines for each coming year during summer workshops following the pattern of Springfield Renaissance and Casco Bay High School.

Key Features of Renaissance Faculty Handbook that HCA will adapt:

1) The overall approach is based on clearly defined Community Commitments (listed in the introduction). The commitments describe what staff members can expect from each other and serve as the building blocks for a strong professional community.
2) A key element of the most successful schools is consistency of implementation. The SRA Faculty Handbook has grown over time to describe the key practices and procedures in a way that the documents function as "descriptors of consistencies" that faculty can and must use to guide their practice. The individual documents/sections grow and change over time, but the school is not constantly re-inventing itself: when we determine how our Student-Led Conferences work, what the schedule will be, and what teacher expectations are, we draft that document, add it to the faculty handbook, and then use it.
3) USING DATA FOR STUDENT GROWTH - and Professional Growth: Section E of the SRA Faculty Handbook describes a specific set of expectations for how Data will drive student growth. HCA's charter application has described a similar approach in Section B3. Our Faculty Guide will describe very specifically the kinds of growth data that factors into staff evaluation, but our goal is to be explicit about the expectation that student performance will be a factor in teacher renewal.

Key Difference between Renaissance and HCA:

SRA is a Springfield Public School subject to the same rules and regulations, teaching contracts and hiring practices as other Springfield school. As indicated elsewhere in HCA's application, we do not intend to hire entirely according to conventional practices, certifications, and job titles. At the end of each school year as we plan for the coming year, our board and faculty will build the following year's staffing plan based on an asset/gap analysis of the year being completed. The question that should always drive those conversations is: "How can we best allocate our budget to ensure the right combination of talents and capacities?"

Given how different that approach is from even the way most Charter Schools are staffed, we see our job descriptions and evaluation and renewal procedures evolving as we grow from 4-5 faculty members to eventually 25-30. Our faculty handbook will define clear, data-driven performance benchmarks for each of those positions using the Charlotte Danielson domains described in the attached "Framework for Teaching."

Benefits and Health Care
HCA's approach to benefits is described in Section B under "retention." We have budgeted @ 14% of teacher salaries for discretionary benefits, meaning that the total cost of the choices each individual staff member makes for benefits cannot exceed that amount. Based on current estimates of the cost of insurance available through the Health Care Exchanges scheduled to take effect in 2014 under the affordable care act, out of pocket expenses will be limited at $5,950 for individuals and $11,900 for families.

Vacation, Holidays, and Paid time off:
HCA staff will have all school holidays and vacations off as well as a total of three weeks summer vacation, to be allocated flexibly so that HCA can adequately staff summer programs.

HCA will also employ a paid time off system rather than separate sick leave, family leave, and vacation policies. This year, with 24 holiday vacation days and an additional 21 days at the beginning and end of summer, that's a total of 45 days.

> HCA will also pool unused leave in the form of a "time off bank." "*The way such a bank works is that employees can "donate" extra or unused accumulated hours of sick leave, vacation, or other accrued time off to the company "bank." Those hours are then available for individuals who have a personal, family or other issue come up and they need extended paid time off from work--more paid time than they may personally have."* Kori Rodley Irons, Yahoo! Network How Employees Benefit from a Time Off or Vacation Bank
>
> *"There is no Maine law requiring private employers to provide employees sick leave, paid or unpaid, although many employers do grant it as an important employee benefit. Employers with 25 or more employees must allow an employee who receives paid leave, such as sick leave, vacation time, or compensatory time, to use that time to care for an ill immediate family member. Covered family members are defined as the employee's child, spouse, or parent. Paid leave does not include paid short-term or long-term disability, catastrophic leave, or similar types of benefits. An employer may adopt a policy limiting the number of hours of paid leave taken to care for an ill family member but may not limit the number of hours allowed to fewer than 40 hours for a 12-month period. An employee is not entitled to use paid leave until that leave has been earned. An employee who receives more than one type of paid leave may elect which type and the amount of each of those types of paid leave to use, except that the employee's election may be limited by a bona fide employment policy as long as the policy is uniformly applied to all employees at that workplace."* From Business and Legal Resources (www.blr.com):

The Springfield Renaissance School

Courage Cultural Sensitivity Friendship Perseverance

Responsibility Respect Self-Discipline

Faculty Handbook 2009-2010

DRAFT 8.7.09

Our mission is to provide a rigorous academic program for college-bound students in a small, personalized setting that impels and supports students to use their minds well, to care for themselves and others, and to rise to the challenges and duties of citizenship.

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INTRODUCTION

Dear Folks,

"A work in progress…" It's easy enough to say and, if one is removed enough, it's an easy concept to understand. But when you are in the midst of that progress it can be an exasperating and deflating experience just as often as it is an exhilarating and creative one. The work and service we provide in growing our school needs to be sustainable, and this handbook is a crucial component to our efforts to make our work sustainable on both professional and personal levels. We have used a collaborative process to capture the lessons, the systems, the expectations and the protocols that have worked for us up to this point and to codify them in a logical, sequential, and useful manner. With various levels of input from school designers, administrators, teacher leaders and all staff, this handbook is our first attempt to provide new and returning staff with a working manual for how we do school. After 3 years of grappling with how to run a successful expeditionary learning school in Springfield, we have learned through brilliant successes and difficult failures. One thing is for certain, the learning is not over. But if we all adhere to the systems, protocols and expectations detailed here, the learning curve won't be as steep as it has been and the lessons that await should be much less exhausting.

Like any learning organization, the Springfield Renaissance School will always be a work in progress. But as we enter the last year of our staggered growth model I look forward to being able to better anticipate, plan for, and execute the teaching and learning that makes our school such a strong promise of extraordinary results. Si, se puede!

Dr. Stephen R. Mahoney
The Springfield Renaissance School

Note: This handbook is supported by numerous appendices, which will be available in print or electronic versions as they are completed and maintained by Freeman Stein.

MISSION

The school's mission is to provide a rigorous academic program for college-bound students in a small, personalized setting that impels and supports students to use their minds well, to care for themselves and others, and to rise to the challenges and duties of citizenship.

COMMUNITY COMMITMENTS

The Springfield Renaissance School is committed to a positive school culture that values close relationships between students and adults, respect for and celebration of our diversity, and self-discipline. Our Community Commitments are the pillar for sustaining this positive culture and are used to remind us of our values, celebrate the successes we see and challenge ourselves to continually reach higher.

What it looks like when I show…

Courage

I have courage not because I have no fears, but because I face those fears.
I dare to be different.
I try something new, even when I am afraid.
I make positive choices that may not be popular.
I give constructive feedback to teachers and peers.

Self-Discipline

I think before I speak.
I use appropriate and respectful language.
I demonstrate constructive ways to deal with my emotions.
I take care of myself, both emotionally and physically.
I exhibit behaviors that allow for a positive learning environment.
I take responsibility for my schoolwork and try to meet all deadlines even when I would rather be doing something else.

Perseverance

I push through my frustration and keep revising my work until it is of display quality.
I stay focused in class and I am not distracted by my peers.
I use all available resources, including teachers and peers, when I want to give up.
I keep going when things are hard in my life and I think I might fail.

Responsibility

I make no excuses for the tasks I fail to do.
I admit when I am wrong.
I am not responsible for the actions of others, but I will help them make good decisions.
I do my work on time and to the best of my ability.

Respect

I listen and hear others' opinions even when I don't agree.
I do not respond with disrespect when others are disrespectful to me.
I use appropriate and respectful language.
I treat others the way I want to be treated.
I am aware of people's personal space and I keep my hands to myself.
I respect other people's property by not touching it without asking first.
I allow teachers and students to talk without interruption.

Cultural Sensitivity

I am proud of my culture and I am willing to share it with others.
I respect the culture, religion, sexuality, gender, race, age and ability of myself and others.
I am open to learning about other cultures.
I do not take part in telling jokes or making fun of others' identities.
I see people for who they are, rather than how they look.

Friendship

I am a supportive and caring individual.
I listen to what my friends tell me and I don't gossip.
I do what is best for my friends even if it will upset them or make them mad at me.
I help my friends in times of need.
I tell my friends what I think even when it's hard

The Springfield Renaissance School, gr. 6-12
An Expeditionary Learning School

***Respect *Courage *Responsibility *Friendship *Cultural Sensitivity**
***Perseverance *Self-Discipline**

Dear Colleagues,

Last year I read an outstanding teacher's list of "Expectations, procedures, rules, quirks and policies", something she distributes to her students at the start of each school year. As a guide and a model for you, here's my list:

- **This is our school, something we are creating together. I expect you to treat it as something precious and fragile, to realize that it is a work in progress, and to be as patient and forgiving with others as you are committed to our kids.**
- **No surprises! If something is going wrong, if you make a mistake or do something stupid, let me know. I can't support/defend you if I don't know what is going on. This holds true for me- it is my job to make sure our calendar, processes, deadlines, and events are delivered to you clearly and consistently.**
- **You are just as responsible for solving problems as I am. While I may have more time for addressing systemic problems, but our school's health is a shared responsibility.**
- **Give as much of your attention to successes and things that do work as you do to what's not working. And let the people responsible for those successes hear from you.**
- **Be on time for everything. As a school I expect all of us to start and finish on time. If you are late you hold us all up. If you are late I will assume it is for a legitimate reason (until it becomes a pattern). When you are late you are responsible for whatever you missed.**
- **If you know you are going to miss a meeting or be absent for the day, you need to notify an administrator and make arrangements with your colleagues.**
- **I expect you to think for yourself, to actively participate in meetings and conversations, to speak up when you have something to say, and to understand that smart people can disagree respectfully and still work together closely.**
- **I expect you to know and follow the faculty and student handbooks, and to adhere to and enforce all school and district policies and deadlines.**
- **Like our students, I expect all of us to be nice, work hard and get smart. I believe we learn best by experience, and expect all of us to see success and failure as opportunities to learn.**
- **You have the right to question what we are doing and why. You do not have the right to disregard policies and procedures you don't agree with.**
- **I expect you to "think like a parent" when working and communicating with families. If you are not a parent, ask a colleague what it's like to get good news from out of the blue, or what it's like to get bad news long after you can do anything about it**

- **You should expect to be treated like a professional in every aspect of your work.**
- **This is a participatory democracy. The school depends upon teacher and staff leadership, and I expect each person to find one or more places where they contribute to the school community outside the classroom. Some of those places include SCDM, Pilot, Saturday School, team leaders, department chairs, co-curriculars, staff retreats, and presenting workshops.**
- **But there are decisions that do not belong to everyone. I will be as clear as I can be in letting you know when a decision is mine (discipline), when I am seeking consultation (teacher/staff hires), when it is a consensus decision (daily schedule), and when it is a 100% delegated decision (lesson planning).**
- **I expect teachers and staff to be prompt with grading. Assessment feedback is like fish-older than a couple of days and it goes right in the trash.**
- **It is polite, professional, and important to return phone calls and emails within one business day. Even if you have to call to make a time to speak, people need to know you intend to respond.**
- **When we are working with kids, we are working with kids. Independent or group work during class is not an opportunity to check email, grade papers, or run errands. It is a time to conference with kids, to check work quality, to sit in and listen, or to simply observe kids in the process of learning.**
- **I will treat you as an adult who is fully capable of making smart decisions about your health and well-being. I expect you to ask for help when you need it, and to offer it when you see a colleague in need.**
- **I expect people to speak directly to others when they are upset by others' behavior or decisions. We must model for our students how to resolve conflict with courage and respect, rather than mirror adolescent behavior. If you have a hard time doing this, you can turn to a trusted colleague, a team leader, a department chair, or an administrator.**
- **I expect all of us to own the entire building- hallways, cafeteria, auditorium, arrival and dismissal. Monitoring and holding students accountable for their behavior and language, picking up litter, and welcoming visitors are all manifestations of a school that pays attention to the small stuff.**
- **I expect all of us to use data frequently. Data for decisions, data for feedback to individual students, crews, and sections, data to evaluate effectiveness, and data to figure out what needs fixed and what needs celebrating**
- **Confidentiality is an ethical and professional responsibility. Please don't talk about kids and families in public spaces (hallways, front office, playing fields, etc…) or with other students and families present.**
- **Ask for help. No one on our staff is perfect, everyone feels overwhelmed at one point or another, and everyone makes mistakes. Trust your colleagues to be as helpful, forgiving, and supportive as you are.**

Steve

To promote the highest level of student learning, **high quality teaching** is at the center of all staff roles and responsibilities at The Springfield Renaissance School. To this end, the primary responsibility of teachers is delivering quality instruction on a daily basis and therefore, the

primary responsibility of leadership and support staff is to effectively manage the structures and systems that enable teachers to focus on teaching and learning each day.

All teachers and staff are responsible for understanding and enforcing school rules and expectations. In addition to the policies articulated in this faculty handbook, all teachers and staff are responsible for the policies in the Springfield Public Schools' code of conduct and the Springfield Renaissance School student and family handbook.

The language in this handbook does not replace formal job descriptions, but serves to articulate public expectations of shared work.

All school leaders, teachers, and support staff are committed to a staff culture of continual professional growth and improvement through reflection, goal setting, coaching and peer feedback. Timely, consistent, and respectful communication is a necessity for all members of the school community. Our performance norms for school staff reference the need for responsibility throughout all school systems, including attention to task analysis when planning new initiatives and when balancing multiple projects.

A1. TEACHER ROLES AND RESPONSIBILITIES

Each day…

- Teach four 60 to 67 min. classes
- Teach 30 min. crew classes three times a week and 60 min. crew classes twice a week
- Track and report attendance, tardies, uniforms, classroom management/detentions
  - Maintain accurate records for students' progress on learning targets and habits of work.
- Be an active presence in the hallway between every passing block to monitor student behavior
- Collaborate with grade-level team to monitor student progress and plan supports
- Respond in a timely fashion to phone calls/emails (24 hour target, especially to families)
- Provide clear directions to in-class support staff
- Ensure the delivery of accommodations and services called for in IEP plans and 504 plans
- Wear your school ID so that it is visible
- Use the sign out log when leaving the building, with or without students

Each week…

- Call/contact at least three to five families regarding student successes and challenges. All teachers maintain a phone log for contacts with families.
- Attend a minimum of two grade-level team meetings during planning time
- Host at least one after school session for students in need of support
- **Submit bi-weekly lesson plans for academic and crew teaching assignments to supervising administrator starting August 28th.**
- Participate in whole staff Professional Development/Culture Meetings (every Tuesday 3pm-4:05), including monthly Department Meetings, as planned on the school calendar.
- Maintain communication with Special Education teachers and support staff regarding curricular plans, instructional choices and individual student concerns

- Manage additional hallway or building duties, as assigned
- Develop bi-weekly reports in collaboration with Special Education personnel and guidance staff, as needed

Each trimester (OR QUARTER)…

- Develop assessment plans for all long-term learning targets
- Maintain records of daily lesson plans
- Prepare crew students for Student Led Family Conferences mid-trimester
- Teach a mini-course (intensive) at the end of trimesters one and two
- Display relevant and high quality student work in room/hallway
- Organize work (standard exercises and/or curricular materials) for students who are suspended
- Attend IEP meetings as needed, requested by grade-level team and Special Education staff
- Submit progress reports mid-trimester or mid-quarter (1 copy to counseling, alphabetical by crew)
- Submit "danger of not meeting the standards" reports two weeks before the end of each trimester (1 copy to counseling, alphabetical by crew)
- Submit report cards with trimester count of class absences/tardies at the end of each trimester (1 copy to counseling, alphabetical by grade)

Each year…

- Maintain a classroom space that adheres to school-wide classroom consistencies
- Use electronic gradebook as provided by school
- Write yearly course syllabi at the beginning of each course
- As resources and training allow, develop and maintain electronic resources for students and families (may include but not limited to web profile, course wiki, confidential gradebook, etc.)
- Collaborate with grade level team to support and plan learning expeditions
- Participate in summer Professional Development consistent with the SPS calendar or as sponsored by the school, including additional opportunities with Expeditionary Learning Schools
- Support department chairs and team leaders in management of curriculum maps
- Submit 3 emergency lesson plans to office in case of unexpected absences (not to replace planned absences – see below)
- Submit gradebook records to guidance at the end of each year
- Administer mid-year and final exams

Teacher Absences

- Substitute teacher coverage is to be handled by each teacher with support from team leaders and administration, as needed.
- In the case of no available substitute teachers, colleagues are expected to cover classes as requested by administration according to the per diem rate.
- Teachers will communicate as soon as possible with grade level teams and with administration regarding absences, and will leave plans to be implemented by the covering teachers.

Grade-level Team Meetings occur twice weekly and are part of the increased planning time built into teachers' daily schedules. This additional time (compared to other district schools) is for planning and preparing for essential student, staff and instructional needs and is facilitated by team leaders. Team meeting priorities are listed below. In the course of 5 weeks, each is addressed at least once:

- **Team Consistencies:** Team leader updates and announcements regarding any administrative or school-wide communication; team agreements for rituals, routines and procedures in classrooms and hallways to support positive culture and consistent practice
- **Student Needs:** Reviewing individual student needs for academic or behavior interventions
- **Learning Expeditions:** Planning/documenting expeditions or elements of expeditions, including curriculum, fieldwork, and culminating events
- **Curriculum Coordination:** Aligning assessment and project calendars to avoid heavy student workloads across classes; clarifying accommodation and modification needs for assessments, etc.
- **Instructional Focus:** Instructional support through looking at student and teacher work, paired with coaching from school instructional leaders or specialists

The following is the rhythm teams are expected to follow over the course of five weeks:

Team Meeting Time: Biweekly 8 times monthly; 5 Week Cycle

Team Meeting Needs:

- Expedition/Curriculum Planning, logistics
- LASW
- Responding to Interventions (RTI) and student support needs
- Updates on upcoming assessments, assignments, SPED, fieldwork, etc.
- Team culture, grade level meetings, etc.
- Team Leader updates (decisions, calendar)
- Family meetings
- Team Consistencies
- Data Analysis with ILs
- Inquiry into instructional practice (similar to APGs)
- Discipline follow-up with admin

Roles that rotate every 10 weeks

- Culture Keeper – keep team happy and healthy, check-ins, etc.
- Time Keeper – keep the meeting to NO more than 45 minutes each session
- Facilitator – send out notices and send out set agenda at least a day prior
- Note taker – send out notes within 48 hours of meeting

Possible Team Time Rotation

Week	Meeting 1	Meeting 2
Week 1	Expedition and Curriculum Planning – logistics, calendars, fieldwork, etc.	Student Academic Concerns and Interventions Data analysis with ILs – OR, etc.

		Making Plans for students/Interventions to support
Week 2	Team Leader Update Team Culture check-in and consistencies; Discipline updates with admin Family Meeting Time	Instructional Focus: Looking at Student work
Week 3	Instructional Focus: Curriculum planning/discussion – focus on assessments	Instructional Focus: Individual coaching and prep/expedition planning for teachers not being coached.
Week 4	Student Academic Concerns and Interventions Checking in on plans made week 1 Looking at data and creating plans for any new interventions/support for students	Team Leader Update Team Culture check-in and consistencies Discipline updates with admin
Week 5	Instructional Focus: Looking at Teacher Work	Agenda TBD based on need

What we consider good practice

- Peer Observation/Consultation
- Critical friend feedback (critique sessions)
- Involvement in co-curriculars (sports, student government, publications, dances, etc.)
- Wellness buddies

Appendix A1 includes procedures for sub coverage and team meeting cycle.

A2. ADMINISTRATIVE AND SUPPORT STAFF ROLES AND RESPONSIBILITIES
Because a teacher's critical work can only happen with the support of a whole school community, administrative and support staff roles are designed to maintain the focus on quality teaching and learning while servicing all students' needs. Administrative and support staff maintain predictable schedules as much as possible and offer support to teachers in an equitable manner.

Paraprofessionals are critical support for the classroom and hallways at the Springfield Renaissance School. Teachers must provide clear and direct language to paraprofessionals and their supervising Special Education teachers. Classroom teachers rely on paraprofessionals to

- Ensure the delivery of accommodations and services articulated in each child's IEP
- Monitor and address behavior expectations for all students
- Collaborate with the implementation of daily lessons, including flexible academic support for all students, as needed

- Adhere to a consistent schedule that is developed with Special Education teachers to provide essential services as needed
- Model quality professional behavior for all students
- Support positive and communicative staff culture
- Attend team meetings when scheduling allows

Special Education Teachers provide direct academic services to students as well as resource and planning support to classroom teachers. Special Education teachers work with classroom teachers to

- Ensure the delivery of accommodations and services articulated in each child's IEP
- Provide all grade level teachers, including elective teachers and crew leaders, copies of each student's IEP-At-A-Glance and if applicable, the Behavior Intervention Plan by the end of the first week of school. These documents include MCAS accommodations
- Complete the receipt of plan form and return to the ETL by September 10th
- Update students' IEPs-AT-A-Glance throughout the year as they are adapted
- Provide the building testing coordinator with the MCAS Accommodations Grid for their grade level
- Middle and high school Special Education Department Chairs provide Ms. Hayes and the guidance suite with binders of IEPs-At-A-Glance and the student services grid
- Write IEP progress reports for each trimester for both inclusion students and those receiving direct instruction from them at their grade level. They send one copy to families with the student's report card and a second copy is placed in the student's special education file
- Attend team meetings
- Monitor and address behavior expectations for all students
- Collaborate with the implementation of daily lessons, including flexible academic support for all students, as needed
- Supervise and support paraprofessionals with weekly check-ins to review documentation and inclusion student progression. Special Educators email Ms. Hayes, cc Dr. Mahoney and Mr. Mapua meeting date/time and specific student concerns, if applicable and sign off in notebook weekly meeting/documentation
- Have their after school help night hours posted in all grade level content rooms. If special education student is struggling and the difficulty is related to the student's disability, it may be necessary for after school help to be given by the supervising special education teacher for that grade. Recommendations for after school help with the special educator can come from the paraprofessional or the content teacher
- Offer direct academic services to students in the classroom and in pull-out groups, as needed
- Adhere to a consistent schedule to provide essential services as needed
- Model quality professional behavior for all students
- Support positive and communicative staff culture
- Maintain accurate and appropriate records for each student with special needs
- Monitor curriculum and advise teachers appropriately

ELL Teachers provide direct academic services to students as well as resource and planning support to classroom teachers. ELL teachers work with classroom teachers to

- Monitor and address student progress and goals according to ELL policies and guidelines
- Attend team meetings as schedules allow

- Monitor and address behavior expectations for all students
- Collaborate with the implementation of daily lessons, including flexible academic support for ELL students, as needed
- Supervise and support paraprofessionals in meeting the needs of ELL students
- Offer direct academic services to students in the classroom and in pull-out groups, as needed
- Adhere to a consistent schedule to provide essential services as needed
- Model quality professional behavior for all students
- Support positive and communicative staff culture
- Maintain accurate and appropriate records for each student with ELL services
- Monitor curriculum and advise teachers appropriately

The Parent and Family Facilitator helps to inform, engage, support and empower parents to affect students' success, by creating opportunities for ongoing communication, resulting in a more honest, personal and trusting partnership between school and home. Parent Facilitator work with all school staff

- Create and implement strategies to involve and engage stakeholders: family and community
- Coordinate initiatives with the school Parent-Teacher Association
- Assist parents in gaining knowledge, skill sets, and attitudes which will help them make decisions to promote positive change in their lives and in the lives of their children
- Help families to understand and support school policies
- Coordinate SPS home-school initiatives and consistent communication
- Manage the Bi-Weekly School Newsletter
- Support students and families effectively whose first language is not English, including through bilingual communication in conferences or in writing
- Provide solutions to problems and answers to parents' questions
- Respond to additional parent and family requests
- Assist in the implementation and development of the Teacher Home Visit Project and its data (when applicable)
- Coordinate community events like Honor Roll, Passage Celebrations, and Graduation
- Support a staff culture that is positive and promotes clear, open communication

Administrative Assistants

- Handle requests from families and students
- Manage phone messages and school mail
- Manage central office requests to teachers
- Manage the TLM/Payroll system
- Manage school supplies and inventory
- Collect and maintain student attendance on a schoolwide basis
- Manage and track school uniform violations
- Keep and maintain student records
- Relay staff requests for administrative support with student behavior
- Distribute and track job postings
- Collect and file teacher lesson plans
- Manage and track budget

- Manage work order and facility requests
- Manage keys
- Coordinate conference room use

Guidance counseling staff provides many of the needed structures for daily success at the Springfield Renaissance School. Classroom teachers rely on guidance counseling staff to

- Monitor and address behavior expectations for all students
- Support, coordinate, and deliver the developmental guidance curriculum (academic, social/emotional, college readiness)
- Adhere to a consistent schedule to provide essential services as needed
- Model quality professional behavior for all students
- Support positive and communicative staff culture
- Maintain accurate and up-to-date scheduling records for all students
- Communicate with all staff regarding schedule changes, program deadlines, and school-wide initiatives
- Coordinate and support standardized testing processes and programs
- Maintain accurate records of students' academic and behavioral progress: this includes mid-term and trimester reports and transcripts
- Provide appropriate academic and behavioral support services to individual students as needed, including academic interventions
- Provide resources for core classroom teachers as needed
- Determine student schedules and distribute this information in a clear and timely manner to all school staff
- Teach a minimal number of courses, as requested by the school principal to address academic program needs and the guidance curriculum (ex. intensives, quarterly courses)
- Support 504 plans and student assistance team (STAT)
- Develop college readiness programs for juniors and seniors: provide resources for junior and senior year crew teachers, organize family nights for college application support, build relationships with individual colleges around the country, and work with junior and senior crew teachers to monitors students' college application choices.

Magnet Resource teachers are critical support personnel for the implementation of the Expeditionary Learning Schools model through the Federal Magnet grant. Classroom teachers rely on guidance from Magnet Resource teachers to

- Monitor and address behavior expectations for all students
- Adhere to a consistent schedule to provide essential services as needed
- Model quality professional behavior for all students
- Support positive and communicative staff culture
- Support expedition planning (curriculum) and logistics (fieldwork, experts, products, culminating events)
- Complete reports for the Federal Magnet grant
- Support quality display of student work and school activities
- Coordinate Exhibition Night
- Support after school activities that promote family involvement
- Offer whole school, individual, and small group coaching equitably to all staff in targeted areas of professional development

- Assist with identification and procuring of classroom resources via the magnet grant
- Coordinate intensives and internships
- Develop and maintain community partnerships
- Teach a minimal number of courses, as requested by the school principal to address academic program needs
- Develop effective professional development in collaboration with school coaches, administrators and teachers

Instructional leaders are dedicated to excellence in teaching, and work with individuals and small groups of teachers throughout the year to support quality curriculum and instruction. Instructional leaders work with classroom teachers to

- Monitor and address behavior expectations for all students
- Adhere to a consistent schedule to provide essential services as needed
- Model quality professional behavior for all students
- Support positive and communicative staff culture
- Communicate with all staff regarding academic program offerings and initiatives
- Provide individual and group coaching for issues related to curriculum and instruction equitably to all teachers based on professional needs
- Develop effective professional development in collaboration with school coaches, administrators and teachers
- Provide appropriate academic support services to individual students as needed, including academic interventions
- Spearhead the use of data to prioritize instruction and goals (See Section E. Using Data for Student Growth)
- Support initiatives with SPS academic directors, as needed
- Maintain accurate records of academic programs as developed by department chairs, team leaders, and individual teachers (curriculum maps, expeditions, intensives, crew)
- Provide resources for core classroom teachers as needed
- Teach a minimal number of courses, as requested by the school principal to address academic program needs

School Administrators are the backbone upon which the good work of all school staff rests. In addition to overseeing all of the roles and responsibilities articulated thus far, all school staff members rely on school administrators to

- Monitor and address behavior expectations for all students
- Adhere to a consistent schedule to provide essential services as needed
- Model quality professional behavior for all students
- Support positive and communicative staff culture
- Maintain consistent communication school-wide
- Provide predictable supervision and evaluation of all staff using effective assessment for learning and assessment of learning strategies
- Provide individual and group coaching for issues related to curriculum and instruction equitably to all teachers based on professional needs
- Initiate new school-wide projects with attention to balanced workloads
- Develop, refine and adhere to school systems and structures aligned to school goals

- Support teachers' implementation of the school behavior management steps in alignment with the SPS code of conduct
- Cultivate and support community partnerships
- Align budget and resources to school needs
- Develop effective professional development in collaboration with school coaches, administrators and teachers
- Coordinate school and individual schedules as needed
- Do all of that other good, smart stuff that school leaders do

Testing Coordinator is a stipended position. Selected by the principal, he or she manages the following with the support of the administration:

- Coordination of testing dates with school calendar
- Communication of testing dates
- Design of testing logistics
- Training of test proctors
- Receipt and storage of testing materials
- Completion of all test reports
- Distribution of testing materials

Athletic Coaches are selected by the principal. They put academics before athletics (thus being late to practice due to teacher office hours is permitted, and in some cases encouraged). Coaches:

- Determine a team's roster based upon eligibility, skill level, and effort
- Prepare for and manage daily practices after school
- Prepare for and direct competitions
- Establish and enforce a clear set of expectations and team norms
- Ensure students treat the school's facilities and equipment with respect and care
- Distribute and collect team uniforms, equipment and gear
- Communicate with the administration and families re: schedule, expectations/norms, and discipline issues and decisions
- Ensure students leave for home safely
- Communicate with the SPS Athletic Director
- Communicate event results with the local media

Co-Curricular Advisors (ex. Model U.N.): Teachers and staff are strongly encouraged to support student co-curricular activities. Some clubs and activities are stipended through the SEA contract while others are done at the teacher's initiative. Advisors' responsibilities include the following:

- Establish and enforce a set of expectations and norms for the student members
- Provide supervision of students during meetings, events, and activities
- Coordinate meetings, events, and activities with the administration and the school's calendar
- Ensure students treat the school's facilities and equipment with respect and care
- Provide student members with late bus passes when needed
- Complete a written report of club activities and accomplishments at the end of the year
- Coordinate and supervise all fundraising activities
- Promote student initiative

Crew Coordinator The Crew Coordinator is responsible for the following:

- Coordinating the implementation of the crew curriculum
- Designing and distributing the Crew Binder
- Coaching teachers and staff in their roles as Crew teachers
- Coordinating all initiatives and projects involving crew
- Promoting the school's Community Commitment
- Coordinating crew assignments
- Supporting the Student Led Family Conference and Passage Portfolio process
- Supporting crews in group dynamics or social/emotional issues
- Coordinating the ongoing development of the school's crew program

Note: *Throughout this handbook, the common terminology of "instructional leaders" is used to reference any school personnel who might be involved in the support of instruction. This includes (but is not limited to) teacher leaders, school administration, and Expeditionary Learning Schools School Designers.*

A3. DISTRIBUTIVE LEADERSHIP

Teacher leadership positions allow us to accomplish the following:

1. Coordinate curricula
2. Coordinate school programs and schedules
3. Clarify thoughtful and responsive school policies
4. Support efficient and productive communication systems
5. Manage the school budget
6. Recruit and hire new teachers and staff

<u>Team Leaders</u>

- One teacher selected by each grade level team, one from electives and one from counseling
- Team Leaders meet on the 1st Tuesday and 3rd Friday of each month, 4:15-5:15pm and 3:15-4:15pm respectively
- Responsibilities include
    - Coordinating calendar
    - Keeping team committed to classroom consistencies
    - Facilitating team meetings
    - Coordinating section meetings
    - Communicating with counseling or admin for student needs
    - Distributing procedural information (grade reports, etc.)
    - Supporting substitute teachers on team

<u>Department Chairs</u>

- One teacher per department selected by the school principal, including electives
- Team meets on 3rd Tuesday of each month, 4:15-5:30 pm
- Responsibilities include:
    - Facilitating department meetings

- Coordinating with SPS directors
- Managing dept logistics (materials, supplies) and documentation (curriculum maps)
- Supporting curriculum and professional development

School Centered Decision-Making Team (SCDM)

- Elected by constituent groups for 1 and 2 year teams
- Team meets on the 2nd and 4th Tuesday of the month, 4:30-5:30 pm
- Responsibilities include discussing, evaluating, voting on, and reporting to staff and faculty issues related to
    - School policies
    - Handbook review
    - School Improvement Plan
    - Budget
    - Professional Development

Pilot School Design Team The school will complete its voluntary pilot school application this fall. The pilot process has been led by a team of teachers, staff, students and family members. Pilot meetings are open to all. A draft proposal will be completed by the team in September, and the faculty will review and vote on the proposal in October.

Administrative Team

- **Principal, Assistant Principals, Counseling Department Chair, and EL Supervisor**
- **Meets every day from 7-7:15 am, and on Fridays from 3:15 to 4:30 pm**
- **Administrative duties and responsibilities for the 2009-2010 school year are as**

A4. PERFORMANCE NORMS FOR SCHOOL STAFF

These actionable expectations for professional work at the Springfield Renaissance School are useful insofar as they are regularly referenced and reflected upon by school staff. These performance norms should be visible in meetings and openly discussed regularly.

Honor each other's schedules

Be respectful of time for established priorities so that our workload is balanced.

Establish and follow balanced agendas

Meeting facilitator makes written (email) request for agenda items three days prior to meeting. All suggested agenda items submitted one day prior to meeting. Agenda honored during meetings.

Share all voices

Facilitator provides opportunities in meetings for all voices to be heard.

Hold responsible conversations

Recognize the importance of conversations by allotting time and space for professional discussions, but limit extended conversations to attend to all demands. Honor confidentiality.

Be responsible for your own work
Meet established deadlines OR communicate to your colleagues in a timely manner the needs/challenges you're facing. Be able to clearly name your own roles and responsibilities.

Support one another
Check in on how we're doing on our own commitments frequently. Request opportunities for our own professional development.

B. SCHOOL SCHEDULE

The Springfield Renaissance School's schedule and structures promote academic rigor, intensive work in the four core academic areas (English language arts, social studies, science, and math) during each of the three middle and four high school years, high engagement, and a nurturing school culture.

A team of core-area teachers will work with a grade-level cohort of 100 students: an English language arts teacher, a social studies teacher, a science teacher, at least one math teacher, and a special education teacher. A team of electives teachers meet with that same cohort on a quarterly basis.

The schedule is organized to maximize the team members' use of their time and to provide flexibility when necessary for fieldwork, project time, and labs. Teams will also have common planning time.

Whenever possible, all **schedule changes** are communicated in writing, both by email and paper, at least one week in advance of the change. This includes expected changes for testing. Grade level teams have the autonomy to support fieldwork, expedition kick offs or other curricular needs and should adhere to the one week notice in communicating these changes to the administration and remaining faculty. Grade level team leaders and the electives department chair are the appropriate point persons for communication between all teachers and administration regarding schedule changes. The guidance office and the school principal or his designee determine the appropriate school-wide schedule changes and initiate communication as needed.

B1. Daily Class Schedule

Tues	Wed	Time		Mon	Thur	Fri	Time	
2	3	8:05-9:05	60	1	4	5	8:05-9:11	66

3	4	9:08-10:08 60	2	5	1 9:14-10:20 66
L/C Flex	L/C Flex	10:11-11:41 90		L/C	L/C L/C 10:20-11:20 60
4	5	11:44-12:44 60		3	2 11:23-12:30 67
5	1	12:47-1:47 60	4	3	12:33-1:40 67
1	2	1:50-2:50 60	5	4	1:43-2:50 67

Tuesday and Thursday extended crew/flex times should be used to develop longer crew lessons including support for student-led family conferences or passages, provide targeted academic support, give time for sustained silent reading, schedule regular class or community meetings, or develop senior college applications or senior talks.

Appendix B includes common alternative schedules, including daily schedules affected by late starts and early release, an extended crew schedule, and a schedule for final exams. The appendix also includes grade-level teacher schedules.

C. ACADEMIC PROGRAM

C1. PROGRAM OVERVIEW

Teachers develop curriculum to reflect the course descriptions that are included in the student and family handbook, and write yearly course syllabi accordingly. Academic program offerings are grounded in curriculum maps that are managed by department chairs and team leaders (see Section C6: Curriculum Maps) Teacher are responsible for knowing and understanding the entire academic program as outlined in the student and family handbook.

The Springfield Renaissance School's courses are arranged so that students are heterogeneously grouped to maximize the social construction of meaning in an academically rigorous environment. Course offerings reflect our commitment to interdisciplinary connections between courses, and teachers utilize common instructional practices to support students' learning (see Section C10: Instruction). Students practice new and developing skills through the workshop model of instruction, make real-world connections with our community through the use of experts and fieldwork, and are guided through curricular units that promote inquiry, rigor and engagement. Curricular units in all courses are structured through the frameworks of learning expeditions, investigations, and projects.

Collaboration is a central tenet of our approach to curriculum and instruction. For the 2009-2010 school year, the placement of teachers prioritizes curricular experience so that we can best develop our core programs. However, we maintain a commitment to looping with students, and intend to initiate a structured looping system in the fall of 2010.

This year, we begin implementing a crew looping system as follows: sixth through 8th grades, ninth through tenth grades, and eleventh through twelfth grades, which is a change from previous

programming. Crew teacher assignments for this year will be balanced between program fidelity and the needs of the class of 2010. School administrators will assign crew teacher placements accordingly.

In the high school years, our academic program offers more flexibility in the selection of electives courses so that students may select two quarters of foreign language or PE/Health.

Appendix C1 includes Sample Course Syllabi. These documents are maintained by individual classroom teachers for each of course offering.

C2. QUALITIES OF RENAISSANCE LEARNERS

The following qualities of learners are the over-arching goals for all students at Renaissance. While the goal for seniors is to demonstrate mastery of all of these, culminating in their graduation portfolio and passage presentation, students in middle school and 9th, 10th and 11th grades build capacity in these areas over time. Teachers use these qualities in shaping their curriculum and assessment plans, supporting students in understanding and developing these qualities in themselves.

They are the focus of student reflection on individual pieces of work and focus their portfolios

Inquiry and Investigation

- I use questions to help me shape my research.
- I actively seek out, synthesize and apply new information.
- I investigate a topic through a variety of sources, ideas and viewpoints.

Critical Thinking and Analysis

- I extract ideas from a variety of learning experiences (reading, group work, lecture, discussion, hands-on activities) and synthesize them into a new understanding of a topic.
- I independently understand, assess, synthesize and use information from different sources.
- I develop a comprehensive understanding of a text, experiment, concept or idea by looking at its parts or components

Creative Thinking and Expression

- I learn and apply a variety of means of creative expression to share ideas and information.
- I use expressive, creative and focused language in my communication that engages a specific audience.

Problem Solving and Invention

- I design and test solutions to problems.
- I find multiple ways to solve a problem and can share the strengths and weaknesses of different solutions.

Communication

- I organize and share my knowledge and ideas on a topic through speaking, writing or other means of communication.

- I demonstrate my understanding of things I learn, using appropriate tools, materials or language.
- I craft well-organized, articulate, compelling, and focused writing appropriate for a defined purpose and audience.

Craftsmanship and Quality
- I craft, refine and polish a piece of work until it is of meeting quality.
- I complete work with consistent care for organization, detail, and accuracy.

Habits of Work
- I come to class ready to learn
- I actively and respectfully participate in class
- I asses and revise my work
- I contribute to the success of group work

Appendix C2 includes reflection forms to guide students in qualities of learners.

C3. CURRICULUM MAPS

Classroom teachers adhere to the school curriculum maps and support the annual review and revision of these documents as facilitated by department chairs and team leaders.

The Springfield Renaissance School curriculum employs the Massachusetts Curriculum Frameworks to prepare all students for academic success. To ensure equitable attention to these state frameworks, academic departments manage and plan instruction from yearly curriculum maps. The *grade level department maps* identify the major topic areas within which standards are addressed, clarify the time frame, resources and primary assessments utilized within these topics, and provide potential guiding questions to promote cohesion of study. The *department overview maps* sequence the major topics for each grade level by trimester, list the long-term learning targets for each year's study, and highlight major performance assessments or culminating events that occur each year. The overview maps also include a survey of essential skills per department to promote an even distribution of opportunities for skills mastery. Department chairs manage the *grade level department maps* and the *department overview maps*.

Finally, grade level teams coordinate their planned sequencing of major topics. By the spring of 2010, each team leader uses the *grade level overview maps* to document these plans. This team mapping strengthens interdisciplinary connections within and outside of expeditions for each grade level. Team leaders manage the *grade level overview maps*.

The Springfield Renaissance School curriculum maps are living documents that reflect the rigorous academic plans developed to meet the needs of all students in mastering the Massachusetts Curriculum Frameworks. Throughout the year, departments and teams return to the maps to verify alignment with instruction. In the spring of each year, department chairs and team leaders facilitate a review of the school's curriculum maps. Any changes to these documents occur at this time or are otherwise verified by the school's instructional leaders.

Appendix C3 includes complete curriculum map templates, grade level department maps, department overview maps, and sample grade level overview maps.

C4. EXPEDITIONS

Classroom teachers lead in planning and delivering learning expeditions so that all students participate in at least two learning expeditions each year. **A learning expedition is an organizing tool for rich curriculum centered around in depth investigations into a topic and authentic learning.** Throughout our year's curriculum, we're dedicated to developing curriculum that is rigorous and engaging for students, providing regular opportunities for project-based learning. However, expeditions allow students to go beyond the classroom, connecting their learning to the real world through original research in the field, expert visitors as guides, and authentic audiences for culminating products. Throughout the year, students at The Springfield Renaissance School are challenged with engaging and relevant curriculum. At least twice a year, students experience this challenge through the framework of learning expeditions.

In classes that are not directly involved in a learning expedition, teachers continue to develop deep investigations, rich curriculum, and relevant applications of knowledge to address content standards.

Support for expedition design is provided by the Magnet Resource team, Expeditionary Learning School Designers, supported by the Magnet Implementation grant. Support includes release time or stipended time for planning throughout the school year and summer, facilitated team meetings, help with resources and community connections, and logistical support.

Expeditions are aligned to the school's curriculum maps (see Section C9). Teachers make explicit connections and partnership with community members, organizations, and experts. ***Add language here about who develops, overview of guidelines for changes or new expedition proposals, approval, etc. Detailed documents in appendix.***

NOTE: The following expedition plan overview is in rough draft only, and some expedition titles are "made up" by L. Agan to represent a distribution of content. Some expedition titles are marked with a question because L. Agan is unclear if these will continue or be developed – some concern over prioritization of content standards… Take these notes as an early draft only…to show what type of document we want. Steve will complete.

6th grade expeditions for 2009-2010

Title: *Natural Disasters - Asia*
Lead Courses: *Science & Social Studies*
Suggested Timing: *Fall or Spring*

Title: *Chocolate Trade - Africa*
Lead Courses: *Social Studies*
Suggested Timing: *Fall or Spring*

7th grade expeditions for 2009-2010

Title: *Human Body - Diseases*
Lead Courses: *Science & ELA*
Suggested Timing: *Spring*

Title: *Some ancient civ. connection*
Lead Courses: *Social Studies*
Suggested Timing: *Fall*

8th grade expeditions for 2009-2010

Title: *Native American History?*
Lead Courses: *Social Studies*
Suggested Timing: *Fall or Spring*

Title: *Mythbusters?*
Lead Courses: *Science*
Suggested Timing: *Fall or Spring*

9th grade expeditions for 2009-2010

Title: *Harlem Renaissance?*
Lead Courses: *ELA & Social Studies*
Suggested Timing: *Fall or Spring*

Title: *Watershed Ecology*
Lead Courses: *Science*
Suggested Timing: *Spring*

10th grade expeditions for 2009-2010

Title: *Shay's Rebellion?*
Lead Courses: *Social Studies*
Suggested Timing: *Fall or Spring*

Title: *Influenza?*
Lead Courses: *Science*
Suggested Timing: *Fall or Spring*

11th grade expeditions for 2009-2010

Title: *The Automotive Engine*
Lead Courses: *Science and Math?*
Suggested Timing: *Fall or Spring*

Title: *Triangle Shirtwaist Factory Fire?*
Lead Courses: *Social Studies*
Suggested Timing: *Fall or Spring*

12th grade expeditions for 2009-2010

Title: *Fission and Fusion*
Lead Courses: *Science*
Suggested Timing: *Fall or Spring*

Title: *A People's History of the U.S.*
Lead Courses: *Social Studies*
Suggested Timing: *Fall or Spring*

Appendix C4 includes Expedition Planning Templates, and a detailed Expedition Support Calendar. Participating teachers maintain records of Expedition plans for individual and whole-school use. This Appendix also has a listing of resources and contacts, maintained by the Magnet Resource Teachers with assistance from core classroom teachers, who might be able to offer expertise in support of expeditions.

C5. INSTRUCTION

The faculty and staff at The Springfield Renaissance School are united in a vision of quality curriculum and instruction to support all students in achieving personal and academic success. Attention to quality instruction ensures a professional culture rooted in continual growth. Common instructional practices can be found throughout our work with students in all courses.

A school-wide professional library is maintained in the faculty room for equitable access for all teachers, and staff members are encouraged to build a personal professional library and resource collection in reference to our common practices.

The school's efforts to monitor students' literacy and numeracy skills through a formative assessment cycle are outlined in Section E: Using Data for Student Growth. The literacy skills focus for each course is imbedded within the course learning targets.

Assessment for Learning Practices
Students are equal partners in assessment practices that support learning, known as assessment *for* learning or formative assessments. Teachers regularly employ the eight assessment *for* learning strategies in classroom instruction.

1. Provide a clear and understandable vision of the learning target.
2. Use examples of strong and weak work
3. Offer regular descriptive feedback.
4. Teach students to self assess and set goals.
5. Design lessons to focus on one aspect of quality at a time.
6. Teach students focused revision.
7. Engage students in self-reflection, and let them keep track of and share their learning.
8. Use assessment information to refine curriculum and guide instruction

Reference texts include:

- Classroom Assessment *for* Student Learning: Doing it Right – Using it Well by Stiggins et. al.

Assessment of Learning Practices
The Springfield Renaissance School practices proficiency-based or standards-based grading, in which students' progress towards assessable learning targets are the sole criteria for academic success. Students' Habits of Work are graded separately from academic work (see Section D: Grading Guide).
Teachers provide numerous and varied opportunities for students to show mastery of learning targets, including a balanced use of assessment methods with particular emphasis on performance assessments.

Reference texts include:

- Classroom Assessment *for* Student Learning: Doing it Right – Using it Well by Stiggins et. al.
- A Repair Kit for Grading: 15 Fixes for Broken Grades by O'Connor

Student Collaboration
Most course offerings at the Springfield Renaissance School are composed of students that are **mixed heterogeneously** by academic success. Classrooms are set up to maximize the social construction of meaning, so classroom teachers regularly utilize **flexible groupings** and train students in the use of common **protocols** to ensure equity of participation.

Lesson Design
The **workshop model** of instruction is an organizing tool for daily lesson plans that is utilized throughout our school. This framework necessitates intentional mini-lessons focused on skill development for all students. The workshop model is critical in our school-wide commitment to embedded literacy across content areas and students' development as readers, writers and speakers.

Teachers provide numerous opportunities for **differentiation** in the design of curriculum and daily lessons.
Reference texts include:

- How to Differentiate Instruction in Mixed-Ability Classrooms by Tomlinson.

Using Film for Instruction
Film is used in classes at Renaissance primarily to supplement text by providing students with a visual or alternative perspective or an entry point into a topic. Teachers are strongly encouraged to utilize excerpts following the 10 and 2 rule, with 10 minute excerpts, immediately followed by 2 or more minutes of discussion, analysis and processing time.

There are rare occurrences when a full length film is most effective to illustrate key ideas in a course. In these cases, teachers must notify their supervising administrator of their plans at least one day in advance. Permission from home is required for full length films with a rating above students' age group.

Appendix C5 includes a listing of the assessment *for* learning strategies, a listing of common protocols for student collaboration, and planning templates for the workshop model.

C6. HONORS CREDIT

All 7th through 10th grade science, math, ELA, and social studies courses include an honors option within heterogeneous classes. Students in grades 7-10 who wish to take on more rigorous and sophisticated work may do so within the honors program by engaging in curriculum projects (see below) that are administered and graded by the content-area teacher. Students whose work meets the standard are given honors designation for that content area on their transcript, for which the district "bumps" their GPA by 0.33 points. The course grade reported on the SRS report card is not increased. However, an honors status report is sent home by the Honors Coordinator early in the 2nd and 3rd trimester, and the end of year report card includes the grade earned on the honors project(s). Certain college courses may also earn a student honors credit if they meet the rigor and criteria of other honors offerings and are approved by the Honors Coordinator.

Department chairs, with the support of teachers, develop these honors curriculum projects, following the curriculum project requirements and submitting final plans to the Honors Coordinator for approval.

The Honors Coordinator offers support to content-area teachers and students through written reminders of any deadlines or opportunities within the honors program. The Honors Coordinator also supports project development and assessment through feedback to department chairs and teachers and on-going check-ins with teams. S/he monitors the effectiveness of the honors program and facilitates communication regarding any concerns as needed.

Honors Curriculum Projects are developed by department chairs with the support of content-area teachers and feedback from the Honors Coordinator. All honors projects must align with the

course curriculum, derived from state standards. Two formats are acceptable: one year-long curriculum project may be offered for a grade-level course, with the expectation that a significant amount of assessed work will happen required during each trimester. The other choice is to offer three separate honors projects, one to be completed per trimester. The honors curriculum projects must contain a research component, utilizing primary source documents and experts whenever possible, and a product/presentation component (term paper, speech delivered to an authentic audience, science project, etc.) All honors projects must have a substantial written component. The work on honors projects is to be completed outside of class, and some type of field work (site visits, expert interviews, data collection, etc.) should be required for successful completion. Students will be required to meet regularly with the honors coordinator, including at least one session per trimester scheduled during Saturday school.

Students earn honors designation after successful completion of the approved curriculum project(s) in a given year. All honors curriculum projects must be completed by individual students; group work is not an option. The primary responsibility for assessing honors projects rests with the course teacher, but honors credit will be awarded based on the approval of the teacher, department chair, and honors coordinator.

College Course Participation Students who successfully complete applicable college courses will receive honors designation on their transcript. College courses may replace core classes with the written approval of the principal.

Eligibility These are the general standards for eligibility, but the ultimate decision lies with the Honors Program Coordinator.

- For all Renaissance and in-state transfer students
  i. All academic grades in the honors area are a 3 or above on the most recent report card
  ii. Teacher recommendation in area of Honors
  iii. HOW grades from the most recent report card are 3 or higher
  iv. Waivers:
- Out of state transfer students
  i. Prior and current academic status
  ii. Teacher recommendations/portfolio review/transcript reflecting academic excellence in the area of Honors (may be an A in the area of Honors from previous school).
  iii. Special circumstances will be considered by content-area teachers

Application Process Students applying for participation in the honors program for each course must signify their interest to each content-area teacher by the end of September each school year. At this time, each content-area teacher submits the names of these students to the Honors Coordinator who will monitor these students' completion of the honors program and academic success for the remainder of the year.

Students who wish to apply for a waiver should be referred to the Honors Program Coordinator.

Probation Honors students may be placed on probation for any of the following reasons: lack of academic success in regular coursework, poor habits of work grades for regular coursework, or not making progress toward completing all honors program components. Additionally, students

caught cheating (including plagiarism) in any course will be removed immediately from any and all honors programs.

All Honors Program students will submit a copy of their progress reports and trimester report cards to the Honors Program Coordinator within 2 weeks of posting. Students must not carry any learning target or habit of work grade lower than "3" in any class within an Honors area. If the grade is lower than "3", the student will be placed on probation for one trimester at which time the grade must be raised, or the Honors designation will be lost for the year. Students must also meet all program component requirements and will be assessed for progress towards that end on a trimester basis with their progress reports and report cards. At the beginning of each 7th, 8th, 9th and 10th grade year, students may apply to the Honor's Program.

Appendix C6 includes sample honors curriculum projects.

C7. CREW

Crew is a required daily course offering for all students of the Springfield Renaissance School. In order to deepen relationships and best support individual students, crew teachers stay with their crew groups from grades 6-8 and 9-12. They support students towards mastery of all crew learning targets and ensure that crew time is productive, follows the crew curriculum and addresses the needs of the crew program. In crew each year, building in complexity and challenge, students reflect on and uphold the Community Commitment, reflect on their academic learning and make goals for growth.

Crew Sessions Include

- Daily structured meetings, using the crew curriculum provided by the crew coordinator
- Use of the following crew practices: circle, daily readings, fitness, team-building, academic organization and preparation.
- Weekly crew check-ins to monitor common concerns about school-wide issues.
- Strategic planning to support students in preparation for Student-led Family Conferences, including support for students' portfolios
- One service project per year
- 100% student completion of Student-led Family Conferences each trimester
- Gradual release of responsibility for increased student leadership as students demonstrate adherence to crew practices
- Tracking and monitoring the academic and personal growth of each child, as needed. *(Include bi-weekly student generated progress-reports here?)*
- Crew leaders initiate communication with family and classroom teachers regularly.

In addition, 8th and 10th grade crew teachers support:

- 100% passage portfolio completion (see Section C4: 8th and 10th Grade Passages and Senior Talks)

In addition, Junior crew teachers support:

- 100% participation in the college-bound program with intensive support from the Guidance

Counseling staff
- 100% completion of Junior Internship, including written reflection for portfolio submission (see Section C9: Junior Internships)

In addition, Senior crew teachers support:
- 100% completion of college-bound program with intensive support from the Guidance Counseling staff (applications, essays, financial aid applications, etc.)
- 100% completion of Senior Talk written self-reflection and presentation with some resource support from the 12th grade ELA teacher and school instructional leaders. (see Section C4: 8th and 10th Grade Passages and Senior Talks)
- *Include language about an optional Senior Expedition here?*

Appendix C7 includes sample crew lesson plans and crew resources, including initiatives and readings, suggested annual sequencing, and other resources from the 2008-2009 "crew binder." Materials supporting Student-led Family Conferences and Passages are included as appendices to the following sections.

C8. STUDENT-LED FAMILY CONFERENCES

Student-led family conferences happen three times a year, occurring in the middle of each trimester. They are run entirely by students with support from crew leaders. The goal of these conferences is for students to take ownership of their learning by reflecting on and assessing their progress in the trimester and setting S.M.A.R.T. goals for growth. Students gain increasing independence in conference preparation and design as experience and readiness allow. Over the course of each trimester in crew, students collect pieces from a variety of disciplines that demonstrate proficiency on or progress towards learning targets. In conferences, students use these assessments, projects, other class work and progress reports as evidence to reflect on their progress and needs going forward.

Appendix C8 includes planning guides to support students in Student-Led Family Conferences (scheduling conferences, preparation timeline, consequences and problem-solving around family/student noncompliance) and student planning guide includes SMART goals.

C9. 8TH AND 10TH PASSAGES AND SENIOR TALK

In lieu of Student-Led Family Conferences during the third trimester, 8th and 10th grade students participate in passage presentations to signify increased responsibility and readiness for the challenges of the next grade level. Seniors deliver public presentations of their Senior Talks throughout the year, *and some may elect to take on the challenge of a Senior Expedition*.

Therefore, 8th, 10th and Senior crew teachers work with students to prepare for these culminating presentations of learning, signifying a time of personal and academic passage.

8th and 10th Grade Crew teachers

- Collaborate with the Crew Coordinator to organize and coordinate event logistics (including meeting time and space, participating community members, invitations, etc.)
- Support students' reflective essay writing
- Support students' resume development, as needed
- Hold students accountable for completion of all components of the passage presentation or senior talk as articulated in school-wide rubrics (see Appendix C4)
- Schedule adequate presentation practice for all students
- Lead the scoring of passage presentations (including clarifying the role of panel members)

Appendix C9 includes the guidelines, scoring rubrics and other supporting materials (including timeline and calendar, attention to post-graduate plans and college readiness) for 8th and 10th grade passages and Senior Talk.

C10. JUNIOR INTERNSHIPS

Throughout their junior year, ***all students*** develop and implement a community-based internship, which may occur during fall or spring intensives, span several weeks or a complete trimester. The timing of internships will be determined on an individual basis by students' schedules and needs and specific site needs and constraints.

The primary purpose of this field experience is to prepare students for future success in career pursuits, but the benefits extend to academic endeavors, citizenship efforts and more. The process, from securing a site to presenting key findings from the experience, bridges the gap between school and community, builds students' practical work skills and supports them in thinking critically about career options and their implications.

During extended crew sessions beginning at the end of sophomore year or in the fall of junior year (***beginning at end of 10th, immediately following passages enables internship coordinators and students to begin site search over the summer)***, students follow the internship steps outlined in the Junior Internship Guide with the support of their crew leader and internship coordinators. Students begin with interest inventories and skill analyses to focus this career exploration. Then through a series of informational sessions with local experts in various fields, Hot Jobs Cool People (description in the guide in appendix), students narrow their focus and begin the internship development. Students are supported in identifying and securing a site, solidifying a mentor, planning and documenting their time on site and writing an essay about their experience to present to their crew, crew leaders and families during crew and the last student-led family conferences. Some may also be invited to have a table/booth at exhibition night to share their learning and reflections.

Internships may garner academic credit in the future.

Internship coordinators identify possible sites for student placement in advance and ensure the Internship Guide is complete and provides up to date materials and information. Crew leaders use this Guide to support effective internships for all students. Coordinators communicate with and respond to needs of crew leaders throughout the process. Crew leaders collaborate with the

internship coordinators and use the Internship Guide to shepherd all students through this process. Crew leaders also support students in tracking and documenting their progress and needs to make the experience a success.

Appendix C10 includes the Junior Internship Guide.

C11. INTENSIVES

All teachers support a fall and spring intensive. This may mean staffing an existing support intensive or elective intensive, or it may mean developing and staffing additional elective intensive offerings.

Intensives are courses lasting for 5 full school days, which are offered 2 to 4 weeks after the close of the first and second trimesters. These "mini-courses" are short, intense opportunities for students to immerse themselves in a variety of learning experiences. Students either receive targeted academic support (support intensives) or participate in an in-depth study of a special topic (elective intensives). All expectations for school-wide behavior and decorum apply throughout all intensive offerings.

Support Intensives are offered in the fall and spring intensive sessions. Participation is determined by teacher referral and may take into account self-selection by students. Support intensives are not optional for students at risk of failing, and may be required for students whose Habits of Work are not in good standing, juniors in need of support for Junior Internship, or seniors in need of support for college applications or Senior Talks, and include:

- Math Support (staffed by Special Education or Math teachers)
- Reading and/or Writing Support (staffed by Special Education or ELA teachers)
- English Language Support (staffed by ELL teachers)
- Junior Seminar/Internship (for internship preparation and placement)
- Senior Seminar (for college applications and reflection: Senior Exhibition)

Elective Intensives may be offered in either the fall or spring intensive sessions. Participation is determined by self-selection by students who are not at risk of failing, whose Habits of Work are in good standing, and through communication by crew leaders. Elective Intensives may include (but are not limited to):

- an applied mathematical or scientific investigation
- a study of a major author
- a model U.N. topic
- an intensive adventure/fitness experience
- a fine arts immersion
- a foreign language immersion

Development of Intensives
All teachers are expected to offer an intensive, though departments may prioritize teacher assignments to a support intensive as is fitting of their area of expertise (i.e. ELL teacher to offer

English Language Support Intensive). Support intensives may include the opportunity for students to receive credit for one or more trimester leaning targets.

Teachers offering elective intensives are encouraged to repeat successful mini-courses from past years. Completed elective intensive proposals should adhere to all requirements articulated on the Intensive Proposal Form (see appendix).

Student Selection Process
Those students whose Habits of Work are strong (mostly 3's and 4's) will be able to select their intensives, while those students who have low Learning Targets and/or Habits of Work scores will be assigned a support intensive by teachers and staff. Each grade level team will identify students whose LT and HoW grades are all 3 or better. These students will be able to self-select an elective intensive with the completion of a selection form used to record their top three choices for an intensive (see yearly schedule below). Students may only choose an intensive listed for her/his grade or division or listed for "all students."

Team leaders are responsible for entering teacher recommendation for support intensives on a dedicated computer in the counseling office. Crew teachers are then responsible for entering student choices into this system.

In some cases student's marks on the Intensives Learning Targets will be counted in the grades for one or more core classes. All students will be asked to give written feedback on the last day of Intensives.

Appendix C11 includes many supporting documents for this program:
- Sample daily schedules for intensive week
- Annual schedule for intensive development, communication and implementation.
- A listing of elective intensive course offerings from previous years, which will be used as the basis for the 09/10 intensives proposal process
- Referral forms for students who will be placed in support intensives
- An intensive proposal form for teacher development of new intensives
- Intensive selection forms
- Feedback forms
- Draft syllabi for all support intensives
- A listing of resources and contacts, to be maintained by the Magnet Resource Teachers with assistance from core classroom teachers, who might be able to offer expertise for intensives.

C12. ACADEMIC INTERVENTIONS AND SUPPORT

The primary structure for academic intervention and support at the Springfield Renaissance School is quality instruction in all classes. (See Section C13: Instruction) Quality academic support attends to the needs of all learners, whether they are struggling or ready for enrichment.

Furthermore, a long-term goal of the school is to sustain a focused professional culture that uses a teaching-learning inquiry cycle in which staff members collaboratively reflect on student work

in order to consider common instructional responses. See Section E: Using Data for Student Growth and Section J: Professional Development for more details.

At the beginning of the year, teams look at data (including but not limited to baseline skill assessments, attendance from year before, final exams, course grades, habits of work, test scores, etc) with an eye towards patterns. These data, along with ongoing interim assessment information, help the team identify students early on to recommend for voluntary inclusion in the academic intervention and support structures listed below. Throughout the school year, student intervention needs are further identified and supported through ongoing interim assessment data, bi-weekly progress report and student needs analyses in team meetings, communication between crew leaders and classroom teachers and

- A. STRUCTURES FOR ACADEMIC INTERVENTIONS

During the 2009-2010 school year the counseling department and administrators will oversee the use of the following resources as sources for academic and behavioral intervention:

- GEAR UP Coordinators and Tutors
- 180 Days in Springfield clinical teaching interns
- Springfield and Smith College counseling interns
- Springfield College teaching practicum students
- Twice weekly extended crew time

Teacher Office Hours: Each teacher establishes at least one after school session (3-4 pm) on Mondays, Wednesdays, and Thursdays. During these after school office hours (which are posted on the school web site and on course syllabi) he or she can work with students in small groups or individually to address learning issues, work on revisions, or conference on class related issues. During office hours teachers should keep an attendance log. Teachers receive from the main office a month's supply of late bus passes and sign and distribute them to students at the end of each session. **Teams are expected to coordinate office hours so that at least one teacher on the team has office hours on each late day.**

Extended Crew Time: The school utilizes extended crew time two days per week to support all learners, using interim assessment information to determine which students need remediation, which students would benefit from general support in crew and which students need extension opportunities. Those students in need of remediation can use this extended crew time to meet in tutoring groups based on their particular level of need. In addition, crew teachers should conference with each student at least once every two weeks to review the bi-weekly student reports. These reports are the responsibility of the student, from completing the form to the best of their ability vis a vis accuracy to reviewing with their families and returning a signed copy to crew the very next day.

Homework Center: GEAR UP staff host an after school drop-in Homework Center, which students can use as a study hall for individual and small group work. Tutors are available for individual support. The Homework Center is located in the library and is open on Mondays, Wednesdays and Thursdays.

In-School Tutors and Mentors: The school hosts a variety of interns, pre-practicum students, and tutors. As part of their work at the school these college and university students are assigned individual students or small student groups, with whom they work on academic, organizational, or attitudinal issues. Students are identified based upon past performance or teacher/staff recommendation. These tutoring/mentoring sessions happen 1-3 times per week, and are scheduled based upon what works best for the student and the mentor/tutor.

Saturday School: Saturday School offers two types of academic support. For those students who need a place to work quietly there is a supervised study hall in the cafeteria or library. There are also mini-courses designed to help students with specific academic content (college essay writing workshop, MCAS or SAT prep) or academic skills (note-taking, text-coding, organization, web searches, vocabulary, math facts, etc). Teachers are encouraged to recommend students for specific mini-courses as they are developed. Mini-course teachers are expected to share with students' core teachers the work kids have done on Saturdays. Study hall teachers and staff are paid for two hours of teaching, while the mini-course teachers are paid for two hours of teaching and one hour of preparation and assessment. There is a Saturday School Coordinator.

GEAR UP
This discretionary grant program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students. All SRS students become eligible for GEAR UP once they enter the 7th grade.
Visit http://www.ed.gov/programs/gearup/index.html for more info.

Student-Led Family Conferences (SLFCs)
Through SLFCs, students, teachers, and family representatives clarify and report student support needs. (See Section C3: Student-Led Family Conferences)

Support Intensives
Support Intensives are designed for students at risk of not meeting learning targets or with inadequate or inconsistent habits of work. Some students may self-select support intensives to meet an identified need, while those at risk of failing targets may be placed by teachers. (See Section C9: Intensives)

Failure Notices
Two weeks before the end of the marking period teachers are expected to complete a form that informs students and families they are in danger of failing the course for that marking period or for the entire course, whichever is more appropriate. These notices are due to the Counseling Office two weeks (10 school days) prior to the end of the marking period.

- B: STUDENTS WITH SPECIAL NEEDS

What do support services for students with special needs look like at The Springfield Renaissance School?

The intent of The Springfield Renaissance School is to follow both the letter and the spirit of Section 504 of the Rehabilitation Act and IDEA (Individuals with Disabilities Education Act). We will always strive to provide a free appropriate public education in the least restrictive setting possible for every student who comes to us.

Our intent to provide services in the least restrictive setting includes a commitment to providing all students who qualify for Special Education services appropriate supports for their specific needs.

The unique nature of our school's curriculum, including the organization of learning expeditions at all grade levels and in all subjects, necessitates attention to all students' involvement in core academic classes through a model of inclusion. Furthermore, the high quality instruction that all classroom teachers provide encourages a Special Education policy that holds classroom inclusion as a desirable goal for all students. Core classroom teachers and Special Education teachers work in concert to ensure that all students are provided with appropriate supports for their specific needs. All students participate fully in heterogeneous crew advisory groups.

How do teachers use learning targets to provide accommodations and modifications for students with special needs?

When a teacher provides *accommodations*, the student is responsible for mastery of the assigned learning target and is provided with appropriate supports to achieve mastery. These supports are determined by the student's IEP (Individual Education Plan) or 504 Plan and may include (but are not limited to) extended time, additional resources, technological aids, or modified assessments.

When a teacher provides *modifications*, the student is responsible for the mastery of an *altered* learning target that has been modified by the teacher to ensure the student's success as specified by the student's IEP or 504 Plan.

How will students with special needs be beneficially integrated in core academic classes?

In accordance with each student's IEP or 504 Plan, core classroom teachers and Special Education teachers provide a variety of in-class and out-of-class interventions. These interventions include (but are not limited to): "push-in" support, "pull-out" support, pre-teaching content, pre-teaching reading skills, and pre-teaching instructional formats that are needed for mastery of the course learning target(s).

Special Education teachers will coordinate students' schedules and their own so that "push-in" support allows students with similar needs in the same grade level to have similar schedules. This is akin to a "pull-out program" but still within the mainstream classroom structure. Following the intent of a "least restrictive setting," a model of inclusion and "push-in" support is a desirable goal for all students as it meets their needs articulated in each IEP or 504 Plan.

The Springfield Renaissance School will adhere to all legal requirements for the discipline of students with special needs. In addition to the structures in place to support students with special needs, the instructional strategies and curriculum design honor multiple learning styles and provide opportunities for small group instruction during class time.

Core classroom teachers

- Know each child's IEP or 504 Plan at the start of the school year.
- Provide appropriate supports for each student with the advice and partnership of the Special Education department.
- Communicate with Special Education teachers in a timely manner regarding curriculum plans. Teachers are encouraged to use learning targets as the primary mode of this communication.
- Communicate with paraprofessionals their expectations and interventions needed to meet the needs of the special education students.
- Use team meeting time on a rotating basis to discuss implementation of services for special education students. During team meeting time, special education teachers are notified regarding the attendance and delivery of services by the paraprofessionals to ensure that student needs are being met

Special Education teachers

- Complement the core classroom teacher's curriculum by providing additional accommodations or modifications as specified by the child's IEP or 504 plan.
- Advise core classroom teachers regarding appropriate accommodations or modifications. In some cases, these accommodations will include "pull-out" services where the student is supported in a small group setting. Where these services act as accommodations, every effort is made to support students in mastery of the course learning targets. Where these services act as modifications, teachers may develop altered learning targets for students.
- Support the implementation of said accommodations or modifications in the classroom or other settings, as specified by the students' IEPs, notifying teachers of and implementing changes as they are adapted
- Adapt IEPs according to special education policies to ensure they accurate reflect student needs
- Collaborate with the implementation of daily lessons, including flexible academic support for special education students, as needed
- Attend their grade level team meetings
- Supervisors and support paraprofessionals in meeting the needs of all special education students with regular check-ins
- Monitor and address student progress and goals according to special education policies and guidelines
- Monitor and address behavior expectations for all students
- Offer direct academic services to students in the classroom and in pull-out groups, as needed
- Adhere to a consistent schedule to provide essential services as needed
- Model quality professional behavior for all students
- The Springfield Renaissance School's 504 Officer facilitates each classroom teacher's familiarity with each student's 504 plan by providing copies of all appropriate documentation in a timely manner.

Paraprofessional educators

- Provide accommodations and modifications for students with special needs as advised by the Special Education and core classroom teachers.
- Maintain a schedule to support students with special needs as requested by the Special Education and core classroom teachers.
- Have weekly check-ins with supervising Special Education teacher to review documentation and inclusion student progression.

Counseling and BIPs

Counseling staff complete Formative Benchmark Assessments and develop Behavior Intervention Plans as needed. Counseling staff provides a copy of each plan to every content teacher and the special educator, if necessary. If the student has an IEP, the BIP shall be attached to the IEP.

IEP Meetings

1. ALL content area teachers fill out and turn in Teacher Observation Summary for all annual review meetings two days prior to the meeting
2. By September 15, all special education teachers provide the ETL with a list of content teacher names for each student with an IEP. The content teacher who will attend the IEP meeting will be chosen by the ETL based the student's identified disability.
3. ALL content area teachers fill out BOTH Part A and Part B of the Educational Assessment for all initial eligibility or re-evaluation meetings two days prior to the meeting date.
4. By law, one general education teacher and one special education teacher will attend all IEP meetings. Additional teachers may be needed to address specific needs, but the information provided on Teacher Observation Summaries should be sufficient to write goals and provide current academic progress.

- C: ENGLISH LANGUAGE LEARNERS

The Springfield Renaissance School welcomes English Language Learners! Students who do not speak English proficiently are provided with the tools and support they need to participate fully in the school's educational program. Assisted learning techniques are infused into the curriculum throughout the school. Furthermore, the hands-on, experiential nature of the Expeditionary Learning Schools model, including the framework of learning expeditions, supports and engages all students. ELL students receive regular assessments and are held to the same high expectations as all Renaissance students. During the school year, family contact is frequent and involvement encouraged, and all teaching staff members utilize instructional strategies in line with best teaching practices. The ELL teacher coordinates support for ELL students, and is the primary point of contact for relevant communication.

Students entering the Springfield school system will be given the MELA-O and the MEPA to determine their proficiency level. Once a student is enrolled at Renaissance, s/he will also complete the SLOSSONS exam and other relevant language tests to determine the appropriate support services for the student's language level.

ELL students at the beginning level

- Receive both push-in and pull-out services from a certified ELL teacher
- The primary purpose of pull-out services is focus on reading comprehension and literacy.
- Develop basic vocabulary fluency by "pushing in" to core classes with ELL teacher support to encourage everyday vocabulary and conversation skills
- Focus on basic vocabulary fluency
- Are offered during and after-school remediation

ELL Students at intermediate and advanced levels

- Receive both push-in and pull-out services from a certified ELL teacher
- The primary purpose of pull-out services is a "check-in" for academic needs
- Focus on academic content area fluencies
- Are offered during and after-school remediation

ELL Teacher Responsibilities

The primary responsibility of the ELL teacher is to support the gradual release of responsibility as students develop language proficiency, including the independent use of key resources to support continued development.

- Utilizes curricular materials that are provided by content area teachers to emphasize rich content vocabulary and language.
- Provides accommodations to ELL students as needed, including breaking down larger assignments, offering additional resources and alternate texts, and extending time deadlines.
- Documents students' growth in language acquisition, uses this documentation to revise onsite supports through the ELL program, and submits the appropriate documentation to the Springfield school district in order to transfer a student from one level to the next.
- Monitors the concerns of core classroom teachers for any ELL students who have "pushed in" to classes.
- Maintains a current library of English dictionaries for non-native English speakers and informs all staff regarding the use of these resources.
- Provides, whenever possible, resources regarding the cultural background of all non-native English speakers to classroom teachers.
- Coordinates structured meetings with teaching teams at the start of each year to review student needs and curricular supports.

Additional Structures for ELL Support *(initial drafts by Lissette)*

- *Sample teacher's schedule*
- *Draft ELL Support Intensives*
- *Common reading programs*
- *Structured math support*

Appendix C12 includes appropriate academic interventions referral forms.

C12. CREDIT

What does it means to pass a course at TSRS?
Course credit is determined through an analysis of a student's trimester grades, which are determined through each trimester's long-term learning targets grades. In order to pass, the final score of a student's combined long-term learning targets per trimester must be a ***2.1*** or higher.

Teachers use the grading software that is supplied and supported by school staff. Within this reporting tool, teachers have the discretion to weight learning targets and/or trimesters more heavily, and must clearly communicate these decisions at the beginning of the year. Teachers are encouraged to discuss concerns or questions regarding standards-based grading with peers and support staff: team leaders, department chairs, guidance staff, instructional leaders, and school administrators.

Our expectation is that all students will meet each and every long-term learning target at or above the ***"approaching target" level (2.1).*** This does NOT mean that a student has to pass each and every assessment. It does mean that a student has to pass at least one assessment (and sometimes more) of each and every long-term learning target.

Attendance
Springfield Public Schools has an attendance policy that withholds credit for students who have missed 14 or more days of school, unexcused (prorated for elective classes). For those students, teachers submit an NC; students may appeal NC determination via the administration.

Diploma Requirements
SPS diploma requirements for **classes of 2101, 2011, and 2012:**
High School Curriculum
• 4 credits of English*
• 4 credits of Math
• 4 credits of Science (In both Science and Social Studies/Social Sciences the first 3 credits are required courses and the 4th credit is elective)
• 4 credits of Social Studies/Social Sciences (In both Science and Social Studies/Social Science the first 3 credits are required courses and the 4th credit is elective)
• 3 credits of Foreign Language (two consecutive years of the same F.L. is required)**
• 1 credit of Fine Arts
• 2 credits of Physical Education
• .5 credit of Health

SPS diploma requirements for the **classes of 2013 and beyond:**
• 4 credits of English*
• 4 credits of Math
• 4 credits of Science (In both Science and Social Studies/Social Sciences the first 3 credits are required courses and the 4th credit is elective)

• 4 credits of Social Studies/Social Sciences (In both Science and Social Studies/Social Science the first 3 credits are required courses and the 4th credit is elective)
• 4 credits of Foreign Language (two consecutive years of the same F.L. is required)**
• 1 credit of Fine Arts
• 1 credit of Technology (.5 for Applications of Technology I and .5 for II)
• 2 credits of Physical Education
• .5 credit of Health

C13. RETENTION

The school adheres to all Springfield Public School policies regarding retention. Middle School students must pass ELA, mathematics, social studies and science in order to move on to the next grade. (Remember, at our school a passing grade is a Learning Target average of 2.1 or better.) High school students must pass ELA and mathematics, and have a combined credit total of:

9tth → 10th	5 credits
10th → 11th	11
11th → 12th	17
Graduation	24 (beginning with class of 2013 24.5 credits)

C14. SUMMER SCHOOL & NIGHT SCHOOL

Middle and high school students may receive course credit in SPS or other approved summer school programs. In general, those programs offer a maximum of two summer school courses. Students sign up for summer school in late April and early May, and can attend for free if their attendance is better than 95%. ONLY juniors and seniors can attend SPS Night School for credit recovery.

D. GRADING GUIDE

**adapted from Casco Bay High School 07-08 "Faculty Grading Guide"*

Assessment at our school is meant to provide students and families accurate, detailed, and clear feedback on the quality of their learning based on multiple kinds of assessments. We believe in the power of assessments *for* learning to promote student growth. Assessments *for* learning are defined as assessment strategies that give students key information necessary to understand what they're aiming for and the steps needed to get there. This is distinguished from assessments *of* learning, those assessments that occur at the end of a study and show what a student has learned. Students are expected and supported to engage in a process of assessment for growth and learning, through active reflection on their work and other self-assessment strategies. This emphasis on self-assessment, along with other assessment for and of learning strategies is built into assessment plans for all courses.

Teachers create assessment plans for all course targets that include assessments for learning strategies to support all students in meeting the target, and assessments of learning that determine students' mastery of that target. Moreover, in order to give students timely feedback to promote growth in learning, teachers strive to return assessments students within 3-5 school days from their administration. Teachers strive to return extended written pieces and in-depth projects to students within a 5-10 day period.

D1. MEETING LONG-TERM LEARNING TARGETS

What is a Long-Term Learning Target?
A long-term learning target is a description of a broad, vital learning outcome that can be achieved during a trimester; they represent the essential things all students must know or be able to do in that trimester. Ideally, these learning targets will remain similar from year to year for a given course. For a year-long course, there might be 8-12 long-term learning targets.

Long-Term Learning Targets

- Make connections among separate concept or skill goals;
- Require high cognitive levels and dynamic student involvement;
- Direct assessment and instruction; and
- Are informed by the Massachusetts Curriculum Frameworks

Who sees the long-term learning targets for my course?
Long-term learning targets are submitted to the Principal and the Director of Instruction before the course begins; these will be posted on the school's website if possible. Updates made during a course should also be submitted to the Principal and the Director of Instruction.

Parents and students must receive each course's list of long-term learning targets within two week of the beginning of a trimester.

What does it mean to meet a long-term learning target?
In order to "meet" a long-term learning target, a student should be able to ***consistently*** demonstrate that standard whenever it is assessed. Meeting a long-term learning target ***consistently*** does not mean meeting it ***perfectly***. Some learning targets address skills and

knowledge which may only have to be demonstrated once during a trimester; other learning targets may address skills or habits which have to be addressed multiple times during a trimester to ensure mastery.

Gradually building upon a long-term learning target throughout the course, demonstrating growth along the way, and then finally meeting the standard during the last possible opportunity for demonstration is acceptable. On the other hand, a student who demonstrates the long-term learning target once early on and then never demonstrates it again when assessed has not met the learning target.

It is also acceptable for certain learning targets, for example targets dealing with content knowledge, to be assessed during a certain limited time period, as in a certain unit of study. Such learning targets do not need to be re-assessed later in the trimester or course.

To meet a long-term learning target, every component of the standard should be demonstrated at some point. This may not all happen with the same assessment; it may happen over time. Teachers must be deliberate and clear in identifying the core, required components of a long-term learning target.

Students must have multiple opportunities to meet a long-term learning target. What does this mean?
Teachers must provide at least two opportunities for students to meet a long-term learning target during a trimester before assigning a score of a "1" or a "2" for the target. Teachers may provide more than two opportunities to meet a long-term learning target.

Redoing or finishing an assessment that originally received a "1" or a "2" can count as a second opportunity to demonstrate a target. In some circumstances, the assessment may require modifications for the second opportunity to be a true assessment of the target. It is left to the teacher's discretion to determine if modifications are necessary. Under these circumstances, the student would have had two opportunities to demonstrate the learning target and would have successfully demonstrated the learning target once.

Providing two completely different assessments on the same long-term learning target would also provide students with the multiple opportunities necessary. In some cases, a teacher may raise the stakes on an assessment by limiting opportunities for revision. Such restrictions will be clearly articulated in advance to all students.

Should students get a second chance even if they don't attempt to demonstrate the learning target at the first opportunity?
Yes. Each student must have at least two opportunities to demonstrate a long-term learning target. Teachers may impose a time limit (e.g.: one day, two weeks) to address when the second opportunity must be completed, or may identify the midterm or final assessment as the second opportunity.

What if there isn't enough time to give students two opportunities for a long-term learning target? Or enough time to grade submitted work before grade reports are due?

If there is not enough time in the trimester to provide for two opportunities to meet a learning target, students should not be held accountable for successful demonstration of the learning target. In this case, teachers should review the long-term learning target to determine if they are reasonable, and revise them if they are not.

If a long-term learning target has not been sufficiently addressed, and it is the end of a marking period or trimester, it is not necessary to include the long-term learning target on a grade report.

D2. STANDARDS-BASED ASSESSMENTS

A scale of 1 to 4 is used to assess student mastery of each long-term learning target. Each numeric score reflects the student's level of mastery. These numeric "scores" mean the following:

4 means "exemplary work for the target"
3 means "meets target"
2 means "approaching target"
1 means "does not meet target"

In the Springfield system, these numeric "scores" are then averaged and translated into a traditional letter grade in the following fashion:

Standards Based Grade Avg (1-4)	Letter Grade	GPA(CP)
3.75-4.00	A+	4.33
3.50-3.74	A	4.0
3.34-3.49	A-	3.67
3.17-3.33	B+	3.33
3.00-3.16	B	3.0
2.84-2.99	B-	2.67
2.67-2.83	C+	2.33
2.50-2.66	C	2.0
2.40-2.50	C-	1.67
2.30 -2.39	D+	1.33
2.20 -2.29	D	1.0
2.10 - 2.19	D-	.67
1.0 - 2.09	F	0.0

Successful completion of an Advanced Placement course results in a .67 point increase to the course grade **by the district.**

Successful completion of a course within the TSRS Honors program results in a .33 point increase to the course grade **by the district**.

Because our goal for every student is to successfully complete a university or college education, we expect students to earn a grade of 2.5 or better. We believe this higher standard will better prepare our students rather than to accept "below average" work as they move through middle and high school.

Can I use A, B, C or 1-100 grades on assignments and then convert these to 1-4?
No. This approach may be confusing to parents and students (and other teachers)! It is also not compatible with standards-based grading. At each reporting period, the acceptable grades to give students must include the entire range. For an individual assessment, and depending on the

nature of the assessment and standards, a teacher may opt to employ a more limited range of grades (eg. 1, 2, 3, 4).

Do assessments have to have one grade?
It depends on the number of long-term learning targets being assessed. If an assessment addresses a single learning target, then it should have one summary grade. However, if an assessment addresses multiple learning targets, students should receive a grade for each learning target assessed and this should be indicated on the rubric used to score that assessment.

Can long-term learning targets or components of a rubric be weighted? If so, how?
While each long-term learning target should be important in determining a student's overall grade – each identifies *essential* knowledge and skills after all – it is possible to imagine scenarios when it might be appropriate to "weight" certain learning targets when determining an overall grade for a course.

It might also be possible to "weight" components of a long-term learning target when determining a summary grade for the target. As experts in their field, teachers may determine that particular components are more or less significant in achieving full understanding of a course standard.In either case, it is important that the method for "weighting" be made clear and transparent to students (from the outset when possible), in such a way that students could derive their own overall course grade or summary grade for a long-term learning target.

Must all components at a certain level on a rubric be met in order for a student to qualify for that level?
While teachers are encouraged to focus on the assessment language, when using numerical scores all components at the "meets" level should be met to qualify for this level. All components at the "exemplary" level should be met to qualify for this level. If appropriate, teachers may use quarter place indicators for work that meets some, but not all of the criteria for "exemplary."

Can a student's grade be limited to a "3" when s/he is re-taking or making up an assessment?
Yes. The criteria for "exemplary" work (3.8-4.0) may include on time completion. Assessments that meet other criteria of "exemplary" and might therefore fall between 3.5 and 4 may also be limited to just a "3" when an assessment is "retaken" or "made up" if timeliness is integral to the particular assessment (e.g.: classroom presentation or group project) AND the consequences for the timeliness are made clear to the students ahead of time through a rubric or product descriptor.

Can a student with a passing grade redo an assignment to try for a higher grade?
For major assessments <u>and at a teacher's discretion</u>, any student who has earned a passing grade on the assessment may have up to two weeks to revise or retake the assignment to try to earn a higher grade. Teachers have the discretion to make the redo period shorter than two weeks as they deem appropriate.

What happens when work is not complete, assessments were missed or there is otherwise insufficient evidence to indicate a student's level on a target?
Add here

Final Exams
Teachers complement coursework with final exams, timed to coincide with the district schedule, so that students gain experience with high-stakes cumulative test-taking. Scores on these exams are not factored into trimester grades, but constitute 10 percent of the final grade and are reported separately.

So, how do we get to a final course grade?
In a more pure standards-based system, we would issue only evaluations on students' achievements of each individual long-term learning target, instead of combining evaluations of work on diverse and numerous long-term learning targets or components into a single grade. However, overall course grades are an expectation of parents, students and colleges – as well as a necessity for concise transcripts. At Renaissance, these grades are identified as follows:

- Final marks for each long-term learning target are determined from student evidence towards learning targets through a process of determining by teachers. This determining consists of a review of a student's body of evidence towards a target, including achievement on assessments of learning with consideration of performance on assessments for learning when there is insufficient summative assessment information. Teachers use professional judgment to determine the level of mastery on the target that the student's body of evidence demonstrates.
- According to SPS policy, 20% of a course grade is determined by students' records of achievement in Academic Habits (see section D6: Habits of Work).
- Trimester grades consist of the final marks for each long-term learning target, and, within the district system, are calculated by *averaging* these marks. When insufficient evidence on a trimester target is designated during the trimester, if the student does not submit additional evidence by the close of the trimester, the resulting target grade becomes a 1.
- For core academic courses, final course grades are calculated as follows: the average of trimester grades constitutes 90 percent of the final grade and the final exam constitutes 10 percent.

A teacher determines Final Course grades in one of two ways: Figure out what to do with this section of repetitive

- A teacher may choose to weight summative assessments (organized in the hierarchy of projects to supporting LTs, supporting LTs to long-term LTs, long-term LTs to Trimester Grades, Trimester Grades to Course Grades) and calculate accordingly.
- A teacher may choose to monitor trends (a students' progress on a long-term learning target, ex. from a 2, to a 3, then a 4) or compelling performances (3.1 lesson plan but 3.8 reflection letter) and prioritize these indicators of progress in a final determination of a course grade.
- If there are multiple assessments towards a target or set of targets

D4. REVISING WORK

Revision is a core practice of the Springfield Renaissance School. As an integral part of instruction, it is imbedded in daily coursework and is carefully scaffolded as part of assessment for learning. Teachers support students in gaining increasing independence in this process.

- A student's revised grade will replace the original grade when revision happens after an assessment of learning.
- Students may continue to revise work as long as they meet the deadline or course criteria for each revision.
- Teachers have the discretion to limit revisions and to set timelines for revisions, including the option of allowing revisions only if the original assignment is completed on time and demonstrates sufficient effort.
- Can a student's grade be limited to a "3" when s/he is re-taking or making up an assessment? Yes, under certain conditions. See above.
- Teachers have the responsibility to communicate revision guidelines for courses and specific assessments in a clear and timely manner, with as much consistency as possible amongst teams and departments.

D5. ROLE OF HOMEWORK

At our school, we believe that homework is especially effective as practice towards learning targets rather than evidence of learning target mastery levels. Homework is therefore not typically used as an assessment of learning, though work on assessments outside of class (combined with appropriate in-class assessment for learning strategies as support along the way) is a reasonable homework expectation. To support equity for students from all backgrounds, teachers ensure that homework tasks are accessible to students on their own, and do not require adult help or supervision to complete. Exceptions may include timely assignments that require home communication with school such as communicating fieldwork plans, getting permission forms, family interviews, etc.

Teachers will post homework on the board during class every day, and students are expected to copy assignments into their assignment books (on nights where there is no homework students will write that in their assignment books). Completed homework will be collected or assessed at the beginning of class. If a student fails to bring in homework, teachers may call home. If a student exhibits a pattern of failing to complete homework assignments, teachers, family members, and the student will meet to develop a plan for improvement.
Do students get a detention for 3 homeworks missed? YES!

What is the role of homework in determining students' grades for a course or assessment?
As we believe the primary role of homework is for student practice, it is typically assessed on habits of work targets, though in certain circumstances it may be factored into a student's

grade on academic targets. Students are not penalized on academic grades if they have met all of the long-term learning targets but failed to complete a certain amount of homework assignments. Homework plays a role in academic grades when used to support work on assessments. For instance, students may complete the initial drafts of longer-term assessments or finalize such assessments *after* appropriate feedback as a homework assignment. Academic targets cannot be solely assessed based on homework.

What are the expectations for students' homework load?
Every student is expected to read independently for at least 30 minutes each night (published works like books, online newspapers, magazines, etc…). Additional coursework is assigned each day as determined by the classroom teacher. The grade-level team communicates with one another about balancing daily homework as well as the schedule for larger assignments, so that students experience a fair distribution of homework between all classes.

We do not assign homework just to keep students busy. Homework helps reinforce students' understanding of material or mastery of skills, helps develop productive work habits, and prepares students for approaching work. Limit?

D6. HABITS OF WORK

Good **Habits of Work (HOW)** support a safe learning environment, develop self-discipline, and provide the foundation for a culture of achievement. They are at least as valuable a set of skills and attitudes as any academic content or skills students will master during their school career. (Being on time, listening well, and contributing to the success of group work certainly counts as much as geometric proofs and five paragraph essays.) **Student performance on our Habits of Work constitutes the sole criteria for the Springfield Renaissance School's Honor Roll and is 20% of a student's trimester grade per the SPS district guidelines.**

The school-wide Habits of Work are:
1. **I come to class ready to learn.**
2. **I actively and respectfully participate in class.**
3. **I assess and revise my own work.**
4. **I contribute to the success of group work.**

Teachers are expected to model Habits of Work and are encouraged to openly assess their own performance as a means of teaching students how to use Habits of Work to guide their academic performance. Students also regularly engage in assessments for learning around Habits of Work, including self and peer assessment strategies, paired with goal-setting for improvement.

Appendix D6 includes Habits of Work Student and Teacher Self-Assessment Rubrics.

D7. ACADEMIC INTEGRITY
Cheating. Cheating includes, but is not limited to, copying another student's work or allowing another student to copy your work. If a student is caught cheating, he or she will be required to complete the assessment again or complete an alternate assessment: the teacher decides the

appropriate course of action. Students will be required to complete make-up assessments outside of regular class time, and may be required to attend Saturday school. Students caught cheating during final examinations may not have the opportunity to make up the exam.

Consequences for students caught cheating will include a full point reduction on their Habits of Work average at the end of that trimester, a written and oral apology to the teacher and class (a copy of the written apology will be sent home for a parent's signature and returned to the teacher) and reporting to the grade-level team, guidance office and the division vice principal. Students caught cheating are automatically ineligible for the honor roll, regardless of habits of work averages. Other consequences may include ineligibility to participate in extra-curricular activities, including athletics; detention; or suspension. Behavioral consequences will be determined by the division vice principal in consultation with the grade-level team.

Plagiarism. Plagiarism is using someone else's writing as though it were your own. Students should be taught what constitutes plagiarism and how to avoid it (see checklist below). While taking into account that some forms or instances of plagiarism are more egregious than others, plagiarism will be treated as any other form of cheating. This means that, at a minimum, the student will have to make up the assignment and offer an apology to the class and teacher (again, a copy of the written apology to the teacher goes home for a signature). It would be appropriate to require the student complete a reflection about plagiarism and submit it with the written work.

Checklist for students for avoiding plagiarism:

1. What type of source are you using? Is it your own independent material, common knowledge, or someone else's material?
2. If you are quoting someone else's material, is the quotation exact? Have you inserted quotation marks?
3. If you are paraphrasing someone else's material, have you used your own words and sentence structures? Does your paraphrase or summary employ quotation marks whenever you use the author's exact language?
4. Is the source of material borrowed from another author, whether quoted or paraphrased, acknowledged in the text? Are all your source citations complete and accurate?
5. Does your list of citations include all of the sources you have drawn from in writing your paper?

Appendix D7 includes a referral form for all issues regarding breaches of academic integrity.

D8. REPORTING TOOLS AND PROCESSES

1. Half Way through the Trimester: ***Progress Report***

Each student receives a progress report that includes an overall grade and information on upcoming major assessments. An individual progress report is generated by each teacher for every student in his or her course. The interim grades are meant to capture how students are

doing in each of their classes at the time of the report and thus will include student results on practice tests, first drafts, etc., assessments that will not be used to determine the final course grade. These reports give updates on learning targets and Habits of Work.

The reports are intended to give students and families a sense of the student's effectiveness as a learner up to that point in the trimester and to identify areas of strength and concern. Because of the timing of progress reports, students and teachers may not yet have begun work on some learning targets.

2. Two Weeks Before The End of the Trimester: ***Danger of Not Meeting the Standards Report***
Any student in danger of not passing one or more courses will have mailed home a one-page report. This simple report will indicate that a student is in danger of not earning credit in one or more classes. Grade level teams gives update to counseling and counseling mails this danger report home.

3. Near the End of the (Fall, Winter, and Spring) Trimester: ***Student-Led Family Conferences*** **(see Section C6)**
Students will present a conference portfolio to their parents and crew advisor. Conference participants will review progress, strengths, and needs – and establish action steps for moving forward.

4. Within Two Weeks After the End of Trimester: ***Trimester Report Card***
Students will receive their final trimester grade, a HOW grade and a grade for each long-term learning target for each course. **Teachers must use the grading software that is supplied and supported by school staff.**

Transcripts are the responsibility of the Guidance office.

What are the primary roles and responsibilities in the reporting process?
Students…

- Complete a student report every two weeks that tracks their performance in each of their 5 courses and share that report with crew teacher and family
- maintain **working folders** in each class that show progress toward long-term learning targets.
- maintain a **portfolio** each year to show their progress toward learning targets and reflect on their learning use their working folders and portfolios to prepare for **student-led family conferences** held three times a year to communicate about their progress and set goals.
- participate in a **Portfolio Passage** at the end of 8th and 10th grades to present their progress toward learning targets.
- complete **Senior Talk**, which is required for graduation.
-

Teachers…

- craft **long-term learning targets** that are communicated up front to students and parents.
- **use Assessment for Learning strategies**, including modifying instruction and curriculum, in order to support student achievement and close the achievement gap.
- **collect quality assessment information** for each long-term learning target that helps them to determine student progress.
- **Track and share with students their performance on LTs, and HOWs**
- **help students** create their working folders in class.
- **help students** create portfolios, prepare for student-led conferences, and prepare for Passages in Crew.
- determine final grades and provide feedback on students' habits of work each trimester or quarter for **progress reports, danger reports, student-led family conferences, and report cards.**

The Guidance Office…

- Generates final **transcripts** for official student records.
- Manages the distribution of all grade reports
- Coordinates and provides teacher support through the process
- Responds to family and student concerns and question re: the process

The Administration Team…

- Ensures adherence to procedural timelines
- Provides teacher support through the reporting process
- Responds to family and student concerns and questions re: the process

Appendix D8 includes the progress report template, danger of not meeting standards report template, and report card template.

E. USING DATA FOR STUDENT GROWTH

In addition to daily attention to quality curriculum, instruction and culture, teachers monitor students' progress towards basic literacy and numeracy through a regular formative assessment program.

At the start of the year, ELA and Mathematics teachers administer baseline reading and writing, and numeracy assessments. These baseline assessments are scored by each grade level team, augmented by non-aligned staff. Two extended professional day meetings are dedicated to the scoring. During the school year, science, social studies and ELA teachers conduct a literacy assessment twice in each trimester, based on a pre-approved schedule. Teachers have the primary role of scoring the assessments, with support from instructional leaders. This assessment program utilizes open response questions tied to content-specific text in order to monitor students' reading comprehension across the curriculum. While this is not designed to be a writing assessment, the best way to equitably assess reading comprehension is through writing; students need to know the format of a response in order to communicate that comprehension. Math teachers conduct bi-weekly assessments: one week for isolated numeracy skills and the

next week for content-specific applications of skills. At the end of the year, ELA and mathematics teachers administer a parallel common, grade level assessment of reading comprehension, writing and numeric skills administered at the beginning of the year to evaluate student achievement**,** employing the same process for scoring as at the beginning of the year.

It is the primary responsibility of instructional leaders to provide teachers with the appropriate formative assessments and accompanying texts when applicable to monitor student skills in these areas. The instructional leaders design these regular assessments (using appropriate resources such as district, state or national assessment items) in consultation with classroom teachers. Classroom teachers may propose use of specific assessment items and text selections in line with their current curricular plans. The instructional leaders also collect and process the data from these assessments into a data report that includes some initial analysis and instructional recommendations for teachers.

The resulting data reports and evidence include (but are not limited to):

- Range in performance scores
- "Meets standard" Data for Discrete Skills
- Recommendations for instructional support
- Student folders in classrooms containing the assessments and a record of growth and achievement.

Classroom teachers <u>administer and score</u> propose a schedule for the assessments, approved by the instructional leaders. Classroom teachers then administer and score these assessments and design instructional responses to support all learners. Instructional leaders support teachers by working with them to norm scoring, supporting the development of plans for effective assessment strategies, and identifying structures and strategies to target areas of student deficiency.

Student Testing (MCAS, PSATs, Stanfords, DBAs) All teachers support students in a formal testing environment, and maintain appropriate roles as Test Proctors for all school-wide tests. A Test Coordinator and the school's Administration Team coordinate these external standardized tests, including ensuring effective communication, scheduling, and records management. Common Test Protocols are distributed to staff before testing sessions and all staff must review and complete a proctor orientation. All testing materials (pencils, calculators, test booklets, etc….) must be returned at the end of each day of testing.

F. SCHOOL COMMUNITY

F1. NEW TEACHERS AND STAFF SUPPORT

The school supports and mentors its new teachers (new to EL and/or new to SPS) using a variety of supporting staff and processes. These include the following:

- Department Chairs
- Counselors
- Magnet Resource Staff

- Administrators
- Returning Team members
- A monthly meeting led by teacher leaders

F2. CLASS AND COMMUNITY MEETINGS

In Expeditionary Learning Schools, students come together in community meetings at each grade level, across grade levels and as a whole school to connect to one another, share learning experiences, offer each other feedback and celebrate successes. At The Springfield Renaissance School, gathering as a school community on a regular basis is an important way we create and sustain a positive, productive, and respectful school community.

Students and teachers travel to and from the meetings together and sit together as a group during the assembly, meeting, event, etc…

Class Meetings are designed to build and celebrate community within a grade level, develop student leadership and public speaking and recognize outstanding demonstrations of positive character. Class meetings happen monthly by grade, are run by Crews on a rotating basis and include the following:

1. Student Reading
2. Calendar Review (class officers, team leader, student council, …..)
3. The Hot Seat (faculty and staff are invited to take open and respectful questions regarding their work, their background and experiences. Questions are collected and selected ahead of time by the host crew.)
4. Public sharing of student work (expedition slide show, student writing, art work, class data on attendance or discipline or test scores ….)
5. Principal's corner
6. Community Commitment/Character Trait Shout Outs
7. Closing Reading

Community Meetings are cross-grade and occur at key points in the year as determined by the principal. Leaders of these meetings are determined by the topic, event or purpose for the gathering.

The Assistant Principals coordinate the dismissal of individual classes.

The structure of each meeting is:

- Music is playing as students enter with class and teacher
- A reading sets the tone
- Body of program led by appropriate adult with student voice as appropriate
- Close with culture-building activity
- Administrator or teacher facilitates orderly dismissal by grade level

Section Check-ins are bi-weekly meetings for roughly 45 minutes to an hour that happen during regularly scheduled class time as determined by team leader.

Each grade designates one teacher responsible for running check-ins with one consistent section throughout the year. The goal of these meetings is to evaluate how each section is progressing and functioning as a team, as students spend more time with their sections than any other group in the school. It is a chance for students to take ownership of how their behavior impacts the class. It is a place to discuss difficult subjects and create goals for improvement and a chance for students to practice the soft skills necessary for life of interacting and supporting one another as a team. While these check-ins build community much like crew and other team building initiatives, the focus is on academic success and how group skills impact academic performance. The section check-in protocol also helps model setting SMART goals. The goals from each section check-in are shared with other team members at team meetings and are communicated to elective teachers through the team leader.

Standard Protocol:

- Students begin with filling out graphic organizer (or consistent written reflection) that includes space to reflect on previous section check-in goal and progress.
- Go around of did we meet our goal, why or why not
- Popcorn of praise/polish (what are we/I doing well, what am I/we not doing well)
- Brief discussion of common responses
- Propose solutions/goal setting
- Chart goal and create 2-3 action steps (with a 2-week timeframe)

Appendix F2 includes calendars and logistical information for class and community meetings, section check-in forms and debrief protocol, ***infopass from herb??***

F3. CLASSROOM CONSISTENCIES

All classrooms share the following attributes/practices:

1. Seating Chart (students start in assigned seat, then move in flexible groupings)
2. Learning Target Tracker
3. Turn-in & Return Box for student work
4. Displayed Student Work according to criteria (see appendix)
5. Daily Agenda including learning targets, linked starter/warmup work and relevant closing activity (debrief, summarizer, exit ticket, next-stpes, etc.)
6. Posted School Mission and Community Commitments
7. Past Assignment File
8. Expedition/Unit Guiding Questions
9. Trimester long-term Learning Targets
10. School-Wide Habits of Work
11. Hallway Pass System (including name, date, time, destination, and teacher's Signature required ***use agenda books as passes?***)

Teachers design and share course syllabi (that include course learning targets) with their students and regularly reference it during the course of year.

Qualities of Renaissance Graduates

All classrooms support students in working towards the Qualities of Renaissance Graduates by posting them in the classroom and frequently discussing how their class work incorporates them.

Teachers further support student understanding and growth towards these goals by guiding student reflection around them on portfolio-eligible pieces of work when they are returned to students.

Qualities of Learners

Our Qualities of Learners were informed by the 21st century skills identified by Tony Wagner and the Partnership for 21st Century Skills (www.21stcenturyskills.org). Students practice and reflect on these skills in their courses throughout grades 6-12. They share evidence of these qualities and reflect on their progress towards them in Student Led Family Conferences each trimester. Each year, they add to a portfolio of evidence towards these targets. Additionally, at the end of their eighth, tenth, and twelfth grades, they make a formal presentation (Passage Portfolio or Senior Exhibition) in which they compile, reflect on and share their evidence. These presentations are a requirement for successful completion of these grade levels and moving on or graduating.

Inquiry and Investigation

- I use questions to help me shape my research.
- I actively seek out, synthesize and apply new information.
- I investigate a topic through a variety of sources, ideas and viewpoints.

Critical Thinking and Analysis

- I extract ideas from a variety of learning experiences (reading, group work, lecture, discussion, hands-on activities) and synthesize them into a new understanding of a topic.
- I independently understand, assess, synthesize and use information from different sources.
- I develop a comprehensive understanding of a text, an experiment, a concept or idea by looking at its parts or components

Creative Thinking and Expression

- I learn and apply a variety of means of creative expression to share ideas and information.
- I use expressive, creative and focused language in my communication that engages a specific audience.

Problem Solving and Invention

- I design and test solutions to problems.
- I find multiple ways to solve a problem and can share the strengths and weaknesses of different solutions.

Communication

- I organize and share my knowledge and ideas on a topic through speaking, writing or other means of communication.
- I demonstrate my understanding of things I learn, using appropriate tools, materials or language.
- I craft well-organized, articulate, compelling, and focused writing appropriate for a defined purpose and audience.

Craftsmanship and Quality

- I craft, refine and polish a piece of work until it is of meeting quality.
- I complete work with consistent care for organization, detail, and accuracy.

Appendix F3 includes sample learning target tracker with quick check procedures, criteria for student work and other displays,

F4. HALLWAY CONSISTENCIES

All students and staff members deserve a safe and respectful learning environment at all times. Therefore, we agree to the following consistencies

- Students are released according to bells
- Late students are allowed to enter classrooms without a pass but with the understanding that 3 late arrivals yields a teacher detention
- To support school-wide timeliness, no students are given passes during the first or last 3 minutes of classes
- All staff members monitor all students throughout the building. If a student is non-compliant with any staff member, including the refusal to give a name, this is a Level Two violation and warrants an appropriate disciplinary response from school administration. (see Section F2: Behavior Management Steps for Teachers)

Add consistencies around behavior and guidelines for hallways and public spaces

- Students walk and do not run in hallways
- All students walk on the right hand side
- Students use appropriate school language and are expected to correct any inappropriate language immediately through an apology, rephrasing, other
- When a class is traveling the hallways with their teacher, students walk in two quiet lines; whether they are silent depends on teacher's preference, however, they will not be loud. If students are disruptive the whole class should return to the classroom and start again

<u>Hallway Monitoring</u>

- Teachers must be visible in hallways and present at or near their doorways to assist in supervision during transition periods.
- Teacher greet and interact with as many students as possible, acknowledging them by name or asking for a name if not known
- Teachers model appropriate student behavior, asking students to go back and re-do the transition appropriately
- Teachers ask students to correct any inappropriate language immediately through an apology, rephrasing, etc.
- Teachers encourage older students to speak up and model appropriate behavior for younger students
- Reinforce positive hallway behaviors with recognition and appreciations
- Teachers lead and pick-up students to and from assemblies, fieldwork, and other out of schedule hallway travel.

F5. HOME-SCHOOL COMMUNICATION

School staff are encouraged and expected to communicate with families frequently. That communication, intended to celebrate student and community achievements as well as provide coordinated support for student excellence, can occur via conferences, phone calls, email, web sites, and mail. It is expected that school staff will return messages from families and

community members within one school day. All staff members are responsible for checking their email at the beginning and end of each day. Staff emails are available as links on the school's web site.

F6. COMMUNICATION ETIQUETTE

School-wide communication with all staff is streamlined as much as possible to minimize distraction from daily attention to teaching and learning. Preferred avenues for communication, including announcements and requests, are

1. **Weekly whole staff memos**. Any staff member wishing to disseminate an announcement to whole staff should submit the announcement in writing to the central office during the week prior to the weekly memo's release. These are sent out by Monday morning via email and are put in boxes.
2. **Weekly extended day sessions** include opening and closing routines for brief announcements, and targeted sessions to address timely needs.
3. **Team Leader meetings,** in which administration distributes information for team leaders to share with grade-level teams. Communicate with any staff members not affiliated with a team.
4. **Department Chair meetings,** in which administration distributes information for department chairs to share with departments. Communicate with any staff members not affiliated with a department.
5. **Daily announcements,** which are used as a last resort for emergency communication.

Whole staff emails and bulletins are used for some communication regarding particular programs or policies, as needed, though this line of communication should be kept to a minimum by utilizing the first four communication structures described above. Because we have a high standard for responding to colleagues and families, it is important we do everything we can to manage the volume of email traffic that crosses our desks. Staff members are asked to use email thoughtfully and sparingly as a communication tool. In general, direct communication (face to face conversations, phone conversations) is preferred for anything more than the simple relay of information (for example, a meeting location or the day's uniform violations). When using email for planning or organizing purposes, all staff members should consider the following guidelines:

1. **Don't use e-mail as an excuse to avoid personal contact.** Don't forget the value of in-person and even voice-to-voice communication. E-mail communication isn't appropriate when sending confusing or emotional messages. Don't use e-mail to avoid an uncomfortable situation or to cover up a mistake.

2. **Be informal, not sloppy.** Rules of grammar and mechanics generally apply for clarity. For emphasis, use asterisks or bold formatting to emphasize important words. Avoid using a lot of colors or graphics embedded in your message; not everyone uses a program that can display them. Ensure font size is legible.

3. **Keep messages brief and to the point.** Concentrate on one subject per message.

4. **Use the blind copy and courtesy copy appropriately.** Avoid using BCC to keep others from seeing who you copied; it shows confidence when you directly CC anyone receiving a copy. Do

use BCC for a large distribution list, so recipients don't see a huge list of names. Be cautious with your use of CC; overuse simply clutters inboxes. Copy only people who are directly involved.

5. **Remember that e-mail isn't private,** unless you are using an encryption device (hardware or software). Never put in an e-mail something you wouldn't put on a postcard. Remember e-mail can be forwarded, so unintended audiences may see what you've written. You might also inadvertently send something to the wrong party, so always keep the content professional.

6. **Be sparing with group e-mail.** Send group e-mail only when it's useful to every recipient. Use the "reply all" button only when compiling results requiring collective input and only if you have something to add that all should see.

7. **Use the subject field to indicate content and purpose.** Agree on acronyms to use that quickly identify actions. For example, your team could use <AR> to mean "Action Required" Including "Long" in the subject field lets recipients know the message will take time to read.

8. **Don't send chain letters, virus warnings, or junk mail.** Always check a reputable antivirus Web site or your IT department before sending out an alarm. Direct personal e-mail to your home e-mail account.

9. **Remember that your tone can't be heard in e-mail.** E-mail communication can't convey the nuances of verbal communication. In an attempt to infer tone of voice, some people use emoticons, but use them sparingly so that you don't appear unprofessional. Also, a smiley won't necessarily will diffuse a difficult message.

10. **Use a signature that includes contact information,** to ensure people know who you are.

11. **Summarize long discussions,** instead of continuing to forward a message string. Highlighting or quoting the relevant passage to include your response is helpful. However…
a. when forwarding or reposting a message received, do not change the wording.
b. to repost a message to a group that you received individually, ask author's permission.
c. Give proper attribution.

(*Adapted from 12 Tips for Better E-Mail Etiquette*
By Laura Stack, MBA, CSP, The Productivity Pro

G. BEHAVIOR INTERVENTIONS

The primary behavior interventions at The Springfield Renaissance School are centered around positive classroom culture and close and supportive relationships between adults and students. Effective instruction with close attention to timing and appropriate and engaging student tasks further supports positive behavior. In addition, the following section articulates other behavior intervention structures, steps and teacher guidelines.

G1. BEHAVIOR INTERVENTION STRUCTURES AND CONSEQUENCES

Family-student meetings Teams of teachers and staff may decide to meet with a student and his or her family to address academic and/or behavioral issues. The meeting should be coordinated with the counseling staff, the student's crew teacher and the appropriate administrator. Notes from the meeting, including action steps, should be shared with the student, family, team members, crew teacher, counselor, and staff.

Teacher Detentions Teachers can assign and supervise detentions to students during lunch or after school on Mondays, Wednesdays, and Thursdays. Students much have a pass to leave the cafeteria to serve a lunch time detention and are responsible for returning trays to the cafeteria. Families should be notified via a phone call, email, or a school form sent home with student **with at least one day's prior notice**. Students who fail to show for a detention will be suspended for one day **(defiance, per SPS Code of Conduct).** Teachers communicate no-shows to the grade level administrator.

Admin Detentions Admin detentions are assigned and supervised by administrative staff. Families should be notified via a phone call, email, or a school form sent home with the student **with at least one day's prior notice**. Students who fail to show up for detention will be suspended for one day **(defiance, per SPS Code of Conduct)**.

RC The Reconstruction Center is the school's version of in school suspension. **When a student has failed to respond to teacher redirection (see below) teachers can call for an administrator to remove the student from the classroom. Teachers complete an incident report as soon as is possible, no later than end of day.** Students can be assigned to the RC only by an administrator. RC assignments can be for as short as one period and as long as 3-5 days. All teachers must submit to the RC a set of standard work (i.e. MCAS prep, textbook practice problems) and assignments for the RC "library". Teachers must also provide current work and assignments for students to work on while they are in the RC for one day or more. When assigned to the RC, students must complete the reflection and apology papers expected of all suspended students **as well the work provided.**

Suspensions Student suspensions are determined in line with the SPS Code of Conduct. In the event of a suspension, teachers provide work (standard assignments like MCAS prep and current projects) to the guidance office. Academic and crew teachers are notified of suspensions by the grade level administrator.

*** SPS Code of Conduct can be found on the SPS webpage.**

G2. BEHAVIOR MANAGEMENT FOR TEACHERS

Teachers must consistently enforce the Springfield Public Schools Code of Conduct regulations at all times. First and foremost, our classrooms must model a healthy, productive, and engaging learning environment. We must remember to hold students accountable for the little things that we value, such as learning readiness, community

commitment, and college preparedness. Recognize that your classroom is your domain, therefore, managing it in a practical way increases productive student learning. Continued redirection and provision of consequences that pertain to the situation will promote an environment of clear communication between teacher and student. It's important to enforce these characteristics regularly as a teaching community in order to remind students of our schools mission. Consistency equals good practice.

Teacher In-Class Redirections

- Revisit expectations
- Ask student to repeat the action appropriately
- Give student a warning card
- Conduct private check-in
- Offer the student a very quick break
- Move seating or location
- Offer stress or learning manipulatives

Teacher Out-of-Class Redirections

- Offer time with Counselor
- Assign time in a Buddy Room
- Phone call/email conference with family
- Phone call/email conference with crew teacher

Teacher Consequences

- Lunch or other detention, must include phone call/email conference with family
- Following detention and phone call, admin support can be requested for classroom (admin or RC staff will communicate with family in addition to teacher communication) *Teacher consequence should occur before requesting admin support unless circumstances are extreme*.

Administrative Support/Consequences

- Conduct administrator check-in (uncommon)
- Phone call/email conference with family
- Detention
- RC
- Suspension
- Expulsion

Teachers keep a record of all assigned detentions and giving a detention form to each student. All requests for administrative support necessitate a teacher's written referral to administration by the end of the day.

If a teacher witnesses an infraction by a student that s/he does not know, that teacher is responsible for requesting administrative support to assign a consequence to that student. This scenario is a level 2 violation: Ignoring or defying any school personnel.

Behavior Level	Response and Responsibilities
Level One: General disruptive conduct See Group I Violations, SPS Code of Conduct *Examples include but are not limited to:* ▪ Interrupting, calling out, talking out of turn ▪ Leaving seat without permission ▪ Leaving work or other school spaces dirty or messy ▪ Possession of prohibited electronic devices ▪ Refusing to complete work ▪ Using inappropriate language ▪ Consuming candy, gum, soda, or other snacks without permission ▪ Arriving tardy to class without a pass	**Teacher In-Class Redirections** **Teacher Out of Class Redirections** **Teacher Consequences** **When a student comes late to class without a pass, mark them tardy and get them to work. If they have an excuse they can get the pass after class on their own time.** **Teachers assign detention for 3 tardies to class or 3 missed homeworks**
Level Two: Defiance See Group II Violations in SPS Code of Conduct *Examples include but are not limited to:* ▪ Chronic Level One misconduct ▪ Ignoring or defying any school personnel (Note: A student who does not give his/her name to any adult when asked should be considered for immediate suspension.) ▪ Leaving classroom or other assigned room without permission ▪ Uniform violations ▪ Screaming or yelling ▪ Being in the hallway or other unassigned school setting without a pass ▪ Entering another classroom without permission ▪ Possession of obscene material (pictures, text, etc.) ▪ Using a phone, camera, listening or any electronic device (Note: in line with SPS policy) ▪ Using provocative language or profanity or directing profanity toward another student, teacher, or staff member ▪ Missing a teacher-assigned or administrator-assigned detention	**Administrative Support/Consequences**

▪ Using sexually explicit language or gestures	
Level Three: Threats and Illegal Actions See Group III Violations in SPS Code of Conduct *Examples include but are not limited to:* ▪ Chronic Level Two misconduct ▪ Using gang-related language or gestures ▪ **Use of tobacco, alcohol, or other controlled substances** ▪ Verbally or physically bullying, harassing, or abusing another student, teacher, or staff member ▪ Writing on, breaking, or destroying school or student property and other vandalism (under $250) ▪ Inappropriately touching another student, teacher, or staff member ▪ Petty theft ▪ Fighting ▪ False accusations ▪ False fire alarm ▪ Participation in unapproved organizations (gangs) ▪ Use of tobacco products ▪ Possession or concealment of chemical substances, simulated weapons, etc. ▪ Violations of civil rights	**Administrative Support/Consequences**

School Uniform: When a student is in violation of the school uniform teachers must:

1. **Report the violation (no matter time of day) to the attendance clerk by email, phone call, or tracking sheet)**
2. **If the student is wearing a noncompliant sweatshirt teachers must confiscate the clothing and keep in a box in the classroom until the end of the day**

Phones and MP3 Players: When a student is using a phone or other kind of electronic (or when the phone goes off in class) teachers must immediately confiscate the phone/device and turn it in to an administrator as soon as possible

Appendix G2 includes a link to the SPS Code of Conduct, Detention Forms, and Teacher Discipline Referral Forms.-

H. TECHNOLOGY

It is every teacher's responsibility to implement the SPS student use policies and to model responsible use of our technology resources. The following guidelines should help with that responsibility:

1. **Students should use a computer only with direct permission from a teacher or staff member. Teachers are responsible for spot-checking students' appropriate use of the computer per the SPS guidelines and the assignment at hand**

2. **Teachers are responsible for making sure all computers are turned off at the end of their day**

3. **If a teacher wants to use the laptop cart he or she must sign up for the cart in the main office. Students are to sign out the specific laptop they use, and teachers are to check on the status of the laptop upon distribution and collection.**

4. **Staff can log on to their email accounts via the web. They need to go to www.sps.springfield.ma.us, click on the staff link, click on the staff email acount and then enter your username and password**

5. **Each grade level team has an ELMO overhead and a projector and is expected to coordinate use within the team (led by team leader or designee)**

6. **Teachers and staff who use film or similar media should do so with the following guidelines in mind:**
   a. **Use the 10 to 2 rule- every 10 minutes of viewing should be matched with at least 2 minutes of discussion/analysis**
   b. **Prepare questions for students to use as viewing guides**
   c. **In almost every case do not allow films to take the place of written material (fiction or non-fiction)**
   d. **Teachers need to receive administrative approval before using an R Rated film**
   e. **Families must be notified and given the option of denying permission for their student to view an R rated film. In the case of such a denial, the teacher must provide an equivalent learning experience**

I. SUPPLIES

School and classroom supplies are managed by the office support staff. The supplies system is meant to accomplish two goals:

1. **Efficient use of limited resources and supplies on a schoolwide basis**
2. **Support for teaching and learning in a school that is not textbook and worksheet driven**

The system:

- **At the beginning of the year all classroom teachers are provided with a supplies package, meant to last for the school year. Included in the package are (pens, white board markers, sticky notes, writing paper, erasers, overhead sheets, markers, pencils, etc…). Teachers are responsible for distribution and collection of supplies. This holds especially true for pencils, which we will use for all standardized testing.**
- **Copy paper will be distributed to teachers by the box**
- **All teachers will receive their own copier code**
- **All teacher work stations will be networked to a printer that is either in the classroom or a nearby classroom**
- **Supplies are locked in the school's storage rooms. If (when) teachers or staff run low on supplies or paper they must submit a supplies/paper request form to Karen Grant. The goal is a one-day turnaround for requests. In a pinch, teachers should turn to their colleagues for needed materials.**

J. SCHOOL GOVERNANCE AND DECISION-MAKING

As an Expeditionary Learning school, we are committed to collaboration, a process of democratic governance and collaborative decision-making. In practice, the process of collaborative decision-making is often difficult, requiring extensive communication, trust, respect, and patience. We hope to design and maintain governance protocols, boundaries, and responsibilities that result in mutual trust, respect, and communication.

The Springfield Renaissance school uses the A-B-C-D Decision Making Model to establish clear roles and responsibilities in key decisions that come before the school. The four quadrants A-B-C-D represent the following:

A = Administrative decision. This kind of decision will be made solely by the administration. (*ex. usually student discipline)*

B = Administrative decision with input. In a B decision, the administration will have the final say but the decision will be made with the input of others. "Others" might include individuals, a committee, an action team, parents, etc. *(ex. teacher hires)*

C = Collaborative decision. An administrator might be involved but will have an equal say in the decision along with the other members of the collaborative group. *(ex. daily schedule)*

D = Delegated decision. There may be no administrator involved since the decision will be made by the group or individual delegated to make the decision. The administrator must live with the decision that is made. (*ex. internal team schedules, classroom norms, crew service projects, class meeting agendas*)

K. PROFESSIONAL DEVELOPMENT

All staff members at the Springfield Renaissance School are engaged in continual professional growth. Classroom teachers are responsible for identifying areas of potential professional

development in classroom practice. Teachers should request support from the school's instructional leaders to support these areas of growth. In turn, these instructional leaders are responsible for providing resources and support for classroom teachers' practice and clearly communicating with classroom teachers regarding these services.

The Springfield Renaissance School has a unique relationship with Expeditionary Learning Schools. All staff members are expected to be familiar with the Expeditionary Learning Schools model as articulated in the Core Practice Benchmarks document, and all classroom teachers should receive training opportunities aligned with Expeditionary Learning Schools.

1. MODES OF DELIVERY

Onsite coaching

School administrators, Magnet staff, Expeditionary Learning Schools School Designers, numerous teacher leaders (ILS's, department chairs, team leaders, and mentor teachers), as well as third-party non-school related staff are responsible for providing professional development support to staff and classroom teachers through onsite coaching. This coaching may occur at the team level in a cycle of team meetings and may include (but is not limited to):

- Observations and feedback
- Co-planning
- Co-teaching
- Demonstration lessons
- Individual or small group meetings
- Resource gathering

Teachers and onsite coaching partners should utilize teachers' planning periods, before or after school time, or release time to support these efforts, and are encouraged to prioritize replicable structures for their work. Coaches should utilize protocols for "looking at student work" or critique/revision and should support common planning formats such as "assessment planners" to sustain school-wide documentation practices.

Weekly Faculty Meetings

The primary purpose of our weekly faculty meetings is to support professional culture. Instructional leaders will develop engaging and relevant work sessions that encourage active participation and application to practice. All staff member are expected to attend these meetings unless approved with prior communication with school administration. School-wide attention to weekly faculty meetings is critical for a sustainable professional culture.

Curriculum/program development

Teachers should communicate with or work closely with department chairs for all issues related to curriculum development. Magnet grant implementation team stipends are available for the development of department curriculum and programs. In order to access these funds, teachers must submit a proposal for the work, receive approval from the administration, and submit documentation of the resulting work product to the Magnet supervisor.

Offsite Workshops and Conferences

School staff members are provided with opportunities to attend offsite workshops and conferences offered by Expeditionary Learning Schools, Springfield Public Schools, and other

third-party agencies. Attendance at these events is coordinated through school administration and, where relevant, Expeditionary Learning Schools School Designers.

Priority is given for offsite professional development opportunities that align to the yearly school goals and can be attended without great harm to concurrent school programs. In order to ensure an equitable development of skills and support, school administrators maintain records of past offsite professional development attendance, and determine future attendance based on a balance of

- department and grade level attendance to build capacity towards school goals
- priority given to core classroom teachers
- new staff attending introductory Professional Development
- returning staff attending non-introductory Professional Development
- development of instructional leaders

For all offsite opportunities, teachers should document their learning in a common reflection journal (see Section K2: Classroom Application Expectations) to record goals, focus note-taking, and document reflection.

Appendix K1 includes proposal forms for the Magnet funds to support curriculum development, request forms for offsite professional development attendance, and travel and reimbursement forms.

2. CLASSROOM APPLICATION

Professional Development opportunities for all school staff are an investment of time and money into our most valuable resources: human capital. All receiving staff members are responsible for providing a return on this investment in the form of immediate application and dissemination of relevant training.

This means staff members should record and communicate goals for the professional development opportunity before attendance, maintain relevant notes during the training to capture thinking related to these goals, and document professional reflections afterwards to determine one or two priorities to share with whole staff.

School instructional leaders are responsible for supporting attending staff members with plans to disseminate relevant priorities from the received training.

Appendix K2 includes a sample offsite professional development journal to support goal-setting, note-taking, reflection, and dissemination plans.

L. TEACHER SUPPORT & EVALUATION

Teacher and staff evaluation follow the formal process outlined in the negotiated Springfield Teacher Evaluation and Development System (STEDS). Each administrator is assigned a cohort of teachers with whom they set goals for the year in the fall and then engage in a series of formal and informal observations that target agreed upon areas of focus. Formal observations are followed with a STEDS observation report and a meeting

between the teacher and administrator. Informal observations generate a variety of forms of feedback, including conversations, "raw" notes, reflective memos, and informal letters that capture "warm" and "cool" feedback.

Beyond the evaluation process, teacher and staff support come in a number of ways:

- **Peer Observations and conversation**
- **Department Chair Observations and conversation**
- **Magnet Resource Teachers curriculum and instructional development**
- **Weekly professional development sessions on Tuesday that run from 3 pm to 4:05 p.m. (Mandatory for all staff)**
- **Expeditionary Learning workshops and conferences (managed by Freeman Stein)**
- **Stipended curriculum and assessment development work**

M. YEARLY CALENDAR

The school establishes a calendar for the year during the preceding summer. The principal's weekly Monday Memo calls attention to upcoming events and deadlines, and team leader meetings always include time dedicated to reviewing the school calendar and to coordinating team events and fieldwork. The calendar is posted on the school's website, and is updated as needed by the administration. As much as is possible and makes sense, the calendar remains the same for all important events and deadlines.

Appendix

C10: Intensives

Mini-Course Overview

Intensive Week (p 20 Renaissance Handbook)
At the end of the 1st and 2nd trimesters every student will enroll in a one-week intensive or mini-course. These courses are short, intense opportunities for students to immerse themselves in a variety of learning experiences. Past intensives have included West African rhythm and dance, shadowing college students at WNEC, Springfield College and American International College, service projects with community agencies, and mural work throughout the school. Those students whose Habits of Work are strong (mostly 3' and 4's) will be able to select their intensives, while those students who have low Learning Targets and/or Habits of Work will be assigned an intensive by teachers and staff. **In some cases student's marks on the Intensives Learning Targets will be counted in the grades for one or more core classes**.

Intensive Week and Mini-Courses

Some Basics

- In addition to courses offered by staff, there will be guest presenters (we are expecting to have some of the same presenters as we had 1st trimester). We are, also, planning to have up to half of the juniors doing internships as well as freshman and sophomores visiting colleges and shadowing college students. A list of all mini-courses will be available on our website and in print by February 6th and students will be assigned to mini-courses by February 18th (before February break).

- All teachers are expected to offer a mini-course and repeating successful mini-courses that were offered during 1st trimester is recommended. Mini-course should be planned to run 5 days with the last day devoted to a preparing for and participating in a presentation of learning about the work done during the previous four days.

- Course descriptions should have a literacy or numeracy component, one or more learning targets, and be formatted in size 12 Times New Roman font.

- Some Mini-Courses could offer students an opportunity to earn credit for one or more trimester leaning targets. We are encouraging Special Ed teachers to consider offering support intensives (Jean and Freeman will meet with you to discuss options).

Three Sample Intensive Mini Course descriptions

1.

Breaking the Silence: The Civil Rights Movement of the 1950's and 60's

Teachers: Ms. Cote and Ms. Vanasse

Grade(s): 8th

Course Description:

Students will examine highlights and outcomes of the civil rights movement of the 1950's and 1960's. Students will read a novel with ties to historical moments during this time period and be introduced to Sue Thrasher, a prominent organizer during the Civil Rights Movement. Ms. Thrasher will be visiting and working with students during the mini-course.

Learning Target(s):

Learning Target:

I can write an effective multi-paragraph composition using the writing process.

I can explain how stereotypes can lead to different forms of racism.

Products/Performance:
Student essays about the civil rights movement of the 50's and 60's and the state of civil rights in Springfield today

2.
Who is the Greatest Athlete Ever?
Teacher: Mr. Jones
Grade: 10th
Course Description:
Students will learn to analyze any athlete through the use of statistics to build an argument for their case. Students will also spend time collecting their own data to analyze themselves, their classmates, or something else of their choice, in order to answer a research question. Students will create a poster to demonstrate their analyses. This content is intended to aid in preparation for the math portion of the MCAS exam.

Learning Target:
I can make a poster that contains statistical answers to my research question.

Product:
Students will create a poster to demonstrate their analyses.

3.
Art, Inspiration, and Writing
Teachers: Mrs. St. Martin and Ms. Magrath
Grade: 10th grade
Course Description:
What is it about art that inspires us? How do art and culture connect to my life? These are the questions that we will be diving into in this intensive. In the mornings we will focus on writing and reading strategies to help our 10th grade scholars prepare for the English MCAS exam, and in the afternoons we will visit local museums and immerse ourselves in different types of art. Are you interested in learning more about Renaissance art? Japanese armor? Sculpture? Graffiti as art? We can target our museum visits to learn more about the kind of art you find inspiring. On the last day of our Intensive we will be presenting a Renaissance Gallery, where you will introduce and critique a piece of artwork you found inspiring.
Learning Targets:

- I can practice reading and writing strategies to prepare myself for the English MCAS exam.
- I can analyze art for its visual properties, its historical context, and my own personal connection to it.
- I can reflect on the role that art plays in the life of the protagonist in "My Name is Asher Lev."
- I can create a piece of curatorial writing for our Renaissance Gallery.

Products / Performances:
The creation of a Renaissance Gallery

"There is more in us
than we know. If
we can be made to
see it, perhaps, for
the rest of our lives
we will be unwilling
to settle for less."

-Kurt Hahn
Founder of Outward Bound

SRI SCHOOL REFORM INITIATIVE
A COMMUNITY OF LEARNERS

The School Reform Initiative creates transformational learning communities fiercely committed to educational equity and excellence.

SRI fulfills its mission through:

- **Coordinating and supporting a network** of SRI affiliates who are committed to its mission through providing administrative support, forums for interaction and exchange of ideas, professional learning opportunities including an annual national conference of SRI affiliates, and access to on line resources

- Serving as an agent for a community of knowledgeable, skilled, and vetted facilitators who are available to work with schools, districts, and other agencies and organizations

- Supporting research to assess the effectiveness of SRI approaches

- Developing and maintaining resources to support collaborative adult learning including

- Professional learning opportunities
- Online, free access to educator-developed protocols and processes
- Research related to SRI initiatives including critical friends group, adult learning, facilitative leadership, and school transformation

SRI Core Practices:

Critical Friends Groups

SRI believes professional development for educators best takes place in learning communities, known as critical friends groups (CFG). A critical friends group (CFG) is designed to provide the focus and structure needed to support learning of educators within their school settings. A CFG might help members learn new strategies or implement new curriculum or their learning might be focused on improving practice by receiving feedback on lesson plans, aligning curriculum, or developing common assessments. However, at their best and most transformational, critical friends groups offer a forum in which members challenge deep-seated assumptions about teaching and learning, gain different perspectives about their students, surface troubling issues of equity in schools, and take up questions connected to the purpose of school. Learning within a CFG can help participants question how they know what they know, be emotionally open to exposing fundamental assumptions, and surface ideas that they have uncritically accepted in the past.

A CFG builds the learning capacity of the group by engaging members in significant work in an environment that supports risk taking. To make it more likely that learning in CFG will build the group's capacity for transformational learning, several key elements are essential.

- Groups are voluntary and sustained. A critical friends group is made up of a group of six to ten educators who meet regularly, perhaps every four to six weeks, over a sustained period of time. Membership is often voluntary. Voluntary participation helps to increase the likelihood that the members are committed to taking on risky and challenging work and staying engaged over time. Similarly, CFGs continue to work together beyond the completion of a particular time cycle such as a semester or school year.
- A skilled and experienced facilitator or coach supports the group. The coach, who frequently is a member of the group, [who] has participated in professional development to develop the skills, strategies, knowledge, and dispositions to facilitate the group's learning.
- Groups use protocols to build their capacity for learning. The disciplined use of protocols or agreed upon processes and structures helps the CFG build its capacity for learning. Protocols help sustain a steadfast focus on teaching and learning. And, they offer the structure that allows a group to deprivatize their practice and explore the most difficult and challenging issues of insuring that students experience educational excellence.

Facilitative Leadership

The School Reform Initiative understands that schools that are reflective, collaborative, relentlessly focused on issues of teaching and learning, and able to regularly share and get feedback about their practice are schools that can accomplish great things for their students. A large body of research supports this idea, but that very same body of research also suggests that schools are not always such places. Facilitative leadership builds reflective, collaborative, learning focused schools. Facilitative leaders understand how adults learn, have a large repertoire of strategies and tools to support that learning, and are comfortable both posing challenging questions and managing the discomfort that these question surface. Facilitative leaders can be principals, department heads, coaches, or teacher leaders; however, facilitative leadership is the capacity to promote participation, ensure equity and build trust as adults learn together to improve their practice for the benefit of each student in their school.

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Evaluations That Help Teachers Learn

Charlotte Danielson

A good system of teacher evaluation must answer four questions: How good is good enough? Good enough at what? How do we know? and Who should decide?

"This is so much *better!*" commented Carla, a 4th grade teacher, following an evaluation conference with her supervisor:

> Before, I had no idea what my principal was looking for—I had to be a mind reader! So I just played it safe, taught a familiar lesson, one I knew would go well—but did the process improve my teaching? Not at all! In my old school, the principal just came in with a checklist, but we never really talked. But this time, we had a great conversation about how to help my students *want* to write. It really made me think. As a result, I've got a new approach: I'm going to engage some students around the things they're passionate about and have them try to convince their classmates about the value of such interests.

The Problem

Carla's statement provides an insight into how we might improve teacher evaluation to better foster conditions for both teacher and student learning. Let's consider the deficiencies of traditional systems. These include

- Outmoded evaluative criteria, usually in the form of checklists.
- Simplistic evaluative comments, such as "needs improvement," "satisfactory," and "outstanding" without any consistency as to what those words mean. Many teachers end up being rated at the highest level on every item, with no guidance as to where they might focus their improvement efforts.
- The same procedures for both novice teachers and career professionals— no differentiation that reflects veteran teachers' experience and expertise.
- Lack of consistency among evaluators; a teacher might be rated at the highest level by one administrator and much lower by another. This makes it much easier to attain tenure in some schools than in others, a violation of a fundamental principle of equity.
- One-way, top-down communication. Evaluation is a process that's "done to" teachers, and it often feels punitive, like a "gotcha."

Why Do We Evaluate Teachers?

We can remedy these problematic characteristics by attending to some basic principles of assessment and teacher learning. First, it helps to be clear about why we even *have* teacher evaluation. Laws, of course, require it. But why are there laws? The first and most fundamental reason is because public schools are public institutions; they take public money, and the public has a right to expect high-quality teaching. But there are two more basic purposes.

To Ensure Teacher Quality

Credibility in an evaluation system is essential. A principal or a superintendent must be able to say to the school board and the public, "Everyone who teaches here is good— and here's how I know." A teacher evaluation system that satisfies this requirement will include the following:

- *A consistent definition of good teaching*. To assess the quality of teaching practice, it's essential to *define* it. It's not sufficient to say, "I can't define good teaching, but I know it when I see it."
  One of the most widely used systems that define good teaching is the Framework for Teaching[1] , which describes not only the teaching that occurs in the classroom but also the behind-the-scenes work of planning and other professional work, such as communicating with families and participating in a professional community. For each component of good teaching, the framework includes four levels of performance—unsatisfactory, basic, proficient, and distinguished—that describe the degrees of teacher expertise in that component. (See fig. 1 for the four levels of performance in questioning and discussion techniques.)

Figure 1. Levels of Performance in Questioning and Discussion Techniques

Element	Unsatisfactory	Basic	Proficient	Distinguished
Quality of Questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and a single correct response. They are also asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

- *A shared understanding of this definition. Everyone* in the system—teachers, mentors, coaches, and supervisors— must possess a shared understanding of this definition. Having a common language to describe practice increases the value of the conversations that ensue from classroom observations.
  For example, discussing "student engagement in learning" is more effective when everyone understands what this looks like in light of four elements: activities and assignments, grouping of students, instructional materials and resources, and structure and pacing. Conversations using this more specific language invite teachers to analyze their own practice and invite observers to inquire about the decisions a teacher has made in planning and executing a lesson.
- *Skilled evaluators*. Those who support teachers—mentors, coaches, supervisors, and so on—must be able to recognize classroom examples of the different components of practice, interpret that evidence against specific levels of performance, and engage teachers in productive conversations about their practice. Evaluators must be able to assess teachers accurately so teachers accept the judgments as valid and the public has confidence in the results.
  Evaluations that focus on quality assurance yield judgments that are fair, reliable, and valid. They are helpful in looking at both new and experienced teachers' practice and in determining whether a teacher's skill has slipped below standard and needs strengthening. Administrators may use the evaluations for decisions regarding employment and compensation. This is crucial when deciding which teachers should attain permanent status as tenured professionals or which teachers should be nominated for leadership positions as mentors or coaches.

To Promote Professional Development

But there's another purpose of teacher evaluation: to promote professional learning. Teacher evaluation typically serves this more developmental purpose through professional conversations between teachers and colleagues who observe in their classrooms and between teachers and supervisors following formal or informal observations.

A commitment to professional learning is important, not because teaching is of poor quality and must be "fixed," but rather because teaching is so *hard* that we can always improve it. No matter how good a lesson is, we can always make it better. Just as in other professions, every teacher has the responsibility to be involved in a career-long quest to improve practice.

Two in One

The challenge is merging these two purposes of teacher evaluation. Educators need to create procedures that yield valid and reliable results—that is, that satisfy the legitimate demands for quality assurance while promoting professional learning. In truth, the demands are somewhat different. A system to ensure quality must be valid, reliable, and defensible—these are "hardsounding" qualities—whereas a system designed to promote professional learning is likely to be collegial and collaborative—these are much "softer-sounding" qualities.

Until recently, educators' attempts at merging quality assurance with professional learning have taken the form of enhancing evaluators' skills using techniques like clinical supervision and cognitive coaching. These are valuable skills and worth learning, but they are insufficient. The profession is better served when the requirements for these two purposes are embedded in the *design* of the systems themselves.

Getting from Here to There

We can get a clue as to the nature of this problem if we consider the typical observation, supervision, and evaluation process in use in most schools. The scenario proceeds as follows: The administrator goes to the classroom and watches a lesson, takes notes, goes away and writes up the notes, and then returns

and tells the teacher about the lesson (what was good, what the teacher could improve). Most observations are a variation on this theme.

It's important to note that in this scenario, the administrator is doing all the work; the teacher is completely passive. (The teacher has, of course, taught the lesson, but the teacher contributes nothing to the observation itself.) So it's not surprising that teachers don't find the process valuable or supportive of their learning. The process violates everything we know about learning— that learning is done by the *learner* through a process of active intellectual engagement.

If we want teacher evaluation systems that teachers find meaningful and from which they can learn, we must use processes that not only are rigorous, valid, and reliable, but also engage teachers in those activities that promote learning—namely self-assessment, reflection on practice, and professional conversation.

We can modify the traditional observation scenario to accomplish these aims. A revised process—like the one Carla was so enthusiastic about at the beginning of this article—might look like this:

1. The administrator goes to the classroom, watches a lesson, and takes notes on all aspects of the lesson: what the teacher says and does, what the students say and do, the appearance of the classroom, and so on.
2. The administrator gives a copy of his or her notes to the teacher.
3. The administrator analyzes the notes against the evaluative criteria and levels of performance.
4. The teacher reflects on the lesson using the observer's notes and assesses the lesson against the evaluative criteria and levels of performance. The teacher will probably, as result of this reflection, identify aspects of his or her teaching to strengthen, and that teacher will reach these conclusions without prompting from the principal. Of course, the principal can always point things out, but when the teacher reflects on a lesson before the post-observation conference, he or she will frequently be as critical as the principal would have been.
5. The teacher and the administrator discuss the lesson. The teacher puts the lesson into context for the administrator, and together they decide on the teacher's strengths and areas for growth. Naturally, the administrator wasn't in the classroom the previous day and can't be familiar with all the issues that the teacher must address. So the teacher might describe a particular student's learning challenges, and the principal might suggest a different approach. But they conduct the conversation in light of their shared understanding of what constitutes good teaching.

Seeing Benefits in Chicago

A recently published study of a two-year pilot program in Chicago Public Schools has documented the benefits of this approach. Conducted by researchers at the Consortium on Chicago School Research at the University of Chicago, the Excellence in Teaching Project aims to accurately measure a teacher's classroom performance. The project is the proposed replacement for a teacher evaluation checklist that administrators have used in Chicago Public Schools for the past 30 years. Principals in the pilot used the Framework for Teaching to guide their classroom observations as well as the required pre-observation and post-observation conferences.

The pilot provides an insight into the perceptions of participating teachers and administrators, who signaled the following areas as being crucial to effective teacher evaluation:

- *A consistent definition of good teaching*. For a teacher evaluation system to be transparent and credible, everyone—both teachers and administrators— must understand what constitutes good practice. Unless principals participate in focused

training, they probably will not have this understanding. But they appreciate acquiring that knowledge. As one principal noted, "The thing I like about the framework is that it actually makes you cognizant of the behaviors that constitute excellence in teaching."

- *Opportunities to engage in meaningful conversations about practice*. As members of the Danielson Group have observed after working with teachers and administrators in hundreds of school districts to enhance professional practices, "It's all about the conversation." Noted one teacher, "You get to close the door, turn off the noise, and actually sit and talk [with your supervisor], which is really, really nice."
- *A focus on what matters*. Both teachers and administrators appreciate an opportunity to concentrate their collective attention on the important issues of teaching and learning. These typically occur in the post-observation (reflection) conference. As one principal pointed out, "The conversation is entirely different. My conversation before was 'You were tardy,' 'You didn't turn in your lesson plans,' all those kinds of things. Now this conversation is about good instruction."

Two Challenges

The Need for Trained Evaluators

A credible system of teacher evaluation requires higher levels of proficiency of evaluators than the old checklist, "drive-by" observation model. Evaluators need to be able to assess accurately, provide meaningful feedback, and engage teachers in productive conversations about practice.

In our experience with the Framework for Teaching, members of the Danielson Group have trained hundreds of observers all across the United States and in other countries as well. Our findings have been somewhat humbling; even after training, most observers require multiple opportunities to practice using the framework effectively and to calibrate their judgments with others.

Most administrator preparation programs don't teach such skills; administrators must acquire them on the job. But when they do learn them, administrators can be the instructional leaders that schools so urgently need.

A training program for evaluators—one that uses the Framework for Teaching—consists of several steps:

1. Participants familiarize themselves with the structure of the Framework for Teaching, which consists of four domains of teaching responsibility (planning and preparation, classroom environment, instruction, and professional responsibilities); 22 components that describe those domains; and two to five elements that fully describe each component.
2. Participants learn how to recognize the sources of evidence for each component and element. For example, Domain 2 (the classroom environment) and Domain 3 (instruction) are demonstrated primarily in the classroom, whereas Domain 1 (planning and preparation) and Domain 4 (professional responsibilities) depend on artifacts, such as teachers' techniques for communicating with families (for example, newsletters or handouts for back-to-school night) or logs of professional development activities.
3. Participants learn how to interpret the evidence against the rubrics for each component's levels of performance. For example, in assessing whether a classroom creates an environment of respect and rapport, observers would need to note whether student interactions are characterized by conflict, sarcasm, or put-downs (an unsatisfactory rating for the teacher); whether students, in general, refrain from disrespecting one another (a basic rating); whether student interactions are, in general, polite and respectful (a proficient rating); or whether students demonstrate genuine caring for one another and monitor one another's treatment of peers (a distinguished rating).
4. Participants learn how to calibrate their judgments against those of their colleagues. For

example, one observer might interpret interactions in a classroom as representing basic performance, whereas another might see them as proficient. There are many reasons for such differences. One observer might simply have missed something important in the classroom, or the two observers might have slightly different ways of interpreting their evidence. But whatever the reason, it's important they discuss the situation so that they can, in the future, make consistent judgments.

Finding Time for Professional Conversations

A second challenge for administrators is finding time to conduct meaningful observations and engage in professional conversations about practice. However, even in the traditional system, principals need to devote time to the evaluation process—despite the fact that it often produces few benefits. In the words of an educator with whom we've worked, "It doesn't take any longer to do this process well than to do it poorly, so why not do it well?" What better use of a school leader's time than to engage teachers in conversations about practice?

Evaluator-teacher conversations, when conducted around a common understanding of good teaching—and around evidence of that teaching— offer a rich opportunity for professional dialogue and growth. We can't create more hours in the day, but careful setting of priorities and judicious scheduling of both observations and conferences can make the best use of the time available. Moreover, unless a district's negotiated agreement forbids it, brief and informal drop-in observations yield plenty of information for reflective conversation and require far less time than formal observations do.

A Thoughtful Approach

Abundant evidence from both informal observation and formal investigation indicates that a thoughtful approach to teacher evaluation—one that engages teachers in reflection and self-assessment—yields benefits far beyond the important goal of quality assurance. Such an approach provides the vehicle for teacher growth and development by providing opportunities for professional conversation around agreed-on standards of practice.

Endnote

[1] The Framework for Teaching divides the complex activity of teaching into 22 components clustered in four domains of teaching responsibility. Each component defines one aspect of a domain; two to five elements describe a specific feature of a component. To view the framework, visit **www.danielsongroup.org/theframeteach.htm**.

Charlotte Danielson is an educational consultant based in Princeton, New Jersey. She has taught at all levels and has worked as an administrator, curriculum director, and staff developer. She is the author of ***Enhancing Professional Practice: A Framework for Teaching*** (ASCD, 1996, 2007) and ***Teacher Leadership That Strengthens Professional Practice*** (ASCD, 2006); **charlotte_danielson@hotmail.com**.

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ARTICLE XI - SALARIES

A. Salaries of all teachers covered by this Agreement are set forth in Schedule A, which is attached hereto and made a part hereof. Additional pay for extracurricular activities and experience in the associated positions are set forth in Schedules B, C and E, which are attached hereto and made a part hereof.

1. The annual salaries of teachers shall be paid in twenty-six (26) installments due every other Friday, beginning with the second Friday following Labor Day. A teacher may choose to receive the balance of his/her contract salary following the close of the fiscal year ending June 30, in one lump sum, if such desire is indicated in writing with the submission of a salary election form by August 31 of the previous year. Proper payroll deductions shall be made from her/his check for health insurance, retirement and other authorized deductions so as to afford coverage for the individual until the first deduction the following fall.

2. When a pay day falls on a Federal holiday teachers will receive their pay by direct deposit on the day prior to the Federal Reserve Holiday.

3. Teachers must take advantage of Direct Deposit Services, offered via electronic transmission to banks participating in the New England Automated Clearing House (NEACH). Some participating banks, however, may not post paychecks until the Saturday following the Friday payroll.
.
4. The Board agrees to develop a policy for the placement of teachers on the salary scale that will define what is acceptable experience for placement on steps of the salary scale.

Exp	BA	BA+15	MA	MA+15	CAS
0	32299	33914	36498	38113	41342
1	32660	34294	36906	38539	41805
2	32660	34294	36906	38539	41805
3	32660	34294	36906	38539	41805
4	32660	34294	36907	38540	41805
5	35175	36906	38539	41805	44092
6	35175	36906	38539	41805	44092
7	35175	38213	41805	44092	45071

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