MAINE ACADEMY OF
NATURAL SCIENCES

CHARTER SCHOOL APPLICATION

For the School Year 2012-2013

Response to Request for Proposal from
Maine Charter School Commission

State Charter School Commission
Executive Summary
(Exhibit A)

Applicant Instructions (*All relevant information must be provided as indicated*)

Name of proposed Public Charter School Maine Academy of Natural Sciences

Name of entity that will hold the charter Maine Academy of Natural Sciences

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Title/Relationship to entity President and Executive Director

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Education Service Provider (if applicable) NA

Partner Organization (if applicable) NA

Physical address of school 15 Stanley Road, Hinckley, ME 04944

School administrative unit in which the school will be located SAD 49

Intended opening date September 2012

Proposed grades and initial enrollment Grades 9-12 Initial Enrollment 42

School Description (150 word maximum)

Attach a brief description of your school that includes the mission, grades served and other information that you would like to include to describe the unique program and student body you intend to serve.

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 Glenn A. Cummings Date 5/30/12

Printed Name Glenn A. Cummings Title (Position) President / Exec. Dir.

3004987.1

Executive Summary

Firmly rooted in the hundreds of acres of the Good Will-Hinckley campus in Fairfield, Maine, the Maine Academy of Natural Sciences (MeANS) taps Hinckley's inherent attributes through project-based experiences and individualized learning that is tracked by the Personal Learning Plan, which lies at the heart of a MeANS education. MeANS students will be actively involved in mastering the Maine Learning Results, Common Core Standards and other unique MeANS graduation goals, and do so using an innovative curriculum grounded in the themes of forestry, agriculture, and the environment. This curriculum is taught using a highly individualized approach by experienced teachers with both subject matter expertise and skills in dealing with at-risk populations.

In addition to a strong academic plan, the Maine Academy of Natural Sciences stands uniquely well-suited to maintain long-term financial sustainability and operational effectiveness. The school builds upon over 125 years of teaching at-risk students at the Good Will-Hinckley campus where MeANS will reside. The mission and governance of the two organizations align tightly. Good Will-Hinckley will provide material and financial resources to MeANS as a core component of its endeavors.

MeANS Charter Application

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INTRODUCTION

This application for a public school charter is filed by the Maine Academy of Natural Sciences ("MeANS"), a Maine nonprofit corporation with purposes that are consistent with Internal Revenue Code § 501(c)(3). MeANS was formed by its organizers, the Board of Directors of Good Will Home Association d/b/a Good Will-Hinckley ("GWH"), in order to carry on, as a public charter school, work that GWH began when it opened MeANS (without a separate entity) as a magnet high school in 2011. That school, in turn, continued the mission of GWH, which has since 1889 provided a home and helping hand to boys and girls in need, on its campus in Hinckley, Maine, between Fairfield and Skowhegan.

This application has been prepared and is submitted to the Maine Charter School Commission in response to the Commission's request for proposals ("RFP"), issued on May 1, 2012. An executive summary of the application including a signed certification is provided at the front of this volume and is also set forth as Exhibit 1, as required by the RFP. The rest of this volume contains the body of the application, which is divided into sections that correspond to those in the RFP.

MeANS and its organizers at GWH look forward with hope and enthusiasm to the opportunity to respond to any questions that the Commission may have and stand ready to make any changes that the Commission may consider necessary in the negotiation of a contract. Building on GWH's service to boys and girls in need for over a century, and the experience of MeANS in its first year of providing a new high school program based on natural sciences to students at risk of school failure, MeANS expects to open a charter school that will be of immediate and growing value in educating Maine children. We thank the Commission for its thoughtful attention to the application set forth in the following pages.

A Education Plan

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

Mission of the Maine Academy of Natural Sciences

The Maine Academy of Natural Sciences ("MeANS") provides an inspiring and inclusive learning environment primarily for students who are under-engaged and at risk of dropping out of high school. Students learn through an individualized, project-based approach rooted in the themes of agriculture, forestry and the environment. Our core values will be respect, responsibility and service to the community. Providing multiple pathways to graduation for under-engaged and underperforming students, the academy utilizes an individualized, hands-on, project-based approach to learning that is rooted in the themes of agriculture, forestry and the environment.

Vision for the Maine Academy of Natural Sciences

Targeted Student Population:

The Maine Academy of Natural Sciences, located on the 1,800 acre Good Will-Hinckley ("GWH") campus in Hinckley, Maine, will be open to high school students residing throughout the State of Maine.

Applicants will fall into the following two categories:

Under-engaged students at risk of not completing high school, who are:

1) motivated by individualized, project-based learning; and/or

2) interested in the natural sciences through the study of agriculture, forestry, and the environment.

Vision Overview:

Students at the Maine Academy of Natural Sciences are encouraged to re-engage with their education. They will grow as critical thinkers and problem solvers by developing habits of heart and mind that lead them to take responsibility for their own actions, as well as for the welfare of their community. They will graduate from MeANS proficient in the graduation standards, having completed at least one college-level course, an internship or apprenticeship in the community, and a plan for their next steps as young adults. Students will complete their education more self-directed, hopeful and healthy than when they enrolled.

MeANS students are actively involved in mastering the Maine Learning Results, Common Core Standards and additional, unique MeANS graduation goals, and do so through an innovative curriculum grounded in the themes of forestry, agriculture, and the environment. This curriculum is taught using a highly

individualized approach by experienced teachers who have both subject matter expertise and skills in dealing with at-risk populations.

Below, we present a picture of the MeANS learning environment, the unique student experience and our educational philosophy, as illustrated by the following six organizing principles.

Organizing Principles:

1. Student ownership of the educational process through standards and a Personal Learning Plan:

Students understand their graduation standards, and have a Personal Learning Plan that charts their course through MeANS and serves as a portfolio of their work.[1]

2. Actively engaged students – a project based orientation:

Students are engaged in designing, implementing, and presenting projects that have high relevance to their interests. Projects are undertaken both individually and as a group.[2]

3. Using the community and the natural world as the classroom:

Students study the natural sciences through the fields of agriculture, forestry and the environment. MeANS makes intensive use of its community for learning opportunities including internships, work-study, and other field experiences.[3] MeANS also collaborates with KVCC on an early college model.[4] "Early College," also referred to as dual enrollment, allows high school students to take college courses and potentially earn college credit and has become increasingly common in the United States. Dual enrollment also is emerging as part of a promising college preparation strategy for a broad range of students, including those who are struggling in high school. Advocates contend that a thoughtful sequencing of dual enrollment courses, combined with appropriate student supports, could have a strong positive influence on students who are disengaged from high school and lack the confidence needed to plan for college (Edwards, Hughes, and Weisberg, 2011).[5]

4. Building supportive relationships to create a strong sense of community; using Restorative Practices to create ownership of School values and behavioral expectations:

Our experiences both at the Community School (36 years) and Good Will-Hinckley (26 years), have led both of the leaders of MeANS to recognize the critical importance of positive student-teacher relationships especially for students at risk. Moreover, the research base for the importance of student-teacher- relationships, and a positive school climate – especially for students at risk – is robust.[6] This model has been proven to be effective in schools throughout the country, including, for example, a decrease in school suspensions at West Philadelphia High School by 50% (School Safety-Adams 2008). At Palisades High School in Pennsylvania, school detentions over four years dropped from 716 to 282. (Mirsky 2003, cited in the footnote). More data is available at: www.iirp.edu.

5. A collaborative and reflective teaching model:

Teachers review student progress academically, socially and emotionally together on a daily basis. Teachers will have one day a month throughout the school year to evaluate the program's approach for each student and adapt as necessary.[7]

6. Strong ties built between school and parents:

MeANS involves parents and guardians in a variety of ways from weekly advisor updates for each student, to opportunities to volunteer, for example, as a mentor, at an internship site, for fundraisers, in public relations, and through participation in school governance committees.[8]

How the Vision Might Look to an Observer:

The following vignette has been drawn to give the readers of this document a more immediate sense of how students may experience these principles:

"Mindy Stevens" is a 16 year old Junior from a nearby town in Somerset County. Over the course of her first two years in high school, she accumulated four credits because, in her words, "I don't do homework." Mindy tests above average on most state assessments, but she did not show interest in many classes. She says she "hated sitting in a classroom, inside all day long."

Her parents are divorced, and she spends most of her time at her mom's house, although she will go to dad's if she and mom have a fight and she is grounded. Communication between her parents is not great. Her mom has a small garden and a few chickens as well as three cats. Mindy loves the animals.

When she heard about the Maine Academy of Natural Sciences from a guidance counselor, she visited the website, http://means2.gwh.org/, and became interested.

She requested a transfer to the program at the end of her sophomore year. Her mother was very supportive, her father a bit dubious.

You have come to MeANS to learn a little bit more about the program and Mindy is your guide. You will have the opportunity to "shadow" her for the day. Mindy, now at the end of her Junior year, seems relatively comfortable with adults as she explains the program to you.

"This is a program where I can really do things that I am interested in. Since I have been here, I have researched the best layer hens, and how we can feed them with what we grow in our gardens, and have helped a master ornithological curator identify and fix birds at the Bates museum. (MeANS has a well-regarded museum on campus in which students can study and work.) I want to have my own farm one of these days – and I want it to be a place where the animals are happy, and we can make the best use of our land."

She brings you out to see the chicken coop she helped to build, and shows you the different varieties of birds her research indicated would be the best layers. Her delight in the chickens is evident, as is her pride in the number of eggs that they have laid since yesterday. "These eggs go first to the cottages and then to our school cafeteria. We're becoming sustainable here and I am learning stuff that will help me in the future."

She points to a small group of students and a teacher working in the garden. "They're planting all the squash seedlings and seeds right now. They are going to check to see which grows better, squash from seedlings or squash from seeds. Most of them are here for their first year."

Two students stop working and appear to be getting into a conflict with each other. After some yelling and intervention from the teacher, Mindy observes, "yup they'll be going to a circle this afternoon to talk with their advisors about what happened there…it's taken me a while to get used to all these circles, but they seem better than the other kinds of discipline I've been used to…At least we get to talk about what happened, and almost always we get to know each other a little better…sometimes it seems like nothing is getting done but usually we work through things pretty good."

Back in school, Mindy shows you her chicken research project phase two. She and the agricultural teacher came up with this idea – to track egg production of the different varieties of birds, with some birds in each group getting home-grown feed and others getting commercial. She has a carousel that is hers, that is in her advisor's room and on her desktop computer she has a spreadsheet where she tracks the egg production of each bird in the flock. "I still don't like math much" she acknowledges, "but tracking these birds and how much they produce and what they eat – I can make some neat graphs and actually see how the experiment is working and some of the numbers behind it." She points out that she won't be able to meet all her math standards through this kind of project, and so, will be a part of a study group that is working on some of the algebra standards.

When asked about how academics are working for her here, she says that she still doesn't like homework, but if she has to she will do it, because it usually is connected to something she needs to get done to meet one or another of her graduation standards. She shows you her handbook of graduation standards and identifies standards she has shown proficiency in. She is on-track for completing the standards next year. She also shows you her Personal Learning Plan, which appears to be a portfolio of some of her work from the past year. It includes quarterly reports, as well as goals for each quarter, and a plan devised with her advisor for how she is going to get prepared for her next step after MeANS to the local community college, KVCC. Mindy is quite interested in enrolling in KVCC's new Associate's degree in Agriculture program, and tells me that she has already taken and passed an English Comp class that will be credited towards both her college and high school degrees. "I never really thought about going to college much," Mindy says, "but now I see a point to it, and I think I can do it. I like the people there; they are pretty down to earth."

On your way through the corridor with Mindy to her art class, she introduces you to her advisor, Mr. Poulin. He is one of the language arts teachers, and advises seven other students besides Mindy. Mindy says, "Mr. Poulin is my advisor, we meet almost every day, and he helps me keep on top of what I have to do…He's the one who helps me make sure that I pick out my best work for my PLP, and that I am prepared for my meetings with my folks…he's usually pretty helpful." Mr. Poulin adds, "Thanks Mindy, it has been a treat working with you when you get your mind set on something…like the chicken project…how's that going?" Mindy is ready to move on and replies; "It's all good Mr. Poulin, don't you worry, it's all good," and turning to you she smiles, and says, "look I have to go, I need to be at art class – nice to meet you – I hope I answered most of your questions." You thank her, and she is off.

You turn to Mr. Poulin and ask him about what it's like to work here and he smiles, "Well it's something like flying an airplane and building it at the same time – we are always figuring out what we can do to make this a better learning environment for all of us…. And it's not always easy, some of the kids come

in here with a lot of baggage, and we all have to carry it with them for quite a while, but then when you are working with a Mindy and you see her taking off and diving into her studies the energy comes back – it's really exciting… and it's so great to see the parents come on board. Mindy's dad was really doubtful that she should leave her high school for a very different school like this, plus he doesn't like much his ex-wife likes, but he sees her excitement and self-confidence, and how she looks forward to coming to school, and he is warming up to it. I mean we talk weekly, and I can see the change in him…All the teachers here are interested in working with these students, baggage or not, and we have created a really supportive and thoughtful environment. We will spend an hour if we need to, just talking about one student to see how we could help them make their next move academically or socially…It's all so connected." Mr. Poulin looks tired but satisfied, so you let him get to his next class, and you leave the building feeling clearer about how this school works, and where it has taken one student this year.

Enrollment

We anticipate that in the first year the number of students seeking admission, and ultimately being accepted, will be weighted toward the lower grades (9-10).

Grades	Ages	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		min-max (planned)	min-max (planned)	min-max (planned)	min-max (planned)	min-max (planned)
9	14-15	14, 22, 24	22, 24, 26	24, 26, 28	26, 28, 30	30, 32, 38
10	15-16	6, 10, 12	14, 20, 30	24, 25, 30	26, 28, 31	28, 31, 38
11	16-17	6, 6, 10	8, 11, 16	14, 19, 27	24, 25, 33	28, 31, 38
12	17-19	4, 4, 6	6, 7, 10	8, 12, 17	14, 20, 28	24, 28, 36
Total		30, 42, 52	50, 62, 82	70, 82, 102	90, 102, 122	110, 122, 150

We believe the above enrollment projections to be attainable given that our reach is statewide with the ability to serve 40 residential students in year five. The remaining 82 students in year five will come from neighboring high schools, specifically Lawrence, Skowhegan, Madison, Waterville, Winslow, Erskine Academy and Messalonskee. The estimated catchment area map is provided on Exhibit 2. These high schools collectively serve over 4500 students. In addition, the Maine Academy of Natural Sciences will be attractive to local home schooled students.

Interest in the Maine Academy of Natural Sciences by parents and students alike has been strong thus far, specifically for students who are not thriving in their current educational setting. As of 4/20/2012, MeANS is serving 19 students with the possibility of 15 of these students returning for the 2012/2013 year. We have accepted 9 new students for enrollment in September 2012, have 6 scheduled interviews for enrollment, and numerous scheduled tours for interested students and their families. Our

enrollment is strong even without the definite support that Charter School status would provide. See more details on student recruitment strategy to achieve these projections in Section B.2.
With an intended maximum population of 122 in year five of our charter, MeANS will still remain a small, personal learning environment comparable to traditional Maine high schools. This design is intentional. To best achieve our vision for MeANS students—and school-wide success—we believe low student/faculty ratios will foster positive relationships between students and faculty and among students themselves. Our size will also enable staff to maintain effective contact with parents and enable our focus on internship placement within the community.

We firmly believe MeANS students' unique needs will be best served by our highly personal approach to teaching and learning. Many MeANS students will have arrived at MeANS disillusioned with their education; perhaps they had dropped out of school all together or contemplated it. Perhaps family or social/emotional struggles had interfered with the academic progress of an otherwise motivated student. Perhaps bullying or economic hardship or special education challenges had impeded their ability to engage in their education. Or perhaps they were simply bored in a traditional classroom setting – unable to grasp how their textbooks would be applicable in the real world.

Students with such unique learning styles and needs require a highly individualized approach that recognizes where they have come from academically and emotionally, but more importantly, where they want to go. This is the crux of the MeANS Education Plan.

Need for the Program: There are multiple needs that MeANS will meet for the communities that use it.

A. For students at-risk of not completing high school, MeANS will be an opportunity to engage in a learning environment that is designed to meet their academic, social, and emotional needs. The cost of supporting high school dropouts in the community is huge; MeANS success with its students will lessen that financial and social burden on the communities our students come from. . 4.7% of students in Kennebec County drop out of public high school, Somerset County has a rate of 4.0%. Truancy imposes its own costs on the community.

B. Somerset County is experiencing a resurgence of interest in providing local food to our community. The MeANS agricultural theme will help to provide a career pathway in conjunction with KVCC's associate degree in agriculture to create a new generation of young farmers who will assist in the development of this industry.

C. MeANS will provide students, families, and industries in Maine with the first school that is based around the themes of agriculture, forestry and the environment. In a state that is 90 % wooded, and 6.8 % farmland, and that depends on the health of its environment for the sustenance of the natural resources that we are dependent on, it makes good sense that at least one program exist specializing in these themes and the career paths they lead to.

D. MeANS will also provide an avenue to increase the numbers of students in Maine who complete high school and enroll in post-secondary education. Currently these numbers are low and the dropout rate from postsecondary schools by Maine High School graduates is unacceptably high. This will be accomplished in part by students being required to take at least one course at KVCC or a community college in their area as well as take the Accuplacer exam. We expect our close relationship with KVCC to enable multiple opportunities for dual enrollment.

Our Future

Based on the above enrollment projections and the careful, systematic build-out of our educational program, by the year 2020 we envision a school that has graduated several classes of students who went on to post-secondary success at college, work, and in their communities.

MeANS will have significantly broadened and established its internship and apprenticeship offerings, diversified and expanded its fundraising base, and grown to offer year-round courses and a co-curricular schedule. MeANS will play an increasingly important role in our community in relation to food and nutrition issues, supporting projects to feed the homeless and hungry, as well as teaching our neighbors effective ways to grow food that will sustain them through times of low and under-employment. MeANS also will have become an educational hub for the natural sciences, working with local elementary, middle and high schools to provide on-site visits, workshops, and lesson plans that local teachers can use to encourage agriculture and forestry projects in their own districts. With students well-versed in both agriculture and forestry, MeANS may also be able to provide an emergency squadron of students, under the mentorship of local farmers, who could help local small farmers in emergencies when their crops are threatened or some other disaster has reared its head. With the opportunities for on-campus, outdoor learning seemingly limitless, MeANS will by 2020 offer more and more types of in-depth, project-based lesson plans that tap into these resources, whether they be in the forests, the river, using alternative energy, or cultivating new crops. It is difficult to anticipate how our relationship with KVCC will have grown by then, but given our mutual goals for collaboration, we can foresee not only student participation in the state's first agricultural science A.A. degree, but also joint coursework and co-enrollment in any number of other disciplines as well.
Without a doubt, our objective is—as it has been since Good Will-Hinckley was founded in 1889—to remain rooted to our organizational mission at all times.

A.2 Academic Program

The academic program at the Maine Academy of Natural Sciences is based on a commitment to a curriculum that combines high expectations for student learning that are aligned with the Common Core and Maine Learning Results standards, (MRSA Title 20-A, section 6209), delivered by a customized learning plan for each student that propels him/her into subject matter from the vantage point of their interests and goals as learners. (See: Exhibit 33 for a complete list of the MeANS graduation standards that cover all the areas required by MRSA Title 20-A, section 6209.) We intend to accomplish this through an innovative, hands-on approach to mastery of state standards using project-based learning inside and outside of the traditional classroom. This approach represents one of the cornerstones of a MeANS education.

To achieve proficiency within each of the required standards areas, students will have the opportunity to work individually and in small groups on projects that include a significant hands-on component tied to the natural sciences or other areas relevant to the student's *Personal Learning Plan*. Each MeANS student will have a chance to learn and apply knowledge through experiences in the "real world" by taking part in field internships, service learning projects, and work-study opportunities with local partners in the community. Finally, students will also have the opportunity to dual-enroll in courses within the Maine Community College System and complete coursework through online courses provided by E2020, a national online educational course provider.

At the beginning of each school year, students will spend time reviewing the MeANS *Handbook of Graduation Standards* (See: Exhibit 33) with their advisor to begin to take ownership of their academic career. Faculty will refer to these standards frequently, so students are taught to understand and utilize these standards as the context within which their academic progress will be measured. As a final goal, students also will become conversant with the concept of reaching proficiency in each standard area. Students will be given clear rubrics so they will understand how proficiency in each standard area must be demonstrated.

Implementation of the MeANS Learning Approach: Advisors and the *Personal Learning Plan*

All student work and progress is documented through a student's *Personal Learning Plan.* This plan consists of: results from initial assessments in core academic areas; academic, social and individual goals set for each quarter; a portfolio of relevant work in the standard areas; documentation of projects, internships, service-learning, volunteer opportunities and work-study undertaken and completed; documentation of college-level courses taken; quarterly progress reports; plans for career exploration and college preparation; and a detailed plan for the student's 12 months following graduation. Advisors and students assemble the *Personal Learning Plan* over the course of the student's time at MeANS.

Remediation and Differentiated Instruction

Students who come to the Academy often will have large gaps in their academic background. When students enter MeANS, teachers begin to identify those gaps and pursue remediation strategies as needed. Identification is conducted by teacher observation and aided by the TABE (Test of Adult Basic Education) and/or Accuplacer and/or the Brigance Comprehensive Inventory of Basic skills. Students with IEPs will follow the testing/assessment protocols specified in those plans. Small classes will be

taught with differentiated instruction so that assignments can be individualized and students can work on the areas specific to their individual academic gaps.

Standards-Based Teaching and Learning

Teachers will articulate for students which standards are applicable to a particular lesson and how their work will be assessed. Teachers and students will determine together what standards may be met by a project that the student is interested in developing. At each quarter's end students and parents will receive a progress report that will indicate student learning in the framework of their engagement and proficiency. (See the citations below on RISC work) Students performing consistently at-level or proficient on a standard area will be considered to have completed that area in their progress toward graduation. This system allows students to be self-paced in their approach to meeting the graduation requirements. In some areas students may move rapidly through a subject, while in others, they may take a longer than "normal" length of time. RISC research indicates that students who feel empowered to move at their own pace through academic material can make significant learning gains.

The Reinventing Schools Coalition, www.reinventingschools.org, is a national organization that has helped dozens of school systems transform into standards-based models. According to a 2010 report of the Marzano Research Laboratory, RISC schools realized the following gains:

* Significant, sustained increases in student achievement

* Increases in the number of students applying to, attending, and remaining in college

* Decreases in staff turnover

* Significantly higher percentages of students passing high-stakes state assessments

Student academic proficiency

MeANS's targets for student academic proficiency will be congruent with the length of time that a student spends in our program. We expect that students enrolled for their first year who have not experienced a standards-based system will take longer to meet academic proficiency than students who have been enrolled for a year or more. The following academic proficiency targets are based on these enrollment growth percentages:

Year One: 50% (assuming that at least 50% of our current student population will successfully reapply to MeANS when we become a charter, though we expect this to be higher)

Year Two: 71%

Year Three: 42%

Year Four: 29%

Year Five: 23%

Academic Proficiency Targets: MeANS has 94 standards that a student will need to demonstrate proficiency in over the course of four years. We expect that each year a student will meet 24 of the standards at a proficient level.

Year One: 50% of the student body will meet at least 24 standards at proficient level 25% will meet at least 18 standards 25% will meet at least 10 standards.

Year Two: 39% of the student body will meet at least 24 standards at proficient level 36% will meet at least 18 standards 35% will meet at least 10 standards.

Year Three: (NOTE: In year three we expect to be more proficient at helping even new students reach proficiencies, so the targets are 10% higher in each category) 46% of the student body will meet at least 24 standards at proficient level, 27% will meet at least 20 standards, 27% will meet at least 12 standards.

Year Four: 71% of the student body will meet at least 24 standards at proficient level, 15% will meet at least 20 standards, 14% will meet at least 12 standards.

Year Five: 77% of the student body will meet at least 24 standards at proficient level, 13% will meet at least 20 standards, 10% will meet at least 12 standards.

Student Academic Growth Targets: Targets for student academic growth will be based on the same ratios, while designating more time for new students to demonstrate academic growth. For measurement of academic growth, see Section A.3.

Year One: 50% will increase one grade level or more in language arts and math, 25% will increase by at least 75% of grade level in both language arts and math, 25% will increase by at least 50% of grade level in language arts and math.

Year Two: 39% will increase in one grade level or more in language arts and math, 36% % will increase by at least 75% of a grade level in both language arts and math, 35% will increase by at least 50% of a grade level in language arts and math.

Year Three: (NOTE: In year three we expect more from new students, resulting in 10% higher targets) 46% of the student body will increase in one grade level or more in language arts and math, 27% will increase by at least 80% of a grade level in both language arts and math, 27% will increase by at least 75% of a grade level in language arts and math.

Year Four: 71% will increase in one grade level or more in language arts and math, 15% will increase by at least 80% of a grade level in both language arts and math, 14% will increase by at least 75% of a grade level in language arts and math.

Year Five: 77% will increase in one grade level or more in language arts and math, 13% will increase by at least 80% of a grade level in both language arts and math, 10% % will increase by at least 75% of a grade level in language arts and math.

Curriculum Overview

One differentiating factor in a MeANS education is that every student is enrolled in the *Agriculture and Forestry* curriculum. It is the primary vehicle for progressing students toward mastery in the core subjects of English and math, as well as science, social studies, and the arts. In our first year of operation we will develop and field test our environmental curriculum.

We have developed/intend to develop (or combination of both) curricula to integrate our educational philosophy and thematic approach into students' daily learning experiences using our unique instructional design. Students will be able to meet standards in the following subject areas through assessments (See: Section A.4.), portfolios, and uniquely, through individually designed projects under the supervision of their advisors. Project presentations can involve demonstration of speaking and listening, language art standards, as well as standards related to communication and technology. (Please see presentation rubric Exhibit 30.)

Below we outline how the MeANS Agriculture and Forestry-based curriculum aligns with the Learning Results required by Maine law and the objectives for each subject area by grade level.

9th Grade

Following preliminary learning assessments (See: Section A.4.) at the start of the school year, students will be engaged in these areas of study (For more details see MeANS Graduation Standards in Exhibit 33):

English 1: *Reading, Writing, Language, Speaking and Listening Standards.*

> Objective: Bring students up to the ninth grade reading level through the teaching/learning modality that works best for them. 75% of ninth grade students will be at or beyond 9th grade reading level by the end of the year.

Students will meet these standards through a variety of learning pathways including direct instruction and online class work through E2020, in conjunction with individual and group projects developed within the Agriculture and Forestry Curriculum, as well as independent study and projects in a focused area of interest. Struggling readers will have 1:1 time with teachers and/or mentors. Reading will range from original source material from high interest books for students with reading challenges to college level material. Examples of books with natural-sciences and Maine based themes include: *Low- Impact Forestry, Forestry as if the Future Mattered*, Mitch Lansky; *Forest Trees of Maine*, Centennial Edition 1908 - 2008 Maine Forest Service, Department of Conservation; *Newcomb's Wildflower Guide*, Lawrence Newcomb Little, Brown & Company; *The Poacher's Son*, Doiren; chapters from books by Rachel Carson, Wendell Berry, and Michael Pollen; statewide newspapers etc.

Science:

Objective: 75% of students will gain mastery in standards related to life sciences.

The 9th grade emphasis of the Agriculture and Forestry Curriculum is on the biological sciences and standards relating to the classification of life forms, ecology, cells, and continuity and change. Each

science concentration for the entire four-year cycle will include an understanding of: the implications of science and technology, inquiry and problem solving, scientific reasoning, and communication. Extensive use will be made of curriculum derived from and developed with Maine's *Project Learning Tree*. (For an example of a lesson plan based around our Maple Sugar project please see Exhibit 30). Group and individual projects in the agricultural- and forestry-based sciences will vary according to the season, and may include such projects as: building raised beds; developing greenhouse crops for growth during the winter; marketing foods grown in vegetable gardens; charting hiking trails with GIS technology and loading them onto websites; developing recycling and energy use reduction programs throughout campus; creating interactive agriculture and forestry tours for elementary school students on field trips to MeANS, etc.

Mathematics:

Objective: 60% of students will gain mastery in standards related to Geometry.

Students who aren't already proficient in Geometry will concentrate on that area via direct instruction, online instruction, and in concert with projects undertaken in the science curriculum. Students will meet geometry standards relating to: congruence, similarity, right triangles, trigonometry, circles, expressing geometric functions with equations, measurement and dimension, and modeling with geometry. Where appropriate students will develop geometry skills through engagement with the forestry curriculum in regards to tree circumference, length, width etc., as well as the surface area and volume of garden plots and the establishment of raised beds.

Social Studies: *American History & Government*

Objective: 75% of students will gain mastery in standards related to American History and Government.

Ninth graders will meet history standards through direct instruction, and wherever possible in concert with projects in the Agriculture and Forestry curricula. Standards met will include those in civics and government, including rights, responsibilities, and participation; purposes and types of government; fundamental principles of government; the Constitution and international relations. History standards to be explored include: an understanding of historical chronology, knowledge, concepts and patterns. (For an example of a History Lesson Plan see Exhibit 30.)

Electives:

Objective: 90% of students will gain mastery in standards related to one or more electives.

Along with Physical Education and Health, ninth graders will have the opportunity to take other electives in the fine arts and in technology. Local artists will be invited to partake in residencies at MeANS during the school year, during which they will instruct individuals and small groups in music, the arts, and drama. Residential students will have a chance to earn elective credits through the applied home economics requirements and health classes that take place within the framework of on-campus life.

10th Grade English 2: Students will continue to work on the English standards above. Students who have demonstrated proficiency in some standard areas will concentrate on the areas in which they need improvement toward proficiency. Writing, reading, speaking and language skills will be integrated throughout the curriculum so that proficiency can be demonstrated in a variety of academic contexts. For an example of our writing rubric, please see Exhibit 30. During the students' sophomore year, one primary focus will be on developing the students' ability to articulate their learning through

presentations of their work to peers and faculty. This will include students developing the facility for public speaking as well as multiple ways to present their learning. Students will have regular opportunities to make presentations as they complete projects, work on internships, develop public speaking opportunities in their work describing the various operations at MeANS to visiting schools, parents, or community members. Some examples of texts used in 10th grade: *The Trees in my Forest*, Berndt Heinrich. Harper Collins Publishers 1997, Trespassers by Paul Doiron, Essays of E.B. White, 1977, Deliverance, James Dickey, A Lesson Before Dying, Ernest Gaines.

Science: All students will be enrolled in the Agriculture and Forestry Curriculum. The focus in 10th grade will be Earth Sciences, specifically soil sciences. This curriculum includes the following standards: the structure of matter, the earth and ongoing work toward the applicable standards outlined in 9th grade science above. Texts and support professionals through the Cooperative Extension and the USDA will enhance this course and offer students examples of career pathways that lead beyond the study of soil sciences. Projects in this area will include building and use of compost bins, building and use of vermiculture containers, creation or raised bed gardens, as well as greenhouse soils etc.

Curriculum will be teacher developed as well as derived from other developed soil science curricula such as the Nutrients for Life curriculum, in addition to selected journal articles from: relevant peer reviewed publications as well as chapters in the text - Brady, Nyle C. and Ray R. Weil. 2004. *The Elements of the Nature and Properties of Soils*, 2nd ed.

Mathematics: Tenth grade math will include a concentration on the Algebraic standards, such as: seeing structure in algebraic equations, arithmetic with polynomial and rational expressions, and creating equations. Wherever possible these skills will be understood and applied in concert with the work done in the Science curriculum. One focal point for our work in Algebra will be having students prepared to pass the Algebra section of the Accuplacer Exam. Since this is a multiple choice- computer delivered test we will work on test-taking skills, and provide students with ample opportunity to practice in the same format that they will be tested in. We expect to use the Walch Accuplacer prep materials as one set of instructional materials, as well as our E2020 online programming and Khan Academy videos all to provide a variety of learning environments for students working in this area.

World Language: Students in their second year at MeANS will have the opportunity to take a non-English language course, including American Sign Language and Native American, as well as standard foreign languages. These courses will be delivered by a combination of a contracted teacher and online resources such as E2020. Wherever possible, native speakers will be invited to make presentations to our classes, especially in the areas of agriculture, forestry and the environment. Students will meet the standards for understanding communication and the culture in which the language they are studying is based.

Social Studies - Geography: Students will study geography, particularly in the context of their work in the Science curriculum. Maine's geography and its relationship to both its natural and cultural resources will form the backbone of this field of study. Teachers will utilize the Weather and Climate, Watersheds and Rivers, and Land Topography sections of the Bigelow Labs Earth Science Education project as elements of study in this course. Projects in trail mapping, use of the GPS in getting systems of trails on to Maine hiking websites will all be utilized as real-life learning activities that relate to our study of Geography. Standards explored will include: geographical skills and tools, as well as human interaction with environments.

Electives: A similar range of electives as noted above will be available. Students who are ahead of schedule in meeting their standards will have the opportunity to take an internship or work-study elective in 10th grade.

Internships and Field Experiences: Every student will be required to participate in at least one internship program before graduating. Students will choose internships based on their future career goals. Internships and the related work must total at least 40 hours and will be designed by a student and his/her advisor using a project-based template. Internships and sites will develop a contract and evaluation format. (See Exhibit 30.) Internship sites could include: work at a public library with small children, working with a local farmer specializing in particular crop, working at a local garage learning mechanical skills, taking part in a ride-along with a local fire station, etc. (For an example of our internship evaluation rubric please see Exhibit 30).

Individual Projects: Students also will be able to meet standards in the above subject areas through individually designed projects under the supervision of their advisors. Project templates will help students organize and design projects and independent study efforts (see Exhibit 30).

11th Grade English 3: Students will continue to work on the English standards as above. Students who have demonstrated proficiency in some standard areas will concentrate on the areas in which they require the most development. Writing, reading, speaking and language skills will be integrated throughout the curriculum so that proficiency can be demonstrated in a variety of academic contexts. Students ready to take the Accuplacer exam this year will do so. Students passing this exam also will have the opportunity to take college-level language arts courses this year. Learning in this year for liberal-arts-college-bound students will include a focus on writing research papers. For other students the writing focus will be wider – working on the use of writing in real-world situations such as job interview follow-ups, writing to express one's inner thoughts and emotions through poetry, journaling as a form of documenting one's experience. An example of a text used in 11th grade: *Reading the Forested Landscape: A Natural History of New England*, Tom Wessels. Depending on the makeup and interests of our Juniors, texts that will be drawn from include - Tuesdays With Morrie- Mitch Albom, It's Not About The Bike- Lance Armstrong, Little Brother- Corey Doctorow, A Northern Light- Jennifer Donnelly, The Memory Keeper's Daughter- Kim Edwards, Bee Season- Myla Goldberg Shawshank Redemption- Stephen King, Fast Food Nation- Eric Schlosser

Science: All students will be enrolled in the Agriculture and Forestry Curriculum. The focus in 11th grade will be Chemistry, specifically biochemistry that includes standards on energy and the structure of matter. Students will explore the chemical and biochemical interactions involved in growing organisms as well as the impact of man-made chemicals on the environment and the organisms that inhabit the environment. The curriculum will build on the understandings developed in the soil sciences classes from the previous year. Individual projects that branch out into food-chemistry as well as biotechnology and other similar areas will be encouraged. Students for whom agriculture is a career path will have the opportunity to co-enroll in courses within the new KVCC Associate's degree program in agriculture.

Mathematics: Eleventh grade math will include further concentration on the Algebraic standards, including: seeing structure in algebraic equations, arithmetic with polynomial and rational expressions, and creating equations. Students will have a chance to apply their understanding of equations to real life situations as they work with the 11th grade social studies focus on economics. From personal finance, to business growth models for their entrepreneurial efforts – students will have the chance to learn how algebraic thinking can explicate data whether it involves interest paid on a credit card or a mortgage

over time, or the analysis of a business plan for profitability and sustainability. Students ready to take the Accuplacer exam will do so; and those passing it will have the opportunity to take college-level math courses this academic year. Texts to be used in this concentration will include Real-Life Math, Algebra – Walch, Elementary Algebra, Harold R. Jacobs; as well as relevant Steck Vaughn materials.

Social Studies: 11th grade Social Studies will concentrate on meeting standards in economics. Standards will be met relating to: personal and consumer economics, economic systems of the United States, comparative economic systems, and international trade and global interdependence. Students will experience many of these concepts as they engage in the entrepreneurial activities generated within the agricultural and forestry fields of study. Students and teachers will have access to the educational programs of the Cooperative Extension – in particular their new curriculum – "Cashing in on Business Opportunities" which is a 20 chapter manual about starting and growing a small business. Once maple sugar or pumpkins become a product to be marketed and sold locally, students will begin to understand first-hand how the market works. As MeANS's farm-to-school efforts expand these too will be subject to economic analysis.

Electives: A similar range of electives, as noted above, will be available. Eleventh grade students will have the opportunity to take part in an internship experience to help develop their sense of career pathways, as well as meet work-study and career prep standards.

12th Grade

English 4: Students will continue to work on the English standards as above. Students who have demonstrated proficiency in some standard areas will concentrate on the areas in which they need the most development. Writing, reading, speaking and language skills will be integrated throughout the curriculum so that proficiency can be demonstrated in a variety of academic contexts. Students will develop a concentration for independent study (choosing a particular author or form of writing to study intensively). Independent studies will be developed through the medium of project-based learning and will culminate in a presentation of the student's work to an audience of his/her peers, teachers, and relevant community members. Students ready to take the Accuplacer exam will do so. Students passing this exam also will have the opportunity to take college-level language arts courses. Students who are in a training program or college bound will focus on comprehending and using technical manuals to develop their capacity to engage with more complicated factual texts that will be part of their curricula as they matriculate into post-secondary learning environments. Students planning to enter the work-force directly after graduation will focus on the practical use of English reading, writing and speech as they apply to the particular career field the students are planning to enter. Examples of 12th texts include: *Wildlife Forests and Forestry: Principles of Managing Forests for Biological Diversity*, Malcolm L. Hunter, Jr., I know why the Caged Bird Sings- Maya Angelou, Girl with a pearl Earring- Tracy Chevalier, The Autobiography of Malcolm X-Alex Haley, The Kite Runner- Khaled Hosseini, Girl Interrupted- Susanna Kaysen, Where the Heart Is- Billie Letts, Three Cups of Tea- Greg Mortenson, The Bell Jar- Sylvia Plath, The Glass Castle- Jeannette Walls

Science: All students will be enrolled in the Agriculture and Forestry Curriculum. The focus in 12th grade will be biophysics, addressing the standards on motion, energy, and the universe. Students will be exploring the physics of chlorophyll production, as well as biophysical aspects of botany with regard to the crops being planted and raised in our fields and greenhouses. Students interested in alternative energy sources, recycling, and composting will have opportunities to study how these systems apply physics to their design and implementation. As in 11th grade, students for whom Agriculture is a career

path will have the opportunity to co-enroll in courses within the new KVCC Associate's degree program in agriculture. An Example of Texts to be used include: A Brief History of Time: From the Big Bang to Black Holes- Stephen Hawking, A Brief History of Nearly Everything – Bill Bryson, Modeling Photosynthesis- Connie Skercy Wood, Powers of Ten- Phillip Morrison, and Materials available from the Yale National Initiative to strengthen teaching in the public schools - http://teachers.yale.edu/curriculum/index.php?url=http://www.yale.edu/ynhti/nationalcurriculum/units/2007/5/

Mathematics: Twelfth grade math will include further concentration on the Algebraic standards for those who did not complete this in the 11th grade. Students interested in taking college level algebra, pre-calculus, and calculus will have the opportunity to do so through KVCC and/or online instruction.

Electives: A similar range of electives as noted above will be available. Twelfth grade students will have the opportunity to take part in internships, job shadowing, and work-study experiences to help develop their sense of career pathways as well as meet work-study and career prep standards. All seniors will be required to take a course that prepares them for their next step in life – either into college, work, volunteering, or training. We will use the "On Course: Strategies for Creating Success in College and in Life" Curriculum written by Skip Downing, as a foundation for working on the issues seniors will be facing in their next learning environment(s).

All grades: *Restorative Practice* Curriculum: All students and staff will participate in MeANS's restorative approach to building and maintaining a learning community. At the beginning of each year the school community will review the school's core values and approve or amend them. The students will be asked to adopt two or three key values to provide a framework for the year's work together. Students will participate in community circles on a weekly basis that will serve as a foundation for building connections and relationships among students and faculty. Students whose actions are contrary to the school's values will participate in restorative problem-solving circles to address the effect of their actions on others as well as on themselves. The restorative practice approach has been supported as particularly effective approach, especially in programs that work with at-risk students. (See: Section A.5 on discipline for more information and citations from section A1. organizing principle 4).

Co-curricular and extracurricular programs:

Through our high school tuition waiver program with KVCC, students at MeANS will be able to take full advantage of college courses for dual credit. MeANS will function as a base for dual enrollment courses taught at MeANS by faculty from the Community College System. In cases where families cannot pay for KVCC's operations fee ($60), or afford the books involved in a course, MeANS will provide funding through privately raised scholarship funds.

In addition, wherever applicable, courses offered through the Co-operative Extension will be made available to MeANS students, and where appropriate will be offered at the school itself. These are at no cost to students or MeANS. Similarly, courses, programs and workshops offered through Somerset Healthy Maine Partnership, Kennebec Valley Healthy Maine Partnership also will be available to students. Once the agricultural, forestry and environmental programs are established, opportunities for co-curricular activities will abound. Livestock will need to be fed and cared for, gardens will need tending, greenhouses will need regular attention, and any student-led entrepreneurial efforts will demand time and energy after school. The school's "green" programs – recycling, waste management,

composting, etc. will also offer invigorating opportunities for co-curricular activity, as well as after-school internships and work-study opportunities

In terms of extracurricular activities, students at MeANS will have access to miles of hiking and cross country ski trails, as well as to canoeing and kayaking on the Kennebec River. In addition, in the first three years of operation, MeANS will build its connection with local colleges to provide a variety of outdoor, sporting and other recreational opportunities taught by college interns. Our volunteer program will include developing volunteer mentors and teachers for after school learning and recreational activities. Funding for the organization of the volunteer program will come through our AmeriCorps staff members who will be responsible for organizing the extra-curricular volunteer effort. Equipment needs will be funded through fund raising events organized by parents, volunteers and students.

Other

Attendance:

We expect 95% or our students to have three or fewer days of unexcused absences.

Recurrent enrollment from year to year:

Year One: 80%
Year Two: 85%
Year Three: 90%
Year Four: 90%
Year Five: 90%

With respect to high school, postsecondary readiness:

Year One: 75% of our senior class will graduate on time; 10% will graduate within the next 12 months. Of those who graduate 80% will have taken at least one college level course. 100% will have a post-graduation plan that will address: career goals, work and housing plans, and social support networks.

Year Two: 75% of our senior class will graduate on time; 10% will graduate within the next 12 months. Of those who graduate 80% will have taken at least one college level course. 100% will have a post-graduation plan that will address: career goals, work and housing plans, and social support networks.

Year three: 80% of our senior class will graduate on time; 10% will graduate within the next 12 months. Of those who graduate 85% will have taken at least one college level course. 100% will have a post-graduation plan that will address: career goals, work and housing plans, and social support networks.

Year Four: Same as Year 3

Year Five: Same as Years 3 and 4

Parent and community engagement.

Year One: 90% of students will have at least one parent or guardian participating in at least two of three student led conferences in the year.

At least 45% of the students will have a placement in the community either through internships, work study, or job shadows.

The school will have presentations by community members at least 20 times throughout the school year. On average 65% of student parents and or guardians will attend or take part in after-school events.

Professional development

MeANS curricula will be fully integrated into professional development programs for teachers and administrators as described in sections A.4 (Assessment) and B.3 (Staffing) of this application.

A.3 Special Student Populations

The Maine Academy of Natural Sciences is committed to helping special student populations meet their potential in the least restrictive learning environment. MeANS will hold all students to the same high standards for success. Using its highly individualized theory of practice, students with special needs will have access to a learning environment that is accepting of all personalities and a staff skilled in helping students who face challenges associated with learning, poverty, truancy, substance abuse, violence, mental health issues, developmental and physical disabilities, homelessness and pregnancy.

MeANS's parent organization, Good Will-Hinckley, has provided students with special needs high quality education for years GWH has been a regional resource for children and families through its Glenn Stratton Learning Center (GSLC) on its campus. GSLC offers educational services to students in grades kindergarten through 12 who experience significant social-emotional and behavioral challenges after being recommended through the sending school district's IEPT process for day treatment services. Individualized and small group instruction geared to the Common Core Standards is provided within a consistent behavioral structure and therapeutic milieu.

While MeANS will be a separate educational program from GSLC, the fact that MeANS will share a campus with a successful program of this nature will allow for the transfer of knowledge and strategies regarding interventions as needed. Similarly, as a 113-year-old institution known for its effective education of at-risk youth, former Good Will-Hinckley faculty and staff who will be employed at MeANS bring exceptional and unique experience in turning around the lives of students facing any number of challenges associated with poverty and social/emotional issues.

MeANS will continue to build out its own staff and identity, hiring and/or contracting with the appropriate staff as needed to meet challenges of an ever-changing student body. For example, if a student(s) with limited English proficiency enrolls at MeANS, we will review pertinent records, consult with previous school and family and complete an assessment to identify needs. An individual plan will be developed to assist the student to increase English proficiency. We will consult with outside professionals as needed to assure the best quality program to meet the student's needs.

MeANS Plan for Educating Children with Special Needs, particularly LEP and special needs:

The rationale behind educating ALL MeANS students is our data-driven strategy and philosophy based on:

- high expectations (teachers and faculty believe in the students and expect them to do well)

- strong personal relations (adults in the school know and like the students)

- learning should be built from (whenever possible) the previous knowledge and interests of the students (our themes)

- learning ought to be relevant to the future goals of the student

- the community plays a significant role in creating a sense of purpose and accountability for learning

Modifications /accommodations to address each student's learning needs will be implemented through the IEP process led by the MeANS Co-Directors and staff. These students will have the curriculum adapted for individual as in small group, individual, technology assisted (speech to text) or other specific materials. These may include a computer assisted math program or Wilson reading. A scribe for writing may be a student specific adaptation that will help them with the curriculum.

Students with limited English proficiency:

Students with limited English proficiency will receive baseline screening/assessment to determine needs and inform instruction. Outside expertise will be sought as needed.

Students persistently displaying low levels of achievement:

Students will be screened for academic needs and interests to inform individual planning. Each student's file will be reviewed to determine if the need for special education services have been ruled out. If warranted, a referral will be made and the IEPT process implemented.

Students in or facing poverty:

MeANS will make every effort to reduce the barriers that poverty creates in students' lives by referring students to appropriate health and psychological care, as well as making sure the students have access to food in the mornings and other practical efforts such as these. MeANS will also have extra clothing that will be available to students who do not have enough or appropriate clothing.

Students with behavioral issues: MeANS will use its *Restorative Practices* discipline program as a strategy for handling most behavioral issues that may arise (See: Section A.5.) For other more severe circumstances, we will make a referral for special education services.

Homeless students:

Admissions will work with the student to identify social services in the area that are available. The MeANS residential option may be particularly attractive to homeless students. For day students, transportation and other resources could be provided.

Students with habitual truancy:

Students who are habitually truant will take part in Restorative Justice exercises. One example may result in the student making up the time before or after school hours. A family's financial situation may be forcing a student into employment during the school day, in which case MeANS would work with that student to meet course requirements. Another student may need a wake-up call each morning because parents are not present in the morning hours. If after extensive efforts of this nature, truancy continues to be a problem the student may be dismissed from the school and we would work with the student and their family to find alternative resources so that they could pursue other educational options that may be a better fit, such as distance learning programs or area adult education.

Students dealing with substance abuse (either personally or in the family):

Students who are dealing with substance abuse problems would have access to in-house licensed clinical social workers (LCSW) on campus. Intensive outpatient programs are also available in Waterville for

students with greater needs. The Glenn Stratton Learning Center, located on campus, has licensed clinicians that we would access when needed. Also, MeANS would contract out for services that went beyond the scope provided by our on campus clinicians.

Students who are or become pregnant:

MeANS staff would refer pregnant and parenting teens and their partners to licensed social workers to assist then in determining needs and to access needed services, particularly medical resources. We would work closely with the Community School's *Passages Program* to either provide services directly to pregnant and parenting teens, or to collaborate on the provision of services to these teens.

Students with a history or propensity toward violent behavior:

Students who come to MeANS with a propensity toward violent behavior will be identified on an individual basis upon admission. Recommendations of counseling or treatment may be made available as part of their programming. Students displaying violent behavior will be dealt with according to the severity. A peer relation problem where one student trips another may be dealt with through a restorative practice circle where as a more violent behavior that threatens the immediate safety of that student or others may require legal intervention. Other options would be suspension from school while providing some type of anger management counseling.

Addressing Child Find for students entering MeANS

MeANS will comply with the special education regulation regarding child find by screening and or/ making sure the child has been screened for any disability during the first 30 days of the school year or during the first 30 days of enrollment for transfer children. If there is evidence of child find activities and a statement of the results can be found in the student's cumulative record or MeANS has reason to believe the child has previously been identified with a disability by another SAU, child find is not necessary. For those identified, the Special Education Director along with the special education teachers of MeANS would implement a plan through the IEPT process.

Students with mental health concerns:

MeANS staff would review students' files to determine if the need for special education services has been considered and to make referrals or re-referrals, if warranted. In some cases, students would be referred to the licensed social worker to assist team in determining needed services.

Students with developmental disabilities: As a result of evaluations completed as part of either the pre-referral process and/or IEP process, students with a defined disability will have, as appropriate, either a 504 Plan or an IEP written and monitored in accordance with state and federal guidelines.

Students with physical disabilities:

Students in need of speech, occupational or physical therapies will have these services provided by licensed professionals contracted by MeANS and determined through the special education process and as indicated on their Individual Education Plan (IEP). Similarly, students' need for assistive technology will be indicated on the IEP and provided accordingly.

In the case of all students described above, we firmly believe the individualized MeANS educational model, coupled with a heavy emphasis on student/advisory relationships result in trust-building that is especially critical when situations such as those described above do arise. Good Will-Hinckley faculty – and now MeANS faculty – have years of experience dealing with students facing the challenges describe above and have built reputations for successful interventions and outcomes among such hard-to-reach populations.

Identification, Plan Development and Monitoring Progress:

For students who enroll at MeANS with an active IEP, the school will follow procedures outlined in state special education regulations regarding transfer students. The student's IEP team will be involved in the transfer in an IEP meeting so that all pertinent history will be considered and necessary accommodations planned. MeANS will be hiring an Administrator of Special Education (see below). As the leader of the IEP team, this individual will ensure all special education services as outlined on the student's IEP will be provided by certified special education teachers.

For students not enrolled with an IEP but later identified by a MeANS teacher as possibly in need of special education interventions, our process for identification and provision of services will include a referral to the IEP team, determination of the need for assessment through the team process and referral to appropriate providers for assessment. This may include a licensed psychologist, licensed speech and occupational therapy providers and other specialists as determined by the team. A certified special education teacher will assist in the process as needed. Once complete, and within mandated timelines, the team will reconvene-to hear results of assessment and determine the need for special education services and to develop an IEP if appropriate. Throughout this process, MeANS will ensure compliance with all state and federal regulations relating to the education of students with disabilities.

Parents of all students with special needs, parents will be afforded all procedural safeguards and will be an integral component of special education processes.

MeANS will offer students with disabilities a continuum of services so they receive their education in the least restrictive environment and in a manner that fully complies with their IEPs, promotes inclusion and engagement in school activities, and fosters involvement with the entire school community. Students with disabilities will be educated with students who are not identified as special education students. Services will be provided separately from the general education environment only when the nature or severity of the child's disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily and when such separate services have been determined necessary through the IEP process.

MeANS's budget plan to meet these needs:

The school has budgeted for Special Education staff and resources sufficient to address the "planned" enrollment projections. In the event that the actual enrollment of special needs students exceeds the projected enrollment, staffing levels will be increased accordingly.

Compliance Plan

MeANS will be in full compliance with current statutes relating to the education of students with disabilities, specifically, the Individuals with Disabilities Education Act (IDEA) and Maine State Special Education Regulations. In order to meet these obligations, we will be consulting with a Certified Special

Education Director (individual is currently in charge of the Glenn Stratton Learning Center, which is a special purpose private school program located on the Good Will-Hinckley campus that deals strictly with student with special needs.)

The Special Education Director, along with a hired certified special education teacher, will work with and support the teachers of MeANS, providing training and conference opportunities to keep up to date in changes in current laws, rules and regulations. MeANS Co-directors will meet with the Special Education Director monthly (at a minimum) to review compliance with all relevant laws, rules and regulations.

The school's plan for compliance will include, but not be limited to: parent, teacher and administrator participation, IEP development, evaluation, re-evaluation, accommodations, positive behavior planning, procedural safeguards, and certified special education teacher involvement in serving students with disabilities. Ongoing consultation with a certified special education director will be integral to program planning. The plan will provide a free and appropriate public education (FAPE) to students with disabilities.

In addition, MeANS has a non-discrimination policy that no person shall be subjected to discrimination in its educational programs, services or activities based on race, national origin, gender, age, sexual orientation or disability in accordance with State and federal laws. The school co-directors will maintain responsibility for assuring compliance with this section.

Staffing Plan

Year One:

Administrator of Special Education: Consultant, Special Needs Teacher: 1.0 full time equivalent,

Year Two:

Administrator of Special Education: .10 full time equivalent, Special Needs Teacher: 1.5 full time equivalent,

Year Three:

Administrator of Special Education: .20 full time equivalent, Special Needs Teacher: 2.0 full time equivalent.

Year Four:

Administrator of Special Education: .2 full time equivalent, Special Needs Teacher: 2.5 full time equivalent.

Year Five:

Administrator of Special Education: .2 full time equivalent, Special Needs Teacher: 3.0 full time equivalent.

A.4 MeANS's Approach to Assessment

The assessment system at MeANS is a hybrid model of product-based, performance-based, class-based testing, as well as standardized instruments that can track student academic growth. This array of assessments will provide students, teachers, and families with an authentic measure of students' academic and social development. Academic measurements will be based on student development of proficiency in the standards outlined in our MeANS Graduation standards, which are based on the Common Core and Maine Learning Result standards. We believe in tracking student academic and social development over time, making strategic interventions based on these assessments to improve instruction and progress toward our proficiency targets, and ensuring that MeANS as an overall entity is meeting targets for proficiency for the entire student body, including sub-groups.

Given our current experience working with at-risk high school students, we anticipate future MeANS students to enter with substantial learning-gaps. For example, we have found that seniors in high school who have come to us for their final year still have difficulty with fractions or percentages. Our goal will be to remedy these academic gaps by providing students with the motivation to engage the learning they have previously missed by making their learning relevant and by giving them immediate and regular feedback on their progress. We will gather, develop and adapt rubrics in each content area that will be shared with students, so that they are aware of how their learning will be assessed. Please note the sample presentation and writing rubrics in Exhibit 30.

Our **professional development initiatives** will, in part, be based around the kinds of skills-gaps students demonstrate they have upon entrance into the program. Given our unique mission and project-based, hands-on approach to a natural sciences-themed curriculum we cannot sufficiently stress the importance of assessing student progress in the same modality in which the student learned the content. For example, the most powerful assessments of an internship experience would be the performance assessment that a site supervisor would provide for that student. Students could also demonstrate the meeting of cross-content proficiencies in English, Science, Math and Social Studies as a part of their reflection on and presentation of their internship experience.

All assessments are part of a student's *Personal Learning Plan (PLP)* and are included in the student's portfolio – the single most important tool for gauging a student's readiness to advance in grade level or graduate from MeANS. A student's progress in attaining proficiency in the standards is logged in their PLP, with the assessments serving as the basis for the measurement toward that standard.

Assessment Tools:

- <u>Baseline Formative Assessments</u>: Upon enrollment at MeANS, all students will be required to take a standardized assessment to establish a baseline of proficiency. Students with certain special needs will take the *BRIGANCE Comprehensive Inventory of Basic Skills,* and all other students will take the TABE (Test of Adult Basic Education). Students will be tested again in the spring to measure progress, and twice a year throughout their careers at MeANS. When appropriate for their ability level, students will be given the Accuplacer pre-test, which will then indicate the work still needed to be mastered in math and language arts. Although this will be a pre- and post-test protocol, it will be given when the student and advisor feel s/he is ready, not at any pre-specified time.

- State Exams: Students will take all required state assessments at dates scheduled by the state. Wherever possible, we will use the data from these tests as formative data to inform our approach to particular students. We expect that literacy and math will be the biggest skills-gap areas that our students will present to us. Whenever we have ascertained that the state test was taken seriously by the student we will examine the results to indicate the areas of content weakness, and adapt the student's academic portion of their Personal Learning Plan to reflect the areas that need close attention.

Over time we also will work on students to become less test-phobic through participating in test-taking and other skill-building classes so that the information revealed by the testing can become more meaningful and useful.

Assessment Schedule:

October 17, 2012: PSAT for grades 10.

October 1 - 23, 2012: Testing Window for New England Common Assessment Program (NECAP) test for grades 3-8.

December 3, 2012 – February 1, 2013: Testing Window for WIDA ACCESS for ELLs® English language proficiency test for grades K-12.

December 1, 2012 – April 30, 2013: Personalized Alternate Assessment Portfolios (PAAP) for grades 2-8, 10, 11.

March 25 - April 5, 2013: Testing Window for Maine High School Assessment (MHSA) science for third year high school students.

May 4, 2013: SAT for third year high school students.

May 6 – 17, 2013: Testing Window for MEA science tests for grades 5 and 8.

June 1, 2013: SAT makeup date.

- Assessment of Social Development: MeANS's measurement of social development will be measured through the tools provided by the *Restorative Justice Practices* approach (See Exhibit 35). Our small class size and our advisory program will facilitate close faculty-student relationships; weekly contact with families will help to close the loop between home and school. To measure student satisfaction, hope and well-being, MeANS also will use the Gallup "Student Hope Survey," which has been correlated with academic progress.

- Portfolios: Each MeANS student's progress toward his/her *Personal Learning Plan* will be tracked by his/her portfolio. Portfolios will include the following types of assessments:

    - Product Assessment – When a project takes the form of a physical entity, such as building a raised bed, planting a specific kind of vegetable for seed trials, etc., the assessment will be based on a rubric germane to that product.

- Performance Assessment – When student performance is measured, such as in a field experience, internship, etc., faculty will use a performance assessment based on a relevant rubric. Often students will make a presentation of their learning to their peers and faculty. These presentations will be assessed through relevant rubrics by both peers and faculty.

- Journals and logs will be used to assess ongoing involvement and time spent on a project.

- Online Learning Assessments will be used as available via the E2020 provider.

- Drills/Quizzes/Testing – Where appropriate, teachers will employ standard methods for determining what students have retained from courses of study.

- Student Reflections – Wherever possible MeANS students will have opportunities to reflect on what they have learned from experiences such as classes, projects, or field experiences.

MeANS's Evaluation Process of Individual Students, cohorts of students and whole school progress – and MeANS's use of assessment data to modify its educational program, improve instruction, student learning

The MeANS Co-Directors will share responsibility for developing, implementing and monitoring the assessment system. The Co-Directors are responsible for seeing that the data gathered from different assessments is shared with students, parents/guardians, and teachers. The MeANS Executive Director is responsible for ensuring the information is shared with the board and state as appropriate.

Individual Students: A student's individual advisory also plays a pivotal role in tracking student progress. Advisors will be responsible for developing and overseeing their advisees' *Personal Learning Plans (PLPs),* which will consist of portfolios of student work, assessments and records of academic and behavioral goals. These faculty advisors (who are also content area specialists) will meet daily with their students, and once a week with colleagues to review student progress. These meetings will provide an ideal forum to pay particular attention to students who are not engaging or performing at capacity. Each student will be reviewed in terms of their engagement, level of work completed, and social development. Curricular approaches will be modified to meet the needs of each student as dictated by their strengths and challenges and by the goals set forth in their *PLPs*.

Following the administration of our standardized tests at the beginning of the school year, (the TABE and Brigance as outlined above) teachers will convene to review the results as formative data to inform and individualize our approach with each student. Students with IEPs will have adaptations of curriculum and approach as dictated by the IEP. Returning students will have the results of their end-of-the-year assessments so that re-testing will be less necessary.

MeANS places a hefty emphasis on the parental role in academic progress. Parents/guardians will be contacted on a weekly basis by their student's advisor for a brief overview of the week. Four times a year, the parents/guardians will receive progress reports on their children. Progress reports will contain a narrative section and a standards section to track student gains. Parents/guardians, teachers and students will take part in three student-led conferences per year at which these reports and the progress that has been made throughout the quarter are reviewed. All testing results will be shared with parents/guardians.

Parents/guardians will be encouraged to provide feedback and accountability by answering survey questions and participating in ongoing dialogue with faculty about their children. Their perceptions of the school will be valuable components of the school's self-evaluation. Parents also will be asked to join us for *Restorative Justice* procedures regarding disciplinary action.

Plan for responding to student assessment results with students and parents:

Date	**Type of Assessment & Administrator**	**Period administered**	**Results Provided to**	**Followed up with**
Fall 2012	In Class, Academic task Teacher	Per Task completed – daily, weekly including online curriculum	Student, Parent on weekly basis	Staff focus meeting weekly
	School-wide; Behavior, All faculty and Co-Directors	Daily via Restorative Practices	Student, Parent on weekly basis	Restorative Circle Process, Staff meeting weekly and more frequently as needed.
	Diagnostic Testing, in class, Advisor/Teacher	Twice Annually	Students, Parents	Plan to bridge gaps, build on strengths (in PLP)
	State-wide Testing/Advisor/Teacher	As Required	Students, Parents, Teachers	Staff focus meeting – input to learning plan
	1st Quarter Progress Reports, Advisor/Teacher	Quarterly	Students, Parents	Learning Goals set with students and parents, input to learning plan
	Accuplacer Results; KVCC	Ongoing	Students, Teachers Parents	Build into Learning Plan if Retake is necessary
Winter 2013	Same as above except for no Diagnostic testing			
Spring 2013	Same as Fall 2013			
Summer 2013	Same as Fall 2013			

Tracking of Cohorts:

The Co-Directors will track cohorts of students as follows.

All students entering school in a given year will be considered to be the cohort for that year. It will be understood that within that cohort there will be a diversity of age groups and proficiencies demonstrated.

Those students will be tagged as the "2013 cohort" for instance, and their progress will be tracked in terms of critical indicators including but not limited to: attendance, academic growth, demonstrated proficiencies, and social development. Below we have set annual goals for student achievement that will apply to each cohort as it is assessed at the end of each school year.

Meeting State Standards:

MeANS is embedding state and some national (Common Core) standards into the framework of its curriculum. We foresee a set of multiple pathways that students can take to achieve these standards as outlined in the description of our academic program (See: Section A.2.).

Report Out of Data to Charter Commission and Board In a key part of our accountability structure, once a year the Executive Director will present the Board of Directors with a report on student progress that includes all of the Performance Framework Data Elements required by the state (see below) in addition to:

- Number of students who have met proficiencies by subject area;
- Student scores on standardized tests required by the State, and on the TABE and the Brigance;
- Where applicable, scores on the Accuplacer;
- The number of students who have participated in internship/work experiences and successfully met expectations for the internship/work site;
- Projects completed in the Forestry and Agriculture programs;
- Overall summary of student projects completed;
- A summer of progress in our E2020 online course system;
- Number of students who have taken a course within the Community College System; and
- An overview of student social development as evidenced by the number of students placed on *Restorative Justice* agreements. (Agreements are formal written documents in which a student commits to changing a behavior that has caused harm in the learning community – such as committing to not intimidate other students. These agreements are reviewed at a specified time and if change has been accomplished may be allowed to expire; if not, other agreements or consequences may ensue.) (See more in Section A.5).

The Board will review these areas with the Co-Directors on a quarterly basis and make recommendations as necessary.

This information as well as the required performance indicators will be reported out to the Charter School Commission on a similar time-frame, unless a different approach is negotiated as part of the first year's operation. Reports could be filed quarterly on the required indicators and the list immediately above if that is negotiated as preferable. MeANS's Plan to use internal and external assessments to measure and report student progress on the measure sand metrics of the performance framework developed by authorizer in Charter School Law Chapter 112, Section 2409.

MeANS targets for student academic proficiency will be congruent with the length of time that a student spends in our program. We expect that students enrolled for their first year who have not experienced a standards-based system will take more time to establish academic proficiency than students who have been enrolled for a year or more. Since we expect to grow in enrollment by the following percentages:

Year One: 50% (assuming that at least 50% of our current student population will successfully reapply to MeANS when we become a charter)

Year Two: 33.3%
Year Three: 25 %
Year Four: 20%
Year Five: 16%

We expect that both academic proficiency and academic growth for the new students will be slower than the average target for the rest of the student population.

MeANS has 94 standards that a student will need to demonstrate proficiency in over the course of four years. We expect that each year a student (with the exception of students entering their first year in the school and those with special education or other special adaptations) will meet 24 of the standards at a proficient level.

Targets:

Year One: 50% of the student body will meet at least 24 standards at proficient level
25% will meet at least 18 standards
25% will meet at least 10 standards

Year Two: 66% of the student body will meet at least 24 standards at proficient level
17% will meet at least 18 standards
17% will meet at least 10 standards

Year Three: 75% of the student body will meet at least 24 standards at proficient level
13% will meet at least 20 standards
12% will meet at least 12 standards

Year Four: 80% of the student body will meet at least 24 standards at proficient level
10% will meet at least 20 standards
10% will meet at least 12 standards

Year Five: 84% of the student body will meet at least 24 standards at proficient level
8% will meet at least 20 standards
8% will meet at least 12 standards

A. *Student Academic Growth Targets:* Targets for student academic growth will be based on the same ratios, while designating more time for new students to demonstrate academic growth. For measurement of academic growth, see Section A.3.

Year One: 50% will increase in one grade level or more in language arts and math
25% will increase by at least three quarters of a grade level in both language arts and math.
25% will increase by at least half a grade level in language arts and math.

Year Two: 66% will increase in one grade level or more in language arts and math
17% will increase by at least three quarters of a grade level in both language arts and math.
17% will increase by at least half a grade level in language arts and math

Year Three: 75% of the student body will increase in one grade level or more in language arts and math
13% will increase by at least four fifths of a grade level in both language arts and math
12% will increase by at least three quarters of a grade level in language arts and math

Year Four: 80% will increase in one grade level or more in language arts and math
10% will increase by at least four fifths of a grade level in both language arts and math
10% will increase by at least three quarters of a grade level in language arts and math

Year Five: 84% will increase in one grade level or more in language arts and math
8% will increase by at least four fifths of a grade level in both language arts and math
8 % will increase by at least three quarters of a grade level in language arts and math

B. *Achievement gaps in both proficiency and growth between major student subgroups*: We expect to close the achievement gap in proficiency and growth between special education students, students from poverty backgrounds, English Language Learners and the conventional population for each student by a factor of 5% per subgroups each year. Thus, our expectation would be that if the lowest quartile of achievers in both proficiency and academic growth held 50% special education students, then the following year our lowest quartile should hold 45% special education students.

We expect to close this achievement gap through a variety of factors: each student having an individualized learning plan and an opportunity to study a content area that has high interest to them; a careful assessment of academic gaps; a healthy school climate that promotes student engagement, well-being, and hope; and close student/advisor relationships that span a student's entire time at MeANS.

C. Attendance;

Year One through Five: We expect 95% or our students to have three or fewer days of unexcused absences.

D. Recurrent enrollment from year to year;

We expect the re-enrollment percent to be as follows:

Year One: 80%
Year Two: 85%
Year Three: 90%
Year Four: 90%
Year Five: 90%

E. *Postsecondary readiness:*

Year One: 75% of our senior class will graduate on time; 10% will graduate within the next 12 months. Of those who graduate 80% will have taken at least one college level course. 100% will have a post-graduation plan that will address: career goals, work and housing plans, and social support networks.

Year Two: 75% of our senior class will graduate on time; 10% will graduate within the next 12 months. Of those who graduate 80% will have taken at least one college level course. 100% will have a post-graduation plan that will address: career goals, work and housing plans, and social support networks

Year Three: 80% of our senior class will graduate on time; 10% will graduate within the next 12 months. Of those who graduate 85% will have taken at least one college level course. 100% will have a post-graduation plan that will address: career goals, work and housing plans, and social support networks

Year Four: Same as Year 3

Year Five: Same as Years 3 and 4

MeANS's policies and criteria for student promotion and graduation:

In a true standards-based system, "grade-level" has less importance than the percentage of standards a student has met.

Our approach to "grade-level" then is more of a way to organize the delivery of curriculum rather than how close a student is to graduation. Depending on student interests, gaps and capacity, one 15-year-old student's course of study will look significantly different from another. Students will not be "promoted" unless they meet proficiency levels in the standards they are working on. Thus, in theory we could have a 19-year-old with fewer standards completed than a 16-year-old. Should a student transfer back to a traditional school, we would make every effort to clarify the content areas in which they had earned credits and allow the receiving school system to replace them in a "grade-level."

Students will graduate from MeANS when they have demonstrated proficiency in the standards, regardless of their age (See Exhibit 33). Other requirements for graduation include active involvement in one of our themes (agriculture, forestry, environmental science) through group and individual projects, participation in internships, and involvement in the community through work, volunteerism, and/or civic participation.

Using Assessment Data to modify staff development:

MeANS's Co-Directors and Executive Director will use assessment data to inform our staff development during the course of the year. Our first approach will be to examine the key gaps incoming students present to us, and then supplement our development where we may need more capacity. With an initial period of diagnostic testing – using the TABE and the Brigance we will be able to develop a learning profile of each student. Wherever previous training or strategies do not suffice for a teacher to help a particular student or set of students make academic progress, professional development will be put into place. For instance, the challenge may be developing a process for assessment that enables a student with a particular kind of writing block to authentically demonstrate what they know in some format that requires limited writing capacity; or it may be finding ways to engage students in content that on the surface appears to have no relevance to their lives. Other professional development initiatives will encompass ongoing development of skills in assisting students in creating projects and making presentations; running restorative circles with students who have broken behavioral expectations; and staying current with developments in the study of agriculture, forestry and the environment as well as the accessible career opportunities in these fields that exist in Maine.

Should we have a cohort of students entering who test exceptionally low on reading and comprehension skills, we will seek out professional development specific to the observed literacy deficiency areas. We will need additional training in learning how to initially assess students for whom standardized instruments are inoperable because they completely disengage from them. To do this, we are consulting with special education and adult education professionals to learn their strategies for working around standardized test-avoidance. The goal will be to make the testing environment comfortable enough and the experience meaningful enough for students to make the effort to engage with the material they are being tested on.

Because the school is pioneering a theme-based, hands-on and project-based approach, we will continue to need training and consultancy around developing student capacity to develop projects, and in turn become more self-directed learners. Likewise we will need ongoing training and development in the art and science of developing and adapting rubrics to measure learning that can be used with students of diverse learning styles.

Because of the pace of technological change, training in and development of faculty capacity with the current online platforms that students use will be another critical and ongoing area for staff development.

The following table is a proposed schedule for staff development trainings in the first year:

Date	Training	Faculty
Summer 2012	Restorative Practices	All teaching staff and Co-Directors
Summer 2012	Project Based Learning	All teaching staff
Summer 2012	Standards Based Approach via Mass Customized Learning Cohort	All teaching staff and Co-Directors
Summer 2012	Service Learning via KIDS	2 teaching staff, one Co-Director
Summer 2012	Positive Youth Development Institute	Three Teaching Staff, and Co-Directors
Summer 2012	Using a Personal Learning Plan & Being an Advisor	All teaching staff and a Co-Director
Fall 2012	Technology trainings: Online curriculum platform Standards Tracking System	All teaching staff and Co-Directors and Administrative staff
Winter 2013	Follow up on Restorative Training	All teaching staff and Co-Directors
Winter 2013	Follow up on Standards Based	All teaching staff and Co-Directors
Spring 2013	Special Learning Needs/working with diverse learning styles	Teaching Staff that have advisees represented in this group.
Spring 2013	Project Learning Tree	Forestry Teacher and Support staff
Spring 2013	Maine Agriculture in the Classroom	Agriculture Teacher and support staff

See Exhibit 39 – Performance Indicators.

A.5 School Climate and Discipline

The MeANS Climate

Respect of self, others, the community and the natural environment are not only embedded in our curriculum, assessment system, and individualized approach to learning; we use these values as the basis for interactions and conversations between faculty and students and among students themselves. Given that many students will enroll at MeANS with challenges related to a lack of respect (for themselves and/or others) due to a number of circumstances, from day one students are taught that respect is an expectation for their behavior at MeANS -- that they will be respected and in turn will be expected to be respectful. This approach is essential to our project-based, individualized approach to teaching and learning in which small group projects are more standard than a traditional classroom model.

Students and staff each year will be expected to create a code of behavior as the basis for key expectations for student conduct for the year. This process, used very successfully in the Reinventing Schools Coalition[9] , provides student voice to a critical area of student engagement.

In this context, students create a code of behavior based on the values put forward in the Student Handbook. The entire student body has a chance to comment on which values are most important and then choose two or three key values that will guide behavioral expectations for the year. This work is done in a combination of small and whole group settings, culminating in a vote on the key values by the whole group. These values are then re-iterated throughout the year as guidelines for how everyone in the learning environment is expected to behave. Students and faculty have ownership of these values. An example of the Student Handbook that will be developed each year is included as Exhibit 37. This version is from the 2011-2012 school year, in which MeANS operated as a magnet school.

Not only does this approach facilitate academic progress and social success with one's peers, it strengthens the levels of confidence, hope, and well-being outside of the classroom as well— pillars of success in life beyond MeANS.

As mentioned in the overview of our academic plan, the MeANS model places a heavy emphasis on parental involvement with weekly check-ins between faculty and parents through phone calls and emails. Each student has an advisor who will support them and monitor their progress. It is the advisor who will be responsible for this communication. School climate will be measured through the Gallup Student Poll, which measures students' hope, wellbeing and engagement twice each year, providing a research-based means to evaluate the nature of school climate as students perceive it.[10]

Student Behavior Philosophy and Discipline Policy

The theory of behavior and discipline at the Maine Academy of Natural Sciences is rooted in the belief that situations requiring guidance and discipline in school are opportunities for learning, growth, and community building.

Toward this end, MeANS will use *Restorative Justice Practices* to deal with behaviors and problem solving. All MeANS faculty are trained in this model. The approach is based on shifting the focus from punishment of behaviors to opportunities for growth and repair with the ultimate outcome of creating a healthy community. This model has been proven to be effective in schools throughout the country, including a decrease in school suspensions at West Philadelphia High School by 50% as one example[11].

And, at Palisades High School in Pennsylvania, school detentions over four years dropped from 716 to 282.[12] MeANS also has been utilizing this model in its inaugural "magnet school" year to great effect. For more information on the Restorative Justice model, see the articles from the Restorative Practices E-Forum included as Exhibit 35.

Restorative Justice Practices demand accountability for behavior, and focus on the needs of the victim and the community, while treating offenders as capable of responsibility and deserving of respect. The focus is on the corrective action that should be taken by the offender. At MeANS, we believe a fair outcome is based on the determination of whether the offender has taken appropriate actions to redress the impact on the victim and/or the community.

On the ground at MeANS, our discipline practices manifest themselves in the form of "restorative circles," which can include students, teachers, peers, parents, and anyone who could help resolve the issue at hand. The circle represents a fundamental change in the relationship between students and authority figures. It creates a cooperative atmosphere in which students take responsibility for their actions. Students respond because they feel respected and heard. We will send materials to parents and guardians of all students regarding the Restorative Justice practices, outlining their involvement in the model, and inviting them to a training session.

Restorative Justice Practices can be very effective for situations in which students are bullied or harassed. Our draft Discipline Policy includes language on bullying and harassment (See: Exhibit 3). In short, MeANS faculty handle this through the use of "restorative circles".

In the case of a special education student who has not been successful through the whole school policy of Restorative Practice, we will follow special education regulations regarding discipline of students with disabilities. An IEPT meeting will be held to consider whether the behavior is a manifestation of the student's disability, and a functional behavioral assessment will be conducted as determined by the IEPT team. The team will consider all information and determine what measures, if any, are needed to address the student's needs and apply appropriate disciplinary measures.

Our goal is to resolve most discipline issues through the *Restorative* model and to minimize time missed from school due to suspensions and expulsions. However, issues or incidences that involve safety or law infractions will result in the removal of the student from the school until the issue is resolved. The number of days of suspension or expulsion will depend on the severity of the infraction. For more information, see Exhibit 3, our working draft of a School Discipline Policy, and our Student Code of Conduct which is included as Exhibit 36.

These discipline procedures will be carried out using the Restorative Practices model, which will include community circles, peer mediations, problem-solving circles, resolution circles and restorative conferences. Outcomes will be dealt with on a case by case basis and severe disciplinary actions will be approved by the board.

Supplementary Social/ Emotional Services

MeANS staff members have vast experience in helping to meet the needs of students with a range of social and emotional challenges – everything from the psychological effects of bullying and neglect to the physical and emotional effects of domestic violence and drug use.

We are prepared to help MeANS students cope with these challenges and others, such as depression and anger management, by making a counselor available to them during the school day by appointment. For more on these contracted positions, see Section A.3.

We ensure that faculty, staff and administration collaborate on meeting the needs of these students by building common meeting time in the daily schedule.

Emergency Response Plan

In the event of emergencies related to fire, water damage, bomb threat, and other potentially dangerous situations, that require moving students to a safe place, we have designed an Emergency Response Plan. See Exhibit 4 for complete details. The objectives of this plan are to 1) assure emergency preparedness and develop safe response procedures and 2) provide guidelines for communication for the MeANS community during a disaster. The plan is careful to create a chain of command to ensure appropriate responsibility for certain tasks. For example, the plan designates a Command Center at the Prescott Building; designates the first line of authority as the President and Executive Director or their designee; directs each department director to pre-assigned duties for the various emergencies; and says the designated crisis team may be assembled for various types of emergency scenarios that could occur.

Compliance

MeANS staff and faculty will comply will also state and federal regulations regarding discipline, emergencies and helping students with special needs. For more information, see procedures for the MeANS compliance plan in Section A.3.

B. Organizational and Operational Plan

B.1 School Calendar and Daily Schedule

INCLEMENT WEATHER

In case of inclement weather, the Maine Academy of Natural Sciences ("MeANS") will follow in accordance with SAD 49. If they cancel due to inclement weather MeANS will be closed also. If SAD 49 has a delay of some length due to weather MeANS will also mirror that delay period. If SAD 49 announces early release due to inclement weather, MeANS students will have the option to be dismissed early depending upon their transportation period.

EMERGENCY SCHOOL CLOSING

If there is a situation that occurs that requires the cancellation or early dismissal of MeANS that is not related to inclement weather, all families of attending students will be contacted immediately. There will be a posting on the web-site as well as a recorded message for anyone who dials the main number - 238-4000.

MeANS SCHOOL SCHEDULE

Due to the theme of our school (forestry and agriculture), MeANS will have a school day calendar that runs 4 days per week for 12 months. There will be crops to be harvested and sold, farm animals to be tended to and student internships fulfilled making it essential to have school in session during the summer. The number of days (175) will meet the state requirement but will look a little different than the traditional public school. Students and families will be given the school calendar for the following year at least 4 months in advance to allow them to make needed plans.

Exhibit 5 provides a Sample Daily Schedule, and Exhibit 6 is the First Year Calendar.

B.2 Student Recruitment and Enrollment

The Maine Academy of Natural Sciences is centrally located in Hinckley, Maine on several hundred acres of wilderness, organic farmland and river frontage. Good Will-Hinckley ("GWH"), the parent organization of MeANS, has maintained a presence on this land since its founding in 1889 as a home for needy boys and girls. The campus is adjacent to the future home to Kennebec Valley Community College (KVCC). MeANS has been in operation since the fall of 2011 as a magnet school, designated under Maine law as the state's Center of Excellence for At-Risk Students and operating as a unit of Good Will - Hinckley. MeANS received an allocation of state funding for the 2011-2012 academic year and has served approximately 20 students. With this application, MeANS is seeking to convert its existing operations to a public charter school as a separate corporate entity from Good Will – Hinckley, which serves as a parent organization and host for MeANS.

The Academy's availability to students is statewide, and by definition would not exclude areas with high rates of poverty, English language learners, at-risk students or students with disabilities; in fact, MeANS is specifically targeted toward at-risk students and those not thriving in a traditional school classroom setting.

The Maine Academy of Natural Sciences will serve high school students in grades 9 through 12 for the full term of the charter.

Exhibit 7 presents the Projected Enrollment Table. We believe the enrollment projections in Exhibit 7 to be attainable given that our reach is statewide with the ability to serve 40 residential students in year five. We expect the remaining 82 students in year five to come from the region, which serves approximately 4,500 students. In addition, the Maine Academy of Natural Sciences will be attractive to local home schooled students.

Interest in the Maine Academy of Natural Sciences by parents and students alike has been strong thus far, specifically for students who are not thriving in their current educational setting. As of April 20, 2012, MeANS is serving 19 students with the possibility of 15 of these students returning for the 2012/2013 year. We have accepted 9 new students for enrollment in September 2012, have 6 scheduled interviews for enrollment, and numerous scheduled tours for interested students and their families. Our enrollment is strong even without the definite support that Charter School status would provide. Students who attended MeANS in its magnet capacity during the 2011-2012 academic year and students who have already applied to or expressed interest in attending MeANS will participate in the public charter school application process discussed below upon the conversion of the school to public charter school status.

Community Demographics

Drawing from a statewide pool of candidates means that the Academy will have a rich pool of potential applicants for whom the MeANS curriculum and education program will appeal – namely students who have not thrived in a traditional classroom (perhaps they've dropped out of school or are considered 'at

risk' of dropping out) or those who may simply want to experience a project-based curriculum focused on the natural sciences.

Statewide, we know that approximately 20 percent of students in Maine do not graduate from high school, according to the 2012 Kids Count Survey by the Maine Children's Alliance/Annie E. Casey Foundation. Of the teens who had completed high school, but were not enrolled in higher education, an estimated 47% were unemployed or not in the labor force.[13]

We also know that gaining a GED does not suffice. "Even those who earn a high school diploma or General Educational Development (GED) certificate face increasingly long odds of success if they do not go on to get at least some post-secondary education or training."[14] The state of Maine in 2010 ranked 32nd in the percentage of young adults ages 25-29 with a bachelor's degree or higher[15], with 48 percent of Maine young adults who enrolled or had completed college – a figure well below our New England neighbors at 57 percent.[16] The effects of these figures lead to economic disparity for years to come. In fact, Mainers who have a bachelor's degree or higher earn a median income that is twice that of Mainers without high school diplomas."[17]

MeANS has dual goals in addressing these statistics head on. While Maine high school graduation rates are higher than the national average, MeANS believes its educational program can reap benefits for the still too high numbers of teens who drop out or are at risk of dropping out. Secondly, the MeANS model confronts the more problematic demographics observed in the number of students who graduate from high school but never enroll or complete a postsecondary degree program.

The objectives are addressed not only by the MeANS requirements for high school students to complete at least one class within the Maine Community College System prior to graduating, but also by the effort to match a student's individual interests with skill gaps facing the state. The Kids Count Survey recommends alternative education as an option to remedy this by because it "provides choices to enable each person to succeed and be productive, recognizing the strengths and values of each individual by seeking and providing the best available options for all students."

Given that we expect disproportionate numbers of MeANS students to come from the central Maine area, these statistics also speak to the community demand: In 2010, almost 26 percent of children under 18 in Somerset County were living in poverty, with nearly 59 percent qualifying for free or reduced-price school lunch. That same year, 17 percent of children under 18 in Kennebec County were living in poverty, with nearly 53 percent qualifying for free or reduced-price school lunch.[18]

There is also a potential to attract home-schooled students. In 2009, there were 4,927 home-schooled students in the state of Maine, up from 3,483 in 2003[19], when data showed that approximately one-third of the home-school population was of secondary school age.

Enrollment data from local schools

While there isn't statistical evidence about the interest in the local communities or statewide regarding student interest in a natural sciences curriculum, we have other evidence to suggest high levels of interest, including 1) information requests and applications to MeANS in its inaugural year as a magnet school (both locally and statewide) as noted above; 2) interest by students and parents for the upcoming school year, including 62 information requests and 31 applications for admission ; and 3) demographic data regarding the local at-risk population.

Interest in the Maine Academy of Natural Sciences has been strong thus far among parents and students alike, specifically for students who are not thriving in their current educational setting. As of 4/20/2012, MeANS is serving 19 students with the possibility of 15 of these students returning for the 2012/2013 year. We have accepted 9 new students for enrollment in September 2012, have 6 scheduled interviews for enrollment, and numerous scheduled tours for interested students and their families.

Regarding this third example, the Skowhegan drop-out rate in 2008-09 was over 6 percent. There were 135 births to teen parents between 2003 and 2007 in the district – often associated with at-risk populations. The drop-out rates in nearby Fairfield and Madison were lower, in the 2.5 - 2.8 percent range, with teen parent rates at 118 births (Fairfield) and 48 (Madison).

Recruitment

The Maine Academy of Natural Sciences is open to any resident of the State of Maine. Our enrollment plans and methods shall not be designed or intended to discriminate unlawfully or violate individuals' legal rights.

MeANS's staff have reached out to, and negotiated with, school districts across the State of Maine for recruitment in its inaugural year as a magnet school. As a result of these efforts, individual schools have agreed to support students who have applied to attend the Academy. These students were not experiencing success in their public school and may have been at risk of dropping out. School districts who currently have signed agreements with the Academy include Maine Indian Education, MSAD #11, MSAD #53, MSAD #59, RSU #3, RSU #19, RSU #49, Scarborough Schools, and RSU #73. Recruitment efforts have included visits to schools across the state to meet with middle and high school students, guidance counselors, JMG specialists, principals, assistant principals, special education staff, and alternative education staff. Ongoing tours/information sessions occur at the school as well.

The Maine Academy of Natural Sciences (MeANS) has implemented a comprehensive, statewide student recruitment strategy that includes, but is not limited to, the following vehicles, which are designed to ensure that residents of Maine know about MeANS. Our varied approach, and specifically our connections with community service organizations, are geared at informing hard-to-reach populations about how a MeANS education could benefit students they know. Given our mission and vision as a highly valuable school to students at risk of dropping out, we take great pride in knowing how to reach those most likely to excel in the MeANS environment. Outreach activities include:

- Conducting public relation activities via newspapers and other media;
- Presentations to school superintendent and principal groups;
- Distribution of brochures statewide;
- Individual meetings with school principals, guidance counselors and Jobs for Maine Graduates (JMG) workers;
- Vendor tables at various conferences;
- Distribution of regular school newsletters;
- Statewide mailing to 8th grade students and their families;

- School open houses;
- Presentations at various meetings, including but not limited to Maine's Shared Youth Vision Council and other community organizations including the Kennebec Valley Community Action Program;
- Meetings with Maine educational consultants;
- Request a list of drop out students from school districts;
- Display a poster advertising MeANS at laundry mats, public libraries, supermarkets, and other public venues.
- Development of an admissions-focused viewbook; and
- Creation of a MeANS website and social media presence.

Application, Lottery and Enrollment Process

MeANS will establish an annual recruiting and admissions cycle, which shall include reasonable time for each of the following: (1) outreach and marketing, (2) orientation sessions for students and parents, (3) an admissions application period, (4) an admissions lottery, if necessary, and (5) enrollment. The school may fill vacancies or openings that become available following this process by utilizing a waiting list.

MeANS will develop a standardized application form required of all prospective students. If MeANS is not oversubscribed, then students will be admitted on a first-come, first-serve basis, providing all paperwork has been completed and parents have met with school Co-Directors.

If the number of applications for admission exceeds the number of available slots he spaces will be filled by random lottery. Current students are automatically enrolled but parents must send a letter or intent to re-enroll at end of each school year. This lottery will be held in a public setting. Drawings will be held on a grade by grade basis to fill the available slots per grade. All applications to a grade will have their names randomly drawn. Those students who have their names drawn after the admission slots to that grade are filled will be placed on an admissions waiting list for that grade in the order that they were drawn. The lottery will take place in Augusta.

The lottery will be conducted with the following admissions preferences being given in the following order:

1. students currently attending the school;
2. siblings of students already attending the school;
3. children of faculty, staff and board members (provided they represent no more than 10 percent of the MeANS population); and
4. all others.

The above-stated admissions preferences will not apply to students attending MeANS in its current magnet format and will take effect in MeANS second admissions process in 2013.

Given our predicted size of less than 500, in accordance to state law we will not enroll more than 5% of a school administrative unit's non-charter public school students per grade level in each of our first three years of operation. To ensure this, our plan is as follows: if a lottery is employed it will include all interested applicants. If after the lottery, the number of students accepted from the non-charter public school still exceeds 5% of that school's per grade level population, we will hold a separate lottery for those students, unless the non-charter public school district allows all of them to enroll. If the lottery results place some of that sending school's students on a waitlist and a spot becomes available, that student can only enroll if the spot vacated was from the same non-charter public school (unless permission is granted from that school).

After the lottery, families will receive their official enrollment forms and will be informed of the enrollment process. If the number of applications does not exceed the number of spaces available in each grade in the school there will be no lottery, and all students who submitted completed application forms will be enrolled.

The third Friday in August, after the lottery, the school will hold mandatory orientation meetings for parents. During orientation meetings, staff and parents will review school policies and be asked to sign the family-school agreement and official enrollment papers. The enrollment packet also includes information regarding student immunization records and a list of emergency contacts. Also at this meeting, parents will have the opportunity to sign up for volunteer hours at the school. Parents and legal guardians will receive a family-student handbook during this orientation. Parents who cannot make an orientation meeting must make a personal appointment with the Co-Directors or designee to address the information covered in the meeting.

B.3 Staffing and Human Resources

MeANS Staffing Plan

The following plan is a projection based on growth in student enrollment over the five years of the charter. MeANS expects to grow from a total of 42 students in year one of the charter to approximately 122 students by year 5 and expects to grow our staff accordingly.

Staff growth (including Americorps Interns) over the first five years as the budget allows:

Year One: (See chart for detail) 2.30 Administration, 2 Teachers and 1 Ed Tech, and 2.99 other staff, 3 Americorps Interns.

Year Two: (See chart for detail) 2.75 Administration, 4 Teachers and 2.0 Ed Techs, and 3.99 other staff, 4.50 Americorps Interns.

Year Three: (See chart for detail) 3.45 Administration, 5 Teachers and 3.0 Ed Techs, and 4.09 other staff, 5 Americorps Interns

Year Four: (See chart for detail) 3.55 Administration, 8 Teachers and 5.0 Ed Techs, and 4.14 other staff, 5.75 Americorps Interns.

Year Five: (See chart for detail) 3.7 Administration, 9 Teachers and 6.0 Ed Techs, and 4.19 other staff, and 6 Americorps Interns.

See Exhibit 8 – MeANS Staffing Chart.

We will be contracting for part-time services of a Language Teacher in our first four years, then adding a half time teacher in year five. Then we will be adding an Art Teacher to the teaching staff. We will be contracting for the Arts position in year one, staff it with Americorps years two and three, and then a full time art teacher in years four and five.

Staffing levels by Year for Special Education

Year One: Administrator of Special Education: Consultant, Special Needs Teacher: 1.0 full time equivalent,

Year Two: Administrator of Special Education: .10 full time equivalent, Special Needs Teacher: 1.5 full time equivalent,

Year Three: Administrator of Special Education: .20 full time equivalent, Special Needs Teacher: 2.0 full time equivalent,

Year Four: Administrator of Special Education: .2 full time equivalent, Special Needs Teacher: 2.5 full time equivalent,

Year Five: Administrator of Special Education: .2 full time equivalent, Special Needs Teacher: 3.0 full time equivalent,

For services such as speech therapy, occupational therapy, physical therapy, and autism consultation, the Administrator of Special Education will outsource psychological services for evaluations and specialized interventions, vision and hearing impairments.

Recruiting and Staff Development

MeANS is looking for individuals who want to transform the lives of students at risk of not graduating from high school—teachers who contribute to the MeANS culture, which includes small classes and a supportive and collegial atmosphere that encourages and supports professional development and growth and seeks to disseminate best practices. MeANS will seek out teachers who will contribute to an educational setting that addresses many of the emotional and social needs of our students to help them achieve their potential.

To find individuals who fit these expectations we intend to announce staff openings in the following venues:

- Local and statewide newspapers
- Websites that advertise job openings in schools such as Jobs in Maine.com, servingschools.com
- Social media such as Facebook and Linked In
- Websites that attract teachers and leaders who are interested in serving disadvantaged students, such as Idealist.org, etc.
- Networks of educators and professionals who have a specific interest in work of our nature, including Maine's Alternative Education Association, State Truancy Dropout and Alternative Education Committee and email list serve, Maine Shared Youth Vision Council and District Councils, Jobs for Maine Graduates, teachers at Maine's Career and Technical Centers, college career centers – University of Maine-Farmington, University of Maine, Wheelock College, Colby College, College of the Atlantic, Unity College etc.

MeANS is an equal opportunity employer and does not discriminate on the basis of racial heritage, religion, gender, sexual orientation, or physical characteristics.

Effective Teachers: How do we define an effective teacher at MeANS?

An effective teacher at MeANS will help students achieve growth in the following key domains: intellectual (academics), motivational, behavioral, and social. The teacher will help students to achieve these outcomes through a combination of the following capacities and dispositions:

Instructional:

- ❑ Teacher employs multiple teaching styles (collaboration, project based, lecture...)

- ❑ Teacher identifies the learning needs of all students and differentiates to meet those needs encouraging intellectual growth.

- ❑ Teacher adapts to the needs of students and the needs of the group integrating life skills, communication and group process into academic lessons.

- ❑ Teacher practices "hands-on, project based learning," including experiential, real-world, community based learning.

Curriculum:

- ❑ Teacher orchestrates curriculum in a way that is interdisciplinary, is linked to the real world, is inviting of multiple viewpoints and is individualized to connect to the interests and strengths of each student.

- ❑ Teacher creates curriculum utilizing current standards while addressing the needs of their particular program.

- ❑ Teachers are energetic, enthusiastic and knowledgeable about the curriculum they are presenting and are willing to learn more in areas they have less awareness of.

Assessment:

- ❑ Teachers organize create and maintain personal inventories that measure student learning styles, interests, relational preferences and gauge baseline student achievement to help get a better understanding of how a particular student learns best.

- ❑ Teacher regularly assesses each student in context regarding areas of growth and strength in motivation and behavior.

- ❑ Teachers use and create formative and summative assessment tools that are consistent, align with curriculum instruction and student capacity to track student performance and progress.

Relational:

- ❑ Teacher's practice includes creating a safe, welcoming, respectful, and engaging atmosphere in his/her program for all students. This includes the teacher's ability to employ a variety of strength based and problem solving techniques.

- ❑ Teacher's practice includes one-on-one time with each student in the program on a regular basis.

- ❑ Teacher's practice includes regular connection with all parents/guardians/etc. regarding students' successes and challenges in the program.

- ❑ Teacher is sensitive to socio-cultural identity difference.

Community Domain:

- ❑ Learning experiences in the community: Teacher contributes to and connects with community members linking real-world relevance to education through (for example): Service Learning – Design of, involvement with Outdoors Education – Design of, Involvement with Apprentice/Internship/Pre-Work Experiences - Design of, involvement with.

Teacher Dispositions:

- ❑ Caring
- ❑ Intellectual problem solver, reflective
- ❑ Enthusiasm: energy for subject matter, teaching, and students
- ❑ Humor: able to accept and generate positive humor

Teacher Recruitment

We seek energetic, collegial, and experienced teachers with specific experience teaching non-traditional students with diverse learning styles. Teachers need to be certified, have a plan to be certified within three years, or have an advanced degree, unique experience, or professional certification in the content areas they are teaching.

Pursuant to state requirements, all staff members must be fingerprinted and have criminal background checks through the Maine State Police. Charter teachers will be allowed to create a union bargaining unit but this must be a unit separate from any existing unit.

The application process for teachers includes:

- three references, one personal and two professional
- a transcript of the highest degree obtained
- an initial school visit, including class visits, conversations with other teachers, and an interview with one or both of the school's co-leaders
- a written application including a description of how s/he would construct an ideal learning environment at MeANS and what s/he would hope to gain from his/her experience at MeANS
- return school visits including the teaching of a model lesson, additional interviews with one of both of the school's co-leaders and other teachers; and as appropriate an interview with the MeANS Executive Director
- if feasible, a visit to the applicant's current school to observe his/her current class

Determining appropriateness of uncertified personnel

MeANS will hire uncertified personnel for particular positions dependent upon the following criteria:

- They have experience working with teenagers and a demonstrable commitment to improving outcomes for at-risk students, *and* they have an advanced degree in the area they are teaching; OR

- They have unique expertise or experience in the curricular area they will be teaching, *and* they meet all criteria for background checks etc. that any faculty member would have to meet.

School Leader Recruitment

The Maine Academy of Natural Sciences will be recruiting educational leaders who combine a keen interest in the school's mission with the capacity to develop and implement a highly individualized curricular structure within a learning environment that meets the needs of students with diverse capacities. Leadership will be encouraged to invigorate the discussion of hands-on, theme- and standards-based education at local, regional, and state levels by joining groups of educators who are currently working to increase graduation rates and decrease dropout rates in Maine's secondary schools.

The application process for school leadership includes:

- two letters of recommendation

- three to five references – at least one from another school leader, one from a former supervisee (a teacher is preferable), one from a former student, and if possible one from a member of a team that the leader facilitated

- a transcript of the highest degree obtained

- an initial school visit, including class visits, conversations with other teachers, and an interview with one or both of the school's current co-directors

- a written application including a description of how s/he would construct an ideal learning environment at MeANS, how s/he would develop professional development opportunities for faculty, how s/he would support and deepen the teamwork necessary for our small committed staff. It should also describe the positive outcomes and challenges s/he anticipates from teaching at MeANS

- return school visits including interviews with students and additional interviews with one of both of the school's co-leaders and other teachers; and as appropriate, an interview with the MeANS Executive Director

- if feasible, a visit to the applicant's current school to observe his/her current leadership work

The MeANS plan for recruitment and development is based around our two central concerns for leadership and faculty – relational capacity, and content area expertise within a "hands-on" learning environment. Our plan addresses these concerns by recruiting from areas and hiring faculty within educational and professional spheres that are focused either on working with students with highly diverse needs and learning styles such as alternative programs, and from areas that are tied in to hands-on learning such as Career Technical Education CTE programs. Other strengths: Faculty with experience

using a standards-based approach to teaching and learning, and practices such as project-based and restorative justice.

As mentioned above, we will begin by recruiting faculty members who have demonstrated experience in being able to connect with students of diverse learning styles and for those who have particular skills and knowledge in our theme areas of agriculture, forestry and the environment. We assume however to be successful that we will need to have extensive professional development in the MeANS approach that many faculty are not likely to have experienced such as:

a. Advising and assisting in the development of Personal Learning Plans

b. Standards-based teaching and learning

c. Project-based teaching and learning

d. Restorative approaches to social and behavioral issues

e. Multi-disciplinary integrative academic approaches that group and individual projects require

MeANS Employment Policies

The MeANS Board of Directors will approve all employment and school leadership policies, which are detailed in the handbook. The Staff Manual (See Exhibit 9) addresses: faculty and staff assessment, salary administration and a description of benefits, including health insurance coverage, vacations, holidays, sick days and other policies.

Teachers are responsible for developing ongoing, multi-year supportive relationships with students; creating authentic, individualized assessments and helping students develop as self-directed learners with a career path into their future.

Work Expectations for Teachers at MeANS

Teachers will be hired for 190 days per school year. The school year with students will be 175 days, and teachers will have 5 days before school opens and five days after school closes for program development, assessment, as well as curriculum development. 5 days will be reserved throughout the year for in-service and staff development opportunities.

All full-time teachers will be responsible for teaching four 40-minute or two 80-minute classes each morning, covering lunch every other day, and running an 85-minute advisory session with students who are their advisees. Advisory sessions will include work on the Personal Learning Plans, coordinating internships with the internship advisor, working with post high school planning for seniors. All teachers who have advisees will be expected to contact those advisees' parents at least once a week to give them an overview of progress made.

School Leader Evaluation

Leaders at the Maine Academy of Natural Sciences will be evaluated by the President/Executive Director of MeANS. The evaluation will consist of multiple performance measures including:

- surveys completed by teachers, students and parents;
- performance self-evaluation completed by the leader; and a
- performance evaluation completed by the executive director

Evaluations will be done twice a year. The first meeting will be a setting of professional goals for the year and a review of last year's evaluation. The second meeting will be a full evaluation and discussion of results. The President/Executive Director will be evaluated annually by the Boards of Good Will-Hinckley and MeANS according to the expectations set out in the President/Executive Director's job descriptions for each of these positions.

The annual evaluation process will be tied closely to professional development for our leaders. Areas evaluated as needing improvement, will, where appropriate and possible become part of the leader's professional development plan so that outside training and consultation can help the leader make progress. Likewise, professional development will be an avenue for leaders to build on identified strengths – courses, workshops, online trainings all will be available for leaders to build their toolkit of skills. Finally, professional development will help leaders familiarize themselves with programmatic changes that need to occur to make the school more effective in any of its goals for students: academic curricula, school climate, relational and social/emotional infrastructure supports for students and staff.

Leaders will be retained who show the ability to:

- create a working environment for teachers that inspires and supports them while challenging them to progress where needed
- create and maintain a healthy staff culture
- inspire and support the work that students do in and out of the school
- maintain positive and supportive relationships with students' families and guardians that help to potentiate the learning that takes place at the Academy
- establish and maintain connections and establish collaborations with local businesses, agencies, and community groups that will support the growth of students and the school in multiple ways.
- model MeANS's values and principles
- learn from parents, students, and teachers about what works and what doesn't
- set a tone that encourages continuous improvement

The annual evaluation process will be tied closely to professional development and an improvement plan for our leaders. Areas evaluated as needing improvement will, where appropriate and possible become part of the leader's professional development plan so that outside training and consultation can help the leader make progress. Likewise professional development will be an avenue for leaders to build on identified strengths – courses, workshops, online trainings all will be available for leaders to build their toolkit of skills. Finally, professional development will help leaders familiarize themselves with programmatic changes that need to occur to make the school more effective in any of its goals for

students: academic curricula, school climate, relational and social/emotional infrastructure supports for students and staff.

The school intends to utilize networks for leaders such as the *Courage to Lead* network based on Parker Palmer's work, as well as emerging organizations such as the *Mass Customized Learning* cohort as resources for both professional development and improvement. We will also draw from the networks of Maine Principals and Superintendents to find individuals who can enhance leader performance when needed. Additionally, leaders have access to professional development opportunities available through the Maine Association of Non-Profits, BoardSource.com and relevant professional organizations.

Teacher Evaluation

Teachers at the Maine Academy of Natural Sciences will be evaluated through multiple performance measures including:

- Observation by school leader(s)
- Observation by supervising teacher(s)
- Observation by colleagues
- Student surveys
- Presentation to school co-directors of a student's portfolio that demonstrates student engagement and progress towards learning goals
- Student progress towards learning goals as measured by
    - Product assessment
    - Performance assessment
    - Conventional testing
    - Progress in targeted curricular/online materials
- Student engagement in classroom/learning experiences as measured by attendance and productivity.
- Parental surveys

Evaluations will be held twice a year. The first meeting will be a setting of professional goals for the year and a review of last year's evaluation. The second meeting will be a full evaluation and discussion of results with the school leader(s).

Each quarter, formative surveys will be collected from students. These are surveys used to help determine where the teacher should focus – what changes they might make to improve their teaching. Summative surveys will be collected from students and parents in the last quarter of each year.

Research clearly supports a range of sources for evaluating teacher effectiveness as the most accurate way to measure teacher performance[20].

Because MeANS is a pioneering institution, many of our teachers will come to us unfamiliar with some of the approaches we use. We expect staff to need training in one or more of the following areas: standards-based teaching and learning, project-based teaching and learning, relational education and advising, Restorative Justice etc.

For this reason we will plan a two-week training session to orient all new staff to our approach. Funds will be set aside within our budget for professional development for all staff. These funds will be available through each teacher's supervisor on an as-needed basis.

Teachers will be retained who show the ability to both make foundational relationships with students as well as connecting them with and inspiring them about the content of the courses the teacher teaches. Student progress towards learning goals in the particular content area in which a teacher specializes will constitute a key aspect of the evaluation. Teachers who cannot demonstrate how their teaching has supported student growth both in engagement and proficiency will be offered relevant professional development to learn necessary skills and approaches.

Teachers will develop annual performance and development goals based on evaluative input and guidance from their supervisors. These goals will form an important part of the professional development plan for each teacher. Teachers professional development will focus on three areas – areas that need improvement based on the evaluations from all sectors listed above, areas of strength based on evaluative data as well as teacher-driven interest, and areas that need development as MeANS moves forward in the development of its approach to: curriculum, school climate, relational and social/emotional infrastructure supports for both students and staff.

For instance teachers with high competency in a particular curricular area may be less familiar with the tasks entailed in advising 5 – 8 students and using a Personal Learning Plan with them to guide their program. Workshops and training in this area could be offered in-house. Most teachers may be unfamiliar with standards-based processes, and workshops in this area may be available through workshops and trainings offered through the cohorts involved in *Mass Customized Learning* here in Maine.

Teachers who do not demonstrate an ability to improve their academic or relational capacities over the course of a school year will be subject to not being re-hired. Dismissal from a teaching job will be based on clear violations of institutional expectations and the demonstrated incapacity to follow a plan of correction once instituted.

Parent Involvement

Keeping parents/guardians informed and involved in their child's educational experience is a key objective of the Maine Academy of Natural Sciences. A variety of research[21] demonstrates that parental involvement in school, especially with students who are at-risk, is a central factor in student success.

First, MeANS is committed to keeping all parents/guardians informed of their student's progress on a timely basis in the following ways:

- Parents/guardians will be expected to participate in all phases of the admission process;

- Faculty advisors will contact each parent by email or phone on a weekly basis to briefly review student progress;
- Each quarter a comprehensive review of student progress will be held with the student, parent/guardian, faculty advisor and, if applicable, campus life advisors;
- Parents/guardians will be invited to student project presentations where appropriate; and
- Parents/guardians will be expected to participate in *Restorative Justice* practices as they apply to their own son or daughter.

Second, wherever possible, MeANS intends to involve parents/guardians in the following kinds of activities:

- Providing food for school-community dinners and events
- Supporting faculty on school expeditions by being chaperones
- Providing high-interest workshops in areas of their expertise
- Hosting informational gatherings for prospective students and families
- Supporting students meeting their responsibilities for school work when at home including, where possible, transportation to and from field placements, job placements, etc.
- Where applicable and acceptable to families, involvement in family therapy and/or supporting students' meeting their therapeutic needs

Parents also must commit to re-enrollment at MeANS each year by signing a letter of intent to enroll. This process is meant to keep parents engaged in addition to being an administrative function.

B.4 Pre-Opening Plan

The MeANS Pre-Opening Plan is provided in Exhibit 38.

B.5 Management and Operation

MeANS will benefit from having an experienced leadership team in place following its transition from magnet school status to becoming a public charter school. MeANS's planned administrators have operated the school over the past year and provide extensive experience in the fields of education and management. The MeANS management team will seek to establish the school as one of the first public charter schools in the state by leveraging its existing advantages and taking advantage of new opportunities offered by this new status.

MeANS Organizational Structure

As evidenced in Exhibit 10, the MeANS organizational structure is overseen by the *Maine Academy of Natural Sciences Board of Directors*, which has been constituted by its organizer to be representative of the community and to include leaders in the field of education. The MeANS Board has some members in common with the Good Will-Hinckley Board of Directors, but only a minority of the Board can overlap with GWH's Board after August of this year. This interlocking minority of directors is designed to ensure alignment and commitment to shared mission tenets and resources. More information about the MeANS Board of Directors is provided in Part C.

The *MeANS Advisory Group* is composed of community members, faculty, and those with experience in agriculture and/or education and parents of students. The Advisory Group's role is to offer specific guidance to the school and concrete feedback, curriculum direction and program evaluation. Information about the MeANS Advisory Group members is provided under Part C.2.

The *G.W. Hinckley Foundation* is a supporting organization that provides endowment distributions to Good Will-Hinckley. The Foundation's Board of Directors is composed of members appointed by the Good Will-Hinckley Board and members chosen by those appointees. It is expected that the Foundation will make grants to MeANS.

All members of the MeANS educational staff will be employees of MeANS and will thus be under the supervision of the MeANS administration and, ultimately, the MeANS Board of Directors. MeANS expects to receive certain non-educational services, such as financial accounting, facilities management, and high-level development and public relations functions, from GWH through a contract performed by GWH employees.

MeANS's Employees

The MeANS Board is responsible for hiring and overseeing the *President and Executive Director*, who provides academic leadership to the Maine Academy of Natural Sciences and directly supervise its Co-Directors. The current President and Executive Director also serves as President and Executive Director of Good Will-Hinckley, where he provides direct supervision of the Vice President for Operations and

provides leadership on a wide range of matters pertaining to GWH and its affiliates. The current individual holding this position has vast experience in education at the local, state and federal level, in additional to exceptional community contacts in and outside of the state of Maine. The current President/Executive Director is well known for forming community and business partnerships, working with various stakeholders across industry and non-profit sectors, managing large budgets, and leading bold new initiatives aimed at improved life chances for young people.

MeANS's teaching and administrative staff will be supervised by two Co-Directors. The *Co-Directors* control curriculum and residential programs under the direction of the President and Executive Director and the MeANS Board. They provide leadership and direct supervision to the academic and residential staff of the Maine Academy of Natural Sciences, and have significant teaching duties. The individuals holding these positions must combine a keen interest in the school's mission with the capacity to develop and implement a highly individualized curricular structure within a learning environment that meets the needs of students with diverse capacities. The MeANS Co-Directors, who are currently serving the magnet school in such positions, are skilled at the theory and practice of hands-on, theme- and standards-based education at local, regional, and state levels. They are constantly bolstering their skills set by joining groups of educators throughout the state who are currently working to increase graduation rates and decrease dropout rates in Maine's secondary schools.

The *Director of Admissions* reports to the Co-Directors and is responsible for marketing the school to prospective parents, students and the community at large.

Teachers at MeANS report directly to the Co-Directors and are responsible for providing academic instruction as well as experiential instruction for students. Current and prospective teachers at MeANS will bring expertise in either a specialty area of the MeANS curriculum (i.e. agriculture, sustainability etc.) and/or proven experience working with at-risk teen populations. Current and prospective MeANS teachers must show the ability to both make foundational relationships with students as well as connect them with and inspire them about the content of coursework and progress toward their Personal Learning Plan (PLP).

Ed Techs provide support for teachers and report directly to the Co-Directors.

AmeriCorps Interns provide support to teachers, serve as teachers (when properly accredited), and serve as Campus Living Advisors in the residential program. AmeriCorps Interns report to the Co-Directors.

Campus Living Advisors provide supervision and guidance to students in the Maine Academy of Natural Sciences residential program, including life skills instruction.

The *administrative staff* is expected to be employed by MeANS and may provide, by contract, administrative services to GWH and its programs (including the Glenn Stratton Learning Center, real estate holdings, College Step-Up Program and a conference/events center) and affiliates (including the L.C. Bates Museum and G.W. Hinckley Foundation).

NOTE: All staff at MeANS and GWH must be fingerprinted and undergo criminal background checks through the Maine State Police.

Position descriptions for key staff are provided in currently available form in Exhibit 11. In a number of instances the documents furnished here are GWH descriptions that will form the basis for similar MeANS descriptions to be developed and approved by MeANS during the pre-opening period.

Legal Compliance

Legal compliance is the responsibility of the Board and management with assistance from outside counsel at the firm of Preti Flaherty LLP.

Partnerships and Contractual Relationships Central to the School's Operation or Mission:

- Kennebec Valley Community College – Our new neighbor, KVCC will be MeANS's primary programmatic and facilities partner. GWH has a memorandum of understanding (MOU) with KVCC and its parent MCCS for areas of programmatic cooperation and collaboration. GWH also has a lease and other agreements with KVCC to allow access to facilities KVCC now owns. See Exhibits 40 (lease) and 41 (MOU). GWH intends to provide the benefits of these relationships to MeANS. See Exhibit 24 (Letter of Intent).
- Good Will-Hinckley – As detailed in Sections A.2, C.1 and D.3, GWH will play key roles in supporting MeANS, providing MeANS with the benefit of its accumulated expertise and experience, and serving as the physical home for the school. With regard to all educational services, existing GWH staff will become employees of MeANS itself, but various non-educational services, and real estate, will be provided through contractual and lease relationships to GWH. See Exhibit 24 and the discussion in Section C.1. GWH employees providing services to MeANS via contract are described below:
    - The *Vice President for Operations at Good Will-Hinckley* is responsible for the day-to-day operation of Good Will-Hinckley and all of its programs. This individual will provide similar operational management services to MeANS and will oversee several key GWH staff positions, including *the Director of Human Resources, Director of Finance, Director of IT, Kitchen Manager, Manager of Maintenance/Facilities, Administrative support,* and the *Director of Development,* each of whom is expected to provide non-educational services to MeANS.
    - The GWH *Director of Finance* is responsible for all budgeting and financial management, with close oversight by VP of Operations, President/Executive Director and the Board of GWH. This individual will provide similar financial services to MeANS. The current Director of Finance also serves as Assistant Treasurer of MeANS, as elected by the MeANS Board of Directors.

B.6 Community Involvement

As a statewide public charter school with a mission focused on experiential learning through project-based curricula, in addition to our student internship/apprenticeship requirement, community partnerships are critical to executing our mission. Already, MeANS has made significant progress in securing partnerships with a number of organizations toward this end, including internship sites, service contractors, and education partners. Beyond this, MeANS has conducted extensive outreach to SAUs across Maine, and has secured relationships that have resulted in districts allowing their students to attend MeANS in its inaugural magnet school – even without charter school status. We place a high value on building and strengthening these relationships, while establishing new ones, as we believe that approach will provide the best opportunity to improve student outcomes. Special attention has been given to developing and maintaining relationships with local school districts as evidenced by current locally referred students as well as referrals for the upcoming school year.

In addition, our governance structure (See more in Section C.2.) includes both a Board of Directors and Advisory Group, which is intended to field input from a multitude of voices from the community, including parents, educational experts, and non-profit and business leaders.

Our Community Partners

The MeANS educational approach places a high priority on development of career pathways that place students in the community and bring the community to MeANS. Specifically, we use these partnerships to place students in internships/apprenticeships, bring guest lecturers to campus, introduce students to various career prospects in the natural sciences and other local industries, and to foster positive relationships within the state and central Maine region.

In its first year, MeANS has developed partnerships with non-profits, businesses, institutions of higher education, and governmental agencies. Some examples of these partnerships include: KVCC, Great Strides New England Americorps Project, Barrels Community Market in Waterville, Humane Society, Waterville Public Library, Harding's Garage, Caverly Farms, E.D. Bessey and Sons (Tree Farm), Fairfield Fire Dept., Maine Forest Service, Alfond Youth Center, Atwood Elementary School, AmeriCorps, Colby College student volunteers, and the Unity College Curriculum Development office, to name a few. Documentation/letters of support from some current and prospective partners are available in Exhibit 34.

To build on the already established community partnerships and contractual relationships noted in Section B.5., MeANS leaders are currently working to expand the number of internship sites and to approach additional guest lecturers with expertise in the natural sciences and specific career pathways of interest to the students. MeANS already has been building relationships with key networks of service providers, state agencies, and the private sector that support positive educational and community outcomes for at-risk adolescents. MeANS is currently represented on the District 5 Shared Youth Vision Council, the Maine Shared Youth Vision Council, and the Commissioner of Education's Committee on Truant, Dropout and Alternative Education.

Community Support

As a magnet school, MeANS staff has reached out to, and negotiated with, school districts across the State of Maine. We have held dozens of meetings with high school students, guidance counselors, Jobs for Maine Graduates specialists, principals, assistant principals, special education staff, and alternative

education staff. Ongoing tours/information sessions occur at the school as well. As a result of these efforts, individual schools have agreed to support students who have applied to attend the Academy. These students were not experiencing success in their public school and may have been at risk of dropping out. School districts who currently have signed agreements with the Academy include Maine Indian Education, MSAD #11, MSAD #53, MSAD #59, RSU #3, RSU #19, RSU #49, RSU #73 and Scarborough Schools.

As we apply for charter school status, these discussions have been ongoing. We feel the relationships we have brokered during the inaugural "magnet school year," in addition to the success we already are having with students who otherwise may have dropped out of school entirely, will continue to be instrumental in assuring smooth collaboration with these and other districts as we transition to charter school status.

We have discussed and negotiated specific operational components, such as transportation, extra-curricular activities and specific special education services for the current school year and the upcoming year. These discussions have resulted in 9 agreements to fund, transport, and /or provide special education services for nine students. More details on the operational arrangements and recruiting strategy can be found in Section B.2.

Community Support is also evidenced by the high interest the school has triggered in the public sector. Even without charter school status, students have applied to MeANS in the current year and provided their own tuition in the instances where school districts have not paid tuition. Over one-third of current MeANS students have parents who support a portion of the cost of tuition. MeANS has had 31 applications for admission for the 2012/2013 school year with 10 of these students already accepted. MeANS also has garnered significant support and offers to collaborate from community agencies and networks, such as the Cooperative Extension, Maine Agriculture in the Classroom, and the local farmer's market.

C. Governance

C.1 Governing Body

The entity that will hold the charter and be responsible for governing the school will be the Maine Academy of Natural Sciences ("MeANS"), a Maine nonprofit corporation organized exclusively for charitable, educational, and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. MeANS was formed on May 21, 2012, to serve as the "separate nonprofit organization" contemplated by the charter school statute in the case of a start-up charter school that has organizers "affiliated with a previous school or education program,"[22] as is the case for the organizer of this school, Good Will-Hinckley ("GWH"). MeANS will be governed by its newly formed Board of Directors, which has been selected by its organizer to be representative of the community and to include leaders in the field of education. The MeANS Board has some members in common with the Good Will-Hinckley Board of Directors, but only a minority of the Board can overlap with GWH's Board after August of this year. This interlocking minority of directors is designed to ensure alignment and commitment to shared mission tenets and resources.

MeANS is a new entity, but its sponsorship by GWH draws upon roots that have been present on the Good Will-Hinckley campus since the Rev. George Walter Hinckley first founded the Good Will Home for Boys and Girls and the Good Will Farm in 1889. Both then and today, the mission of the central Maine campus has been to provide a home and education tied very much to the hundreds of acres of wilderness and forest on which it sits. It also has been geared toward helping "at-risk" children—whether they were orphans in the 19th century or students on the verge of dropping out of high school today. Having survived many chapters of history over the past 123 years, Good Will-Hinckley once again modernized in 2011 when it opened the Maine Academy of Natural Sciences as a magnet high school.

MeANS was born out of a recognition that a new educational model, combined with new financing streams, would be needed to most effectively serve today's Maine youth and their unique challenges. The need for services to at-risk youth is as great as ever, but Good Will-Hinckley leadership realized that the model for delivery must change and, in many ways, the nature of the educational program would need to be updated as well. And yet, the organization's ties to the land as an educational and character development vehicle would not change. The MeANS educational program reflects the past in its emphasis on the natural sciences, but at the same time utilizes evidence-based theories of teaching and learning, standards-based curriculum, and proven models for assessment and character growth to meet the needs of the 21st century Maine adolescent.

In many ways, MeANS is the next natural chapter for Good Will-Hinckley – and becoming a charter school would truly enable that to occur. If we are successful, the relationship between the boards of MeANS and GWH will be critical in ensuring that the link in mission is not compromised. That rationale serves as the basis for the board structure – MeANS is governed by an autonomous board sharing some members with GWH. GWH, as the corporate parent and organizer of MeANS, retains a role in certain

fundamental corporate matters, such as selection of new directors and changes in by-laws, but leaves the operation and governing of the school to the independent MeANS Board. Given that MeANS is the primary educational program of GWH, and thus the GWH board's attention and resources will be focused on supporting MeANS, this close symbiotic relationship is a major benefit to both entities. At the same time, the bylaws provide that a majority of the MeANS Board will not overlap with the GWH Board going forward, a limitation that underscores its autonomous and independent role. That autonomy arises in the first place from its separate legal existence and its plans to directly employ those who will deliver its educational program.

Exhibits

For Articles of Incorporation and documentation that MeANS is a Maine nonprofit corporation, see Exhibit 12.

For By-laws, see Exhibit 13.

A copy of MeANS's IRS Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) is attached as Exhibit 14.

For the MeANS conflict of interest policy, see Exhibit 15.

Note: The governance structure described in this application and reflected in MeANS's articles of incorporation and bylaws creates a separate nonprofit corporation and also provides MeANS with "autonomy over key decisions, including, but not limited to, decisions concerning finance, personnel, scheduling, curriculum and instruction" as required by Section 2401(9)(A) of the charter school statute, while also retaining the strength, experience, and sponsorship of its organizer, a preexisting public charity. While MeANS considers this structure fully compliant with the law and the Commission's expectations, MeANS is willing to negotiate changes to this structure prior to executing its contract, and/or to provide specific assurances to the Commission, should the Commission have concerns about the specifics described here or in the pertinent Exhibits.

C.2 Governing Board Composition

MeANS Board of Directors

The MeANS Board of Directors is currently composed of nine individuals.

A minority[23] of the MeANS Board may consist of individuals simultaneously serving on the GWH Board of Directors. The remaining directors – a majority – are individuals with experience in public education, business, and law, as well as a parent of a MeANS student.

Chair, Patricia Zlotin: Pat has been associated with Good Will-Hinckley for many years. She graduated from Good Will-Hinckley in 1964, and first began serving as a member of the Board of Directors in 1976. She has held several offices on the Board, including past Treasurer and past Chair. Pat currently serves as the Treasurer of the Good Will Hinckley National Alumni Association and is a member of the Good Will Home Association. She completed her undergraduate studies at Colby College in 1968 with a double major in Psychology and Education and a minor in Math. In 1973 she graduated with high honors from Boston University with an MBA in Finance. Ms. Zlotin worked for over 27 years with a large mutual fund company, where she was a member of senior management and had multiple responsibilities and experiences within the investment arena, as well as general management, prior to retiring in 1998. Pat was a founding member and Chair of The Four Square Foundation and currently sits on the Board of Trustees for Eastern Bank and is the Coordinator of the Sharon Advisory Board to the Eastern Bank Charitable Foundation. She has volunteered for many years in various town government committees and community activities: as the Vice Chair of The Friends of the Sharon Dog Park; and as a Board member and Treasurer of Friends of the Sharon Public Library. Pat and her husband live in Sharon, MA, where (when she is not volunteering) she enjoys outdoor activities, gardening, cooking, walking, biking and flying. Pat will conclude her service on the Good Will-Hinckley Board of Directors in August 2012.

Secretary, Helen Regan: Helen Regan is retired from Bates College in Lewiston, Maine. Regan, who came to Bates in 2006 with long experience in secondary and higher education, has worked with the Harvard Center to create unparalleled opportunities for students studying education through placements in local schools and other institutions.

Treasurer, Douglas S. Carr: Doug brings his nearly 40 years of experience and familiarity with Maine's political and business worlds to bear on his practice of law and government relations. He is Of Counsel to Perkins Thompson. He currently serves as a Board Member of the Center for Grieving Children, Dirigo Health Program, and Maine Center for Enterprise Development. He is the former Board President and Clerk for the Maine Cancer Foundation and the Maine Economic Research Institute and MCAHV. He is married to Deidre O. Carr, a teacher at Freeport High School. Doug and Deidre live in Yarmouth and are enjoying "empty nester" status, as their two married daughters have both completed their formal education. Doug enjoys reading, art, golf, downhill skiing, travel, food, and antiquing. Doug is a member of the Good Will-Hinckley Board of Directors.

Bob Tardy: During his 10 years as a legislator in the Maine House of Representatives, Bob chaired the Standing Committee on Agriculture and served on the Taxation Committee, the Committee on Utilities, and the Committee on Banking and Insurance. From 2003-2009 he served as chairman of the Maine Harness Racing Promotion Board, and currently chairs the Maine Agricultural Water Management Board. Prior to his service in Augusta, Bob served as first selectman for over a decade in the small rural Maine town where he raised his family, while simultaneously teaching in public schools and running the

family John Deere dealership. Raised in Newport, Maine and a graduate of the University of Maine, his is the sort of "Made in Maine" career expertise that makes him an invaluable resource to a variety of industries. Since launching Somerset Associates, Bob has helped a veritable "Who's Who" of local and national organizations navigate the Pine Tree State's unique political landscape. Bob also is a member of the Good Will-Hinckley Board of Directors.

Richard Abramson: Rich has just completed his 17th year as Superintendent, having served for 10 in RSU No. 38 in Readfield, Maine. He holds a Master's Degree and Advanced Coursework in Education and Special Education Administration from the University of Maine. He holds a Bachelor of Arts from Colby College. Rich also is a Senior Director of the YMCA of the USA, having served as Executive Director for the Kennebec Valley YMCA. He is also a member of the YMCA's Hall of Fame. It was during Rich's tenure at the YMCA that much of his passion for wellness and healthy living strategies was formed. He also serves on numerous boards and commissions within the State of Maine. He lives with his wife Paula of 39 years. His hobbies include snowshoeing, golf, bicycling, Nordic walking and relaxing on a remote lake in Maine. Rich is a member of the Good Will-Hinckley Board of Directors.

James Morse: Jim has served as Superintendent of Portland Public Schools since 2009. Prior to that, he served as Superintendent of the Messalonskee School District in Oakland for 12 years. Dr. Morse also served as Superintendent of the Limestone Public Schools. He helped found the Maine School of Science and Mathematics (MSSM) in Limestone, which at the time was the state's only public magnet school, and served as the school's first superintendent. During his 34-year career, he has taught art in grades kindergarten through 12 and served as principal at the elementary, middle and high school levels in several Maine schools. His hobbies include drawing and riding a motorcycle.

Amber Lambke: As Executive Director of the *Maine Grain* Alliance and Co-founder of the Somerset Grist Mill, LLC, Amber brings her expertise and contacts with the local farm retail community to everything she does. The entrepreneurial President of The Somerset Grist Mill was raised in Brunswick, Maine and is married to Michael Lambke, MD of Skowhegan Family Medicine. She is the mother of two children, Miles (age 9) and Zoe (age 7). Amber is also a Masters level Speech-Language Pathologist.

Gordon Donaldson: Dr. Donaldson is a professor of Education at the University of Maine, where he teaches graduate courses on educational leadership and research. He has been active in statewide efforts in Maine to develop leadership at the school level, and more recently, in advocating for community schools. Prior to joining the University, Dr. Donaldson was principal of Ellsworth High School, a teacher on North Haven, and in Boston and Philadelphia.

Pender Makin: As Director of The Real School, a regional alternative high school that is part of the Windham School District, Pender Makin develops authentic, project-based programming for at-risk students. Her students participate in a standards-aligned curriculum that emphasizes authentic, real-world applications. She also serves on the Advisory Council of the Alternative Education Association of Maine and teaches graduate courses in a Students at Risk concentration at University of Maine. Her son Jack is a student at the Maine Academy of Natural Sciences.

Board Recruitment Process

The initial MeANS board members were identified through discussion among GWH's President/Executive Director, Board members, faculty and staff. Particular attention was paid to ensuring the board included individuals with a wide range of education, business, legal, and management experience as well as a breadth of community contacts that would be beneficial in

expanding community partnerships, reaching out to potential funders, or increasing knowledge of MeANS across the state. There was a strong desire to include a parent on the board. Pursuant to MeANS's by-laws, as of September 1, 2012, only 4 of the 9 members will serve on both the GWH Board and the MeANS board. These individuals have a strong commitment to the organization and will offer important counsel in the transition/addition of a charter school to the GWH family of programs.

Advisory Group

MeANS expects to recruit some future members of its Board from among the members of the MeANS Advisory Group. The *MeANS Advisory Group* is composed of community members, faculty, individuals with experience in agriculture and/or education, and parents of students. The Advisory Group's role is to offer specific guidance to the school and concrete feedback, curriculum direction and program evaluation. The Advisory Group is *not* responsible for governing decision or operations at MeANS.

J. Duke Albanese: Senior Policy Advisor, Great Schools Partnership; Former Commissioner of the Maine Department of Education Duke Albanese was senior policy advisor for the Great Maine Schools Project from 2003–2007 and is now senior policy advisor for the Great Schools Partnership. His career in education has spanned 40 years, including service as the Commissioner of Education for the State of Maine (1996–2003) and a long tenure as the Superintendent of Schools for the Messalonskee School District in the Belgrade Lakes Region of Maine. Duke is a nationally sought-after adviser and speaker on educational issues and policies and a founding director of the Sports Done Right initiative at the University of Maine. Originally hailing from East Providence, Rhode Island, he attended public schools before earning a B.A. from Bowdoin College, a M.Ed. in guidance and counseling and a C.A.S. in educational administration from the University of Maine. Duke and his wife, Nancy, live in Brunswick, Maine, and have two grown children, Derek and Kelsey, and two grandchildren.

Lynne Miller: Professor of Educational Leadership, University of Southern Maine Lynne is Professor of Educational Leadership and Executive Director of the Southern Maine Partnership at the University of Southern Maine. Before joining the USM faculty in 1987, she held a variety of positions in public schools and universities, including secondary school English teacher and director of a public alternative high school in Philadelphia, Assistant Professor/Teacher Corps Instructor at the University of Massachusetts, de-segregation consultant in Boston, Assistant Principal and Associate Superintendent in South Bend, Indiana. Lynne continues to attempt to do what Ted Sizer calls, "walking the fault line between theory and practice" as an engaged scholar and activist. She has written widely in the field of teacher development and school reform. In addition to authoring numerous articles, chapters and papers, she has completed six books with Ann Lieberman, the most recent of which are *Teachers Caught in the Action* (Teachers College Press, 2001), and *Teacher Leadership* (Josey-Bass, 2004). Lynne is an active participant in local and national reform efforts. She was an original member of the National Commission on Teaching and America's Future and now serves on the Policy Advisory Board of the Promising School Project in Maine, sponsored by the Bill and Melinda Gates Foundation. She is currently engaged in connecting high school and college faculty in efforts to prepare more students for success in higher education.

Ron Bancroft: Founder, Bancroft and Co.; Founder and Chairman, Maine Coalition for Excellence in Education, a business/education coalition. Bancroft & Company was founded by Ron Bancroft in 1985 to provide strategic consulting to small to medium-sized growth companies. Ron had spent 12 years learning the ropes of strategic consulting with McKinsey & Company. While at McKinsey, he was part of the team that collaborated with Tom Peters and Bob Waterman in the work that led to the management

classic, *In Search of Excellence*. Ron left McKinsey in the mid-eighties for a simpler life on the coast of Maine, his native state. After several years in which he was a principal in the buyout of a large shipbuilder and the owner of a small wood products company, he established Bancroft & Company as a way to bring the value of his wide range of business experience to smaller companies. In more than 10 years of strategic work with growth companies in a range of industries, Ron leads client teams through a disciplined process that develops strategic thinking, strategic analysis, and accountability for results. In addition to his consulting practice, Ron is active in education reform. He is a founder and Chairman of the Maine Coalition for Excellence in Education, a business/education coalition. The Coalition was recognized recently as the national business coalition of the year by the National Association of Business Economics for its work in establishing statewide education standards in Maine. He has also served on his local school board for nine years. Leadership and service have been consistent themes throughout Ron's life. He is an honors graduate of the United States Naval Academy, where he commanded the 4100 Man Brigade of Midshipmen. A Rhodes Scholar, Ron earned a Master's Degree in Politics and Economics from Oxford University. Ron resides outside Portland, Maine with his wife, Sally. They are active in their community and enjoy golf and sea kayaking.

Yellow Light Breen: Executive Vice President and Chief Strategic Officer at Bangor Savings Bank; Chair, Maine Coalition for Excellence in Education. Before reaching his 40th birthday, Yellow Light Breen had already carved out significant careers in business and education. He was a special assistant to the Commissioner of Education during the King administration, where he supplied much of the planning for what became the "laptop initiative," one of the nation's boldest attempts to provide technology for students in every classroom. Breen, who lives in Hampden, has since become vice president for strategic development at Bangor Savings Bank, one of the state's largest and fastest-growing lenders. Now, he is drawing from both sides of his expertise in chairing the Maine Coalition for Excellence in Education, a business-backed advocacy group that has been around since the 1980s but is being revitalized under Breen's leadership. He feels so strongly about MCEE that he's cut back on all his other volunteer commitments to focus on it.

Derek Pierce: Principal, Casco Bay High School. Derek Pierce is a Principal of Portland Expeditionary Learning High School. Derek Pierce serves as a Director of The Gulf of Maine Research Institute.

Jim Clair: CEO, Goold Health Systems; Chairman, Maine Early Learning Investment Group. Jim was named CEO of Goold in 2007 and is responsible for all day-to-day operations at Goold Health Systems, along with all strategic and tactical business issues. He served as GHS's Chief Operating Officer from 2004 to 2006. Jim's career spans over 30 years, split between managing privately-held companies, mostly in the health care space, and serving in non-partisan capacities in the public sector. He served as a Vice President at the Waldron Group from 2001 to 2004. He also currently serves as the President of Goold Health Analytics, LLC, a sister company to GHS that provides clinical and project consulting services in the health care industry. Immediately prior to joining GHS, he served on the non-partisan staff at the Maine State House, having served as the chief-of-staff for the Joint Standing Committee on Appropriations and Financial Affairs, then Director of the Office of Fiscal and Program Review. He culminated his tenure there as Executive Director of the Legislative Council, where he was responsible for most administrative functions, including one phase of a major renovation to the historic Capitol building. Jim holds a Master of Public Administration degree from Syracuse University, Master of Science degree from the State University of New York and a B.S. from the University of Massachusetts.

Jim serves on a number of Maine boards and committees, including the Maine Consensus Economic Forecasting Commission, the Maine Health and Higher Educational Facilities Authority, the Maine

Cancer Foundation and The Maine Early Learning Investment Group. He is also the owner or partner in a number of small, privately-held companies. Jim and his family live in China, Maine

Chip Bessey: Owner, E.D. Bessey and Sons; MeANS Internship Site

Charles Collins: Charles works for the Maine Community College system as State Director of the Early College for ME program. His lengthy career in higher education has included stints as Interim President of the Washington County Community College and Dean of Students for Central Maine Community College in Auburn.

Board Strengths: Between the members of the MeANS Board of Directors and the MeANS Advisory Group the following strengths are represented:

- 7 members have business experience
- 3 members have experience in agriculture and forestry
- 12 members have experience in education
- 10 members have experience either running or serving on the boards of non-profit organizations
- 2 members have extensive legal experience
- 4 members have extensive direct finance experience
- 1 member is a MeANS parent
- 4 members will serve dually on the Good Will-Hinckley Board of Directors

Exhibit 17, the Board Profile Matrix shows the Board's and Advisory Group's qualifications and experience.

Board member resumes are attached as Exhibit 16.

Board profile: A matrix showing the Board's and Advisory group's qualifications and experience is attached as Exhibit 17.

A list of officers and committee chairs is included as Exhibit 18.

D. Business and Financial Services

D.1 Budget

The budget for Maine Academy of Natural Sciences ("MeANS") during its first 3 years as a public charter school is provided as Exhibit 19. Monthly cash flow analyses for the pre-opening period and opening year are provided as Exhibits 20 and 21 respectively.. Key assumptions that inform those exhibits are set forth below.

Good Will-Hinckley ("GWH" or the "Parent") has established significant cash reserves in order to support MeANS. In the event of a shortfall of cash based on timing of cash inflows, enrollment less than projected, or expenses greater than anticipated, GWH has made the commitment to provide necessary resources for the continued operation of the program.

Reflected in the MeANS operating budget is an anticipated gap between what percentages of the operating budget will be covered by public funding and what percentage of the operating budget needs to be provided by other sources. These other sources include Foundation Grants and GWH contributions. As of the date of this writing, Grant Funding has already been secured for the FY 2012-2013 year slightly in excess of the amount budgeted, and numerous applications for Grant funding are pending. In addition, GWH, the parent organization, has sufficient Endowment assets to provide the necessary GWH contributions well within established distribution guidelines.

The MeANS operating budget as presented has been developed in conjunction with the school's educational program, staffing, staff development and facility support, and is consistent with and supports the mission and vision of the school.

The operation areas of the financial model most vulnerable to loss of revenue or excessive cost are lower than or greater than planned enrollment, lower than projected public funding, or greater than projected operating expenses. If enrollment is less than planned, certain operating expenses can be lowered, and the organization will be vigilant about that process, while it continues its enrollment efforts. Greater enrollment will provide additional public funding, but may also require additional staffing and therefore increased expenses. Again, the organization will constantly monitor its staff to student ratio to provide optimum staffing levels and maintain the financial viability of the program. The budget as presented is built on a conservative statewide average of public funding in an effort to minimize the threat of lower than projected public funding. In the event that this threat does materialize, the effect should be minimal and GWH has the established cash reserves in order to close this budget gap. As with the projected public support, the operating expenses have been conservatively projected, hoping to minimize the possibility of a budget gap. The majorities of the expenses are staff related, and therefore more under control of the organization than general operating expenses. The general operating expenses provide minimal threat of variance to the organization, but will be vigilantly monitored for appropriateness.

BUDGET PROJECTIONS – 2012-2013 / 2013-2014 / 2014-2015

The proposed 3-year budget for the Maine Academy of Natural Sciences anticipates opening as a charter school in September of 2012. The budget includes personnel and expenses necessary to operate the academic programs based on planned enrollment, maintain the physical plant and facilitate financial management.

Revenue Assumptions:

	Fiscal Year				
	2012-2013		2013-2014		2014-2015
Planned Student Enrollment in Total	42		62		82
Economically Disadvantaged enrollment	21		31		41
Special Education enrollment	6		9		12
Limited English Proficiency enrollment	1		2		2
Tuition Rate (state avg. secondary)	$ 6,705		$ 6,705		$ 6,705
Special Education Services (state avg.)	1.278%		1.278%		1.278%
Per pupil transportation rate	$ 520		$ 520		$ 520
Administrative withholding - Sending SAU	-1%		-1%		-1%
Administrative withholding - Authorizing Commission	-3%		-3%		-3%

Note 1: A modest amount of funding annually is assumed for Title I funds and fewer than 20 special education students.

Note 2: Funds are included for Assessment and Technology allowances per state guidelines.

Note 3: Private Foundation grant funding is assumed at a rate commensurate with grant funding obtained by the MeANS magnet school in the 2011-2012 fiscal year.

Note 4: MeANS will participate in the National School Breakfast and Lunch program, and revenue is projected based on planned enrollment and demographics.

Note 5: Unearned Income contributions from the Parent are projected at a conservative rate of 2% of the market value of the investments.

Expense Assumptions:

1. Expenses are budgeted based upon historical experience of operating Averill High School for over 25 years, current operating experience of the MeANS magnet school in FY 2011-2012, and the planned enrollment, demographics and staffing projections.

2. Salaries are budgeted at rates competitive in the industry geographically.

3. Fringe Benefits include Group Health Insurance coverage with a national carrier, with a significant majority of the premiums paid by MeANS. In addition, Dental, Supplemental Life, Short & Long Term Disability are provided.

4. Professional Development has been budgeted for the MeANS staff to orient them to the Restorative Justice approach, along with additional discretionary professional development funds.

5. Expenses have been included for an Audit by an independent Certified Public Accountant.

6. Significant expenses have been included for the transportation requirements of the planned student population.

7. MeANS intends to provide food services to the student population in accordance with National guidelines for School lunch preparation, and has budgeted staff and food supplies accordingly.

Budget Risks:

In the event the MeANS faces a budget shortfall in the initial years of operation, significant cash reserves have been set aside to address these challenges. In addition, GWH is pursuing sales of various pieces of real estate to enhance the cash reserves for it to deploy to assist MeANS with budget shortfalls and capital projects. GWH is also working with a number of local banking institutions to secure an operating line of credit to address cash flow in the event of budget shortfalls.

D.2 Financial Management

Maine Academy of Natural Sciences (MeANS) will follow Maine public school accounting guidelines and will put into place internal accounting controls necessary to safeguard its assets. MeANS will maintain accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual financial report will be provided, with an audit by an independent Certified Public Accountant.

It is expected that the MeANS Board of Directors will form an audit committee each fiscal year to oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit will address accounting practices and review the schools internal controls. The audit will be conducted in accordance with generally accepted accounting principles (GAAP) applicable to the school.

It is anticipated that the annual audit will be completed within six months of the end of the close of the fiscal year. The Board will review and respond to the audit report, if needed. The annual audit will be meet the requirements set forth in Maine statute, and a copy of the audit report will be provided to the Commissioner of Education within six months after the end if the audit period, along with other information as required within the statute.

The MeANS Board of Directors will appoint a Treasurer to provide oversight necessary for monitoring the financial status of the School. The Board of Directors will also adopt policies for the financial management of the school, including policies on Conflict of Interest for Board members and faculty. See Exhibit 31 - Financial Policies.

As detailed in the Financial Policies attached as Exhibit 31, MeANS will establish a system of financial controls to ensure that receipts and payments are properly accounted for in a timely manner and that cash is handled property.

A general account will be set up for the administration of funds, and the Treasurer and Executive Director will be the only people with check signing authority.

Except for emergency purchases cleared with the school's assigned coordinator, all expenditures and contracts will be handled with an encumbrance system of purchase orders for clear tracking of expenditures and status of account balances.

Each individual with check writing authority will be covered by a fidelity bond. Accounting activities will consist primarily of bi-weekly payroll paid to school personnel, the maintenance of an accounts payable system to track amounts due vendors of the school and the maintenance of an accounts receivable system to track amounts due from sending SAU's.

The Maine Academy of Natural Sciences will comply with all reporting requirements specified in the law. This list includes: Annual Budget Reporting, Year End Financial reporting, and EPS Funding Assurance & MEDMS Reconciliation.

The accounting software in place at the school is Microsoft Dynamics Great Plains. The software is well respected within the industry and fully supported by Microsoft. The school contracts with a local registered Microsoft partner for regular support and updates to the software. The finance staff is very experienced in the operation of the software, and attends regular training sessions on new product

offerings. The accounting software is fully capable of complying with all reporting requirements of the Maine Department of Education, including but not limited to the appropriate structure necessary for the Chart of Accounts and the ability to upload spreadsheets into the MEDMS database.

The financial management of MeANS will be provided by staff with significant experience and success in the area of accounting for school operations, including the school operations of GWH and MeANS in its magnet school year. These experienced personnel will now be providing a full range of accounting and finance expertise and service to MeANS as a charter school. The GWH Director of Finance will perform or oversee most of the day-to-day bookkeeping. The individual currently serving as the GWH Director of Finance is also Assistant Treasurer of MeANS, having been elected as such by the MeANS Board of Directors. There are established Finance Policies and Procedures in place that further clarify the finance operations – see Exhibit 31 -- Financial Policies.

MeANS will manage student records in accordance with Maine law and regulations as it has done through its history, including this past full year of operation for MeANS. This well established system of records management will be adjusted to align with the needs of operating as a public charter school rather than as a magnet school.

MeANS has or will have appropriate insurance policies in place, as described below in section D.5 (Insurance) of this application and as demonstrated in Exhibit 22.

D.3 Facilities

The Maine Academy of Natural Sciences is located at 55 Stanley Rd, Hinckley, Maine 04944 on a portion of the historical GWH campus that the Maine Community College System ("MCCS") recently acquired from GWH for the future use of the Kennebec Valley Community College. The campus is on Route 201 in Hinckley, between Fairfield and Skowhegan. While MeANS students will spend time throughout the campus, the majority of their indoor learning during year one as a charter school will take place in the Averill Building, currently leased by GWH from the MCCS (see Exhibit 24 for intent to sublease and Exhibit 40 for the underlying lease from MCCS). The Averill building was rebuilt in 2000 and has been a state approved school since 1985. The capacity is 100 students. It has seven classrooms and office space that equates to 12,040 square feet.

During school years 2013-2014 and 2014-2015, MeANS will be located in GWH's Swasey Building, located a short distance from the Averill building, while the Moody School Building—the permanent home to MeANS—undergoes a significant renovation plan. The Moody School is the ideal hub for MeANS due to its location and capacity. The Moody Building is adjacent to the L.C. Bates Museum on one side and hundreds of acres of forestry and farmland on the other side. The extensive renovations and updates, such as an attached greenhouse, are designed to complement the focus of the MeANS curriculum on forestry and agriculture. The building will include administrative offices and classrooms, which will contain small equipment and theme related resources.

MeANS students will also benefit from other buildings on the GWH/MCCS campus,[24] including the student recreational center, tennis and basketball courts, the L.C. Bates Museum of Natural History, and the residential offerings detailed in the floor plans provided in Exhibit 23. The Prescott Memorial Building provides administrative offices, a large auditorium, and food service facilities including a commercial kitchen and large cafeteria. (Exhibit 23)

Information on furniture and furnishings is provided in Exhibit 25.

All buildings are accessible for individuals with physical disabilities.

MeANS will use the same methodology that GWH has used over the past 10 years to determine maintenance and cleaning costs and will refer to those GWH records to help to predict budgetary costs. We will maintain the buildings and grounds of these facilities by hiring custodial staff as well as students through work study sites.

D.4 Transportation

MeANS's availability to students statewide is made possible by our ability to offer both residential and day school options to our students. Consistent with the current MeANS magnet school program, charter school students who live too far for a daily commute will have the option to board on campus during the week. See Exhibit 23 for Floor Plans of residential buildings. These residential students will not ordinarily need transportation to school as it is walking distance from the residential cottages. See campus transportation guidance provided in Exhibit 26. The Academy also will serve a number of local students who will require transportation to and from school.

We estimate (subject to actual enrollment experience) that the "catchment area," as defined in the amended charter school law, will be the area shown on Exhibit 2, approximating a thirty mile radius from the Academy. With a fleet of small vans we will transport catchment area students to school and home from school. Another option for transportation for enrolled MeANS students will be to contract with local school districts that already transport students to the Glenn Stratton Learning Center day treatment program (also located on campus). For students who live beyond the catchment area and are not residential we will make special transportation plans and will assist with the cost of those plans to the extent that transportation funding available for that student allows.

We will also provide transportation for on campus students who will be leaving on the weekends. We will bring students to within one hour of their homes and pick them up from these same drop-off points.

All vehicles will meet DOE vehicle standards - See 05-071 CMR 81 (Uniform School Bus Standards for Pupil Transportation in Maine).

MeANS will contract services for or purchase a vehicle to meet the needs of any student who has a disability that would require special accommodations to and from the school.

The revenue and expenditure assumptions for transportation are based generally on the experience of GWH in operating MeANS with a combined residential and commuting student population over the past year, and on the accumulated experience of GWH in operating vehicle suites over time. Specifics cannot be further developed without a full sense of who MeANS will be serving from what locations in the state, so these budget items will require attention and further development as enrollment information is accumulated.

D.5 Insurance

MeANS will obtain the following insurance liability coverage with carriers who have a minimum A-BEST rating in the following areas:

- Educators Legal Liability – specifically covers Employment Practices Liability and Directors & Officers Liability;

- Commercial General Comprehensive Liability – this will expressly cover field trips and athletics. Coverage for Sexual Abuse Liability is contained within the General Liability policy, and will also be under the "umbrella" of the Excess Liability Policy and will have independent limits within each;

- Automobile Liability Policy;

- Excess Liability Policy - provides "umbrella" excess coverage in the areas of General Liability, Automobile Liability, Sexual Abuse and Molestation Liability, Employment Practices Liability, Employee Benefits Liability;

- Commercial Crime – specifically covers a surety bond for the school CFO; and

- Workers Compensation Liability.

Good Will-Hinckley, the parent organization to MeANS, has all of these policies currently in place through Philadelphia Insurance Company. See Exhibit 22 for copies of GWH Insurance Certificates. Our Insurance broker is prepared to get similar policy coverage for MeANS, as evidenced by correspondence also included in Exhibit 22. In addition, each entity will name the other entity as an "additional insured" as appropriate.

D.6 Food Service

As a school rooted in agriculture (with produce grown on our campus), healthy eating is considered a critical part of the MeANS experience. We currently have a local certified cook who has been providing healthy, nutritious and tasty meals to our students with meats, fruits, and vegetables that are raised or grown locally. It is our goal to eventually be growing and eating our own food.

We will offer healthy viable meals for breakfast and lunch for day students and residential students. These meals will be put together in accordance with the federal nutrition requirements and dietary guidelines, which recommend that no more than 30 percent of an individual's calories come from fat, and less than 10 percent from saturated fat. Also included will be the recommended dietary allowances of protein, Vitamin A, Vitamin C, iron, calcium, and calories. An example of a healthy meal that we would offer to students can be viewed by looking at our monthly menu (See Exhibit 32.)

Already in operation is a certified kitchen and cafeteria that is actively serving student lunches, while engaging students in the cooking process and farm-to-table educational experiences, through guest lectures and hands-on learning closely linked to the food consumed by students and eventually, the food grown on campus, sold at our farm stand, or donated in the local community. Through cooking, students utilize skills associated with math, science, health and nutrition, and history and culture.

An example during the MeANS inaugural magnet school year was a visit from a local farm owner who taught students about raising free-range chicken for a class lesson called the chicken experiment. Students weighed and taste-tested the chickens observed how to disjoint a chicken and reviewed the anatomies of male and female chickens. They also conducted an economic comparison of the chickens by cost and weight and learned about public policy issues related to Maine agriculture.

MeANS also will continue to participate in the federal free and reduced lunch program and comply with all regulations. The Office Manager will process all free and reduced lunch applications that are completed by families. This person also will work closely with the Nutrition, Health and Safety division of the DOE as we expand in numbers. Our cafeteria is fully licensed and can serve up to 200 students. We have a full year of experience with the National School Lunch Program.

We carefully manage our stock to ensure freshness and maintain production records. Our ServSafe certified kitchen staff is fully Hazard Analysis and Critical Control Points (HACCP) trained in food safety.

MeANS administrative staff will make the Kitchen Manager aware of any students with dietary restrictions/allergies to ensure the utmost level of safety.

We point to the above and our year of operation as a thorough, realistic and cost-effective food service plan. More specifically, Salaries & Benefits for half of our Kitchen Manager and three Kitchen Assistants and currently a work study student will be the bulk of our labor costs. Food costs are calculated at a per day per student basis based on our historical experience.

D.7 School Closure Protocol

MeANS School Closure Process

Documentation of Closure Action

Notice of MeANS closure for any reason will be provided by the authorizing Board. The Board will send notice of closure to:

- Parents or guardians of students and students;
- Maine Charter School Commission (MCSC);
- The Maine Department of Education;
- The special education local plan area in which the school participates;
- The retirement systems in which the school's employees participate; and
- Collaborative partners in the local community.

Notice will be received by the Department of Education and the Maine Charter School Commission within 10 calendar days of any official closure action taken by the Board. Notification of all the parties will include at least the following:

- The effective date of the closure;
- The name(s) of and contact information for the person(s) handling inquiries regarding the closure;
- The students' school districts of residence; and
- How parents or guardians may obtain copies of student records, including specific information on completed courses and standards met towards graduation requirements.

In addition to the four required items above, notification to the DOE will also include:

- A description of the circumstances of the closure; and
- The location of student and personnel records.

In addition to the four required items above, notification to parents, guardians, and students will include:

- Step by step instructions as well as essential information on how to transfer the student to a school that can meet their needs both educationally and geographically;
- A certified packet of student information that may include grade reports, discipline records, immunization records, and any other appropriate information;

- Information on student completion of college entrance requirements for all high school students affected by the closure.

The Board of MeANS will announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school. These districts can then assist in facilitating student transfers.

If a closure should occur it will happen at the end of an academic year as long as it is feasible to maintain a legally compliant program until then. If for some reason MeANS reverts to non-charter status, notification of this change will be made to all parties listed in this section.

School and Student Records Retention and Transfer

School records will be kept in a file folder in the central office in a fire proof file cabinet. Attached to every cabinet will be a copy of our student records and policies. A formal request for records will be required from any school to which a student wishes to transfer. Our request for records regarding students transferring to MeANS will have a 30 day deadline.

MeANS will manage student records in accordance with Maine law and regulations as it has done through its history, including this past full year of operation for MeANS. This well established system of records management will be adjusted to align with the needs of operating as a public charter school rather than as a magnet school.

Closure procedures for MeANS will include the following plans for the transfer and maintenance of school and student records that will be completed within 30 days of closure:

- Transfer and maintenance of personnel records in accordance with applicable law;
- Provision of a list of students in each grade level and the standards they have completed to the entity responsible for overseeing the closure;
- Provision of the students' districts of residence to the entity responsible for overseeing the closure; and
- Transfer and maintenance of all student records, state assessment results, and any special education records to the custody of the entity responsible for overseeing the closure, unless transferred to a different entity.

Submission of personnel records will include any employee records MeANS has. They include, but are not limited to, records related to performance and grievance.

Financial Close-Out

Within 60 days after receiving notification of closure, the DOE will notify MeANS and the Board if it is aware of any liabilities the school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. An audit will be conducted after the school has been closed or the school has had a status change.

An independent final audit will take place within six months after the closure of the school that includes:

- An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value; and

- An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

A plan for completing and filing of any annual reports will include the following sections:

- Preliminary budgets

- Interim financial reports

- Second interim financial reports

- Final unaudited reports

These reports must be submitted to the DOE in the form required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Disposition of Liabilities and Assets

A closeout audit to be completed within twelve months of announcement of closure will determine the disposition of all liabilities of MeANS as well as ensure disposal of any net assets remaining after all liabilities have been paid or otherwise addressed. Such disposal includes, but is not limited to:

- The return of any donated materials and property according to any conditions set when the donations were accepted.

- The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and federal law.

- The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

After closure, assets of MeANS will be distributed first to satisfy any outstanding payroll obligations for employees and then to creditors. Any remaining funds of MeANS that have been obtained during its tenure as a charter school will be paid to the Treasurer of State for public purposes as required by 20-A M.R.S.A. § 2411(8)(B) and Section 501(c)(3) of the Internal Revenue Code.

To the extent permitted by law, all other assets of MeANS will be distributed to Good Will-Hinckley or such other eligible entity or entities as determined by the MeANS board pursuant to its Articles of Incorporation, Exhibit D, and Bylaws, Section 11.2 (Exhibits 12 and 13 to this application, respectively).

E. Education Service Providers

The Maine Academy of Natural Sciences ("MeANS") does not intend to contract with an Education Service Provider (ESP). It will lease facilities and contract only for non-educational services from its organizer and sponsor, Good Will-Hinckley ("GWH").

[1] Both standards-based learning and Personal Learning Plans are educational strategies that have been strongly endorsed by the Maine Department of Education. Some of the research that supports these approaches includes: Delorenzo, R. A., Battino, W. J., Schreiber, R. M., & Carrio, B. G., (2009). *Delivering on the promise: The education revolution*. Bloomington: Solution Tree; Research conducted by the Marzano Research Laboratory,(www.marzanoresearch.com).

[2] The Buck Institute for Education, www.bie.org; has compiled a library of research supporting the use of project based learning. Ed Visions, www.edvisions.com, coordinates a network of 40 project based schools in 11 states with student-outcome research that is highly supportive of this approach.

[3] The experiential learning that our themes provide is supported by research gathered through researchers involved with the Association for Experiential Education, and published in their journal – "The Journal of Experiential Education". Furthermore, successful district-wide agricultural programs have been developed at RSU#3, SAD #34 (Troy Howard Middle School Project), and through Maine Agriculture in the Classroom.

[4]Unconventional Wisdom: A Profile of the Graduates of Early College High School, Michael Webb and Lia Mayka, March 2011; Early College Graduates: Adapting, Thriving, and Leading in College, Michael Nakkula, March 2011; and Accelerating College Readiness: Lessons from North Carolina's Innovator Early Colleges, Cecilia Le and Jill Frankfort, March 2011, all published by Jobs For the Future, www.jff.org. The Early College High School Initiative serves 270 schools serving more than 75,000 students in 28 states.

[5]The Community College Research Center (CCRC) has conducted studies in Florida, New York City, and California and found that dual enrollment participation is positively related to a range of college outcomes, including college enrollment and persistence, greater credit accumulation, and higher college GPA (Community College Research Center, 2012). In Florida, dual enrollment participation was associated with greater than average gains for low-income, lower achieving, and male students. These students showed larger increases in college enrollment and GPA than female, high-income, and high-achieving students, who tend to do better in college (Community College Research Center, 2012).

[6] Blum, R. W., & Libbey, H. P. (2004). Wingspread declaration on school connections. *Journal of School Health, 74*(7), 233-234; Connell, J. P., & Klem, A. M. (2004), Relationships matter: Linking teacher support to student engagement and achievement, *Journal of School Health, 74*(7), 262-274; Davis, W. E., & Forstadt, L. A. (2004), *Students at risk: Analysis of major issues involving identification, effective programming, and dropout prevention strategies*, Institute for the Study of Students At Risk. Orono, ME: College of Education, University of Maine; Muller, C., Katz, S., & Dance, L. J. (1999), Investing in teaching and learning: Dynamics of the teacher-student relationship from each actor's perspective, *Urban Education, 34*, 292-337; Noam, G., & Fiore, N. (2004), The transforming power of adult-youth relationships, *New Directions for Youth Development, 103*; Wentzel, K. R. (1997), Student motivation in middle school: The role of perceived pedagogical caring, *Journal of Educational Psychology, 89*(3), 411-419; Aspy, D. N., & Roebuck, F. N. (1977). *Kids don't learn from people they don't like*. Amherst, MA: Human Resource Development Press; Restorative Practices Research – Research conducted by and for the International Institute for Restorative Practices, www.IIRP.edu; Porter, A.J. (2008) Research reveals the power of restorative practices in schools, in L. Mirsky & T. Wachtel (Eds.), Safer, Saner Schools: Restorative Practices in Education (pp. 177-192), Bethlehem, PA, International Institute for Restorative Practices; Braithwaite, J. (1989). Crime, shame and reintegration. New York: Cambridge University Press.

[7] The Carnegie Foundation has issued research supporting integrative and interdisciplinary learning. In the public report that issued from the Integrative Learning Project, a three-year collaboration of the Carnegie Foundation and the AAC&U, those involved asserted that "Fostering students' abilities to integrate learning—over time, across courses, and between academic, personal, and community life—is one of the most important goals and challenges of higher education." Integrative Learning: Opportunities to Connect, available in its entirety on the Carnegie website. Additionally, they cited a much quoted earlier statement by Carol Geary Schneider, president of the AAC&U, stating that "Many of the most interesting educational innovations clearly are intended to teach students what we might call the new liberal art of integration." *See* Association for Integrative Studies – www.units.muohio.edu/aisorg

[8] 2002 National Education Service study indicates the following: When parents are involved students tend to achieve more, regardless of socio-economic status, ethnic/racial background or parents' educational level; when parents are involved in students' education, those students generally have high grades and test scores, better attendance, and more consistently complete homework; students whose parents are involved in their lives have higher education rates and greater enrollment rates in postsecondary education.

[9] Marzano et. al., www.reinventingschools.org. See the discussion in part A.2 above.

[10] http://www.gallupstudentpoll.com/home.aspx.
[11] (School Safety-Adams 2008)

[12] (Mirsky, "SaferSanerSchools: Transforming School Culture with Restorative Practices," Restorative 2003). More data is available at: www.iirp.edu.

[13] Maine Kids Count Survey 2012, p.5

[14] Bloom, Dan "Programs and Policies to Assist High School Dropouts in the Transition to Adulthood." The Future of Children, Volume 20, No. 1, Spring 2010.

[15] Annie E. Casey Foundation, KIDS COUNT Data Center; http://datacenter.kidscount.org

[16] Maine Kids Count Survey 2012, p.10.

[17] Maine Kids Count Survey 2012, p.7.

[18] Maine Kids Count Survey 2012, pp. 39, 46.

[19] Maine Department of Education.

[20] Goe, Bell, Little, Approaches to Evaluating Teacher Effectiveness – A Research Synthesis, June 2008, National Comprehensive Center for Teacher Quality

[21] "Parental involvement, in almost any form, produces measurable gains in student achievement" (Dixon, 1992, p. 16). Dixon, A. (1992, April). Parents: Full partners in the decision-making process. NASSP Bulletin, 76(543), 15-18.

"…parental involvement is beneficial. It can definitely benefit the student in question, but it can also benefit the teachers, the school, the parents themselves, and the community, as well as other children in the family." LaBahn, J. (1995). Education and parental involvement in secondary schools: Problems, solutions, and effects. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Available online: [http://chiron.valdosta.edu/whuitt/files/parinvol.html]

"When both parents and teachers work together, communicate and build a family and school partnership, parents, teachers and children benefit from the outcome" (Gelfer, 1991, p. 167). Gelfer, J. (1991, Spring). Teacher-parent partnerships: Enhancing communications. Childhood Education, 67(3), 164-167

"Research shows that parent involvement in the school results in improved student achievement" (p. 19). Loucks, H. (1992, April). Increasing parent/family involvement: Ten ideas that work. NASSP Bulletin, 76(543), 19-23.

[22] 20-A M.R.S.A. § 2407(3)

[23] Pat Zlotin's tenure on the GWH Board ends this August.

[24] MCCS and GWH, in the course of documenting the sale of portions of the campus to MCCS, explicitly discussed and continue to contemplate collaborative development of programming that will serve students of both organizations and take advantage of resources on facilities owned by each of them on the various parts of the campus. **See Exhibit 41.**

MeANS Charter School Application

Table of Exhibits

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1. **Executive Summary**
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3. **MeANS Discipline Policy**
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5. **Sample Daily Schedule**
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7. **Projected Enrollment Table**
8. **MeANS Staffing Plan**
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10. **Staff Organizational Chart**
11. **Position Descriptions & Resumes**
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28. **ESP List of Schools (not applicable)**

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32. **Sample Lunch Menu**

33. **MeANS Graduation Standards**

34. **Letters of Support**

35. **Article re: Restorative Justice**

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37. **MeANS Student Handbook**

38. **MeANS Pre-Opening Plan**

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41. **Good Will- Hinckley Memorandum of Understanding w/ Maine Community College System**

State Charter School Commission
Executive Summary
(Exhibit A)

Applicant Instructions (*All relevant information must be provided as indicated*)

Name of proposed Public Charter School Maine Academy of Natural Sciences

Name of entity that will hold the charter Maine Academy of Natural Sciences

Primary contact Glenn Cummings, Ed. D.

Title/Relationship to entity President and Executive Director

Mailing Address P.O. Box 159 Hinckley, ME 04944

Telephone (Primary) (207) 238-4000 Telephone (Secondary) (207) 838-7705

Email address gcummings@gwh.org

Education Service Provider (if applicable) NA

Partner Organization (if applicable) NA

Physical address of school 15 Stanley Road, Hinckley, ME 04944

School administrative unit in which the school will be located SAD 49

Intended opening date September 2012

Proposed grades and initial enrollment Grades 9-12 Initial Enrollment 42

School Description (150 word maximum)

Attach a brief description of your school that includes the mission, grades served and other information that you would like to include to describe the unique program and student body you intend to serve.

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 Glenn A. Cummings Date 5/30/12

Printed Name Glenn A. Cummings Title (Position) President / Exec. Dir.

Executive Summary

Firmly rooted in the hundreds of acres of the Good Will-Hinckley campus in Fairfield, Maine, the Maine Academy of Natural Sciences (MeANS) taps Hinckley's inherent attributes through project-based experiences and individualized learning that is tracked by the Personal Learning Plan, which lies at the heart of a MeANS education. MeANS students will be actively involved in mastering the Maine Learning Results, Common Core Standards and other unique MeANS graduation goals, and do so using an innovative curriculum grounded in the themes of forestry, agriculture, and the environment. This curriculum is taught using a highly individualized approach by experienced teachers with both subject matter expertise and skills in dealing with at-risk populations.

In addition to a strong academic plan, the Maine Academy of Natural Sciences stands uniquely well-suited to maintain long-term financial sustainability and operational effectiveness. The school builds upon over 125 years of teaching at-risk students at the Good Will-Hinckley campus where MeANS will reside. The mission and governance of the two organizations align tightly. Good Will-Hinckley will provide material and financial resources to MeANS as a core component of its endeavors.

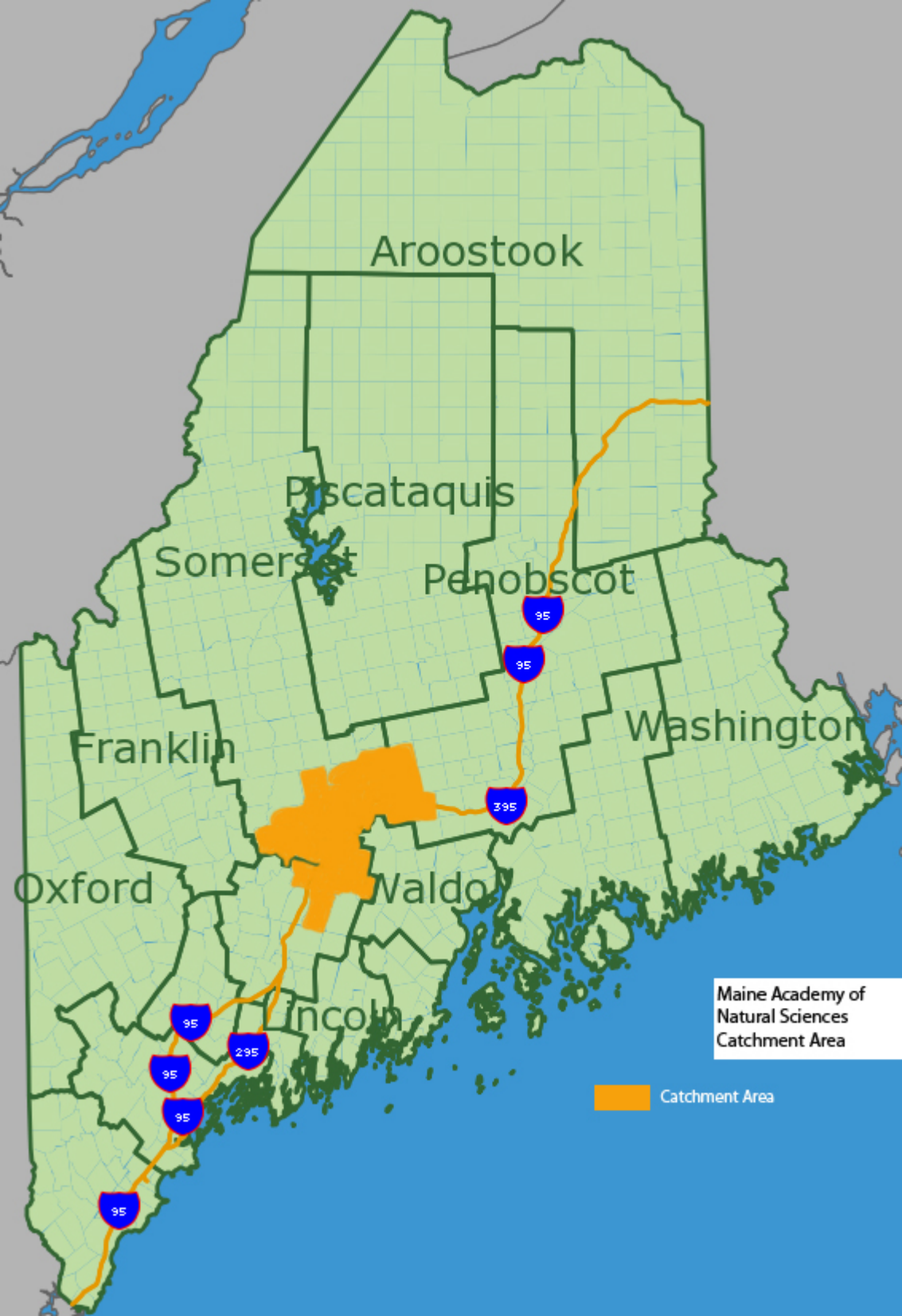
Aroostook
Piscataquis
Somerset
Penobscot
Washington
Franklin
Oxford
Waldo
Lincoln
95
395
Maine Academy of Natural Sciences Catchment Area
Catchment Area

Exhibit 3: School Discipline Policy

Discipline at MeANS will be handled through the Restorative Justice Process as has been described in detail throughout the narrative portions of the application, most notably in section A.5. Restorative Justice may be defined as follows:

Restorative justice seeks to bring victim and offender together in dialogue about the harm that has been done. Offenders have a chance to understand the impact of their behaviors on other individuals and on their community, and are given the opportunity to repair that damage through actions such as community service, reparations, engaging in treatment and apologies.

Our approaches to some specific disciplinary issues are explained in detail on pages *3, 4* and 5 of the 2011-2012 Student Handbook, which is attached as Exhibit 37.

In cases where the co-directors determine that a safety issue exists such as physical violence, weapons, the use of illicit substances (see substance abuse policy below) student suspensions or expulsions may be used. Students also may be required to participate in treatment programs- residential or outpatient - as a condition of remaining enrolled at MeANS.

Suspensions:

Students suspended from school will be given a set of conditions to meet in order to return to school following the suspension. Students will have the opportunity of continuing school work remotely either through on-line programming or through the use of work-sheets and available texts. All suspensions will be reviewed within 48 hours by the chair of MeANS board of directors.

Expulsions:

Students who have posed a threat to themselves or others may be expelled from MeANS. These students will be given a set of conditions to meet in order to reapply to the School in the following semester. Students who are expelled will develop a plan with their advisor or with one of the co- directors for how they will meet these conditions, or what their next steps will be if they are not interested in re-applying. All expulsions will be reviewed within 48 hours by the chair of MeANS board of directors.

Students may appeal decisions on suspension and expulsion to a Community Review Board as described below.

Timeout Rooms, Therapeutic Restraints, and Aversives:

The Maine Academy of Natural Sciences has in the past year benefited from co-location on the GWH campus with the Glenn Stratton Learning Center, a school program of GWH that has in-depth experience in addressing potentially disruptive student behavior. Personnel from these programs will now staff the new MeANS charter school entity and will continue to provide skilled and experienced compliance with the Department of Education's rules governing timeout rooms, therapeutic restraints (which are very

seldom required) and related techniques. Thus, MeANS will be fully conversant with and committed to compliance with chapter 33 of the Department's rules.

Community Review Board

The purpose of the MeANS Community Review Board is to provide fair and equitable procedures for students accused of violating substance abuse and other community standards.

A student may appeal a received sanction to the Board. Sanctions are in effect until a student has successfully appealed a sanction to the Community Review Board which has altered or overturned the original sanction. The board will make decisions regarding matters of fact surrounding specific complaints and determine if the student did violate the community standards. If the board determines that a student did violate the community standard the sanctions as imposed through the restorative justice model or through the school's co-directors will stand.

Members will be selected by the Executive Director and the leadership of the school (co-directors or principal), and will consist of two students and three faculty and/or staff. Student members will serve one year terms; faculty and staff will serve two year terms. The Board will elect a chair who is responsible for convening and conducting meetings. A quorum of the board consists of three members, at least one of which must represent each group.

A student must appeal a sanction within five business days of its imposition. The board must initially meet to consider the appeal within five business days of receiving the appeal.

The decision of the board will be reviewed by the President and Executive director or their designee. The decision of the President and Executive director or their designee is final.

The Community Review Board or other internal sanctions are not a substitute for civil or criminal courts. If such external proceedings are ongoing or expected, the board may postpone its deliberations notwithstanding the five day response period.

Policy on Substance Use and Abuse

Population:

The Maine Academy of Natural Sciences will be dealing with a population of students who are at higher risk of being substance users and abusers than the general population of school students.

Although the School is not a behavioral or therapeutic program we will devote resources to providing students with the supports they need to work through substance abuse related risk factors to insure they have the best possible chance of finishing high school and successfully entering a trade, college, or work.

To this end our policy on substance use and abuse will be devoted to reducing risk factors in our community and in individual students, enhancing protective factors, as well as holding students accountable to current State and Federal Laws regarding substance possession and use.

Approach:

The Maine Academy of Natural Sciences drug, alcohol and tobacco policy is guided by the following:

Concern for the health and safety of all members of our community

The promotion of skills and values such as informed decision making, awareness and respect for self and others, and taking responsibility for one's own actions

The upholding of state and federal laws

Substance use and abuse will be dealt with through the Restorative Justice process so that students will be held accountable for their behaviors with staff and peers, in order for them to understand the harm their behavior has caused or might cause, the impact it has on them as well as the community, and to give them a chance to repair that harm.

Students will have access to substance abuse counselors, 12 step and other similar programs to work through issues they may be having with substance use and/or abuse.

The School will provide information and education that will encourage responsible decision making on the part of students as part of its health program.

Students who come forward to actively seek help when they are concerned about their own use or that of their friends or acquaintances will not face disciplinary action related to that tobacco, drug or alcohol use. This will be termed a medical amnesty.

The goal of this aspect of the policy is to decrease the likelihood that a student will hesitate to seek help for tobacco, alcohol or drug related use or abuse.

In any case of substance use on campus, the School will reserve the right to search students, rooms and vehicles. Where appropriate, urine or other accepted tests may also be used.

Sanctions:

Wherever possible, students will have the choice to be sanctioned through the restorative justice process. If they choose not to, the School's co-directors will handle the sanctioning process.

Students may be required to enter substance abuse treatment, counseling, or other modalities such as AA or NA as a result of the disciplinary process. Wherever a student's use and subsequent behavior poses a clear and present threat to other student's safety or their own, they will be

released from the program until such time as they have developed a plan with a substance abuse professional to meet treatment goals. Other sanctions may include: warnings, parental notifications, fines, room relocations, restitution, temporary or permanent expulsion from housing, disciplinary probation and release from the school.

Students who are found to be furnishing substances on campus will be released from the program, and the school will reserve the right to involve the local law enforcement system in this circumstance.

Applicable State and Federal Laws:

Tobacco

The possession and use of cigarettes, cigarette papers or tobacco products by minors is prohibited. A person under 18 years of age may not purchase, possess or use cigarettes, cigarette papers or any tobacco product according to Maine law.

Alcohol

A person must be 21 years of age or older to purchase, possess, consume or transport alcoholic beverages;

Purchasing or delivering a drink to anyone under the legal drinking age is also a violation;

Possession and use of drugs other than alcohol

The unlawful manufacture, dispensing, possession or use of a controlled substance on the MeANS campus is prohibited. This includes the unlawful or unauthorized use of prescription and over-the- counter drugs.

State and federal laws make illegal use of tobacco, drugs and alcohol a serious crime. Conviction can lead to imprisonment, fines assigned community service and other sanctions. A felony conviction for such an offense can prevent you from entering many fields of employment or professions.

Maine has criminal penalties for the use of controlled substances or drugs with penalties varying with the type of drug.

Persons convicted of drug possession under state or federal laws are ineligible for federal student grants and loans for up to one year after the first conviction, five years after the second; the penalty for distributing drugs is loss of benefits for five years after the first conviction, ten years after the second and permanently after the third.

Under federal law, distribution of drugs to persons under age 21 is punishable by twice the normal penalty. These penalties apply to distribution of drugs within 1,000 feet of a college or school.

Restorative Justice Scenario:

Ferna is a 16 year old who has been at our school since September. In October, She is noticed to be taking a little longer than usual coming back to school from lunch which is eaten in another building.
Two teachers suspect that she has been under the influence {UTI) the last two days, have checked in with her and she has not validated their suspicion; they report this to the school's co-directors. One of the co- directors asks her if she would be willing to be searched and she agrees. A small amount of marijuana is found on her. Ferna is given the choice of bringing this issue to a restorative circle or taking disciplinary action directly from the co-directors.

Ferna chooses to work with a restorative circle. Included in the circle are her school advisor, her cottage advisor, one of the co-directors, her father and step-mother. When Ferna describes her behavior, she is quite upset. She goes between blaming others- she is sure that a peer whom she doesn't get along with has "ratted" her out- and feeling bad that she has let her parents down.

Her parents express their concern about her using drugs, and point out that they themselves have had issues with alcohol in the past that Ferna knows about. They express their worry that she will go down the same road that they have been. The co-director describes how capable a student Ferna is and that he is concerned that her use will get in the way of her plan to get into college.

The other adults present also express their concern about the effect of Ferna's use on her friends and her relationships with them- that she will lie to cover up her use. Faculty members also stress the harm that student use can create for the program in the community.

Ferna agrees that these concerns are valid. She apologizes to her parents. She agrees to apologize to the teachers she lied to and to ask them how she can earn their trust back.

She consents to an agreement which stipulates that the next time she comes to school or back to the cottage suspected of being UTI she will have a substance abuse assessment and follow the recommendations of that assessment as a condition of her continuing to be at the school. These agreements will be reviewed in two weeks' time to see if she has followed up on them. If they are not the circle will be reconstituted and a second discussion will follow with further consequences.

MAINE ACADEMY OF
NATURAL SCIENCES

Emergency Procedures

&

Disaster Plan

Communication

Effective July 1, 2012

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MeANS Emergency Preparedness Communication

1. The objectives of this plan are:
    - To assure emergency preparedness and develop safe response procedures
    - To provide guidelines for communication for the MeANS community during a disaster

2. Command Center responsibility
    - The central emergency operating center shall be located at Prescott.
    - The first line of authority is the President & Executive Director or their designee. Each department Director may have pre-assigned duties for the various emergencies. The crisis team may be assembled.
    - We will communicate our emergency plans with co-workers in the following way:
        i. Directors will be notified by President & Executive Director or designee. As part of Crisis team, it is up to each department to establish a line of communication to all members of the department.
    - In the event of a disaster we will communicate with employees the following ways:
        i. Executive Director or designee will establish Crisis Team and phone members of the crisis team.

GWH Staff phone listing for Emergency Response (office, pagers, cell phone numbers)

Emergency Responder: cell 612-9117

Maintenance: office 238-4180, off duty cell 612-9117

VP Operations: cell 441-6305, office 238-4004

Supervisor: cell 344-7090, office 238-4183

Executive Director will phone home number

Human Resources: office 238-4002, Executive Director will phone home number

Operations: office 238-4004 or 238-4280, Director will phone home number

Technology: office 238-4011, cell 314-3404

Finance: office 238-4012 or 238-4018, Director will phone home numbers

Education: office 238-4204, Director will phone home numbers

Crisis Team consists of the follow staff:

(President & Executive Director or designee, will call home phone numbers if after hours)

President &Executive Director

Vice President for Operations

Director of Education and/or Director of Special Education

Director of Technology

Director of Finance

Human Resources

Emergency Phone Numbers for Off Campus

SYSTEM	PHONE	CONTACT PERSON
Ambulance	911	
Fairfield Fire Dept.	911	
Fairfield Police Dept.	911	
Fairfield Police—nonemergency	8-453-9321	
Maine State Police-Skowhegan	8-474-3350	
Somerset County Police	8-474-9591	
Maine General Hospital-Thayer Unit-Waterville	8-872-1000	
Maine General Hospital-Seton Unit-Waterville	8-872-1000	
Maine General Hospital-Augusta	8-626-1000	
Inland Hospital-Waterville	8-861-3000	
Redington Fairview Hospital -Skowhegan	8-474-5121	
Acadia Hospital-Bangor	8-973-6100	
EMMC-Bangor	8-973-6100	
St. Joseph's Hospital-Bangor	8-262-1000	
Sebasticook Valley Hosp.	8-487-5154	
Poison Control	8-1-800-222-1222	
Children's Emergency Services (in state custody only)	8-1-800-452-1999	
Maine Center for Disease Control	8-287-8016	
Disease Reporting	8-1-800-821-5821	
Kennebec Emergency Management Agency	8-623-8047	125 State St., Augusta Me
Somerset Emergency Management Agency	8-474-6788	Roger Lightbody, EMA Director 8 County Dr., Skowhegan Me 04976

Dept. of Environmental Protection	Central Maine: 8-287-7688 or 8-1-800-452-1942	
Hazmat National Response Ctr.		
Report Chemical Accident	8-1-800-424-8802	
State Agency Response Coordinator	8-623-8047	Maine Emergency Management Agency Department of Defense, Veterans & Emergency Management 72 State House Station, Augusta, Maine 04333-0072
Maine Rapid Response Coordinator	8-623-7993	**Maine** Rapid Response/TAA Coordinator Bureau of Employment Services Maine Department of Labor 55 State House Station, Augusta, Maine Email: judith.a.pelletier@maine.gov
Department of Transportation	8-624-3000	
Kennebec Valley Community College (for evacuation only)	8-453-5000	
Home Counselor's of Maine (on campus, notify in emergency)	8-453-0060	
Skills Inc. (on campus, notify in emergency)	8-341-4699	Bill O'Toole, Maintenance for Skills
	8-238-9260	Gallagher Cottage
	8-238-7328	Grange Cottage
Stepping Stones (on campus, notify in emergency)	8-453-0001	
Hinckley Post Office (call to help spread word MeANS is in emergency)	8-453-9263	
Sally Parks residence (located between our campus, notify her in an emergency)	8-453-6004	

Phone System

To dial 911-dial "8" first------- **8-911**

Phones: The phone system is on battery backup in the event of a power outage, but all calls, on or off campus are to be kept to a minimum and preferably to emergency calls only. In the event of an extended outage, when the phone system goes down completely, communicate through cell phones and hand radios.

For emergency communications during an emergency situation hand held two way radios are available at the High School and Maintenance. Cell phones can be used as well.

On Campus Shelters

The **basement**s of the following buildings are to be used in emergency weather storm disasters:

- Averill High School
- Visitor's Center
- Vickers Building
- Swasey Building

The following buildings will be used in non-storm disasters to gather for further instruction:

- Alfond Recreation Center
- Prescott Building
- Vickers
- Averill High School
- Swasey

Off Campus Shelter/Safe Area

- KVCC, 92 Western Ave., Fairfield, ME 04937; 453-5000
    - Directions: take Route 201 South to I-95, take South I-95 ramp, go to exit 132, at end of ramp take a left and go over the overpass, KVCC on left. Remain in parking lot for further details.

- Fairfield Community Center, 61 Water St., Fairfield, ME 04937; 453-9895
    - Directions: take Route 201 south into Fairfield, go straight through the set of lights, after the post office on your left, turn left onto Water St. Center is down the hill on right. Remain in parking lot for further details.

Crisis Team

The crisis team will be responsible for directing all organizational responses to a community crisis. It will be convened at the directive of the Executive Director or designee. The crisis team consists of the President & Executive Director or designee, Vice President for Operations, Director of Finance, Director of Education, Director of Technology, Director of Clinical Services and Human Resources.

Crisis Response

Task I. Identify the crisis and review all details and information

Task II. Assess needs of children and community

Task III. Plan intervention to meet identified needs

Task IV. Determine logistics, resources, actions, and responsibilities for the plan

Task V. Inform community of plans

Task VI. Conduct intervention

Task VII. Debrief and evaluate the intervention including recommendations for follow-up.

Procedures

All counseling for students will be coordinated with the Co-Directors.

All contact with media will be the responsibility of the President or designee.

Notification of legal guardians/parents and local school districts, as determined by the crisis team, will be the responsibility of the Director of Special Education and the Co-Directors.

The crisis team will be responsible for disseminating information regarding the crisis and any literature to be used in follow up. Wait for direction regarding use of shelter on campus or campus evacuation.

If we are notified that we need to evacuate the campus, we will coordinate transportation of youth and staff away from the campus to the nearest “safe” area for official notification. All youth and staff will gather in the

High School parking lot near the chapel to wait for instructions. If meeting on campus first is not an option, all will be directed to the Fairfield Community Center; designated as the “safe” area for vans to collect and wait further instructions.

The crisis team will determine additional procedures as experience dictates.

During a crisis, the person appointed by the President & Executive Director or designee will complete an “Incident Log of Events” throughout the crisis timeframe until the incident is terminated. Example on following page, additional copies at the back of this manual.

SAMPLE

Incident Log of Events

Incident: Chemical Leak at School and kids OOP **Date: ___9/9/2012_____**

Department/Program _____GSLC_____

Time	Request	Completed		Time	Incident
8:30am	Request for flashlights to look for leak	8:42am		8:30am	Leak reported to _____
8:41am	Call ambulance to chapel	8:41am		8:32am	____ orders evacuation of school
9:02am	Boots for staff looking for OOPs	9:12am		8:35am	Fairfield Fire Dept called by ____
9:05am	Get buses lined up for evacuating campus	9:45am		8:41am	Emergency Center established by _____
				8:42am	_____l reports 8 kids OOP, whereabouts of 6 are unknown
				8:43am	_____notified of emergency and OOP situation by _____
				8:44 am	Fire dept arrives
				8:40am	LE (late entry) _____ attacked by OOPs – needs an ambulance
				8:40am	____ calls Delta and nurses
				8:44am	Nurses arrive at emergency center to treat _____

Incident Terminated: Date _____ Time _____

The incident log can be hand written, this is to serve as a record of response for the MeANS team.

If any accidents/injuries occur, employees must complete the Accident/Injury report for staff and if applicable the proper Incident report documentation for students.

Crisis Response to Media

Only the President & Executive Director or designee named by the President & Executive Director is authorized to issue any statement to the press during an emergency situation on campus or deliver an organizational response. Whenever possible, the first point of contact should be the President or designee. The President & Executive Director will arrange interviews with the designated spokesperson as needed.

If reporter contacts you by phone:

- Be polite . . . many of our local reporters are very supportive of MeANS, but they do have a job to do.

- Do not confirm or deny any situation; do not say "no comment". Calmly tell the reporter that you are not the person they need to talk with but can make arrangements for someone to contact them.

- Record what they are inquiring about. Take name, paper/station, and phone number. Ask for best time to have someone get back to them and if they have a deadline. We do not want a story to be printed/aired without our input. Get this information to the Executive Director IMMEDIATELY. (ext. 4004)

- If the President & Executive Director is unavailable, contact the Vice President for Operations IMMEDIATELY.

If reporter/photographer/camera crew is on campus

- Politely request that they do not take pictures/file until you can find someone authorized to assist them. Do not allow them to interview students or other staff. Explain that there are restrictions for confidentiality purposes.

- Call President & Executive Director immediately at ext 4280. If President & Executive Director is not available, contact Vice President for Operations or Director of Education immediately.

- Stay with them until arrangements are made or you are sure they are leaving campus. Do not send them to another office unless you have first contacted that office. (We do not want them roaming campus at will.)

Campus Closure/Power outage

School

1. Clear halls of students to appropriate area if instructed to do so
2. Report to office any students who are in your class that are not normally there
3. Keep calm, remain with students
4. Do not release students until instructed to do so
5. Leave lines of communication open
6. Wait for instructions from the Administrator/Command Post
7. Secure storm kit

Other Occupied Buildings

1. The Director or their designee of your department will instruct the employee on whether or not to leave campus

Fire/Explosion

1. Update and post evacuation routes in each room annually. Maintain and post primary and secondary routes
2. Evacuate immediately if in danger. (See EVACUATION)
3. If fire or smoke is present, pull fire alarm and take your portable phone with you
4. After evacuating the building, report to administration or supervisor the location of fire or smoke
5. Exit building through nearest safe exit. If exit is blocked, DO NOT PANIC, find an unblocked exit and leave the building
6. Follow students out and stay with students
7. Take student roster, paper and pencil
8. Take roll to determine if students are missing
9. Report missing students to administration/command post
10. Report injuries and damage to Administration/command post
11. Unattached students report to the nearest staff. Staff should note student additions and send to the administration/command post
12. Wait for further instructions
13. Clear way for emergency vehicles
14. Contact crisis team.

Bloodborne Pathogens
(As referenced by Safety Policy 400.03)

Quick reference:

1. Know the locations of bloodborne pathogens kits
2. Keep other people away from exposure area
3. Wear Personnel protective equipment (PPE) and avoid physical contact with blood or other body fluids.
4. Due to unkown latex allergies, non-latex medical gloves are to be used on campus.

EXPOSURE CONTROL PLAN

Universal Precautions

Universal Precautions (UP) is the approach to infection control. It is a practice of assuming all blood and other potentially infectious materials (OPIM) are potentially infectious, regardless of the source.

UP shall apply to human blood, blood products, and OPIM as well as any body fluids, tissues, or inanimate objects contaminated or potentially contaminated with the same.

UP requires placing effective barriers between the employee and the blood or OPIM in order to interrupt the transmission of the blood borne pathogens through parental contact, or contact with the skin, eyes or mucous membranes.

Universal Precaution guidelines are outlined below:

- Hand washing continues to be an important means of interrupting disease transmission to employees.
- Wash hands after removing gloves or other personal protective equipment.
- Wash hands after contact with blood or the potentially infectious material.

- In the event hand washing facilities are not immediately available, a substitute antiseptic hand cleaner or towelette will be used. Hands shall be washed with running water and soap as soon as possible.

1. All bodily products and secretions must be handled with great care (feces, urine, vomit, blood, saliva, sputum, vaginal discharges, etc.). The following precautions will be exercised when handling these substances:

a. Medical gloves and goggles or face shields will be worn at all times when employees are in contact with these substances. Gloves which have been contaminated by the above body/blood products will be discarded immediately after use, in doubled red biohazard plastic bags. The plastic bags are to be delivered to the campus Medical office for proper holding to await disposal. Employees who have come in contact with these substances will thoroughly wash their hands with hot water and soap after removing and discarding gloves. Supplies of medical gloves will be maintained in all areas where contact with these substances is possible.

b. All surfaces which have come in contact with these substances will be thoroughly cleaned (floors, furniture, equipment, walls, sinks, toilets, etc.) after exposure. Initial cleaning will be accomplished with disposable towels or tissues, which will be destroyed or safely discarded after use. Initial cleaning will be followed by scrubbing with hot water and soap. Final cleaning of contacted surfaces will be accomplished with disinfectant or household bleach diluted with hot water; 1 part bleach to 10 parts water. Mops used in the cleaning process will be thoroughly rinsed in this disinfectant solution; all other cleaning materials will be destroyed or safely discarded immediately after use in marked biohazard containers.

c. Items soaked with these substances (clothing, bean bags, and pillows, etc.) will be handled only while wearing gloves. White contaminated clothing, bed sheets, and blankets should be washed in bleach, detergent and hot water (at least 160°) and dried in a hot dryer. Colored clothing should be washed in hot water, detergent and dried in a hot dryer. Disposable items (e.g., dressings and tissues) soaked with body fluids (e.g., blood) should be double bagged in appropriately marked bio-hazardous bags. Items of a suitable size and form will be sealed in leak-proof bags until they can be washed or disposed of otherwise (clothing, bean bags and pillows, etc.) according to OSHA guidelines. Larger and more bulky items will be safely secured until they can be cleaned or disposed of otherwise (cloth chairs, etc.)

d. Employees handling these substances and surfaces or items which have been touched by them will take special care to avoid the exposure of open skin lesions (cuts, open sores, scratches, scrapes, abrasions, active acne, etc.) or mucous membranes to any body opening to possible contamination. Although gloves and proper hand washing will protect the hand and wrist areas, attention must be paid to breaks in the skin on other parts of the body which cannot be protected as easily.

e. Employees will ensure that students do not share items which by their function may come in contact with any of these substances in normal use (clothing, especially undergarments, electric or blade razors, earrings, cosmetics, deodorants, toothbrushes, eating and drinking utensils, etc.)

f. If a student is experiencing a runny nose, employees will supply disposable tissues to wipe the secretions. All tissues used for this purpose will be disposed of immediately after use. If cloth handkerchiefs must be used to wipe mucous discharges, or similar bodily secretions, they will be disposed of immediately thereafter; in no instance will they be returned to the pockets of employees or student after use. Employees and student will wash their hands thoroughly after each such event.

g. Employees will wear gloves while providing first aid to students when bleeding or a break in the skin is involved (cuts, scrapes, scratches, abrasions, etc.) Gloves will be disposed of immediately after use, and employees will then wash their hands thoroughly.

Employees and students will wear non-latex gloves when cleaning bathroom fixtures and surfaces (sinks, toilets, bathtubs, shower stalls, etc.) Gloves for this purpose will be maintained with cleaning supplies. Disinfectant solutions will be used when cleaning bathroom fixtures and surfaces. Gloves, paper towels and rags will be thrown away when the task is completed, and involved employees and students will then wash their hands thoroughly.

h. The maintaining of inventory and replacement of materials in the bloodborne Pathogen Kit is the responsibility of the Case Manager.

i. The Medical Clinic and other areas where needles are used will follow specific additional procedures:

1. Contaminated needles will not be bent, broken or recapped and will be immediately disposed of in puncture resistant, labeled, leak proof containers.

2. Employees in the GWH Medical Clinics will use retractable or safety glide needles to be in compliance with OSHA's Safer Needle Act.

3. Disposable sharp containers will be closable, puncture resistant, leak proof and labeled. They will be maintained upright, not allowed to overfill, replaced routinely, closed prior to removal and disposed of by licensed waste removal services consistent with local regulations.

4. Disposable gloves will be available and routinely worn when it can be reasonably anticipated that contact with blood or other potentially infectious material may occur.

5. Situations involving blood or potentially infectious materials will be performed in a manner as to minimize splashing or spraying.

6. Reusable sharps (e.g., tweezers) are kept in a properly labeled, puncture resistant, leak proof container and disinfected after individual use.

2. Dining utensils require special attention, particularly in the group setting. The following procedures will apply to handling of dining utensils (dishes, flatware, cups, glasses, paper and cloth napkins, paper products, etc.):

a. Employees or students clearing tables will wash their hands thoroughly when their task is completed.

b. All paper products used for dining (plates, cups, napkins, etc.) will be disposed of immediately after the meal.

c. Reusable utensils (dishes, cups, glassware, flatware, etc.) will be thoroughly cleaned after each use (minimum water temperature 180°). The following sequence of tasks will be used:

1. Utensils will be washed thoroughly in hot, sudsy water;

2. Utensils will be thoroughly rinsed and dried;

3. Utensils will be placed in the dish sterilizer and run through a complete cycle.

BIOMEDICAL WASTE (D.E.P. Rules)

1. Biomedical waste shall be segregated from other wastes.

2. All on-site storage of containers of biomedical waste shall be in a designated area away from general traffic flow patterns, and where possible, in a room reserved for this purpose. The manner of storage shall prevent access to, or contact with such waste by unauthorized persons.

3. Biomedical waste shall be stored in a manner that preserves the integrity of the container and is not conducive to rapid microbial growth and/or putrefaction.

4. All areas used for the storage of biomedical waste shall be capable of being readily maintained in a sanitary condition.

5. All biomedical waste containers must be stored in a manner that allows access for inspection.

6. Biohazard signs shall be posted wherever biomedical waste is stored or contained, including on storage rooms doors, refrigerators, bins and other containers. Full containers shall be secured according to DEP guidelines and transported to the campus Medical Clinic.

Medical Outbreak

Infection control in school settings will be particularly important in preventing the spread of pandemic influenza to the community. School children have high attack rates for seasonal influenza, and would likely serve as a significant reservoir to transmit a novel virus to family members and community residents. MeANSwill take as much precaution as possible to ensure the outbreak does not spread. The Executive Director and the Director of Education is responsible for working with Maine Emergency Management and Maine CDC systems in the event of an outbreak.

A. Before a Pandemic infection control measures

1. Post hand-washing signs, "Cover your Cough" posters, and Flu Prevention Posters in common areas and bathrooms used by staff.
2. Implement educational programs for students, parents and staff on hand hygiene and cough etiquette.
3. Encourage seasonal flu vaccinations among employees and students.
4. Ensure schools have stockpiled supplies needed for infection control for at least a 6-8 week period. These include gloves, masks, disinfectants, tissues, antibacterial hand gel, soap, paper towels.
5. Administrators should ensure they have a plan in place to maintain custodial services; provided, usual custodial staff will be absent, and they should also ensure cleaning supplies have been stockpiled for at least a 6-8 week period.
6. Establish an infection control team to establish protocols, training and evaluation procedures.
7. Ensure soap, water, and paper towels, or antibacterial hand gel is available in every classroom and in common areas such as the cafeteria, gym, and music rooms.

B. Guidelines during a Pandemic

Once clusters of human-to-human transmission of a pandemic influenza virus are identified in the U.S., schools should implement the following infection control practices.

1. Avoid unnecessary travel, and cancel any unnecessary workshops, conferences, etc.
2. Ensure systems are in place with vendors to pre-order or to request services and supplies via e-mail or fax.
3. Publish procedures for school surveillance and reporting absences during a pandemic.
4. Provide timely staff in-services and classroom education on hand-washing and cough etiquette.

Once clusters of human-to-human transmission of pandemic influenza virus are identified in the New England region recommended practices to follow are below.

1. Encourage staff to avoid face-to-face meetings, and use telephone conferences, video conferencing, and the internet to conduct business.

3. Staff are encouraged to bring lunch and avoid congregating in break rooms and lunchrooms, unless on duty. Introduce staggered lunch times to minimize crowding.

4. Encourage staff to avoid recreational meetings and classes.

5. Administrators and school nurses should establish an isolation area (outside of the health office) for students and employees who become ill at work. Employees and students with suspect ILI should wear a mask, and should be discharged from school.

6. Administrative and School Staff should perform morning Flu Checks to screen all acutely ill students for influenza-like illness. Suspect cases of ILI should wear a mask and report to the isolation room until transport is available. Students who are stable but do not have private transport can be sent home on the bus provided they wear a mask.

7. Administrative and School Staff should screen all students and staff who have been out ill before they return to school.

8. Work with custodial staff and teachers to enhance existing housekeeping services. Provided resources are available, custodial staff and teachers should wipe down and disinfect general public areas (bathrooms, cafeterias, gyms) at least twice a day. Teachers and custodial staff should also wipe down telephones, desks, doorknobs, phones, key boards, etc. twice a day.

9. Instruct teachers to implement scheduled hand-washing 3-4 times a day, including before lunch.

C. School closures

Early closure of schools will likely be an important mechanism to help prevent transmission of the disease. Good Will-Hinckley officials will follow the guidance of Maine CDC as well as the schedule of School Administrative District #49.

In order to ensure continuity of learning during a pandemic when schools are closed, MeANS may implement any of the following strategies:

Use of internet-based learning

Use of public access television channels

Use of videoconferencing to TV or computers

Use of videotaped classes

Use of pod-casting

Use of speaker phones

Following teacher lesson plans at cottages

Class information by email to cottages

Once schools re-open during the recovery phases, MeANS may implement any of the following strategies:

Combining classrooms

Modifying the school schedule

Providing core curriculum classes only

Limiting the number of schools open, and combining schools

Modifying the school calendar

GWH officials will instruct staff on the directives given by Maine CDC and Emergency Management systems in regards to school closures or evacuations.

Hazardous Materials

1. Report material leak/odors to the maintenance office
2. Be prepared to describe the type of material (odor, color, amount, a placard number etc.)
3. Avoid contact
4. Remove people from exposure threat
5. Stay upwind and uphill from affected areas
6. If hazardous material release is severe, evacuate campus under advice of Maine Emergency Agency (MEMA) or Fairfield Fire Department—see EVACUATION Campus closure (see Policy)
7. Seek shelter in safe area. (Office, Counseling Office, Library, Cafeteria, or classroom, whichever is closest)
8. Close doors, windows, and vents
9. Turn off air handlers and fans, seal around doors and vents
10. Remain calm, stay with students
11. Take roll to determine if any students are missing. Report missing students to administration or contact main office
12. Unattached students report to the nearest staff. Staff should note student additions and send this information to administration
13. Keep open lines of communication
14. Wait for instructions
15. Contact crisis team

Evacuation

This plan is used for fire, explosion and loss of building's structural integrity, flooding, hazardous materials and other crises requiring evacuation of all programs.

Update and post evacuation route on each floor of every occupied building annually or as needed.

1. In the event of an emergency that requires evacuation of the building (such as a fire, significant toxic gas release, explosion, etc.), first:

***R*escue:** Try to rescue any personnel in immediate danger if it does not put you in imminent danger.

***A*larm:** Pull the building fire alarm or call 911. All of the fire alarm pull stations are labeled. If you talk with a 911 operator, state your name, address, and nature of the problem. Speak slowly and clearly. Wait for the dispatcher to hang up. DO NOT pull alarm for Bomb threat.

***C*onfine**: Close all doors, windows, and other openings that would aid in the spread of fire or toxic fumes.

***E*vacuate:** Evacuate the building.

2. When evacuating the building, leave by the nearest staircase. DO NOT use the elevators unless under police or fire department supervision. Floor plans are posted at various areas around the building for route of quickest egress.

3. **Assemble** at least 300 feet away from the building for a **head count**. Quickly identify any individuals whom you suspect might still be in the building and alert fire or police department personnel.

4. **Disabled Occupants -** If a disabled occupant is unable to exit the building unassisted, notify the emergency response personnel of the person's location. Transporting of disabled individuals up or down stairwells should be avoided until emergency response personnel have arrived. Unless imminent life-threatening conditions exist in the immediate area occupied by a non-ambulatory or disabled person, relocation of the individual should be limited to a safe area on the same floor, in close proximity to an evacuation stairwell.

Building Evacuation—use for bomb threats or intruders

Schools/Offices—announce "Dr. Smith has an MSP at the Alfond Recreation Center"

The evacuation is called by a Director or designee

Silent Building Lockdown—intruder in building with fire arm

Schools/Offices—announce "Dr. Smith has an MSP here"

1. Take student roster, paper and pencil
2. Take roll to determine if any students are missing
3. Report missing students to Administration/Command post
4. Unattached students report to the nearest teacher. Staff should note student additions and send this information to administration.
5. Contact Crisis Team
6. Wait for further instructions

This evacuation is called by a Director or designee

Other Occupied buildings

If evacuating for a bomb threat, do not pull the alarm, leave the building without pulling the fire alarm.

Bomb Threat

Procedure and Checklist

DO NOT: pull the fire alarm

DO NOT: touch light switches, suspicious objects or lockers

DO NOT: use cell phones or walkie/talkies or telephone within the building

DO NOT: close windows or doors

1. Keep caller on the line
2. Note time
3. Ask checklist questions
4. Report to Supervisor immediately and announce to the him/her "Dr. Smith has an MSP at the Alfond Recreation Center"
5. Visually check room for suspicious objects, report anything suspicious to the office by messenger
6. Follow Supervisor Directions
7. Evacuate if told by Supervisor/Administrator, move to another building or 300 feet from threatened building

Bomb Threat Checklist

STAY CALM: Do not get excited or excite others Today's Date: _____

Time: Call received: _____ am/pm Telephone number call was received: _____

Ask the caller the following:

1. When is the bomb going to explode?

2. Where is the bomb right now?

3. What does the bomb look like?

4. What kind of bomb is it?

5. What will cause the bomb to explode?

6. Did you place the bomb?

7. Why?

8. What is the address?

9. What is your name?

EXACT WORDING OF BOMB THREAT (try to get them to repeat what they said)

_____

_____

_____

Sex of caller? Male Female Unknown Race: _____ Age: _____

Caller's Voice

- ☐ Calm
- ☐ Nasal
- ☐ Soft
- ☐ Angry
- ☐ Stutter
- ☐ Loud
- ☐ Excited
- ☐ Lisp
- ☐ Laughter
- ☐ Slow
- ☐ Rasp
- ☐ Crying
- ☐ Rapid
- ☐ Deep
- ☐ Normal
- ☐ Distinct
- ☐ Slurred
- ☐ Whispered
- ☐ Ragged
- ☐ Clearing Throat
- ☐ Deep Breathing
- ☐ Cracking Voice
- ☐ Disguised
- ☐ Accent
- ☐ Familiar (if so, who did it sound like?)_____

Background Sounds

- ☐ Street Noise
- ☐ Factory Machinery
- ☐ Voices
- ☐ Crockery
- ☐ Animal noises
- ☐ Clear
- ☐ PA System
- ☐ Static
- ☐ Music
- ☐ House noises
- ☐ Long distance
- ☐ Local
- ☐ Motor
- ☐ Office Machinery
- ☐ Booth
- ☐ Other (please specify)

Bomb Threat Language

☐ Well spoken (educated) ☐ Incoherent ☐ Foul ☐ Message read by threat maker ☐ Taped ☐ Irrational

Your Name: _____ Position: _____

Violence/Weapons/Hostage Situation/Strangers/Intruders

1. Immediately report situation to the Supervisor
2. Move students to a safe area away from crisis
3. Lock doors and windows if appropriate
4. Account for people
5. Wait for instructions
6. Hold all people in place until otherwise instructed

If taken hostage

1. If possible, get word to the office, or a supervisor
2. Hand Signals:
    a. One finger: All ok, you can leave
    b. Two fingers: Stay and help
    c. Three fingers: Danger, stay and help – 911
    d. Fist: Weapon—911
3. If possible, remove students from the area
4. Do NOT try to disarm intruder
5. Keep calm. Follow intruder's instructions.
6. Direct students to be quiet and to sit away from the intruder, windows, and exits.
7. Be aware police may be able to hear what is taking place and may enter the room at any time
8. Follow police instructions
9. Contact crisis team

Death on campus

Procedure for Death of EMPLOYEE

1. Call 911
2. Notify the President & Executive Director and Vice President for Operations, Human Resources, and department Director. The President & Executive Director will determine if Crisis Team needs to be called and will respond to the police and press.
3. Remove all students from the area
4. Do not allow anyone at the incident site; wait for the authorities to arrive. The police are in charge of the scene of the incident until released.
5. Do not speak with the media, refer to "Crisis Response to Media" procedure.
6. President & Executive Director or designee to speak with next of kin
7. Secure personal belongings

Procedure for Death of STUDENT

1. Call 911
2. Notify the President & Executive Director and Director of Education. The President & Executive Director will determine if Crisis Team needs to be called. Director of Education will inform education staff as deemed appropriate.
3. Remove all students from the area
4. Do not allow anyone at the incident site; wait for the authorities to arrive. The police are in charge of the scene of the incident until released.
5. Do not speak with the media, refer to "Crisis Response to Media"
6. The clinical representative will follow clinical procedures to notify legal guardian and/or DHHS, and will determine when to secure personal belongings.

Flood

If a flood is likely in your area, you should:

- Listen to the radio or television for information.
- Be aware that flash flooding can occur. If there is any possibility of a flash flood, move immediately to higher ground. Do not wait for instructions to move.
- Be aware of streams, drainage channels, canyons, and other areas known to flood suddenly. Flash floods can occur in these areas with or without such typical warnings as rain clouds or heavy rain.
- Be aware if a basement is flooded; wear proper footwear (rubber boots) before entering the basement.
- Contact Maintenance in regards to the quality of the drinking water.

If you must prepare to evacuate, you should do the following:

- Secure your building. If you have time, bring in outdoor furniture. Move essential items to an upper floor.
- Turn off utilities at the main switches or valves if instructed to do so. Disconnect electrical appliances. Do not touch electrical equipment if you are wet or standing in water.
- Follow Evacuation procedures outlined in this manual

If you have to leave your home, remember these evacuation tips:

- Do not walk through moving water. Six inches of moving water can make you fall. If you have to walk in water, walk where the water is not moving. Use a stick to check the firmness of the ground in front of you.
- Do not drive into flooded areas. If floodwaters rise around your car, abandon the car and move to higher ground if you can do so safely. You and the vehicle can be quickly swept away.

The following are important points to remember when driving in flood conditions:

- Six inches of water will reach the bottom of most passenger cars causing loss of control and possible stalling.
- A foot of water will float many vehicles.
- Two feet of rushing water can carry away most vehicles including sport utility vehicles (SUV's), vans, and pick-ups.

Earthquake

1. Remain calm
2. Stay wherever you are, duck and cover until tremors stop. Protect yourself from falling debris of building collapse. Take cover under desks, tables, against inside walls or under doorways.
3. Stay alert for possible aftershocks
4. If gas is smelled, move everyone out immediately
5. Notify Administration/Command Post
6. If evacuation is instructed—exit building through nearest safe exit, avoid downed electrical power lines and open gas lines, see EVACUATION.

Thunderstorms/Tornado/Hurricanes

Storm Watch

1. Listen to weather station
2. Keep line of communication open
3. Be prepared to move to safe areas, away from windows
4. Gather bottled water, food, flashlights, extra batteries, portable radio and phones

Storm Warning

1. Follow Administrator/Supervisor directions
2. Move out of field house and green house to cottage or closest shelter depending on situation
3. If outside, find a low area. Lay down and cover head or find closest shelter
4. Avoid trees, pipes, high places, power lines and water as possible lightening strikes may occur
5. Seek secure shelter—for example: basement, middle of cottage away from windows, away from flying debris
6. Prolonged heavy rains can produce flooding, be prepared to seek higher ground
7. Secure storm kit
8. Wait for further instructions

Tornado/Hurricane

1. Seek secure shelter—for example: basement, middle of building away from windows, away from flying debris

Shelters on campus are the basements of:

- Averill High School
- Visitor's Center
- Vickers Building
- Swasey Building

Appendix

Contents to follow

- Storm Kit Checklist
- Water Tower Pump Station Warnings
- Incident Log
- Bomb Threat Checklist
- Emergency Hand Signals

Storm Kit Checklist
Emergency Supplies

Water, If feasible, have several gallons on hand
Ensure enough food/snacks is on hand until students can be sent home
Battery-powered radio and extra batteries
Flashlight and extra batteries
First Aid Kit
Whistle to signal for help
Dust or filter masks
Moist towelettes for sanitation
Wrench or pliers to turn off utilities
Can opener for food
Duct tape, plastic sheeting
Garbage bags and plastic ties for personal sanitation
Candles
Lighter
Blankets

Water Tower Pump Station Warnings

AMBER LIGHT FLASHING

If the Amber light is flashing, it indicates a complete power loss to this building**.**

BLUE LIGHT FLASHING

If the Blue light is flashing, it indicates too high or too low water level.

RED LIGHT FLASHING

If the Red light is flashing, it indicates a fire, smoke, high heat, or freezing conditions to this building.

PLEASE! CALL ONE OF THE NUMBERS BELOW IF ONE OF THESE LIGHTS IS FLASHING.

- Information 238-4180 –Maintenance
- Nights, Weekends & Holidays **612-9117** Emergency Responder on Campus

Incident Log of Events

Incident: _____ **Date:** _____

Department/Program: _____

Person completing log: _____

Time	Request	Completed		Time	Incident

Incident Terminated: Date _____ Time _____

The incident log can be hand written, this is to serve as a record of response for the MeANS team.

If any accidents/injuries occur, employees must complete the Accident/Injury report for staff and if applicable the proper Incident report documentation for students.

Bomb Threat Checklist

STAY CALM: Do not get excited or excite others Today's Date: _____

Time: Call received: _____ am/pm Telephone number call was received: _____

Ask the caller the following:

10. When is the bomb going to explode?
11. Where is the bomb right now?
12. What does the bomb look like?
13. What kind of bomb is it?
14. What will cause the bomb to explode?
15. Did you place the bomb?
16. Why?
17. What is the address?
18. What is your name?

EXACT WORKING OF BOMB THREAT (try to get them to repeat what they said)

_____

_____

_____

Sex of caller? Male Female Unknown Race: _____ Age: _____

Caller's Voice

- ☐ Calm
- ☐ Nasal
- ☐ Soft
- ☐ Angry
- ☐ Stutter
- ☐ Loud
- ☐ Excited
- ☐ Lisp
- ☐ Laughter
- ☐ Slow
- ☐ Rasp
- ☐ Crying
- ☐ Rapid
- ☐ Deep
- ☐ Normal
- ☐ Distinct
- ☐ Slurred
- ☐ Whispered
- ☐ Ragged
- ☐ Clearing Throat
- ☐ Deep Breathing
- ☐ Cracking Voice
- ☐ Disguised
- ☐ Accent
- ☐ Familiar (if so, who did it sound like?)_____

Background Sounds

- ☐ Street Noise
- ☐ Factory Machinery
- ☐ Voices
- ☐ Crockery
- ☐ Animal noises
- ☐ Clear
- ☐ PA System
- ☐ Static
- ☐ Music
- ☐ House noises
- ☐ Long distance
- ☐ Local
- ☐ Motor
- ☐ Office Machinery
- ☐ Booth
- ☐ Other (please specify)

Bomb Threat Language

☐ Well spoken (educated) ☐ Incoherent ☐ Foul ☐ Message read by threat maker ☐ Taped ☐ Irrational

Your Name: _____ Position: _____

Emergency Hand Signals

All okay, you can leave

Weapon

Call 911

Stay and help

Danger—call 911

Stay and Help

Bomb

Threat

Call

911

MeANS DAILY SCHEDULE

7:30 am	Teacher Arrival	
7:45 – 8:20 am	Student arrival. Restorative Circles, breakfast, group sharing, and planning out the day.	
8:20 – 9:50 am	Project Based Learning in Agriculture and Forestry	**Group 1**
	Academic time	**Group 2**
9:50 – 10:05 am	Transition Time	
10:05 – 11:30 am	Academic time	**Group 1**
	Project Based Learning in Agriculture and Forestry	**Group 2**
11:30 – 11:55 am	Fitness Time	
12:00 – 12:30 pm	Lunch	
12:30 – 12:40 pm	Transition Time	
12:40 – 2:10 pm	Project based exploration, Personal Learning Plan time, Apprenticeships, Career Focus time with advisors	
2:15 – 2:30 pm	Departure time and time for restorative circles if needed	
2:30 – 3:30 pm	Teacher Planning and Reflection Time	

September 2012

S	M	T	W	T	F	S
		I	I	I	I	1
2	3	4*	5*	6*	7*	8
9	10	11*	12*	13*	14*	15
16	17	18*	19*	20*	21*	22
23	24	25*	26*	27*	28*	29

October 2012 (2 ID) 19 SD

S	M	T	W	T	F	S
	1	2*	3*	4*	5*	6
7	8	9*	10*	11*	12*	13
14	I	16*	17*	18*	19*	20
21	22	23*	24*	25*	26*	27
28	29	30*	31*			

November 2012 (1 ID) 19 SD

S	M	T	W	T	F	S
				1*	2*	3
4	5	6*	7*	8*	9*	10
11	12	13*	14*	15*	16*	17
18	I	20	21	22	23	24
25	26	27*	28*	29*	30*	

December 2012 (1 ID) 17 SD

S	M	T	W	T	F	S
						1
2	3	4*	5*	6*	7*	8
9	10	11*	12*	13*	14*	15
16	17	18*	19*	20	21	22
23	24	25	26	27	28	29

January 2013 16 SD

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8*	9*	10*	11*	12
13	I	15*	16*	17*	18*	19
20	21	22*	23*	24*	25*	26
27	28	29*	30*	31*		

February 2013 (1 ID) & 19 SD

S	M	T	W	T	F	S
					1*	2
3	4	5*	6*	7*	8*	9
10	11	12*	13*	14*	15*	16
17	18	19	20	21	22	23
24	25	26*	27*	28*		

March 2013 16 SD

S	M	T	W	T	F	S
					1*	2
3	4	5*	6*	7*	8*	9
10	11	12*	13*	14*	15*	16
17	I	19*	20*	21*	22*	23
24	25	26*	27*	28*	29*	30

April 2013 (1 ID) 21 SD

S	M	T	W	T	F	S
	1	2*	3*	4*	5*	6
7	8	9*	10*	11*	12*	13
14	15	16	17	18	19	20
21	22	23*	24*	25*	26*	27
28	29	30*				

May 2013 16 SD

S	M	T	W	T	F	S
			1*	2*	3*	4
5	I	7*	8*	9*	10*	11
12	13	14*	15*	16*	17*	18
19	20	21*	22*	23*	24*	25
26	27	29*	29*	30*	31*	

June 2013 22 SD

S	M	T	W	T	F	S
						1
2	3	4*	5*	6*	7*	8
9	10	11*	12*	13*	14*	15
16	I	18*	19*	20*	21*	22
23	24	25*	26*	27*	28*	29
30						

July 2013 10 SD

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9*	10*	11*	12*	13
14	15	16*	17*	18*	19*	20
21	22	23*	24*	25*	26*	27
28	29	30*	31*			

August 2013 10 SD

S	M	T	W	T	F	S
				1*	2*	3
4	5	6*	7*	8*	9*	10
11	12	13*	14*	15*	16*	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Notes

September (3) Labor Day (No School)

(4) First day of school

October (5) Staff In-service (No School)
(8) Columbus Day (No School)

November (4) First Quarter Ends (42)
(10) Staff In-Service (No School)
(12) Veteran's Day (No School)

(15, 16) Student-Led Conferences

December
(22-31) Holiday Break (No School)

January (8) return from break.

(1) New Year's Day (No School)

February

(14, 15) Student Led Conferences

March

April (6) 3rd Quarter Close (44)

(15) Patriots' Day (No School)

May (9,10) Student-Led Conferences)

June (17) Teacher In-Service (No School)

July (2-5) (No school)

August (16) Last day of school

2012–2013 School Calendar
Maine Academy of Natural Sciences
MeANS
REVISED 12/28/11

H = Holiday **I** = In-service **V** = Vacation ***** = School Day

175 Seat days (SD) + 9 In-service days (ID Staff Only) = Total 184 day

MeANS students will do project work from home on days when SAD 49 cancels school due to inclement weather.

B2. Student Recruitment and Enrollment

Projected Enrollment Table - Minimum, Planned, Maximum

		Minimum	Planned	Maximum	Minimum	Planned	Maximum	Minimum	Planned	Maximum	Minimum	Planned	Maximum	Minimum	Planned	Maximum
Grade	Ages	2012-2013	2012-2013	2012-2013	2013-2014	2013-2014	2013-2014	2014-2015	2014-2015	2014-2015	2015-2016	2015-2016	2015-2016	2016-2017	2016-2017	2016-2017
9	14 - 16	14	22	24	22	24	26	24	26	28	26	28	30	30	32	38
10	15 - 17	6	10	12	14	20	30	24	25	30	26	28	31	28	31	38
11	16 - 18	6	6	10	8	11	16	14	19	27	24	26	33	28	31	38
12	17 - 20	4	4	6	6	7	10	8	12	17	14	20	28	24	28	36
Total		30	42	52	50	62	82	70	82	102	90	102	122	110	122	150

Exhibit 8 - MeANS Staffing Plan

The following plan is a projection based on growth in student enrollment over the five years of the charter.

MeANS expects to grow from a total of 42 students in year one of the charter to approximately 122 students by year 5 and expects to grow our staff accordingly.

Staff growth (including Americorps Interns) over the first five years as the budget allows:

Year One: (See chart below for detail) 2.75 Administration, 3 Teachers and 1 Ed Tech, and 1.5 other staff, 3 Americorps Interns.
Year Two: (See chart below for detail) 3.55Administration, 4 Teachers and 2.5 Ed Techs, and 2.22 other staff, 4 Americorps Interns .
Year Three: (See chart below for detail) 4.25 Administration, 5 Teachers and 4.5 Ed Techs, and 3.2 other staff, 5 Americorps Interns
Year Four: (See chart below for detail) 4.7Administration, 6 Teachers and 6.5 Ed Techs, and 3.9 other staff, 5.75 Americorps Interns.
Year Five: (See chart below for detail) 4.9 Administration, 7 Teachers and 7.5 Ed Techs, and 4.6 other staff, and 6 Americorps Interns.

MeANS Staffing Chart

Job Title	**Year 1 FTE (42 students)**	**Year 2 FTE (62 students)**	**Year 3 FTE (82 students)**	**Year 4 FTE (102 students)**	**Year 5 FTE (122 students)**
Administrators:					
Co-Director	.75	.75	1.0	1.0	1.0
Co-Director	.75	.75	.75	1.0	1.0
Business Manager	.30	.50	.50	.50	
Development Director		0.25	.50	..50	.50
Director SPED	.20	.30	.50	.70	.90
Office Manager	.50	1.0	1.0	1.0	1.0
Subtotal	**2.75**	**3.55**	**4..25**	**4.70**	**5.15**

Teachers:					
Agriculture Specialist, (Science/tech)	1 teacher .5 Americorps	1 teacher, 1 Ed Tech	1 teachers, 1 Ed Tech 1 Americorps	1 teachers, 2 Ed Tech 1 Americorps	1 teachers, 2 Ed Tech, 1 Americorps
Forestry Specialist (Science/Tech)	1 Ed. Tech, .5 Americorps	1 Teacher 1Americorps	1 Teacher 1 Ed Techs 1Americorps	1 Teacher, 1 Ed Techs 1Americorps	1 Teacher, 1 Ed Techs 1Americorps
Humanities (English, Social Studies)	1 teacher .5 Americorps	1 teacher, 1 Ed tech	2 Teacher, 1Ed Tech	2 teachers 1.5 Ed Tech 1 Americorps	2 Teachers 2 Ed Tech 1 Americorps
Math	1 teacher .5 Americorps	1 teacher, .5 ed tech	1 Teacher 1.5 Ed Tech	1 Teachers 2.0 Ed Tech	1.5 Teachers 2.5 Ed Tech
Visual and Performing Arts	0	1 Americorps	1 Americorps	1 Teacher	1 Teacher
World Languages					.5 Teacher
Subtotal	**3 Teachers 1Ed Tech 2 Americorp**	**4 Teachers 2.5Ed Techs 2 Americorp**	**5 Teachers 4.5 Ed Tech 3 Americorp**	**6 teachers 6.5 Ed Tech 3 Americorp**	**7 Teachers 7.5 Ed Tech 3Americorp**
SPED Teacher(s)	1.0	1,5	2.0	2.5	3.0
Maintenance	.25	.25	.50	.50	.50
Nurse	.10	..15	..20	..25	.30
Technology Coordinator	.20	.30	.40	.50	.60
Librarian	0	0	.10	.15	.20
Volunteer Coordinator Americorps	0	1.0	1.0	1.5	1.5
Internship Coordinator Americorps	1.0	1.0	1.0	1.25	1.5
Subtotal	**1.5 staff 1.0 Americorps**	**2.22 staff 2.0 Americorps**	**3.2 staff 2.0 Ameri corps**	**3.9 staff 2.75 Ameri corps**	**4.60 staff 3.00 Ameri Corps**
Grand Total	**8.25 staff 3.0 Americorps**	**12.25 staff 4.0Americorps**	**16.95 staff 5 Americorps**	**21.1 staff 5.75 Americorps**	**24 staff 6 Americorps**

We will be contracting for part-time services of a Language Teacher in our first four years, then adding a half time teacher in year five. then we will be adding an Art Teacher to the teaching staff. We will be contracting for the Arts position in year one, staff it with Americorps years two and three, and then a full time art teacher in years four and five.

Staffing levels by year for special education

Year One:
Administrator of Special Education: .2 full time equivalent, Special Needs Teacher: 1.0 full time equivalent,
Year Two:
Administrator of Special Education: .3 full time equivalent, Special Needs Teacher: 1.5 full time equivalent,
Year Three:
Administrator of Special Education: .50 full time equivalent, Special Needs Teacher: 2.0 full time equivalent,
Year Four:
Administrator of Special Education: .7 full time equivalent, Special Needs Teacher: 2.5 full time equivalent,
Year Five:
Administrator of Special Education: .9 full time equivalent, Special Needs Teacher: 3.0 full time equivalent,

For services such as speech therapy, occupational therapy, physical therapy, and autism consultation, the Administrator of Special Education will outsource psychological services for evaluations and specialized interventions, vision and hearing impairments.

Recruiting and Staff Development

MeANS is looking for individuals who want to transform the lives of students at risk of not graduating from high school—teachers who contribute to the MeANS culture, which includes small classes and a supportive and collegial atmosphere that encourages and supports professional development and growth and seeks to disseminate best practices. MeANS will seek out teachers who will contribute to an educational setting that addresses many of the emotional and social needs of our students to help them achieve their potential.

To find individuals who fit these expectations we intend to announce staff openings in the following venues:

1. Local and statewide newspapers
2. Websites that advertise job openings in schools such as Jobs in Maine.com, servingschools.com
3. Social media such as Facebook and Linked In
4. Websites that attract teachers and leaders who are interested in serving disadvantaged students, such as Idealist.org, etc.
5. Networks of educators and professionals who have a specific interest in work of our nature, including Maine's Alternative Education Association, State Truancy Dropout and Alternative Education Committee and email listserve, Maine Shared Youth Vision Council and District Councils, Jobs for Maine Graduates, teachers at Maine's Career and Technical Centers, college career centers – University of Maine-Farmington, University of Maine, Wheelock College, Colby College, College of the Atlantic, Unity College etc.

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MeANS is an equal opportunity employer and does not discriminate on the basis of racial heritage, religion, gender, sexual orientation, or physical characteristics.

MAINE ACADEMY OF
NATURAL SCIENCES

Staff Handbook

EMPLOYMENT POLICIES SECTION 100

Accessibility (closed)	100.01
Computer and Network Facilities Use	100.02
Computer Software Duplication	100.03
Confidentiality and Non-Disclosure	100.04
Conflict of Interest	100.05
Disciplinary Procedures	100.06
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Maine Academy of Natural Sciences Policy 100.01

ACCESSIBILITY

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

This policy has been incorporated into the Equal Employment Opportunity, Non-Discrimination and Reasonable Accommodation Policy.

PROCEDURE

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.02

COMPUTER AND NETWORK FACILITIES USE

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings

President & Executive Director

POLICY

It is the policy of MeANS to provide a guide to acceptable use of MeANS computer systems and network facilities. This policy will address the issue of GWH computer systems and network facilities use. In instances where data communications are carried across other regional networks or the Internet, users are advised that acceptable use policies of those other networks apply and may limit use.

PROCEDURE

Computer facilities privileges are available to staff, students, board members, alumni, volunteers, and current MeANS residents. Computer usage priorities are determined by individual departments. Usernames and passwords may only be used by the person to whom the account was issued. Passwords are not to be shared with anyone but must be disclosed to network services upon request. Accounts are deleted as appropriate when the individual is no longer a current student, employee, board member, or volunteer.

Use of computers and networks for illegal purposes is not permitted. Illegal activities will be reported as appropriate to the proper authorities. Transmission of threatening, obscene, or harassing materials is prohibited. Any disruption that intentionally interferes with network users, services, or equipment is prohibited. Disruptions include, but are not limited to, spamming, distribution of unsolicited advertising, propagation of computer worms and viruses or any malicious code, chain e-mail, and/or using the network to make unauthorized entry to any other machine accessible via the network.

It is not acceptable for any user to access information or resources without permission to do so from the owner or holder of the rights to those resources or information.

All information and/or resources residing on any MeANS hard drive or storage medium will be accessible to MeANS administration without notice and at its sole discretion. Employees have no reasonable expectation of personal privacy with respect to any matter stored in, created, received or sent over MeANS email/or stored on MeANS servers, hard drives or any other storage equipment. Use of MeANS computers and network facilities for the purpose of the operation a personal business is prohibited. System modification including, but not limited to, setup and installation of software and hardware must be approved by the Director of Information Technology.

RECREATIONAL USE

Consistent with MeANS mission and Internet Code of Conduct, occasional recreational use of MeANS computers, such as computer gaming and surfing the Internet, is acceptable provided the following guidelines are followed:

- Software will be installed under the supervision of the Director of Information Technology
- Content inconsistent with MeANS mission should be avoided; no downloading or accessing of any adult or pornographic content is allowed at anytime
- Due to bandwidth restrictions and high traffic during normal business hours, large file downloads should be set to occur when there is likely to be little official organization traffic during the hours of 9:00 p.m. and 6:00 a.m.

PRUDENT CONSIDERATIONS

It is everyone's responsibility to help insure uninterrupted operation of information technology. Please keep in mind the following guidelines while using MeANS computer equipment and systems:

- If a potential virus is detected on your system, notify the Information Technology department as soon as possible
- Know who the sender is before you open an email message or attachment
- Keep the desktop as free from documents and shortcuts as possible
- Back up crucial documents/store documents in My Documents Folder
- Avoid changing any system settings; contact the Information Technology department with questions
- Avoid blocking the vents on your computer and monitor; keep your desk door open if your computer is housed in your desk
- Avoid drinking and eating around any piece of computer equipment
- Avoid using floppy disks with damaged covers
- Wait for your floppy disk or CD to warm to room temperature before using
- Treat any portable piece of technology with extreme care
- Do not leave any piece of portable technology in a cold environment for an extended time; allow the unit to warm to room temperature before using
- In the case of power failure, immediately turn off your computer, monitor, printer, etc., and wait until the power has been restored before turning back on
- When in doubt, contact the Information Technology department

PERSONALLY OWNED TECHNOLOGY EQUIPMENT

It is not practical for MeANS to provide support to students and employees with regard to their own equipment. Information technology services will only provide services for MeANS computers and software.

It is the owner's responsibility to handle personal computer equipment problems by contacting the vendor or a local computer repair facility.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.03

COMPUTER SOFTWARE DUPLICATION

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

A copyright holder retains certain exclusive rights, including the right to make and distribute copies. The copyright law states that it is illegal to make or distribute copies of copyrighted material without authorization. The only exception is the user's right to make a backup copy for archival purposes if not already provided by the manufacturer. GWH prohibits the illegal duplication of software.

PROCEDURE

MeANS licenses the use of computer software from a variety of outside companies. MeANS does not own this software or its related documentation and, unless authorized by the software manufacturer, does not have the right to reproduce it. MeANS employees may use the software only in accordance with the related license agreement. MeANS employees learning of any misuse of software or related documentation within the company are to notify the Director of Information Technology.

According to U.S. Copyright Law, unauthorized duplication of software may be subject to civil damages and criminal penalties. An employee does not have any greater right of privacy

or otherwise diminish MeANS right of access by using passwords or other security measures on the MeANS computer systems.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.04

CONFIDENTIALITY AND NON-DISCLOSURE

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

All MeANS records and information relating to MeANS and/or its students are confidential and employees must, therefore, treat all matters accordingly. Employment with MeANS requires an obligation to maintain confidentiality while employed and thereafter.

PROCEDURE

No MeANS related information with reference to employees, students, vendors, contractors, operations, etc., including without limitation, documents, notes, files, records, oral information, computer files or similar materials may be removed in whole, in part or as a copy from MeANS premises without permission from the President. Some requests for MeANS related information will require appropriately executed releases; notarized requests; legal subpoena; or court order. Additionally, the contents of MeANS records or information otherwise obtained in regard to business may not be disclosed to anyone, except where required for a business purpose as determined by the President. Employees must not disclose any confidential/identifiable information, purposefully or inadvertently through casual verbal, written or electronic conversation, to any unauthorized person inside or outside MeANS. Employees who are unsure about the confidential nature of specific information must ask their

supervisor prior to answering for clarification. All inquires from the media are to be directed to the Vice President's Office.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.05

CONFLICT OF INTEREST

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

A conflict of interest occurs when an employee places his/her own personal business responsibilities before the interests of our students and/or the organization. MeANS expects employees to conduct business according to the highest ethical standards of conduct. Employees are asked to avoid any business relationships that create a conflict between the interests of our students and/or the organization and the employee.

PROCEDURE

Because a conflict of interest is such a serious matter, it is each employee's responsibility to avoid placing him/herself in a position that creates such. Should a question exist regarding a potential conflict of interest, the supervisor must be informed immediately so that the organization may assess and prevent potential conflicts of interest from arising. The organization recognizes the right of employees to engage in activities outside of their employment which are of a private nature and unrelated to the business of the organization.

A potential or actual conflict of interest occurs whenever an employee is in a position to influence a decision that may result in a personal gain for the employee or an immediate family member (spouse, domestic partner, significant other, parent, sibling, child, etc.) as a result of the organization's business dealings.

Although it is not possible to specify every action that might create a conflict of interest, this policy sets forth two which most frequently present problems. If an employee has any question whether an action or proposed course of conduct may create a conflict of interest, s/he should immediately contact the department director or the human resources department to obtain advice on the issue.

Outside Employment: Employees will notify their Director and have a shared understanding about participating in outside work activities. This includes outside employment. Approval will be granted unless the activity conflicts with the organization's interest. It is assumed that full-time employment with MeANS is the employee's primary employment and that MeANS responsibilities will take precedence over other employment.

In general, outside work activities are not allowed when:

- Activities prevent the employee from fully performing work for which he or she is employed at MeANS, including overtime assignments;
- Outside employment would influence business transactions between MeANS and potential vendors or clients;
- The law, or the organization's policies or procedures, are violated.

From time to time, MeANS employees may be required to work beyond their normally scheduled hours. Employees must perform this work when requested. In cases of conflict with any outside activity, the employee's obligations to MeANS must be given priority. Employees are hired and continue in MeANS employ with the understanding that the organization is their primary employer and that other employment or commercial involvement which is in conflict with the business interests of MeANS is strictly prohibited.

Work Product Ownership: All MeANS employees must be aware that MeANS retains legal ownership of the product of their work. No work product created while employed by MeANS

can be claimed, construed, or presented as property of the individual, even after employment by MeANS has been terminated or the relevant project completed. This includes written and electronic documents, audio and video recordings, system code and also any concepts, ideas, or other intellectual property developed for MeANS.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.06

DISCIPLINARY PROCEDURES

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

MeANS reserves the right to discipline employees for violations of established MeANS policies, standards of work, or actions that are dishonest, immoral, unsafe, illegal, or lacking in good judgment. Disciplinary action may consist of a verbal or written warning, suspension, or dismissal depending on the seriousness of the offense. It is the policy of MeANS to use a system of progressive discipline; however, an employee may be suspended or dismissed immediately for any action that suggests that continued employment threatens another employee, the students we serve, or would create an unfavorable working environment for other employees.

PROCEDURE

The following steps will be followed in the processing of any disciplinary action:

1. The supervisor/manager will identify and investigate the incident or job performance behavior and gather pertinent facts.
2. The supervisor/manager will discuss the incident or job performance behavior with the employee.

3. The supervisor/manager will then issue a verbal warning, one or more written warnings, or one of a series of more stringent actions, depending on the severity of the violation. These actions may include probation, suspension, demotion, reassignment, or dismissal.

All disciplinary actions must be coordinated with the Department Director and the Manager of Human Resources and appropriately recorded in the employee's personnel file.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.07

E-MAIL

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

MeANS maintains an electronic mail system. This system is provided by the organization to assist in the conduct of business. The electronic mail system hardware is property of MeANS. Additionally, all messages composed, sent, and received on the electronic mail system are and remain the property of MeANS. They are not the private property of any employee.

PROCEDURE

Employees should write emails with no less care, judgment and responsibility than they would use for letters or internal memoranda on MeANS letterhead. MeANS equal employment opportunity; and prohibition of harassment and intimidation policies apply fully to the MeANS email system. Therefore no email should be sent, received, printed or saved with contains material that is inconsistent with the MeANS policies (discrimination, retaliation and harassment; sexual or otherwise). The electronic mail system shall not be used to send

(upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization of the employee's supervisor.

MeANS may monitor employee email for any reason, without the permission of any employee. This includes possible monitoring of deleted files, metadata and other electronic information stored on the MeANS central back up system or otherwise available as part of its data management. Employees have no reasonable expectation of personal privacy with respect to any matter stored in, created, received or sent over MeANS email or stored on MeANS servers, hard drives or other storage equipment.

The confidentiality of any message should not be assumed. Even when a message is erased, it is still possible to retrieve and read that message. Further, the use of passwords for security does not guarantee confidentiality. Upon request, all passwords must be disclosed to MeANS or they will be invalidated. Notwithstanding MeANS right to retrieve and read any electronic mail messages, such messages should be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any e-mail messages that are not sent to them. Any exception to this policy must receive prior approval from the President.

Employees shall not use a code, access a file, or retrieve any stored information, unless authorized to do so. Employees should not attempt to gain access to another employee's messages without the latter's permission. Upon request, all computer pass codes must be provided to supervisors. No pass code may be used that is unknown to MeANS.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.08

EMPLOYEE CLASSIFICATION

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

MeANS will compensate employees who are entitled to overtime under the Federal Fair Labor Standards Act and applicable state law (non-exempt employees). All employees are considered to be non-exempt employees unless their job responsibilities are such that they fall into a category of employees that is exempt from the overtime provisions of federal and state law (exempt employees). Federal and state wage and hour law exempts *bona fide* executives and supervisors, administrative employees, professionals, and outside salespersons from the wage and hour overtime pay provisions.

PROCEDURE

Each employee will be informed through his/her job description of the employee's exempt/non-exempt status.

Non-Exempt Employees: All non-exempt employees are entitled to one and one-half times their hourly rate of pay for each hour worked in excess of 40 hours per pay period week

(Wednesday through Tuesday). All non-exempt employees are scheduled to work 40 hours per week or less and no overtime may be worked unless approved by the manager supervising the employee's operating area.

Exempt Employees: All exempt employees have an obligation to complete all of their duties in a professional manner without regard to the number of hours worked in excess of 40 hours per week. Exempt employees are not eligible for overtime pay.

Academic: Academic employees are those employees who work an academic schedule of 32 or more hours per week during the academic school year.

Full-time Employee: An employee whose regular duties involve working 32 or more hours per week.

Part-time Employee: An employee whose regular duties involve working less than 32 hours per week.

Temporary Employee: A temporary employee is hired to fill a position that meets a temporary or seasonal need of the organization. The anticipated duration of the appointment will be articulated in the employee's offer letter. Temporary employees may work full time or part time. Temporary employees are not eligible for benefits.

Consultant: A professional or service provider whose services are for a specific purpose and duration may be regarded as a consultant. A consultant's work and compensation are governed by a written contract for service. Consultants are not employees and are not eligible for benefits.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.09

EMPLOYMENT AT WILL

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

MeANS is an "At Will Employer" and all employees of MeANS are employees ***at will***.

PROCEDURE

All employees are hired for an undefined period of time. Employment is completely at the will of both the employee and MeANS, and it may be terminated by either at any time, with or without cause, for any reason not specifically prohibited by law. These policies are not intended to be a contract between any employee and MeANS with respect to any employment-related matter (whether contained or not contained in these policies).

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.10

EQUAL EMPLOYMENT OPPORTUNITY, NON-DISCRIMINATION, AND REASONABLE ACCOMMODATION

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

MeANS is an Equal Opportunity Employer. It is the policy of MeANS to prohibit discrimination of any type and to afford equal employment opportunities to employees and applicants without regard to gender, race, religion, color, age, veteran status, physical or mental disability, sexual orientation, ancestry or national origin, or any legally protected status.

PROCEDURE

MeANS is committed to the directive of Equal Employment Opportunity and Non-Discrimination. It is the policy of MeANS to provide opportunities for recruitment, hiring, training, and promotion to qualified applicants and employees without regard to gender, race, religion, color, age, veteran status, physical or mental disability, sexual orientation, ancestry or national origin, or any legally protected status. Personnel decisions and actions including compensation, benefits, terminations, transfers, layoffs, promotions, company-sponsored training, and terms, conditions or privileges of employment shall be administered on a non-discriminatory basis and according to valid, job-related requirements.

The policies and procedures of this Policy also apply to the selection and treatment of independent contractors, personnel working on our campus who are employed by temporary agencies or any other persons or firms doing business with MeANS.

MeANS is committed to complying fully with the Americans with Disabilities Act (ADA) and the Maine Human Rights Act (MHRA) and ensuring equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory basis.

Applicants for employment are provided with reasonable accommodation in connection with the hiring process. Pre-employment inquiries are made only regarding an applicant's ability to perform the duties of the position.

All employment decisions are based on the merits of the situation in accordance with job related criteria, not the disability of the individual.

Reasonable accommodation is available to all disabled employees where their disability interferes with the performance of job functions. In general, it is the employee's responsibility to notify the employer of the need for accommodation. Once a request for accommodation is made, MeANS will initiate an interactive dialogue with the employee and his or her health care providers to determine whether reasonable accommodations can be made to enable the disabled employee to perform the essential functions of the job. For more information regarding MeANS Reasonable Accommodation Procedure, please contact Human Resources.

Qualified individuals with disabilities are entitled to equal pay and other forms of compensation (or changes in compensation) as well as in job assignments, classifications, organizational structures, position descriptions, lines of progression and seniority lists. Leave of all types will be available to all employees on an equal basis.

MeANS will also not discriminate against qualified employees or applicants because they are related to or associated with a person with a disability.

This policy is neither exhaustive nor exclusive. MeANS is committed to taking all other actions necessary to ensure equal employment opportunity for persons with disabilities in accordance with the ADA, MHRA and all other applicable federal, state, and local laws.

RESPONSIBILITY

The administration of this policy is the responsibility of the CEO or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.11

ERGONOMIC EQUIPMENT

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

MeANS will provide ergonomic equipment for each employee, appropriate to the position each employee fills. MeANS will provide workstation equipment for each employee, appropriate to the job position.

PROCEDURE

All employees will be provided with the basic ergonomic equipment and supplies required for their job, which may include, upon request of the employee:

Monitor glare screen; Copy holder; Ergonomic chair; Mouse pad with wrist rest; Keyboard wrist rest

All employees will be provided with the basic workstation equipment and supplies required for their job, which may include the following:

Software appropriate to the job; Desktop computer; Telephone handset

Additional ergonomic and workstation equipment and/or supplies may be requested from the department manager, program director or the Human Resources Department. In some instances, a workstation evaluation for ergonomic purposes may be conducted by an independent third party. Costs incurred by having an independent third party conduct a workstation evaluation will be paid by MeANS.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.12

HOURS WORKED AND REST BREAKS

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

All non-exempt employees are responsible for accurately completing bi-weekly timesheets and forwarding them to their supervisor by noon Wednesday for the previous pay period. All exempt employees are responsible for accurately completing a monthly leave tracking sheet due by the Friday following the end of the calendar month.

PROCEDURE

Non-exempt employees are responsible for their own timesheets; completing someone else's or having someone else complete yours, unless approved by the Director, is a breach of policy and will result in disciplinary action. Timesheets are MeANS legal record of hours worked. Intentionally reporting false information or altering information on timesheets is grounds for termination of employment. Timesheets will be signed by the employee and presented to the supervisor.

Overtime for non-exempt employees must be pre-approved by the employee's supervisor. Overtime will be computed based on hours worked, not hours paid and only

applicable when hours worked equals over 40 in any work week. The work week is defined as Wednesday through Tuesday.

Non-exempt employees are given the opportunity to take a 30 consecutive minute unpaid rest break within the first 6 hours of work, except in cases of emergency in which there is danger to property, life, public safety or public health as determined by their Director or designee. This unpaid rest break may be used by the employee as a mealtime. Non-exempt employees may fill out and submit a 'Rest Break Waiver Form" if they wish to waive their right to a 30 consecutive minute unpaid rest break with approval from their Director.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.13

INTERNET CODE OF CONDUCT

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

Access to the Internet has been provided to employees of MeANS for the benefit of the organization and its clients. It allows employees to connect to information resources around the world. Every employee has a responsibility to maintain and enhance the organization's public image and to use the Internet in a productive manner.

PROCEDURE

Employees accessing the Internet are representing MeANS. Employees are responsible for seeing that the Internet is used in an effective, ethical, and lawful manner. Databases may be accessed for information as needed. E-mail may be used for business contacts.

The Internet should not be used for personal gain or advancement of individual views. Solicitation of non- MeANS business or any use of the Internet for personal gain is strictly prohibited. Use of the Internet must not disrupt the operation of the company network or the

networks of other users. It must not interfere with your productivity. Under no circumstances may employees download or access pornographic or adult material.

Each employee is responsible for the content of all text, audio, or images that they place or send over the Internet. Fraudulent, harassing, or obscene messages are prohibited. All messages communicated on the Internet should have your name attached. No messages will be transmitted under an assumed name. Users may not attempt to obscure the origin of any message. Information published on the Internet should not violate or infringe upon the rights of others. No abusive, profane, or offensive language or material will be transmitted through the system.

To prevent computer viruses from being transmitted through the system, there will be no unauthorized downloading of any software. All software downloads will be approved and installed by the network administrator.

Copyrighted materials belonging to entities other than MeANS may not be transmitted by employees on the Internet. One copy of copyrighted material may be downloaded for your own personal use in research. Users are not permitted to copy, transfer, rename, add, or delete information or programs belonging to other users unless given express permission to do so by the owner. Failure to observe copyright or license agreements may result in disciplinary action from the organization and/or legal action by the copyright owner.

All messages created, sent, or retrieved over the Internet are the property of MeANS and should be considered public information. The organization reserves the right to access and monitor all messages, files and internet search history on the computer system as deemed necessary and appropriate. Internet messages are public communication and are not private. All communication including text and images will be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver.

MeANS equal employment opportunity policies and its policies against sexual or other harassment apply fully to the MeANS computer system. Therefore no information should be

sent, received, printed or saved which contains material that is inconsistent with the MeANS policies (discrimination, retaliation and harassment; sexual or otherwise).

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.14

INTIMATE AND/OR EXCLUSIVE RELATIONSHIPS

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings

President & Executive Director

POLICY

It is the policy of MeANS to support the development of healthy, productive and mutually satisfying social relationships between MeANS students and other members of the MeANS community. To ensure appropriate boundaries are observed and for the protection of MeANS students and the MeANS community, intimate and/or exclusive relationships between GWH students and MeANS employees or their children or other family members will not be permitted.

PROCEDURE

MeANS employees are not permitted to:

- Communicate exclusively with a MeANS student via e-mail, letters, phone, etc., except where part of an appropriate education relationship
- Have an exclusive or intimate relationship with a MeANS student

- Allow any previous MeANS student to stay overnight on campus without prior approval from a Director.

In addition, the children and other family members of MeANS employees will not be permitted to:

- Communicate exclusively with a MeANS student via e-mail, letters, phone, etc.
- Have unsupervised visits with a MeANS student in any program
- Engage in any unsupervised activities with GWH students
- Have an exclusive relationship with a MeANS student
- Receive babysitting services from a MeANS student.

Employees will:

- Inform their children/family members of this policy and strictly enforce it
- Follow this policy consistently

Failure to comply with, and/or depending on the nature and severity of the infraction, may lead to administrative discipline up to and including campus expulsion of offending MeANS family member and up to and including employee termination.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.15

INTRODUCTORY EMPLOYMENT PERIOD

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President and Executive Director

POLICY

It is the policy of MeANS to identify the first 90 days of employment in a job as the Introductory Employment Period for all new hires, and employees who transfer to a new position or are promoted.

PROCEDURE

The introductory period begins on the first day of employment, or the first day of a transfer or promotion. The end of the Introductory Employment Period shall be marked by a written summary of the employee's performance with a clear recommendation regarding retention or employment termination.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.16

LIFE THREATENING ILLNESS

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

This policy has been incorporated into the Equal Employment Opportunity, Non-Discrimination and Reasonable Accommodation Policy.

PROCEDURE

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.18

PAYCHECKS

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

It is the policy of MeANS to pay employees bi-weekly for work performed the previous two weeks. Paychecks will be available on Wednesdays; funds will be available on Wednesdays. If the scheduled pay day falls on a holiday, paychecks will be issued on the preceding workday. Paychecks are distributed on Wednesday through interoffice mail. Upon termination of employment an employee's final paycheck will be mailed to their address on file with Human Resources.

PROCEDURE

GWH offers a choice of how employees may receive their pay. Employees who wish may have their paycheck directly deposited into a maximum of five (5) different bank accounts. If Direct Deposit is elected, an earnings statement will be issued in lieu of a paycheck.

Paychecks will not be released to anyone other than the employee unless authorization is communicated to Management or Payroll by the employee.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.19

PERSONAL USE OF GWH EQUIPMENT AND SUPPLIES

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

MeANS discourages personal use of MeANS equipment and supplies and prohibits the abuse of such.

PROCEDURE

MeANS telephone lines, equipment, and supplies are reserved for MeANS business. While MeANS realizes that it may be necessary from time to time to make and receive personal telephone calls, personal telephone calls should be limited both in number and duration. Similarly, while MeANS realizes that it may be necessary from time to time to use company equipment and supplies (i.e., copying several pages of personal material), the use of equipment and supplies should be limited as much as possible.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.20

POST-HIRE PHYSICAL

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

It is the policy of MeANS to require new employees, prior to the first day of work, to satisfactorily pass a post-hire physical.

PROCEDURE

Prior to commencement of job responsibilities, the new employee is scheduled for a post-hire physical performed by an independent third party. The designated provider will be given a copy of the job description, outlining physical demands of essential job functions, and will issue a statement verifying or denying good health in relation to the requirements of the job.

In the event that medical clearance cannot be provided, MeANS will ask the designated provider to outline reasonable accommodations, at which point a decision will be made regarding employment.

TB Tests are administered to all new employees prior to the first day of work unless current test documentation can be provided. Hepatitis B vaccines are offered to all employees.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.21

PROBLEM RESOLUTION

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

It is the policy of MeANS to provide an appropriate vehicle for employees to seek review of problems related to working conditions, supervision, co-workers, and other work-related matters that have not been resolved in an informal manner.

PROCEDURE

1. The employee should seek a resolution to the work-related problem with the employee's immediate supervisor or manager.
2. If the employee is dissatisfied, the concern should be presented in writing to the employee's immediate supervisor or manager in a timely manner. The supervisor/manager will respond in writing within seven working days of receipt of document.
3. Within seven working days of the supervisor's or manager's written response to the employee, the employee may appeal, in writing, the finding of the supervisor or manager to the appropriate Director. The Director will investigate the facts and present a response in writing within seven working days of receipt.
4. The decision of the Director may be appealed within seven working days to the President. After reviewing all information, the President will render a final decision of the

organization within 10 working days. The employee will be informed verbally and in writing, and all personnel involved in the process will be informed. No further organizational appeals will be granted.

5. The concerned employee may be accompanied by a fellow employee or Manager of Human Resources at any step of this process.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.22

PROHIBITION OF HARASSMENT AND INTIMIDATION

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings

President & Executive Director

POLICY

It is the policy of MeANS to maintain a work environment free from all forms of harassment and intimidation. Harassment is prohibited in connection with any employee activity including, but not limited to, relations with other employees, prospective employees, vendors, or students. Employees are prohibited from harassing other employees, vendors or students whether or not the incidents of harassment occur on MeANS premises or whether or not the incidents occur during working hours. Any allegation of harassment will be investigated.

Harassment includes any unwelcome or unwanted verbal or physical conduct based on race, color, sex, sexual orientation, age, religion, national origin, ancestry, physical or mental disability, veteran or marital status or any legally protected status, that creates a hostile, offensive or intimidating work environment, or that substantially interferes with an employee's work environment.

Additionally, harassment based on sex includes attempts to control, influence, or affect the career, compensation or job of an individual in exchange for sexual favors or the creation of an intimidating, hostile or offensive environment based on unsolicited and unwelcome sexual overtures or conduct, either verbal or physical. Harassment can be physical or psychological in nature. An aggregation of a series of incidents can constitute harassment even if one of the incidents considered on its own would not be harassing. Sexual harassment can involve males or females being harassed by members of either sex.

Sexual harassment is illegal. It is defined by the Maine Human Rights Commission as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual;
- Such conduct has the purpose and effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

PROCEDURE

It is your responsibility to speak with your manager, Program Director or the Manager of Human Resources at once if you believe you are being subjected to sexual harassment or harassment or intimidation of any kind. Any employee who believes s/he is being harassed or intimidated by a manager, supervisor, co-worker, employee, students, or vendor, should promptly take the following actions:

1. Confront the harasser and ask him or her to stop. If you feel uncomfortable with confronting the harasser as outlined here, skip to Step 2.
2. Document your complaint. Keep a log detailing the incident/s, what was said or done, who might have witnessed it and the date. Keep any related letters or memos.
3. Immediately contact your Director or the Manager of Human Resources.
4. All complaints will be handled in a timely manner. Information concerning your complaint will be given on a need-to-know basis only. Management personnel needed for participation in the investigation, the alleged harasser, and possible witnesses may be contacted and thereby learn of the complaint. Employees should not discuss the complaint or the resulting investigation, except for discussions necessary to conduct the investigation and make a decision. The purpose of this provision is to encourage the filing of valid complaints by protecting the privacy of the complaining employee to the extent possible, as well as to protect the reputation of any employee who wrongfully might be charged with harassment or intimidation.
5. The Manager of Human Resources will investigate your complaint promptly. If valid, s/he will determine remedies to be given and the sanctions to be imposed.

6. The complaining employee and the alleged harasser have the right to appeal the determination by writing a memo or letter delivered to the President within 10 working days of the determination.

There will be no retaliatory measures taken against any employee who makes a report of harassment or intimidation. Any person found to have retaliated against another individual for reporting harassment will be subject to disciplinary action, up to and including termination of employment. If you feel your complaint has not been appropriately handled by MeANS, you may call the Maine Human Rights Commission at 207-624-6050. All employees receive training regarding their rights under this policy within one year of employment and at minimum annually thereafter.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.23

REFERENCE REQUESTS

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings

President & Executive Director

POLICY

Individuals authorized to respond to employment reference inquiries, whether written or verbal, are the Human Resources Department, the Executive Team, and the Directors.

PROCEDURE

Employees may be approached to provide references with respect to current or former employees. Those inquiries, either written or verbal, should be coordinated with the Manager of Human Resources prior to any verbal or written response. In certain situations, the Manager of Human Resources may determine that references may only be provided through Human Resources.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.24

RETENTION AND SECURITY OF EMPLOYMENT RECORDS

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings

President & Executive Director

POLICY

Official employee personnel files will be maintained in Human Resources. These files (or appropriate parts thereof) are confidential and are available to authorized personnel only, e.g., employee's supervisor, department manager, Human Resources, the department manager to whom the employee may be transferring, auditors, authorized representatives for licensing review purposes, representatives of government, law enforcement agencies, in response to a legal subpoena or court order, and the President.

MeANS shall, upon written request from an employee or former employee provide the employee, former employee or duly authorized representative with an opportunity to review the file in the Human Resources Department and/or receive a copy of the file if MeANS has a file for that employee within ten days of written request. In general, personnel files are destroyed seven years after the date of termination of employment.

PROCEDURE

Except as required by law, release of information to non- MeANS personnel by Human Resources will be limited to the following:

Verification of employment – Job title and dates of employment may be verified by the Human Resources Department. Responses may include provision of employment verification and factual information contained in the file, provided the employee furnishes a signed authorization releasing such information.

Personnel files may not be removed from Human Resources. Others authorized to review an employee file may do so within the Human Resources Department. Employees may review their own file in Human Resources but may not remove any documents from their files.

As a matter of standard operating procedure, a formal Human Resources audit of employee personnel files will be conducted on a periodic basis.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.25

TERMINATION OF EMPLOYMENT

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

In the event that you voluntarily terminate your employment with MeANS, the following procedure will be followed in order for you to be considered for rehire eligibility.

PROCEDURE

A signed written letter of resignation will be submitted to your immediate supervisor or manager with a copy sent directly to Human Resources. The supervisor, with employee input, will determine the last day of work. Usually, a two-week period will be established.

Eligible employees will receive notice of insurance continuance through COBRA. An exit interview will be scheduled with Human Resources. All MeANS property is to be returned by the last day of employment including but not limited to keys, Personnel Manual, office equipment, staff ID, computer equipment, computer software, and any other equipment that belongs to MeANS.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 100.26

VIDEO DISPLAY TERMINAL OPERATORS

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

MeANS will provide employees who are regular users of video display terminals education and training in the safe and proper use of a terminal and comfortable working conditions. Any employee, whose assigned duties require the employee to work at a terminal for four or more consecutive hours on any day, will be considered a *terminal operator* and subject to the provisions of this policy.

PROCEDURE

In order to inform all terminal operators on the proper and safe use of a terminal, MeANS will provide training and education which will include:

- An explanation or description of the proper use of terminals and the protective measures that the operator may take to avoid or minimize symptoms or conditions that may result from extended or improper use of terminals.

- Instruction related to the importance of maintaining proper posture during terminal operation and a description of methods to achieve and maintain this posture, including the use of any adjustable work station equipment used by the operator.

- A written explanation of the rights and duties accorded to a terminal operator under State and Federal laws as well as the conspicuous posting of the latest laws in the work place.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 100 of the MeANS Personnel Manual.

BENEFITS POLICIES SECTION 200

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Maine Academy of Natural Sciences Policy 200.01

BEREAVEMENT LEAVE

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

MeANS will provide employees an appropriate period of mourning and time to attend the funerals of relatives.

PROCEDURE

Upon approval of the employee's supervisor, a paid leave of up to five work days for bereavement after the death of a member of the employee's immediate family (parent, spouse, significant other, brother, sister, child, brother-in-law, sister-in-law, mother-in-law, father-in-law, grandparent, grandchild, step-parent, step-brother, step-sister, step-child, step-brother-in-law, step-sister-in-law, step-mother-in-law, step-father-in-law, step-grandparent, and step-grandchild) will be paid. Your supervisor may grant an exception if you had a parental relationship with another relative.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 200 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 200.2

ELIGIBILITY FOR MEDICAL BENEFITS

Date Effective: July 1, 2012

Authorized by: _____

Glenn Cummings
President and Executive Director

POLICY

MeANS provides a comprehensive health insurance program for employees who are regularly scheduled 32 or more hours each week for a continuous 52 week period or are members of the academic staff who regularly work 32 or more hours each week during the academic school year. Details regarding eligibility and coverage may be obtained from Human Resources.

PROCEDURE

It is the policy of MeANS to take all payroll deductions for regular health insurance premiums before the application of any federal or state taxes.

The cost of the employee's insurance premium is shared between MeANS and the employee, at a rate to be determined annually. Employees wishing to cover eligible dependents may do so by paying the cost of dependent coverage.

Insurance coverage will terminate when the insurance policy terminates, when an employee fails to make the applicable contribution, when the employee ceases to be eligible for coverage under the terms of the group health insurance program or when the employee ceases to be employed.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject . This policy will be filed in Section 200 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 200.3

Family Medical Leave

Date Effective: July 1, 2012

Authorized by: _____

Glenn Cummings
President and Executive Director

POLICY

MeANS provides family and medical leave to the extent required under state and federal law. The Family Medical Leave Act provides generally that an eligible employee is entitled to receive up to 12 weeks of unpaid leave during a consecutive 12 month period for any one of these reasons:

- For the birth of the employee's or domestic partner's child
- For the placement of a child in connection with the adoption of the child by the employee or the employee's domestic partner
- To care for a spouse, child or parent; domestic partner or domestic partner's child with a serious health condition
- When you are unable to work because of your own serious health condition
- The donation of an organ by the employee for a human organ transplant
- Because of any qualifying exigency arising out of the fact that the spouse, domestic partner, or a son, daughter, or parent of an employee is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

The Federal Family and Medical Leave Act provides generally that an eligible employee is entitled to up to 26 work weeks of unpaid leave during a consecutive 12 month period for the following reason:

- Caregiver Leave for an Injured Service Member: A spouse, domestic partner, son, daughter, domestic partner's child, parent or nearest blood relative (next of kin) caring for a recovering service member (including a member of the National Guard or Reserves.) A recovering service member is defined as a member of the Armed Forces who suffered an injury or illness while on active duty that may render the person unable to perform the duties of the member's office, grade, rank or rating.

If you are not eligible for Federal FMLA, you may be eligible for up to 10 weeks of unpaid family or medical leave during any two year period under the Maine Family Medical Leave Act for all the reasons stated above and:

- The death or serious health condition of the employee's spouse, domestic partner, parent, child, domestic partner's child, or sibling if the spouse, domestic partner, parent, child, domestic partner's child, or sibling is a member of the state military forces or the US Armed Forces, National Guard and Reserves, dies or incurs a serious health condition while on active duty.

Definitions: Sibling means a sibling of an employee who is jointly responsible with the employee for each other's common welfare as evidenced by joint living arrangements and joint financial arrangements. Parent means the biological parent of an employee or an individual who stood in loco parentis to an employee when the employee was a son or daughter. Son or daughter means a biological, adopted or foster child, stepchild, a legal ward or a child of a person standing loco parentis who is under a) 18 years of age; or b) 18 years of age or older and incapable of self-care because of a mental or physical disability. Domestic partner as acknowledged by the employee and partner in the MeANS Affidavit of Domestic Partnership which must be on file in the employee's benefit folder.

PROCEDURE

To be eligible for FMLA leave you must have been employed by MeANS for at least 12 months when the leave commences and have worked at least 1,250 hours in the previous 12 months. Should you need to request a leave you are required to provide at least 30 days notice of the intended day upon which the family medical leave will commence and terminate, unless prevented by medical emergency from giving that notice. All leave taken for FMLA-qualifying purposes shall be counted toward your FMLA entitlement.

MeANS will continue to pay it's share of your health insurance premium while you are on unpaid FMLA leave. You must pay your share of the premium on a monthly basis. If you fail to return to work after exhausting your FMLA entitlement you will be required to reimburse MeANS for health insurance premiums paid during the leave to the extent permitted by FMLA regulations

The FMLA leave shall be unpaid and shall commence and run concurrently with any paid benefit to which an employee is entitled. While on FMLA leave, employees may use available paid leave in accordance with Policies 'Sick Leave', 'Sick Bank' and/or 'Paid Time Off'.

Employees requesting leave for their own serious health conditions must provide medical certification from their health care provider for the need and duration of the requested leave. Employees requiring leave to care for a family member with a serious health condition will be required to provide medical certification from the family member's physician documenting the family member's health condition.

In the care of leave for serious health conditions the leave may be taken intermittently or on a reduced hours basis if such leave is medically necessary. If intermittent or reduced hours leave is taken, the employee may, in some circumstances, be transferred to another position with equivalent pay and benefits. Employees needing intermittent or reduced schedule leave must attempt to schedule their leave so as not to disrupt MeANS operations.

Before returning to work if you take an FMLA leave for your own serious health condition, you must submit a certificate from a health care provider indicating that you are able to return to work and perform the essential functions of your job.

Upon return from an approved FMLA leave, employees will be able to return to the same position or a position with equivalent pay and benefits.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject . This policy will be filed in Section 200 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 200.04

JURY DUTY

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

MeANS encourages all employees to fulfill their civic responsibility to serve as a juror when called. MeANS will continue to pay full time regular employees at their current rate of pay the difference between any jury duty remuneration received and their regular compensation for regularly scheduled hours of work missed as a result of being called for jury duty.

PROCEDURE

Upon receiving legal notice to serve, employees will present the notice to their supervisor so that staffing can be arranged during the absence. Should the absence from work create a serious difficulty to MeANS, we will correspond with the Clerk of Courts to attempt to arrange for the employee's dismissal from jury duty. Employees are expected to return to work (if reasonably practical) on any day or half day when not required to serve. The employee's timesheet must reflect regular hours worked and separately reflect jury duty hours.

Upon completion of jury service, a copy of the pay voucher from the court will be required as proof of attendance.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 200 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 200.05

LEAVE OF ABSENCE

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

It is the policy of MeANS to automatically terminate the employment of an employee who has been off the job, for whatever reason, after 12 consecutive weeks. Employees who remain away from work for more than 12 consecutive weeks will be considered terminated from employment. Exception may be made upon review by the Human Resources Manager in coordination with the Director for military leave, jury duty leave or in cases where an additional definite period of unpaid leave would enable an employee who is "disabled" under the Americans with Disabilities Act or the Maine Human Rights Act to be able to return to work.

PROCEDURE

If the terminated employee is re-employed within one year from the start of the leave of absence, the employee will not be required to satisfy the waiting period for benefits and the anniversary date will not be adjusted. If the terminated employee is re-hired after one year from the start of the leave of absence, the terminated employee will be considered a new employee as of the new date of hire.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 200 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 200.06

LEAVES FOR VICTIMS OF VIOLENCE

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

MeANS will grant a leave of absence from work for the employee to

- Prepare for and attend court proceedings
- Receive medical treatment or attend to medical treatment for a victim who is the employee, employee's daughter, son , parent or spouse or significant other
- Obtain necessary services to remedy a crisis caused by domestic violence, sexual assault or stalking.

PROCEDURE

An employee who is a victim of violence or whose daughter, son, parent or spouse or significant other as defined above who needs to leave from work, must communicate the

request for leave as soon as possible after learning of the need and must provide MeANS in a timely manner with the information necessary to make an informed decision on the request.

While on a Victims of Violence leave, employees may use their available paid leave in accordance with Policies 'Sick Leave'; 'Sick Bank'; and/or Paid Time Off.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 200 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 200.07

MEDICAL, FLEXIBLE SPENDING ACCOUNTS AND/OR DENTAL BENEFITS CONTINUATION PRIVILEGES (COBRA)

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

It is the policy of MeANS to make employees aware of their benefits continuation rights under the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA). A notification of COBRA rights are mailed to the home of the employee and dependents if applicable after enrollment into a qualified plan.

PROCEDURE

Should the circumstances under which you and/or your spouse and/or dependent children are eligible for medical, flexible spending accounts and dental coverage change, you and/or your family members may be eligible to continue coverage under COBRA. Qualifying events include:

- Termination of your employment with MeANS, except in cases of gross misconduct

- Reduction in your work hours with MeANS
- You become eligible for Medicare
- Divorce or legal separation of you and your spouse; or a notarized Statement of Termination of you and your domestic partner
- A child's loss of eligibility for dependent status
- Employees out on a military leave of absence

You or your qualified beneficiary must advise MeANS within 60 days of the date of the event that one of the qualifying events has occurred. Within 14 days of notification, you and your eligible dependents will receive information regarding entitlement to continue group coverage. You will have 60 days from the date you lose coverage or 60 days from the date you receive such information, whichever is later, to elect continued coverage. The qualified beneficiary has 45 days from the date of election to pay the premium to MeANS. Coverage will end if any of the following events should occur:

- MeANS no longer provides group health coverage to any of its employees
- The premium for continued coverage is not paid within 30 days of due date. Due date for premiums is defined in the COBRA notification
- You become covered as an employee or otherwise under another group health plan
- You become eligible for Medicare

The length of coverage is determined by the specific qualifying event and the federal guidelines for COBRA. This information, as well as information regarding revocation of COBRA waiver will be communicated to eligible dependents by Human Resources.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 200 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 200.08

MILITARY DUTY/FAMILY MILITARY LEAVE

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings

President & Executive Director

POLICY

Employees of MeANS who are members of state military forces or in the reserves of the United States Armed Forces will be given a leave of absence when engaged in annual duty training days and on all inactive duty, full-time training duty and active duty training days. MeANS will continue to pay employees the difference between their military pay and their regular compensation for regularly scheduled hours of work missed as a result of being called for military service, for up to 10 calendar days in any five year period. Additionally, employees who are called to or volunteer for active duty will be granted a leave of absence without pay. Reinstatement will be granted when employees report for work within 90 days of non-dishonorable discharge from active duty.

In accordance with the Maine Family Military Leave law, MeANS provides each eligible employee up to 15 days of unpaid family military leave per deployment. Family military leave means leave requested by an employee who is the spouse, domestic partner or parent of a person who is a resident of the State of Maine and is deployed for military service for a period lasting longer than 180 days with the State or United States pursuant to the orders of the Governor or the President of the United States of America.

The above provisions are contingent upon the employee giving proper notice of the employee's absence. Proof of actual military duty will be required.

PROCEDURE

Employees who serve in US military organizations may take the necessary time off without pay to fulfill this obligation. In such cases, all legal rights for continued employment will be retained. Employees may apply accrued but unused paid time off to the leave if desired. However, there is no obligation to do so.

Employees called to serve who are covered under the MeANS health insurance program may continue coverage as though actively employed for up to 24 months by paying their portion of the premium. On return from service of one year or less-, health insurance coverage, which was interrupted at the employee's request, will be reinstated without any waiting period. On return from service of more than one year, health insurance coverage, which was interrupted at the employee's request will be reinstated with a 31 day waiting period.

Employees are expected to notify their managers when aware of the dates of duty so that arrangements may be made for a replacement during that time.

MeANS provides each eligible employee up to 15 days of unpaid family military leave per deployment. Employees may apply accrued but unused paid time off to the leave if desired. However, there is no obligation to do so. The employee must request the time off with at least 14 days notice of the intended date upon which the family military leave will commence if leave will consist of 5 or more consecutive work days so as not to unduly disrupt the operations of the employer. Leaves of less than 5 consecutive work days require as much advance notice as is practicable. The time off can only be taken: 1) in the 15 days immediately prior to deployment; 2) during deployment if the military member is granted leave; or 3) in the 15 days immediately following the period of deployment. The employee must have been employed by MeANS for at least 12 months and have worked for at least 1,250 hours of service during the 12 month period immediately preceding the commencement of the employee's family military leave. Certification from the proper military authority to verify eligibility will be requested by MeANS.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 200 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 200.09

PAID FAMILY SICK LEAVE

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

MeANS provides eligible employees with the opportunity to take accrued paid time off/sick time/sick bank time to care for the illness of an immediate family member in accordance with the Maine law entitled, "An Act to Care for Families," which became effective on September 17, 2005. All MeANS employees are eligible for this benefit regardless of length of service.

PROCEDURE

MeANS provides employees with the ability to use a limited amount of accrued sick leave or sick bank time to care for an immediate family member who has an illness. Immediate family member, for the purposes of this provision, is defined as an employee's child, domestic partner's child, spouse, domestic partner, sibling or parent.

Employees are required to give advance notice where feasible to their supervisors of their intention to take Paid Family Sick Leave under this policy. Usually employees will be required to give 30 days advance notice of the need for leave. Where leave is not foreseeable in advance, then notice shall be given as soon as possible before the leave commences. The failure to give adequate notice may result in denial of the right to use accrued paid time off/sick time/sick bank time for this purpose and/or disciplinary action.

Paid Family Sick Leave under this policy is limited to 40 hours in any 12-month period. All hours used for Paid Family Sick Leave must be earned by the employee at the time the leave is taken.

Employees who take paid time under this Family Sick Leave Policy must expressly designate the time as Paid Family Sick Leave on their timesheets, if they are required to maintain timesheets, and/or on the leave request form maintained by the human resources department for this purpose. The failure by an employee to properly designate an absence as Paid Family Sick Leave prior to any receipt of compensation for the period of the leave may result in denial of the paid leave and/or the absence being treated for disciplinary purposes as not Paid Family Sick Leave.

MeANS reserves the right to request verification of illness for leave taken under Paid Family Sick Leave.

Definitions: Sibling means a sibling of an employee who is jointly responsible with the employee for each other's common welfare as evidenced by joint living arrangements and joint financial arrangements. Parent means the biological parent of an employee or an individual who stood in loco parentis to an employee when the employee was a son or daughter. Son or daughter means a biological, adopted or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis who is a) under 18 years of age; or b) 18 years of age or older and incapable of self-care because a of a mental or physical disability. Domestic partner as acknowledged by the employee and partner in the MeANS Affidavit of Domestic Partnership which must be on file in the employee's benefit folder.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 200 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 200.10

PAID TIME OFF

Date Effective: July 1, 2012

Authorized by: _____

Glenn Cummings

Chief Executive Officer

POLICY

It is the policy of MeANS that employees who do not work an academic calendar, but who are regularly scheduled for 30 or more hours each week for a continuous 52 week period are eligible for the paid time off benefit.

PROCEDURE

Paid time off must be requested at least one month in advance and will, as often as possible, be granted for the period requested by the employee. Immediate supervisors and/or Directors will consider all requests while ensuring the successful operation of GWH and continuation of necessary staffing. If paid time off is being used for sickness or another circumstance in which it could not be planned in advance, the employee must designate on the timecard if the time was taken for sickness.

PTO (sick) may be used for employee illness, medical treatment, and medical appointments. PTO (sick) may also be requested to care for immediate family members who are ill. Immediate family member, for the purposes of this policy, is defined as an employee's child, spouse, domestic partner or parent.

PTO (sick) calls are to be directed to the supervisor designated within each department. Failure to do so may result in disciplinary action. Employees are required to call in each day of an illness unless prior supervisory approval has been granted for a specific number of days. Employees absent from work for more than three consecutive days may be required, at the discretion of the Director, to provide a doctor's certificate as proof of illness.

Employees requesting PTO (sick) time during the two-week notice of resignation period will be required to provide a doctor's certificate as proof of illness in order to receive any paid PTO (sick) time.

Excessive or systematic use of PTO (sick) time may result in disciplinary action. Disciplinary action may include verbal and written warnings up to and including employment termination.

Employees begin accruing paid time off at the commencement of employment prorated to the fiscal year. However, except under extenuating circumstances and only with prior approval of the President or their designee in coordination with the Director, employees may not take any paid time off until the end of their first 90 days of employment.

Paid time off will accrue according to the following schedule based on a pro-rated benefit year.

	Anniversary (continuous service in an eligible employee class)				
Position	**<3**	**3rd**	**10th**	**20th**	**30th**
30 Hour	96 Hours	128 Hours	160 Hours	192 Hours	224 Hours
40 Hour	120 Hours	160 Hours	200 hours	240 Hours	280 Hours
Directors	200 Hours	220 Hours	240 Hours	260 Hours	280 Hours

Accrued paid time off will accrue until the accumulated leave is equal to twice the total the employee is credited with at the beginning of the fiscal year. Leave above that cap will be

forfeited. This policy serves as notice of that forfeiture and it is not the responsibility of MeANS to remind the employee of this forfeiture. Earned, but not used Paid Time Off will be paid out to terminated employees with their final paycheck.

Under extraordinary circumstances, an exception to this policy may be made at the request of the employee with approval from the President or their designee in coordination with the Director.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 200 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 200.11

PERFORMANCE EVALUATION AND COMPENSATION REVIEW

Date Effective: **July 1, 2012**

Date Revised: **December 1, 2007**

December 1, 2008

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

Each employee's performance is continuously evaluated and the day-to-day interaction between the employee and supervisor provides an ongoing dialogue regarding performance. MeANS believes that it is important to formally evaluate the performance of its employees annually during the performance evaluation interview. New employees will receive their first performance evaluation within 90 days of employment. Evaluations will take into consideration, performance of job related duties, professional conduct and the employee's adherence to the personnel manual as well as State and other regulatory requirements.

PROCEDURE

A formal performance evaluation will be conducted at a minimum annually. At management's discretion, employees may be reviewed more frequently. A formal review may

also be conducted in the event of a change in duties and responsibilities. Every employee shall have the opportunity to participate in the evaluation process by way of self-assessment. The results will be fully disclosed to the employee during the evaluation interview. The written evaluation will be signed by the employee, supervisor and the program director and maintained in the personnel file.

During the formal performance evaluation, the following performance attributes will be considered:

- Attendance, initiative and effort
- Knowledge of the employee's work
- Attitude and teamwork
- Quality and quantity of work

There will be a review of each employee's total compensation. Salary increases will be based on a variety of factors including:

- The results of the employee's annual performance evaluation
- MeANS fiscal condition
- Internal and external market conditions relative to the job

Performance evaluations will be completed for all employees at least annually and will be the responsibility of the supervisor or manager.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 200 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 200.12

PERSONAL TIME

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

MeANS allows employees who work an academic calendar to take paid time off in the form of personal time to handle matters that must be dealt with during work hours.

PROCEDURE

A full-time staff working an academic schedule may, with prior approval of the immediate supervisor and/or Director, be granted paid personal time to take care of personal matters that could only be taken care of during normal business hours. Personal time should be requested in advance and will, whenever possible, be granted for the period requested by the employee, in an amount not to exceed eight hours per fiscal year. Personal time must be taken within the same fiscal year or will be forfeited

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 200 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 200.13

RECOGNIZED HOLIDAYS

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

The following holidays are recognized by MeANS as paid holidays for all regular full-time employees:

New Year's Day	January 1
Martin Luther King Day	Third Monday in January
Presidents' Day	Third Monday in February
Patriots' Day	Third Monday in April
Memorial Day	Last Monday in May
Independence Day	July 4
Labor Day	First Monday in September

Columbus Day	Second Monday in October
Veterans' Day	November 11
Thanksgiving Day	Fourth Thursday in November
Thanksgiving Friday	Friday Following Thanksgiving Day
Christmas Day	December 25

Holidays falling on Saturday or Sunday will be observed by MeANS on the Friday before or the Monday after, respectively. If a recognized holiday falls within a week chosen for paid time off, it will not be charged as a paid time off day. Holiday time does not count as hours worked toward overtime.

PROCEDURE

The MeANS offices will be closed on recognized holidays. Employees may be scheduled to work a recognized holiday as necessary. Work on an observed holiday will be paid as if the day were a regularly scheduled day. Employees will be given the option of receiving additional pay for the holiday at their established rate of pay or they may identify and schedule an alternate day to be used within 90 days following the holiday. If the holiday is not used within 90 days, the employee will receive compensation for the holiday at the established rate of pay.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 200 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 200.14

SABBATICAL

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

MeANS provides sabbaticals for employees who have been employed for 10 consecutive years. A sabbatical is designed to provide an employee with enrichment, full-time study or other enhancement activity, which will make that employee more valuable to MeANS.

PROCEDURE

Eligible employees may apply for sabbatical through their supervisor at minimum ninety (90) days in advance of proposed commencement of sabbatical. Sabbaticals may be granted by the President upon the supervisor's recommendation. Sabbaticals may be granted with full pay and benefits for up to six months or at half pay and full benefits for up to one year.

RESPONSIBILITY

The administration of this policy is the responsibility of President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 200 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 200.15

SICK BANK

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings

President & Executive Director

POLICY

MeANS acknowledges sick time for all eligible active employees accrued through August 31, 2008, not to exceed 960 hours, as 'sick bank time'. Sick bank time may not be used until either 5 days of sick leave or 5 days of paid time off identified as "sick" are used in the current fiscal year. If 5 days of earned time is not available, unpaid time must be taken before sick bank time can be used.

PROCEDURE

Sick bank time may be used for employee illness, medical treatment, and medical appointments. Sick bank time may also be requested to care for immediate family members who are ill. Immediate family member, for the purposes of this policy, is defined as an employee's child, spouse, domestic partner or parent.

Sick calls are to be directed to the supervisor designated within each department. Failure to do so may result in disciplinary action. Employees are required to call in each day of an illness unless prior supervisory approval has been granted for a specific number of days. Employees absent from work for more than three consecutive days may be required, at the discretion of the Director, to provide a doctor's certificate as proof of illness.

Employees requesting Sick bank time during the two-week notice of resignation period will be required to provide a doctor's certificate as proof of illness in order to receive any paid Sick bank time. Sick bank time is forfeited by the employee upon termination of employment.

Excessive or systematic use of Sick bank time may result in disciplinary action. Disciplinary action may include verbal and written warnings up to and including employment termination.

SCHEDULE OF ACCRUED SICK BANK TIME

After August 31, 2008 no sick bank time will accrue.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 200 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 200.16

SICK LEAVE

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

MeANS provides employees who work an academic calendar with paid sick leave based on the defined weekly work schedule for each employee.

PROCEDURE

Sick leave may be used for employee illness, medical treatment, and medical appointments. Sick leave may also be requested to care for immediate family members who are ill. Immediate family member, for the purposes of this policy, is defined as an employee's child, domestic partner's child, spouse, domestic partner, sibling or parent.

Sick calls are to be directed to the supervisor designated within each department. Failure to do so may result in disciplinary action. Employees are required to call in each day of

an illness unless prior supervisory approval has been granted for a specific number of days. Employees absent from work for more than three consecutive days may be required, at the discretion of the Director, to provide a doctor's certificate as proof of illness.

Employees requesting sick leave during the two-week notice of resignation period will be required to provide a doctor's certificate as proof of illness in order to receive any paid sick leave. Sick bank time is forfeited by the employee upon termination of employment.

Excessive or systematic use of sick leave may result in disciplinary action. Disciplinary action may include verbal and written warnings up to and including employment termination.

Definitions: Sibling means a sibling of an employee who is jointly responsible with the employee for each other's common welfare as evidenced by joint living arrangements and joint financial arrangements. Parent means the biological parent of an employee or an individual who stood in loco parentis to an employee when the employee was a son or daughter. Son or daughter means a biological, adopted or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis who is a) under 18 years of age; or b) 18 years of age or older and incapable of self-care because a of a mental or physical disability. Domestic partner as acknowledged by the employee and partner in the MeANS Affidavit of Domestic Partnership which must be on file in the employee's benefit folder.

SCHEDULE OF ACCRUED SICK LEAVE

Eligible employees begin accruing sick leave at the commencement of employment. Sick leave accrues each fiscal year for one week of pay based on a defined weekly work schedule. Newly hired staff's sick leave will be prorated based on the employee's anniversary date. Accrued sick leave may be carried over from one fiscal year to the next year for a maximum accumulation of eighty hours.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 200 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 200.17

SOCIAL SECURITY

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

The US Government operates a system of contributory insurance known as Social Security.

PROCEDURE

As wage earners, all employees are required by law to contribute a percentage of earnings to the trust fund from which benefits are paid. MeANS is required to deduct this amount from each employee's paycheck and match that contribution, dollar for dollar, thereby paying one-half the cost of each employee's Social Security benefits.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 200 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 200.18

TIME OFF WITHOUT PAY

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings

President & Executive Director

POLICY

Any request for time off without pay must be approved in advance by the Program Director in coordination with the Human Resources Manager.

PROCEDURE

Except under extenuating circumstances, paid time must be at ZERO before time off without pay will be approved.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 200 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 200.19

UNEMPLOYMENT COMPENSATION

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

MeANS pays into a State fund that may provide compensation to eligible employees who lose their jobs.

PROCEDURE

Unemployment compensation is managed by the Maine's Department of Labor, Bureau of Unemployment Compensation. Unemployment is an insurance program providing temporary, partial wage replacement to workers who are unemployed through no fault of their own. Claims can be filed on-line or in person at one of their offices.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 200 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 200.20

VACATION

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

This policy is closed.

PROCEDURE

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 200 of the MeANS Personnel Manual until 2009 at which time it will be archived.

INFORMATIONAL POLICIES SECTION 300

Bulletin Boards	**300.01**
Deficit Reduction Act of 2005	**300.02**
Drugs, Alcohol and Firearms	**300.03**
Employee Conduct and Work Rules	**300.04**
Inclement Weather	**300.05**
Job Descriptions	**300.06**
Job Posting	**300.07**
Licensing and Professional Credentials	**300.08**
Nepotism	**300.09**
New Employee Orientation	**300.10**
Pets on Campus	**300.11**
Policy Approval Process	**300.12**
Professional Development	**300.13**
Professionalism	**300.14**
Prohibition of Solicitation and Distribution	**300.15**
Reduction in Force	**300.16**
Return to Work	**300.17**
Tobacco Free Environment	**300.18**
Transportation of Students	**300.19**
Tuition Reimbursement	**300.20**

Maine Academy of Natural Sciences Policy 300.01

BULLETIN BOARDS

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

MeANS maintains a central bulletin board located in the Prescott Building to post information of interest and importance to employees as well as those notices required by law.

PROCEDURE

Employees are encouraged to read the information on the bulletin boards regularly. Information of general interest may be posted with prior permission from the Manager of Human Resources. No information may be removed, except by a person authorized by the President.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 300 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 300.02

DEFICIT REDUCTION ACT OF 2005

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings
President & Executive Director

POLICY

It is the policy of MeANS to comply with certain requirements as set forth in the Deficit Reduction Act of 2005 with regard to federal and state false claims law.

OVERVIEW

Deficit Reduction Act of 2005 (DRA) – The DRA contains several provisions reforming Medicare and Medicaid with provisions specifically aimed at reducing Medicaid fraud. Under section 6032 of the DRA, any entity that receives at least five (5) million dollars in Medicaid payments must:

1. Establish written policies for all employees and of any contractor or agent, that provide detailed information about the False Claims Act established under sections 3729 through 3733 of title 31, Untied State Code, administrative remedies for false claims and statements established under chapter 38 of title 21, United State Code, any State laws pertaining to civil of criminal penalties for false claims and statements, and whistleblower protections under such laws, with respect to the role of such laws in preventing and detecting fraud, waste and abuse in Federal health care programs (as defined in section 1128B(f)).
2. Include as part of such written policies detailed provisions regarding the entities policies and procedures for detecting and preventing fraud, waste and abuse.
3. Include in any employee handbook for the entity a specific discussion of the laws described in subparagraph (a), the rights of employees to be protected as whistleblowers and the entities policies and procedures for detecting and preventing fraud, waste and abuse.

False Claims Act (FCA) – The FCA is one of several laws the federal government has implemented to prevent and detect fraud, abuse and waste in federal health care programs (Title 31, United States Code, Sections 3729 to 3733). The FCA applies to claims presented to federal health care programs for

payment and permits the government to bring civil actions to recover damages and penalties when healthcare providers submit false claims. The FCA provides that anyone who "knowingly" presents, or causes to be presented, a "false or fraudulent claim" is liable for each claim submitted and administrative remedies for false claims and statements (Title 31, United States Code, Sections 3801 to 3812). The FCA also permits civil actions and whistleblower protection provisions for false claims (Title 31, United States Code, Sections 3730 to 3733). The FCA prohibits retaliation against any person who reports any actual or potential violation of the FCA.

State of Maine False Claims Acts - The State of Maine False Claims Act outlines the civil liability of persons making false claims and related penalties. (Me. Rev. Stat. Ann. Tit. 22 § 15) The State of Maine False Claims Act does not include whistleblower provisions.

Policies and Procedures for preventing and detecting fraud, waste and abuse - MeANS has established internal systems and controls to monitor, detect and prevent fraud, waste and abuse and to ensure compliance with the DRA and the FCA. MeANS finance policies and procedures related to and in support of this policy include, but are not limited to, the following:

- ETHICS (Policy 500.105)
- INTERNAL CONTROL (Policy 500.130)
- DETECTING AND PREVENTING FRAUD, WASTE AND ABUSE (Policy 500.120), and
- CONTRACTS (Policy 500.75)

Finance policies and procedures can be accessed on MeANS public folders under "Finance" or by contacting the Director of Finance and Administrative Services.

PROCEDURES

- Information and education on the DRA and the FCA shall be provided to all employees, contractors or agents via established Organizational policies and procedures.
- Employees can access all of MeANS personnel and finance policies and procedures on public folders under the Human Resources and Finance folders or by contacting the Director of Finance and Administrative Services.
- Prior to payment for any goods or services, contractors and/or agents shall be provided with an informational letter outlining MeANS commitment to, and the expectation of contractors and/or agents commitment to compliance with the DRA and the FCA.

- Employees, contractors and/or agents shall be notified and/or provided with updated information periodically, as necessary.
- The Organization will not retaliate against any employee, contractor or agent for reporting any potential compliance concern in good faith or for taking action under the FCA or state equivalents.
- The organization considers issues regarding false claims, fraud and abuse to be serious, and therefore, encourages all employees, contractors and/or agents of the Organization to be aware of the Organizations policies and the laws regarding false claims, fraud and abuse in order to identify and resolve any issues immediately.
- The Organization encourages employees, contractors and/or agents to report any concerns regarding the FCA, fraud and abuse related matters, or any other ethical or potential compliance or legal matter to their immediate supervisor or the President.
- Any DRA or FCA related communication or inquires received by MeANS employees, contractors and/or agents from any entity, provider, vendor or third party should be forwarded immediately to the President.
- The Director of Finance and Administrative Services should be contacted for any additional information regarding the Federal and State false claims laws.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 300 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 300.03

DRUGS, ALCOHOL AND FIREARMS

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings

President & Executive Director

POLICY

It is the policy of MeANS to strictly prohibit the manufacture, distribution, dispensing, possession, use and/or sale of a controlled substance, including any of the following items by any individuals while on MeANS premises or doing business for MeANS, with the exception of student medication disbursement:

- Illegal or unauthorized drugs (including excessive quantities of prescription or over the counter drugs) and any other chemical substances that may affect an individual's mood, senses, responses, motor functions or alter or affect a person's perception, performance, judgment, reactions or senses.
- Prescription or over-the-counter drugs that may adversely influence performance or behavior when taken in prescribed quantities.
- Drug-related paraphernalia.

Unless specifically authorized by MeANS, the carrying, use, possession or storage of the following items is also prohibited while on MeANS premises:

- Firearms, explosives, fireworks, weapons or ammunition.
- Alcohol or intoxicating beverages, with the exception of GWH-sponsored or supported parties/events approved by the MeANS or designee.

It is also the policy of MeANS to strictly prohibit employees and others working on MeANS premises or doing business for MeANS from reporting to work or working under the influence of detectable levels of unauthorized or illegal drugs and/or alcoholic beverages.

Any violation of this policy will result in disciplinary action up to and including termination of employment.

PROCEDURE

Should an employee be found to have violated the MeANS policy relating to controlled substances, alcohol, firearms, explosives, weapons, ammunition, legal or illegal drugs or chemicals, disciplinary action will follow, and MeANS may, solely at the discretion of MeANS:

- Require the employee to receive counseling or rehabilitation services and/or
- Suspend the employee with or without pay and/or
- Terminate the employment of the employee

If the employee receives counseling or rehabilitation services, periodic reports of the employee's continuing participation may be required. At minimum, the employee must agree, as a condition of continued employment, to abide by the provisions of this policy.

Any employee who is drug/alcohol affected while on the job or on campus shall be transported to a safe environment as soon as reasonably possible. The employee's supervisor will take appropriate action to ensure the health, safety and welfare of the students and other employees.

Any employee who is convicted of an activity involving drugs; alcohol or firearms; or providing alcohol to a minor either on or off MeANS property is in violation of this policy. Any employee who is convicted must notify the Director or Human Resources in writing of such

conviction no later than five calendar days after the conviction. MeANS may take disciplinary action before and/or after final disposition of the charges.

Any employee who furnishes any intoxicating substances to MeANS students, guests or other persons that are not of legal age on or off campus at any time will be subject to disciplinary action including termination of employment. The employee will be referred to law enforcement authorities as appropriate.

Use of alcohol is prohibited in any of the students program cottages, and in any building or at any event when students are present.

Use or possession of firearms of any type, and this includes explosives and fireworks, is prohibited on MeANS property. Request for special exceptions (e.g., exhibitions, hunter safety course, hunting) must be submitted in writing and pre-approved in writing by the President. No firearms or ammunition may be stored in any MeANS building or vehicle on campus at any time.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 300 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 300.04

EMPLOYEE CONDUCT AND WORK RULES

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

It is the policy of MeANS to ensure orderly operations and provide a positive and safe work environment. MeANS expects employees to follow the rules of conduct that will protect the interests and safety of all employees, students, and the organization.

PROCEDURE

Employees will conduct themselves professionally and behave in a manner which is conducive to the efficient operation of the organization. Appropriate conduct includes, but is not limited to:

- Consistently reporting to work on time as scheduled and being at the appropriate work station, ready for work, at the assigned time
- Notifying the supervisor in advance when the employee will be absent from work or is unable to report for work on time

- Complying with all MeANS Personnel; Safety; and Programs and Services policies
- Wearing clothing appropriate for the work being performed and consistent with job function
- Maintaining workplace and work area cleanliness and orderliness
- Treating all students, visitors, and fellow employees in a courteous manner
- Performing assigned tasks efficiently and in accordance with established quality standards
- Reporting to management suspicious, unethical, or illegal conduct by fellow employees, clients, vendors, or visitors

While it is not possible to list all forms of behavior that are considered unacceptable in the workplace, the following are examples of infractions of rules of conduct that may result in disciplinary action, up to and including termination of employment:

- Theft or inappropriate removal or possession of MeANS property
- Falsification of an application for employment, a medical report, timekeeping records, expense accounts or any other company records
- Working *under the influence* in accordance with Policy 300.03 Illegal Drugs, Alcohol and Firearms
- Operating employer-owned vehicles in an unsafe or unacceptable manner or in a manner for which the vehicle was not intended
- Fighting, intimidation, or threatening violence in the workplace
- Disruptive activities, horseplay, pranks, or practical jokes in the workplace
- Use of profane or abusive language
- Gambling on MeANS property
- Negligence or improper conduct leading to damage of employer-owned, fellow employee-owned, or students-owned property
- Insubordination
- Failure to wear assigned safety equipment, violation of safety or health rules, improper attire or inappropriate personal appearance
- The use of tobacco products in accordance with Policy 300.17 Tobacco Free Environment
- Unauthorized sleeping on the job
- Harassment or intimidation
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace
- Absence without notice
- Unauthorized absence from the assigned work station during the shift
- Abuse of employer-owned equipment or property
- Unauthorized disclosure of proprietary or confidential information

- Violation of Personnel Policies; Programs and Services Policies; Safety Policies and/or Finance Policies
- Unsatisfactory performance or conduct
- Inappropriate language and/or behavior in the presence of students
- Explicit and/or pornographic materials on MeANS campus

These examples are meant to be illustrative only and are not intended to be all inclusive.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 300 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 300.5

Inclement Weather

Date Effective: July 1, 2012

Authorized by: _____

Glenn Cummings
President and Executive Director

POLICY

MeANS provides a professional work environment for its employees and we expect all employees to exercise reasonable judgment regarding work, family and personal obligations

PROCEDURE

Due to the nature of our business and the families we serve, we do not cancel work shifts. When weather is questionable, we encourage you to use your own good judgment in deciding when to come into and leave from work. If an employee elects not to work on a given day, a call from the employee to their designated supervisor is required within one hour of the start time of scheduled work. The time voluntarily not worked will be taken as paid time off in accordance with Policy 200.18 Paid Time Off. During the day if bad weather conditions are present or anticipated the President or designee will decide if staff is to be released early. If staff is sent home early , it is considered an Early Release Day with no time appropriation needed. However, in the event an employee elects to leave, with supervisor approval, early due to weather conditions the time missed may either be made up or considered Paid Time Off in accordance with Policy 200.18 Paid Time Off at the discretion of the director or supervisor

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject . This policy will be filed in Section 300 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 300.06

JOB DESCRIPTIONS

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

MeANS provides written job descriptions for each position. Job descriptions are not an employment contract.

PROCEDURE

Each job description includes at minimum the following:

- Position title that reflects functions and responsibilities
- Reporting relationship(s)
- FLSA classification
- Job Summary which outlines the function of the position which is a summary and not all inclusive.
- Duties and Responsibilities which include, but are not limited to: job specific duties and responsibilities; physical demands of essential job functions; responsibilities regarding

safety; duty to demonstrate awareness and sensitivity to the cultural and socioeconomic characteristics of the service population

- Qualifications, including education and previous experience (if applicable); satisfactory background checks; continuing education and certifications as required by licensing and/or funding agent(s).
- Other relevant information, which may include automobile liability coverage provisions.

In addition, it is expected that job descriptions are reviewed with employees upon hire, change of job, or change of job description and an acknowledgement of that review is signed by the employee and supervisor (or designee) and placed in the employee's personnel file.

Job descriptions will be reviewed at least annually and are to be considered working documents that will be revised as jobs change and evolve.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 300 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 300.07

JOB POSTING

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

MeANS may internally post open positions. Open positions may be posted externally.

PROCEDURE

Open positions may be advertised through area newspapers, professional journals, State sponsored Career Centers, educational institutions, and internet job posting web sites. Recruitment efforts will be coordinated by the hiring Director and Human Resources.

It is the goal of MeANS to hire the right person for the right job at the right time.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 300 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 300.08

LICENSING AND PROFESSIONAL CREDENTIALS

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

It is the policy of MeANS to require employees to acquire and maintain such professional credentials as may be necessary in order to meet licensing and/or accreditation needs of the organization.

PROCEDURE

When a position requires certification and/or accreditation credentials at the time of hire, a prospective employee will provide evidence of such certification or accreditation.

Employees are expected to participate in such training as may be deemed appropriate by the administration in order to maintain or improve their professional development.

Employees will be required to participate in annual training in order to maintain eligibility for funding and/or licensing.

Failure to comply may result in disciplinary action up to and including termination of employment.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 300 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 300.09

NEPOTISM

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

It is the policy of MeANS to hire candidates who are well suited for employment. Relatives of employees may be hired. If there is a potential for a supervisor relationship between relatives, decisions around supervision will be made by the Director in coordination with the President. A relative is defined, for the purposes of this policy, as parent, step-parent, child, step-child, spouse, sibling, aunt, uncle, nephew, niece, grandparent, grandchild, fiancé, significant other, or any other relative who lives in the same household.

PROCEDURE

Should two MeANS employees marry or otherwise become closely associated, one may not supervise the other. This policy will be followed in accordance with the company's Equal Employment Opportunity Policy.

RESPONSIBILITY

The administration of this policy is the responsibility of the MeANS or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 300 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 300.10

NEW EMPLOYEE ORIENTATION

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

All new employees will be formally oriented to MeANS. Orientation will include, but not be limited to, an overview of the mission and vision of the organization, personnel policies and procedures, safety orientation, training, and acknowledgement of access to the Personnel Manual, both hard copy and electronic.

PROCEDURE

New employee orientation will be completed as soon as reasonably possible after the first day of employment, but no later than the first 90 days of employment.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 300 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 300.11

PETS ON CAMPUS

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

It is the policy of MeANS to allow pets on campus, which assumes a responsibility by the pet owner to provide appropriate and reasonable restraint and control of pets at all times.

PROCEDURE

In order to provide a safe living and working environment, appropriate and reasonable restraint and control of pets must be maintained at all times. Biting, excessive barking, roaming, property destruction, shedding, and excessive odors are prohibited. Pets must be leashed while outside and the owner must maintain control at all times.

There is a two pet limit per family unit, excluding fish. No exotic pets are permitted on campus. An exotic pet is defined as any pet other than dogs, cats, fish, and birds.

It is the pet owner's responsibility to make arrangements for pet care during extended leaves from campus. Plans must receive prior approval from the Program/Senior Director.

A student pet is defined as a single pet, excluding fish, which can be adequately cared for within the space of a 10-gallon aquarium/cage.

All pets on campus must receive prior approval from the Program/Senior Director. The Pet Agreement Form must be completed and filed with the President's office. Pets may be removed whenever treatment, safety, or health of student and/or employee is compromised.

ADDRESSING PET ISSUES

Should there be issues and/or concerns involving pets on campus, these guidelines will be followed:

#1. Verbal agreement and resolution of problem will be addressed with Program/Senior Director/designee and pet owner.
#2. Written plan of action outlining problem areas and resolutions with dated time lines established with Program/Senior Director/designee and pet owner.
#3. Resolution of problem area to be addressed with President, Program/Senior Director, and pet owner.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 300 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 300.12

POLICY APPROVAL PROCESS

Date Effective: **July 1, 2012**

Date Revised: **December 1, 2007**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

It is the policy of MeANS to maintain an up-to-date Personnel Manual.

PROCEDURE

The MeANS Personnel Manual is reviewed in its entirety by the Manager of Human Resources with input from the Human Resources Review Committee (HRRC) on an annual basis taking into consideration new laws, regulations and licensing requirements. Recommendations are reviewed by the HRRC, then reviewed and approved by the President and then submitted to the Personnel Committee for review and recommendation to the Board of Directors for approval. Outside the annual review process, when practical or necessary based on changes in laws, regulations or licensing requirements, new and/or updated policies will be reviewed by the President and viewed as working policies once approved by the President. The working

policies will then be submitted to the Personnel Committee for review and recommendation to the Board of Directors for approval.

When an employee is interested in initiating a work-related policy, the employee will submit draft contents to the Manager of Human Resources to be considered for the review process.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 300 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 300.13

PROFESSIONAL DEVELOPMENT

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

It is the policy of MeANS to support and encourage the professional and intellectual growth of its full-time employees who have completed 90 days of employment. Financial assistance will be authorized for attendance at training and development programs and courses requested and approved in advance by MeANS.

PROCEDURE

MeANS will pay the fee for full-time employees attending seminars, workshops, courses or other programs when an employee's attendance is requested and approved by MeANS. Employees may attend programs that are offered during normal working hours. Subject matter must focus on areas clearly related to the employee's work and provide immediate and tangible benefits to MeANS and to the employee's professional development.

Recommendations for courses or programs should be initiated by an employee's supervisor or manager and approved by the Manager of Human Resources in coordination with the Director. Payment will be made directly to the vendor on behalf of the employee. Approval will take into consideration the MeANS budget.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 300 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 300.14

PROFESSIONALISM

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings

President & Executive Director

POLICY

MeANS is a service organization and, as such, our prestige and reputation in the community will be determined by the work we do and by the employees who represent us. We expect that employees will maintain the highest degree of integrity and honesty. The community will judge MeANS by the actions of our employees. Regular attendance, discretion in style of dress and behavior are essential to the successful operation of MeANS.

The normal business office hours for MeANS are 8:00 a.m. to 4:30 p.m., Monday through Friday. Due to the nature of our business, many employees will work varied shifts, based on the function of the position.

PROCEDURE

Employees will come into contact with students and the community at any time and are expected to present a professional image. A professional appearance contributes to the

positive impression we make on our students. Employees are expected to be suitably attired and groomed during working hours, anytime on MeANS campus or when representing MeANS.

Regular attendance is essential to the successful operation of MeANS. However, some unplanned absences may be unavoidable, such as illness or personal emergencies. If an employee must be absent from work, it is necessary that the employee notify his/her manager/supervisor as early as possible before the normal starting time, but no later than one hour. An employee is responsible for contacting his/her supervisor each day of the absence unless it has been approved in advance for a specific period of time.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 300 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 300.15

PROHIBITION OF SOLICITATION AND DISTRIBUTION

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

MeANS prohibits solicitation or distribution of printed or electronic materials while employees are in working areas or during work time.

PROCEDURE

Employees may not solicit, for any reason, other employees, students, vendors, or visitors for any reason while in working areas or during work time. Employees should report to their supervisor or to the Human Resources department any non-employee who is soliciting or distributing printed or electronic material on campus.

An Electronic Community Bulletin Board (ECBB) has been set up to provide employees a venue to advertise items for sale or trade. MeANS reserves the right to review and/or pull any of the posted items from the ECBB.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 300 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 300.16

REDUCTION IN FORCE

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

If MeANS, as deemed necessary by the President, must reduce employment because of adverse economic or other conditions, a reduction in force will be conducted in accordance with the procedure described below.

PROCEDURE

When a RIF is determined to be necessary by the President several actions may occur, including but not limited to one or more of the following:

- The elimination of a specific job(s) or a percentage of the identified job(s);
- Request for voluntary resignations across the organization; within a specific department; within a specific job grade; and/or within a specific job;

- The offer of a different job within the organization;
- Reduction in hours or temporary layoff

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 300 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 300.17

RETURN TO WORK

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

When an employee becomes injured or ill as a result of a work-related incident, it is the policy of MeANS to facilitate the employee's return to work. The appropriate and timely return of an employee is the responsibility of the employee, the employee's immediate supervisor and Human Resources in coordination with the Program Director.

PROCEDURE

Human Resources will obtain the necessary approval from physician/s or other involved medical personnel for assessment before the employee may return to work. Human Resources will notify the employee's supervisor when the employee has been cleared to return to work in either a full or modified capacity.

If the employee is restricted in duties s/he may perform, the supervisor and Human Resources will specify the type, nature and duration, if possible, of any restriction. The supervisor will accommodate the employee as appropriate. The employee may not be able to remain within the department where s/he was employed prior to the work-related incident. Appropriate job opportunities will be investigated by the employee, the supervisor and the Human Resources in coordination with the Program Director.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 300 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 300.18

TOBACCO FREE ENVIRONMENT

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

MeANS is dedicated to the health and wellness of its employees, students and volunteers. To this end, MeANS provides a totally Tobacco Free environment on our campus.

PROCEDURE

1. There will be no use of tobacco products within any of the buildings or grounds of MeANS, or in any MeANS vehicle.
2. There will be no use of tobacco products in personal vehicles while transporting students.
3. Employees and volunteers will be informed of this policy through a memo placed in payroll envelopes, signs posted throughout the facilities, the policy manual, and orientation and training provided at the time of hire or recruitment.
4. Visitors will be informed of this policy through posted signs and their host will explain it when necessary.

5. Materials will be made available at all locations on the dangers of tobacco use as well as the dangers of second-hand smoke. Tobacco Free Resources, including the Maine Tobacco Help Line, 1-800-207-1230, will be posted in each building.
6. It is every employee's responsibility to help ensure a tobacco free campus by approaching anyone violating the policy, in a non-confrontational manner, reminding him/her of the Tobacco Free Policy.
7. Failure to comply with this policy, and/or depending on the nature and severity of the infraction, may lead to administrative discipline up to and including employee termination.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 300 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 300.19

TRANSPORTATION OF STUDENTS

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

It is the policy of MeANS to ensure the safe transport of students. Because of the nature of our work and the concerns of the students/adult relationships that develop, this policy is also intended to protect both the students and the staff member from being injured or compromised by the actions or statements made by either party.

PROCEDURE

State of Maine law requires that all individuals, regardless of age, wear restraints or safety belts. An infraction would result in a motor vehicle infraction directed at the operator of the vehicle. This policy also incorporates applicable State laws. All MeANS staff members transporting students need to inform all occupants to use seat belts on and off campus.

Except as noted in the following paragraph, staff members are not permitted to transport students alone without the permission of a program or services, director, manager or coordinator. It is imperative that staff assess potentially compromising situations, which could put them at probable risk. It is the responsibility of the staff member to minimize potentially compromising situations that could provide the opportunity for accusations of inappropriate behavior on the part of the staff member.

Except under the following circumstances, it is expected that when traveling with students, there be no less than three people in the vehicle:

- Scheduled appointments
- Transporting students to work or volunteering assignments
- Medical emergencies
- Case reviews
- Off campus programming
- A Chaperoned event that has been approved by team

All traffic laws must be obeyed. Drivers are held accountable for their actions while transporting students and while on MeANS business.

Use of any tobacco products are prohibited in MeANS vehicles.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 300 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 300.20

TUITION REIMBURSEMENT

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

It is the policy of MeANS to support and encourage the professional growth of its full-time employees who have successfully completed 90 days of employment. Financial assistance may be authorized in the form of tuition reimbursement for full-time employees who are attending courses that either offer growth in an area related to his or her current position and/or are included in the individual's professional development plan. MeANS may reimburse the tuition cost of up to six credit hours per fiscal year at an accredited institution of higher learning to those employees who pass these courses with a minimum grade B or obtain a certification. Reimbursement shall be no higher than the corresponding program rate at the University of Maine at Orono at the time the course was taken.

PROCEDURE

MeANS may reimburse the cost of tuition for full-time employees. Employees may attend programs that are offered during non-working hours. Employees may submit up to two approved courses (six credits) per fiscal year. Approval will take into consideration the MeANS budget, and courses must be taken in the semester for which they were approved. Additional courses may be approved when the budget allows.

Recommendations for courses or programs should be initiated by the employee and approved by the Director and Manager of Human Resources prior to enrolling in a class. Payment will be made after program completion when the procedure listed below is followed, providing at least a grade of "B" was earned.

1. The employee must provide to his or her manager information about the course for which s/he would like to receive reimbursement prior to enrolling in the course. This information must be attached to a Tuition Reimbursement Form.
2. The pre-approval section of the Tuition Reimbursement Form must be completed and all the appropriate signatures obtained prior to the start of the course.
3. The original Tuition Reimbursement Form will be returned to the employee.
4. Upon completion of the approved course, the employee will resubmit the original Tuition Reimbursement Form to Human Resources with the reimbursement section filled out, including appropriate signatures, as well as receipts and evidence of passing grade or certification attached within 60 days of completion of course. Anything submitted after 60 days will be denied.
5. HR will then coordinate with Finance for the Tuition Reimbursement.

Noncompletion of programs: If an employee cannot complete a course due to a work-related accident, or as a result of a MeANS action, the employee will be reimbursed as though the course had been successfully completed. If, however, an employee terminates employment with MeANS, is discharged during coursework, or simply fails to complete the program, no reimbursement will be made. An employee who resigns or is terminated before receiving a grade will not be reimbursed for tuition expenses.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 300 of the MeANS Personnel Manual.

SAFETY AND HEALTH POLICIES SECTION 400

Safety and Health Mission Statement	**400.01**
Accident Investigation	**400.02**
Blood borne Pathogens	**400.03**
Chainsaw Safety	**400.04**
Confined Space Entry	**400.05**
Driver Safety	**400.06**
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Emergency Management Plan	**400.08**
Fall Protection	**400.09**
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Policy Approval Process	**400.14**
Safety and Health	**400.15**
Safety Inspection	**400.16**
Slips and Falls Prevention	**400.17**
Crisis Evacuation Plan	**400.18**

Maine Academy of Natural Sciences Policy 400.01

SAFETY AND HEALTH MISSION STATEMENT

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings
President & Executive Director

It is every employee's responsibility to practice safe work habits and to maintain the safety, security and protection of all MeANS employees, student and visitors. MeANS President, Directors, Managers and Supervisors accept responsibility for leadership of the safety program, for its effectiveness and improvement, and for providing the safeguards required to insure a safe campus and work environment.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 400 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 400.02

ACCIDENT INVESTIGATION

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings
President & Executive Director

POLICY

Each accident regardless of whether it results in personal injury, property damage or near miss should be investigated to determine the cause and to take corrective action. The intent shall be a "fact finding" process rather than a "fault finding" process.

The accident shall be investigated by the supervisor of the injured employee or by the department manager/director as deemed appropriate in conjunction with the Human Resources Manager and/or the Safety Chair. The investigation should be conducted as soon as possible to get the most accurate information about the incident. Management may choose to confer with legal counsel as to whether or not to conduct the investigation under the attorney client privilege. A report to OSHA is required within 8 hours in case of any accident involving a fatality or an accident in which three or more employees are hospitalized and/or accidents involving employees of a contractor.

PROCEDURE

Steps to follow:

- Employee reports incident to supervisor and supervisor asks employee to describe in writing, in employee's own handwriting and signed by employee using Incident/Accident/Community Safety Report (IAS). Employee should identify all witnesses in writing.

Question to Ask	Conditions	Actions
Why	Did it exist? Had no one noticed?	Was job or task necessary?
What	Caused it to exist?	Other way it could be done? Instructions being followed?
Where	Was it? Was its source? Else it is?	Should it be done? Else is it being done?
When	Did it occur? Do similar conditions occur?	Should it be done?
Who	Was responsible? Should take corrective action?	Is best qualified to take corrective action?
How	Should it be corrected? Can it be avoided in the future?	Is the best way to do it? Can task be improved?

The HRH Claims Department is the first line of contact regarding questions about compensability.

- Supervisor will interview employee regarding the incident and if needed ask witness for a written description of what happened. This should be done as soon as possible and no later than 24 hours from the time of incident.
- Supervisor will meet with the Director within 24 hours (or next business day) to review the IAS for follow-up and/or corrective action
- Supervisor will contact Human Resources as soon as the information is gathered.
- Determine sequence of events
- Determine root CAUSE of incident/accident
- Develop and implement corrective action plan
- Follow-up with management team if appropriate

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 400 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 400.03

BLOODBORNE PATHOGENS (CFR PART 1910.1030)

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings
President & Executive Director

POLICY

The purpose of this policy is to provide and maintain a safe working environment for all employees by eliminating and/or minimizing occupational exposure to Bloodborne Pathogens, including, but not limited to, Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV). It is the responsibility of GWH to provide and maintain appropriate engineering controls and personal protective equipment, and to develop and promote safe work practices. It is also expected that employees will practice and follow the guidelines set forth by this plan.

MeANS will protect the confidentiality of employees who have an infectious disease (as required by law and regulation described below).

PROCEDURE

The willful non-adherence to MeANS safety practices and procedures for handling and working near potentially infectious materials by any employee will be immediate cause for disciplinary action, up to and including termination of employment.

Non-compliance with this safety policy will be reviewed immediately by management to determine disciplinary action.

The Center for Disease Control (CDC) has recognized the following as linked to the potential transmission of HBV, HIV, and other bloodborne pathogens in the occupational setting:

EXPOSURE CONTROL PLAN

Information and Training

The management group solicits affected employees' input in preparing the exposure control plan for the organization. Complete and accurate information provided in a timely manner is perhaps our most effective tool in preventing and controlling the spread of infectious diseases, including HIV/AIDS and Hepatitis B. MeANS will provide this information by the following means:

- At orientation, employees and volunteers will be required to participate in formal training concerning the nature, prevention, and control of infectious diseases. Employees who have an occupational risk for exposure will be offered Hepatitis B vaccine.

- All direct-service employees and other job classifications where occupational exposures to blood/body fluids may occur will be required to participate in specialized annual training concerning the nature, prevention, and control of infectious diseases because of their more immediate contact with clients, and their greater exposure to the risk of infection.

  The training will include: making accessible a copy of the MeANS Bloodborne Pathogens Policy and the Occupational Safety and Health Administration's rules on occupational exposure to bloodborne pathogens and explaining its contents, universal precautions, general discussion of bloodborne diseases and their transmission exposure control plan; information on engineering and work practice controls, personnel protective equipment, Hepatitis B vaccine, response to emergencies involving blood, how to handle exposure incidents, the post-exposure evaluation and follow-up program, clean-up procedures, proper containment and disposal of contaminates, signs/labels/color coding; and opportunity for questions and answers. In addition, employees will be directed to the appropriate health clinic if they are exposed.

Body/blood product or components	Saliva
Semen	Cerebrospinal Fluids
Vaginal Secretion	Pericardial fluid
Any body fluid visibly contaminated with blood	All body fluids that are difficult to differentiate

All employees will receive Bloodborne Pathogens training upon hire and annually thereafter. Training records will be maintained for at least three years and will include: dates, contents of the training program or a summary, trainer's name and qualifications, and name and job title of person receiving training.

Universal Precautions

Universal Precautions (UP) is the approach to infection control. It is a practice of assuming all blood and other potentially infectious materials (OPIM) are potentially infectious, regardless of the source.

UP shall apply to human blood, blood products, and OPIM as well as any body fluids, tissues, or inanimate objects contaminated or potentially contaminated with the same.

UP requires placing effective barriers between the employee and the blood or OPIM in order to interrupt the transmission of the bloodborne pathogens through parenteral contact, or contact with the skin, eyes or mucous membranes.

Universal Precaution guidelines are outlined below:

- Hand washing continues to be an important means of interrupting disease transmission to employees.
- Wash hands after removing gloves or other personal protective equipment.
- Wash hands after contact with blood or the potentially infectious material.
- In the event hand washing facilities are not immediately available, a substitute antiseptic hand cleaner or towelette will be used. Hands shall be washed with running water and soap as soon as possible.

1. The following procedures apply primarily to the residential and day programs. All bodily products and secretions must be handled with great care (feces, urine, vomit, blood, saliva, sputum, vaginal discharges, etc.). The following precautions will be exercised when handling these substances:

a. Non-Latex gloves and goggles or face shields will be worn at all times when employees are in contact with these substances. Gloves which have been contaminated by the above body/blood products will be discarded immediately after use, in doubled red biohazard plastic bags. The plastic bags are to be delivered to the campus Medical Department for proper disposal. Employees who have come in contact with these substances will thoroughly wash their hands with hot water and soap after removing and discarding gloves. Supplies of non-latex gloves will be maintained in all areas where contact with these substances is possible.

b. All surfaces which have come in contact with these substances will be thoroughly cleaned (floors, furniture, equipment, walls, sinks, toilets, etc.) after exposure. Initial cleaning will be accomplished with disposable towels or tissues, which will be destroyed or safely discarded after use. Initial cleaning will be followed by scrubbing with hot water and soap. Final cleaning of contacted surfaces will be accomplished with disinfectant or household bleach diluted with hot water; 1 part bleach to 10 parts water. Mops used in the cleaning process will be thoroughly rinsed in this disinfectant solution; all other cleaning materials will be destroyed or safely discarded immediately after use in marked biohazard containers.

c. Items soaked with these substances (clothing, bed sheets, pillows, and mattresses) will be handled only while wearing gloves. White contaminated clothing, bed sheets, and blankets should be washed in bleach, detergent and hot water (at least 160°) and dried in a hot dryer. Colored clothing should be washed in hot water, detergent and dried in a hot dryer. Disposable items (e.g., dressings and tissues) soaked with body fluids (e.g., blood) should be double bagged in appropriately marked bio-hazardous bags. Items of a suitable size and form will be sealed in leak-proof bags until they can be washed or disposed of otherwise (clothing, bed sheets, pillows, etc.) according to OSHA guidelines. Larger and more bulky items will be safely secured until they can be cleaned or disposed of otherwise (mattresses, etc.)

d. Employees handling these substances and surfaces or items which have been touched by them will take special care to avoid the exposure of open skin lesions (cuts, open sores, scratches, scrapes, abrasions, active acne, etc.) or mucous membranes to any body opening to possible contamination. Although gloves and proper hand washing will protect the hand and wrist areas,

attention must be paid to breaks in the skin on other parts of the body which cannot be protected as easily.

e. Employees will ensure that students do not share items which by their function may come in contact with any of these substances in normal use (clothing, especially undergarments, electric or blade razors, earrings, cosmetics, deodorants, toothbrushes, eating and drinking utensils, etc.)

f. If a student is experiencing a runny nose, employees will supply disposable tissues to wipe the secretions. All tissues used for this purpose will be disposed of immediately after use. If cloth handkerchiefs must be used to wipe mucous discharges, or similar bodily secretions, they will be disposed of immediately thereafter; in no instance will they be returned to the pockets of employees or student after use. Employees and student will wash their hands thoroughly after each such event.

g. Employees will wear gloves while providing first aid to students when bleeding or a break in the skin is involved (cuts, scrapes, scratches, abrasions, etc.) Gloves will be disposed of immediately after use, and employees will then wash their hands thoroughly.

Employees and students will wear non-latex gloves when cleaning bathroom fixtures and surfaces (sinks, toilets, bathtubs, shower stalls, etc.) Gloves for this purpose will be maintained with cleaning supplies. Disinfectant solutions will be used when cleaning bathroom fixtures and surfaces. Gloves, paper towels and rags will be thrown away when the task is completed, and involved employees and students will then wash their hands thoroughly.

h. The maintaining of inventory and replacement of materials in the bloodborne Pathogen Kit is the responsibility of the Program Manager.

i. The Medical Clinic and other areas where needles are used will follow specific additional procedures:

1. Contaminated needles will not be bent, broken or recapped and will be immediately disposed of in puncture resistant, labeled, leak proof containers.

2. Employees in the GWH Medical Clinics will use retractable or safety glide needles to be in compliance with OSHA's Safer Needle Act.

3. Disposable sharp containers will be closable, puncture resistant, leak proof and labeled. They will be maintained upright, not allowed to overfill, replaced routinely, closed prior to removal and disposed of by licensed waste removal services consistent with local regulations.

4. Blood specimens are stored in the clinic in a biohazard marked refrigerator used specifically for lab specimens.

5. Disposable gloves will be available and routinely worn when it can be reasonably anticipated that contact with blood or other potentially infectious material may occur.

6. Procedures involving blood or potentially infectious materials will be performed in a manner as to minimize splashing or spraying.

7. Reusable sharps (e.g., tweezers) are kept in a properly labeled, puncture resistant, leak proof container and disinfected after individual use.

2. The following procedures apply primarily to the residential and day programs. Dining utensils require special attention, particularly in the group setting. The following procedures will apply to handling of dining utensils (dishes, flatware, cups, glasses, paper and cloth napkins, paper products, etc.):

a. Employees or students clearing tables will wash their hands thoroughly when their task is completed.

b. All paper products used for dining (plates, cups, napkins, etc.) will be disposed of immediately after the meal.

c. Cloth napkins will be washed after each use.

d. Reusable utensils (dishes, cups, glassware, flatware, etc.) will be thoroughly cleaned after each use (minimum water temperature 180°). The following sequence of tasks will be used:

1. Utensils will be washed thoroughly in hot, sudsy water;

2. Utensils will be thoroughly rinsed and dried;

3. Utensils will be placed in the dish sterilizer and run through a complete cycle.

Occupations at Risk

Most employees working with students in the residential and school programs have job responsibilities that may involve a degree of risk. The following is a complete list of job classifications and tasks/procedures in which occupational infectious disease exposure may occur:

1. Direct Care Staff

    - First Aid for student breaks in skin integrity
    - Bedside care of ill student (coughing, vomiting)
    - Physical interventions with student may result in breaks in skin for student or employees
    - Laundering of infectious clothing or bedding

2. Custodial Employees

    - Housekeeping in schools

3. Teacher/Teacher Assistant

    - First Aid for breaks in skin integrity

- Physical interventions with students may result in breaks in skin for student or employees
- Care of ill student in classroom (coughing, vomiting)

4. Nurses/Physicians

- Wound care
- Providing parenteral immunizations/medications
- Bedside care of ill student (coughing, vomiting)

Post-Exposure Evaluation

If an employee experiences an incident in which infectious disease transmission is possible, s/he should contact MeANS Occupational Health Provider immediately and the Supervisor on duty as well as Human Resources. An ”Incident/Accident/Community Safety Report (IAS)” should be filled out within 24 hours. Such incidents may include, but are not limited to, needle sticks, human bites, or student bodily fluid contact with employee skin breaks. Evaluation/counseling with the employee will be provided by MeANS Occupational Health Provider. If indicated, the employee will be referred to Human Resources to coordinate the MeANS provider appointment. Hepatitis B vaccine will be offered at no cost if indicated.

HUMAN RESOURCES

It is the policy of MeANS that all employees hired are subject to a satisfactory physical.

Procedure

Prior to commencement of job responsibilities, the new employee will be scheduled for a physical performed by an independent third party. The designated provider will be given a copy of the job description, outlining physical demands of essential job functions, and will issue a statement verifying good health in relation to the requirements of the job.

In the event that a statement of good health cannot be provided, MeANS will ask the designated provider to outline reasonable accommodations, at which point a decision will be made regarding employment.

Employees must be in good health in order to provide quality care to MeANS students, to avoid placing students who are susceptible to infection or illness at unnecessary risk, and to minimize risk to themselves which may be posed by lowering resistance to infection.

Employees are expected to advise the HIPPA Compliance Officer of any health matter which may affect their ability to work with students. This is of special importance for direct-service employees who are experiencing the symptoms of infectious diseases (fever, diarrhea, coughing, sneezing, conjunctivitis etc.), or open wounds which cannot be properly protected. Decisions concerning the suitability of employees to carry out their direct-service responsibilities are medical in nature, and the advice of MeANS occupational health providers will be sought in all instances where questions arise.

TB Tests will be administered to all new employees prior to the first day of work unless current test documentation can be provided. Hepatitis B vaccines will be offered to all employees.

HEPATITIS B VACCINE

Hepatitis B virus is a specific organism that may be transmitted with blood contact. A vaccine to prevent infection with the organism is available. It is offered at no cost, by MeANS Medical Department. An initial injection is followed up with boosters at one month and six months.

BIOMEDICAL WASTE (D.E.P. Rules)

1. Biomedical waste shall be segregated from other wastes.

2. All on-site storage of containers of biomedical waste shall be in a designated area away from general traffic flow patterns, and where possible, in a room reserved for this purpose. The manner of storage shall prevent access to, or contact with such waste by unauthorized persons.

3. Biomedical waste shall be stored in a manner that preserves the integrity of the container and is not conducive to rapid microbial growth and/or putrefaction

4. All areas used for the storage of biomedical waste shall be capable of being readily maintained in a sanitary condition.

5. All biomedical waste containers must be stored in a manner that allows access for inspection.

6. Biohazard signs shall be posted wherever biomedical waste is stored or contained, including on storage rooms doors, refrigerators, bins and other containers. Full containers shall be secured according to DEP guidelines and transported to the campus Medical Department.

TRAINING

All Employees will receive Bloodborne Pathogens training upon hire and annually thereafter. Further training information is referenced on page two of this policy. Training will be documented in the training file in the Compliance Department.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 400 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 400.04

CHAINSAW SAFETY

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings
President & Executive Director

POLICY

It is the policy of the MeANS Maintenance Department to train all employees on the safe use of chainsaws before operating.

PROCEDURE

Eye and face protection, ear muffs attached to the hard hat that swing quickly into position out of the way when the saw is not running shall be worn. Single-use or multiple-use foam plugs that fit directly in the ear canal are acceptable as well when operating the chainsaw.

GENERAL SAFETY PRECAUTIONS

- Check chainsaw thoroughly before every use.
- Make sure the bar, chain, and sprocket are in top condition.
- Check that bar oil is flowing and the chain brake is working.
- Sharpen the chain and top up with bar oil each time you stop to refuel.
- Always wear suitable protective clothing; e.g., gloves, chaps, steal toe boots, head, ear, and eye protection.
- Never use the saw to cut anything above shoulder height.
- Never operate the saw beyond your ability.
- Carry a chainsaw with the motor off and the saw blade pointing to the rear.
- Always have a properly equipped first aid kit with you.
- Keep other people and animals away from the working area.

- Make sure there is a second person within calling distance when felling trees.
- When felling trees, be sure to identify two escape routes prior to the final cut.
- Use the saw to cut only wood.
- If tired, stop the saw and rest.
- Avoid using a chainsaw in wet or windy conditions or in poor light.
- Wait a few minutes for the motor to cool before refueling. It is best to have a fire extinguisher nearby when refueling.

Start the chainsaw on the ground. Choose a flat piece of ground, clear of debris. Get down on the left knee, with the toe of the right boot firmly on the base plate of the handle. Employees shall NEVER "drop-start" a chainsaw by holding and thrusting the saw down with the left hand while pulling the starter cord up with the right hand. Always start the saw with the chain brake applied.

While cutting, always run the chainsaw motor at full throttle. This makes the job safer, as there is less chance of kick-back. Position the body to the left of the chainsaw, so if it kicks back uncontrollably, it goes over the right shoulder. Keep a firm grip with left hand on the front handle, with your thumb securely below the handle. The swivel of the wrist in a kickback situation will activate the chain brake. Make sure the chain is tensioned correctly; and watch the size of wood shavings. Shavings should be fairly large, smaller ones tend to clog the saw and indicate that the chain is not sharpened correctly. A sharp chain cuts easier and safer.

Kickback is when the saw suddenly and uncontrollably jumps back toward the operator. This is one of the most dangerous situations you can encounter. To avoid kickback, be constantly aware of the position of the upper part of the blade tip. This is where employee will get the strongest kickback. Always clear away brush, vegetation, and any obstructing debris before attempting a cut that might trigger a kickback.

Avoid cuts that will cause the chainsaw to jam in a tree trunk or limb. To avoid jamming the saw, cut into the wood under compression first until the cut starts to close. Then cut from the other side towards the compression cut.

When refueling, sharpen the chain, and check your safety gear. To avoid starting a fire, let the saw cool down before refueling. Touch up the chain to make sure the saw is sharp and check its tension. Refill the bar oil and wipe up any spills. Check that the fuel and oil caps are tight.

After cutting, reverse the bar to even out wear. Clean the groove on the chain bar. Clean the air filter, cooling vents, inside the sprocket cover, and the chain brake mechanism. The chainsaw shall be serviced regularly.

TRAINING

All employees who will be using chainsaws for MeANS will receive training prior to using them and an annual training review thereafter. Training will be documented in the training file in the Compliance Department. A list of trained employees will also be kept in the Maintenance Office.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 400 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 400.05

CONFINED SPACE ENTRY

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings
President & Executive Director

POLICY

The OSHA permit-required confined space standard defines a confined space as a space that is large enough for an employee to enter, has restricted means of entry or exit, and is not designed for continuous employee occupancy. A permit required confined space is a confined space that presents or has potential for hazards related to atmospheric conditions (toxic, flammable, asphyxiating), engulfing configuration, crushing, or any other recognized serious hazard.

PROCEDURE

Examples of confined space include trenches, water storage tanks, sewer tanks, air duct or other conduit.

All confined space work on site will comply with 29CFR 1910.146. A copy of this standard can be obtained by contacting the Maintenance Department or on www.osha.gov. All workers will be trained to recognize hazards associated with a confined space entry and to recognize symptoms of exposure.

All contractors conducting confined space entries will have a program in place prior to any confined space work. The MeANS program includes:

- Training
- Air monitoring permits
- Lockout/Tagout
- Rescue procedures

TRAINING

All employees who will enter or work in confined space (i.e. water stand tube during cleaning, in-ground pump stations, and any other deemed or newly created confined spaces) as part of their assigned duties at MeANS, will receive training by Director of Physical Plant or designee upon hire and an annual training review thereafter. Training will be documented in the training file in the Compliance Department. A list of trained employees will also be kept in the Maintenance office.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 400 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 400.6

Driver Safety

Date Effective: July 1, 2012

Authorized by: _____

Glenn Cummings
President and Executive Director

POLICY

Only authorized drivers affiliated with MeANS in the capacity of student or employee shall be permitted to drive a company vehicle. Use of a MeANS vehicle is restricted to authorized MeANS related activities.

PROCEDURE

All drivers for whom driving is an essential function of their job and all drivers of passenger vans or busses must have their motor vehicle record checked before being authorized to drive. In the event a MeANS driver receives a traffic violation or traffic violation warning while driving a MeANS vehicle (with or without students) Human Resources will run a Maine Motor Vehicle Report. The report will be reviewed by Human Resources and/or the Safety Chair, and the appropriate director. Disciplinary action will be taken for unsafe actions.

MeANS Driver and Passenger Safety Guidelines

1. All drivers must be at least 18 years old and in possession of a valid U.S. drivers license at all times when operating a vehicle as a MeANS employee.
2. Driver shall observe all rules and regulations for safe driving as defined by the State of Maine Motor Vehicle Department.
3. Safety belts will be used by all occupants.
4. Drinking, possession of intoxicating liquor , illegal drugs in vehicles or driving while under the influence of alcohol or drugs is prohibited.
5. Front passenger should remain awake to help keep the driver alert.
6. Avoid conditions that lead to loss of control- driving while sleepy or inattentive, or driving too fast for road conditions or using electronic devices.
7. If the weather is inclement stop and stay overnight in a safe place.
8. Use of tobacco in any MeANS vehicle is prohibited.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject . This policy will be filed in Section 400 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 400.07

ELECTRICAL SAFETY

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings
President & Executive Director

POLICY

MeANS will provide a safe workplace free from injury due to electrical hazards. This policy does not include issues that relate to Lockout/Tag out; please see Lockout/Tag out Policy for information regarding accidental start-up of equipment.

PROCEDURE

GENERAL ELECTRICAL PROCEDURES FOLLOWED BY MeANS

- Know where all panel boxes are located
- Breakers shall be labeled
- Make sure all extension cords are legal and appropriate size
  a. ground faulted if used exteriorly or near water

  b. in good condition, no bare wires

  c. adequately grounded

- All panel boxes are easily accessible and never blocked
- All emergency lights work
- All exits are marked properly and lights work
- Fire panel is in good working order
- Covers are on all junction boxes and wiring is in good condition

PORTABLE POWER TOOLS AND INSPECTION

- All tools free of frayed cords.
- All guards are to be in place at all times.
- All tools will have ground prong on cord if tool is not doubly insulated.

GROUND FAULT CIRCUIT INTERUPTER (GFCI)

A GFCI is an electrical devise that is installed to prevent electrical shock to users of tools and appliances, where either water or moisture is present. The following should be equipped with GFCI circuits: Bathrooms, Kitchens, Basements, outside, and in any wet area.

TRAINING

All employees will receive orientation and on-site training relating to the electrical hazards in the MeANS workplace upon hire and an annual training review thereafter. Training will be documented in the training file in the Compliance Department.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 400 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 400.08

EMERGENCY MANAGEMENT PLAN

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings
President & Executive Director

POLICY

It is policy of the MeANS organization to maintain, at each facility, a safe and healthful environment for its employees and students. To achieve this policy, MeANS has a written Emergency Procedures & Disaster Plan which is available for review by all employees and is included in the orientation and training of staff. The Emergency Procedures & Disaster Plan includes procedures for addressing the following:

- Drugs/Alcohol
- Earthquake
- Fire/Explosion
- Blood Borne Pathogens/Body Fluids
- Hazardous Materials
- Violence/Weapons/Hostage Situation
- Fights
- Campus Closure/Power Outage
- Thunderstorms/Tornadoes/Hurricanes
- Stranger/Intruders
- Evacuation
- Bomb Threat

PROCEDURE

The procedure for each of the situations listed above is included in the Emergency Procedures & Disaster Plan.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 400 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 400.09

FALL PROTECTION

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings
President & Executive Director

POLICY

It is the policy of the MeANS Maintenance Department to ensure that all employees work in an environment free from injuries due to falling.

PROCEDURE

Each employee on a walking/working surface with an unprotected side or edge which is 6 feet or more above a lower level shall be protected from falling by the use of guardrails systems, or personal fall arrest systems.

All employees will be provided protection if the potential fall is over 6 feet for these general areas: unprotected sides and edges, excavations, dangerous equipment, overhead and bricklaying and related work, roofing work on low slope roofs, steep roofs, leading edges, hoist area, holes, ramps, runways, and other walkways.

Guardrail systems shall be 42” high plus or minus 3” and be designated to withstand 200lbs of applied force in any direction within 2” of the top edge. Horizontal lifelines must be designed, installed, and used under qualified supervision and maintain a 2 to 1 safety factor.

When using personal fall arrest system, tie off point will be sufficiently above employees to allow for a 6' free fall and 3 ½' deceleration distance. Deceleration distance is the maximum distance a lanyard will expand to when an individual falls. Prompt rescue must be provided.

All fall protection equipment shall be inspected prior to use. Inspect equipment for the following defects: missing components, fraying of materials, welding burns, chemicals attack, corrosion of parts, holes, and any attempts at alterations/modification or equipment.

Damaged components must be removed from services for repair. Personal fall arrest systems shall not be attached to guardrails.

MeANS has a 60 ft. boom lift. Affected employees are trained by the Vice President for Operations or designee before use.

TRAINING

The Vice President for Operations or designee will provide training for employees who may be at risk of falls while working at MeANS upon hire and an annual training review thereafter. Training will be documented in the training file in Human Resources.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 400 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 400.10

HAZARD COMMUNICATION

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings
President & Executive Director

POLICY

MeANS complies with the OSHA Hazard Communication Standard, Title 29 Code Federal Regulations 1910.1200. This has been accomplished by compiling a hazardous chemicals list, obtaining and using Material Safety Data Sheets (MSDS), ensuring that original containers and secondary containers are labeled, and providing employees with training. This Hazard Communication Program applies to all work operations in the organization where employees may be exposed to hazardous substances under normal working conditions or during an emergency situation.

Each employee is responsible for observing safety rules and regulations, and for exercising common sense in their work. If doubt exists about proper safe methods of handling hazardous materials, employees are required to ask questions before handling hazardous materials.

PROCEDURE

1. LABELING

The Director of Physical Plant or designee will verify that all containers of hazardous substances are properly labeled. The labeling system will be reviewed and updated as needed. The Director of Physical Plant, or designee, will answer questions and provide help on labeling.

Description of labeling system used:

A. Original containers received for use will be labeled to indicate, at a minimum:
   - the identity of the contents, which must match the MSDS
   - appropriate hazard warnings, including routes of entry and target organs if known
   - the name and address of the manufacturer or responsible party

B. Secondary containers will be labeled with, at a minimum:

   - a copy of the original manufacturer's label; or
   - generic label with identity and hazard warnings.

2. LIST OF HAZARDOUS CHEMICALS

The Director of Physical Plant or designee is responsible for preparing and updating the list of all chemicals in the workplace that are potentially hazardous. The written program will be available for review by all employees and is located in the Maintenance Department.

3. MATERIAL SAFETY DATA SHEETS (MSDS)

The Director of Physical Plant or designee is responsible for obtaining and maintaining the MSDSs. The Director of Physical Plant or designee will review incoming MSDSs to make sure they contain all required information and changes in health and safety information. He/She will make sure any new information is passed on to the affected employees. When toxic or hazardous substances are received without the MSDSs, the supplier will be contacted and a request for the MSDS will be made. Employees are not permitted to use any chemical for which the Organization does not have the MSDS. MSDSs will be accessible to all employees at all times. Each facility has MSDSs on-site and a master file is in the Maintenance Department.

4. HAZARDS OF NON-ROUTINE TASKS

If an employee is required to perform a hazardous non-routine task (e.g., entering a confined space), a special training session will be conducted to inform him/her regarding hazardous chemicals to which he/she might be exposed and the proper precautions to take to reduce or avoid exposure. If indicated, additional training will be provided by the Director of Physical Plant on the following: specific hazards involved, protective measures the employee should take and measures the Organization has taken to lessen the hazard, including personal protective equipment, ventilation, respirators and emergency procedure.

5. INFORMING CONTRACTORS

The Director of Physical Plant or designee will advise outside contractors of chemical hazards that may be encountered in the normal course of their work on the premises of the organization, the labeling system in use, the protective measures to be taken, and the safe handling procedures to be used. In addition these individuals will be notified of the location and availability of MSDSs. Each contractor bringing chemicals on-site must provide GWH with the appropriate hazard information on these chemicals including the precautionary measures to be taken in working with these chemicals.

The following information will be exchanged: toxic and hazardous substances to which the contractor may be exposed to while at the worksite, precautions the employees can take to lessen the possibility to exposure and the location of the MSDSs.

6. EMPLOYEE INFORMATION AND TRAINING

Employees who work with or are potentially exposed to hazardous chemicals will receive initial training within the first 30 days of employment on the Hazard Communication Standard and the safe use of those hazardous chemicals. Supervisors will be trained regarding hazards and appropriate protective measures so they will be

available to provide training, answer questions from employees, and provide daily monitoring of safe work practices. Whenever a new chemical is introduced, additional training will be provided. This training will include, introduction of MSDS, proper use, personal protective equipment required, work practices or methods to insure proper use and handling of chemicals, procedures for emergency response and procedures to follow to assure protection when cleaning hazardous chemical spills and leaks. All facilities have MSDSs on-site and the master copy is located in the Maintenance Department.

TRAINING

All employees will receive training in hazard communication upon hire and an annual training review thereafter. Training will be documented in the training file in the Compliance Department under “Safety & Emergency Procedures”.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 400 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 400.11

LOCKOUT/TAGOUT

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings
President & Executive Director

POLICY

The control of hazardous energy, known as lockout/tag out, covers employees involved in the servicing and maintenance of machines or equipment in which the unexpected energization, start-up, or release of stored energy or water could cause injury or death. The OSHA Standard 1910.147 establishes the minimum performance requirements for the control of such hazardous energy.

PROCEDURE

An energy source could mean static or dynamic: electrical, mechanical, water, chemical or thermal.

A Lockout Device is any device that utilizes a means such as a key or combination lock to hold the on/off switch in a safe position and prevent the energizing of the machine or equipment.

A Tagout Device is a prominent warning device such as a tag and attachment that can be securely fastened to the energy isolation device so that the equipment being controlled cannot be operated until the tag is removed.

HAZARD ANALYSIS

The Director of Physical Plant or designee will perform a Hazard Analysis to determine presence of potential energy hazard. These hazards are any large pieces of equipment, such as construction equipment, emergency generators, and electrical power mains which may contain large amounts of stored energy.

HAZARD CONTROLS

This facility will institute the use of engineering controls and training as indicated by the hazard analysis. Lockout and tag out devices are the main engineering controls for this type of hazard.

Lockout and tagout devices will be identified as such. They will not be used for any other purpose, and will meet the requirements for being durable, standard, substantial, and identifiable.

MeANS implements the following energy control procedures:

1. Preparing for shutdown
2. Shutting down the machine or equipment
3. Isolating the machine or equipment from the energy source
4. Applying the lockout or tagout devices to the energy-isolating device
5. Safely releasing all potentially hazardous stored or residual energy
6. Verifying the isolating of the machine or equipment prior to the start of servicing or maintenance work

Periodic inspections will be performed at least annually to assure that the energy control procedures continue to be implemented properly.

TRAINING

MeANS will provide initial training and retraining as necessary to all employees upon hire and annually thereafter. Training will be documented in the training file in the Human Resources Department.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 400 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 400.12

MACHINE GUARDING

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings
President & Executive Director

POLICY

This policy document is designed to ensure that MeANS employees follow procedures which assure that equipment or machines are operated safely and meet industry machine guarding standards, OSHA Machine Guarding Standard – 29 CFR 1910.212.

PROCEDURE

Machines include, but are not limited to, fans, compressors, bench grinders, fuel pumps, dumpsters, lawn mowers, trash compactors, and table saws. Any machine part, function, or process that may cause injury, must be safeguarded. When the operation of a machine or accidental contact with it can injure the operator or others in the vicinity, the hazards must be either controlled or eliminated.

A “machine hazard” occurs when the employee, in the performance of his/her job, is exposed or is likely to be exposed to the point of operation where the actual work is performed, and can be created by: components which transmit energy, such as pulleys, belts, chains, gears, couplings, or flywheels; or other parts which move while the machine is working, including reciprocating, rotating, and transverse parts.

Department Managers are responsible for ensuring guards on facility equipment. Machines operated by employees are kept and used as originally designed.

All affected employees should report any unguarded machine hazard to their supervisor immediately.

INSPECTIONS

Machines that require guarding will be inspected regularly by Director of Physical Plant or designee. Based on the results of these inspections, maintenance or replacement of guards will be conducted as necessary.

TRAINING

Employees using machines that require guards will receive machine guarding training upon hire and an annual training review thereafter. Training will be documented in the training file in the Human Resources Department.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 400 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 400.13

PERSONAL PROTECTIVE EQUIPMENT

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings
President & Executive Director

POLICY

(This policy does not include PPE for Bloodborne Pathogens. See Bloodborne Pathogens Policy)

The safety and well being of all employees shall receive first consideration throughout all phases of work. PPE (personal protective equipment) shall be easily obtainable by employees. It is the responsibility of employees to use appropriate PPE to ensure an accident-free workplace. Failure to use PPE shall be grounds for disciplinary action.

PROCEDURE

PPE shall not be used as substitute for engineering, work practice, and or administrative controls. PPE shall be used in conjunction with these controls to ensure employees safety and health. PPE includes all clothing or other work accessories designated to create a barrier against work place hazards. Employees must be made aware that PPE does not eliminate the hazard. If PPE fails, exposure will occur. The Director of Physical Plant, other director, manager or supervisor shall assess each work area to determine if hazards are present, or are likely to be present, that would necessitate the use of PPE.

EYE AND FACE PROTECTION

Employees shall use appropriate eye or face protection when exposed to eye or face hazards from flying particles, liquid chemicals, acids, chemical gases or vapors, electrical, cutting and grinding. Employees,

who wear prescription lenses while engaged in operations that involve eye hazards, shall wear eye protection that can be worn over the prescription lenses without disturbing the proper position of the prescription lens or the protective lens. MeANS will provide eighty-five dollars towards prescription safety lenses.

HEAD PROTECTION

Employees shall wear protective helmets (hard hats) when working in areas where there is a potential for injury to the head from falling objects and when working near exposed electrical conductors which could contact the head.

- Hard hats shall meet the requirements of the current ANSI Z89.1 standards.
- Hard hats shall not be modified, (painted or holes drilled in them) and shall be inspected prior to each use.
- Hard hats shall be adjusted to fit properly and be worn with the brim forward.

FOOT PROTECTION

Employees shall wear protective footwear when working in areas where there is a danger of foot injuries due to falling or rolling objects or objects piercing the sole and where such employee's feet are exposed to electrical hazards. It is the responsibility of each employee to monitor the work environment they are working in and wear appropriate protective footwear. Protective footwear shall comply with ANSI Z41-1991, American National Standard for Personal Protective Footwear. Employees required to wear protective footwear will receive eighty-five dollars towards steel toed shoes.

EAR PROTECTION

MeANS does not have sound levels that require adherence to OSHA Standards, but ear muffs and/or foam ear protectors are required while, weed whacking, lawn cutting, welding, wood planing, grinding and chain sawing.

HAND PROTECTION

Appropriate hand protection shall be worn when the work involves contact with chemicals or a hazardous substance or when the potential for punctures, laceration, abrasions, thermal burns, or other hazards exists. Prior to using hand protection, the user shall inspect it for damage. Hand protection that has sustained visible damage shall be disposed of properly.

RESPIRATOR/FILTERING FACEPIECE

MeANS does not allow use of a respirator, unless necessary. Use of a respirator must be pre-approved by the Director of Physical Plant and Maintenenace. Use of respirator is not allowed until proper training, medical, physical and face fit of the equipment has been completed. MeANS does allow voluntary use of a filtering face piece (dust mask).

TRAINING

All necessary employees will be trained to recognize:

- when PPE is necessary,
- what PPE is necessary,
- limitations of the PPE, and
- general PPE requirements

Additional re-training will take place whenever:

- changes in the workplace render previous training obsolete; or
- changes in the types of PPE to be used render previous training obsolete; or
- Inadequacies in an employee's knowledge or use of assigned PPE indicates that the employee has not retained the requisite understanding or skill.

All employees will receive personal protective equipment training upon hire, as necessary, and an annual training review thereafter. Training will be documented in the training file in the Human Resources Department.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 400 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 400.14

POLICY APPROVAL PROCESS

Date Effective: **July 1, 2012**

Authorized by: _____

Glenn Cummings

President & Executive Director

POLICY

It is the policy of MeANS to maintain an up-to-date Safety and Health Manual.

PROCEDURE

The MeANS Safety and Health Manual is reviewed in its entirety by the Manager of Human Resources and the Safety Chair with input from the Safety Committee on an annual basis taking into consideration new laws, regulations and licensing requirements. Recommendations are reviewed by the Safety Committee, then reviewed and approved by the President and then submitted to the Personnel Committee for review and recommendation to the Board of Directors for approval. Outside the annual review process, when practical or necessary based on changes in laws, regulations or licensing requirements, new and/or updated policies will be reviewed by the President and viewed as working policies once approved by the President. The

working policies will then be submitted to the Personnel Committee for review and recommendation to the Board of Directors for approval. .

When an employee is interested in initiating a safety-related policy, the employee will submit draft contents to the Manager of Human Resources and to the Safety Chair to be considered for the review process.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 400 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 400. 15

SAFETY AND HEALTH

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings
President & Executive Director

POLICY

It is every employee's responsibility to practice safe work habits to ensure the protection of all employees, student, visitors, and all personnel. Maintaining the safety and security of MeANS is every employee's responsibility. MeANS accepts the responsibility for leadership of the safety program, for its effectiveness and improvement, and for providing the safeguards required to ensure a safe work environment.

PROCEDURE

Directors, supervisors and managers are responsible for developing a proactive attitude toward safety and health in themselves and those they supervise and for ensuring that all operations are performed with the utmost regard for the safety and health of all personnel, including themselves.

To that end, directors, supervisors and managers will:

- Provide adequate safeguards to the maximum extent possible
- Conduct a program of safety and health inspection to identify and eliminate unsafe conditions or practices
- Control health hazards to the extent possible
- Fully comply with all federal, state, and local safety and health standards
- Provide any necessary personal protective equipment and inspection of its use and care

- Develop, update, and enforce all health and safety practices

Employees are responsible for cooperating with all aspects of the safety and health program, including compliance with all rules and regulations. Additionally, employees are responsible for consistently practicing safe work habits.

It is important that all areas be kept neat and uncluttered. By eliminating clutter to the extent possible, we reduce the chance of accidents and by keeping the premises attractive, we make a better impression on our student and each other. Every employee is expected to take responsibility for his/her own work area. Unsafe conditions must be reported as soon as reasonably possible to the supervisor. The Manager of Human Resources and Safety Chair may investigate, promptly and thoroughly, accidents and/or incidents to determine the cause and to take corrective action to prevent reoccurrences. All lost time accidents shall be investigated.

A safe work environment is the responsibility of every employee and everyone should be aware of what constitutes a potentially unsafe working condition. Should you become aware of such, please alert the supervisor or Manager of Human Resources of the potential problem.

Report all accidents, no matter how minor they may seem, to the supervisor or Manager of Human Resources so that the appropriate action may be taken and proper paperwork may be completed.

Follow these safety rules to limit or eliminate safety hazards at MeANS:

- Avoid overloading electrical outlets with too many appliances or machines
- Use flammable items, such as cleaning fluids, with caution
- Walk, don't run
- Use the stairs one at a time
- Report to the supervisor or Manager of Human Resources if you or a co-worker becomes ill or is injured
- Ask for assistance when lifting heavy objects or moving heavy furniture
- Observe the non-smoking policy
- Keep cabinet doors and file and desk drawers closed when not in use
- Sit firmly and squarely in chairs that roll or tilt
- Wear or use appropriate safety equipment as required for your job
- Avoid horseplay and practical jokes
- Start work on any machine only after safety procedures and requirements have been explained and you understand them
- Wear appropriate personal protective equipment when the job dictates

- Keep your work area clean and orderly and the aisles clear
- Stack materials only to safe heights
- Watch out for the safety of co-workers
- Use the right tool for the job and use it correctly

Federal law requires that we keep records of all illnesses and accidents, which occur during the workday. It is also important that you report any illness or injury that occurs on the job to your supervisor or Manager of Human Resources. If you fail to report an illness or injury, you may jeopardize your right to collect Workers' Compensation benefits. Federal law also provides for your right to know about any health hazards which might be present on the job.

Develop habits that ensure security as a matter of course. For example:

- Always keep cash properly secured and files and doors locked
- Know the location of all alarms and fire extinguishers and familiarize yourself with the proper procedure for using them
- Familiarize yourself with the automatic emergency dial features of the phone for local fire, police and ambulance

MeANS reserves the right to inspect all packages and parcels entering and leaving company premises.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 400 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 400.16

SAFETY INSPECTION

Date Effective: **July 1, 2012**

Authorized by:

Glenn Cummings
President & Executive Director

POLICY

It is policy of the MeANS organization to maintain, at each facility, a safe and healthful environment for its employees and students. To achieve this policy, MeANS has a written Safety Inspection checklist available for review by all employees and is located in the Maintenance Department. The purpose of these inspections is to identify and correct, as quickly as possible, potentially unsafe conditions or practices.

PROCEDURE

At least once each month, a safety inspection of each facility will be conducted, under the supervision of the Director of Physical Plant or designee. All inspections shall be documented in writing and shall include a record of all items noted for correction.

Appropriate corrective action will be taken under the supervision of the Director of Physical Plant. When appropriate, staff from other departments will be enlisted to participate. The Safety Committee will be notified if their support is indicated. The Director of Physical Plant and the Compliance Department keeps copies of the safety inspection checklists.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 400 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 400.17

SLIPS AND FALLS PREVENTION

Date Effective: **July 1, 2012**

Date Revised:

Authorized by: _____

Glenn Cummings
President & Executive Director

POLICY

The most common cause of injury at MeANS is slips, trips and falls. Every MeANS employee is responsible for their personal safety as well as the safety of their fellow employees.

PROCEDURE

It is the expectation that all MeANS employees will, at a minimum, follow the common practices of slips, trips and falls prevention listed below. If an employee notices something that needs to be fixed (loose flooring) or filled (empty sand/salt bucket) they will notify Physical Plant department or appropriate Residential Life personnel immediately.

Practices

1. Use proper footwear for the duties of your job, for the season and for the conditions, walk at an even pace, no running, never carry objects that obstruct your view, keep hands free for balance.
2. Wet floors will be mopped and "WET FLOOR" signs will be used. Other signage such as "WATCH YOUR STEP" will be used where appropriate and visible from all angles.
3. A bucket of ice melt or sand/salt will be at all major exits with signs reminding employees to use it.
4. All flawed flooring surfaces are promptly repaired or replaced.
5. Absorbent walk-off mats are used at doorways that lead to the outside.
6. All mats are in good condition, no slip backing, and free of ice or snow or mud.

7. Sloped surfaces subject to wet or icy conditions are coated with a rough, textured finish or material.
8. There will be a critical focus on "Do Your Own Share." This will include raising employee awareness that they can spread ice melt and alert co-workers to slippery areas and notify Maintenance as needed.
9. Slippery spots caused by oil or grease have been treated with absorbent materials and cleaned. Signage will be used as appropriate.
10. File drawers are closed when not in use. And only one drawer will be opened at a time.
11. Electrical cords are covered and do not pose a tripping hazard.
12. The Safety Committee will review all slips/trips/fall supplement investigations to follow up on a corrective action process.
13. A ladder safety policy is in place and can be found under Fall Protection 400.08.
14. Employees who violate the practices laid out in the policy will be disciplined according to Personnel Policy 'Problem Resolution'.

General guidelines: If you or anyone else slips, trips, or falls who is employed by MeANS, please follow the Accident Investigation policy 400.02. Guests who fall or are injured should be given immediate assistance and any incidence of falls on our property by a guest who is injured should be reported to the Human Resources office.

Supervisors must make a commitment to prevent accidental slips, trips, and falls through regular inspection and education. Regular frequent outdoor inspections (along with monthly safety inspections) of working and walking areas should be conducted to identify environmental and equipment hazards which could cause slips, trips, and falls. Immediate corrective action should be taken.

All employees should wear proper footwear for their work and environment whether in the office, working in direct care, or during recreational activities.

Winter Guidelines: Each program is responsible for insuring that a winter slips, trips, and falls prevention program is discussed by October or November with all staff. Ice cleats are available in Human Resources. For all administration/education buildings, the Physical Plant will ensure that adequate salt, sand, and shovels are provided. It is the responsibility of the staff at all occupied residential buildings to ensure salt and sand supplies are sufficient and all exits/walkways/stairs, oil fill pipes and basement access areas are maintained. Staff is responsible for the continuous monitoring of ice and snow during the winter season providing salt and sand as conditions require it.

All walks and driveways will be cleared of snow as soon as possible during and after snow and ice storms. Physical Plant will provide plowing for all unobstructed driveways, parking lots and main campus roadways.

All slips, trips, and falls with or without injury, should be reported, recorded and thoroughly investigated within 24 hours in accordance with Accident Investigation policy 400.02.

TRAINING

All new employees will be trained on slips/trips/ and falls upon hire and all employees annually thereafter. Training will be documented in the training file in the Compliance Department.

RESPONSIBILITY

The administration of this policy is the responsibility of the President or designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 400 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 400.18

Averill High School Crisis Evacuation Plan

Date Effective: **July 1, 2012**
Date Revised:

Authorized by:

Glenn Cummings
President & Executive Director

POLICY

This is the procedure in the event that the Maine Academy of Natural Sciences needs to evacuate from the Averill High School Building.

PROCEDURE

In the event that students/staff need to evacuate from Averill High School, the following procedures are to be followed:

1. Staff will notify staff throughout the building via phone or in person that student evacuation is needed and that all doors must be locked.

2. Students should be evacuated as directed by staff to the Rec Center or, if not possible, the Pavilion. Staff and students will leave the building in accordance with the emergency exit route posted in each classroom.

3. Should evacuation to either location not be possible, staff will direct students to Bishop Auditorium in Prescott Memorial

4. Needed information will be brought to the evacuation site by the Co-Directors or designated staff person. These include the All Involved List, key to the Rec Center, daily attendance and emergency phone numbers.

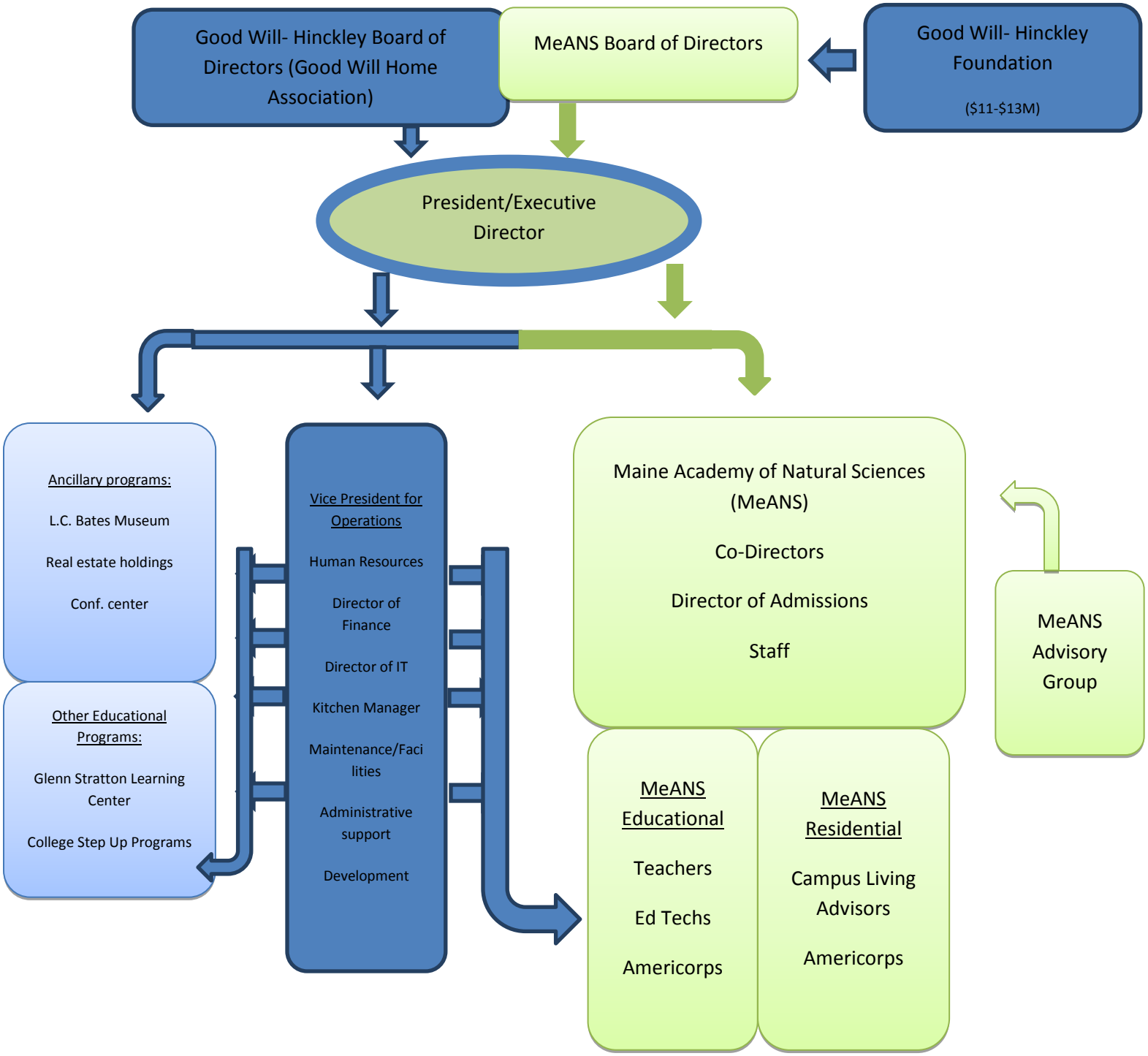
5. If students are out of the building, staff will be called to return to the Rec Center or other designated area depending upon location.

6. Contact numbers for Bill Brown (238-4004, cell 441-6305), Troy Frost (238-4204, cell 877-6007), Midge at Prescott (238-4018). The Fairfield Police Department is 453-9321

RESPONSIBILITY

The Co-Directors or designated staff will check students and staff against attendance list to be sure everyone in attendance that day is in the assigned location.

Exhibit 10 - Organizational Chart



This structure represents separate, autonomous boards for Good Will- Hinckley and the Maine Academy of Natural Sciences charter school. MeANS will directly employ the President and Executive Director for the portion of his time devoted to MeANS. Non-educational administrative staff is jointly responsible for MeANS and GWH. The President and Executive Director provides direct supervision to the Co-Directors. The Co-Directors control curriculum and residential programs under the direction of the President and Executive Director and the MeANS Board.

The MeANS Board consists of a minority of members serving on the GWH Board and a majority of additional members with experience in public education, a parent of a MeANS student, and a representative of the Kennebec Valley Community College.

The MeANS Advisory Group will offer specific guidance to the school and be composed of community members, faculty, those with experience in agriculture or education and parents. The purpose of the Advisory Group is to offer concrete feedback, curriculum direction and program evaluation.

President and Executive Director

Grade: 25 **Job Code: 101**

Reports to: Board of Directors **Department: Administration**
Classification: Exempt **Originated Date: 04/01/2010**
Approved:_____ **Revised Date: 04/20/2010**

Job Summary:

Responsible for providing strategic leadership for the organization by working with the Board of Directors and the Senior Management Team to establish and execute short-term and long-range goals, strategies, plans and policies. Specifically responsible for providing leadership to the Good Will-Hinckley committees who are implementing the Strategic Action Committee recommendations. The role of the President and Executive Director requires an ability to provide leadership and vision to the organization combined with a strong desire and commitment to serving children at risk of failure as adults.

Duties and Responsibilities:

- Establishes credibility throughout the organization and with the Board as an effective developer of solutions to the organization and business challenges.

- Provides leadership and management to ensure that the mission and core values of GWH are put into practice.

- Drives the organization to achieve and surpass program objectives, revenue generation goals, cash flow and strategic/business goals and objectives.

- Spearheads the development, communication and implementation of effective transition plan and growth strategies and processes.

- Motivates and leads a high-performance senior management team; provides mentoring to the team and works in a collaborative style with leadership.

- Acts as the lead development officer through direct contact with foundations, current and potential donors, legislators, grant makers, stakeholders and the public. Clearly manages, communicates, markets and executes a compelling and inspired vision and/or sense of core purpose beyond today.

- In collaboration with the Chair, enables the Board to fulfill its governance function.

- Recommends yearly budget for Board approval and prudently manages organization's resources within those budget guidelines according to current laws and regulations.

- Fosters a success-oriented, accountable environment within the organization.

- Cultivates, develops, and enhances positive, long-term relationships with the various publics whose support is necessary for the growth and development of the organization, including (but not limited to) corporate, community, government, institutional partners, donors, and media.

- Works with all GWH committees.

- Attends all Executive or regular Board meetings.

Competencies:

- Analytical – the individual synthesizes complex or diverse information
- Problem Solving – the individual identifies and resolves problems in a timely manner and gathers and analyzes information skillfully and anticipates and prevents potential problems through reflective and proactive planning.
- Oral and Written Communication – the individual speaks and writes clearly and persuasively in positive or negative situations, demonstrates group presentation skills and conducts productive meetings.

- Delegation – the individual delegates work assignments, gives authority to work independently, sets expectations and monitors delegated activities. Sets clear objectives and measures. Monitors process, progress and results. Designs feedback loops into work.
- Leadership – the individual inspires and motivates others to perform well and accepts feedback from others. Has a calm composure and is not easily defensive or irritated under stress or pressure. And, is a settling influence for the organization.
- Management Skills – the individual includes staff in planning, decision-making, facilitating and process improvement; makes self available to staff; provides regular performance feedback; and develops subordinates skills and encourages growth.
- Quality Management – the individual looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Judgment – the individual displays willingness to make decisions, exhibits sound and accurate judgment, and makes timely decisions. Makes good decisions based upon a mixture of analysis, wisdom, experience, common sense and judgment.
- Planning/Organizing – the individual prioritizes and plans work activities, uses time efficiently and develops realistic action plans.
- Safety and Security – the individual observes safety and security procedures and uses equipment, and materials properly.

Qualifications:

Required:

A Bachelor's degree in Business, Human Services or closely related field.

5-10 years of experience working in some combination of the following areas: non-profit, government, public policy, for-profit, small business, property management, and/or economic development

A good understanding of finances, the human services and education fields and public policy

A demonstrated record of leadership and success in strategic planning and problem solving

Excellent interpersonal, communication and organizational skills

Experience in similar executive leadership positions where close association with an executive board is required

Preferred:

A Master's degree in Business, Human Services, or closely related field.

At least one full life cycle of a strategic planning or turn-around process completed successfully

Experience raising funds and writing grants

Salary/Benefits:

Annual salary and benefit package as determined by the Board of Directors.

Vice President of Operations

Grade: 25 **Job Code: 101**

Reports to: Executive Director **Department: Administration**
Classification: Exempt **Originated Date: 6/17/1998**
Approved:_____ **Revised Date: 9/2006, 1/2012**

Job Summary:

The Vice President of Operations is primarily responsible for managing all hands-on operational aspects of Good Will-Hinckley. Is a partner with the Executive Director in the successful growth of the organization. Through the respectful, constructive and energetic style, guided by the objectives of the organization, the Vice President of Operation provides the leadership, management and vision necessary to ensure that the organization has the proper operational controls, administrative and reporting procedures, and people systems in place to effectively grow the organization and to ensure financial strength and operating efficiency. Specific areas of responsibility include oversight of programs, program advancement, financial management, human resources & physical plant.

Duties and Responsibilities:

- Provide day-to-day leadership and management to all sectors of the organization.
- Ensure appropriate and effective management of the financial, physical plant and human resources of the organization.
- Responsible for the measurement and effectiveness of all processes internal and external. Provides timely, accurate, and complete reports on the operating condition of the organization.
- Spearhead the development, communication, and implementation of effective programs and services growth strategies and processes.
- Collaborate with the senior administrative and programs and services team to develop and implement plans for the operational infrastructure of systems, processes and personnel designed to accommodate the objectives of our organization.
- Foster a success-oriented, ethical and accountable environment within the organization.
- Assist the Executive Director in raising additional revenue and resources to enable the organization to meet objectives.
- Represent Good Will-Hinckley to outside entities. Cultivate positive long-term relationships with local, state and national governmental agencies and representatives, professional and trade associations, business and civic groups, other child and family service organizations and the general public.

- Collaborate with the Executive Director in developing and implementing organization wide administrative policies and procedures, budgets, new programs and services, new advancement activities and Board of Director activities.
- Support the Board of Directors in its governance of the organization by providing high level and timely input on board leadership and membership, strategic planning, organizational mission and vision, finance, budget and investments and policy development.
- Responsible for overseeing the overall maintenance of the buildings, grounds, and major equipment of Good Will-Hinckley. Must keep Executive Director informed of needs and problems as related to the maintenance of buildings, vehicles, and grounds.
- Provide budgetary needs and considerations, both current and future, and to assist Executive Director in establishing long range plans and goals to meet physical plant, grounds, and vehicles needs and to operate within the approved budget.
- To secure necessary permits and licenses as needed to comply with the laws.

Qualifications:

Minimum of Bachelor's Degree.
Satisfactory reference, background and health checks.
Must have a valid Maine driver's license.

Salary/Benefits:

Annual salary and benefit package as determined by the Board of Directors.

Other Relevant Information:

$100,000/$300,000 automobile liability insurance coverage if transporting Good Will-Hinckley youth.

Director of Finance & Administration
Grade: 25 Job Code: 114

Reports to: Executive Director
Classification: Exempt
Approved: Natalie Jones

Department: Administration
Originated Date: 7/2000
Revised Date: 9/2006; 4/2009; 12/2009

Job Summary:
Responsible for the management of Good Will-Hinckley financial and accounting systems as defined by generally accepted accounting principles, internal accounting policies and procedures, federal and state regulations. Manage and oversight of the Human Resources Department.

Duties and Responsibilities:
- Serve as the Finance Senior Management Team Member and oversee the day to day operations of the Finance and Human Resources Departments.
- Monitor and assure compliance with accounting and personnel policies and procedures manuals.
- Prepare complete and accurate monthly financial statements and distribute to Executive Director and Senior Team Members, as necessary.
- Train and monitor all subordinate personnel as to duties and responsibilities, day to day operations and continuing education/professional development.
- Oversee or prepare as necessary, accurate and timely filing of all required federal and state reports including payroll, lenders, cost reports or any other federal or state agency, as necessary.
- Monitor indebtedness to ensure compliance with terms and conditions of such indebtedness.
- Evaluate and make recommendations to improve efficiency, cost effectiveness, internal policies and procedures regarding financial transactions of Good Will Home Association.
- Develop and implement internal controls for the financial affairs of the Association.
- Prepare and implement strategic financial analysis of the cash flow, borrowing, revenue and expense needs of the Association.
- Prepare and implement strategic long-term financial model for the Association.
- Monitor and properly account for all investments of Good Will Home Association.
- Monitor and properly account for all capital purchases of Good Will Home Association as well as evaluate financing proposals for the acquisition of capital purchases and major expenditures.
- Prepare, monitor, evaluate, and oversee annual cost reporting data as it relates to filing of annual cost reports and requests for annual rate adjustments.
- Accurate and timely preparation of annual cost reports for all programs.
- Assist the Executive Director with preparation of annual budget and monitor and project budgetary needs throughout the fiscal year as necessary, including cash flow.

- Attend finance committee and Board of Directors meetings.
- Preparation of year-end audit schedules and/or reports as needed or as requested by the Executive Director, or independent auditor.
- Inform the Executive Director in a manner that will assure his/her knowledge of all activities.
- Work on special projects and assignments as they arise, or as instructed by the Chief Executive Officer.
- Assures department(s) representation and participation in the Safety Committee; coordinates with Safety/HR to identify solutions to incidents; positively supports workplace health and safety with the goal of zero incidents; ensure that a safe environment is maintained in the workplace by adhering to all safety rules and requirements (Safety Policies) and report any safety hazards to immediate supervisor.
- Promote the ideals and goals of the Good Will Home Association.
- Maintain confidentiality in all matters regarding financing, staff, and students.
- Demonstrates awareness and sensitivity to the cultural and socioeconomic characteristics of the service population.

Qualifications:
Bachelor degree in accounting or related field required. Experience in non-profit financial systems management may be substituted for this. CPA or other financial designation preferred. Must have excellent written, verbal and interpersonal skills, be able to manage multiple tasks, prioritize, able to work independently and as the leader of the finance team. Must be able to distinguish confidential information, respect it accordingly and understand that actions have an immediate and significant impact on the organization.

Satisfactory reference, background and health checks. Must have a valid Maine driver's license.

Salary/Benefits:
Salary and benefit package as determined by the Board of Directors.

Other Relevant Information:
$100,000/$300,000 automobile liability insurance coverage if transporting Good Will-Hinckley students.

The Director of Finance and Administration will also serve as the Treasurer of the Good Will Home Association and adhere to specific powers and duties as outlined in the by-laws of Good Will Home Association.

Must be bondable

Good Will-Hinckley ♦ P.O. Box 159 ♦ Hinckley, ME 04944

Director of Admissions

Grade: 13 | Job Code: 503

Reports to: Director of Education & Education Program Designer
Classification: Exempt
Approved:_____

Department: Admissions

Originated Date: 8/2005
Revised Date: 9/2006; 01/09; 6/2011

Job Summary:
Responsible for conducting student recruitment and admissions.

Duties and Responsibilities:

- Oversee recruitment of students to all Good Will-Hinckley programs.
- Establish and manage recruitment efforts.
- Provide supervision and performance evaluations for appropriate recruitment team members if applicable.
- Develop and maintain professional contacts and referral sources.
- Coordinate with GWH administrators.
- Prepare and maintain monthly database on student enrollment.
- Educate referral sources and employees about the Good Will-Hinckley campus and programs.
- Work effectively with faculty and staff regarding student placements and campus life opportunities.
- Travel extensively to appropriate referral sources to provide information on Good Will-Hinckley programs/services.
- Participates in the Safety Committee.
- Perform other duties as requested by the President.
- Demonstrates awareness and sensitivity to the cultural and socioeconomic characteristics of the student population.
- Develop and deliver a strategic plan to achieve enrollment goals and objectives as set by the President.

Qualifications:
Bachelor's Degree in social work, education, or related field; or equivalent work experience. Satisfactory reference, background and health checks. Must have a valid Maine driver's license.

Salary/Benefits:
Salary and benefit package as determined by the Board of Directors.

Other Relevant Information:
$100,000/$300,000 automobile liability insurance coverage if transporting Good Will-Hinckley students.

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Director of Information Technology
Grade: 25 Job Code:

Reports to: Executive Director

Department: Administration
Classification: Exempt
Originated Date: 09/2008
Approved: Natalie Vimea
Revised Date: 12/2009

Job Summary:

To oversee the Information Technology function for Good Will-Hinckley in coordination with all departments of the organization. The Director of Information Technology is responsible for the management and administration of all information technology functions including: directs and coordinates information data processing activities of computerized management information systems; directs and coordinates local area computer network activities; directs, coordinates and maintains campus communication systems; plans, coordinates, and implements security measures to safeguard information in computer files against accidental or unauthorized modification, destruction, or disclosure.

Duties and Responsibilities:

- Develops, coordinates, and implements disaster or emergency recovery procedures for computer information systems and communication systems.
- Maintain and update campus technology inventories.
- Confers with management, programmers, risk assessment staff, auditors, facilities and security departments, and other personnel to identify and plan for data security for data, software applications, hardware, telecommunications, and computer installations.
- Analyzes, selects, recommends, and coordinates installation of security software, locks, alarm systems, and other security measures.
- Develops and implements tests of computer systems to monitor effectiveness of security.
- Works with law enforcement and legal representatives in investigations of possible security violations.
- Consults with management to analyze computer system needs for management information and functional operations, to determine scope and priorities of projects, and to discuss system capacity and equipment acquisitions.
- Recommends and develops plans for systems development and operations, hardware and software purchases, budget, and staffing.
- Manages the development, implementation, installation, and operation of information and communication systems for the organization.
- Develops, implements, and monitors management information systems and communication systems policies, procedures and controls related to network and communications hardware and software acquisition, use, support, security, backup and legal and regulatory compliance.

- Manages computer operation scheduling, backup, storage, and retrieval functions.
- Develops, maintains, and tests disaster recovery plans.
- Maintains local area network hardware, software, and telecommunications services such as personal computers, system software, software applications, printers, servers, routers, bridges, switches, modems, cabling, and Internet service providers.
- Establishes and maintains network users, user environment, directories, and security.
- Provides support and responds to the needs and questions of network users concerning their access to resources on the network and the operation of various software programs, hardware and operations problems.
- Consults with department managers to develop system solutions consistent with organizational objectives.
- Researches and evaluates new technologies.
- Oversee and assist the Technology Team (subordinates) with responsibilities.
- Assures department(s) representation and participation in the Safety Committee; coordinates with Safety/HR to identify solutions to incidents; positively supports workplace health and safety with the goal of zero incidents; ensure that a safe environment is maintained in the workplace by adhering to all safety rules and requirements (Safety Policies) and report any safety hazards to immediate supervisor.
- Such other duties as the supervisor may reasonably assign.

Qualifications:

Bachelor's degree from four-year college or university or four to ten years related experience and/or training; equivalent combination of education and experience.

Satisfactory reference, background and health checks. Must have a valid Maine driver's license.

Salary/Benefits:
Salary and benefit package as determined by the Board of Directors.

Other Relevant Information:
$100,000/$300,000 automobile liability insurance coverage if transporting Good Will-Hinckley youth.

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HUMAN RESOURCES GENERALIST

Grade: 10 Job Code: 117

Reports to: Human Resources Manager
Classification: Non-Exempt
Approved:_____

Department: Administration
Originated Date: July 2007
Revised Date:

JOB SUMMARY

The Human Resources Generalist is responsible for coordination of recruitment and employment activities and administration of health related benefits.

DUTIES AND RESPONSIBILITIES

- Assist in the recruitment of new employees.
- Coordinate and update internal and external job announcements.
- Coordinate and conduct candidate health and background search requirements for potential candidates.
- Conduct new employee orientations.
- Coordinate employee termination process with employees, Directors and Managers.
- Set up and monitor completeness and accuracy of personnel files.
- Set up and monitor completeness and accuracy of employee medical files.
- Administer and coordinate performance evaluation process.
- Maintain documentation of employee compliance with employment screenings, licensure and certifications, as required.
- Produce and distribute monthly employee activity reports.
- Administer health and other related benefits.
- Assist Human Resources Manager to coordinate informational meetings with Directors, Managers and other employees.
- Verify accuracy and process invoices from health related benefit providers to Accounts Payable for payment.
- Maintain and track accurate workers compensation, FMLA, Long-Term Disability, Safety and OSHA logs, information and other records.
- Preparation of year-end audit schedules and/or reports as required.
- Assist with interpretation and implementation of personnel policies and procedures, as necessary.
- Serve as backup for processing of bi-weekly payroll, when needed.

Good Will-Hinckley ♦ P.O. Box 159 ♦ Hinckley, ME 04944

DUTIES AND RESPONSIBILITIES – (Continued)

- Serve as liaison to employees, Director and Managers to answer questions, and provide information regarding personnel, salary and health related benefits, as necessary.
- Maintain integrity and proper functioning of Human Resources software module include annual upgrades, troubleshooting, information Human Resources Manager of any issues and or problems with software
- Assist the Human Resources Manager and other members of the Finance and Human Resources Team as necessary.
- Other such duties as may be reasonably assigned.
- Work on special projects and assignments as they arise.
- Ensure that a safe environment is maintained in the workplace by adhering to all safety rules and requirements and report any safety hazards to immediate supervisor.
- Maintain confidentiality in all matters, as necessary.
- Demonstrate awareness and sensitivity to the cultural and socioeconomic characteristics of the service population.

QUALIFICATIONS

Associate's degree in business preferred; minimum 5 years experience in human resources and benefits administration. Strong computer experience with Human Resources systems and Microsoft Office Suite required. Must be detail oriented, analytical, and multi-task oriented with excellent written, verbal and interpersonal skills. Must be able to prioritize and meet established deadlines, working as a member of the Administration team and independently, as required. Must have high school diploma or equivalent and a valid Maine driver's license. Satisfactory reference, background and health checks required.

SALARY/BENEFITS

Annual salary and benefit package as determined by the Board of Directors.

OTHER RELEVANT INFORMATION

- Must be bondable.
- $100,000/$300,000 automobile liability insurance coverage if transporting Good Will-Hinckley youth.

Good Will-Hinckley ♦ P.O. Box 159 ♦ Hinckley, ME 04944

Museum Curator
Grade: 8 Job Code: 107

Reports to: Chaplain
Classification: Exempt
Approved:_____

Department: Museum
Originated Date: 12/14/94
Revised Date: 9/2006

Job Summary:
Oversee the general operations of the L. C. Bates Museum and the museum services including the museum building, collections, Hinckley Archives, outreach programs and nature trails.

Duties and Responsibilities:
- Oversee all aspects of museum operation including museum educator, director, special event programming, acquisitions, historian, and volunteer coordination.
- Serve as a supervisor of Good Will-Hinckley students assigned to the museum for work/study.
- Work with the L. C. Bates Advisory Board to develop long term plans and goals for the museum.
- Oversee cultural collections and archives for the Good Will-Hinckley community.
- Assist in the development and management of the trail and park system.
- Maintain all financial information for the museum and handle funds in accordance with Good Will-Hinckley procedures.
- Serve on appropriate Good Will-Hinckley committees as requested.
- Ensure that a safe environment is maintained in the workplace by adhering to all safety rules and requirements.
- Report any safety hazards to immediate supervisor.
- Any other responsibilities as may reasonably be assigned by supervisors.
- Demonstrates awareness and sensitivity to the cultural and socioeconomic characteristics of the service population

Qualifications:
Knowledge and experience in general museum operation. Organizational skills and ability to work with students and public. College level work in museum studies or related field desirable
Satisfactory reference, background and health checks. Must have a valid Maine driver's license.

Salary/Benefits:
Annual salary and benefit package as determined by the Board of Directors.

Good Will-Hinckley ♦ P.O. Box 159 ♦ Hinckley, ME 04944

Other Relevant Information:
$100,000/$300,000 automobile liability insurance coverage if transporting Good Will-Hinckley youth.

Good Will-Hinckley ♦ P.O. Box 159 ♦ Hinckley, ME 04944

Education Program Designer and Co-Director, MeANS

Reports to: President & Executive Director **Department: Administration**
Classification: Exempt **Originated Date: 03/2011**
Approved:_____ **Revised Date: 5/2012**

Job Summary:

As Educational Program Designer s/he is responsible for the overall design of MeANS both the academic and the social/behavioral approach. As Co-Director s/he is responsible for co-leading the MeANS program.

Duties and Responsibilities:

- Oversees Development of and Implementation of Curricular Approaches
- Faculty Professional Development
- Supervises and evaluates faculty in theme based programming – agriculture, forestry, environment
- Coleads daily staff meetings
- Co-facilitates application of Restorative Justice approach to behavior
- Liason to program committee, and board of directors
- Co-facilitates all hiring for MeANS
- Lead liason with parents and developer of parental outreach
- Liason with KVCC and other external academic institutions
- Supervises and evaluates faculty and programming focused on internships, field placements, etc.
- Member of Senior Leadership Team

Responsible for the design, curriculum development and implementation of new programs, such as the Alternative High School as well as a College program for first and second year students at KVCC by May 1, 2011

- Responsible for budgeting, purchasing, and financial reporting of all new educational programs.
- Responsible for the supervision and coordination of the grant writer, assisting this person in pursuing grant monies directly related to new programs.
- Responsible for positive relations and effective communications with other schools and parents who have students attending the programs.
- Responsible for representing new educational programs to the Board of Directors and its Committees during meetings and community events.
- Responsible for representing our Educational Programs to the Good Will-Hinckley community and other schools.
- Manages safety compliance of team including: timely root cause based incident reports; regular inspection of work areas; coordination with director to identify solutions to incidents; ensure that a safe environment is maintained in the workplace by adhering to all safety rules and requirements (Safety Policies) and report any safety hazards to immediate supervisor; positively supports workplace health and safety with the goal of zero incidents.
- Such other duties as may be reasonably assigned.
- Demonstrates awareness and sensitivity to the cultural and socioeconomic characteristics of the service population

Qualifications:

Demonstrated expertise in creating and implementing educational programs. Masters in Education required, Doctorate preferred.

Satisfactory reference, background and health checks. Must have a valid Maine driver's license.

Salary/Benefits:

Salary and benefit package as determined by the Board of Directors.

Other Relevant Information:

$100,000/$300,000 automobile liability insurance coverage if transporting Good Will-Hinckley youth.

Director of Educational Services/Co-Director

Grade: 25 **Job Code: 301**

Reports to: Chief Executive Officer **Department: Education**
Classification: Exempt **Originated Date: 11/2005**
Approved:_____ **Revised Date: 9/2006; 09/2008, 3/2011**

Job Summary:

To be responsible for all aspects of the Education Program at the Glenn Stratton Learning Center and the Maine Academy of Natural Sciences

Duties and Responsibilities:

- Manage the Director of Special Education
- Responsible for the oversight and growth of GSLC, including but not limited to outreach to local school systems, increase enrollment, and stability of attendance.
- The Co-Director is responsible for co-leading the MeANS program.
- Involvement and advise/counsel with regard to any legislative or DOE activities and/or initiatives affecting special education; including new programs and expansion of current programs.
- Oversee GSLC compliance requirements including meeting the licensing and other regulatory requirements as well as Council on Accreditation.
- Liaison with the Strategic Action Committee for advice and counsel regarding any educational programs.
- Administratively responsible for GSLC.
- In coordination with the Director of Special Education, assist in the admissions of GSLC students and building relationships within the school systems and the DOE.
- Supervises and evaluates faculty in theme based programming – agriculture, forestry, the environment.
- Co-leads MeANS daily staff meetings.
- Co-facilitates application of Restorative Justice approach to behavior.
- Liaison to board of directors
- Co-facilitates all hiring for MeANS
- Supervises and evaluates faculty and programming focused on internships, field placements, etc.
- Manage the discipline and motivational system for GSLC.

- Responsible for ensuring the design and implementation of new and current Educational Programs at Averill/Alfond, GWLP, GSLC, and Boys and Girls Regroup.
- Responsible for curriculum, including development of new programs and monitoring of existing programs.
- Responsible for recruitment, supervision, and evaluation of GSLC, educational personnel.
- Responsible for budgeting, purchasing, and financial reporting of all educational programs.
- Responsible for coordination of all externally funded school programs including Special Education, Chapter I, and other grants for educational programming; as they apply to Averill GSLC..
- Responsible for relations and communications with other departments regarding implementation of all components of the master service plans.
- Responsible for representing our Educational programs to the Board of Directors and its Committees during meetings and community events.
- Organization of the Summer School Program for GSLC.
- Responsible for the supervision of the Chaplain and implementation of the spiritual life program.
- Assures department(s) representation and participation in the Safety Committee; coordinates with Safety/HR to identify solutions to incidents; positively supports workplace health and safety with the goal of zero incidents; ensure that a safe environment is maintained in the workplace by adhering to all safety rules and requirements (Safety Policies) and report any safety hazards to immediate supervisor.
- Such other duties as may be reasonably assigned.
- Demonstrates awareness and sensitivity to the cultural and socioeconomic characteristics of the service population

Qualifications:

Demonstrated expertise in educational programs and administration. Masters in Education or its equivalent. Maine State Principals Certification or equivalent.

Satisfactory reference, background and health checks. Must have a valid Maine driver's license.

Salary/Benefits:

Salary and benefit package as determined by the Board of Directors.

Other Relevant Information:

Passive physical restraints may need to be executed. $100,000/$300,000 automobile liability insurance coverage if transporting Good Will-Hinckley youth.

Agricultural Specialist

Reports to: Co-Directors | **Department: MeANS**
Classification: Exempt | **Originated Date: 3/2011**
Approved:_____ | **Revised Date:**

Job Summary:

The Agricultural specialist will be the primary person involved in the agricultural education of youth in the MEANS program and be responsible for overseeing students with planting, cultivating, harvesting, pruning, and care and upkeep of the agricultural products produced and/or sold through the Good Will-Hinckley MEANS program. The Agricultural Specialist is responsible for the maintenance, operation, business plan, and marketing for the agricultural operations at Good Will-Hinckley through the MEANS program. The Agricultural Specialist will coordinate closely with the lead teacher(s)in MEANS so that work done in the field is directly coordinated with studies undertaken in the classroom.

Duties and Responsibilities:

- Demonstrate Small business expertise by establishing a working business plan for the farm and produce.
- To maintain organic standards set forth by MOFGA and other organizations that pertain to organic farming.
- Properly cares for small animal livestock
- To supervise and evaluate all other workers assigned to the farm and its operation.
- To attend staff meetings and participate in the creation, planning and evaluation of programs as they pertain to the students.
- To set standards for all works on the farm and ensure through instruction and supervision that they are met.
- Demonstrate knowledge of marketing products to the local community.
- Ability to establish working relationships with local businesses.
- To demonstrate an interest in the activities of Good Will-Hinckley and to contribute to the growth of the students.
- To keep informed as requested of the Individual Plan on each child assigned to the farm and to provide input as requested.
- To maintain records of all aspects of the agricultural operation.
- To maintain or cause proper maintenance of all farm equipment.
- To contribute toward the growth and development of each child in a manner that is consistent with the goals set for that child.
- To regularly check, inspect job site, materials and equipment for safety hazards; ensure that a safe environment is maintained in the workplace by adhering to all safety rules and requirements and reporting any safety hazards to immediate supervisor.

- Be involved with projects such as the Market Garden, Farm Stand, Maple Syrup production and Christmas Tree sales
- Greenhouse operations and oversight of flower and vegetables
- Student supervision involving activities with the Market Garden, Farm Stand, and Greenhouse operations.
- To oversee all other learning experiences that pertain directly to student's field experience such as forestry, internships in agriculture related positions, etc.
- To demonstrate an interest in and commitment to the total program of Good Will-Hinckley, with special emphasis on agricultural education for students.
- To plan and implement proper and acceptable practices and procedures as related to the agricultural industry.
- To ensure the integration of the agricultural component with Good Will-Hinckley programs and services.
- To implement and manage a business plan for the agricultural operations.
- To recommend purchases and sales of farm materials, goods, and services.
- To supervise the performance of students assigned to farm work by the Work-Study Coordinator, to the end that they become efficient and responsible in their jobs and meet the objectives set forth in the individual service plans.
- Such other duties as may be reasonably assigned.
- Demonstrates awareness and sensitivity to the cultural and socioeconomic characteristics of the service population

Qualifications:

- High School diploma or GED.
- Maine State Teaching Certification preferred
- Prior experience in agricultural education and marketing, preferred.
- Experience working with students who are experiential, hands-on learners preferred
- Ability to work closely within a team of educators with a highly individualized approach to each student.
- Ability to lift and carry 50lbs on an occasional basis
- **Satisfactory reference, background and health checks. Must have a valid Maine driver's license.**
- **Capacity to live on campus preferred.**

Salary/Benefits:

Wage and benefit package as determined by the Board of Directors.

Other Relevant Information:

$100,000/$300,000 automobile liability insurance coverage if transporting Good Will-Hinckley youth.

Lead Teacher (MEANS)

Reports to: Co-Directors | **Department: Education**
Classification: Exempt | **Originated Date: 04/2011**
Approved:_____ | **Revised Date:**

Job Summary:

To manage the classroom and facilitate the education of students through experiential learning as identified by each student's personal learning plan for education.

Duties and Responsibilities:

- To create an atmosphere conducive to learning with standards based and project based approach.
- To maintain discipline and order in the classroom by implementing restorative justice model.
- Direct and supervise Education Technician III's and student interns.
- To supervise classes being taught at all times when students are present.
- Develop curriculum for the MEANS program for the multi-age/multi-grade experiential learner.
- Work with the Agricultural specialist to ensure that work done in the field is directly related to the studies undertaken in the classroom
- Lesson plans should be developed on a weekly basis in advance.
- Continue to pursue professional development opportunities to enhance instructional skills and to maintain appropriate certification.
- To coordinate ongoing evaluations of each student.
- To communicate effectively with the students.
- To work cooperatively with teachers and other staff members.
- Show professionalism and the ability to take on responsibilities.
- Report all incidents of work related accident/illness within 24 hours; ensure that a safe environment is maintained in the workplace by adhering to all safety rules and requirements (Safety Policies) and report any safety hazards to immediate supervisor.
- To perform all other duties as assigned
- Demonstrates awareness and sensitivity to the cultural and socioeconomic characteristics of the service population

Qualifications:

College graduate with a degree in the field of study. Proper certification from State of Maine in content area. Satisfactory reference, background and health checks. Must have a valid Maine driver's license.

Salary/Benefits:

Salary and benefit package as determined by the Board of Directors.

Other Relevant Information:

$100,000/$300,000 automobile liability insurance coverage if transporting youth.

Educational Technician III (MEANS program)

Reports to: Director of Educational Services	Department: Education
Classification: Non-Exempt	Originated Date: 4/2011
Approved:_____	Revised Date:

Job Summary:
Education Technicians work with classroom teachers to provide individualized instruction to support academic and behavioral needs. Supervision of education technicians shall be as required by Maine Department of Education Regulations Chapter 115.

Duties and Responsibilities:
- Supervise small groups of students in the classroom under the direction of the teacher.
- Work one to one with students on as needed basis.
- Review and reinforce learning previously introduced by the classroom teacher or appropriate content specialist or assist in drill or practice activities.
- Perform non-instructional, non-evaluative functions.
- Assist in the preparation of instructional materials; and provide classroom management functions.
- Introduce new learning preplanned in collaboration with the classroom teacher or appropriate content specialist.
- Introduce new learning pre-planned in consultation with the classroom teacher or appropriate content specialist and supervise small groups of students in community-based programs.
- Familiarity with standards and project based curriculum.
- Familiarity with Restorative Justice practice
- Interest/enthusiasm for improving skills by attending professional development opportunities as appropriate.
- Reports all incidents of work related accident/illness within 24 hours; maintain a safe work environment; ensure that a safe environment is maintained in the workplace by adhering to all safety rules and requirements (Safety Policies) and report any safety hazards to immediate supervisor.
- Such other duties as may be assigned.
- Demonstrates awareness and sensitivity to the cultural and socioeconomic characteristics of the service population.

Qualifications:
- Experience working with student in a supervisory capacity
- State authorization at the Educational Technician III level
- Satisfactory reference, background and health checks
- Must have a valid Maine driver's license

Salary/Benefits:
Wage and benefit package as determined by the Board of Directors.

Other Relevant Information:
$100,000/$300,000 automobile liability insurance coverage if transporting Good Will-Hinckley students.

Good Will-Hinckley ♦ P.O. Box 159 ♦ Hinckley, ME 04944

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CURRICULUM VITAE

U.S. DEPARTMENT OF EDUCATION — WASHINGTON D.C.

Deputy Assistant Secretary — **2008-PRESENT**

Appointed March 2008 by President Barak Obama to serve at the direction of U.S. Secretary of Education Arne Duncan. Responsible for leadership in policy development for post-secondary education "access and completion" priorities and the management and supervision of $1.9 billion in federal allocation for Perkins IV funding and Adult Education to all fifty states and U.S. territories.

- Participated in the formation of the White House's American Graduation Initiative, the largest investment in higher education since the GI bill, now pending in the U.S. Senate
- Led US Delegation to Amman, Jordan for a symposium with 13 Arab countries on US higher education
- Chosen to Chair the U.S. Department of Education's Green/Sustainability Initiative
- Representative of the U.S. Department of Education for the White House Initiatives on Regional Innovation Clusters and Recovery Retrofit
- A national and international speaker on behalf of the Obama Administration for key higher education stakeholders

MAINE HOUSE OF REPRESENTATIVES — AUGUSTA, ME

Speaker of the House, Maine House of Representatives — **2006 – 2008**

Elected unanimously to serve as the chief presiding officer of the Maine House of Representatives, responsible for the political and administrative management of the institution. Provided leadership for the passage of a bi-partisan biennial budget; brokered agreement on the largest economic investment bond package in the state's history; and led a bi-partisan effort to increase higher education appropriations

- Chief negotiator and co-architect of $6.4 Billion FY08-09 state budget
- Oversight, management of the Legislature's 151 lawmakers, 217 partisan and non-partisan staff, 18 Joint Standing Committees
- Direct management and oversight of the Legislature's $46 million budget

Majority Leader, Maine House of Representatives — **2004-2006**

Charged with providing a dynamic voice, a compelling vision, and effective leadership for the Democratic Caucus, including the creation and implementation of the legislative agenda and the recruitment of 151 Democratic candidates. Expanded the caucus from a one-vote margin to a 30-vote lead in two years.

House Chair, Committee on Education and Cultural Affairs — **2002-2004**

Led in the crafting of some of the state's most complicated and far reaching educational reforms, including the restructuring of K-12 school funding, the crafting of the Essential Services and Programs model of funding, and the creation of the Community College System. Strong advocate for Arts in Education funding.

SOUTHERN MAINE COMMUNITY COLLEGE — SOUTH PORTLAND, ME

Dean of Advancement, Southern Maine Community College — 2006 – 2009

Responsible for the creation, guidance and execution of the college's $10.1 million private capital campaign. Engaged in crafting and articulating a compelling vision and an economic case for investment in Maine's largest and fastest growing community college.

Founder/Director, Entrepreneurial Center — 2002-2004

Designed and implemented an innovative program creating the first entrepreneurial center and small business incubator program in Northern New England.

Professor, Business Department — 2002-2009

Business, entrepreneurship and economics professor

UNIVERSITY OF SOUTHERN MAINE — PORTLAND, ME

Economics Instructor, Department of Economics — 1997-2009

PORTLAND PARTNERSHIP — PORTLAND, ME

Executive Director — 1997-2002

Chief executive to the Portland Partnership, whose mission is to build strategic partnerships between businesses and high school students. Responsible for 22 staff members and reported to 15 Board of Directors; doubled business partnerships, raised 1.1million in grants and in-kind donations and brought volunteer hours to the highest in Northern New England

GORHAM HIGH SCHOOL — GORHAM, ME

Teacher, American History and Debate — 1984-1997

Department Head, History/Social Sciences — 1986-1997

Developer, ATLAS, Comprehensive School Reform Project — 1992-1995

Collaboration with Harvard, Brown and Yale Universities

EDUCATION

UNIVERSITY OF PENNSYLVANIA, GRADUATE SCHOOL OF EDUCATION

Doctorate in Higher Education Management, Ed.D — MAY 2010

Dissertation on "Turning Green from the Inside Out: Four Case Studies of Colleges and Universities Who Made 'Green' Happen." Course work included: Leadership and Strategic Planning in Higher Education, Enrollment Management, Small College Management Module, Preventative Law in Higher Education, Public Policy in Higher Education, Trustee and Board Relations and Organizational Change in Higher Education.

HARVARD UNIVERSITY, JOHN F. KENNEDY SCHOOL OF GOVERNMENT

Masters of Public Administration, MPA — 1996

Specialization: economic development, educational policy, organizational change and strategic management of the public sector. Course work includes: Information Technology Planning, Financial Management, Corporate Finance (audit), Strategic Planning for Private and Nonprofit Organizations and Business/Government Analysis.

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BROWN UNIVERSITY, GRADUATE SCHOOL OF EDUCATION

Master of Arts in Teaching, MAT 1984

Specialization: educational methodology with focus in history and social science.

OHIO WESLEYAN UNIVERSITY 1983

Bachelor of Arts, Summa Cum Laude, BA

Specialization: American history and political science.

ADDITIONAL TRAINING

- NCSL, Leadership School, Kennedy School of Government, 2007
- University of Virginia, Seminar for New Speakers, 2006
- Project Interchange, influential leadership exchange, Israel, 2005
- ATLAS Leadership Institute, 1994
- Intel Leadership Institute, 1993
- Antioch Critical Skills Training, 1989
- Center for Popular Economics, 1988

FUND RAISING ACCOMPLISHMENTS

- Began $10.1 million campaign for Southern Maine Community College
- Raised $1 million in contributions during legislative leadership, 2003-2007
- Raised $460,000 for the House Democratic Campaign Committee, 2006
- Raised $81,000 for the Cummings Political Action Committee, 2005-2006
- Raised $324,000 in 6 months, founding the Entrepreneurial Center at SMCC, 2003
- Awarded Davis Family Foundation Grant, 2000, 2003
- Awarded Federal Dept of Education Grant, 2003
- Awarded Libra Foundation Grant, 2003
- Raised $1.2 million in capital for Portland Partnerships, 1999-2002
- Awarded Kellogg Foundation Grant, 2001

PUBLIC POLICY ACHIEVEMENTS

- Created the Maine Legislature's Prosperity Joint Select Committee charged with creating a multi-sector plan for economic development, 2007
- Lead Sponsor, the Homeowner Protection Act, one of the nation's toughest and leading anti-predatory lending laws, 2007
- Lead sponsor, first in the nation law to require college applications be part of the Maine high school curriculum, 2007
- Lead sponsor and negotiator, of the 10 state Regional Greenhouse Gas Initiative, creating the nation's first carbon cap and trade market, 2007
- Lead sponsor, creation of PhD Arts program and school, ISDVA, 2007
- Lead sponsor, increasing minimum teacher salaries, 2006
- Led caucus to increase in the state minimum wage, 2006
- Lead sponsor, $2 million in emergency funds for Low Income Heating and Energy Assistance, raised an additional $50,000 in private contributions, 2005
- Lead Sponsor, first in the nation law giving 17-year-olds a vote in primaries, 2004

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- Lead sponsor, the Act to Establish the Community College System, 2003
- Lead sponsor, landmark legislation requiring lead poisoning screenings for all Maine children, 2003
- Lead sponsor and Committee Chair, charged with crafting and passing the state's comprehensive overhaul of K-12 funding, 2003

BUDGETARY ACCOMPLISHMENTS:

- During leadership cut the state structural budget gap in half and built the state's "rainy day" fund from $0 to over $100 million
- Procured $6 million in additional funding for the University System, FY08-09
- Procured $4 million in additional funding for Community College System, FY08-09
- Led an overall increase in higher education funding of $20.3 million above the 2004-2005 Biennium, including $15. million for the University System, FY06-07
- Secured $950,000 in additional Adult Education appropriations, FY 06-07
- Secured a $10 million increase in overall higher education funding from 2002-2006

COMMUNITY SERVICE

- Maine House of Representatives, four terms of service, representing Portland
- Margaret Chase Smith Policy Center, Advisory Board 2006-present
- Maine Compact for Higher Education, Board of Directors, 2002- present
- Bread for the Journey Foundation, Trustee 2005-2007
- Long Creek Youth Development Center, Board of Directors, 2002-2004
- Breakwater School, Trustee 2001-2003
- Maine Association of Partners in Education, 1998-2002
- Portland Arts and Cultural Alliance, 1998-2002

PUBLICATIONS & PUBLIC APPEARANCES

- Numerous speaking engagements, including press and media events, on behalf of Secretary Duncan and the US Department of Education; spoke at many events while Speaker of the Maine House
- Co-author of the nationally recognized Public Policy Exhibition, 1990
- Speaker for national and regional forums on public policy and education issues
- Appearance in state and national television, radio and print media on broad range of policy and public interest issues
- Coverage in Business Week, the New York Times, US News and World Report, and The Chronicle of Higher Education

AWARDS AND RECOGNITION

- Legislator of the Year, Maine Bankers Association, 2007
- Distinguished Service Award, Maine Credit Union League, 2007
- Community College Advocate of the Year Award, 2007
- Maine Medical Association Legislator of the Year, 2002
- The first Clean Elections Candidate in the country, 2000

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- Scott Black Fellow, JFK School of Government, Harvard University, 1996
- Full tuition scholarship to Brown University Graduate School of Education, 1983
- Hasting S. Eells Award for most distinguished student of history, OWU, 1983
- Newberry Fellowship for the study of politics and literature, IL, 1982

PERSONAL

- Born in 1961 in Bath, Maine. A twelfth-generation native Maine resident and the first individual in family history to obtain a college degree
- Married: Leslie Appelbaum; Two children: Kiernan (13), Skyler (10)

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WILLIAM M. BROWN

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EXPERIENCE

MAINE STATE LEGISLATURE, HOUSE MINORITY OFFICE

Special Assistant *December 2010-Present*

Served as sole staff to the House Minority Leader responsible for budget and fiscal matters with responsibility for all aspects of the caucus's knowledge of and response to the two year budget. Coordinated and developed budget alternatives with members of the Appropriations and Financial Affairs committee. Adapted to a rapidly changing political and fiscal landscape, ensuring the achievement of our stated policy goals within the $6.1 billion State budget.

MAINE STATE LEGISLATURE, OFFICE OF THE SPEAKER OF THE HOUSE

A twelve-year career serving a total of six consecutive Speakers; supervising and leading office and legislative staff, overseeing all aspects of the state budget process, health care and legislative fiscal matters; developing, drafting and negotiating public policy and securing passage of the Speaker's agenda.

Acting Chief of Staff, *July 2009-December 2009*

Chief of Staff, *July 2008-December 2008*

Represent the Speaker in public policy and staff negotiations, lead office and institutional staff and oversee effective, strategic crisis management. Represent the Speaker in negotiations with Senate and executive branch leadership, supervise and lead organizational staffing and hiring, manage external relations and oversee public policy creation.

Senior Special Assistant Budget and Fiscal Matters *2005-2010*

Lead advisor to the Speaker on state budget and fiscal matters with a focus on Medicaid and other health care programs. Primary program and policy analyst and researcher serving three consecutive Speakers during the most difficult financial decade in recent memory: crafting ten biennial and emergency state budgets including a total of $2.2 billion in identified cuts. Worked closely with state leaders, advocates, researchers to develop strategies to maximize program performance, minimize service reductions and design innovative policy reforms. Drafted and secured economic development investments including, three statewide bond packages providing $585 million in state funding and drawing an estimated $869 million in federal and other matching funds to support statewide education, land preservation, transportation, R&D and environmental infrastructure projects. Maintained a lead role in drafting and implementing presentations, memos, communications and economic impact analyses to educate the caucus, press and the public on complex public policy decisions and impacts. Served as the Speaker's primary liaison to the Congressional Delegation and lead representative on Medicaid and health care policy, state and tribal relations, organized labor issues, and education funding.

Legislative Director, *2000-2005*

Responsible for creating, managing and securing funding and passage of the Speaker's legislative agenda. Tasked with creating innovative policy solutions; drafting bill language; communicating senior staff and state agency leaders; building coalitions and political support;

and evaluating and providing public policy research. Designed, drafted and implemented a Medicaid expansion program that at its peak provided health care to 20,000 Maine people living below poverty. Secured passage of domestic and sexual assault prevention programs, forest resource management programs and a first in-the-nation public/private partnership for insurance affordability and reform. Collaborated with organized labor and others to enact and fund the Citizen's Trade Policy Council to review the impact of international trade agreements on citizens and state sovereignty. Responsible for communicating the impact of these actions to the caucus, press and the public.

AMERICA COMING TOGETHER

State Communications Director *2004*

Responsible for the creation and execution of a comprehensive statewide election media plan and strategy for the 2004 national elections. Supervised staff, built external relations, planned and managed earned and paid media efforts, organized coalitions, managed public outreach and drafted campaign message, communications, press releases.

MAINE STATE LEGISLATURE, HOUSE MAJORITY OFFICE

Legislative Aide *1999- 2000*

Managed the public policy, research, constituent casework, and press efforts for a caucus of twelve legislators, including the Majority Leader and Committee Chairs.

Boards and Commissions Intern, Legislative Aide *1999*

Awarded the Margaret Chase Smith Government Internship.

House Chamber Staff *1999*

EDUCATION

UNIVERSITY OF MAINE AT FARMINGTON

B.A. Political and Social Sciences

1999

Graduated cum laude

Founder of Political Science club, Vice President

ADVANCED SKILL TRAINING

- IMPLAN economic modeling and impact analysis, Minnesota IMPLAN Group, 2008
- National Conference of State Legislatures, Leadership Staff Institute, AK, 2007
- National Conference of State Legislatures, Leadership Staff Institute, NM, 2006
- National Academy for State Health Policy, Philadelphia PA, 2002
- National Academy for State Health Policy, Charlotte, NC, 2001

ADDITIONAL SKILLS

- Comprehensive research capabilities including economic impact analyses
- Advanced computer skills: precision planning and projection in Excel; sophisticated PowerPoint presentations; proficient in all aspects of the Microsoft Office suite; familiarity with Access; image and graphic design in Adobe InDesign, Photoshop, PageMaker,

Dreamweaver and Lightroom
- Excellent written and oral communication skills

APPOINTMENTS & SERVICE

- Twelve years of campaign service including three gubernatorial elections, six Congressional elections and seven cycles in the Maine House of Representatives
- Lifetime Gubernatorial appointment as Dedimus Justice, 2001-present
- Volunteer Maine Appalachian Trail Club Corridor Monitor, 2005-present
- Member, New Sharon United Methodist Church, Finance Committee, 2009-present
- Volunteer Official, United State's Track & Field, Maine, 2007-2008
- Appointed to the Council of State Government Committee on Suggested Legislation, 2003
- Awarded the Margaret Chase Smith Policy Center State Government internship, 1999
- Awarded Eagle Scout, Boy Scouts of America, 1989

PUBLICATIONS AND REPORTS

- Final Report of the Speaker's Advisory Council on Forest Certification, 2002
- 15th Annual Conference of the National Academy for State Health Policy, Presentation on The Maine Small Business Health Coverage Plan, 2002

SHERYL P. DODGE, CPA
279 Brickett Pointe Estates
Oakland, ME 04963
(207) 465-9666
email: sheridodge@adelphia.net

Controller — **American Management Services, Inc.**
5/00 to present — **Waltham, MA**

- Multi-location Consulting firm, specializing in turning around mid-sized family owned businesses
- Annual volume exceeds $ 17 million.
- Report to President/CEO - Supervised staff of 3 including A/R, A/P and Payroll.
- Prepared comprehensive cash and accrual monthly financial statements and statistical reports.
- Prepared detailed annual budget / Coordinate year end audit.
- Enforce complex Commission Policy and prepare individual biweekly commission statements.
- Provide daily cash management to optimize investments and line of credit activities.
- Ensured compliance with LOC bank covenants.
- Plan administer for company Profit Sharing and 401k plans.
- Performed complete accounting for two related entities.
- Utilized MAS90 accounting software, ACCESS database system

Controller — **Exhibitgroup Giltspur**
5/98 to 4/00 — **Avon, MA**

- Division of largest Trade Show manufacturer and service provider in industry. Parent company is VIAD.
- Annual Division revenue exceeds $ 25 million; annual Corporate revenue exceeds $ 350 million.
- Report to Division President/GM; supervise staff of 7 including Cost Accounting, A/R and A/P.
- Prepare comprehensive monthly reporting package for inclusion in corporate consolidation.
- Prepare, monitor and enforce detailed annual budget.
- Enforce complex Commission Policy and prepare individual monthly commission statements.
- Implemented policies and controls to significantly increase free cash flow and working capital.
- Actively participate in weekly corporate-wide GM conference call.
- Utilize SYMAN accounting software and HYPERION Enterprise reporting software.

Controller — **North Shore Pharmacy Services, Inc.**
1/97 to 5/98 — **Peabody, MA**

- Multi-location long-term care pharmaceutical provider, wholly owned subsidiary of Omnicare, Inc.
- Annual volume exceeded $ 25 million.
- Reported to Regional CFO / Supervise staff of 7 including Accounts Receivable and Accounts Payable.
- Prepared comprehensive monthly reporting package for inclusion in corporate consolidation.
- Prepared detailed annual budget / Coordinated year end audit/Participated in Contract negotiations.
- Utilized MAS90 accounting software, QS1 billing software.

Controller — **Deaconess Professional Practice Group, Inc.**
4/95 to 1/97 — **Boston, MA**

- Physician practice group supporting Deaconess Hospital, an affiliate of Harvard Medical School.
- Annual volume exceeded $ 75 million..
- Reported to the VP of Finance / Supervised three financial analysts.
- Prepared comprehensive cash and accrual monthly financial statements by doctor and division.
- Coordinated annual budget process / Supervised year-end audit & reviewed non-profit tax filing.
- Implemented Financial Modeling system for physician groups.
- Developed complex ACCESS database reports to reflect results of capitated contract.
- Utilized Platinum FRX general ledger and reporting software.

Controller **University Eye Associates, Inc.**
1/92 to 4/95 **Taunton, MA**

- Multi-location ophthalmology practice affiliated with Boston University Medical Center.
- Annual volume exceeded 7 million dollars.
- Reported to VP of Admin. & Board of Directors / Supervised accounting staff of four.
- Prepared and presented monthly financial statements to Board of Directors.
- Administered employee benefit program / Responsible for Risk Management.
- Analyzed third party reimbursements and revised company fee structure.
- Prepared departmental budget & corporate/employment tax returns.
- Successfully coordinated conversion of information system - from RFP to cutover.
- Actively involved in staff training & evaluation, and policy and procedure development.
- Utilized MAS90 general ledger system.

Professor, Business Department **North Adams State College**
9/88 to 12/91 **North Adams, MA**

- Instructed 4 classes per semester, including up to 3 different preparations each semester.
- Course offerings included Financial and Managerial Accounting, Principles of Management, Personnel Management, Business Information Management and Taxation.
- Additional responsibilities included Academic Advising of 30 students per semester.
- Chosen by students as Faculty Advisor for Business Administration Honor Society.
- Recruited local and national executives for Executive in Residence Program.
- Developed and sponsored off-campus student internships.
- Structured Accounting Assistant curriculum for continuing education division.

CPA - Tax Division **S.J. Gallina & Co., CPA's**
1987 to 1988 **Sacramento, CA**

- Regional CPA firm of 25 + professionals.
- Prepared corporate, partnership, individual, employment and trust tax returns.
- Analyzed complicated tax issues, preparing written & oral recommendations to partners.
- Utilized PC based tax projection software.

Assistant Controller **Davis Lumber & Hardware**
1985 to 1987 **Davis, CA**

- Major family owned retailer with extensive product range. Annual revenue 10 million.
- Hired/trained/supervised office staff of 7 / Actively involved in training cashiers staff of 50.
- Maintained company offered revolving credit / Reconciled trade payables and daily cash deposits.
- Prepared comprehensive financial analysis & provided extensive direct customer service.
- Coordinated year end audit procedures and semi-annual physical inventory.
- Utilized IBM System 36 with customized accounting and inventory programs.

Senior Accountant **William J. Fenton, CPA, PC**
1979 to 1984 **Pittsfield, MA**

- Local CPA firm employing 6+ / Diverse client base included service co.'s, manufacturers & nonprofits.
- Provided year end corporate, partnership, individual & employment tax service.
- Prepared monthly, quarterly, annual and pro-forma financial statements.
- Interviewed, hired, trained and evaluated paraprofessional and support staff.
- Recommended and implemented cost saving and business enhancing system changes for clients.

- Provided management advisory services, including policy, procedure and system enhancements.
- Utilized numerous one-write and automated accounting systems.

EDUCATION:

MBA - Human Resource Mngt - National University - 1987 - High Honors
BS - Accounting - Bentley College - 1978 - High Honors
CPA Certification - 1982

REFERENCES:

Louis M. Mosca
Executive Vice President
American Management Services, Inc.
(407) 463-8670 work
(407) 340-6644 cell

Howard Newburg, CPA
Audit firm for American Management Services, Inc.
781-239-0900 work

Doug McDermod
Regional Group Manager, Consulting Division
American management Services, Inc.
617-513-3887 cell

Julia Ciprian
Staff Accountant
American Management Services, Inc.
407-563-8663 work
508-397-9588 cell

Lisa J. Sandy

25 Cook Hill Rd.
Vassalboro, ME 04989
mlbsandy@roadrunner.com
Phone: (207)872-8868
Alt: (207)557-0223

OBJECTIVE:

A challenging position where my admissions, interviewing, evaluation, communications and management experience can be utilized.

PUBLICATIONS:

I have authored several articles in Good Will-Hinckley's biannual publication, "The Record".

INTERESTS:

I enjoy travel, activities with my family, hiking, fitness, volunteering, reading, knitting, and meeting and assisting people.

PROFESSIONAL EXPERIENCE:

October 2010 to Present

DHHS-Social Security Administration — **Winthrop, ME**
Disability Claims Examiner

As a Disability Claims Examiner, I am responsible for gathering and evaluating medical and psychological reports, vocational information, and other evidence on a claimant's condition. I manage a caseload of approximately 100 cases. I synthesize complex medical information, applying it to national standards. I discuss evidence with in-house medical and psychological consultants and prepare formal decisional documents.

April 2010 to October 2010

DHHS-Office of Child & Family Services — **Augusta, ME**
Financial Resources Specialist

In this temporary position, I obtained and evaluated information from families in order to complete determinations and re-determinations of eligibility for child care subsidies. This position also involved monitoring payments to providers and the completion of projections of expenditures to ensure resources were not overspent. Communication directly with providers and families occurred to obtain information and explain unit, state and federal rules, regulations and policies.

November 2009 to April 2010

DHHS-Office of MaineCare Services — **Augusta, ME**
Medical Care Coordinator

Administrative work involving gathering, evaluating, and clarifying information from insurance companies, absent parents, medical recipients, healthcare providers, and others in order to identify the existence of legally liable third parties and provide accurate and detailed data for cost avoidance and recovery of MaineCare funds. This was a short-term, temporary position.

July 2005 to August 2009

Good Will-Hinckley — **Hinckley, ME**
Director of Admissions

In the position of Director of Admissions, I was responsible for the overall recruitment and admission of students to the residential, educational and day treatment programs (total capacity 117 students). This included identifying and cultivating new referral sources and maintaining contact with existing referral sources/organizations; interviewing applicants and their legal guardians; collecting and reviewing additional documentation to determine the fit of a Good Will-Hinckley program with each student's needs; and administering the Utilization Review and Admission Teams processes. In this position, I led an effort to identify and

pursue alternative referral sources at a time with diversifying referral sources was critical. As a result of these efforts, visits and direct referrals from private referral sources significantly increased. In addition, I was involved in developing many of Good Will-Hinckley's program brochures. I was a primary spokesperson for the organization.

March 2000 to July 2005

Good Will-Hinckley **Hinckley, ME**
Admissions Manager

Formatted all assessment/evaluative clinical information into a comprehensive evaluation to determine appropriateness of a Good Will-Hinckley Program to meet student needs; participated in appropriate discharge planning; managed effective quality of youth service files and systems based on State/Federal licensing guidelines; and supervised staff in the Admissions and Youth Records Departments.

September 1995 to March 2000

Good Will-Hinckley **Hinckley, ME**
Intake & Enrollment Coordinator

I was hired to conduct interviews and enrollments for the newly developed Staff-Enhanced Programs at Good Will-Hinckley. Although my experience in this career area was minimal, I was eager to learn and did so via collaboration with other professionals in the field, courses at the University of Maine Augusta in Psychology and Social Work, and numerous other continuing education courses.

January 1993 to June 1996

LJS Secretarial Services **Vassalboro, ME**
Transcriptionist

Successfully began and effectively managed an in-home secretarial business with my primary client being Waterville OB/GYN. I processed the daily transcription of the three physicians in this practice. I began this business to afford myself the luxury of being at home with my toddler.

January 1989 to January 1993

Mid-Mane Medical Center **Waterville, ME**
Executive Secretary

Provided overall support to the Executive Director of the Adolescent Recovery Program; was the central pivotal point of activity at the center.

EDUCATION:

University of Maine at Augusta **Augusta, ME**
Ongoing Psychology/Social Work

I have worked intermittently toward a degree by taking classes in the psychology and social work curriculum at the University of Maine. In addition, I have participated in numerous continuing education opportunities as related to my field over the years. Finally, my years of experience in the area of admissions and marketing have provided me with a vast amount of knowledge and experience.

KEYWORD SUMMARY:

A seeker of challenge.....experienced, energetic, proven and successful in my career.

Luke A. Schaedle

1161 Clinton Avenue
Benton, Maine 04901
(207) 453-7074

EDUCATION

Colby College, Waterville, ME — B.A. 1989
Major: Administrative Science with focus on historical perspective.
Activities: Captain of Colby Woodsmen's Team — 1986

Harborfields High School, Greenlawn, NY — Diploma 1985
Honors: National Honor Society
Activities: Participant in New York State Youth and Government

SIGNIFICANT COURSEWORK

Financial Accounting	Finance
Industry and Occupations	Statistics
Operations Management	Organizational Psychology
The Computer and Decision Making	Technology and Society in America

WORK EXPERIENCE

Colby College, Waterville, ME

Colby Bookstore — 1987-1989
Assist Operations Assistant with vendor and publisher accounts. Handle receipt of merchandise and textbooks, returns to vendors and publishers, and displays within the store. Assist in the promotion and sales of Apple Macintosh computers to students and faculty.

Information Desk Worker — 1986-1987
Acted as liason between public and college. Responded to inquiries on campus information.

Campsite Sport Shop, Huntington, NY — Summer 1986

Towing Systems Installations and Maintenence
Installed trailer hitches and related electrical systems on various vehicles. Repaired boat trailers and R.V.'s.

Sales Person
Assisted in the sales of camping and hiking sports equipment.

PERSONAL SKILLS AND INTERESTS

Computer: Proficient with the Apple Macintosh system, familiar with IBM PC's.

Foreign Language: Conversational familiarity in German.

Other Activities: Amature Photography, Scuba Diving, Antique Dealing, Hiking

REFERENCES AVAILABLE UPON REQUEST

Valerie Cote
291 Hill Road
Clinton, Maine 04927
(207) 314-0501
valerie.cote104@gmail.com

Strategic Human Resource Manager with over 14 years of progressive HR management and generalist experience in multi-state environments.

HR SKILLS:

HR Department Startup	Training & Development
Succession Planning	Employee Development
Employee Relations	HR Policies & Procedures
Employment Law-ME & CA	Regulatory Compliance
Staff Recruitment & Retention	Policy development & implementation
Payroll	MS Office & Excel

ADP (Pay Expert, HR Expert, EZ Labor Manager)

Benefits Administration

UNUM	GE Financial	MetLife
The Standard	HR Connection	Cigna
Aetna	My Wave	Fidelity PSW
Anthem	Choice Care Card	HRA, HSA, FSA

PROFESSIONAL EXPERIENCE:

Occupational Health Research (Acquired by PureSafety in 2011) 01/2005-Present
Human Resource Manager
Responsibilities include but are not limited to: work as a department of one providing HR services to offices in Maine, California, and remote employees throughout the US, HR department startup, payroll, recruiting & retention, employee training and orientation, compensation and benefits administration, regulatory compliance, mentor department managers, provide mandatory training on topics such as; harassment & discrimination, and visual display terminal training, conflict resolution, policy development and documentation, performance management, and broad knowledge of employment laws in both Maine and California.

Shaw's Supermarkets, Inc 3/2004-01/2005
Customer Service Manager
Responsibilities included: Management and scheduling of 60 plus employees within the Checkout and Service Desk departments, write and administer yearly performance appraisals, conduct effective disciplinary process, project and forecast weekly sales figures, utilize systems to effectively coach employees on best practices, manage and coordinate donations given to non-profit organizations, and maintain and update systems databases for the store.

Shaw's Supermarkets, Inc 8/1998-3/2004

Area Human Resource Manager

Responsibilities included: Perform quarterly audits of the Human Resources Department in four northern Maine locations, perform training on various topics such as; Prevention of harassment, Train the Trainer, Recruiting & Interviewing Skills, and Retention, oversee recruiting and hiring for four locations, investigate harassment and discrimination claims, work closely with store managers assisting them with day to day HR issues such as; the disciplining and terminating of employees and the mentoring of Department Managers, grant/deny and track FMLA leaves, recommend and track ADA accommodations, oversee worker's compensation and disability claims, and monitor the stores compliance of the Child Labor Laws.

Shaw's Supermarkets, Inc 3/1997-8/1998

Personnel & Training Coordinator

Responsibilities included: Recruiting, interviewing, and hiring for the Waterville, Maine store, maintain employee personnel files , track training paperwork, maintain the OSHA 300 log, complete all worker's compensation paperwork in accordance with Federal guidelines, grant/deny and track FMLA leaves, chaired the United Way campaign for the store.

AFFILIATIONS:

National SHRM member since 2005

Kennebec Valley HR Association (KVHRA) Board member 2009-Present

- Webmaster

KVHRA Charter member 2005

Past member of the HR Association of Eastern Maine

AWARDS:

Occupational Health Research Employee Excellence Award 2009

Occupational Health Research Employee Recognition Award-3 awarded in 2010 & 2011 combined

EDUCATION:

Associates Degree-Medical Secretarial Science, Beal College, Bangor, Maine

Diploma received, Hermon High School, Hermon, Maine

TROY FROST

1 Clearview Ave
Waterville, Me 04944
tfrost@gwh.org
(207) 660-6711

OBJECTIVE

High School/Middle School Administration

EMPLOYMENT

Director of Education Good Will-Hinckley Schools	9/04-Present Hinckley, Maine
Principal Averill/Alfond School	9/02-9/04 Hinckley, Maine
Associate Principal/Athletic Director Averill/Alfond School	9/99-9/02 Hinckley, Maine
Teacher/Athletic Director Averill/Alfond School	9/87-9/99 Hinckley, Maine
Family Teacher Guilford Cottage	8/86-9/87 Hinckley, Maine

EDUCATION

Masters in Educational Leadership	5/04 University of Maine
Bachelor of Arts (Psychology) With Distinction.	5/86 University of Maine
High School Diploma	6/82 Maine Central Institute

SPECIAL SKILLS OR CERTIFICATION

- K-12 Professional Admin. Certificate — Expires 7/1/10
- Member of the Maine Principals Assoc.
- Member of National ASCD

References Available upon Request

Emanuel Pariser
10 Pleasantdale Avenue
Waterville, Maine 04901
207-861-4004, emanuel@gwi.net

Resume:

Work Experience:

Co-Founder and Co-Director of the Community School, Camden, Maine, a residential alternative high school for Maine dropouts; funded in part as a prevention and intervention program for substance abuse and delinquency; from 1973 to 2006.

Curriculum designer and teacher for individualized courses including peer counseling, anger management and conflict resolution. Maine Secondary Teaching Certificate

Director, Outreach Program for students who have not completed the Community School Residential Program, and Graduates of all Community School Programs – 1987 - 2006

Founder Passages Program for Teen Parents – 1995

Adjunct Faculty UMO, Teaching Masters Level Courses in the Study of Students At-Risk, 2007-Present;

Developer of Peer Suicide Intervention Trainings and Resources for Homeless Youth, 2008/9/10

Educational Consultant – Working on Professional Development Opportunities for Educators in Alternative Education; 2008/9

Curriculum Developer and Instructor for "Course to Enhance Educational Practice 1 &2" delivered to staff of BCOPE – Belfast Area alternative program 2008/2009/2010

Facilitator for the "Multiple Pathways Project" in Sumner School District, Hancock, Maine. 2009/2010

Consultant to RSU #24 District Level Systems Change Grant Application Process with Nellie Mae Foundation, 2010

Consulting with Department of Education on Development of Assessment for Highly Qualified Alternative Educators, 2009 - 2010

Workshops Presented:

Workshop Presenter at state, national, and international conferences on alternative education, secondary and elementary education:

Maine, 1984, Skyward: Presented Workshop on Staff Burnout to Substance Abuse Agency.

Maine, 1985, Bancroft School: Presented Workshop on Staff Burnout to Special Education School Staff.

Maine, 1987, Coastal Workshop: Presented Staff Development Workshop to staff of sheltered workshop

Maine, 1987, National Coalition of Alternative Community Schools "Getting to the Essence of School Failure: An Experiential Approach"

Orlando, Florida, 1989, National Conference on Educational Alternatives, "Fifteen Years of Short Term Intervention with Maine High School Dropouts"

Nashville, Tennessee, 1990, National Dropout Prevention Network, "A Community Based Approach to Dropout Retrieval and Prevention"

Palo Alto, California, 1990, National Conference on Educational Alternatives, "A Community Based Approach to Dropout Retrieval and Prevention"

Maine, 1990, Alternative Educators Academy, "Supporting the Teachers in Alternative Programs"

Maine, Elementary School Counselors Association, 1991, "Four Key Issues in the Lives of Dropouts"

Maine, Guidance Counselors Association, 1991, "Four Key Issues in the Lives of Dropouts"

Tulsa, Oklahoma, 1991, National Dropout Prevention Network, "Who Cares for the Caretakers? Preventing Staff Burnout in Dropout Programs"

New London, Connecticut, 1991, National Conference on Educational Alternatives, "Intimacy, Connectedness and Education: Developing Models for Working with Staff and Students in an Alternative Setting"

New Haven, Connecticut, 1991, Bush Center in Child Development and Social Policy, Yale University, "Intimacy, Connectedness and Education: An Approach to Intervention with High School Dropouts"

Pittsburgh, Pennsylvania, 1992, "Intimacy, Connectedness, and Community: Engaging Students in Their Own Education"

Maine, Alternative Education Association, 1992, "Building a Sense of Community in Your School"

Boulder, Colorado, 1993, National Conference on Educational Alternatives, Co-Facilitated Strand "On Becoming a
Teacher"

Washington D.C., 1993, Asked to attend special conference of National Coalition of Alternative Community Schools, "How Can the Lessons Learned in Alternative Settings be Used in Public Education?" All participants explored this issue.

Washington D.C., 2000 asked to attend Center for National Policy Conference: Programs for Youth Offenders: A Search for Effective National Models

Keynote Speech for 2002 Alternative Educators Academy at the University of Maine, Orono

Relational Education: A new vision - The International Democratic Education Conference, Albany New York, June 2003

Presenting on Relational Education 2006 Alternative Educators Academy at the University of Maine, Orono

Planning Committee Alternative Educators Academy at the University of Maine, Orono, 2005 - 2006

Presenting on Teen Parenting, Relational Education, and Outreach: Annual Alternative Education Conference of the Maine Alternative Education Association 2001 - 2006

Planning Annual Maine Alternative Education Conference 2001-2006

Facilitator and Speaker at Maine's Dropout Summit, July, 2009.

Professional Development Workshop Maine Alternative Education Association annual conference, Augusta, November, 2009,

Enhancing Student Teacher Relationships: Youth Development Summit, Orono July, 2010

Teacher Student Relationship Building: Presentation at Westbrook Jr. High, October 2010

Relationship Building and RTI, MAMLE conference, Sugarloaf, October 2010

Papers and Book(s) Published:

Books:

"Changing Lives: Voices From a School that Works" co-written with Jane Day and Deborah Meier, Published by University Press of America, 1994

"The Community School: Developing the Approach of Relational Education" Published in Ron Miller's Anthology – Creating Learning Communities: Models Resources, and New Ways of Thinking about Teaching and Learning" 2000

Papers:

"Residential Staff Turnover: Crisis in the Continuity of Care" 1986 – unpublished

"Results from the Commissioner's Advisory Group on Truancy, Dropout and Alternative Education" 1986 – Journal of Maine Education

"A Day in the Life: The Community School" 1990, SKOLE, Journal of the National Coalition of Alternative Community Schools

"Intimacy, Connectedness and Education" 1991, Holistic Education Review

"Students Have Stayed the Same; Learning is Thinking; Knowledge Comes in Packages" 1991, The Maine Scholar, Journal of the Honors Program of the University of Maine

"In Search of Outcomes: Alternative School Graduates in the Real World" 1992, Changing Schools, National Journal for the Alternative Schools Network

"Three Students in Search of an Education: Interviews with Former High School Dropouts" Chapter for Book "Student Lore" edited by Bill Ayers and Bill Schubert, University of Illinois, - as yet unpublished

Conducted and presented evaluation of SAD #28 (Camden, Maine) with regard to programs need for "at-risk" students K-12

"How We Do Counseling" for the National Dropout Network Newsletter and Website: February 1998

"Relational Education: An Antidote to Learning Despair" Published in Lon Woodbury's National Newsletter for Struggling Teens – 1999

Dropout Prevention: A Relational Approach by Emanuel Pariser
Guidance Channel Website, August 2000

"Relational Education: An Open Letter to An Educator" Paths of Learning Magazine Fall 2001

"A Steadiness From Within: The Effect of Community on Learning and Teaching" Communities Magazine, Published in spring of 2002

"Community at the Community School" Boston Research Center,
Spring 2005

Appointments, Awards & Memberships:

Co-Chair, Maine Department of Education Truancy, Dropout and Alternative Education Committee 2010/11

Co-Chair of Maine Shared Youth Vision Council 2008/9

Appointed to Alternative Programs Study Committee, Maine Legislature, Fall 2007.

Received Commissioner's Recognition Award for Work in the Field of Alternative Education 2006

Planning Annual Maine Alternative Education Conference 2001-2009.

Alternative Education Association, Maine, Steering Committee Member 1998 - present.

Planning Committee Alternative Educators Academy at the University of Maine, Orono, 2005 – 2009.

Appointed Maine Task Force to Engage Youth 2006.

President Maine Alternative Education Association 2003/4

Commissioner's Advisory Commission on Truancy, Dropout, and Alternative Education, original member of and Interim Chairperson Commission, 1987 to present. (State of Maine)

Chairperson, Legislative subcommittee of Commission on Truancy, Dropout and Alternative Education, helped t write the laws which established Maine's Office of Alternative Education, and write, and revise laws which affect alternative education, truancy, and dropouts.

Received Recognition Award from Day One, 2002

Chairperson Substance Abuse Services Commission 1998 – 2000,
Member of Commission 1996 – 20000

Co-Chair Joint Task Force on Substance Abuse 1998 -2000

Editorial Board, "Journal of At-Risk Issues"' Publication of National Dropout Prevention Network

Member Group Home Consortium, 1980-1984, a group of programs working together with the University of Maine, Orono, to improve services and staffing.

Mid-Coast Regional Alternative School Committee, Alternative Education Association (Maine), 1988-1990, worked to establish a public regional alternative in the Mid Coast area.

Task Force on Truant, Dropout and Alternative Education, 1985-1987

National Dropout Prevention Network, member, and presenter at National Conferences

International Affiliation of Alternative Educators, Member and presenter at National Conferences

National Coalition of Alternative Community Schools, member and presenter

Maine Group Home Association, member

Alternative Education Association, Maine, President, Current Steering Committee Member

Maine Association of Prevention Programs, Steering Committee Member

Education:

Currently Interdisciplinary Doctoral student (ABD) at University of Maine Orono, in Psychology and Education, University of Maine, Orono 2005 (Advisor Gordon Donaldson)

BA in Philosophical Psychology, University of Chicago, 1972

Courses, workshops, for re-certification and approval as master's level supervisor for Department of Human Services

Current Maine Secondary Teaching Certificate in Psychology

References: Available upon request

JEFFRY A. CHASE

137 John Tarr Road Bowdoin, Maine 04287* (207) 737-0978
jeffrychase@gmail.com

PERSONAL STATEMENT:

Self directed enthusiastic educator with a passionate commitment to student development and their learning experience.

EXPERIENCE:

Jobs for Maine Graduates — **Lewiston, Maine**
Job Specialist at Lewiston High School — September- Present

- Develop and implement character development and job skill lessons
- Establish and implement career development plans for all JMG students
- Provide students with guidance, counseling and support

Muscongus Bay Aquaculture — **Bremen, Maine**
Hatchery Technician — January-July 2010

- Assist in growing and maintaining oyster seed

Portland High School — **Portland, Maine**
Intern Guidance Counselor — September-December 2009

- Researched college options and internship opportunities for students
- Consulted with students, parents, teachers, and other school officials, to assist in meeting the needs of students
- Co-facilitated weekly support groups for adolescent boys
- Advising and facilitating student schedule changes

Herring Gut Learning Center — **Port Clyde, Maine**
Executive Director/Educator — 2000 to 2009

- Planned, developed and administered programs to provide educational opportunities for students
- Cooperated with business, civic and other organizations in order to develop curriculums to meet the needs and interests of students and community
- Provided in-service training workshops for teachers
- Directed preparation of publicity in order to promote personnel recruitment, educational programs and other services
- Directed administration of institution
- Daily operation and maintenance of onsite hatchery, classroom facilities and greenhouse

EDUCATION:

Goddard College — **Plainfield, Vermont**
Master of Education — 2010

University of Maine — **Orono, Maine**
Certificate of Post Graduate Studies in Business Administration — 2006

Unity College — **Unity, Maine**
B.S. in Environmental Science with emphasis in Wildlife — 1994

AWARDS: 2004 Maine Agricultural Teacher of the Year

Brenda Poulin
35 Nyes Corner Drive
Fairfield,ME 04937
207-453-2764
bpoulin62456@gmail.com

Mission

To gain employment with an organization that makes a positive educational difference in the lives of learners in Maine

Relevant Experience

Educational Technician III/Student Advisor
Averill High School – Good Will-Hinckley – March 1989-2009

- Developed and implemented Personal Learning Plans for high school students
- Organized cooperative learning activities
- Implemented teacher lesson plans
- Varied instruction encompassing several learning styles
- Tutored students seeking additional help with subjects
- Utilized software and educational websites to increase student understanding
- Involved students in civic engagement

Relevant Skills

Maine Department of Education Ed. Tech III certification
First Aid/CPR certified
Experienced in Plato Math, Lexia and other on line teaching resources
Proficient in Microsoft Word, Power Point,Publisher and other assorted applications
Experienced in Common Core standards

Education

Associate in Applied Science – Kennebec Valley Community College-1999-Honors
Senior Status University of Maine Farmington-GPA 3.58

Community Involvement

Volunteer at St. Anthony's soup kitchen
Former Literacy Volunteer of America
Member of Women's Auxiliary of Waterville American Legion

References

Troy Frost	238-4204
Ann Chapman	877-7353
Gary Dugal	692-6701

Robert J. Tardy

Somerset Associates

P. O. Box 336

Newport, Maine 04953

(207) 341-0343

1997 - Present **Self-employed legislative lobbyist**

Represents various clients including Scarborough Downs, Miller-Coors, Kraft Foods, Enterprise Holdings Inc., Luxottica Retail Biotechnology Industry Organization, and others.

1984 - 1997 **Small business owner**

Owned and operated John Deere Dealership in Newport, Maine

1980 - 1984 **Manager**

Sebasticook Tractors, Corinna, Maine

1966 - 1980 **Educator MSAD 48, Newport**

Director Vocational Education, Nokomis Regional High

Cooperative Education Coordinator

Social studies teacher, U.S. History

Math teacher Newport Junior High

Local Government and Legislative Service House of Representatives (1984 - 1994)

Committee on Agriculture, 1984 -1994 (Chair 1986-1994)

Committee of Taxation,1985-1986, 1988-1994

Committee on Banking and Insurance, 1987

Committee on Utilities, 1988

Town of Palmyra (1973 - 1984)

First Selectman

Education

Bachelor of Science Education, University of Maine 1966

Filing Fee $40.00

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05/21/2012

Deputy Secretary of State

A True Copy When Attested By Signature

Deputy Secretary of State

DOMESTIC
NONPROFIT CORPORATION

STATE OF MAINE

ARTICLES OF INCORPORATION

Pursuant to 13-B MRSA §403, the undersigned incorporator(s) execute(s) and deliver(s) the following Articles of Incorporation

FIRST: The name of the corporation is Maine Academy of Natural Sciences.

SECOND: ("X" one box only Attach additional page(s) if necessary.)

☑ The corporation is organized as a public benefit corporation for the following purpose or purposes

See Exhibit A attached hereto and by this reference made a part hereof

☐ The corporation is organized as a mutual benefit corporation for all purposes permitted under Title 13-B or, if not for all such purposes, then for the following purpose or purposes.

THIRD: The Registered Agent is a: (select **either** a Commercial or Noncommercial Registered Agent)

☐ Commercial Registered Agent CRA Public Number: _____

_____
(name of commercial registered agent)

☑ Noncommercial Registered Agent

Charles F. Dingman
(name of noncommercial registered agent)

PretiFlaherty, 45 Memorial Circle, Augusta, ME 04330
(physical location, not P.O. Box – street, city, state and zip code)

PretiFlaherty, P.O. Box 1058, Augusta, ME 04332-1058
(mailing address if different from above)

FOURTH: Pursuant to 5 MRSA §108 3, the registered agent as listed above has consented to serve as the registered agent for this nonprofit corporation

FIFTH: The number of directors (not less than 3) constituting the initial board of directors of the corporation, if the number has been designated or if the initial directors have been chosen, is 9. Please see Exhibit B .

The minimum number of directors (not less than 3) shall be 5 and the maximum number of directors shall be 18.

SIXTH: Members. ("X" one box only)

☐ There shall be no members
☑ There shall be one or more classes of members and the information required by 13-B MRSA §402 is attached

Please see Exhibit C.

SEVENTH: **(Optional)** ☐ (Check if this article is to apply)

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office

EIGHTH: **(Optional)** ☑ (Check if this article is to apply)

Other provisions of these articles including provisions for the regulation of the internal affairs of the corporation, distribution of assets on dissolution or final liquidation and the requirements of the Internal Revenue Code section 501(c) are set out in Exhibit D attached hereto and made a part hereof.

Incorporators*

Dated May 18, 2012

(signature)	Street One City Center (residence address)
Leonard M. Cole (type or print name)	Portland, ME 04112 (city, state and zip code)
(signature)	Street (residence address)
(type or print name)	(city, state and zip code)
(signature)	Street (residence address)
(type or print name)	(city, state and zip code)

For Corporate Incorporators*

Name of Corporate Incorporator _____

By _____ (signature of officer)

Street _____ (principal business location)

_____ (type or print name and capacity)

_____ (city, state and zip code)

Name of Corporate Incorporator _____

By _____ (signature of officer)

Street _____ (principal business location)

_____ (type or print name and capacity)

_____ (city, state and zip code)

***Articles are to be executed as follows:**

If a corporation is an incorporator (13-B MRSA §401), the name of the corporation should be typed or printed and signed on its behalf by an officer of the corporation The articles of incorporation must be accompanied by a certificate of an appropriate officer of the corporation, not the person signing the articles, certifying that the person executing the articles on behalf of the corporation was duly authorized to do so.

Please remit your payment made payable to the Maine Secretary of State.

Submit completed form to:

Secretary of State
Division of Corporations, UCC and Commissions
101 State House Station
Augusta, ME 04333-0101
Telephone Inquiries: **(207) 624-7752** Email Inquiries: CEC.Corporations@Maine gov

EXHIBIT A
TO
ARTICLES OF INCORPORATION
OF
MAINE ACADEMY OF NATURAL SCIENCES

The Corporation is organized as a public benefit corporation for the following purpose or purposes:

The Corporation is organized exclusively for charitable, educational, and scientific purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), as amended, or corresponding section of any future federal tax code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Code. In furtherance thereof, but not by way of limitation, the Maine Academy of Natural Sciences will provide an inspiring and inclusive learning environment to students who are primarily under-engaged and at risk of dropping out of high school. Utilizing an individualized, project-based approach, a MeANS education will be rooted in the themes of agriculture, forestry and the environment. Our core values will be respect, responsibility and service to the community.

The Corporation shall be organized and empowered to do everything necessary, proper, advisable or convenient for the accomplishment of the foregoing purposes, and to do all other things incidental to them, or connected with them, that are not forbidden by law, these Articles of Incorporation, or the Corporation's Bylaws; provided, however, that the Corporation shall not have the power to carry on any activity not permitted to be carried on by a corporation exempt from Federal income taxation under section 501(c)(3) of the Code by a corporation, contributions to which are deductible under sections 170(c)(2), 2055(a)(2), and 2522(a)(2) of the Code. No part of the net earnings of the Corporation shall inure to the benefit of any private individual.

EXHIBIT B
TO
ARTICLES OF INCORPORATION
OF
MAINE ACADEMY OF NATURAL SCIENCES

The names of the individuals who shall serve as the initial directors of the Corporation until the first Annual Meeting of the Board of Directors of the Corporation and until their successors are duly elected and qualified pursuant to the Bylaws of the Corporation are as follows:

Rich Abramson

Bob Tardy

Doug Carr

Jim Morse

Pat Zlotin

Amber Lambke

Helen Regan

Gordon Donaldson

Pender Makin

EXHIBIT C
TO
ARTICLES OF INCORPORATION
OF
MAINE ACADEMY OF NATURAL SCIENCES

Identification of Members. There shall be one class of Members of the Corporation The only member of the Corporation shall be Good Will Home Association, a Maine nonprofit corporation recognized by the IRS as an organization described in Section 501(c)(3) of the Code (hereinafter the "Member"). There shall be no membership fees or dues.

Members' Rights and Powers. The Member shall have all the voting rights set forth in these Articles of Incorporation, the Corporate Bylaws, or pursuant to the Act. Action by the Member shall be taken by unanimous written consent, signed by a duly authorized officer or agent of the Member and delivered to the Secretary of this Corporation for filing in the corporate Minute Book. The voting rights of the Member include:

(a) The appointment of all Directors;

(b) The removal of any or all Directors;

(c) The changing of the number of Directors constituting the Board of Directors within the limitations set forth in Article FIFTH;

(d) The amendment or restatement of these Articles of Incorporation or the Corporation's Bylaws;

(e) The approval of the sale, lease, or other disposition (but not the mortgage, pledge, or grant of any security interest) of all, or substantially all, of the assets and property of the Corporation, the dissolution of the Corporation, or its merger with or consolidation into another corporation; and

(f) Any other matter that the Directors may vote to submit for approval by the Member.

EXHIBIT D
TO
ARTICLES OF INCORPORATION
OF
MAINE ACADEMY OF NATURAL SCIENCES

No Political Activity; Limited Lobbying. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation, except as may be permitted under Section 501(h) of the Code. The Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.

Dissolution; Distribution of Assets. Upon the dissolution of the Corporation for any reason, the Board shall pay or make provisions for the payment of all debts and liabilities of the Corporation. All remaining assets shall be distributed exclusively to the Member if the Member is at such time engaged in activities substantially similar to those of this Corporation (within the meaning of 13-B M.R.S.A. Section 407) and qualified under the provisions of Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code. If the Member is not engaged in such substantially similar activities and qualified under the provisions of Section 501(c)(3), all remaining assets shall be distributed exclusively to one or more nonprofit organizations which may be selected by the Directors as an appropriate recipient of such assets, as long as each of such organizations shall be engaged in such substantially similar activities and qualify as an organization described in Section 501(c)(3) of the Code. Notwithstanding the foregoing, remaining funds shall be paid to the State of Maine exclusively for public purposes to the extent required by 20-A M R.S.A. Section 2411(8) or successor provision thereof.

BYLAWS

OF

MAINE ACADEMY OF NATURAL SCIENCES

As adopted by the Board of Directors May 29, 2012

ARTICLE 1 - ORGANIZATION

Section 1.1 Name. The name of the corporation is Maine Academy of Natural Sciences.

Section 1.2 Purpose. The corporation is organized as a public benefit corporation exclusively for charitable, educational, and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), or corresponding section of any future federal tax code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Code. In furtherance thereof, but not by way of limitation, the Maine Academy of Natural Sciences will provide an inspiring and inclusive learning environment to students who are primarily under-engaged and at risk of dropping out of high school. Utilizing an individualized, project-based approach, a MeANS education will be rooted in the themes of agriculture, forestry and the environment. Our core values will be respect, responsibility and service to the community.

The Corporation shall be organized and empowered to do everything necessary, proper, advisable or convenient for the accomplishment of the foregoing purposes, and to do all other things incidental to them, or connected with them, that are not forbidden by law, the Articles of Incorporation, or these Bylaws; provided, however, that the corporation shall not have the power to carry on any activity not permitted to be carried on by a corporation exempt from Federal income taxation under section 501(c)(3) of the Code by a corporation, contributions to which are deductible under section 170(c)(2) of the Code.

Section 1.3 Place of Business. The corporation shall have its principal place of business in Hinckley, Maine. Unless otherwise designated by the Board of Directors, the mailing address for the

corporation shall be in Hinckley, Maine. The corporation may have such other offices, within the State of Maine, as the Board of Directors may determine from time to time.

Section 1.4 Registered Agent and Registered Office. The registered agent of the corporation is the person designated in the Articles of Incorporation, as amended from time to time by the Board of Directors. The registered office of the corporation shall be the business office of the registered agent of the corporation.

Section 1.5 Fiscal Year. The fiscal year of the corporation shall be July 1- June 30.

ARTICLE 2 - MEMBERS

Section 2.1 Identification of Members. There shall be one class of Members of the Corporation. The only member of the Corporation shall be Good Will Home Association, a Maine nonprofit corporation recognized by the IRS as an organization described in Section 501(c)(3) of the Code (hereinafter the "Member"). There shall be no membership fees or dues.

Section 2.2 Rights and Powers. The Member shall have all the voting rights set forth in the Articles of Incorporation, these Corporate Bylaws, or pursuant to the Act. Action by the Member shall be taken by unanimous written consent, signed by a duly authorized officer or agent of the Member and delivered to the Secretary of this Corporation for filing in the corporate Minute Book. The voting rights of the Member include:

(a) The appointment of all Directors;

(b) The removal of any or all Directors;

(c) The changing of the number of Directors constituting the Board of Directors within the limitations prescribed in the Articles of Incorporation;

(d) The amendment or restatement of the Articles of Incorporation of the Corporation or these Bylaws pursuant to Article 10 hereof;

(e) The approval of the sale, lease, or other disposition (but not the mortgage, pledge, or grant of any security interest) of all, or substantially all, of the assets and property of the Corporation, the dissolution of the Corporation, or its merger with or consolidation into another corporation; and

(f) Any other matter that the Directors may vote to submit for approval by the Member.

ARTICLE 3 - BOARD OF DIRECTORS

Section 3.1 General Powers. The activities of the corporation shall be managed and controlled by a Board of Directors. All the corporate powers, except as otherwise provided in these Bylaws and in the laws of the State of Maine, shall be vested in and exercised by the Board of Directors.

Section 3.2 Qualifications. At no time after August 31, 2012, shall more than 49% of the Directors be concurrently serving as a director of the Member, except as may result from a temporary vacancy on this Corporation's Board created by the resignation, death, or incapacity of a Director. No Director shall receive compensation for services provided as an employee of the corporation while serving as a Director. At no time shall more than 49% of the Directors on the Board be "financially interested persons" as that term is defined by 13-B M.R.S.A. 713-A, or any successor provision thereof.

Section 3.3 Number. The number of Directors constituting the Board of Directors shall be determined by the Member within the limits set forth in the Articles of Incorporation.

Section 3.4 Appointment; Term of Office.

(a) All of the Directors shall be appointed by the Member.

(b) Each Director shall hold office for a term of three (3) years or until the Director's successor has been appointed and installed. Each new Director shall assume his or her Board position immediately upon his or her appointment by the Member or at such time as specified by the Member. The terms of office of the Directors shall be established in such a manner that one-third (as nearly as may be) of the Directors' terms expire at each annual meeting. To accomplish this, the Board shall assign 3 initial Directors to 1-year terms, 3 initial Directors to 2-year terms, and 3 initial Directors to 3-year terms.

(c) No Director shall serve more than two (2) consecutive 3-year terms in addition to any 1-year or 2-year terms that commence upon formation of the corporation. For any Director who has served two consecutive full terms, he/she shall not be eligible for reappointment until the second annual meeting held after the annual meeting marking the conclusion of his/her term (i.e., approximately two years). For purposes of this provision, a Director who resigns from the Board during his or her term shall be deemed to have served two (2) full terms.

Section 3.5 Vacancies. Any vacancy on the Board of Directors may be filled by the Member for the unexpired portion of the term. If any Director is appointed to fill a vacancy for an unexpired term, the unexpired portion of the term he/she is filling shall not count toward the term limits imposed by Section 3.4.

Section 3.6 Annual Meeting of Directors. The annual meeting of Directors shall be held on or before June 30th of each year at a time and place determined by the Board of Directors, for the purpose of electing the officers and transacting other corporate business.

Section 3.7 Regular Meetings. The Board of Directors may provide by resolution the time and place for the holding of regular meetings without other notice of such resolution. The Board shall hold regular meetings no less frequently than quarterly.

Section 3.8 Special Meetings. Special meetings of the Board of Directors may be called by the Board Chair or the President or, if the Board Chair and President are absent or unable to act, by the Secretary, and must be called on the written request of any two Directors.

Section 3.9 Notice of Meetings. Notice of any special meetings shall be given by mailing written notice at least three (3) days before the meeting or by telephone at least one (1) day before the meeting. Notice of a meeting need not be given to any Director who signs a waiver of notice either

before or after the meeting. Neither the business to be transacted nor the purpose of any regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice of the meeting. Attendance of a Director at a meeting shall constitute waiver of notice of such meeting, unless the Director attends the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened. To the extent required by law, notice of meetings shall be provided to the public or, in the event of an emergency meeting, to local representatives of the media.

Section 3.10 Chair. At all meetings of the Board of Directors, the Board Chair, or in his/her absence, a chair chosen by the Directors present, shall preside.

Section 3.11 Quorum. A majority of the Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, and the act of a majority of the Directors present at any meeting at which there is a quorum shall be the act of the Board of Directors, except as may be otherwise specifically provided by statute, by the Articles of Incorporation, or by these Bylaws.

Section 3.12 Unanimous Action of Directors Without a Meeting. Any action which may be taken at a meeting of the Directors or by a committee of the Directors may be taken without a meeting if all of the Directors or all of the members of the committee, as the case may be, sign written consents setting forth the action taken or to be taken, at any time before or after the intended effective date of such action. Such consents shall be filed with the minutes of Directors' meetings and shall have the same effect as a unanimous vote.

Section 3.13 Attendance at Meetings. Regular attendance at Board meetings in person is expected of all Directors. A Director who has four (4) consecutive unexcused absences from Board meetings shall be deemed to have voluntarily resigned from the Board. With prior approval of the Board Chair, or in his/her absence, the Secretary, Directors may participate in Director meetings via conference call or similar mechanism by which each Director can hear and be heard by all those present. To the extent required by law, Director meetings shall be open to attendance by the public.

Section 3.14 Removal. Any Director may be removed from office, with or without cause, by the Member.

ARTICLE 4 – COMMITTEES

Section 4.1 Designation. The Board of Directors, by a resolution adopted by a majority of the full Board of Directors, may designate such committees as the Board deems appropriate or necessary.

Section 4.2 Committee Members. Members of any committee of the corporation shall serve at the pleasure of the Board of Directors. Except as otherwise specified in these Bylaws or expressly determined by the Board, the Board Chair shall appoint committees. Each committee may prescribe rules and regulations for the call and conduct of committee meetings, and each committee shall maintain minutes of its meetings and other records appropriate to its purposes and shall make regular reports to the Directors as and when requested by the Board Chair.

ARTICLE 5 – OFFICERS

Section 5.1 Officers. The officers of the corporation shall consist of the Board Chair, a President, a Treasurer, an Assistant Treasurer, a Secretary, and such other officers and assistant officers as the Board of Directors shall deem desirable. No two offices may be held by the same person. In addition to the duties and powers specifically set forth in these Bylaws, each officer shall have such duties and power as the Board of Directors may from time to time prescribe.

Section 5.2 Election and Term of Office. The officers shall be elected annually by the Board of Directors at its annual meeting, or as soon thereafter as convenient and each officer then holding an elective office shall continue to hold said office or offices until his or her successor shall have been duly elected.

Section 5.3 Qualifications. The Board Chair, Treasurer, and Secretary shall be elected from among the Directors of the corporation.

Section 5.4 Vacancies. A vacancy in any office caused by death, resignation, removal, disqualification, or otherwise, shall be filled by the Board of Directors for the unexpired portion of the term.

Section 5.5 Treasurer. The Treasurer shall have general charge of the financial affairs of the corporation. The Treasurer shall have custody of all funds of the corporation, subject to such regulations as may be imposed by the Board. The Treasurer may be required to give bond for the faithful performance of his or her duties, in such sum and with such sureties as the Board may require. The Treasurer shall deposit, or cause to be deposited, all moneys of the corporation in such depositories as may be designated by the Board. The Treasurer shall keep or cause to be kept full and accurate accounts of the receipts and disbursements of the corporation in suitable books of the corporation and shall exhibit such books upon request of any officer or Director for any proper purpose at any reasonable time.

Section 5.6 Secretary. The Secretary shall have charge of such books, documents, and papers as the Board of Directors may determine and shall have the custody of the corporate seal. The Secretary shall attend and keep or cause to be kept the minutes of all the meetings of the Board of Directors. The Secretary shall keep or cause to be kept a record of the names and addresses of the Board of Directors. The Secretary may certify all votes, resolutions, and actions of the Board of Directors and of its committees.

Section 5.7 Board Chair. The Board Chair shall preside at all meetings of the Board and shall have such other powers and responsibilities as set forth in these Bylaws.

Section 5.8 President. The President shall have such authority and responsibilities as designated by the Board of Directors.

ARTICLE 6 - INDEMNIFICATION

Section 6.1 Indemnity. The corporation shall, to the extent legally permissible, indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that that person is or was a Director, officer, employee or agent of the corporation, or is or was serving at the request of the corporation as a Director, officer, trustee, partner, fiduciary, employee or agent of another corporation, partnership, joint venture, trust, or other enterprise, against expenses, including attorneys fees, judgments, fines and amounts paid in settlement actually and reasonably incurred by that person in connection with such action, suit or proceeding; provided that no

indemnification shall be provided for any person with respect to any matter as to which that person has been finally adjudicated not to have acted in good faith in the reasonable belief that that person's action was in the best interests of the corporation or, with respect to any criminal action or proceeding, to have had reasonable cause to believe that that person's conduct was unlawful. The termination of any action, suit or proceeding by judgment, order or conviction adverse to such person, or by settlement or plea of nolo contenders or its equivalent, shall not of itself create a presumption that such person did not act in good faith in the reasonable belief that such person's action was in the best interests of the corporation and, with respect to any criminal action or proceeding, had reasonable cause to believe that such person's conduct was unlawful.

Section 6.2 Indemnity Against Expenses. To the extent that a Director, officer, employee or agent of the corporation has been successful on the merits or otherwise in defense of any such action, suit or proceeding, or in the defense of any claim, issue or matter therein, that Director, officer, employee or agent shall be indemnified against expenses, including attorneys fees, actually and reasonably incurred by that Director, officer, employee or agent in connection therewith.

Section 6.3 Determination. Any indemnification shall be made by the corporation only as authorized in the specific case upon a determination that indemnification of the Director, officer, employee or agent is proper under the circumstances and in the best interest of the corporation. That determination shall be made by the Board of Directors by majority vote of a quorum consisting of Directors who are not parties to that action, suit or proceeding, or if such a quorum is not obtainable, or even if obtainable, if a quorum of disinterested Directors so directs, by independent legal counsel in a written opinion.

Section 6.4 Payment of Expenses. Expenses incurred in defending a civil, criminal, administrative or investigative action, suit or proceeding may be authorized and paid by the corporation in advance of the final disposition of that action, suit or proceeding upon a determination made in accordance with the procedure established in the foregoing section that, based on the facts then known to those making the determination and without further investigation, the person seeking indemnification satisfied the standard of conduct provided herein, upon receipt by the corporation of a written undertaking by or on behalf of the officer, Director, employee or agent to repay such amount unless it shall ultimately be determined that the person is entitled to be indemnified by the corporation as authorized in this Article.

Section 6.5 Insurance. By action of the Board of Directors, notwithstanding any interest of the Directors in the action, the corporation may purchase and maintain insurance, in such amounts as

the Board of Directors deems appropriate, on behalf of any person who is or was a Director, officer, employee or agent of the corporation, or is or was serving at the request of the corporation as a Director, officer, employee or agent of another organization, against any liability asserted against such person and incurred by such person in any such capacity or arising out of his status as such, whether or not the corporation would have the power or would be required to indemnify such person against such liability under the provisions of this Article or of the laws of the State of Maine.

ARTICLE 7 - CONTRACTS, CHECKS, DEPOSITS, GIFTS

Section 7.1 Contracts. The Board of Directors, except as otherwise provided in these Bylaws, may authorize any officer or agent to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to a specific instance; and unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement, or to pledge its credit, or render it liable pecuniarily for any purpose or to any amount.

Section 7.2 Checks. All checks, drafts, or orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or officers, agent or agents of the corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Treasurer and countersigned by the Board Chair.

Section 7.3 Deposits. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Board of Directors may select.

Section 7.4 Gifts. The Board of Directors may accept, on behalf of the corporation, any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the corporation.

ARTICLE 8 - BOOKS AND RECORDS

Article 8.1 The corporation shall keep correct and complete books and records of all accounts and shall keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors, which book, records, and minutes shall be kept by the Secretary of the Board of Directors. Such records shall be kept at the registered office of the corporation, or other place designated by the Board of Directors. All books and records of the corporation may be inspected by any officer, Director, or their agent or attorney for any proper purpose at any reasonable time.

ARTICLE 9 - NONPROFIT STATUS

Section 9.1 Prohibition Against Sharing in Corporate Earnings. No Director, officer, or employee of, or member of a committee of, or 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 for services rendered to or for the corporation in effecting any of its purposes as shall be fixed by the Board of Directors; 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.

ARTICLE 10 - AMENDMENTS

Section 10.1 Amendment. The Board of Directors shall have power to amend the Articles of Incorporation of the corporation, and to make, amend, and repeal the Bylaws of the corporation, by affirmative vote of not less than two-thirds of the Directors then in Office.

ARTICLE 11 - DISSOLUTION

Section 11.1 Manner of Dissolution. The corporation may be dissolved only with the Member's consent. Upon the Member's adoption of a resolution approving dissolution, the corporation shall proceed to dissolve in accordance with the Maine Nonprofit Corporation Act, the Articles of Incorporation, and these Bylaws.

Section 11.2 Disposition of Assets. Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, transfer and convey any remaining property and assets of the corporation to the Member if the Member is at such time engaged in activities substantially similar to those of this Corporation (within the meaning of 13-B M.R.S.A. Section 407) and qualified under the provisions of Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code. If the Member is not engaged in such substantially similar activities and qualified under the provisions of Section 501(c)(3), all remaining assets shall be distributed exclusively to one or more nonprofit organizations which may be selected by the Directors as an appropriate recipient of such assets, as long as each of such organizations shall be engaged in such substantially similar activities and qualify as an organization described in Section 501(c)(3) of the Code. Notwithstanding the foregoing, remaining funds shall be paid to the State of Maine exclusively for public purposes to the extent required by 20-A M.R.S.A. Section 2411(8) or successor provision thereof.

ARTICLE 12 – CONFLICTS OF INTEREST

Section 12.1 Definition of Conflict-of-Interest Transaction. For purposes of this Article 13, a conflict-of-interest transaction is a transaction in which a Director or officer of the corporation has a direct or indirect financial interest. For purposes of this Article 9, a Director or Officer has an indirect financial interest in a transaction if:

(a) Another entity in which the Director or officer has a material interest or in which the Director or officer is a general partner (or the functional equivalent thereto) is a party to the transaction; or

(b) Another entity of which the Director or officer is a director, officer, or trustee is a party to the transaction.

Section 12.2 Approval of Conflict of Interest Transactions. A conflict-of-interest transaction may be approved before or after consummation of the transaction as follows: The Board of Directors of the corporation or a committee of the Board with authority may authorize, approve or ratify the transaction if the material facts of the transaction and the director's or officer's interest are disclosed or known to the Board or the authorized committee of the Board. The transaction may be approved only if it is fair and equitable to the corporation as of the date the transaction is authorized, approved or ratified. The party asserting fairness of any such transaction has the burden of establishing fairness. For purposes of this section, a conflict-of-interest transaction is approved if it receives the affirmative vote of a majority of the Directors on the Board of Directors or on an authorized committee of the Board who have no direct or indirect interest in the transaction, but a transaction may not be approved by a single director. If a majority of the Directors on the Board who have no direct or indirect interest in the transaction vote to approve the transaction, a quorum is present for the purpose of taking action under this section.

Section 12.3 General Policy and Procedures Concerning Conflicts of Interest. Attached hereto and incorporated herein is **Schedule 12.3 (General Policy and Procedures for Conflicts of Interest)**. The policy and procedures set forth in Schedule 12.3 supplement the more specific provisions contained in Sections 12.1 and 12.2 above. At all times all Directors, officers, and other representatives or agents of the corporation shall be subject to and shall comply with the general policies and procedures set forth in Schedule 12.3, and as applicable, the more specific procedures set forth in Sections 12.1 and 12.2 above.

SCHEDULE 12.3

GENERAL POLICY AND PROCEDURES FOR CONFLICTS OF INTEREST

Article I - Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace the provisions of Sections 12.1 and 12.2 of the Bylaws. To the extent Sections 12.1 and 12.2 apply to any transaction, the procedures set forth therein shall be followed. In all other cases, the following applies.

Article II - Definitions

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

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

a. An ownership or investment interest in any entity with which the corporation has a transaction or arrangement,

b. A compensation arrangement with the corporation or with any entity or individual with which the corporation has a transaction or arrangement, or

c. 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 not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the Board or Board designated committee decides that a conflict of interest exists.

Article III - Procedures

1. Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Directors and members of committees, if any, with governing Board delegated powers considering the proposed transaction or arrangement.

2. 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, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest.

a. An interested person may make a presentation at the Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

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

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

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors or committee members whether the transaction or arrangement is in the corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy.

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

b. If, after hearing the person's response and after making further investigation as warranted by the circumstances, the Board or committee determines the person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV - Records of Proceedings

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

a. 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.

b. 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 with the proceedings.

Article V - Compensation

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

b. 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.

c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI - Annual Statements

Each Director, Officer and member of a committee with governing Board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII - Periodic Reviews

To ensure the corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII - Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

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**)
Maine Academy of Natural Sciences

2 c/o Name (if applicable)
Director of Finance

3 **Mailing address** (Number and street) (see instructions) Room/Suite
P.O. Box 159

4 Employer Identification Number (EIN)
45-5132214

City or town, state or country, and ZIP + 4
Hinckley, ME 04944

5 Month the annual accounting period ends (01 – 12)
06

6 Primary contact (officer, director, trustee, or **authorized representative**)
a Name: Leonard Cole
b Phone: 207-791-3223
c Fax: (optional) 207-791-3111

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.means-gwh.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) 05 / 21 / 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): Exh. A to Articles of Incorp'n	☑
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. Exhibit D to Articles of Incorporation	
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: _____	☐

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)
See attached.			

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)
Troy Frost	Principal and Co-Director	P.O. Box 159 Hinckley, ME 04944	$63,856
Emanuel Pariser	Director of Curriculum	P.O. Box 159 Hinckley, ME 04944	$ 74,614
Jeff Chase	Agricultural Specialist	P.O. Box 159 Hinckley, ME 04944	$ 55,348

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)
See attached.			

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 5/2012 To 6/2012	(b) From 7/2012 To 6/2013	(c) From 7/2013 To 6/2014	(d) From To	(e) Provide Total for (a) through (d)
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	0	282,000	379,000		661,000
	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	0	282,000	379,000		661,000
	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)	0	426,766	618,177		1,044,943
	10 Total of lines 8 and 9	0	708,766	997,177		1,705,943
	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	0	708,766	997,177		1,705,943
Expenses	14 Fundraising expenses	0	7,500	8,500		
	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	0	462,309	690,056		
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)	0	46,000	66,000		
	21 Depreciation and depletion					
	22 Professional fees	0	28,000	30,000		
	23 Any expense not otherwise classified, such as program services (attach itemized list)	0	133,072	190,625		
	24 Total Expenses Add lines 14 through 23	0	676,881	985,181		

Part IX **Financial Data** *(Continued)*

B. Balance Sheet (for your most recently completed tax year) Year End: 5/2012

			(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	0
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	0
	Fund Balances or Net Assets		
17	Total fund balances or net assets	17	0
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18	0

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 ▶ Glenn A. Cummings (Signature of Officer, Director, Trustee, or other authorized official)

Glenn Cummings (Type or print name of signer)

President (Type or print title or authority of signer)

5/30/12 (Date)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

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 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: Good Will Home Association **EIN:** 01 – 0211508

Address: P. O. Box 159 Hinckley, ME 04944

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)
See attached.		

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

MeANS Charter Application

Exhibit 14: IRS Exemption Application

Articles of Incorporation and Bylaws are Exhibits 12 and 13 of the Charter Application

Attachment to IRS Form 1023

Part I – Identification of Applicant

Line 7. Maine Academy of Natural Sciences (the "Applicant") is represented by the following attorney, who is also listed on the enclosed Form 2848:

Leonard M. Cole
PretiFlaherty
PO Box 9546
Portland, ME 04112-9546

Line 8. The following attorneys in the firm of PretiFlaherty have provided legal advice about the Applicant's structure and activities:

Charles F. Dingman
Daniel W. Walker
Katrina W. Clearwater

They were assisted by non-attorney staff and generally work in the firm's Augusta office (PO Box 1058, Augusta, ME 04332-1058). The Applicant or its Parent (as defined below) pay the firm at hourly rates discounted from the attorneys' standard hourly rates.

Part IV – Narrative Description of Activities

Background

Maine Academy of Natural Sciences (the "Applicant") was formed by Good Will Home Association d/b/a Good Will-Hinckley (the "Parent") to operate a public charter school to be established under the Maine public charter schools act. The parent was founded in 1889 to provide a home and helping hand for young people and families. Historically, the Parent has been home to youth facing complex academic, social, behavioral and emotional challenges. The Parent's current purposes include serving youth at risk of failing as adults by providing them with positive and motivational educational experiences.

The Parent's campus is located on several hundred acres in Hinckley, Maine. The campus has a museum, a Carnegie library, a recreation center, several athletic fields, a certified organic farm, wilderness, and river frontage. It is also adjacent to a campus of the Maine Community College System that is expected to open soon. The Parent's IRS affirmation letter is attached hereto as Exhibit A.

Since September 2011, the Parent has been operating the Maine Academy of Natural Sciences (the "Predecessor School") as a private magnet school. A brochure and two newsletters pertaining to the Predecessor School are attached as Exhibit B.

Activities

The Applicant has not yet begun operations. Simultaneously with the filing of this application, the Applicant submitted the enclosed charter application (the "Charter Application") to the Maine Charter School Commission (the "Commission"), an authorizer of public charter schools under the Maine Public Charter School Law (the "Act"), attached as Exhibit C. The Applicant expects to be granted a charter by the Commission in June of 2012. The Parent will then transfer certain assets associated with the Predecessor School to the Applicant, which will take over operation of the school as a public charter school. The Parent will lease the school's campus to the Applicant and provide financial support, including funding from its endowment.

Details of the Applicant's expected activities are set forth in the Charter Application. The Applicant does not expect to conduct other activities, except as described herein.

Attachment to IRS Form 1023

Part V – Compensation and Other Financial Arrangements with your Officers, Directors, Trustees, Employees and Independent Contractors

Line 1a.

Name	Title(s)	Mailing address	Compensation
Richard Abramson	Director	P.O. Box 159 Hinckley, ME 04944	0
Douglas Carr	Director & Treasurer	P.O. Box 159 Hinckley, ME 04944	0
Glenn Cummings	President & Exec. Dir.	P.O. Box 159 Hinckley, ME 04944	$100,135
Sheri Dodge	Assistant Treasurer	P.O. Box 159 Hinckley, ME 04944	0
Gordon Donaldson	Director	P.O. Box 159 Hinckley, ME 04944	0
Amber Lambke	Director	P.O. Box 159 Hinckley, ME 04944	0
Pender Makin	Director	P.O. Box 159 Hinckley, ME 04944	0
Jim Morse	Director	P.O. Box 159 Hinckley, ME 04944	0
Helen Regan	Director & Secretary	P.O. Box 159 Hinckley, ME 04944	0
Bob Tardy	Director	P.O. Box 159 Hinckley, ME 04944	0
Pat Zlotin	Director & Chair	P.O. Box 159 Hinckley, ME 04944	0

Line 1c. – As described under Part V, Line 9, and set forth in the Charter Application, the Parent will provide certain financial and management services to the Applicant. The Parent's mailing address is P.O. Box 159, Hinckley, ME 04944. The written agreement under which the Parent will provide these services has not yet been drafted.

Part V – Compensation and Other Financial Arrangements (continued)

Line 3a.

Name	Qualifications*	Hours Worked	Duties**
Bob Tardy, Director	Director of Parent	4 per month	Director
Gordon Donaldson, Director	Professor of Educ.	4 per month	Director
Richard Abramson, Director	Director of Parent	4 per month	Director
Helen Regan, Director	Education advocate	4 per month	Director & Secretary
Amber Lambke, Director	Education advocate	4 per month	Director
Pender Makin, Director	Education advocate	4 per month	Director
Douglas Carr, Director	Director of Parent	4 per month	Director & Treasurer
Jim Morse, Director	Director of Parent	4 per month	Director
Pat Zlotin, Director	Director of Parent	4 per month	Director & Chair
Glenn Cummings	Pres. & Exec. Dir. of Parent	27.5 per week	President & Exec. Dir.
Sheri Dodge	Dir. of Finance of Parent	2 per week	Asst. Treas. & Dir. of Fin.
Troy Frost	See attached résumé.	40+ per week	Principal and Co-Director
Emanuel Pariser	See attached résumé.	40+ per week	Director of Curriculum
Jeff Chase	See attached résumé.	40+ per week	Agricultural Specialist

* The directors' résumés are attached to the Charter Application as Exhibit 16. The résumés of compensated staff are attached hereto as Exhibit D.

** The officers' duties are described in Sections 5.5 – 5.8 of the Bylaws. Job descriptions for the Executive Director, Principal and Co-Director, Director of Curriculum, and Agricultural Specialist, are attached as Exhibit D.

Line 5a.

The Applicant's board adopted the Conflict of Interest Policy in Schedule 12.3 to its Bylaws by unanimous vote on May 29, 2012.

Part V – Compensation and Other Financial Arrangements (continued)

Line 9.

All of the Applicant's directors will be appointed by the Parent, and a minority of the Applicant's directors may also be directors of the Parent. As detailed in the Charter Application, the Applicant expects to lease its campus from the Parent. The Applicant also expects to enter into a management agreement with the parent under which the Parent, through its administrative and facilities staff, will provide services to the Applicant. Such services will include financial support and facilities services. The Applicant will directly employ its entire educational staff.

The details of the lease and services agreement have not yet been determined. In each case, the financial arrangements between the Applicant and the Parent will be consistent with each organization's status as a 501(c)(3) corporation and will be designed to further most efficiently the organizations' joint mission and shared values.

Part VI – Your Members & Other Individuals & Organizations That Receive Benefits from You

Line 1a - The Applicant will provide services to students enrolled in its public charter school, the Maine Academy of Natural Sciences, as described under Part IV. Details of the school's expected operations are set forth in the Charter Application.

Part VIII – Your Specific Activities

Line 2a - The Applicant may seek to advance, through direct and/or grass roots lobbying, legislation that would further its charitable purposes.

Line 2b – The Applicant's attempts to influence legislation will not be a substantial part of its activities.

Line 4a – The Applicant may engage in fundraising activities to finance its operations. The specific fundraising activities the Applicant will engage in have not yet been determined.

Line 4d – The Applicant generally expects to conduct its fundraising activities in Maine, with the possible exception of approaches to foundations and federal agencies outside of Maine. All fundraising activities will be undertaken and controlled by the Applicant.

Line 5 – The Applicant expects to enter into a charter agreement with the Maine Charter School Commission, an authorizer of public charter schools under the Maine Public Charter School Law (the "Act"), attached as Exhibit C. The Commission will have high level oversight of the Applicant's charter school pursuant to the Act, including the right to renew or terminate the Applicant's charter.

Line 10 – The Applicant may own intellectual property rights in any materials it creates, commissions, or otherwise acquires in pursuit of its charitable purposes. There are no current plans regarding any such materials.

Line 11 – The Applicant will consider accepting gifts of such property on a case-by-case basis and may accept such gifts as its board of directors deems prudent. At this time, the Applicant does not anticipate any specific in-kind contributions.

Line 15 – As indicated in Part II and Schedule G, the Applicant has a close connection with the Parent, which is the sole member of the Applicant.

Part IX.A – Financial Data – Statement of Revenues and Expenses

Line 23. Other Expenses	5/2012-6/2012	7/2012-6/2013	7/2013-6/2014
Instructional Materials	-	4,870	8,600
Transportation Costs	-	30,947	41,000
School Food Expenses	-	66,150	97,650
Office Supplies	-	7,500	7,500
Program Supplies	-	19,480	28,000
Staff Development	-	4,125	7,875
Total Other Expense	-	133,072	190,625

Schedule B. Schools, Colleges & Universities

Section 1. Operational Information

Line 1b – The Maine Academy of Natural Sciences will be a secondary public charter school, with potential in the future to add an elementary component.

Line 2b – As a public charter school under the Maine Public Charter School Law attached as Exhibit C (the "Act"), the Applicant will receive all state and local operating funds for each student from the school administrative unit of the student's residence. Simultaneously with the filing of this application, the Applicant submitted the enclosed Charter Application to the Commission. At this time, a charter has not been granted and a charter contract between the Applicant and the Commission has not been drafted or executed.

Schedule G. Successors to Other Organizations

Line 2a – The Applicant was formed by Good Will Home Association d/b/a Good Will-Hinckley (the "Parent") to apply for a school charter, enter into a charter agreement with the Maine Charter School Commission, and operate the resulting public charter school. As described under Part IV, the Applicant will take over the secondary educational program currently being operated by the Parent as a private magnet school, and will operate that program as a public charter school.

Line 2b – The Parent has been recognized by the Service as an organization described in Section 501(c)(3) and 509(a)(1). The parent is an educational organization described in section 170(b)(1)(A)(ii). The Parent's affirmation letter from the Service is attached as Exhibit A.

Line 2c – In May 1940, the Parent was recognized by the Service as an organization described in Sections 501(c)(3), 509(a)(1) and 170(b)(1)(A)(ii). The Parent's affirmation letter from the Service is attached hereto as Exhibit A.

Line 2e – Because the Parent has previously operated the school that will become the public charter school operated by the Applicant, the Act required the Parent to create a separate entity (i.e., the Applicant) to apply for a charter and enter into a charter agreement. See Section 2407(3) of the Act, on page 14 of Exhibit C ("If the organizers of a start-up public charter school have been affiliated with a previous school or education program, they must form a separate nonprofit organization in this State to be eligible for state and federal grants.").

Line 4 – The Parent's current directors and officers are as follows:

Good Will Home Association Directors:

Robert Atwood	Eric S. Buch
Doug Goodwin	Kathryn Hunt
Wayne Walker	Ken Walsh
Gail Wolfe	Donald H. Marden
Pat Zlotin	Jay Nutting
Douglas Carr	Jim Morse
Jack Moore	Bob Tardy
Richard Abramson	Michael Hinckley-Gordon
Lee Marshall	Joel Russ

Schedule G. Successors to Other Organizations (continued)

Line 4 (continued)

Good Will Home Association Officers:

Glenn Cummings, President and Executive Director

Kathryn Hunt, Chair

Pat Zlotin, Vice Chair

Gail Wolfe, Secretary

Sheryl Dodge, Treasurer

The directors and officers of Good Will Home Association can be reached, c/o Good Will Home Association, at P.O. Box 159, Hinckley, ME 04944.

Line 5 – Currently, 5 members of the Parent's board (Richard Abramson, Douglas Carr, Jim Morse, Bob Tardy, and Pat Zlotin) and 2 of the Parent's officers (Glenn Cummings and Sheryl Dodge) serve as directors and officers of the Applicant. All of the Applicant's directors are appointed by the Parent, and a minority of the Applicant's directors may also serve as directors of the Parent. Therefore, it is likely that one or more of the Parent's directors or officers will serve as a director or officer of the Applicant at all times.

Line 6 – As described under Part IV, the Applicant expects to receive financial support from the Parent. The details of such support have not yet been determined, and no related agreements have been made.

MeANS Charter Application

Exhibit 14: IRS Exemption Application

Exhibit A to IRS Form 1023

Internal Revenue Service

District
Director

Department of the Treasury

P.O. Box 9081
JFK Federal Bldg., Boston, Mass. 02203

Person to Contact: Mary E. Tobin

Telephone Number: 617 223 5408

Refer Reply to: EP/EO

Date: February 21, 1978

The Good Will Home Association
Hinkley, MAine 04944

Gentlemen:

This is in reply to your recent letter requesting a copy of an exemption letter for the above organization.

Due to our records retention program, a copy of the original letter is not available.

However, records in this office indicate that a determination letter was issued in May, 1940 to the above organization ruling that it was exempt from Federal Income Tax under Section 501(c)(3) and Sections 509(a)(1) & 170(b)(1)(A)(ii). of the Internal Revenue Code of 1954.

This ruling remains in effect as long as there are no changes in the character, purposes, or method of operation of the organization.

I trust the foregoing information will serve your purpose.

Yours truly,

HERBERT B. MOSHER
District Director

Exemption # A-140633

MeANS Charter Application

Exhibit 14: IRS Exemption Application

Exhibit B to IRS Form 1023

MAINE ACADEMY OF
NATURAL SCIENCES

STUDENT PROFILE

Students of the Maine Academy of Natural Sciences:

- Are motivated to complete school and will choose to attend the Maine Academy of Natural Sciences
- Are interested in, and capable of, working in accordance with a project based, hands-on approach
- Have an interest in agricultural/forestry/sustainability themes
- Understand the benefits of co-enrollment at KVCC
- Have supportive parental involvement when possible
- May not currently be enrolled in secondary school, or are not currently thriving in school

REQUIREMENTS TO ATTEND

Students of the Maine Academy of Natural Sciences:

- Must possess a desire to succeed in school and in life
- Are in the 9th - 12th grade

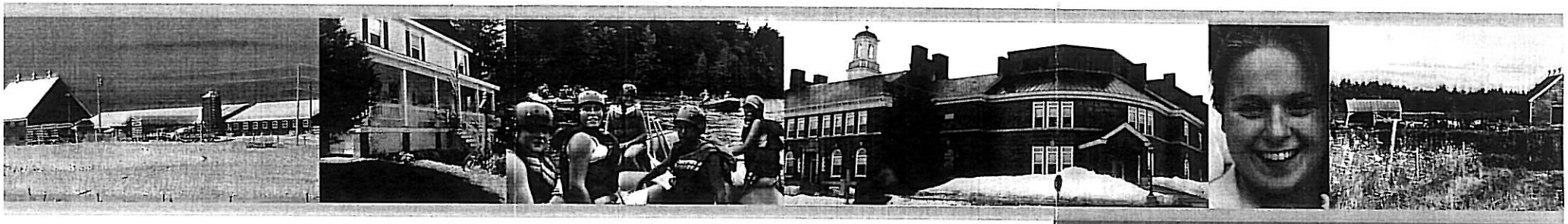
A TYPICAL DAY AT MeANS

A typical day includes:

- Two hours of classroom instruction
- Two and a half hours of individual and group project work
- Two hours of elective activity/job shadowing, internships, or course work at Kennebec Valley Community College

"In the last decades much emphasis has been laid upon teaching boys and girls to earn a living; in relatively few educational circles has the emphasis been placed on teaching how to live."

- GEORGE WALTER HINCKLEY,
"The Good Will Idea" 1929



MAINE ACADEMY OF
NATURAL SCIENCES

CONTACT INFORMATION:

PARENTS PLEASE CONTACT
Emanuel Pariser, PhD., Education Program Designer
email: epariser@gwh.org 207.238.4016 cell: 207.660.1059

STUDENTS PLEASE CONTACT
Troy Frost, M. ED., Principal
email: tfrost@gwh.org 207.238.4204 cell: 207. 877.6007

ROUTE 201 PO BOX 159 HINCKLEY, MAINE 04944
www.gwh.org 207.238.4000 fax: 207.238.4007

MAINE ACADEMY OF
NATURAL SCIENCES

THE FIRST SCHOOL IN MAINE TO OFFER AN EXPERIENTIAL LEARNING PROGRAM FOCUSED ON

- AGRICULTURE
- SUSTAINABILITY
- FORESTRY
- ENVIRONMENTAL STUDIES

A GOOD WILL-HINCKLEY EDUCATIONAL PROGRAM

A unique high school option for the active, real world learner

MAINE ACADEMY OF NATURAL SCIENCES

Opening in September 2011, the Maine Academy of Natural Sciences is the first high school in Maine to focus on agriculture, sustainability, forestry, workforce skills training and independent living skills.

Located on several hundred acres of wilderness, organic farmland and river frontage, the Maine Academy of Natural (MeANS) campus offers students a bucolic setting where they can thrive in their studies and as individuals. The campus also will soon be home to Kennebec Valley Community College (KVCC), giving MeANS students access to college-level courses – including the state's first Associate degree in agricultural sciences – and an introduction to college life.

The campus also includes the L.C. Bates Museum, a renowned natural history and cultural resource. Within a short drive are several agricultural enterprises, including the Maine Grain Alliance, Johnny's Seeds, Backyard Farms, Caverly's Farm, Flood Brothers Farm, Bessey Tree Farm, Grasslands Organic Dairy Farm, Maine Organic Farmers and Gardeners Association, and FEDCO Seeds.

THE PROGRAM

The Maine Academy of Natural Sciences program introduces young people to careers in farming, forestry, sustainability, alternative energy and other related fields.

Guided by their personal learning plan, students will gain knowledge and skills through hands-on projects, internships, targeted curricula, and real-world experiences, including growing organic food on campus for the cafeteria and residences. In addition, students will consult with local produce vendors to learn sales and marketing skills, to study sustainable forestry practices and to explore environmental issues, energy needs and issues facing local and statewide businesses in Maine. Moreover, students will make connections with healthy adult role models who will guide them toward further education and meaningful work.

PROGRAM PRINCIPLES

Program principles include:

- Integrating a standards based curriculum
- Meeting Common Core/Maine Learning Results expectations
- Creating personal learning plans for all students
- Support for student voice, choice, and responsibility
- Experiential learning with an emphasis on agricultural sustainability and small business entrepreneurship
- Real world problem solving, and service to community
- Development of a positive learning community
- Inclusion of family and community whenever possible
- Offering credit for year round learning occurring anywhere and at any time
- Options for co-enrollment with KVCC
- A plan for students to graduate career and college ready

PROGRAM STAFF

Program instructors are caring adults who are enthusiastic, energetic and skilled in a variety of areas. Able to connect with a wide range of students from many different environments, MeANS teachers are committed to the subjects they teach and to the personal and academic advancement of their students.

PROGRAM SIZE AND SCOPE

The school includes students in grades 9–12, learning in a small, highly personalized setting with guidance and support from highly trained educational staff.

MeANS students typically thrive in a hands-on learning environment and have a strong interest in environmental and agricultural studies, whether currently enrolled in high school or not.

On campus housing is available.

PROPOSED INTEGRATED CURRICULUM

Program curriculum include:

Seasonal cultivation of vegetables and flowers
Year-round greenhouse production
Harvesting, packing and shipping
Soil science
Pest control
Sustainability issues such as recycling and energy usage
Composting
Raising small livestock such as chickens, pigs and goats
Forestry skills including trail creation and maintenance
Nutrition
Marketing skills including graphic design, networking and business communications skills
Small business skills including accounting, bookkeeping, banking, and utilization of business related software

PROGRAM GOALS

Students will become engaged, reflective, and self-directed learners. They will develop habits of heart and mind that lead them to take responsibility for their own actions, as well as for the welfare of other students, their community and their environment. They will leave MeANS with a plan for their next steps as young adults, including further education, training, adventure, civic engagement and work.

MAINE ACADEMY OF NATURAL SCIENCES

The MeANS Record

VOLUME 1, ISSUE 1 FALL 2011

"EDUCATION IS NOT THE ANSWER TO THE QUESTION. EDUCATION IS THE MEANS TO THE ANSWER TO ALL QUESTIONS."

WILLIAM ALLIN

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Planting a Seed

Twenty one students from across the State of Maine joined the Maine Academy of Natural Sciences (MeANS) on September 6th with 11 students utilizing the campus living program.

We are maximizing use of our abundant natural resources–acres of organic farmland, natural forest, and untapped wilderness—to teach students all the traditional classroom subjects (math, writing, art, social studies, etc) using a curriculum guided in the themes of agriculture, forestry, and sustainability.

In an autumn project, students built 3-4 raised beds, on which they will plant, maintain and grow edible greens. MeANS will also bring a cooperative extension agriculture specialist to campus

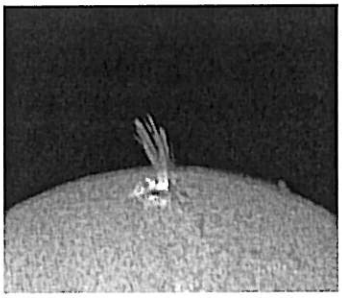
Caleb and Alana measure the circumference of a tree

to lead discussions about soil and helpful vs. non-helpful species, developing composting programs, etc.

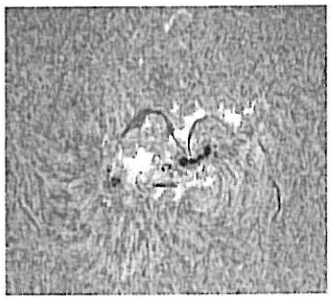
In addition to innovative projects, internships represent a significant part of the MeANS experience. We work with students to identify specific areas of academic and career interest and seek placements with local organizations and businesses. Currently, MeANS students are working at nearby Caverly's Farm and Bessey's Tree Farm.

The first few months of school have been a learning and growing experience for students and staff alike. We are looking forward to continuing on this journey together.

Photos of Sunspots-MeANS Photography Class



These photographs of sunspots were taken by MeANS students in September 2011 under the guidance of one of our volunteers, John Stetson, an adjunct faculty member at Central Maine Community College and an internationally recognized astronomical photographer.



"Garlic for Good" by Alana Ketchum

This fall MeANS students participated in the University of Maine Cooperative Extension's "Garlic for Good" project by planting garlic in a raised bed near the school's cover-crop plot with teacher and agriculture specialist Jeff Chase. The planting was done in recognition of two important days during National Farm to School Month. October 22nd is the annual "Make a Difference Day, and October 24th was the first Food Day in Maine.

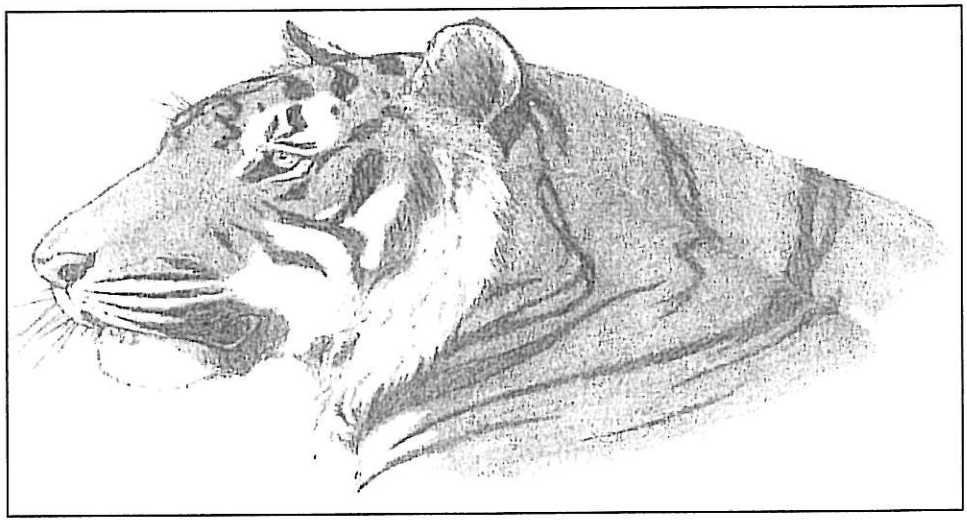
"This project is not only a meaningful food and service-learning project, but also a great science project for kids as they will be learning, planting, feeding, observing and interacting with their garlic from October 2011 through August 2012", says Ellen Libby, Cooperative Extension Educator. Half of the garlic harvest will be donated to help feed Maine's hungry through the Maine Harvest for Hunger program.

MeANS students participate in "Garlic for Good" Program

The return of Home Night

Good Will-Hinckley resurrected its tradition of Home Night November 16th. Students and staff from Hall and Guilford Cottages came together to create a program for alumni, family and friends. The evening began with a spaghetti feed put on by Mark and Kelley LaCasse and John Markoe. The event continued in the Bishop Auditorium with the presentation of the cottage banners. Adam led the Pledge of Allegiance. Speakers included Mr. Frost, Mr. Cummings, and John Willey, GWH class of 1952. Entertainment included a skit about the positive impact MeANS has had on students, readings by Bryan, Thomas and Zoe, poetry readings by Alana and Jack, and a piano recital by Annie. Annissa's planned Chinese Lantern Launch was successful despite the rain. Home night concluded with a slide show featuring highlights of the first three months of school. Over 80 people attended the event, with fun had by all

We wish to thank Backyard Farms and Cayford Orchards for their food donations for this special event.



"Ice Hunter", a Siberian Tiger drawn by MeANS 10th grade student, "Annie" Dannemiller

Fishing by Caleb Chadbourne

It was a hot summer day when I first saw the fish. I was sitting back relaxing, enjoying my summer vacation at my camp on China Lake. I had casted out only twice, just using a simple worm for bait. I caught a fish. As I reeled it in something happened. The pole began to bend even more. The fish was coming right towards the dock. It was a monster, or so I thought, then the line snapped. I was determined to catch that fish, and my brother and I tried for days to catch him. We came close many times. Finally, while using a white perch for bait, I casted out as far as I could and reeled in slowly. It didn't take long for the bass to take the bait. I quickly jerked the pole and the hook was set. She put up a fight but I was able to get her into the boat. It was biggest bass I had ever seen—she was a beauty!

I was proud of my fishing skills that day. After about a minute I knew the fish needed water so I closed my eyes and threw her back.

The moral of this story is to keep your head up and stay patient; your prize will be worth it.

" I quickly jerked the pole and the hook was set. She put up a fight but I was able to get her into the boat."

Getting to know MeANS Co-Director, Emanuel Pariser

Emanuel has spent more than 3 1/2 decades working and advocating in many roles for at-risk adolescents. In 1973 he co-founded the Community School in Camden, Maine. The Community School was the first alternative high school in the Mid-Coast area.

Emanuel helped to write the legislation that established Maine's Office of Truancy, Dropout and Alternative Education and serves as the commission's current chair. He served as president of Maine's Alternative Education Association and chaired the Substance Abuse Services Commission. Emanuel co-chairs Maine's Shared Youth Vision Council. He recently completed his doctorate in Education and Psychology at the University of Maine at Orono. He also helped to found the Maine Association for Charter Schools, a state-wide organization dedicated to creating charter schools in Maine.

Helping students harvest their garden by Cody Buzzell

We went to Atwood Primary School in Oakland to help first graders harvest their garden. We picked a variety of items but mostly tomatillos. We were invited to return to the school to make salsa with the students using the fresh vegetables we picked with the young students. In addition to the tomatillos, we put lime juice and garlic in the salsa.

It felt really good to help the little kids with something they love and feel proud of. I would love to do this with another class if we are offered the opportunity. It was a lot of fun.

A Good Will-Hinckley Program

Maine Academy of Natural Sciences

16 Prescott Drive
P.O. Box 159
Hinckley, ME 04944

Phone: 207-238-4100
Fax: 207-238-4007
E-mail: lsandy@gwh.org

Call Lisa Sandy at 207-238-4034 for more information.

MeANS is located in central Maine on several hundred acres of wilderness, organic farmland and river frontage. We tailor our program to a student's specific interests, introducing them to careers in farming, forestry, sustainability, alternative energy and other related fields. Students gain knowledge and skills through hands-on projects, internships with local businesses, running our organic food farm stand and maple sugar shack, targeted curriculum, and joint coursework with the local community college.

We're on the web:
www.means-gwh.org

MeANS Pursues Charter School Status

The Good Will-Hinckley Board of Directors recently voted to move forward in applying to the State of Maine for charter school status for the Maine Academy of Natural Sciences. The State is currently drafting regulations on Maine's new charter school law, which passed earlier this year. Charter school status would provide a guaranteed funding stream to MeANS from a student's original school district when they decide to enroll at MeANS. There remain many details to work through, but President and Executive Director Glenn Cummings and the Board are monitoring developments carefully. We will continue to keep you updated as progress is made.

The MeANS Record

THE MAINE ACADEMY OF NATURAL SCIENCES

The MeANS Record Spring 2012

"It's All About Our Students", Governor Paul LePage

Glenn Cummings, EdD, left, GWH; John Fitzsimmons, EdD, right, MCCS

In a major statewide announcement on January 23rd, the Harold Alfond Foundation announced a $10.85 million gift to Good Will-Hinckley (GWH) and the Maine Community College System (MCCS).

The gift will enable MCCS to expand the capacity of Kennebec Valley Community College (KVCC) by an additional 1,500 to 2,000 students by purchasing 600 acres and 13 buildings at GWH. By assisting the MCCS in purchasing the property, the gift will assist GWH in operating its new magnet high school, the Maine Academy of Natural Sciences (MeANS). GWH also used the proceeds from the sale to pay back its endowment, putting the school on its most solid financial footing in years.

With the support of Gov. Paul LePage and key lawmakers, the State of Maine also devoted $750,000 to the MCCS to support annual operating costs at the new campus, and $530,000 annually to GWH to fund operating costs for MeANS' residential program.

"These were wise investments that will have long-term effects on our youth and our economy," said LePage. "By 2018, nearly 60 percent of all jobs in Maine will require post secondary education. Currently, we have a 20 percent drop-out rate. Students deserve better. But we must be willing to blaze a new trail and find out what works best for our kids."

The Alfond Foundation gift, along with the support of the Governor and the Legislature, will provide our young people with the necessary resources and a clear path to successfully transition from high school to college, work, and a productive adulthood.

THE MAINE ACADEMY OF NATURAL SCIENCES WINS "PROJECT CANOPY" GRANT TO PLANT TREES ON CENTRAL CAMPUS!

MeANS Students Tap Trees - by Alana Ketcham

Venturing into the great outdoors is a big part of what MeANS is all about. So what could be a better activity than tapping our own maple trees? In the past few weeks students have been involved in tapping trees in prime locations across campus. Mr. Chase, our agricultural teacher, said the group has surpassed expectations and already his crew of students has tapped 40 trees. Given that 40 gallons of sap are needed to make one gallon of syrup, 40 trees may provide just enough syrup to market, with perhaps a bit left to be enjoyed by students and teachers too.

Inside this issue:

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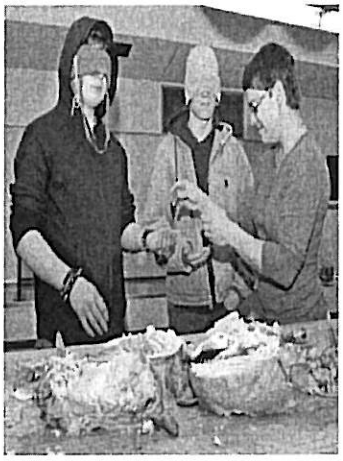
Learning about chickens 2
Trailer project 2
The poacher's son 3
Getting to know Emily 3
Pottery class 3
Student internships 4

Our Trip to the Maine State Museum by Zach Mayo

"I enjoyed the logging presentation as it was interactive and the guide was very knowledgeable and informative."

On the day before February vacation a few of us took a field trip to the Maine State Museum in Augusta. The purpose of the trip was to study the history of logging and farming in the State of Maine. I enjoyed the logging presentation as it was interactive and the guide was very knowledgeable and informative. The gentleman who gave the presentation used to be a river-driver on the Kennebec River. He actually took part in the last river drive in the State of Maine. He also provided each of us with a detailed description of what our job would be if we were loggers. This was a position that paid well because of the danger involved in the job. I was quite impressed with his knowledge of the Lombard log hauler. I would recommend this trip to any student who has an interest in the history of logging.



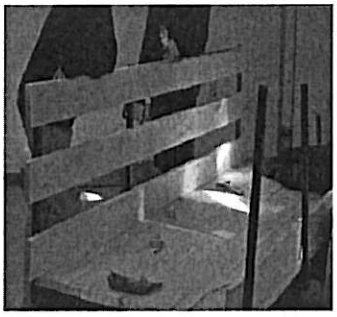
Learning About Chickens

MeANS students Zach Brady and David Hill are blindfolded and given a sample of cooked chicken meat by Rose Hoad of Emma's Family Farm in Windsor. One sample came from the farm and the other from a supermarket. Ms. Hoad earlier cut up one of the farm-raised birds and discussed the properties of the chicken compared to commercial-grade birds both in taste and composition. She also demonstrated how to cut up and disjoint a chicken and reviewed the anatomies of male and female chickens.

Kelly LaCasse, kitchen manager for MeANS, orders 100 butchered chickens at a time from Emma's Family Farm to feed students. Ms. LaCasse also supervises MeANS student Zach Brady as he participates in an internship in the cafeteria. Zach's focus is kitchen management and culinary arts.

Emanuel Pariser, MeANS co-director, said that by next fall MeANS students may be raising their own chickens.

Trailer Project by Tyler Carey



The trailer project proved to be a challenge; however, the closer we got to finishing it, the better it became. It started when Mr. Chase noticed an old homemade trailer just rotting away out behind the Good Will-Hinckley farm. Mr. Chase, myself, Cody, and Zach went out to inspect the trailer and saw great potential for a project. It started with the teardown; we all took part in dismantling the rotted out wooden floors and side posts. Then we all took part in the sanding and priming of the frame. We purchased the lumber for the floors and side-posts from Cody's grandfather. We purchased all of our supplies (bolts, washers, nuts, and paint) from True Value. We then cut the wood to size and inserted the holes for the bolts. After two days the floor was in. Next came the side-rails, which proved to be a bit harder than the floor. We had a hard time lining up the boards to be straight, which took a few days to get right. We were able to purchase a set of used tires for $10.00 installed. After a nice coat of stain the trailer was ready to be used

The Poacher's Son

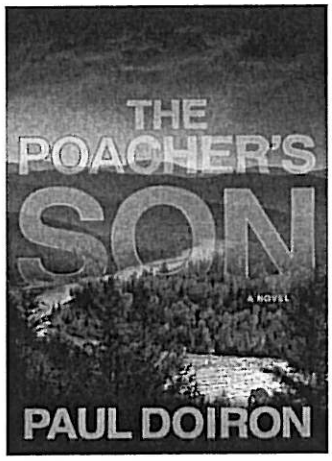
Brenda Poulin's students recently enjoyed reading, *The Poacher's Son,* by Paul Doiron. Here is what some students had to say:

"The Poacher's Son is a fictional mystery: it has many real aspects like it could be a true story. It was a very interesting book that keeps the reader interested from start to finish. It really isn't possible to put this book down. It is very edgy and mystery-like." *Tyler Carey, grade 10*

"You better be careful who you point that gun at," says Charley in the book *The Poacher's Son.*

"This realistic book will drag you in and make you not want to put it down once you start reading it." *Bryan Mason, grade 11*

"*The Poacher's Son* is a fictional novel. The setting takes place in many different places in Maine, but mostly in Somerset County. I would recommend this book to people who enjoy hunting and being outdoors. Also, if you enjoy a good mystery, this is the book for you." *Cody Buzzell, grade 10*



"This realistic book will drag you in and make you not want to put it down once you start reading it."

Getting to Know Emily

Emily Gribben is one of three Great Strides AmeriCorps members serving at the Maine Academy of Natural Sciences this year. The Great Strides Rural Education Corps is a Goodwill Industries of NNE AmeriCorps Project that places members in rural schools in Maine, New Hampshire, and Vermont in order to contribute to students' educational pursuits. Emily moved to Maine after teaching Technology Education and Agriculture in Maryland last year. Emily has a degree in Agriculture and Natural Resources and Agricultural Education from the University of Delaware. This spring Emily plans to start seedlings of various vegetables in order to have a crop in the summer and fall.

EMILY HAS A DEGREE IN AGRICULTURE AND NATIONAL RESOURCES AND AGRICULTURAL EDUCATION FROM THE UNIVERSITY OF DELAWARE.

Pottery Class by Thomas Quaglia

Malley Webber has been doing pottery for several years; she digs, clean and filters the clay herself. Ms. Webber is volunteering at MeANS, and I was able to attend one of her classes in February. There were 16 students in attendance. Ms. Webber shared a slideshow presentation, and each student used clay to make vases and bowls on the pottery wheel. Everybody had a great time!

"Everybody had a great time!"

Maine Academy of Natural Sciences (MeANS) - a Good Will-Hinckley Educational Program

BUSINESS NAME

Maine Academy of Natural Sciences

16 Prescott Drive
P.O. Box 159
Hinckley, ME 04944

Phone: (207) 238-4100
Fax: (207) 238-4007
E-mail: lsandy@gwh.org

Call Lisa Sandy at (207) 238-4034 for more information.

MeANS is located in central Maine on several hundred acres of wilderness, organic farmland and river frontage. We tailor our program to a student's specific interests, introducing them to careers in farming, forestry, sustainability, alternative energy and other related fields. Students gain knowledge and skills through hands-on projects, internships with local businesses, running our food farm stand and maple sugar shack, targeted curriculum, and joint coursework with Kennebec Valley Community College.

We're on the web! Check us out at www.means-gwh.org

MeANS Students and Internships

Internships and work placements represent a significant part of the MeANS experience. We assist students in identifying specific areas of academic and career interest and seek placements with local organizations and businesses to provide students with tangible experiences that will help them hone their future plans—and make them more attractive to future employers.

Alana at the Waterville Public Library

Adam at Harding's Garage

David at Caverly's Farm

Sam at Barrel's Community Market

MeANS Charter Application

Exhibit 14: IRS Exemption Application

Exhibit C to IRS Form 1023 is the Maine Charter School Law

MeANS Charter Application

Exhibit 14: IRS Exemption Application

Exhibit D to IRS Form 1023

President and Executive Director

Grade: 25 **Job Code: 101**

Reports to: Board of Directors **Department: Administration**
Classification: Exempt **Originated Date: 04/01/2010**
Approved:_____ **Revised Date: 04/20/2010**

Job Summary:

Responsible for providing strategic leadership for the organization by working with the Board of Directors and the Senior Management Team to establish and execute short-term and long-range goals, strategies, plans and policies. Specifically responsible for providing leadership to the Good Will-Hinckley committees who are implementing the Strategic Action Committee recommendations. The role of the President and Executive Director requires an ability to provide leadership and vision to the organization combined with a strong desire and commitment to serving children at risk of failure as adults.

Duties and Responsibilities:

- Establishes credibility throughout the organization and with the Board as an effective developer of solutions to the organization and business challenges.

- Provides leadership and management to ensure that the mission and core values of GWH are put into practice.

- Drives the organization to achieve and surpass program objectives, revenue generation goals, cash flow and strategic/business goals and objectives.

- Spearheads the development, communication and implementation of effective transition plan and growth strategies and processes.

- Motivates and leads a high-performance senior management team; provides mentoring to the team and works in a collaborative style with leadership.

- Acts as the lead development officer through direct contact with foundations, current and potential donors, legislators, grant makers, stakeholders and the public. Clearly manages, communicates, markets and executes a compelling and inspired vision and/or sense of core purpose beyond today.

- In collaboration with the Chair, enables the Board to fulfill its governance function.

- Recommends yearly budget for Board approval and prudently manages organization's resources within those budget guidelines according to current laws and regulations.

- Fosters a success-oriented, accountable environment within the organization.

- Cultivates, develops, and enhances positive, long-term relationships with the various publics whose support is necessary for the growth and development of the organization, including (but not limited to) corporate, community, government, institutional partners, donors, and media.

- Works with all GWH committees.

- Attends all Executive or regular Board meetings.

Competencies:

- Analytical – the individual synthesizes complex or diverse information
- Problem Solving – the individual identifies and resolves problems in a timely manner and gathers and analyzes information skillfully and anticipates and prevents potential problems through reflective and proactive planning.
- Oral and Written Communication – the individual speaks and writes clearly and persuasively in positive or negative situations, demonstrates group presentation skills and conducts productive meetings.
- Delegation – the individual delegates work assignments, gives authority to work independently, sets expectations and monitors delegated activities. Sets clear objectives and measures. Monitors process, progress and results. Designs feedback loops into work.
- Leadership – the individual inspires and motivates others to perform well and accepts feedback from others. Has a calm composure and is not easily defensive or irritated under stress or pressure. And, is a settling influence for the organization.

- Management Skills – the individual includes staff in planning, decision-making, facilitating and process improvement; makes self available to staff; provides regular performance feedback; and develops subordinates skills and encourages growth.
- Quality Management – the individual looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Judgment – the individual displays willingness to make decisions, exhibits sound and accurate judgment, and makes timely decisions. Makes good decisions based upon a mixture of analysis, wisdom, experience, common sense and judgment.
- Planning/Organizing – the individual prioritizes and plans work activities, uses time efficiently and develops realistic action plans.
- Safety and Security – the individual observes safety and security procedures and uses equipment, and materials properly.

Qualifications:

Required:

A Bachelor's degree in Business, Human Services or closely related field.

5-10 years of experience working in some combination of the following areas: non-profit, government, public policy, for-profit, small business, property management, and/or economic development

A good understanding of finances, the human services and education fields and public policy

A demonstrated record of leadership and success in strategic planning and problem solving

Excellent interpersonal, communication and organizational skills

Experience in similar executive leadership positions where close association with an executive board is required

Preferred:

A Master's degree in Business, Human Services, or closely related field.

At least one full life cycle of a strategic planning or turn-around process completed successfully

Experience raising funds and writing grants

Salary/Benefits:

Annual salary and benefit package as determined by the Board of Directors.

Education Program Designer and Co-Director, MeANS

Reports to: President & Executive Director **Department: Administration**
Classification: Exempt **Originated Date: 03/2011**
Approved:_____ **Revised Date: 5/2012**

Job Summary:

As Educational Program Designer s/he is responsible for the overall design of MeANS both the academic and the social/behavioral approach. As Co-Director s/he is responsible for co-leading the MeANS program.

Duties and Responsibilities:

- Oversees Development of and Implementation of Curricular Approaches
- Faculty Professional Development
- Supervises and evaluates faculty in theme based programming – agriculture, forestry, environment
- Coleads daily staff meetings
- Co-facilitates application of Restorative Justice approach to behavior
- Liason to program committee, and board of directors
- Co-facilitates all hiring for MeANS
- Lead liason with parents and developer of parental outreach
- Liason with KVCC and other external academic institutions
- Supervises and evaluates faculty and programming focused on internships, field placements, etc.
- Member of Senior Leadership Team

Responsible for the design, curriculum development and implementation of new programs, such as the Alternative High School as well as a College program for first and second year students at KVCC by May 1, 2011

- Responsible for budgeting, purchasing, and financial reporting of all new educational programs.
- Responsible for the supervision and coordination of the grant writer, assisting this person in pursuing grant monies directly related to new programs.
- Responsible for positive relations and effective communications with other schools and parents who have students attending the programs.
- Responsible for representing new educational programs to the Board of Directors and its Committees during meetings and community events.
- Responsible for representing our Educational Programs to the Good Will-Hinckley community and other schools.
- Manages safety compliance of team including: timely root cause based incident reports; regular inspection of work areas; coordination with director to identify solutions to incidents; ensure that a safe environment is maintained in the workplace by adhering to all safety rules and requirements (Safety Policies) and report any safety hazards to immediate supervisor; positively supports workplace health and safety with the goal of zero incidents.
- Such other duties as may be reasonably assigned.
- Demonstrates awareness and sensitivity to the cultural and socioeconomic characteristics of the service population

Qualifications:

Demonstrated expertise in creating and implementing educational programs. Masters in Education required, Doctorate preferred.

Satisfactory reference, background and health checks. Must have a valid Maine driver's license.

Salary/Benefits:

Salary and benefit package as determined by the Board of Directors.

Other Relevant Information:

$100,000/$300,000 automobile liability insurance coverage if transporting Good Will-Hinckley youth.

Director of Educational Services/Co-Director

Grade: 25 **Job Code: 301**

Reports to: Chief Executive Officer **Department: Education**
Classification: Exempt **Originated Date: 11/2005**
Approved:_____ **Revised Date: 9/2006; 09/2008, 3/2011**

Job Summary:

To be responsible for all aspects of the Education Program at the Glenn Stratton Learning Center and the Maine Academy of Natural Sciences

Duties and Responsibilities:

- Manage the Director of Special Education
- Responsible for the oversight and growth of GSLC, including but not limited to outreach to local school systems, increase enrollment, and stability of attendance.
- The Co-Director is responsible for co-leading the MeANS program.
- Involvement and advise/counsel with regard to any legislative or DOE activities and/or initiatives affecting special education; including new programs and expansion of current programs.
- Oversee GSLC compliance requirements including meeting the licensing and other regulatory requirements as well as Council on Accreditation.
- Liaison with the Strategic Action Committee for advice and counsel regarding any educational programs.
- Administratively responsible for GSLC.
- In coordination with the Director of Special Education, assist in the admissions of GSLC students and building relationships within the school systems and the DOE.
- Supervises and evaluates faculty in theme based programming – agriculture, forestry, the environment.
- Co-leads MeANS daily staff meetings.
- Co-facilitates application of Restorative Justice approach to behavior.
- Liaison to board of directors
- Co-facilitates all hiring for MeANS
- Supervises and evaluates faculty and programming focused on internships, field placements, etc.
- Manage the discipline and motivational system for GSLC.

- Responsible for ensuring the design and implementation of new and current Educational Programs at Averill/Alfond, GWLP, GSLC, and Boys and Girls Regroup.
- Responsible for curriculum, including development of new programs and monitoring of existing programs.
- Responsible for recruitment, supervision, and evaluation of GSLC, educational personnel.
- Responsible for budgeting, purchasing, and financial reporting of all educational programs.
- Responsible for coordination of all externally funded school programs including Special Education, Chapter I, and other grants for educational programming; as they apply to Averill GSLC..
- Responsible for relations and communications with other departments regarding implementation of all components of the master service plans.
- Responsible for representing our Educational programs to the Board of Directors and its Committees during meetings and community events.
- Organization of the Summer School Program for GSLC.
- Responsible for the supervision of the Chaplain and implementation of the spiritual life program.
- Assures department(s) representation and participation in the Safety Committee; coordinates with Safety/HR to identify solutions to incidents; positively supports workplace health and safety with the goal of zero incidents; ensure that a safe environment is maintained in the workplace by adhering to all safety rules and requirements (Safety Policies) and report any safety hazards to immediate supervisor.
- Such other duties as may be reasonably assigned.
- Demonstrates awareness and sensitivity to the cultural and socioeconomic characteristics of the service population

Qualifications:

Demonstrated expertise in educational programs and administration. Masters in Education or its equivalent. Maine State Principals Certification or equivalent.

Satisfactory reference, background and health checks. Must have a valid Maine driver's license.

Salary/Benefits:

Salary and benefit package as determined by the Board of Directors.

Other Relevant Information:

Passive physical restraints may need to be executed. $100,000/$300,000 automobile liability insurance coverage if transporting Good Will-Hinckley youth.

Agricultural Specialist

Reports to: Co-Directors | **Department: MeANS**
Classification: Exempt | **Originated Date: 3/2011**
Approved:_____ | **Revised Date:**

Job Summary:

The Agricultural specialist will be the primary person involved in the agricultural education of youth in the MEANS program and be responsible for overseeing students with planting, cultivating, harvesting, pruning, and care and upkeep of the agricultural products produced and/or sold through the Good Will-Hinckley MEANS program. The Agricultural Specialist is responsible for the maintenance, operation, business plan, and marketing for the agricultural operations at Good Will-Hinckley through the MEANS program. The Agricultural Specialist will coordinate closely with the lead teacher(s)in MEANS so that work done in the field is directly coordinated with studies undertaken in the classroom.

Duties and Responsibilities:

- Demonstrate Small business expertise by establishing a working business plan for the farm and produce.
- To maintain organic standards set forth by MOFGA and other organizations that pertain to organic farming.
- Properly cares for small animal livestock
- To supervise and evaluate all other workers assigned to the farm and its operation.
- To attend staff meetings and participate in the creation, planning and evaluation of programs as they pertain to the students.
- To set standards for all works on the farm and ensure through instruction and supervision that they are met.
- Demonstrate knowledge of marketing products to the local community.
- Ability to establish working relationships with local businesses.
- To demonstrate an interest in the activities of Good Will-Hinckley and to contribute to the growth of the students.
- To keep informed as requested of the Individual Plan on each child assigned to the farm and to provide input as requested.
- To maintain records of all aspects of the agricultural operation.
- To maintain or cause proper maintenance of all farm equipment.
- To contribute toward the growth and development of each child in a manner that is consistent with the goals set for that child.
- To regularly check, inspect job site, materials and equipment for safety hazards; ensure that a safe environment is maintained in the workplace by adhering to all safety rules and requirements and reporting any safety hazards to immediate supervisor.

- Be involved with projects such as the Market Garden, Farm Stand, Maple Syrup production and Christmas Tree sales
- Greenhouse operations and oversight of flower and vegetables
- Student supervision involving activities with the Market Garden, Farm Stand, and Greenhouse operations.
- To oversee all other learning experiences that pertain directly to student's field experience such as forestry, internships in agriculture related positions, etc.
- To demonstrate an interest in and commitment to the total program of Good Will-Hinckley, with special emphasis on agricultural education for students.
- To plan and implement proper and acceptable practices and procedures as related to the agricultural industry.
- To ensure the integration of the agricultural component with Good Will-Hinckley programs and services.
- To implement and manage a business plan for the agricultural operations.
- To recommend purchases and sales of farm materials, goods, and services.
- To supervise the performance of students assigned to farm work by the Work-Study Coordinator, to the end that they become efficient and responsible in their jobs and meet the objectives set forth in the individual service plans.
- Such other duties as may be reasonably assigned.
- Demonstrates awareness and sensitivity to the cultural and socioeconomic characteristics of the service population

Qualifications:

- High School diploma or GED.
- Maine State Teaching Certification preferred
- Prior experience in agricultural education and marketing, preferred.
- Experience working with students who are experiential, hands-on learners preferred
- Ability to work closely within a team of educators with a highly individualized approach to each student.
- Ability to lift and carry 50lbs on an occasional basis
- **Satisfactory reference, background and health checks. Must have a valid Maine driver's license.**
- **Capacity to live on campus preferred.**

Salary/Benefits:

Wage and benefit package as determined by the Board of Directors.

Other Relevant Information:

$100,000/$300,000 automobile liability insurance coverage if transporting Good Will-Hinckley youth.

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CURRICULUM VITAE

U.S. DEPARTMENT OF EDUCATION — WASHINGTON D.C.

Deputy Assistant Secretary — **2008-PRESENT**

Appointed March 2008 by President Barak Obama to serve at the direction of U.S. Secretary of Education Arne Duncan. Responsible for leadership in policy development for post-secondary education "access and completion" priorities and the management and supervision of $1.9 billion in federal allocation for Perkins IV funding and Adult Education to all fifty states and U.S. territories.

- Participated in the formation of the White House's American Graduation Initiative, the largest investment in higher education since the GI bill, now pending in the U.S. Senate
- Led US Delegation to Amman, Jordan for a symposium with 13 Arab countries on US higher education
- Chosen to Chair the U.S. Department of Education's Green/Sustainability Initiative
- Representative of the U.S. Department of Education for the White House Initiatives on Regional Innovation Clusters and Recovery Retrofit
- A national and international speaker on behalf of the Obama Administration for key higher education stakeholders

MAINE HOUSE OF REPRESENTATIVES — AUGUSTA, ME

Speaker of the House, Maine House of Representatives — **2006 – 2008**

Elected unanimously to serve as the chief presiding officer of the Maine House of Representatives, responsible for the political and administrative management of the institution. Provided leadership for the passage of a bi-partisan biennial budget; brokered agreement on the largest economic investment bond package in the state's history; and led a bi-partisan effort to increase higher education appropriations

- Chief negotiator and co-architect of $6.4 Billion FY08-09 state budget
- Oversight, management of the Legislature's 151 lawmakers, 217 partisan and non-partisan staff, 18 Joint Standing Committees
- Direct management and oversight of the Legislature's $46 million budget

Majority Leader, Maine House of Representatives — **2004-2006**

Charged with providing a dynamic voice, a compelling vision, and effective leadership for the Democratic Caucus, including the creation and implementation of the legislative agenda and the recruitment of 151 Democratic candidates. Expanded the caucus from a one-vote margin to a 30-vote lead in two years.

House Chair, Committee on Education and Cultural Affairs — **2002-2004**

Led in the crafting of some of the state's most complicated and far reaching educational reforms, including the restructuring of K-12 school funding, the crafting of the Essential Services and Programs model of funding, and the creation of the Community College System. Strong advocate for Arts in Education funding.

SOUTHERN MAINE COMMUNITY COLLEGE — SOUTH PORTLAND, ME

Dean of Advancement, Southern Maine Community College — **2006 – 2009**

Responsible for the creation, guidance and execution of the college's $10.1 million private capital campaign. Engaged in crafting and articulating a compelling vision and an economic case for investment in Maine's largest and fastest growing community college.

Founder/Director, Entrepreneurial Center — **2002-2004**

Designed and implemented an innovative program creating the first entrepreneurial center and small business incubator program in Northern New England.

Professor, Business Department — **2002-2009**

Business, entrepreneurship and economics professor

UNIVERSITY OF SOUTHERN MAINE — PORTLAND, ME

Economics Instructor, Department of Economics — **1997-2009**

PORTLAND PARTNERSHIP — PORTLAND, ME

Executive Director — **1997-2002**

Chief executive to the Portland Partnership, whose mission is to build strategic partnerships between businesses and high school students. Responsible for 22 staff members and reported to 15 Board of Directors; doubled business partnerships, raised 1.1million in grants and in-kind donations and brought volunteer hours to the highest in Northern New England

GORHAM HIGH SCHOOL — GORHAM, ME

Teacher, American History and Debate — **1984-1997**

Department Head, History/Social Sciences — **1986-1997**

Developer, ATLAS, Comprehensive School Reform Project — **1992-1995**

Collaboration with Harvard, Brown and Yale Universities

EDUCATION

UNIVERSITY OF PENNSYLVANIA, GRADUATE SCHOOL OF EDUCATION

Doctorate in Higher Education Management, Ed.D — **MAY 2010**

Dissertation on "Turning Green from the Inside Out: Four Case Studies of Colleges and Universities Who Made 'Green' Happen." Course work included: Leadership and Strategic Planning in Higher Education, Enrollment Management, Small College Management Module, Preventative Law in Higher Education, Public Policy in Higher Education, Trustee and Board Relations and Organizational Change in Higher Education.

HARVARD UNIVERSITY, JOHN F. KENNEDY SCHOOL OF GOVERNMENT

Masters of Public Administration, MPA — **1996**

Specialization: economic development, educational policy, organizational change and strategic management of the public sector. Course work includes: Information Technology Planning, Financial Management, Corporate Finance (audit), Strategic Planning for Private and Nonprofit Organizations and Business/Government Analysis.

BROWN UNIVERSITY, GRADUATE SCHOOL OF EDUCATION

Master of Arts in Teaching, MAT 1984

Specialization: educational methodology with focus in history and social science.

OHIO WESLEYAN UNIVERSITY 1983

Bachelor of Arts, Summa Cum Laude, BA

Specialization: American history and political science.

ADDITIONAL TRAINING

- NCSL, Leadership School, Kennedy School of Government, 2007
- University of Virginia, Seminar for New Speakers, 2006
- Project Interchange, influential leadership exchange, Israel, 2005
- ATLAS Leadership Institute, 1994
- Intel Leadership Institute, 1993
- Antioch Critical Skills Training, 1989
- Center for Popular Economics, 1988

FUND RAISING ACCOMPLISHMENTS

- Began $10.1 million campaign for Southern Maine Community College
- Raised $1 million in contributions during legislative leadership, 2003-2007
- Raised $460,000 for the House Democratic Campaign Committee, 2006
- Raised $81,000 for the Cummings Political Action Committee, 2005-2006
- Raised $324,000 in 6 months, founding the Entrepreneurial Center at SMCC, 2003
- Awarded Davis Family Foundation Grant, 2000, 2003
- Awarded Federal Dept of Education Grant, 2003
- Awarded Libra Foundation Grant, 2003
- Raised $1.2 million in capital for Portland Partnerships, 1999-2002
- Awarded Kellogg Foundation Grant, 2001

PUBLIC POLICY ACHIEVEMENTS

- Created the Maine Legislature's Prosperity Joint Select Committee charged with creating a multi-sector plan for economic development, 2007
- Lead Sponsor, the Homeowner Protection Act, one of the nation's toughest and leading anti-predatory lending laws, 2007
- Lead sponsor, first in the nation law to require college applications be part of the Maine high school curriculum, 2007
- Lead sponsor and negotiator, of the 10 state Regional Greenhouse Gas Initiative, creating the nation's first carbon cap and trade market, 2007
- Lead sponsor, creation of PhD Arts program and school, ISDVA, 2007
- Lead sponsor, increasing minimum teacher salaries, 2006
- Led caucus to increase in the state minimum wage, 2006
- Lead sponsor, $2 million in emergency funds for Low Income Heating and Energy Assistance, raised an additional $50,000 in private contributions, 2005
- Lead Sponsor, first in the nation law giving 17-year-olds a vote in primaries, 2004

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- Lead sponsor, the Act to Establish the Community College System, 2003
- Lead sponsor, landmark legislation requiring lead poisoning screenings for all Maine children, 2003
- Lead sponsor and Committee Chair, charged with crafting and passing the state's comprehensive overhaul of K-12 funding, 2003

BUDGETARY ACCOMPLISHMENTS:

- During leadership cut the state structural budget gap in half and built the state's "rainy day" fund from $0 to over $100 million
- Procured $6 million in additional funding for the University System, FY08-09
- Procured $4 million in additional funding for Community Collêge System, FY08-09
- Led an overall increase in higher education funding of $20.3 million above the 2004-2005 Biennium, including $15. million for the University System, FY06-07
- Secured $950,000 in additional Adult Education appropriations, FY 06-07
- Secured a $10 million increase in overall higher education funding from 2002-2006

COMMUNITY SERVICE

- Maine House of Representatives, four terms of service, representing Portland
- Margaret Chase Smith Policy Center, Advisory Board 2006-present
- Maine Compact for Higher Education, Board of Directors, 2002- present
- Bread for the Journey Foundation, Trustee 2005-2007
- Long Creek Youth Development Center, Board of Directors, 2002-2004
- Breakwater School, Trustee 2001-2003
- Maine Association of Partners in Education, 1998-2002
- Portland Arts and Cultural Alliance, 1998-2002

PUBLICATIONS & PUBLIC APPEARANCES

- Numerous speaking engagements, including press and media events, on behalf of Secretary Duncan and the US Department of Education; spoke at many events while Speaker of the Maine House
- Co-author of the nationally recognized Public Policy Exhibition, 1990
- Speaker for national and regional forums on public policy and education issues
- Appearance in state and national television, radio and print media on broad range of policy and public interest issues
- Coverage in Business Week, the New York Times, US News and World Report, and The Chronicle of Higher Education

AWARDS AND RECOGNITION

- Legislator of the Year, Maine Bankers Association, 2007
- Distinguished Service Award, Maine Credit Union League, 2007
- Community College Advocate of the Year Award, 2007
- Maine Medical Association Legislator of the Year, 2002
- The first Clean Elections Candidate in the country, 2000

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- Scott Black Fellow, JFK School of Government, Harvard University, 1996
- Full tuition scholarship to Brown University Graduate School of Education, 1983
- Hasting S. Eells Award for most distinguished student of history, OWU, 1983
- Newberry Fellowship for the study of politics and literature, IL, 1982

PERSONAL

- Born in 1961 in Bath, Maine. A twelfth-generation native Maine resident and the first individual in family history to obtain a college degree
- Married: Leslie Appelbaum; Two children: Kiernan (13), Skyler (10)

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TROY FROST

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(207) 660-6711

OBJECTIVE

High School/Middle School Administration

EMPLOYMENT

Director of Education Good Will-Hinckley Schools	9/04-Present Hinckley, Maine
Principal Averill/Alfond School	9/02-9/04 Hinckley, Maine
Associate Principal/Athletic Director Averill/Alfond School	9/99-9/02 Hinckley, Maine
Teacher/Athletic Director Averill/Alfond School	9/87-9/99 Hinckley, Maine
Family Teacher Guilford Cottage	8/86-9/87 Hinckley, Maine

EDUCATION

Masters in Educational Leadership	5/04 University of Maine
Bachelor of Arts (Psychology) With Distinction.	5/86 University of Maine
High School Diploma	6/82 Maine Central Institute

SPECIAL SKILLS OR CERTIFICATION

- K-12 Professional Admin. Certificate — Expires 7/1/10
- Member of the Maine Principals Assoc.
- Member of National ASCD

References Available upon Request

Emanuel Pariser
10 Pleasantdale Avenue
Waterville, Maine 04901
207-861-4004, emanuel@gwi.net

Resume:

Work Experience:

Co-Founder and Co-Director of the Community School, Camden, Maine, a residential alternative high school for Maine dropouts; funded in part as a prevention and intervention program for substance abuse and delinquency; from 1973 to 2006.

Curriculum designer and teacher for individualized courses including peer counseling, anger management and conflict resolution. Maine Secondary Teaching Certificate

Director, Outreach Program for students who have not completed the Community School Residential Program, and Graduates of all Community School Programs – 1987 - 2006

Founder Passages Program for Teen Parents – 1995

Adjunct Faculty UMO, Teaching Masters Level Courses in the Study of Students At-Risk, 2007-Present;

Developer of Peer Suicide Intervention Trainings and Resources for Homeless Youth, 2008/9/10

Educational Consultant – Working on Professional Development Opportunities for Educators in Alternative Education; 2008/9

Curriculum Developer and Instructor for "Course to Enhance Educational Practice 1 &2" delivered to staff of BCOPE – Belfast Area alternative program 2008/2009/2010

Facilitator for the "Multiple Pathways Project" in Sumner School District, Hancock, Maine. 2009/2010

Consultant to RSU #24 District Level Systems Change Grant Application Process with Nellie Mae Foundation, 2010

Consulting with Department of Education on Development of Assessment for Highly Qualified Alternative Educators, 2009 - 2010

Workshops Presented:

Workshop Presenter at state, national, and international conferences on alternative education, secondary and elementary education:

Maine, 1984, Skyward: Presented Workshop on Staff Burnout to Substance Abuse Agency.

Maine, 1985, Bancroft School: Presented Workshop on Staff Burnout to Special Education School Staff.

Maine, 1987, Coastal Workshop: Presented Staff Development Workshop to staff of sheltered workshop

Maine, 1987, National Coalition of Alternative Community Schools "Getting to the Essence of School Failure: An Experiential Approach"

Orlando, Florida, 1989, National Conference on Educational Alternatives, "Fifteen Years of Short Term Intervention with Maine High School Dropouts"

Nashville, Tennessee, 1990, National Dropout Prevention Network, "A Community Based Approach to Dropout Retrieval and Prevention"

Palo Alto, California, 1990, National Conference on Educational Alternatives, "A Community Based Approach to Dropout Retrieval and Prevention"

Maine, 1990, Alternative Educators Academy, "Supporting the Teachers in Alternative Programs"

Maine, Elementary School Counselors Association, 1991, "Four Key Issues in the Lives of Dropouts"

Maine, Guidance Counselors Association, 1991, "Four Key Issues in the Lives of Dropouts"

Tulsa, Oklahoma, 1991, National Dropout Prevention Network, "Who Cares for the Caretakers? Preventing Staff Burnout in Dropout Programs"

New London, Connecticut, 1991, National Conference on Educational Alternatives, "Intimacy, Connectedness and Education: Developing Models for Working with Staff and Students in an Alternative Setting"

New Haven, Connecticut, 1991, Bush Center in Child Development and Social Policy, Yale University, "Intimacy, Connectedness and Education: An Approach to Intervention with High School Dropouts"

Pittsburgh, Pennsylvania, 1992, "Intimacy, Connectedness, and Community: Engaging Students in Their Own Education"

Maine, Alternative Education Association, 1992, "Building a Sense of Community in Your School"

Boulder, Colorado, 1993, National Conference on Educational Alternatives, Co-Facilitated Strand "On Becoming a
Teacher"

Washington D.C., 1993, Asked to attend special conference of National Coalition of Alternative Community Schools, "How Can the Lessons Learned in Alternative Settings be Used in Public Education?" All participants explored this issue.

Washington D.C., 2000 asked to attend Center for National Policy Conference: Programs for Youth Offenders: A Search for Effective National Models

Keynote Speech for 2002 Alternative Educators Academy at the University of Maine, Orono

Relational Education: A new vision - The International Democratic Education Conference, Albany New York, June 2003

Presenting on Relational Education 2006 Alternative Educators Academy at the University of Maine, Orono

Planning Committee Alternative Educators Academy at the University of Maine, Orono, 2005 - 2006

Presenting on Teen Parenting, Relational Education, and Outreach: Annual Alternative Education Conference of the Maine Alternative Education Association 2001 - 2006

Planning Annual Maine Alternative Education Conference 2001-2006

Facilitator and Speaker at Maine's Dropout Summit, July, 2009.

Professional Development Workshop Maine Alternative Education Association annual conference, Augusta, November, 2009,

Enhancing Student Teacher Relationships: Youth Development Summit, Orono July, 2010

Teacher Student Relationship Building: Presentation at Westbrook Jr. High, October 2010

Relationship Building and RTI, MAMLE conference, Sugarloaf, October 2010

Papers and Book(s) Published:

Books:

"Changing Lives: Voices From a School that Works" co-written with Jane Day and Deborah Meier, Published by University Press of America, 1994

"The Community School: Developing the Approach of Relational Education" Published in Ron Miller's Anthology – Creating Learning Communities: Models Resources, and New Ways of Thinking about Teaching and Learning" 2000

Papers:

"Residential Staff Turnover: Crisis in the Continuity of Care" 1986 – unpublished

"Results from the Commissioner's Advisory Group on Truancy, Dropout and Alternative Education" 1986 – Journal of Maine Education

"A Day in the Life: The Community School" 1990, SKOLE, Journal of the National Coalition of Alternative Community Schools

"Intimacy, Connectedness and Education" 1991, Holistic Education Review

"Students Have Stayed the Same; Learning is Thinking; Knowledge Comes in Packages" 1991, The Maine Scholar, Journal of the Honors Program of the University of Maine

"In Search of Outcomes: Alternative School Graduates in the Real World" 1992, Changing Schools, National Journal for the Alternative Schools Network

"Three Students in Search of an Education: Interviews with Former High School Dropouts" Chapter for Book "Student Lore" edited by Bill Ayers and Bill Schubert, University of Illinois, - as yet unpublished

Conducted and presented evaluation of SAD #28 (Camden, Maine) with regard to programs need for "at-risk" students K-12

"How We Do Counseling" for the National Dropout Network Newsletter and Website: February 1998

"Relational Education: An Antidote to Learning Despair" Published in Lon Woodbury's National Newsletter for Struggling Teens – 1999

Dropout Prevention: A Relational Approach by Emanuel Pariser
Guidance Channel Website, August 2000

"Relational Education: An Open Letter to An Educator" Paths of Learning Magazine Fall 2001

"A Steadiness From Within: The Effect of Community on Learning and Teaching" Communities Magazine, Published in spring of 2002

"Community at the Community School" Boston Research Center,
Spring 2005

Appointments, Awards & Memberships:

Co-Chair, Maine Department of Education Truancy, Dropout and Alternative Education Committee 2010/11

Co-Chair of Maine Shared Youth Vision Council 2008/9

Appointed to Alternative Programs Study Committee, Maine Legislature, Fall 2007.

Received Commissioner's Recognition Award for Work in the Field of Alternative Education 2006

Planning Annual Maine Alternative Education Conference 2001-2009.

Alternative Education Association, Maine, Steering Committee Member 1998 - present.

Planning Committee Alternative Educators Academy at the University of Maine, Orono, 2005 – 2009.

Appointed Maine Task Force to Engage Youth 2006.

President Maine Alternative Education Association 2003/4

Commissioner's Advisory Commission on Truancy, Dropout, and Alternative Education, original member of and Interim Chairperson Commission, 1987 to present. (State of Maine)

Chairperson, Legislative subcommittee of Commission on Truancy, Dropout and Alternative Education, helped to write the laws which established Maine's Office of Alternative Education, and write, and revise laws which affect alternative education, truancy, and dropouts.

Received Recognition Award from Day One, 2002

Chairperson Substance Abuse Services Commission 1998 – 2000,
Member of Commission 1996 – 20000

Co-Chair Joint Task Force on Substance Abuse 1998 -2000

Editorial Board, "Journal of At-Risk Issues"' Publication of National Dropout Prevention Network

Member Group Home Consortium, 1980-1984, a group of programs working together with the University of Maine, Orono, to improve services and staffing.

Mid-Coast Regional Alternative School Committee, Alternative Education Association (Maine), 1988-1990, worked to establish a public regional alternative in the Mid Coast area.

Task Force on Truant, Dropout and Alternative Education, 1985-1987

National Dropout Prevention Network, member, and presenter at National Conferences

International Affiliation of Alternative Educators, Member and presenter at National Conferences

National Coalition of Alternative Community Schools, member and presenter

Maine Group Home Association, member

Alternative Education Association, Maine, President, Current Steering Committee Member

Maine Association of Prevention Programs, Steering Committee Member

Education:

Currently Interdisciplinary Doctoral student (ABD) at University of Maine Orono, in Psychology and Education, University of Maine, Orono 2005 (Advisor Gordon Donaldson)

BA in Philosophical Psychology, University of Chicago, 1972

Courses, workshops, for re-certification and approval as master's level supervisor for Department of Human Services

Current Maine Secondary Teaching Certificate in Psychology

References: Available upon request

JEFFRY A. CHASE

137 John Tarr Road Bowdoin, Maine 04287* (207) 737-0978
jeffrychase@gmail.com

PERSONAL STATEMENT:

Self directed enthusiastic educator with a passionate commitment to student development and their learning experience.

EXPERIENCE:

Jobs for Maine Graduates — **Lewiston, Maine**
Job Specialist at Lewiston High School — September- Present

- Develop and implement character development and job skill lessons
- Establish and implement career development plans for all JMG students
- Provide students with guidance, counseling and support

Muscongus Bay Aquaculture — **Bremen, Maine**
Hatchery Technician — January-July 2010

- Assist in growing and maintaining oyster seed

Portland High School — **Portland, Maine**
Intern Guidance Counselor — September-December 2009

- Researched college options and internship opportunities for students
- Consulted with students, parents, teachers, and other school officials, to assist in meeting the needs of students
- Co-facilitated weekly support groups for adolescent boys
- Advising and facilitating student schedule changes

Herring Gut Learning Center — **Port Clyde, Maine**
Executive Director/Educator — 2000 to 2009

- Planned, developed and administered programs to provide educational opportunities for students
- Cooperated with business, civic and other organizations in order to develop curriculums to meet the needs and interests of students and community
- Provided in-service training workshops for teachers
- Directed preparation of publicity in order to promote personnel recruitment, educational programs and other services
- Directed administration of institution
- Daily operation and maintenance of onsite hatchery, classroom facilities and greenhouse

EDUCATION:

Goddard College — **Plainfield, Vermont**
Master of Education — 2010

University of Maine — **Orono, Maine**
Certificate of Post Graduate Studies in Business Administration — 2006

Unity College — **Unity, Maine**
B.S. in Environmental Science with emphasis in Wildlife — 1994

AWARDS: 2004 Maine Agricultural Teacher of the Year

SCHEDULE 12.3

GENERAL POLICY AND PROCEDURES FOR CONFLICTS OF INTEREST

Article I - Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace the provisions of Sections 12.1 and 12.2 of the Bylaws. To the extent Sections 12.1 and 12.2 apply to any transaction, the procedures set forth therein shall be followed. In all other cases, the following applies.

Article II - Definitions

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

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

a. An ownership or investment interest in any entity with which the corporation has a transaction or arrangement,

b. A compensation arrangement with the corporation or with any entity or individual with which the corporation has a transaction or arrangement, or

c. 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 not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the Board or Board designated committee decides that a conflict of interest exists.

Article III - Procedures

1. Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Directors and members of committees, if any, with governing Board delegated powers considering the proposed transaction or arrangement.

2. 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, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest.

a. An interested person may make a presentation at the Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

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

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

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors or committee members whether the transaction or arrangement is in the corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy.

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

b. If, after hearing the person's response and after making further investigation as warranted by the circumstances, the Board or committee determines the person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV - Records of Proceedings

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

a. 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.

b. 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 with the proceedings.

Article V - Compensation

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

b. 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.

c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI - Annual Statements

Each Director, Officer and member of a committee with governing Board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII - Periodic Reviews

To ensure the corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII - Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

RICHARD A. ABRAMSON

185 Maplewood Drive, Arundel, ME 04046 w: (207) 685-3336 h: (207) 282-5079
w: rich_abramson@maranacook.org h: rich2paula@gmail.com

EDUCATIONAL EXPERIENCE

University of Maine at Orono, Orono, Maine

Post Graduate Study in Educational Administration, M.Ed. +30

Professional Development Coursework: (Addendum available)

University of Maine at Orono, Orono, Maine

Masters of Education 1974, Special Education Administration

Colby College, Waterville, Maine

B.A. 1971 Psychology

EMPLOYMENT EXPERIENCE

Superintendent of Schools, RSU #38, Readfield, ME 2001 to Present

Distinguished Educator, Maine Department of Education January to June, 2001

Superintendent of Schools, Wells-Ogunquit CSD, Wells, Maine 1999 to 2001

Consultant, Canter & Associates, Santa Monica, CA (part-time) 1996 to 1999

Adjunct Faculty, MS.Ed. Program at University of New England (part-time) 1996 to 1999

Superintendent of Schools, Town of Arundel, Maine February 1995 to 1999

Executive Director, Maine Association of Directors of Services for

Children with Exceptionalities (MADSEC), Augusta, Maine 1991 to 1995

Instructor, University of Maine,

"Teaching the Exceptional Child in the Regular Classroom" (part-time) 1991, 1993, and 1994

Executive Director, Kennebec Valley YMCA, Augusta, Maine 1986 to 1991

Graduate Instructor, University of Maine at Farmington (adjunct faculty) Spring 1986

Director of Special Education and Pupil Personnel Services,

M.S.A.D. #11, Gardiner, Maine 1977 to 1986

Graduate Instructor, University of Maine at Orono (adjunct faculty) 1982

EDUCATIONAL CERTIFICATIONS

Professional K-12

010 Superintendent of Schools
Professionally Recognized Special Educator in Special Education Administration by Council for Exceptional Children
030 Director of Special Education
286 Special Education K-12
282 Special Education 1-12

PROFESSIONAL ORGANIZATIONS

Member, **District Administration's Leadership Summit**, 2010 to present

Member, **American Association of School Administrators,** 1996 to 2009

Governor, **Maine Federation Council for Exceptional Children,** 1985 to 1988 & 1997 to 2002

Member, **Maine School Superintendents Association,** 1995 to Present (Executive Committee 1998/99)

Member, **Association of YMCA Professional Directors,** 1987 to 1991

President, **Maine Federation Council for Exceptional Children,** 1984 to 1985; 1993 to 1999

President, **Maine Association of Directors of Services for Exceptional Children,** 1980 to 1981

Member, **Association for Supervision and Curriculum Development (ASCD),** 1982 to 1986; 1993 to 2001

COMMUNITY ORGANIZATIONS

Board Member, **Augusta Kiwanis Club,** 2006 to 2008; 1985 to 1991

Member, **Augusta Kiwanis Club,** 2001 to Present; Officer 1989 to 1991

Board Member, **United Way of Kennebec Valley,** 2002 to 2006

Board Member, **Maine Parent Federation,** 2002 to 2006

Chair, **Maine Alliance for Arts Education,** 2004 to 2007; Member since 2002

Board Member, **Maine Alliance for Arts Education,** 2002 to 2007

Gubernatorial Appointment to **Maine Arts Commission,** 2003 to Present

Chair, **Arts In Education of the Maine Arts Commission,** 2005 to 2009

Member, **Portside Rotary** (Kennebunkport) 1998 to 2001

Lt. Governor, District #4, **Kiwanis International,** 1993-94

Founding Board Member, **Make-A-Wish Foundation of Maine,** 1992 to 1995

Co-coordinator, Maine-Komi, **U.S.S.R. Bridges for Peace,** 1991

Delegate, Maine-Komi, **U.S.S.R. Bridges for Peace,** 1990

HONORS & APPOINTMENTS

Presenter for **National Association of State Boards of Education**, December, 2010 on Food Marketing in

the Public School

Published Minute Papers, Tip Sheets, and Webinars on School Wellness with the **Dannon Institute** and

District Administration

Published article in **School Administrator**, January, 2008, "School Wellness in a Rural Community"

Member, **Dannon Institute Schools Advisory Committee,** 2006 to present

Collaboration Award, **Maine Parent Federation and Southern Kennebec Child Development Corp.,** 2006

Panelist, **Action for Healthy Kids Coalition National Conference**, 2005

Inductee, **Kennebec Valley YMCA Sports Hall of Fame,** 2004

Speaker, **American Association of School Administrators National Conference on Education,** 2006 and 2005

Candidate for Maine School Superintendent of the Year, 2002

Distinguished Educator with the Maine Department of Education, 2001

Member, **Palm Advisory Committee in Education**, 1998 to 2001

Member, **Task Force on Violence in the Schools,** 1998/1999, Maine Legislature

The Outstanding Young Augustan from the Augusta Jaycees, 1987

One of Three Outstanding Young Mainers, **Maine Chapter of Jaycees,** 1987

Employer of the Year from the Maine Department of Human Services, Bureau of Rehabilitation, October 1987

Chairman, **National Adolescent Suicide Prevention Task Force, American Council on Rural Special Education,** 1985 to 1987

Editor, **National Rural School Journal, American Council on Rural Special Education,** 1986

Member, **National Finance Committee, National Council for Exceptional Children,** 1985 to 1987

Presenter, **National Council for Exceptional Children**

"Cooperative Agreements in Rural Special Education," Anaheim, California, April 1985
"Adolescent Suicide Prevention," Washington, D.C., April 1984
"Suicide Prevention," Detroit, Michigan, April 1983
"Innovative and Exemplary Practices in Special Education," Houston, Texas, April 1982

Presenter, **American Council of Rural Special Education National Conference,** Tucson, Arizona, April 1988, Savannah, Georgia, March 1993

Recognition from the **Tri-State Northwest Regional Resource Center for Exemplary Practices in Special Education,** 1981 to 1982

Published an article in **Special Education Report** (Rancho Mirage, California) entitled, "Suicide Prevention Curricula in the Public Schools," July 1982

Member, **State-Wide Training Team in Autism** (University of North Carolina at Chapel Hill), grant received by the State of Maine in January 1985 from the Office of Education, Washington, D.C.

Member, **Maine Juvenile Justice Advisory Group (JJAG),** appointed by Governor Joseph Brennan in 1979, 1979 to 1980

Member, **Maine's Gifted and Talented Advisory Board,** appointed in 1978, 1978 to 1980

Dean's List, **Colby College,** 1969 to 1971

Senior Scholar, **Colby College,** 1970 to 1971

Citation, **President's Committee on Mental Retardation,** 1970

Publication of an article in the **American National Red Cross Youth Journal** (international publication) on research on swimming for the mentally retarded, 1970

REFERENCES

Furnished upon request.

DOUGLAS S. CARR
41 SEABORNE DRIVE
YARMOUTH, ME 04096

Douglas Carr brings his forty two years of experience and familiarity with Maine's political and business worlds to bear on his integrated practice of administrative law, business transactions, exempt organizations, retail and health care, and government relations. Mr. Carr advises Maine-based companies in connection with their daily business activities and is often called upon to assist businesses in developing their long term strategic growth and development plans. He has been involved in major national undertakings including a reverse triangular merger with a Canadian fabless chip manufacturing company and advising a national retailer in connection with national and state antitrust issues and a Maine-based company on commercial free speech and Lanham Act litigation. He serves as Maine legal counsel for a large national retailer in the health care and specialty retail fields. Mr. Carr also serves as General Counsel to a number of small Maine businesses and several not for profit foundations in the education, environmental and business research areas. He is Of Counsel to Perkins Thompson and has previously served as a shareholder and director and on the Firm's Executive Committee for thirty eight years.

- Mr. Carr was appointed in 1998 to the Maine Blue Ribbon Commission to Study the Effects of Government Regulation and Health Care Costs on Small Businesses. In 2004, he was appointed to the Maine Drug Return Implementation Group, and in 2005 he was appointed to the Governor's Committee to Study the Feasibility of Reimportation of Prescription Drugs. Mr. Carr is also Counsel to the Southern Maine Wetlands Conservancy. He has served as Counsel and Clerk to a U.S. subsidiary of a Canadian fabless semiconductor company and is currently Local Counsel and Clerk to a national retail pharmacy company.

- He currently serves as a Board Member of the Center for Grieving Children (GCG) (2010), Good Will-Hinckley, Maine Academy of Natural Sciences (2011), and Maine Center for Enterprise Development (MCED) (2007). He is the former Board President and Clerk for the Maine Cancer Foundation (2004-2010), a former Board Member of the Maine Citizens Against Handgun Violence (2005-2010) and the Maine Economic Research Institute (MERI) (2004-2010).

- He is past Board Member and Officer, Portland Symphony Orchestra; past Member and Chairman of Yarmouth School Board; past Member, Maine School Board Association; past Board Member and President of Center for Educational Services; past Board Member, Maine Coalition Excellence in Education; past Member and Chair, Yarmouth Planning Board; past President, Portland Club; founding Member and counsel to Casco Bay Education Alliance; past Board Member, Shalom House.

- Mr. Carr has been a presenter of seminars on Governance of Non-Profit Organizations under the Sarbanes-Oxley Bill (2007); and a presenter of Seminars on Legal and Financial Aspects of Tax-Exempt Organizations (2007, 2008 and 2009) and Maine Pharmacy Association, Legislative Review (2006, 2007 and 2009).

- Mr. Carr is a Fellow of the Maine Bar Foundation. He is AV Peer Review Rated for Ethical Standards and Legal Ability by Martindale-Hubbell.

He is married to Deidre O. Carr, a teacher at Freeport High School. Doug and Deidre continue to live in Yarmouth and are enjoying "empty nester" status as their two married daughters have both completed their formal education; one having just completed her doctoral studies in the U.K. and is living in Mexico City with her husband, and the other lives and works in the Washington, DC area with her husband and their two children. Doug enjoys reading, art, golf, downhill skiing, travel, food, and antiquing.

James C. Morse, Sr. Ed.D
6 Glenridge
Portland ME 04102

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morsej@portlandschools.org (W)

RESUME

Objective

A position as superintendent in a school system with the courage to move forward educationally and the sensitivity to never forget the impact of change on the students, staff, and the community.

Education

April, 1996	**Ed.D**	**University of Sarasota** **Major: Educational Leadership**
1987	**M.Ed.**	**University of Maine @ Orono** **Major: Educational Administration**
1977	**B.A.**	**University of Maine @ Orono** **Major: Art**

Professional Employment

July, 2009 – present

Superintendent, Portland Public Schools

Portland is where I grew up and walked the streets as a boy. I lost interest in school and dropped out for most of my junior year of high school. But thanks to the help of some excellent mentors, I learned the value of education. That is a lesson that I hope we can impart to many young people in our community who struggle as I once did.

As the largest school district in the state, Portland is unique and-faced many challenges. But I also saw great opportunities to take advantage of our size, diversity, highly trained staff and other strengths.

Portland was in crisis when I became superintendent. It had gone through a financial catastrophe over expending its budget by $2.5 million. The system had lost credibility with the community. The School Board worked aggressively to take corrective action. The City supported

the School Department by providing expertise, guidance and resources. The district hired a new business manager and lead accountant. The school system increased budgetary controls to assure that there would be a meaningful and accurate accounting of district funds. That work continues.

The second challenge was to face head-on the dropout rate in Portland. The system was no longer focused on the needs of students. According to state data, one out of five students was not completing high school. That is completely unacceptable. We needed to find out why we were losing so many young people and develop an action plan to lower the dropout rate. In order to begin this work I reorganized district leadership to support student learning. We set in place a School Completion Task Force to work towards decreasing the number of students who leave school before graduation and outreach to those who have dropped out. One outcome of this task force is Amnesty Day , which is usually held in May of each year, where any students who have left school can re-register to return to school in the fall to complete their educational career. In addition, I negotiated a three year contract with the Portland Education Association that, among several other things, increased student days by five at no additional cost to the district. Today, more than ever, education is critical for a productive future. Young adults without an education face a tough future.

Other significant achievements include

- Progress toward standardizing curriculum
- A community wide process resulting in a revised district Mission and Vision
- The development of a Multi-Year budget, which provides a context beyond a year-to-year approach. The Multi-Year budget directs the annual budget development process within the scope of historical trends, current projections, and future planning
- Ongoing work toward the development of a district Comprehensive Plan, a road map for the district that is student-focused, and clearly shows the connection of the district's goals, organization, and activities to student growth and achievement

April 1997 to June 2009

Superintendent, Messalonskee School District

As I transitioned into the position of Superintendent of MSAD 47, a number of areas needed critical attention. Four that I would use as examples include: 1) Rebuilding community support; 2) Implementation of visionary board policies and strategic plan; 3) Increasing student success through programs and practices that reached out to the disadvantaged as well as the advantaged; and 4) Building accountability into the district finances.

First, as I assumed the position of Superintendent in April, 1996, the relationship with MSAD 47 member communities was tenuous at best, as evidenced by a district budget being defeated for the first time in the history of the system. As a result, the School Board gave me my first goal: To rebuild a positive relationship with member towns. By actively engaging town leaders, by communicating clearly, and by building trust, town leaders and citizens have been supportive of school district endeavors by wide margins ever since. After my first full year as superintendent, the budget passed by a 2:1 margin and in my second year by over a 3:1 margin; the support for the district budgets has remained unabated even though state support has decreased significantly. Communication has never been stronger, and support from elected town leaders has never been higher.

Second, the Board, with the support of community members, adopted a broad educational agenda outlined in the District's Strategic Plan that established goals related to community involvement, school facilities, curriculum and assessment, technology K-12, and literacy, as well as other important goals. A few achievements are noted below:

> By building support through community involvement, the district facility plans were approved by the Maine Department of Education. As a result, a new middle school opened in September, 2004, as well as two elementary additions, and over 40 portable classrooms were eliminated.
>
> Through extensive involvement of the staff, the curriculum has been aligned to Maine's Learning Results and local assessment practices have been

before assuming the job, that the School Board 'freeze' the budget to avoid a deficit. The Board did so. I also was concerned that proper accounting procedures were not in place. In the first year, I eliminated twenty-seven different checkbooks that were being maintained at the superintendent's office and had the central office staff cross-trained and brought all accounts under the Maine Department of Education handbook IIR guidelines. I also asked the School Board to resurrect the Budget Finance Committee and requested they meet monthly. During the last eleven years, all budgets were supported by member communities.

July 1992 - April 1997

Superintendent, Limestone Public Schools & The Maine School of Science & Mathematics

When I arrived in Limestone as the middle/high school principal, it was like walking back in time to my youth. Due to Loring Air Force Base (LAFB), the student population was as diverse as Portland's. In fact, during the time the base was open, Limestone was second only to Portland in the diversity of the ethnic background of students. Tragically for the community of Limestone, that ethnic diversity was about to come to an end.

Due to the imminent closure of LAFB, I was a key person on the Challenge of Change Committee, a local group made up of community and civic leaders faced with envisioning a new educational future in Limestone. The Challenge of Change Committee ultimately focused on the creation of a new type of school for Maine – a magnet school for science and mathematics that serves children statewide. Political pundits gave this radical departure from the norm little chance of success. Ultimately, it was successful by gathering local, state, and federal support. Today, thirteen years later, the Maine School of Science and Mathematics stands as a testament of the hard work of many whom shared a unique and compelling vision for the future.

While in transition from a municipal school system that once enrolled 1,500 students, I facilitated the development of a new vision for the school system that would lose 75% of its students due to the closure of LAFB. We moved forward despite the unparalleled challenges we faced. During my tenure we instituted teacher teaming and common planning at the middle school and high school.

We also developed a comprehensive technology plan where none had existed. Even as the system changed from a moderate sized Maine system to a small school system, test scores and post-secondary placement rates increased.

Throughout my tenure as Superintendent of both the municipal school system and the Magnet School I was able to generate over 2 million dollars in competitive grant funds that assisted in the transition of the public school and provided seed money for the Magnet School.

July 1991 – 1992	**Principal, Limestone Junior/Senior High**
August 1987 – June 1992	**Assistant Superintendent, MSAD 3 (Unity)**
Nov. 1989 – June 1990	**Interim Superintendent, Region 7 Vocational District**
July 1986 – July 1987	**Principal, Miller Grade School, MSAD 40 (Waldoboro)**
Oct. 1984 – June 1986	**Principal, Unity & Troy elementary Schools, MSAD 3**
July 1977 – Oct. 1984	**Elementary & Secondary Art Teacher, MSAD 3 (Unity)**
Sept. 1976 – June 1977	**Elementary Art Teacher, Bangor School System**

Service Committees

Juvenile Justice Advisory Group, (2003 – 2009, Governor's Appt.)
MDOE Truancy & Dropout Committee, (2004 – 2009)
Kennebec Valley Alliance (KVA), (1997 – 2009)
Kennebec Consortium for School Administrators (1997 – 2009)

Professional Organizations

NESDC, Vice President, 2010 to present
ASCD, Association for Supervision and Curriculum Development
MASCD, Maine Association for Supervision and Curriculum Development
MSSA, Maine State Superintendent's Association
    Legislative Committee Chair 1996
    Executive Committee 1999-2008
AASA, American Association of School Administrators
The Center
    Board of Trustees
NAFIS, National Association of Federally Impacted Schools
    Maine State Coordinator 1993-1996

Amber Lambke

Entrepreneurial President of The Somerset Grist Mill, LLC. Raised in Brunswick, Maine. Married to Michael Lambke, MD of Skowhegan Family Medicine. Mother of two children, Miles (age 9) and Zoe (age 7). Masters level Speech-Language Pathologist.

EDUCATION

Brunswick High School graduate 1992
Ithaca College, B.S. Speech-Language Pathology 1996
University of New Hampshire, M.S. Communication Disorders 1998
Int'l Association of Operative Millers Correspondence Course in Flour Milling present
Intro to Flour Milling Course, Kansas State University January 25-31, 2009

EMPLOYMENT

Executive Director, Maine Grain Alliance/Kneading Conference 2008-present
Licensed Speech-Language Pathologist
Treated, evaluated, trained and consulted on communication disorders in the birth-adult population across the state of Maine; Supervised five colleagues by performing annual observations and performance evaluations.
1998-2008

RECENT ACCOMPLISHMENTS

Volunteer of the Year recipient, Maine Downtown Center 2008
Board Secretary & Chair of Promotions for Main Street Skowhegan 2005-present
Advisor to University of Maine Bread Wheat Project present
Maine Sustainable Food Systems Forum, MANP, selected participant 2010-present

-Purchased the former Somerset County Jail for $65,000 following a two-year due diligence period with the Somerset County Commissioners.

-Catalyzed innovative, vibrant growth of the 16 year Skowhegan Farmer's Market by forming partnerships, increasing vendors from 5-21, enhancing visibility, organizing weekly entertainment, activities for youth, improving the market's image, and broadening the customer base. In 2009, farmers reported 400% sales growth in 2 years. Amber secured over $50,000 in funds in 2010-12 to double the value of federal nutrition assistance benefits at the Skowhegan Farmer's Market and offer fruit and veggie prescriptions redeemable at the market in partnership with local physicians.

-Co-founded the annual Kneading Conference in Skowhegan, a gathering of national experts in farming, milling, wood-fired oven building, and baking. Initiated partnerships with Western Mts. Alliance, Maine Organic Farmer and Growers Assoc., Maine Wood Heat, and Heart of Maine RC&D to organize the conference. Board Chair 2007-11. Executive Director, 2012-present.

-Organized and hosted the first and second annual community building BLOCK PARTY featuring wood fired pizzas, local food and entertainment to help foster community connections and realize the revitalization goals of Main Street Skowhegan.

-Founded popular annual Mud Season community clay project as part of an "Artists in Maine Communities" grant through the Maine Commission for the Arts and Watershed Center for the Ceramic Arts to teach others to make and sell pottery in Skowhegan, raising funds for local food promotion.

OTHER
Avid gardener, potter, cross-country skier

Gordon A. Donaldson, Jr.

Professor Emeritus of Education

Office: University of Maine
335A Merrill Hall
Orono, Maine 04469
207 581 2450
gordon.donaldson@umit.maine.edu

Home: 9 Martin's Cove Lane
Lamoine, Maine 04605
207 667 2382

Synopsis

Gordon Donaldson recently retired as Professor of Education at the University of Maine, where he served on the graduate faculty for 27 years. Prior to coming to UMaine in 1983, he was Supervising Secondary Principal for the Ellsworth School Department, Ellsworth Maine (High school, middle school, career & technical center), a teacher in SAD #7, North Haven Maine; and a teacher in the Boston Public Schools and the Philadelphia School Department.

Gordon is a teacher, author/researcher, and consultant in learner-centered school leadership, rural schools, and the development of leadership competency. He has worked extensively on school improvement with schools and school leaders in Maine. His writing and teaching explore how leadership functions at the school level and how leaders develop their capacities to help advance the cause of student learning in their schools. He has co-founded several leadership development programs, has been a part of the principal center movement, and has facilitated developmental experiences for leaders across the country and in Europe. He is the co-author of *Promising Futures* (1998), Maine's blueprint for secondary school improvement.

Gordon holds an A.B. from Harvard College (1967) and a Master of Arts in Teaching (1970) and Doctor of Education (1976) degrees from the Harvard Graduate School of Education. He was a founding member of the International Network of Principals' Centers and of the Independent Schools Association of the Central States' Institute for Leaders and Learners. He is the author of numerous articles and of the following books: *Learning to Lead* (1991); *Making Sense as a School Leader* (with Richard Ackerman and Becky van der Bogert; 1996); *Working Together in Schools* (with David Sanderson, 1996); *Becoming Better Leaders* (with George Marnik, 1995); *Cultivating Leadership in Schools* (2001; 2006); and *How Leaders Learn* (2008).

Resume

EDUCATION

1963-1967 Harvard College, Cambridge, MA: B.A. cum laude, 1967

7/67-6/68 Harvard Graduate School of Education, Cambridge, MA;

6/69-6/70 Master of Arts in Teaching (social studies), 1970

9/73-6/76 Harvard Graduate School of Education, Cambridge, MA;

Doctor of Education (Ed.D.) in Learning Environments, 1976.

Thesis: "Rural Resettlement: A Developmental View of Youth, the High School, and Community Survival."

PROFESSIONAL EXPERIENCE

9/92 - 2010 Professor of Education, University of Maine, Orono, Maine, (graduate courses and doctoral advising in school leadership, administration and research).

Faculty Chair, Maine School Leadership Network, Augusta & Orono, ME

7/98 – 7/99 Coordinator of the Center for Inquiry on Secondary Education, Maine Department of Education, Augusta, ME (1/2 time while on sabbatical; establishing the Center as follow-through to the Maine Commission on Secondary Education)

9/87-8/92 Associate Professor of Education, University of Maine, Orono, Maine,

9/83-8/87 Assistant Professor of Education, University of Maine, Orono, Maine.

8/76-8/83 Supervising Principal, Ellsworth Jr.-Sr. High School, Ellsworth, Maine 04605. Overall administrative responsibility 7-12 from 9/76-6/80. From 6/80, I served as Supervising Principal for middle school, high school, and new regional vocational school.

1977-78 Evaluator, National Institute of Education, Experimental Schools Project (evaluating documentation of rural school reform attempts); part-time.

9/75-6/76 Instructor, Harvard Graduate School of Education, Cambridge, MA; Two courses: "Research Practicum in Educational and Community Settings", Spring 1976; and "Seminar in Learning Environments" for C.A.S. students, Fall 1975.

6/75-8/76 Site Historian for the New Hampshire Education Voucher Project; C.M. Leinwand Associates, Newton, MA, under contract to the National Institute of Education.

9/74-6/75 Teaching Fellow, Dept. of Education, Brandeis University, Waltham, MA; supervisor of student teaching and seminar leader. Teaching Assistant, Harvard Graduate School of Education. Cambridge, MA; Fall 1974, "Case Studies of Innovation and Intervention in Educational Settings"; Spring, 1975, "Adolescent Development".

9/73-6/74 Consultant and Principal Researcher, Yarmouth, Maine Project; Strother Associates, Planners, 19 Mt. Auburn St. Cambridge, MA;

Teaching Fellow, Dept. of Education, Brandeis University, Waltham, MA; supervisor of student teaching and seminar leader.

9/70-6/73 Assistant Principal, Athletic Director, Teacher of English, Jr. High math, Behavioral Sciences, Typing, and Woodworking; North Haven Community School, North Haven, Maine 04853 (7-12 school on an island).

9/69-6/70 English Specialist, Charlestown High School, Boston Public Schools, Boston, MA (one half time)

9/68-6/69 Teacher of social studies and English, Roberts Vaux Junior High School, 24th and Masters Sts., Philadelphia, PA.

9/67-8/68 Curriculum Specialist, Pennsylvania Advancement School, School District of Philadelphia, Philadelphia, PA (a junior high curriculum development school; my following year at Vaux Jr. High was an extension of this job).

Selected Professional Activities

National/International:

- Network Team and Advisory board, International Network of Principals' Centers, Harvard Graduate School of Education. 1986-2003.

- Editorial Board, *New Directions in Educational Leadership* a Jossey-Bass quarterly journal (1996-2000).

Presentations to:

- Institute on Principal Center Start-up and Regeneration, International Network of Principals Centers, Harvard Principals' Center; (2000; 2001; 2003)
- Center of Educational Change: Statewide Leadership Conference, Florida (7/03); Independent Schools Association of the Central States (lead facilitator, Leaders and Learners Institute, 2002, 2003, 2004); School Leadership Center of Greater New Orleans (2000); Alaska School Administrator Institute (8/01; 8/03); Oregon Principals' Center (8/01); Urban/Suburban Northwestern Consortium School Leadership Conference, Chicago IL (2001/2002); School Leadership Institute for South Florida (2002)
- National Principals' Center Network (Cambridge, MA 1984; San Antonio 1986; Berkeley Ca 1987; White Springs W Va 1989; Sitka AK 1993; Albany NY 1994; Los Angeles CA 2000; New Orleans LA 2001)
- American Educational Research Association (1984 – 2004, selected years)
- National Association of Secondary School Principals (1987, 1988, 1993)
- Institute for Small School Principals, NASSP, Las Vegas (2/80)

Appointed to:

- Advisory Board and Network Team (executive), International Network of Principals' Center, Harvard Graduate School of Education (1988 – present)
- Secondary School Reform Group, LAB at Brown, Providence RI (1998- 2001)
- NASSP, Professors of Secondary School Administration and Supervision Committee (1986 – 1990)
- NASSP University Consortium on Principal Preparation (1990 – 1994)
- Selection Committee, USDOE Secondary School Recognition Program (1988)
- Visiting Committee to the Program in General Education, Harvard College (1972-1978), a position appointed by the Board of Overseers of Harvard College

Consultant to:

- Educational Development Corporation, Newton, MA: Served as resource on on-line blackboard sessions for two weeks in March based on my book, *Cultivating leadership in schools*.
- National Commission on Teaching and America's Future, Washington DC: Invited participant in National Summit on Transforming Schools into Strong Learning Communities. December 4 – 6, 2003. Wingspread Conference Center, Wisconsin.
- The Paideia School, Atlanta GA (2001& 2004)
- The Atlanta Public Schools, Professional Development Department, Atlanta GA (2003-04)
- Principals' Center of the Garden State, Princeton NJ (1999-2004)
- Invitational Conference on Professional Development, "Building Statewide Professional Development Systems" The Partnership for Kentucky Schools (2001)
- Catholic Schools of Fairbanks AK (1994-5)
- Wingspread Invitational Conference: Vision-making for American's Schools (1/92)
- Second International Conference on School Leadership, Oxford England (April 1990) Led writing activities and edited the conference proceedings.
- Principals' Institute, Kenilworth England (1988). Led week-long institute for principals fo U.S. Departmentof Defense Schools (DODDS-A).
- Consultant/reviewer, U.S. Department of Education (1981 – 1988)

<u>Maine/Regional</u>

- The Maine School Leadership Network (Faculty Chair) 1998 - 2004. A Project of the Maine Development Foundation from 2000 – 2003 and the Maine Educational Leadership Consortium from 2002 – 2004. Augusta, ME

- The Great Maine Schools Project, The George Mitchell Institute, Portland, ME: Maine School Leadership Network's Team Leadership Collaborative (a two year team leadership development program involving 13 Maine high schools. 2003-04.

- Comprehensive School Reform Demonstration programs (U.S. Department of Education and Maine Department of Education. Project Evaluator (Penquis Valley High School; Caribou High School 2000-2003) Coach (Orono High School, 2001 – 2003)

- Keynote Speaker, Maine School Superintendents' Association Annual Conference (10/02) and Mid-Winter Conference (1/03)

- Project Evaluator, PREP/PDN Secondary School Initiative. A project of the Maine Center for Educational Services (Hampden Academy, Orono H.S., Old Town H.S. and Brewer H.S.) 1999-2002.

- Co-chair, Maine Commission on Secondary Education, Maine Department of Education (1997-98)

- Co-founder and coordinator, Maine Network of School Leaders (1993-99)

- Director, Maine Academy for School Leaders (1991-93). A federal grant to create innovative training for school leaders. Maine LEAD, Augusta, ME.

- Co-founder and co-director, The Maine Principals' Academy (1980 – 1986; faculty staff person in occasional years since then).

- Long-term consulting to: The Maine Leadership Consortium (Common Ground meetings; Maine School Leadership Forums); MSAD # 67 (Lincoln); Ellsworth Schools; George Stevens Academy, Blue Hill ME.

- Consultant, Maine Coalition for Excellence in Education (1991-92)

- Coordinator, Penquis Regional Administrator Support System (1989-1991), regional recertification system

- Co-Founder and Technical Editor, Journal of Maine Education, Maine Association for Supervision and Curriculum Development (1984-1991). The first professional education journal in Maine since the 1940s.

- Chair, Presidential Commission on Graduate Education, University of MaIne (1987-89).

- Maine Superintendents' Symposium facilitator, 1986-1990 (lead facilitator, 1986)

- Administrative Consultant, Boggy Brook Vocational Center, Ellsworth, ME (1983-1987)

- Evaluator/Consultant Maine Department of Educational and Cultural Services (teacher certification; administrator certification; vocational teacher development) 1980's

- School Climate Assessments in a variety of Maine districts. Consulting in school climate, study skills, and supervision to SAD #47, York Schools, SAD #77, School Union #104, "Triple C" secondary schools, Kent's Hill School, School Unions #91, #96, #51, #52

- Presentations to: Maine Secondary School Principals' Association, Maine Elementary Principals' Association, Maine School Management Association, Maine Principals' Academy, Maine Island Schools Conference, several Maine school districts

- Paper presentations/symposia at New England Educational Research Organization (occasional years since 1984)

- Advisory Boards:

  - Executive Council, Maine Association for Supervision and Curriculum Development (1986-1988);
  - Board of Directors, Maine Center for Educational Services (Maine Facilitator Center)(1989-1994);
  - Board of Directors of the Trout Foundation, Yarmouth, ME (1993-1997);
  - Board of Trustees, The Artisans School (1993-97), a college in its start-up years which failed;
  - The Homestead Project, Ellsworth ME (residential treatment center);
  - The Maine Secondary School Principals' Association (joint SPA-SEPA Legislative Committee, 1981; ad hoc Committee to Restructure the SPA Constitution, 1978; Curriculum Committee, 1982)

- Named Educator of the Year by the Maine Association for Supervision and Curriculum Development (1993-94)
- Nominated for Distinguished Maine Professor by the College of Education and Human Development, University of Maine (1995; 2001)

PUBLICATIONS

Books

Donaldson, G.A., Jr. (2008). How Leaders Learn: Cultivating Capacities for School Improvement. New York: Teachers College Press.

Donaldson, G.A., Jr. (2006). Cultivating leadership in schools: Connecting people, purpose, and practice. Second Edition. New York: Teachers College Press

Donaldson, G.A., Jr. (2001). Cultivating leadership in schools: Connecting people, purpose, and practice. New York: Teachers College Press

Donaldson, G.A., Jr. (1999). A Legacy of Hope: A Short History of Secondary Education in Maine. Orono, ME: University of Maine College of Education and Human Development.

Donaldson, Gordon A., Jr., and Sanderson, David (1996) Working Together in Schools: A Guide for Educators. Thousand Oaks CA: Corwin Press.

Ackerman, Richard, G.A. Donaldson, Jr, and R. Van der Bogert (1996) Making Sense as a School Leader: Persisting Questions, Creative Opportunities. San Francisco: Jossey-Bass.

Donaldson, Gordon A., Jr. and George F. Marnik (1995) Becoming Better Leaders: The Challenge of Improving Student Learning. Thousand Oaks CA: Corwin Press.

Donaldson, Gordon A., Jr., and George F. Marnik, Eds. (1995) As Leaders Learn: Personal Stories of Leadership Growth, Thousand Oaks, CA: Corwin Press.

Donaldson, Gordon A., Jr. (1991) Learning to Lead: The Dynamics of the High School Principalship. Westport, CT: Greenwood Press.

Book Chapters

Donaldson, Gordon A., Jr. and George F. Marnik (2002) “Making Personalization a Statewide Priority: Maine’s Promising Futures Movement”, in Personal Learning: Preparing High School Students to Create their Futures. Scarecrow Press.

Donaldson, Gordon A., Jr. (1994) "Detective, Prosecutor, Judge, and Jury: Inheriting an Unjust Discipline System" in My First Year as Principal. Portsmouth, NH: Heinemann, Boynton, and Cook.

Donaldson, Gordon A., Jr. (1991) "Evolution of 'An Open Letter' in P. First (Ed.) Educational Policy for School Administrators, pp. 253-56. Boston: Allyn & Bacon.

Donaldson, Gordon A., Jr. (1988) "The Beginning Administrator", chapter in Encyclopedia of Educational Administration, R. Gorton et al., eds. Phoenix, AZ: ORYX Press.

Donaldson, Gordon A., Jr. (1985) "School Climate", a chapter in Resources for Excellence in Maine Schools: Tools for Launching School Improvement Programs. Augusta, ME: Maine Dept. of Education.

Donaldson, Gordon, A., Jr. (1982) "The Montage: One Practitioner's Notes", Ch. 18 of Improving Education in Rural America: Past Efforts, Future Opportunities, Nachtigal, P., Ed. Denver: Westview Press.

Monographs and Journal Editing

Donaldson, Gordon A., Jr. (2004) Maine's Public Education System, 1930 – 2000: An Overview and Observations (with N. Dede, M. Hackett, M. Jenkins, P. Manuel, R. Sperrey, M. Thibodeau, and T. Weston). Orono ME: Center for Research and Evaluation, College of Education and Human Development, University of Maine)

Founding Editorial Board, Schools: Studies in Educaiton, a new national education journal published by the Francis W. Parker School, Chicago, IL

Donaldson, G.A., Buckingham, D., and Coladarci, T. (2003) The Maine Principals' Study: Stability and Change Among Maine Principals, 1997-2001. Occasional Paper # 42. (Orono, ME: UM College of Education and Human Development)

Promising Futures: A Call to Improve Learning for Maine's Secondary School Students, Report of the Maine Commission on Secondary Education (Augusta ME: Maine Department of Education). October, 1998. I served as Co-chair of the Commission and the writer for this report, 10,000 of which have been circulated throughout the state, region, and nation.

Donaldson, G.A. and Sanderson, D. (1998) Working Together: Facilitating a School's Self-Study. A joint project of the Santa Cruz County Office of Education and the California Department of Education. Santa Cruz CA. Training materials, including trainer's instructions, for school faculties to use for self-study. Based on our 1996 book Working Together in Schools.

Donaldson, Gordon and C. Hausman, C. (1997). Maine Principals and Their Work lives: A Study of the Maine School Principalship. (Orono, ME: UM College of Education and Human Development).

Donaldson, Gordon and L. Lindyberg (1997, 1998). Phase I, II and III Evaluation "Reports for NIHLB Course: Genetic Approaches to Complex Heaqrt, Lungs and Blood Diseases". (Orono, ME: UM College of Education and Human Development Center for Educatgional Research)

Donaldson, Gordon A. Jr. (1997) On Being A Principal: New Directions in School Leadership. Vol. 5 . (San Francisco: Jossey Bass Publishers)

Donaldson, Gordon, A., Jr. and George F. Marnik, Eds. (1994) As Leaders Learn: Stories of Personal and Professional Growth. Orono, ME: Maine Network of School Leaders.

Donaldson, Gordon A., Jr., G. Marnik, S. Martin, and R. Barnes (1993) Maine Academy for School Leaders Curriculum Packet. Augusta, ME: Maine Leadership Consortium.

Ackerman, R., G. Donaldson, G. Simpson, R. van der Bogert (Eds.) (1993) Reflections 1993: Conversation as a Means of Professional Growth. Cambridge, MA: Harvard Graduate School

Contributor to the monograph, Developing School Leaders: A Call for Collaboration, J. Keif, Ed. Reston VA: National Association of Secondary School Principals. March, 1993.

Donaldson, Gordon A., Jr., (1992) "Building a Capacity for Continuous Improvement" (The Report of the Professional Development Committee) Augusta, ME: Maine Coalition for Excellence in Education.

Founding Editor, Journal of Maine Education (Maine Association for Supervision and Curriculum Development; Hallowell, ME). Served as Technical Editor, Vols. 1 - Vol. VII., (through 1992).

Donaldson, Gordon A., Jr., (Ed.), (1991) "Facilitator's Handbook for the Maine School Leadership Forums and Sharing Decision Making: A Notebook for Professional Development." Maine School Leadership Forums. Augusta, ME: Maine Leadership Consortium.

Donaldson, Gordon A., Jr., (1991) Leadership in Schools: Curriculum Development and School-Based Management. Monograph of the Educational Leadership Development Conference, St. Peter's College, University of Oxford, England, March, 1990. Co-published by the College of Education, UM; the Norham Center for Leadership Studies, Oxford University; the Principals' Center, Georgia State University.

Reflections: Journal of the National Network of Principals' Centers. Edited with B. Van der Bogert. Cambridge, MA: Harvard Graduate School of Education. 1991.

Donaldson, Gordon A., Jr., (1990). "Teacher Selection and Induction," Instructional Leadership Series. Reston, VA: National Association of Secondary School Principals.

Donaldson, Gordon A., Jr., (1989) "Unifying the Effort: Strengthening Graduate Education at the University of Maine," President's Office, University of Maine, Orono, ME.

Donaldson, Gordon A., Jr. with J. Rog, (1987) "From Craftsperson to Teacher: A Planning Document for a Vocational Teacher Development System in Maine". Augusta, ME: Maine Department of Educational and Cultural Services.

Donaldson, Gordon A., Jr., and A. Seager, (1987) "Decentralizing Maine Administrator Certification: A Study of the Sites Funded to Pilot the Requirements for Administrator Certification Under L.D. 1228". Hampton, NH: RMC Research Corp.

Donaldson, Gordon A., Jr., (1976) "Education Vouchers in New Hampshire: A Site History"; Washington, DC: National Institute of Education.

Donaldson, Gordon A., Jr., (1976) "Rural Resettlement: A Developmental View of Youth, the High School, and Community Survival". Doctoral Thesis, Cambridge, MA: Harvard Graduate School of Education.

Donaldson, Gordon A., Jr., (1974) "Rural Adolescence and Migration: An Intersection of Life History and History" Special Qualifying Paper. Cambridge, MA: Harvard Graduate School of Education. Received with Distinction.

ARTICLES/PROFESSIONAL PRESENTATIONS

List will be supplied upon request.

A. Pender Makin

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(207) 831-6586 / (207) 781-6207

Education:

Master of Science in Educational Leadership

University of Southern Maine, 2008

Bachelor of Arts in English

University of Southern Maine, 1991, Magna Cum Laude

Professional Certifications:

Maine Administrator Certificate: Principal

Maine Teaching Certificate: Secondary English Teacher

Professional Work History:

Director of The REAL School, 2003-Present

As the building principal, I am responsible for program and curriculum development, supervision of students and professional staff, establishment of all building procedures, and the development and oversight of a $1,057,000 annual budget.

Supervising Director of the Westbrook/RSU#14 Consolidated Community Learning Center, 2004-2011

I wrote the proposal for a 21st Century Community Learning Center which funds educational programming for suspended or expelled students, in addition to adventure-based opportunities, aspirations programming, and summer school for at risk students. In this role, I provided general oversight of all programming and chair our Advisory Council of stakeholders from the two school districts.

Lead Teacher of Wescott Junior High School's Alternative Learning Center, 1997-2003

Responsible for development and implementation of all aspects of an off-site, middle school alternative program.

Awards:

Milken Educator Award, 2001

Maine Teacher of the Year Regional Finalist, 2000

University of New England's "Friend of Education" Award, 2002

National Semi-Conductor Internet Innovator Award, 2001

MTV Local Heroes Award, 2001

Recent State and National Presentations:

Maine Principals' Association Fall Conference, Portland, ME 11/11 - and National At-Risk Youth Forum, Myrtle Beach, SC, 2/12: Presented workshops on Neuroscience of Behavior, Academic Engagement, and Happiness.

Maine Association of Middle Level Education, Sugarloaf, ME, 10/11 - and Dropout Prevention Summit, Orono, ME, 7/10: Speaker on Classroom Behavior Management and Alternative Disciplinary Practices at State Institutes.

New England League of Middle Schools Annual Conference, Providence RI, 4/2011: Presented workshop on Neuroscience / Student Behavior.

National Dropout Prevention Conference, San Antonio, TX, 10/09: Presented workshop on developing resilience in at risk students.

National Conference on Alternatives to Suspension, Expulsion and Dropping out of School - 2001, 2003, 2006, 2009: Presented workshops on Service Learning, Teen Aspirations, and Behavior Management.

At-Risk Youth National Forum, Myrtle Beach, SC, 2004 and 2005: Speaker on the topics of Creating a Classroom Community and Behavior Management.

Dropout Prevention Summer Institute, Orono, Maine, 2006, 2007, 2008: Facilitated workshops on alternative curriculum development and alignment with Maine Learning Results.

Alternative Education Association of Maine Annual Fall Conference, Augusta, Maine, 2000-2009: Presented workshops each year on various topics for alternative educators.

Memberships and Professional Involvement:

District Strategic Planning Committee, RSU#14, 2009-2011.

Shared Youth Vision Council, Member, 2010-Present

Alternative Education Programs Legislative Committee, 2008

Governor's Task Force on Keeping Maine's Children Connected, 2006-08

Cumberland County Case Review Team, 2005-2009

Westbrook/Windham 21st Century Community Learning Center Advisory Council, 2004-Present

Governor's Task Force on Gender Equity in Education: 2004-06

RSU#14 Success For All Task Force, Chair, 2005-Present.

Alternative Education Association of Maine: Steering Committee Member since 1999; Secretary, 2001-2002; Co-President 2007-2008.

Grant Writing:

Juvenile Justice Advisory Grant for Delinquency Prevention: Awarded in 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011. Approximate funding total: $440,000 over 8 years for aspirations programming and services for at risk families.

Maine's 21st Century Community Learning Center Grant: Awarded twice – totaling over $1,000,000 to date, for after-school and summer programming for at risk students.

Milken Family Foundation Festival For Youth Grants, awarded each year from 2002-2010. Approximate funding total to date: $40,000 over 8 years, for service learning projects.

National Semiconductor Internet Innovator Grant, awarded in 2001. Funding total: $20,000 for Middle School technology lab.

Helen Brooks Regan, Ph.D.

Bates College retired 2011
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ADMINISTRATIVE & ACADEMIC APPOINTMENTS

2006-2011

Acting Chair and Visiting Professor of Education, Bates College
Taught courses on foundations, gender, curriculum, leadership, politics, and the first year seminar

1985-2006

Professor of Education, Connecticut College
Tenured in 1991, promoted to full professor in 1995. Department Chair: 1987-92, 1993-94, and 1996-97. Coordinator of the Secondary Certification Program from 1985 to 1988. Have taught foundations, methods, and supervised secondary student teachers at undergraduate and graduate levels. Also teach seminar on Gender, Power and Leadership cross-listed with Gender & Women's Studies. (Leave of absence 1999-2000.)

2005

Sabbatical Leave
Visiting Scholar, Women's Studies Research Center
Brandeis University

2004

Interim vice-president for College Advancement, Connecticut College
Served from May to October, 2004, leading College Advancement including major gifts, annual fund, alumni relations, advancement services. Initiated campaign readiness phase of upcoming major capital campaign

2003-2004

Special Assistant to the President, Connecticut College
Led a campus-wide planning process to develop a five-year strategic plan and lay the foundation for a capital campaign in anticipation of the College's centennial in 2011; endorsed by all campus constituencies and approved unanimously by the Board of Trustees, October 22, 2004

2000 –2003

Dean of the Faculty, Connecticut College
Chief Academic Officer: responsible for all academic departments, interdisciplinary programs, academic centers, and athletics and physical education; faculty personnel decisions; member of the senior management team; academic budget development and management; institutional grant preparation

2002-2004	**Interim President of the Lyman Allyn Art Museum** Oversaw transition from a college museum to a community museum; staffed Board of Trustees, supervised Executive Director, and conducted general oversight of museum operations, including annual giving and the annual gala.
1997-1999	**Associate Provost/Associate Dean of the Faculty**, **Connecticut College** Supported the Provost and Dean of the Faculty in all functions
Spring 1997	**Special Assistant to the Provost**, **Connecticut College** Coordinated the launching of the Teaching Resource Center; coordinated the Consortium for the Advancement of Higher Education Project on the Improvement of Teaching; Chair, Graduate Studies and Continuing Education Committees; assorted other special projects
	Committee Work, Connecticut College Center for Community Challenges Curriculum Subcommittee and Advisory Board, 1996-1999 Music Department Search Committee, 1994-95 Provost's Task Force on Teaching Evaluation, 1994-95 Graduate Studies Committee, 1993-1999 Physics Department Search Committee, 1991-92 and 1993-94 Faculty Task Force on Evaluation, 1990-91 *Ad Hoc* Committee on Governance, 1989-90 Educational Planning Committee, 1986-89; Chair, 1988-89 Human Resources Advisory Committee, 1986-88 Faculty Liaison Committee to Educational Programs, 1985-92 Drug Education Committee, 1986-87 Phi Beta Kappa; Secretary-Treasurer, 1986-96
1999-2000	**Vice-president of Academic Affairs**, **Wheelock College** Chief Academic Officer: chair, Promotion and Tenure Committee; academic budget development and management; faculty hiring; institutional grant preparation; responsible for graduate and undergraduate programs in liberal arts, education, child life, and social work
February 1983-August, 1985	**Principal of Amity Regional High School, serving Bethany, Orange and Woodbridge, Connecticut** Executive officer with responsibility for two assistant principals, 100 certified staff members, 25 classed staff members and school enrollment of 1,180 students Amity Regional High School was designated as an exemplary school in the United States Department of Education Secondary School Recognition Program, 1983-84

August 1975-January, 1983	**Administrator of Daniel Hand High School, Madison, Connecticut** **Acting Principal, 1979-80; Assistant Principal, 1975-79 and 1981-83** Responsibilities included program development and evaluation, student and faculty personnel, and a broad range of administrative duties
1967-1975	**Chemistry Teacher, Glastonbury High School, Glastonbury, Connecticut (also taught physics, 1974-75)** Originator of Individualized Instruction Program in chemistry implemented in 1971. Glastonbury Education Association building representative, 1973-74; secondary vice-president, 1974-75

PUBLICATIONS

Books.

Regan, Helen B. and Brooks, Gwen H. (1995) ***Out of Women's Experience: Creating Relational Leadership***. Newbury Park; CA: Corwin Press, 136 pages.

Regan, Helen B., Anctil, Marjorie, Dubea, Cynthia, Hofmann, Joan M., and Vaillancourt, Richard. (1992) ***Teacher: A New Definition and Model for Development and Evaluation***. Philadelphia: RBS Publications, 118 pages.

Bradley, Marjorie K., Kallick, Bena, Regan, Helen B. (1991) ***The Staff Development Manager, A Guide to Professional Growth***. Newton, MA: Allyn & Bacon, 268 pages.

Book Chapters & Articles

Regan, Helen B. "Don't look; don't tell": Longley School and Title I Redux", **Lewiston Sun-Journal**, April 11, 2010

Regan, Helen B. (2005) **"Educating Relational Leaders: The Impact of Gender, Culture and Learning Environments"**, unpublished manuscript.

Regan, Helen B. (1994) **"In the Image of the Double Helix: A Reconstruction of Schooling"**, in Dunlap, Diane and Schmuck, Patricia (eds.). *Women Leading in Education*, Albany: SUNY Press, pp. 413-428.

Regan, Helen B. (1994) **"Habits of Mind: A Moment in the Lived Experience of Teaching."** *Teaching Education,* 6:1, pp. 81-84.

Regan, Helen B. (1993) **"Integrated Proposals as Tools for Differentiated Teacher Evaluation: A Proposal."** *Journal of Personnel Evaluation in Education*, 7:4, pp. 275-290.

Regan, Helen B. and Hannah, Beth H. (1993) **"Ten Teachers Teaching: The Interplay of Individuals, Preparation and the Schools."** *Journal of Teacher Education*. 44:4, pp. 305-311.

Regan, Helen B. (1990) **"Using Metaphor to Establish Teacher-Principal Collaborations."** *Holistic Education Review*, 3:3, pp. 22-24.

Regan, Helen B. (1990) **"Not For Women Only: School Administration as a Feminist Activity."** *Teachers College Record*, 91:4, pp. 565-577.

Regan, Helen B. (1990) **"Chronicles of a Liberally Educated Educator."** *Randolph-Macon Woman's College Alumnae Bulletin*, 83:1, pp. 11-13.

Regan, Helen B., (1990) **"Why Do you Do It? A High School Principal Learns From the Answer."** *Pathways*, 6:3, pp. 19-23.

Regan, Helen B. (1988) **"Up the Pyramid: New Leadership Opportunities for Principals."** *National Association of Secondary School Principals Bulletin,* 72:506, pp. 84-86.

Regan, Helen B. (1985) **"Organizing to Advocate for Women Administrators."** *National Association of Secondary School Principals Newsletter.*

PRESENTATIONS

Resolving a Policy Dilemma: Achieving Equal Access to Quality Education and Property Tax Equity in Maine" with William R. Mortimer, 10, Harward Center for Community Partnerships Public Works in Progress Series, April, 2009.

Cross-cultural Parent-School Involvement: A Case Study of a School-College Partnership with Mira David '09 and Tierney Tobin '09. Panel presentation at a national conference on 'What Works in Education Partnerships", sponsored by Arizona State University on February 20-21, 2009.

Relational Leadership: Gender, Culture, and Education. Women's Studies Research Center, Brandeis University, November, 2005.

Relational Leadership: Implications for School Leaders. Women School Leaders' Retreat, Greenwich, CT, October, 2004 and Lyme, CT, October, 2006.

Moral Leadership and Academic Administration: Oil and Vinegar or Salad Dressing?

Panel presentation at National Women's Studies Conference, Skidmore College, Saratoga Springs, NY, June 1996.

Stimulating Systemic Change Through Ongoing Growth of Veteran Teachers. American Educational Research Association, San Francisco, April, 1995.

Ten Teachers Teaching. Annual Meeting of the American Educational Research Association, Special Interest Group: Self-Study of Teacher Education, New Orleans, April, 1994.

Out of Women's Experience: School Leadership for Women and Men. Meeting of Special Interest Group: Research on Women and Education, American Education Research Association, Pennsylvania State University, November, 1992.

Discussant for Symposium ***Founding Mothers: A Study of Women in the Progressive Education Movement,*** at the national conference of the American Education Research Association in Chicago, April, 1991.

Teaching Teachers to Collaborate, Northeast Coalition of Educational Leaders, Kingston, RI, March, 1990.

Assessing Teacher Performance, Association of Supervision and Curriculum Development, Orlando, FL, December, 1989.

A Common Vision: One Teacher Education Program's Response to Policy Initiatives in Connecticut, American Educational Research Association, San Francisco, March, 1989.

The Dailiness of School Collaboration, New England Educational Research Organization, Portsmouth, NH, April, 1989.

PROFESSIONAL ACTIVITIES

Science Educators Support and Assessment Program (SESAP), Connecticut State Department of Education, 1994-1997.
Scorer of beginning science teacher portfolios; designer of beginning science teacher seminars, coach to seminar leaders.

The New London Collaboration for Quality Education, 1992-1997.
Coordinator of a collaboration among Connecticut College, Child and Family Agency of Southeastern Connecticut and the New London Public Schools to enhance the quality of public education in New London. Responsibilities included project design and facilitation, project administration, fund-raising, and coordination of Goals 2000 grant *Teacher Conversations About Student Work*.

Common Core of Learning Committee, **Connecticut State Department of Education,** 1986-1987.
A committee of educators, business people and citizens meeting at the invitation of the Commissioner of Education to formulate a common core of learning for all Connecticut public school students. Invited participant in revision panel, 1997.

Madison, Connecticut Board of Education, 1993-1997.

Reviews

Journals: *Teaching Education Quarterly,* 1996-1999; *Teaching Education*, 1992-1999; *American Education Research Journal*, 1993; *Journal of Teacher Education,* 1993.

Conference Proposals: American Education Research Association Special Interest Groups: Portfolios in Teaching and Teacher Education, 1994; Qualitative Research in Education, 1993; Research on women in Education, 1992.

Professional Educator Development (PED) Program, Connecticut State Department of Education, 1990-1995.
Member, PED Development Team; co-author of *Teacher A New Definition and Model for Development and Supervision* which introduces PED as an integrated professional development and teacher evaluation model; group leader for field testers in the Enfield Public Schools, a group of experienced teachers which piloted PED in their classrooms from 1991 to 1994; co-author Professional Educator Development Training Manual.

Teacher Preparation Program Review Committee, Connecticut State Department of Education, 1989-1992.

Beginning Teacher Support and Training Program (BEST), Connecticut State Department of Education, 1987-1990.
Chair, BEST Development Team, 1989-1990; Chair, Assessor Training Design Team, 1987-1989; Leader, Training of Trainers, 1989; BEST Assessor Trainer, 1988-1989; Mentor Training, Institute Facilitator, 1987; Training of Trainers, 1988. Speaker about BEST to state-wide groups of superintendents, 1988-1989.

Teacher Assessor, California Beginning Teacher Project, Winters, California, May 1989.
Conducted beginning teacher assessments and workshop on the Connecticut BEST Assessment Project for staff of California State Department of Education and California Teacher Certification Commission.

Leadership in Administrator Development Programs, 1988-1991.
LEAD is a professional development project funded by the United States Department of Education. Member, Connecticut Board of Directors, 1988-1991; Wilderness Trip and Seminar Series for Women in School Administration, Facilitator, 1989-1990, a professional activity sponsored by LEAD.

Common Vision Cooperating Teacher Professional Development Institute, 1986-1991.
Designed and implemented professional development institutes for Cooperating Teachers in collaboration with Wesleyan University and area school districts. Chair, Common Vision Planning Board, 1986-1991.

Connecticut Teacher Evaluation Guidelines.
Consultant to State Committee on Teacher Evaluation and Career Incentives. Author of state guidelines for teacher evaluation adopted by Connecticut State Board of Education, 1987.

Celebration of Excellence, Connecticut Teacher Recognition Program.

Chairperson, Advisory Committee, 1983-1986. Institute facilitator, 1986. Trainer of facilitators and author of Handbook for Facilitators, Spring, 1987.

Reviewer for the *Secondary School Recognition Program*, United states Department of Education, 1984.

Reviewer of materials prepared under *Women's Educational Equity Act*, Center for Research for Women, Wellesley College, 1980.

GRANTS

Author and coordinator of Goals 2000: A series of three grants to the New London Public Schools in support of the New London Collaboration for Quality Education. 1995-1997.

Project CONNSTRUCT: **"Higher Education and Pre-Collegiate Teachers Learning Together About Educational Technology"**, National Science Foundation through the Connecticut Academy for Education in Mathematics, Science and Technology, 1993-1994, renewed 1994-1995, and 1995-1996.

Project CONNSTRUCT: **"Prospective and Experienced Teachers Learning Together About Science"**, National Science Foundation through the Connecticut Academy for Education in Mathematics, Science and Technology, 1993-1994, renewed 1994-1995.

Spencer Foundation Grant: **"The Implications of Expert Teaching for Teacher Education",** 1992-1993.

Project CONNSTRUCT Dialogue on the Preparation of Teachers of Science and Mathematics, National Science Foundation through the Connecticut Academy for Education in Mathematics, Science and Technology, 1992.

Teacher-Principal Collaborative Leadership Project. Grant from the Connecticut Principals' Academy, 1987-1989.

PROFESSIONAL MEMBERSHIPS (through 2003)

American Association of Higher Education

American Association for Colleges and Universities

American Consortium of Academic Deans

American Educational Research Association

American Association of University Professors

Association of Supervision and Curriculum Development

Consortium for Excellence in Teacher Education, a consortium of private, northeastern colleges and universities with undergraduate teacher education programs, 1996-1997.

Northeast Coalition of Educational leaders (NECEL) is a professional organization for women in school administration. Editor of newsletter, *NEXUS*, 1987-1988; Past-President, 1985-1987; President, 1983-1985; Treasurer, 1981-1983; President of Connecticut affiliate, 1978-1980. Recipient of President's Distinguished Service Award, 1987. Keynote speaker and recipient of special award, Tenth Anniversary Celebration of Connecticut affiliate, 1987.

Connecticut Association of Colleges and Universities in Teacher Education. Vice-President,
1986-1988.

EDUCATION

Ph.D. 1981	University of Connecticut ***Similarities and Differences Between Women Secondary School Administrators and Selected Other Educators***, unpublished dissertation, University of Connecticut
1979	University of Connecticut, Sixth Year in Education
M.A.T. 1967	Yale University
B.A. 1966	Randolph-Macon Woman's College *Magna Cum Laude* with Honors in Chemistry Phi Beta Kappa

Patricia Zlotin•130 Massapoag Avenue•Sharon•MA•02067-2749

781-784-6343•pzlotin@comcast.net

Summary: An investment professional for 27 years with a large mutual fund company. Was a member of senior management and had multiple responsibilities and experiences within the investment arena as well as general management prior to retiring in 1998.

1971-1998: Massachusetts Financial Services, Boston, MA

1997-1998: Strategic Planning.

Developed and formed this division to oversee strategic planning for all aspects of the business.

1996-1997: Director, Investment Operations.

Established a new 70 person group dedicated to supporting the core investment divisions. Provided technical, accounting and operational support. Reported to the Chairman.

1995-1996: Management.

Oversaw the Compliance Department. Developed programs to identify business risks. Also oversaw Facilities Management Department. Developed plans for disaster recovery and potential new office site. Reported to the Chairman.

1993-1995: Managing Director, Information Technology Services.

Headed a group of 60 people supporting all the technology efforts at MFS. Reported to the Chairman.

1990-1998: Member of MFS Advisory Board.

Member of a 6 person executive group that made all decisions regarding MFS.

1972-1993: Fixed Income Department.

Increasing responsibility in Fixed Income culminating in becoming the head of the 75 person Fixed Income group in 1987. Was responsible for the overall management of over $15 Billion in assets. Was responsible for reporting monthly to Board of Directors regarding economic and interest rate trends and outlook as well as an explanation of the performance of all the fixed income products. Reported to the Chairman.

Worked closely with the Sales Division to develop and market products. Made presentations regarding economic outlook and products nationwide to a variety of audiences. Was intimately involved with successful launch of over $4 Billion of closed end funds in an 18 month period.

Recognized as an industry leader and invited to join a small group of investment professionals to advise the U.S. Treasury quarterly regarding planned debt issuance. Also met quarterly with the Federal Reserve Board of Governors to discuss economic and financial market trends.

1992-1994: Member, U.S. Treasury Borrowing Advisory Committee

1990-1998: Member, MFS Management Advisory Board

1991-1998: Executive Vice President

1985-1991: Senior Vice President

1973-1985: promoted five times during this period culminating in Vice President

1969-71: New England Life, Fixed Income Trading Assistant

1968-69: Revere, MA. 8th grade math teacher

Education:

1973: MBA, with High Honors, Boston University, concentration in Finance.

1968: BA, Colby College, double major: teaching and psychology, with a minor in math.

Community Involvement:

1975-present: Board of Directors, Good Will Home Association, Hinckley, Maine. Past chair and treasurer. (www.gwh.org)

2000 to 2006: Founding member and Chair of The Four Square Community Foundation.

2000 to present: Volunteer for Mass Bay chapter of AFS Intercultural Exchange Program. Have served in several capacities, most recently as member of hosting team overseeing placement of approximately 60 students annually. (www.afsmassbay.org, www.usa.afs.org)

2003 to present: Treasurer, National Alumni Association, Good Will Home Association

2005 to 2007: Board of Directors, Sharon Co-Operative Bank

2007 to present: Trustee, Eastern Bank and chair of Sharon Advisory Committee to Eastern Bank Charitable Foundation

Town of Sharon:

- Past member of the Finance Committee.
- Past member of Priorities Committee.
- Past member of Finance Committee Nominating Committee
- Past member of Meeting House Preservation Committee.
- Past member of High School Expansion Selection Committee.
- Past volunteer at the Kendall Whaling Museum.
- Past adult education teacher.

- Past member and treasurer of First Night Committee.
- Past board member and treasurer of Friends of the Sharon Public Library.
- Past Member of Long Range Planning Committee.
- Past member of Town Wide Facilities Planning Committee.
- Past Member of Government Study Committee
- Past Vice Chair of The Friends of the Sharon Dog Park

Personal:

Resident of Sharon since 1972. Married, no children. Active participant in town and community activities. Enjoy outdoor activities, gardening, cooking, walking, biking and flying.

Matrix- Maine Academy of Natural Sciences Board									
Names:	Rich Abramson	Bob Tardy	Doug Carr	Jim Morse	Pat Zlotin	Amber Lambke	Helen Regan	Gordon Donaldson	Pender Makin
Attributes									
Gender	M	M	M	M	F	F	F	M	F
Geography	Central Maine	Central Maine	Southern Maine	Central Maine	Masschusetts	Central Maine	Central Maine	Orono	Southern Maine
Parent of MeANS Student									X
Member of GWH Board	X	X	X	X	X (until Aug. 2012)				
Knowledge/Expertise									
Education	X	X		X			X	X	X
Education Leadership	X			X				X	
Law			X						
Business		X			X	X			
Agriculture		X				X			
Non-Profit Leadership or Governance	X	X	X	X	X	X			
Government		X	X						
Finance					X				

Matrix- Maine Academy of Natural Sciences Advisory Board									
Names:	J. Duke Albanese	Lynne Miller	Ron Bancroft	Yellow Light Breen	Derek Pierce	Jim Clair	Chip Bessey	Charles Collins	
Attributes									
Gender	M	F	M	M	M	M	M	M	
Geography	Central Maine	Southern Maine	Southern Maine	Eastern Maine	Southern Maine	Central Maine	Central Maine	Central Maine	
Parent of MeANS Student									
Member of GWH Board									
Knowledge/Expertise									
Education	X	X	X	X	X			X	
Education Leadership	X			X	X				
Law				X					
Business			X	X		X	X		
Agriculture									
Non-Profit Leadership or Governance	X		X	X		X			
Government									
Finance			X	X		X			
Maine Community College System								X	

Maine Academy of Natural Sciences Officers and Committee Chairs

Office	Individual
Board Chair	Pat Zlotin
President	Glenn Cummings
Treasurer	Douglas S. Carr
Secretary	Helen Regan
Assistant Treasurer	Sheryl Dodge

Committee	Chair
Academic Affairs	Gordon Donaldson

	State Charter School Commission				**BUDGET Template**		
					Year	Year	Year
				Pre-Opening	Year One	Year Two	Year Three
	Revenues						
		Per-Pupil Allocation			410,766	595,177	778,744
		Federal Entitlement Funds					
		Federal and State Grants					
		Foundation Grants			72,000	100,000	100,000
		Fundraising Events					
		Parent Contribuitions		79,690	210,000	279,000	328,000
		In-Kind Contributions					
		Other	School Nutrition		15,800	23,000	29,900
				---	---	---	---
				79,690	708,566	997,177	1,236,644
	Expenses						
		Research & Planning					
			Market Research				
			Curriculum Development				
			Application Costs				
			Consultants	25,000			
			Staff Recruitment				
			Board Recruitment				
			Website Development				
			Marketing Materials		7,500	8,500	10,000
			Nonprofit Incorporation				
			Admissions Lottery				
			Other: Travel	1,500			
				---	---	---	---
			Research & Planning	26,500	7,500	8,500	10,000
		Instructional Services					
			Teacher Salaries & Benefits		198,318	306,544	405,435
			Substitute Salaries & Benefits				
			Aides Salaries & Benefits		52,082	85,371	114,813
			Textbooks				
			Classroom Supplies		19,480	28,000	38,000
			Classroom Furniture				
			Classroom Equipment				
			Academic Computers/Software				
			Staff Development	3,190	4,125	7,875	11,250
			Travel & Conferences				
			Other:				
				---	---	---	---
			Instructional Services	3,190	274,005	427,790	569,498
		Special Education Services					
			Teacher Salaries & Benefits		47,624	57,007	66,490
			Aides Salaries & Benefits		12,182	44,895	54,899
			Special Facilities/Equipment				
			Curriculum				
			Instructional Materials		4,870	8,600	10,850

	State Charter School Commission				**BUDGET Template**		
					Year	Year	Year
				Pre-Opening	Year One	Year Two	Year Three
			Contracted Services				
			Other:				
				---	---	---	---
			Special Education	-	64,676	110,502	132,239
		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	-	-	-	-
		Library					
			Librarian Salary & Benefits				3,345
			Books & Other Reading Materials				
			Furniture				
			Computers/Software				
			Audiovisual Equipment				
			Other:				
				---	---	---	---
			Library	-	-	-	3,345
		Student Support Program & Services					
			Nurse Salary & Benefits				
			Health Supplies & Equipment				
			Guidance Counselor Salary & Benefits				
			School Psychologist Expense				
			Voluneer Expense				
			Other:				
				---	---	---	---
			Student Support	-	-	-	-
		Facilities					
			Rent/Leas/Mortgage				
			Maintenance Salaries & Benefits		36,002	36,469	36,924
			Maintenance & Repair Expenses		6,500	11,500	14,500
			Utilities		25,000	36,000	36,000
			Telephone		2,000	3,000	4,000
			Internet Services		2,000	2,500	3,000
			Fire & Security		2,000	3,000	4,000
			Custodial Services				
			Custodial Supplies				

	State Charter School Commission				**BUDGET Template**		
					Year	Year	Year
				Pre-Opening	Year One	Year Two	Year Three
			Waste Disposal				
			Other:				
				---	---	---	---
			Facilities	-	73,502	92,469	98,424
		Transportation & Food Service					
			Busing Costs		30,947	41,000	43,500
			Driver Salary & Benefits		15,669	31,904	32,475
			Field Trip Expense				
			Food Service Salaries & Benefits		40,706	41,384	42,064
			Food Service Supplies & Equipment				
			School Breakfast Expense				
			School Lunch Expense		66,150	97,650	129,150
			School Snacks Expense				
			Other:				
				---	---	---	---
			Transportation & Food Service	-	153,472	211,938	247,189
		Administration & Support					
			Administrators' Salaries & Benefits	25,000	36,658	52,325	52,696
			Staff Salaries & Benefits		23,068	34,157	41,751
			Office Supplies		7,500	7,500	10,000
			Photocopy Expense				
			Administrative Computers/Software				
			Office Equipment				
			Postage & Shipping				
			Bookkeeping & Audit		25,000	26,000	27,000
			Payroll Services		3,000	4,000	4,000
			Banking Fees				
			Interest Expense				
			Legal Services	25,000			
			Liability & Property Insurance		8,500	10,000	12,500
			Directors' & Officers Insurance				
			Marketing				
			Grant Writing				
			Board Expense				
			Staff Recruitment Expense				
				---	---	---	---
			Administration & Support	50,000	103,726	133,982	147,947
			TOTAL EXPENSES	79,690	676,881	985,181	1,208,642
			SURPLUS or (DEFICIT)	-	31,685	11,996	28,002

State Charter School Commission				**Staffing Template**									
				Pre-Opening									
			Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Revenues													
	Per-Pupil Allocation												
	Federal Entitlement Funds												
	Federal and State Grants												
	Foundation Grants												
	Fundraising Events												
	Parent Contributions				3190				15000	15000	15500	15500	15500	
	In-Kind Contributions												
	Other												
			---	---	---	---	---	---	---	---	---	---	---	---
			0	0	3190	0	0	0	15000	15000	15500	15500	15500	0
Expenses													
	Research & Planning												
		Market Research											
		Curriculum Development											
		Application Costs											
		Consultants							5000	5000	5000	5000	5000	
		Staff Recruitment											
		Board Recruitment											
		Website Development											
		Marketing Materials											
		Nonprofit Incorporation											
		Admissions Lottery											
		Other: Travel									500	500	500	
			---	---	---	---	---	---	---	---	---	---	---	---
		Research & Planning	0	0	0	0	0	0	5000	5000	5500	5500	5500	0
	Instructional Services													
		Teacher Salaries & Benefits												
		Substitute Salaries & Benefits												
		Aides Salaries & Benefits												
		Textbooks												
		Classroom Supplies												
		Classroom Furniture												
		Classroom Equipment												
		Academic Computers/Software												
		Staff Development			3190									
		Travel & Conferences												
		Other:												
			---	---	---	---	---	---	---	---	---	---	---	---
		Instructional Services	0	0	3190	0	0	0	0	0	0	0	0	0

State Charter School Commission				**Staffing Template**									
				Pre-Opening									
			Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Revenues													
	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	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	0	0	0
	Library												
		Librarian Salary & Benefits											
		Books & Other Reading Materials											
		Furniture											
		Computers/Software											
		Audiovisual Equipment											
		Other:											
			---	---	---	---	---	---	---	---	---	---	---	---
		Library	0	0	0	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											

State Charter School Commission				**Staffing Template**									
				Pre-Opening									
			Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Revenues													
		Volunteer Expense												
		Other:												
			---	---	---	---	---	---	---	---	---	---	---	---
		Student Support	0	0	0	0	0	0	0	0	0	0	0	0
	Facilities													
		Rent/Leas/Mortgage												
		Maintenance Salaries & Benefits												
		Maintenance & Repair Expenses												
		Utilities												
		Telephone												
		Internet Services												
		Fire & Security												
		Custodial Services												
		Custodial Supplies												
		Waste Disposal												
		Other:												
			---	---	---	---	---	---	---	---	---	---	---	---
		Facilities	0	0	0	0	0	0	0	0	0	0	0	0
	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	0	0	0
	Administration & Support													
		Administrators' Salaries & Benefits							5000	5000	5000	5000	5000	
		Staff Salaries & Benefits												
		Office Supplies												
		Photocopy Expense												
		Administrative Computers/Software												
		Office Equipment												
		Postage & Shipping												

State Charter School Commission				**Staffing Template**									
				Pre-Opening									
			Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Revenues													
		Bookkeeping & Audit												
		Payroll Services												
		Banking Fees												
		Interest Expense												
		Legal Services							5000	5000	5000	5000	5000	
		Liability & Property Insurance												
		Directors' & Officers Insurance												
		Marketing												
		Grant Writing												
		Board Expense												
		Staff Recruitment Expense												
			---	---	---	---	---	---	---	---	---	---	---	---
		Administration & Support	0	0	0	0	0	0	10000	10000	10000	10000	10000	0
		TOTAL EXPENSES	0	0	3190	0	0	0	15000	15000	15500	15500	15500	0
		SURPLUS or (DEFICIT)	0	0	0	0	0	0	0	0	0	0	0	0

State Charter School Commission					**Cash Flow Template**									
		201X-201X School Year			**First Full Year**									
			July	August	September	October	November	December	January	February	March	April	May	June
Revenues														
	Per-Pupil Allocation				102691			102691			102692			102692
	Federal Entitlement Funds													
	Federal and State Grants													
	Foundation Grants			15000		15000		15000					27000	
	Fundraising Events													
	Parent Contributions		60000	30000	0	30000	45000		15000	20000			10000	
	In-Kind Contributions													
	Other	School Nutrition				1580	1580	1580	1580	1580	1580	1580	1580	1580
			---	---	---	---	---	---	---	---	---	---	---	---
			60000	45000	102691	46580	46580	119271	16580	21580	104272	1580	38580	104272
Expenses														
	Research & Planning													
		Market Research												
		Curriculum Development												
		Application Costs												
		Consultants												
		Staff Recruitment												
		Board Recruitment												
		Website Development												
		Marketing Materials	2500	2500	2500									
		Nonprofit Incorporation												
		Admissions Lottery												
		Other:												
			---	---	---	---	---	---	---	---	---	---	---	---
		Research & Planning	2500	2500	2500	0	0	0	0	0	0	0	0	0
	Instructional Services													
		Teacher Salaries & Benefits	16526	16526	16526	16526	16526	16526	16526	16526	16526	16526	16529	16529
		Substitute Salaries & Benefits												
		Aides Salaries & Benefits	4340	4340	4340	4340	4340	4340	4340	4340	4340	4340	4340	4342
		Textbooks												
		Classroom Supplies	2500	2500	2500	1500	1500	1000	1000	1000	1000	1000	980	3000
		Classroom Furniture												
		Classroom Equipment												
		Academic Computers/Software												
		Staff Development	2000	2125										
		Travel & Conferences												

		Other:												
			---	---	---	---	---	---	---	---	---	---	---	---
		Instructional Services	25366	25491	23366	22366	22366	21866	21866	21866	21866	21866	21849	23871
	Special Education Services													
		Teacher Salaries & Benefits	3969	3969	3969	3969	3969	3969	3969	3969	3969	3969	3969	3965
		Aides Salaries & Benefits	1015	1015	1015	1015	1015	1015	1015	1015	1015	1015	1015	1017
		Special Facilities/Equipment												
		Curriculum												
		Instructional Materials	2500	1000	250	250	250	250	250	120				
		Contracted Services												
		Other:												
			---	---	---	---	---	---	---	---	---	---	---	---
		Special Education	7484	5984	5234	5234	5234	5234	5234	5104	4984	4984	4984	4982
	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	0	0	0
	Library													
		Librarian Salary & Benefits												
		Books & Other Reading Materials												
		Furniture												
		Computers/Software												
		Audiovisual Equipment												
		Other:												
			---	---	---	---	---	---	---	---	---	---	---	---
		Library	0	0	0	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	0	0	0
	Facilities													
		Rent/Leas/Mortgage												
		Maintenance Salaries & Be	3000	3000	3000	3000	3000	3000	3000	3000	3000	3000	3000	3002
		Maintenance & Repair Exp	550	550	550	550	550	550	550	550	550	550	550	450
		Utilities	1583	1583	1583	1583	1583	2083	2083	2083	2083	2083	2083	4587
		Telephone	167	167	167	167	167	167	167	167	167	167	167	163
		Internet Services	167	167	167	167	167	167	167	167	167	167	167	163
		Fire & Security	167	167	167	167	167	167	167	167	167	167	167	163
		Custodial Services												
		Custodial Supplies												
		Waste Disposal												
		Other:												
			---	---	---	---	---	---	---	---	---	---	---	---
		Facilities	5634	5634	5634	5634	5634	6134	6134	6134	6134	6134	6134	8528
	Transportation & Food Service													
		Busing Costs			3095	3095	3095	3095	3095	3095	3095	3095	3095	3092
		Driver Salary & Benefits			1567	1567	1567	1567	1567	1567	1567	1567	1567	1566
		Field Trip Expense												
		Food Service Salaries & Benefits			4071	4071	4071	4071	4071	4071	4070	4070	4070	4070
		Food Service Supplies & Equipment			6615	6615	6615	6615	6615	6615	6615	3315	3315	13215
		School Breakfast Expense												
		School Lunch Expense												
		School Snacks Expense												
		Other:												
			---	---	---	---	---	---	---	---	---	---	---	---
		Transportation & Food Service	0	0	15348	15348	15348	15348	15348	15348	15347	12047	12047	21943
	Administration & Support													
		Administrators' Salaries & E	3055	3055	3055	3055	3055	3055	3055	3055	3055	3055	3055	3053
		Staff Salaries & Benefits	1922	1922	1922	1922	1922	1922	1922	1922	1922	1922	1924	1924
		Office Supplies	1500	1500	750	750	750	250	250	250	250	250	250	750
		Photocopy Expense												
		Administrative Computers/Software												
		Office Equipment												
		Postage & Shipping												
		Bookkeeping & Audit	0											

		Payroll Services	250	250	250	250	250	250	250	250	250	250	250	250	
		Banking Fees													
		Interest Expense													
		Legal Services													
		Liability & Property Insuran	708	708	708	708	708	708	708	708	708	708	710	710	
		Directors' & Officers Insurance													
		Marketing													
		Grant Writing													
		Board Expense													
		Staff Recruitment Expense													
			---	---	---	---	---	---	---	---	---	---	---	---	
		Administration & Support	7435	7435	6685	6685	6685	6185	6185	6185	6185	6185	6189	6687	
		TOTAL EXPENSES	48419	47044	58767	55267	55267	54767	54767	54637	54516	51216	51203	66011	
		SURPLUS or (DEFICIT)	11581	-2044	43924	-8687	-8687	64504	-38187	-33057	49756	-49636	-12623	38261	

Independent Insurance Agent

AUTO – HOME – BUSINESS – LIFE – BENEFITS

GHM AGENCY

May 30, 2012

William Brown, Vice President, Operations
GOOD WILL HOME ASSOCIATION/GOOD WILL HINCKLEY
Skowhegan Road,
Fairfield, ME 04937

re: charter school application/insurance
Maine Academy of Natural Sciences

Dear Mr. Brown,

This note will serve to confirm, for the purpose of Good Will's charter school application to the State of Maine, that the GHM Agency fully expects to place the various insurance coverages noted in section D5 on behalf of the (charter school) Maine Academy of Natural Sciences (MeANS). We have spoken with the insurance carrier that provides these types of insurance for Good Will Hinckley and have been advised that, subject to its review of applications submitted independently for MeANS, it anticipates being able to write these coverages for the charter school.

We look forward to working with MeANS on these issues once the charter school application has been submitted and reviewed. In the meantime, please let me know if you have any questions or other concerns.

Yours truly,
GHM AGENCY

Silas T. Lawry, CIC, CRM
account executive

51 Main Street
P.O. Box 649
Waterville, Maine 04901
207-873-5101
Fax 207-873-5784

155 Center Street
Auburn, Maine 04210
207-689-9171
Fax 207-873-5784
www.ghmagency.com

12 Shuman Avenue, Suite 12
Lee Farm Mall
Augusta, Maine 04330
207-620-8878
Fax 207-873-5784

EDUCATORS LEGAL LIABILITY

Company: Philadelphia Indemnity Insurance Company

Policy #:	PHSD666351	**Effective:**	11/01/11
Policy Type:	Directors & Officers & Employment Practices Liability	**Expires:**	11/01/12

Named Insured: Good Will Home Association

Claims Made Form

Directors & Officers Liability	$2,000,000
Employment Practices Liability	$2,000,000
Aggregate, All Parts	$2,000,000

Retentions:

Directors & Officers Liability	$10,000
Employment Practices Liability	$10,000
Third Party Coverage	$25,000

Prior and Pending Date: 11/3/93

Endorsements included but are not limited to:

- Shared Limits Endorsement
- Amendment of Exclusions
- Pro-Pak Elite Enhancement
- CAP on Losses from Certified Acts of Terrorism

Exclusions included but are not limited to:

- Professional Services Exclusion (supervision carve-out)
- Sexual Abuse
- Medical Malpractice

COMMERCIAL GENERAL LIABILITY

Company: Philadelphia Indemnity Insurance Company

Policy #: PHPK788164 **Effective:** 11/01/11

Policy Type: Commercial Package **Expires:** 11/01/12

Named Insured: Good Will Home Association

Coverage Written On: Occurrence Form

Coverage	Limits
General Aggregate Limit	$3,000,000
Products/Completed Operations (Aggregate Limit)	$3,000,000
Personal/Advertising Injury Limit	$1,000,000
Each Occurrence	$1,000,000
Fire Damage Limit – Any One Fire	$100,000
Medical Expense Limit – Any One Person	$5,000
Employee Benefits	$1,000,000 Each Claim $1,000,000 Aggregate

Employee Benefits – Claims Made Coverage
Deductible per Claim: $1,000
Number of Employees:
Number of Employees Covered by Plan: 5
Retroactive Date: 11/01/93

Human Services Organization Professional Liability

Professional Liability:	
Each Professional Incident Limit	$1,000,000
Aggregate Limit	$3,000,000

Sexual/Physical Abuse or Molestation:	
Each Abusive Conduct Limit:	$1,000,000
Aggregate Limit	$3,000,000

COMMERCIAL AUTOMOBILE POLICY

Company: Philadelphia Indemnity Insurance Company

Policy #: PHPK788164 **Effective:** 11/01/11

Policy Type: Commercial Package **Expires:** 11/01/12

Named Insured: Good Will Home Association

Liability

Combined Single Limit (Symbol 1) Bodily Injury & Property Damage Liability	$1,000,000
Includes Hired & Non-Owned Auto Liability	
Uninsured Motorist	$1,000,000
Medical Payments	$5,000

EXCESS LIABILITY

Company: Philadelphia Indemnity Insurance Company

Policy #: PHUB363007 **Effective:** 11/01/11

Policy Type: Excess Liability **Expires:** 11/01/12

Named Insured: Good Will Home Association

Coverage Written On: Occurrence Form

Coverage	Limits
Products Completed Operations to Aggregate	$10,000,000
Each Occurrence Limit	$10,000,000
General Aggregate	$10,000,000
Retained Limit	$10,000
Sexual or Physical Abuse or Molestation Vicarious Liability Coverage Form Sublimit	$2,000,000

Coverage is excess of these underlying coverages:

- General Liability
- Automobile Liability
- Abuse & Molestation
- Professional Liability
- Employee Benefits Liability
- Employers Liability

Exclusions included but are not limited to:

- Subsidence exclusion
- Watercraft exclusion
- Tanning unit exclusion
- Martial arts exclusion
- Trampoline exclusion
- Fungi or bacterial exclusion
- Directors & officers liability exclusion
- Liquor liability exclusion
- Certified Acts of Terrorism

COMMERCIAL CRIME

Company: Philadelphia Indemnity Insurance Company

Policy #: PHPK788164 **Effective:** 11/01/11

Policy Type: Commercial Package **Expires:** 11/01/12

Named Insured: Good Will Home Association

Coverages	Limit	Deductible
Insuring Agreements		
Employee Theft	$500,000	$5,000
Forgery or Alteration (B)	$10,000	$ 500
Forgery/Alteration including Credit/Debit	$6,000	$ 500

See policy for Exclusions.

Forms included but are not limited to:

- Include Specified Non-Compensated Officers as Employees – all non compensated officers of the named insured

The values shown in this proposal were based upon values you determined were appropriate. We may have assisted in helping you arrive at the values however you selected the insurable value.

SOCIAL SERVICES & EDUCATION GROUP TRUST

WORKERS' COMPENSATION SELF-INSURANCE PROGRAM

Declarations

Item 1 - Name and Address of Insured: Good Will Home Association d/b/a
Good Will-Hinckley
P.O. Box 159
Hinckley, ME 04944

Item 2 - States of Self-Insurer's Operations: Maine

Item 3 - Policy # WCSSEG2012803

Item 3 - Effective Date: November 1, 2011 Expiration Date: October 31, 2012

Item 4 - Cancellation Notice: 90 Days Written Notice to the Trustees, pursuant to Article II, Section 7 of the By-Laws of the Trust

Item 5 - Coverage under this program applies to the Workers' Compensation Act of the State of Maine. It does not include coverage that applies to Other States or Federal Acts (i.e. FELA, USL&H, JONES Act, MSAWPA).

Item 6 - Coverage under this program does not apply to Volunteers.

Item 7 - Coverage under this program does not apply to Discrimination Claims pursuant to Article XI, section 1 of the By-Laws of the Trust

Item 8 - The Group Trust does not grant Waivers of Subrogation.

Item 9 - Estimated Annual Premium: $ 42,253

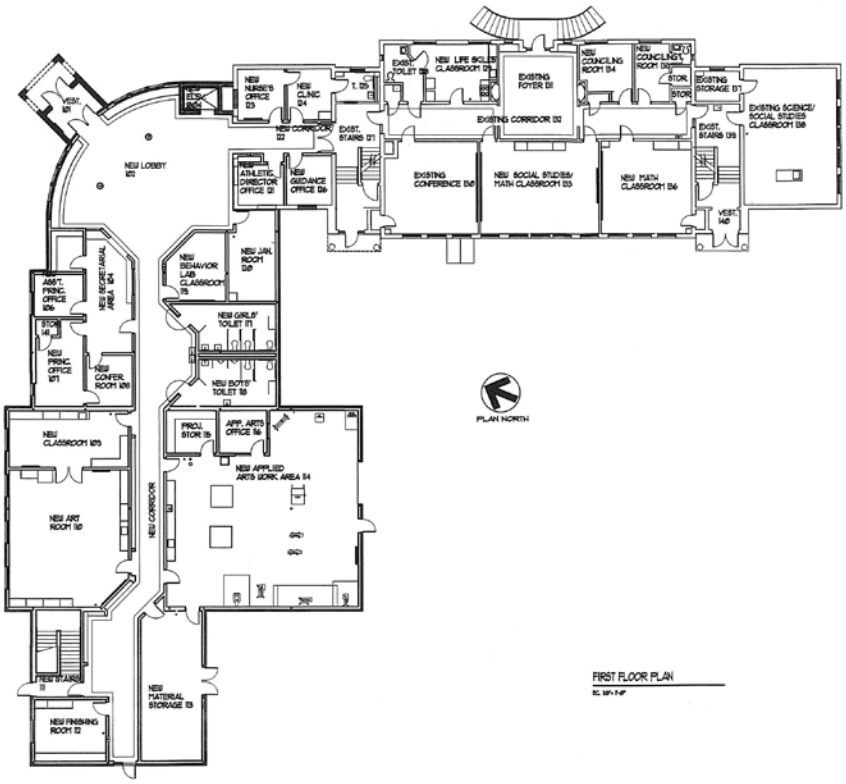
Item 10 - Deductible: $1,000 Medical Deductible on all claims

Item 11 - Group Specific Retention Each Occurrence: $600,000/$750,000

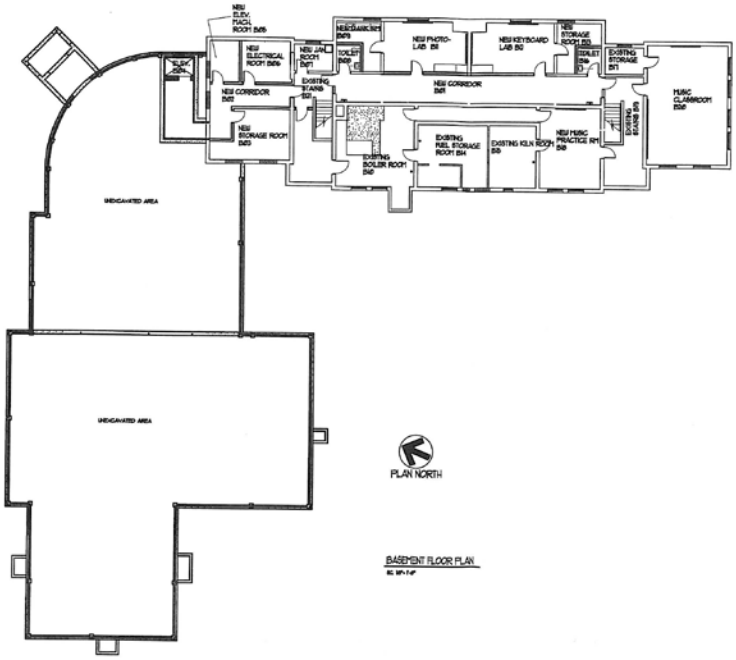
Item 12 - Reinsurance Policy Information

Excess Carrier: Dirigo Re Insurance
Excess Limit: Workers' Compensation – $ Statutory
Employers Liability -- $ 1,000,000
Policy Periods : January 1, 2011 – December 31, 2011
January 1, 2012 – December 31, 2012

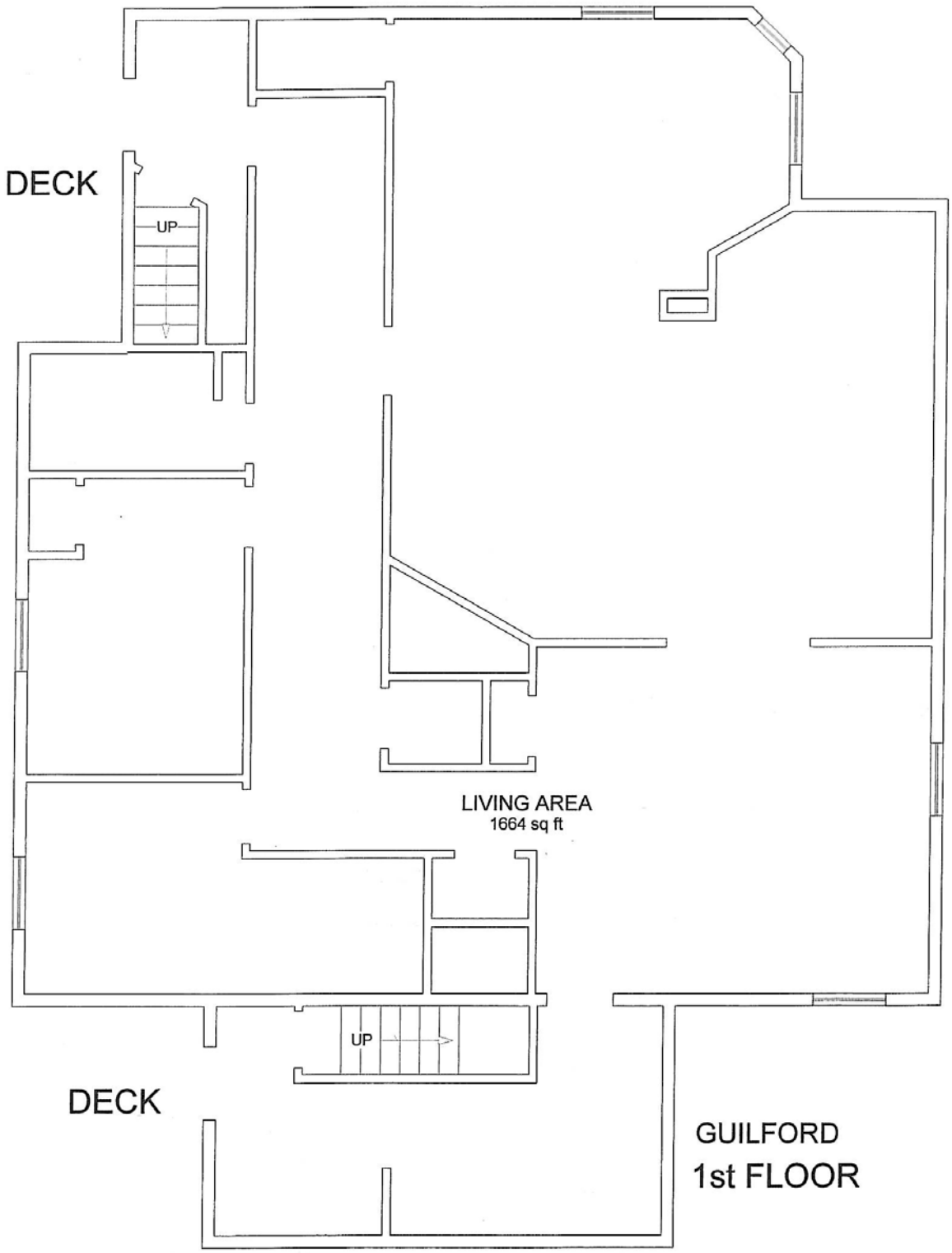
Willis of Northern New England
Authorized Representative Jeff Lewis

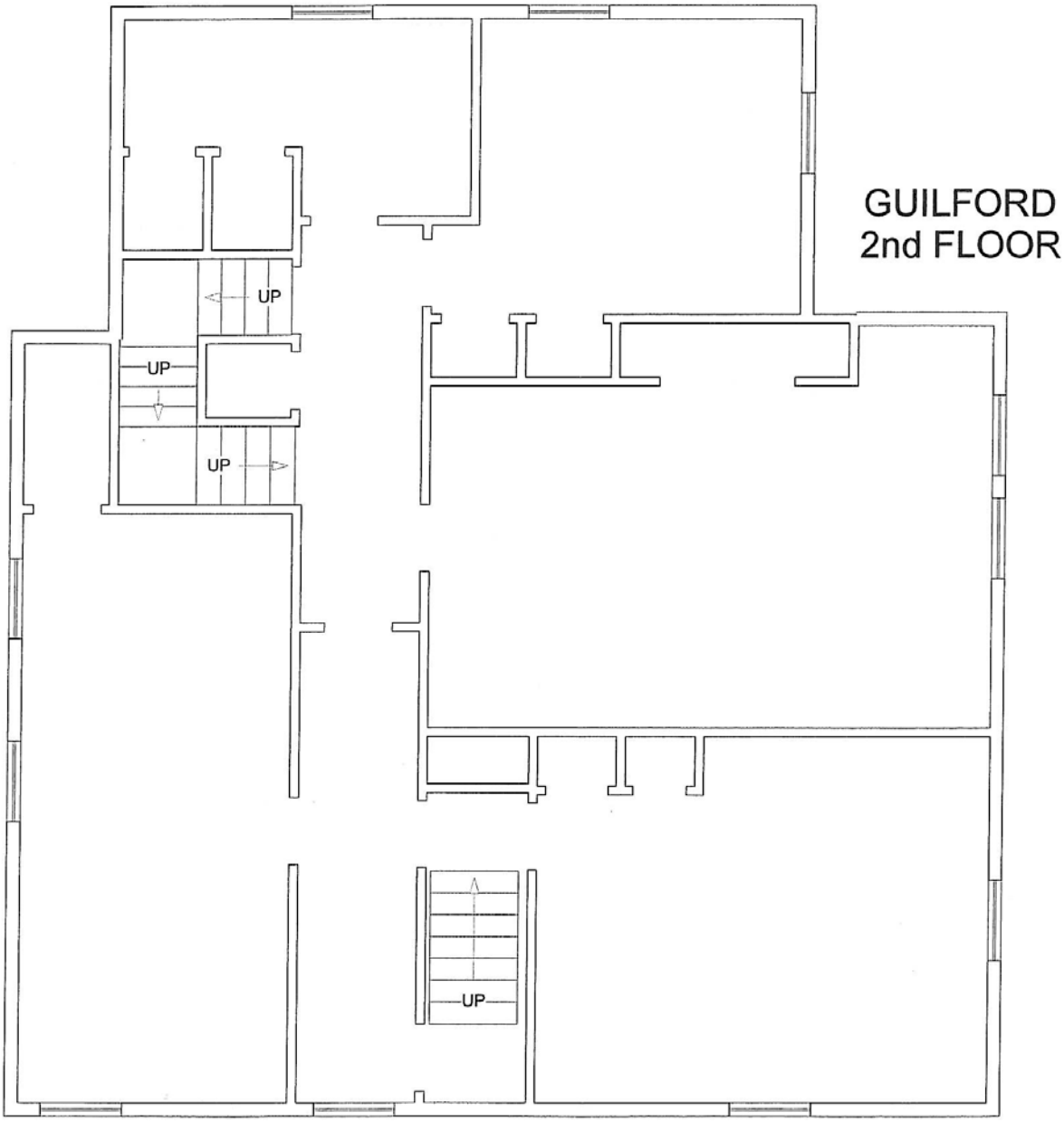


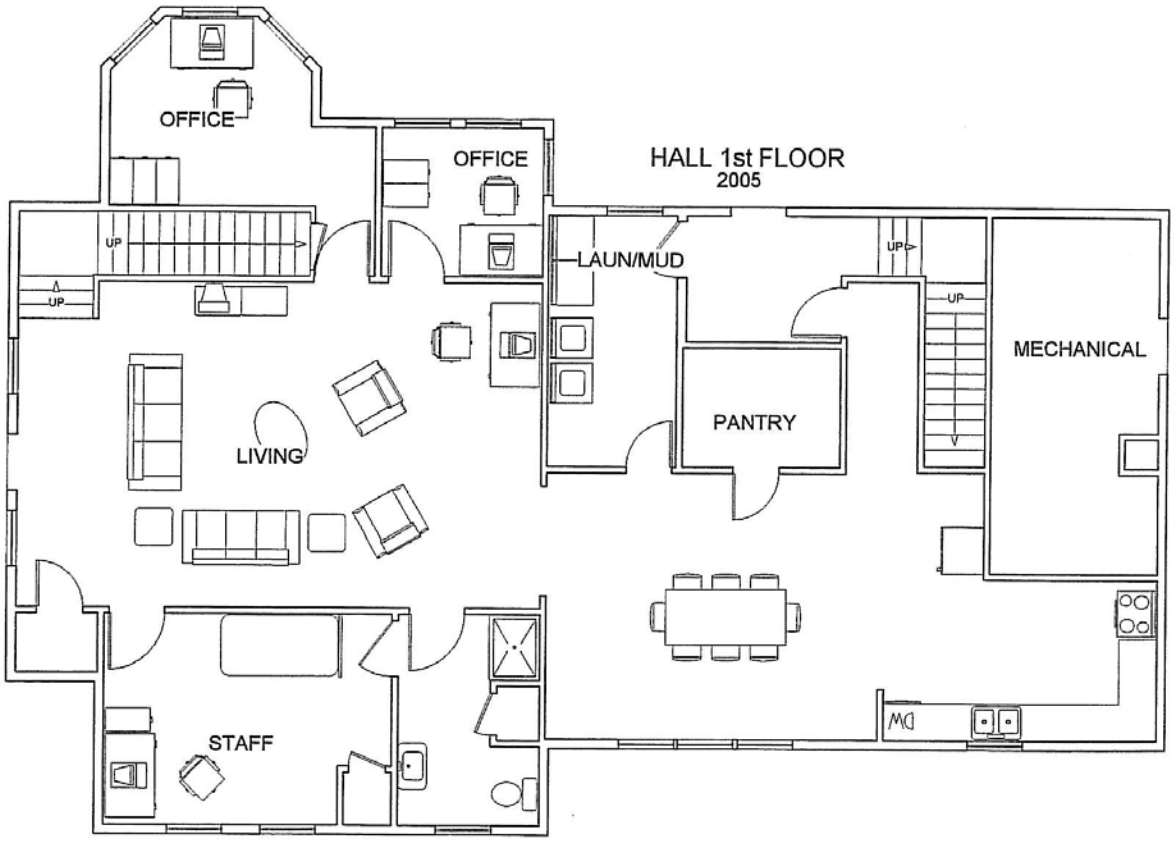
FIRST FLOOR PLAN

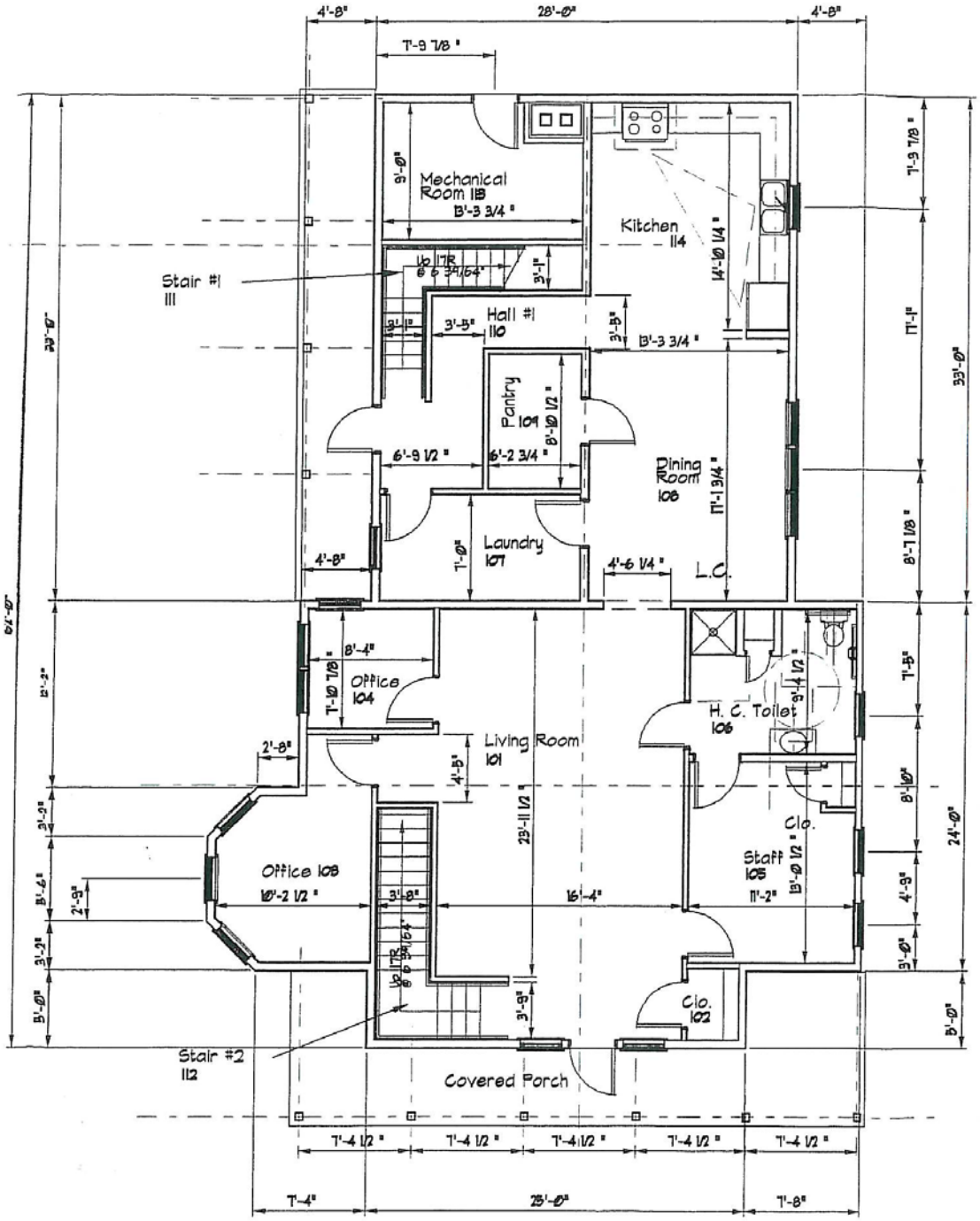


BASEMENT FLOOR PLAN


DECK
UP
LIVING AREA
1664 sq ft
UP
DECK
GUILFORD
1st FLOOR

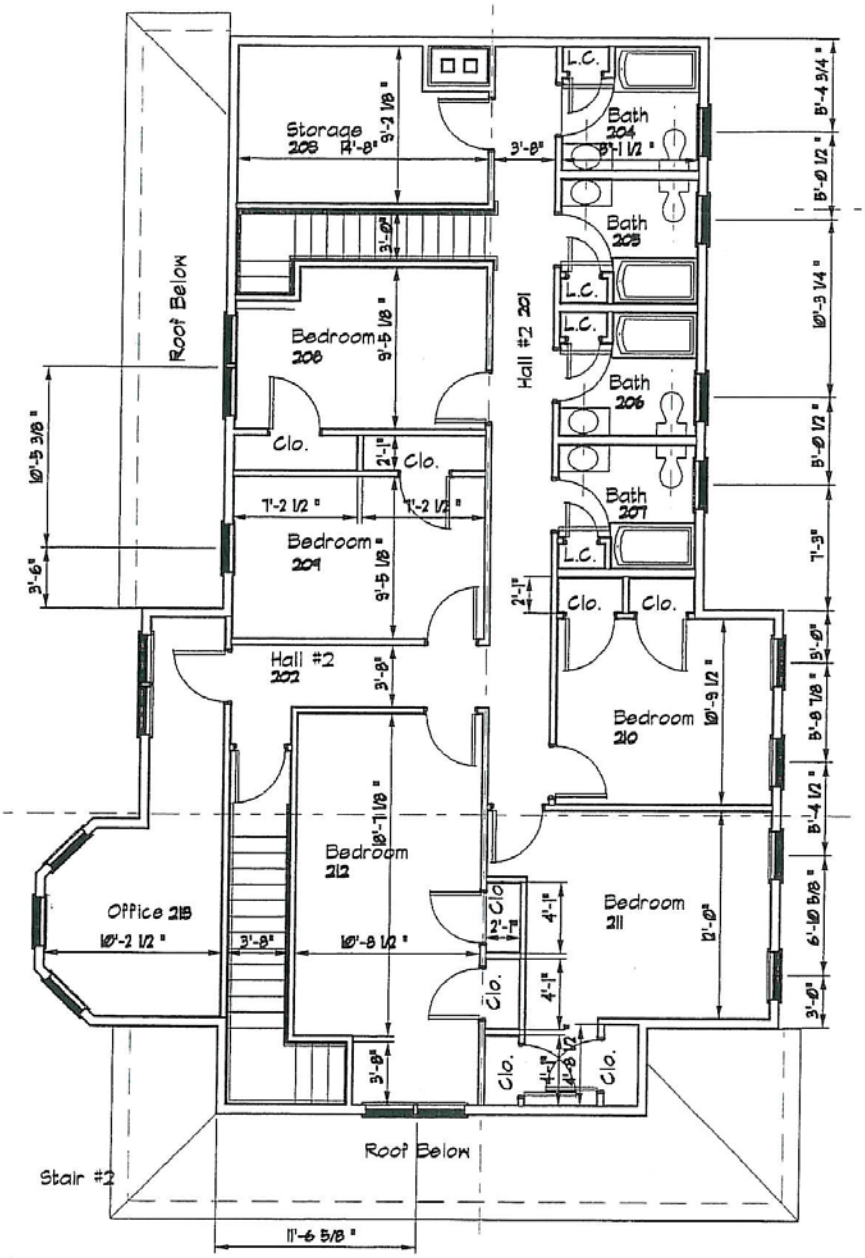

GUILFORD
2nd FLOOR
UP
UP
UP
UP


HALL 1st FLOOR
2005
OFFICE
OFFICE
LAUN/MUD
UP
UP
UP
UP
MECHANICAL
PANTRY
LIVING
STAFF
DW



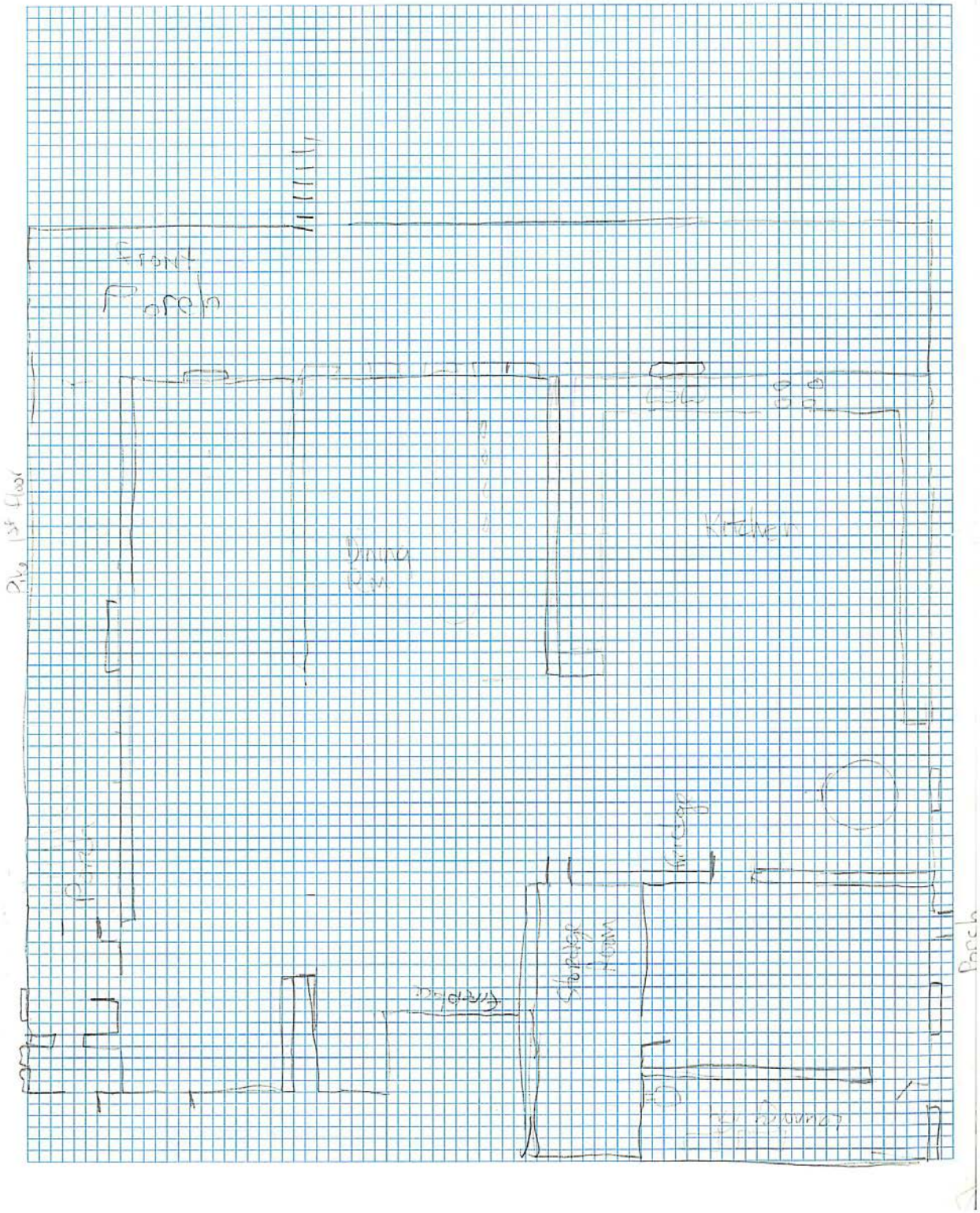
First Floor Plan

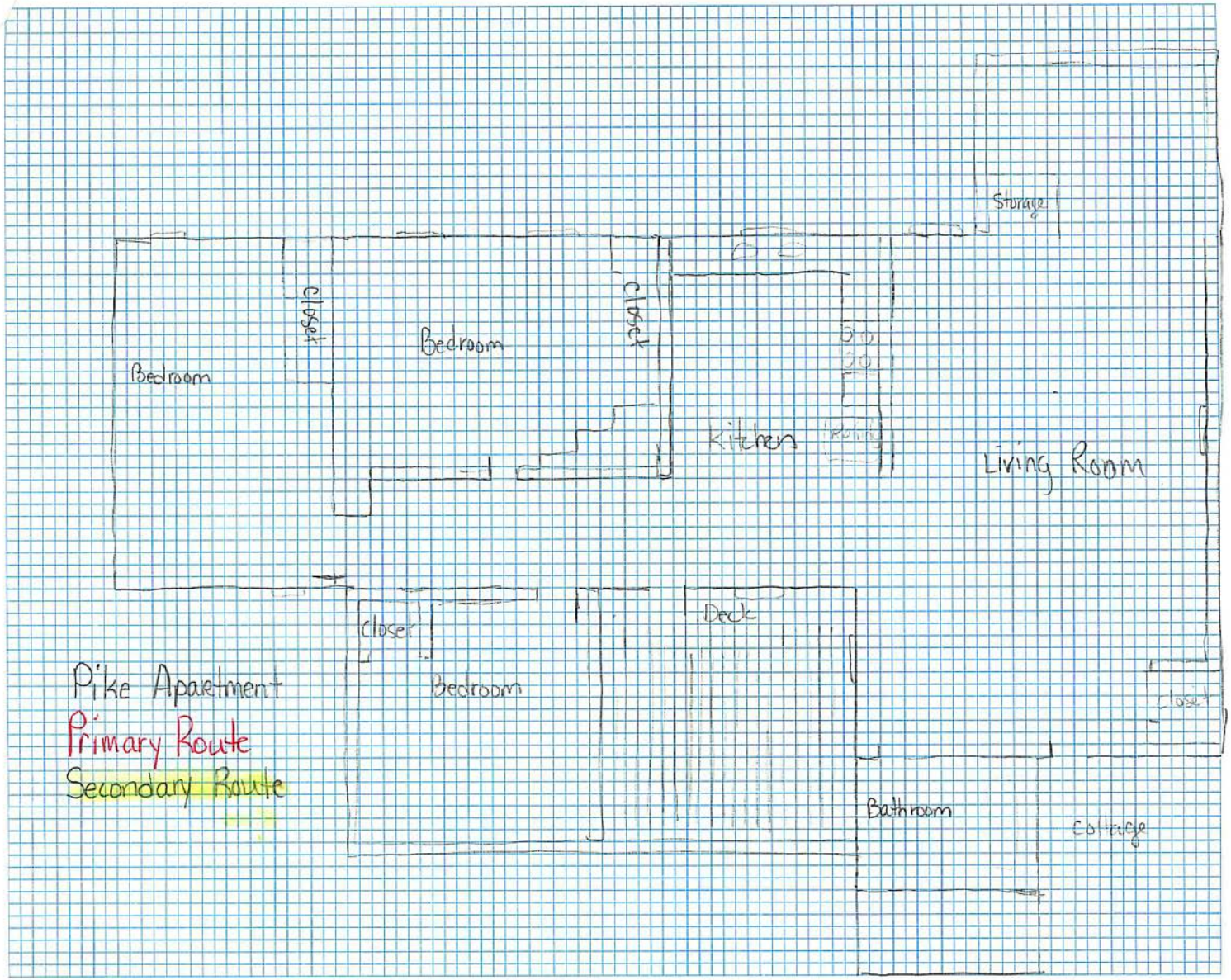
Hall Cottage 2004



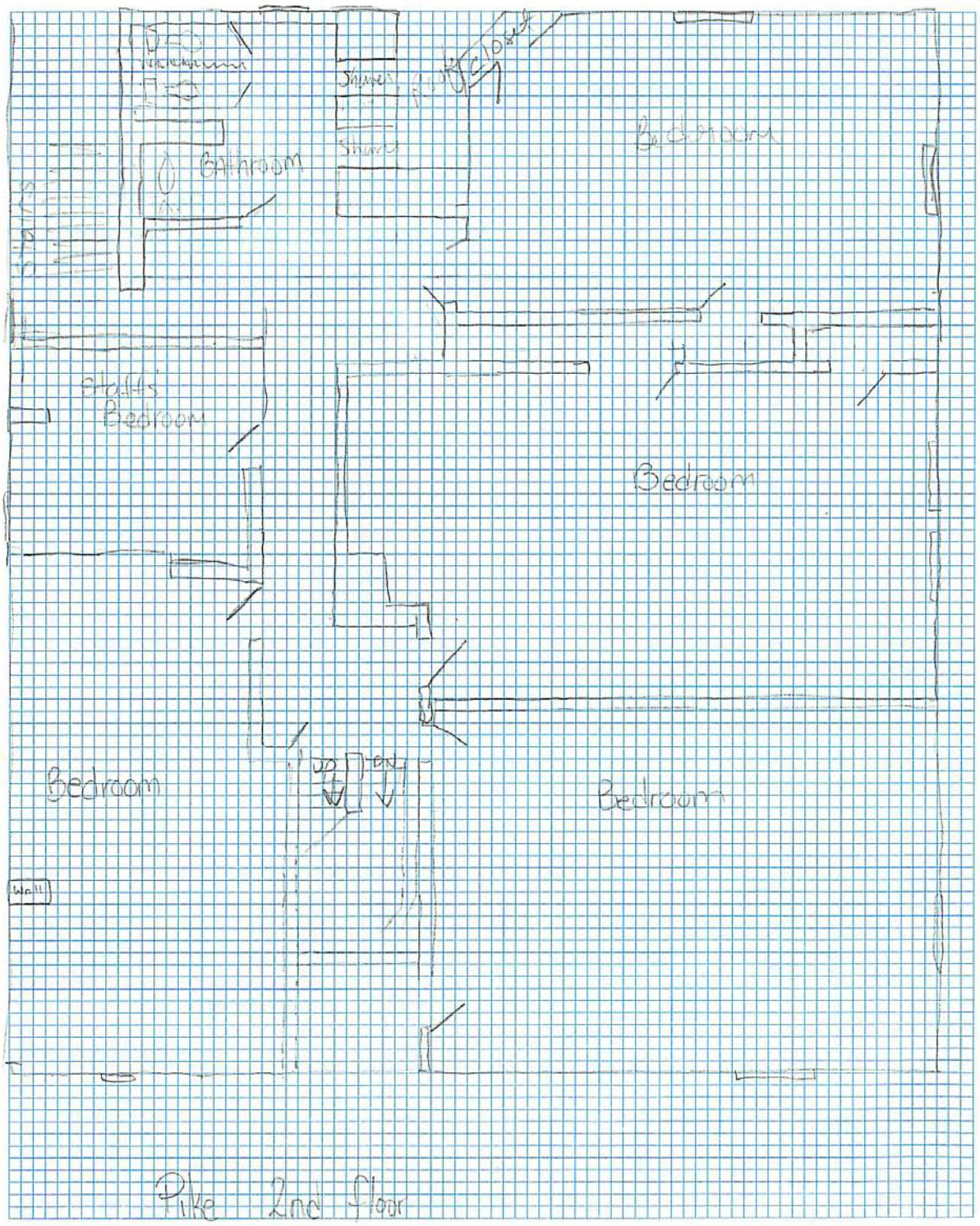
Second Floor Plan

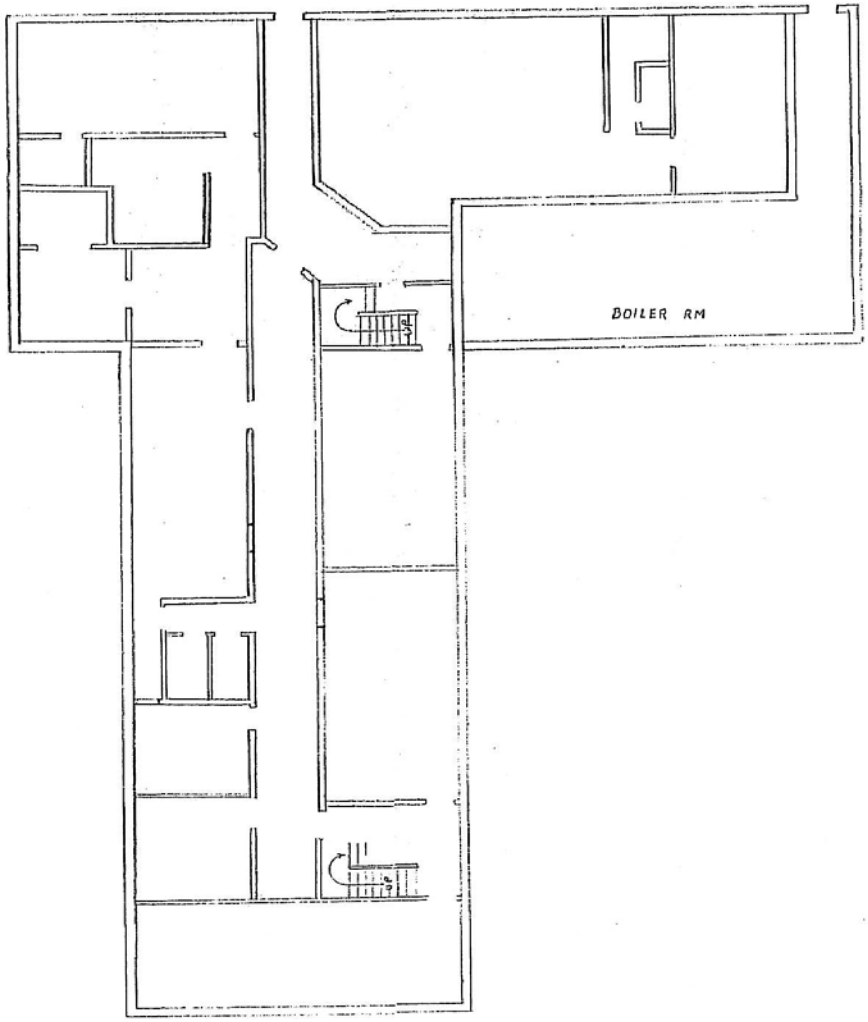
Mall Cottage 2004


Front Porch
Dining Rm
Kitchen
Pantry
Shelves
Back Yard
Porch
Back


Pike Apartment
Primary Route
Secondary Route
Bedroom
Closet
Bedroom
Closet
Kitchen
Storage
Living Room
Closet
Bedroom
Deck
Bathroom
Closet
Cottage

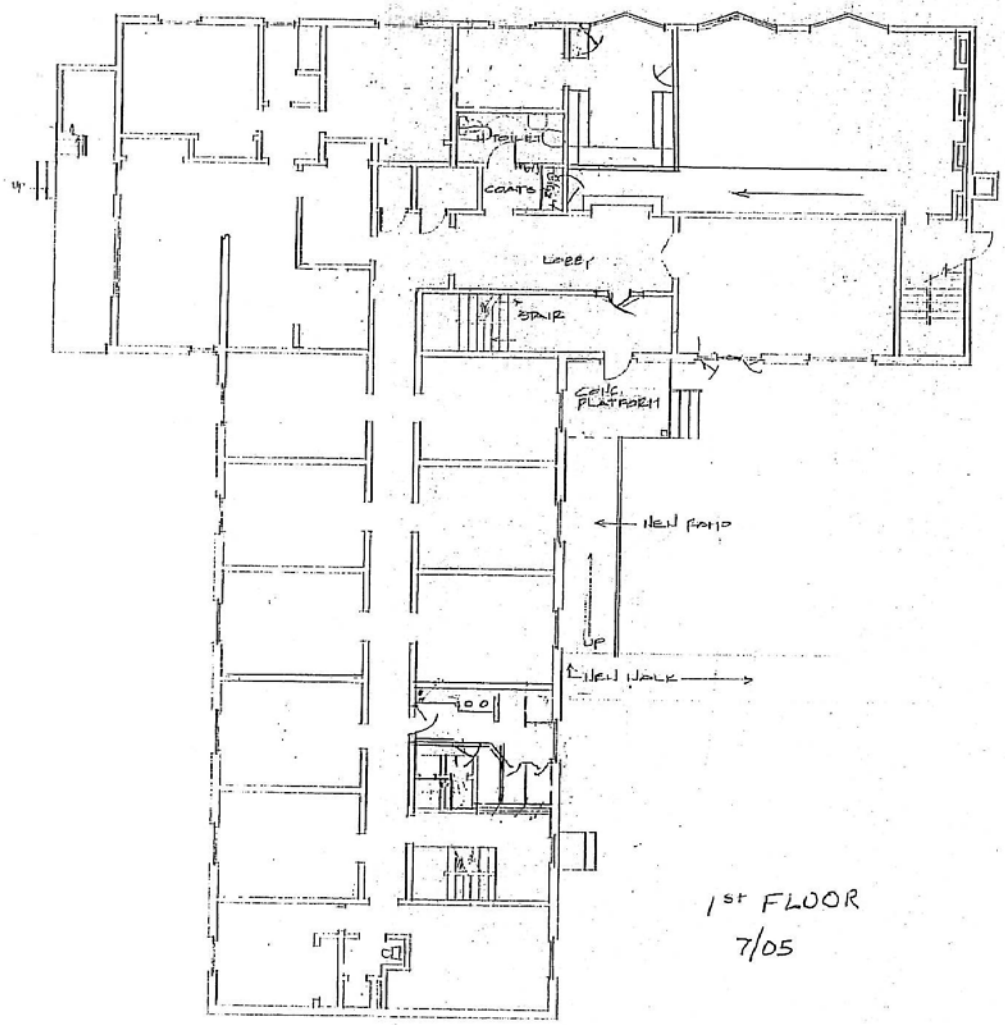
2999573.1


Shower
Closet
Shower
Bathroom
Bedroom
Staff's Bedroom
Bedroom
UP
DN
Bedroom
Bedroom
Wall
Pike 2nd Floor



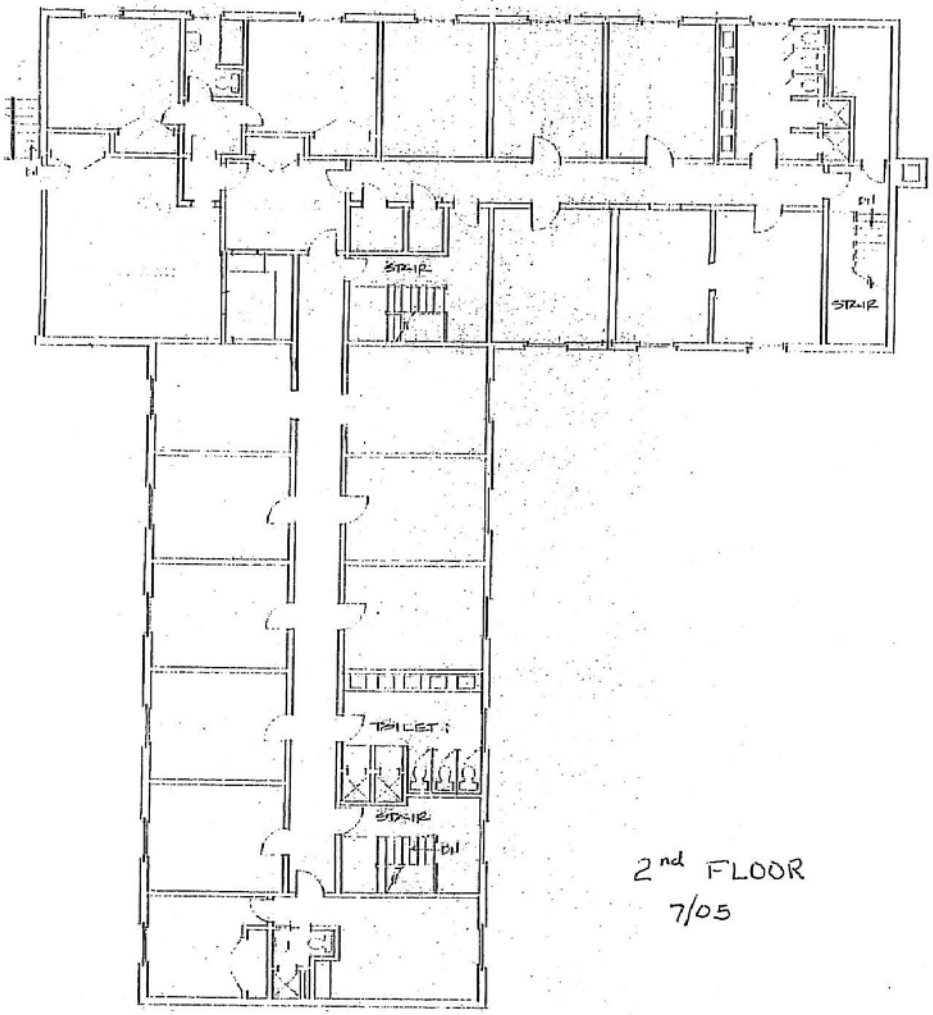
BASEMENT
7/05

Swaney



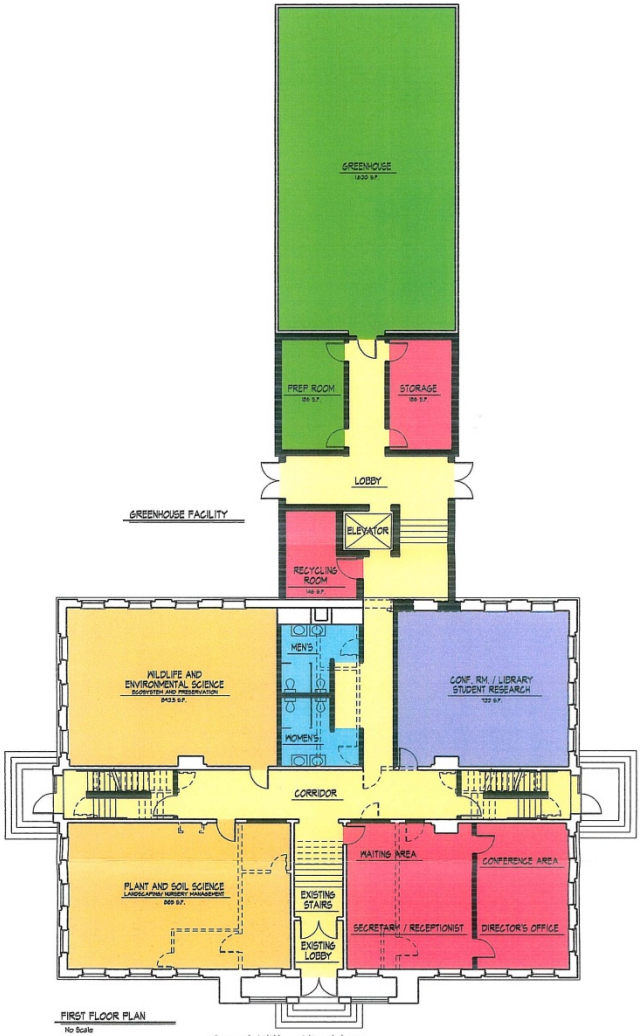
1st FLOOR
7/05

Swasey



2nd FLOOR
7/05

Swasey



FIRST FLOOR PLAN

No Scale

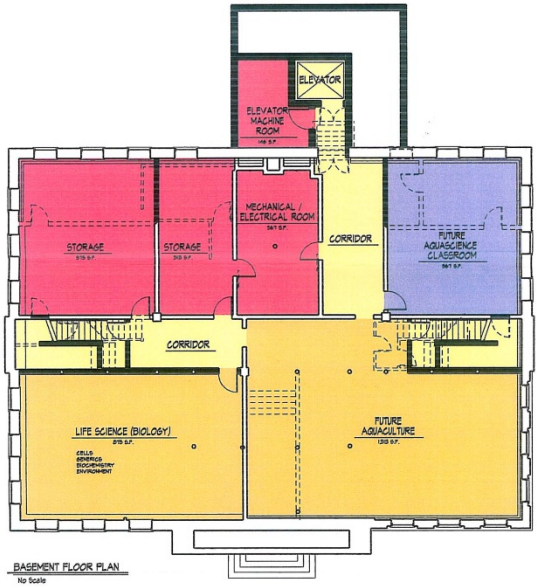
© Copyright 2008 BSA

Good Will - Hinckley -
Alfond Career Technical Center

Hinckley, Maine

Bunker & Savage • Architects
P.O. Box 2321 363 Western Ave.
Augusta, Maine 04330
Tel. 207-623-4108 Fax. 207-623-2351
E-Mail Address • bsa@bunkersavage.com

11 September 2008



BASEMENT FLOOR PLAN

No Scale

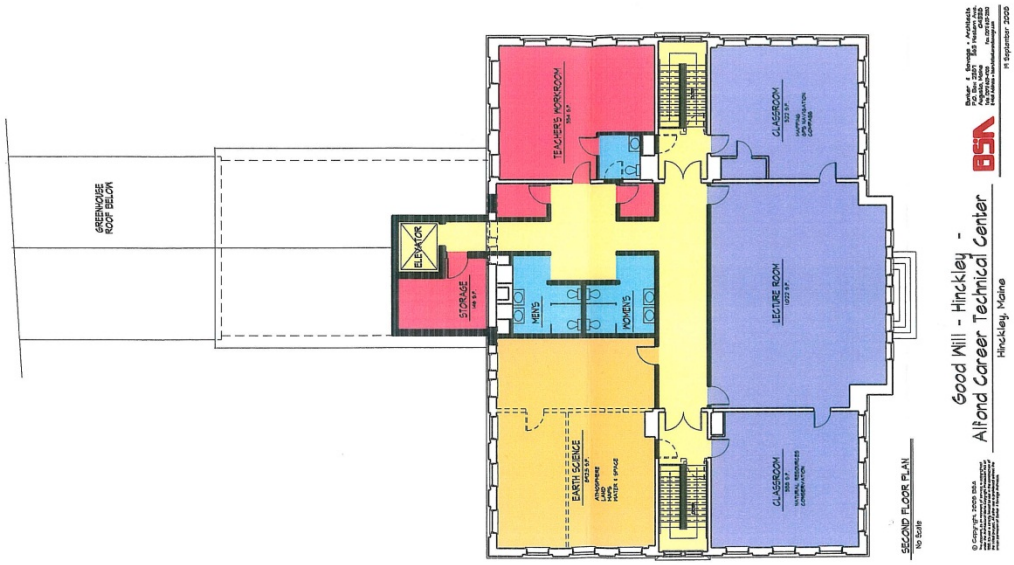
© Copyright 2008 BSA

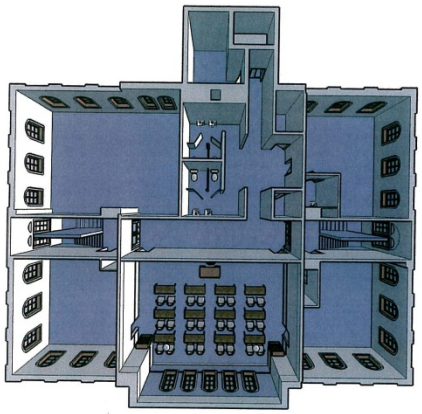
Good Will - Hinckley -
Alfond Career Technical Center

Hinckley, Maine

Bunker & Savage • Architects
P.O. Box 2321 363 Western Ave.
Augusta, Maine 04330
Tel. 207-623-4108 Fax. 207-623-2351
E-Mail Address • bsa@bunkersavage.com

11 September 2008

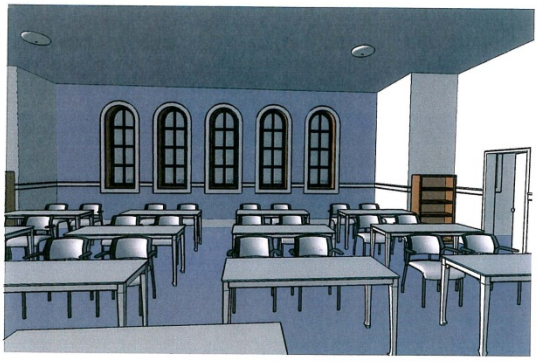




One Point Plan Perspective

Good Will-Hinckley -
Alfond Career Technical Center
Hinckley, Maine

BSA
Bunker & Savage • Architects
P.O. Box 2567 569 Western Ave.
Augusta, Maine 04330
Tele. (207) 623-4105 Fax. (207) 623-2552
E-Mail Address • bsa@architbunkerandsavage.com



Classroom Perspective

Good Will-Hinckley -
Alfond Career Technical Center

Hinckley, Maine

Bunker & Savage • Architects
P.O. Box 2591 563 Western Ave.
Augusta, Maine 04336
Tele. (207) 623-4109 Fax. (207) 623-2552
E-Mail Address • bsarchitbunkerandsavage.com

EXHIBIT 24

LETTER OF INTENT
May 29, 2012

To: Glenn Cummings, President and Executive Director, Maine Academy of Natural Sciences

From: Kathryn Hunt, Chairperson, Board of Directors, Good Will Home Association

This is a Letter of Intent for the sublease by Good Will Home Association ("Landlord") to Maine Academy of Natural Sciences ("Tenant") of the basement level and first floor of the "old wing" of the Averill-Alfond High School Building, so-called, along with non-exclusive use of common areas associated therewith and, whether as part of said sublease or through a separate agreement, the use of other facilities pursuant to understandings or agreements that Landlord may rely upon for the purpose of operating a school**.**

Space to be rented is located on the basement level and first floor of the "old wing" of the Averill-Alfond High School Building, so-called, along with non-exclusive use of common areas associated therewith and the spaces within the High School presently used by Tenant for communications, technology and computer systems, but excluding the maintenance and fuel storage rooms therein (the space so leased, the "H.S. Premises"), located within the Hinckley Campus of the Kennebec Valley Community College in the Town of Fairfield, Maine, and being a portion of the real estate leased by Landlord from Maine Community College System ("MCCS") on or about January 23, 2012 [, said premises having on approximately that date been conveyed by Landlord to MCCS] {OR} [a copy of which lease is attached hereto for reference]**.**

In addition, Landlord will provide Tenant with use of those areas and facilities of the above-described Hinckley Campus as may be available to Landlord pursuant to its memorandum of understanding and any joint use agreement that it may have with MCCS, as well as the use of farmland and other facilities of Landlord's campus that may be useful from time to time in carrying out the operations of Tenant's school.

Initial base rent will be equal to the rent due from Landlord to MCCS for the same premises under Landlord's lease, plus a reasonable rental reflecting Landlord's cost with respect to any additional land or buildings that Tenant and Landlord may agree to include. Tenant will comply with and fulfill all requirements that apply to Landlord with respect to the property used by Tenant, under Landlord's lease and other agreements with MCCS.

Utilities, maintenance, repair, and groundskeeping will be added to the rent at Landlord's reasonably estimated actual costs if provided by Landlord, and unless so provided in the final lease, will be the responsibility of Tenant and at Tenant's sole cost and expense.

The initial lease term will be 1 year. Landlord and Tenant will enter into lease agreements of similar character for subsequent years but at different premises, owned by Landlord on the same campus, the particular location and dimensions of which are to be

mutually agreed at least 3 months prior to expiration of the lease contemplated in this letter of intent.

Tenant will maintain the premises in substantially the same condition as at the commencement of the lease, reasonable wear and tear excepted, and except for Tenant improvements approved by Landlord. Tenant shall be responsible for all "fit up" improvements. Tenant shall be responsible for all maintenance and repairs to the premises for any and all damages caused by Tenant or Tenant's employees and invitees. Tenant shall also be responsible for a pro rata share of all maintenance costs attributable to common areas of the land and building.

Tenant will indemnify Landlord from and against all claims and expenses for injuries and for property damage arising out of its negligent act or omissions, or those of its employees, agents or invitees during the lease term. Tenant will maintain insurance on Tenant's contents and Tenant will maintain general public liability insurance in an amount satisfactory to Landlord, naming Landlord as additional insured. Tenant shall also be responsible for a pro rata share of all customary insurance maintained on the building by the Landlord.

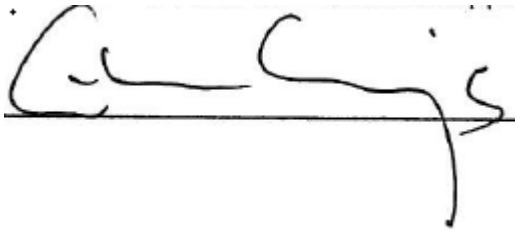
Occupancy will begin July 1, 2012.

This is an expression of intent only and is not intended to be legally binding. The parties will be bound only upon execution and delivery of a mutually agreeable lease.

Sincerely,

Kathryn A. Hunt

SEEN AND AGREED:



Glenn Cummings

MeANS Schedule of furniture and furnishings			
Items	**Number**		
Tables	44		
Stackable chairs	20		
Chairs	78		
PCs	30		
TVs	3		
VCR	1		
DVD	1		
Filing cabinets	15		
Bookshelves	20		
DVD/VCR	1		
Easel	2		
Overhead projector	2		
Keyboards	2		
Chemistry supplies			
Office desks	6		
Library carrel	2		
Computer desks	2		
Stool	1		
Refrigerator	3		

Microwave	1		
Toaster oven	2		
Coffee maker	2		
Scales	2		
Copier	2		
Tractors and equipment			
Garden tools and supplies			
Greenhouse and equipment			
Pottery equipment and kiln			
Assorted sporting goods			
LCD projector			
Books			
School and Office supplies			

Maine Academy of Natural Sciences Transportation Plan

This plan will be monitored and adjusted as required throughout the year.

BUSES AND VANS and SPED TRANSPORTATION:

Buses and vans from other school authorities will enter via either Hinckley Road and Stanley Road or Page Terrace depending on their destination of either the Vicker's building for MeANS students accompanying Glen Stratton Learning Center students or Averill High School for students headed directly to MeANS. In both cases they will approach the school from the North and proceed South back to Route 201 using either Page Terrace and the Easler Road or the Stanley Road~~.~~ after discharging students. Students will enter Averill High School by the East entrance. Students who disembark at Vickers will proceed the short distance to Averill using a system of internal roads and trails. With the exception of Route 201, all roads above are internal byways.

MeANS vehicles will use the same means of approach and travel pattern. The exception being on inclement days vans from the residential cottages will proceed North from Page Terrace to the Hamlin Road, Martin Lane and Stanley Road to Averill.

CAR RIDERS:

Car riders will enter via the Hinckley Road and park in the lot to the North of Averill School. Students will proceed to the East entrance. :

1. Cars must be in the PARK position when students are departing.
2. No cell phones may be in use during departure.
3. Students may not cross between parked cars during departure.

WALKERS AND BIKE RIDERS:

Walkers and Bike riders will be arriving from the residential cottages weather permitting. They will proceed from Page Terrace to Hamlin Road to Martin Lane to the Stanley Road to the East entrance of Averill School.

Parking:
Whenever possible all vehicles must be parked in the lot North of Averill School.

Never park in a fire lane or an undesignated spot!

Lesson Plans

Date: **Student:** **Site:**

Internship – Monthly Evaluation:
These evaluations should be done every three weeks by the site supervisor and gone over with the intern. Please fill out to the best of your knowledge and if an area isn't applicable yet put in NA.

Site: Task Evaluation: (these areas apply Just to the tasks involved at the specific site)

	Just Beginning to Learn	Underperforms	Room for Improvement	Does Good Job	Top Quality Work
Helping with needs of the day – whatever the store needs					
Stocking Produce					
Making Signs					
Sampling					
Interacting with Customers					
Prep Cooking					
Event Support When Catering					
Cleaning					

Supervisor Comments: (areas for improvement, commendations)

Intern Comments

Site Performance Expectations: (these will vary from site to site)

	Rarely Meets Expectation	Sometimes Meets Expectation	Often Meets Expectation	Meets Expectation
Verbal Communication: Appropriate tone of voice, word choice – saying hello and being welcoming.				
Visual Communication: Appropriate dress for retail sales				
Being part of everyone's good shopping experience at The business				
Being on time, giving advance notice if can't make it in				
No Ipods				
Taking initiative and asking what the next thing to do is				

Work/Study Standards: (Put 1, 2, 3, 4, 5 by each standard)
Intern progress towards meeting the standard -
1 = Just beginning, 2 = sometimes, 3 = often, 4 = dependably 5 = has met this standard

A.. **Job-Readiness** : students will demonstrate job readiness by

1. Demonstrating a positive attendance record, appropriate attire and being at the job on-time.

2. Demonstrating the capacity to be a part of a team by working with others in a responsible, respectful, and efficient manner.

3. Demonstrating the ability to follow directions given orally and/or in writing.

Supervisor Comments:

Intern Comments:

B. **Positive Work Attitudes: students will demonstrate the following positive work attitudes:**

1. Courtesy to co-workers, managers, and customers

2. Willingness to learn new procedures when asked by managers or co-workers.

3. The capacity to take initiative and find work to do when tasks have been completed.

Supervisor Comments:

Intern Comments:

C. **Comprehension of Job Context: students will demonstrate through writing, interview, power point or some other medium:**

1. Understanding the overall mission of job site

2. Understanding of economics of job site – a general idea of how the budget works

3. Understanding of career opportunities available at job site – what kind of positions are available within this business

Supervisor Comments:

Intern Comments:

Intern Learning Objectives:

Intern rates this on a scale of 1 – 5, 1, being haven't started on this yet,2 – just starting to learn about it, 3 – beginning to have an understanding of this, 4 – Just need to learn a little bit more to complete my understanding, 5 - have a good background in this area now.

1. Learning what its like to have a job
2. Learning how a store works – how inventory works, keeping track of what's sold
3. Learning what goes into the manager's job
4. How they advertise
5. How they know what advertising is effective
6. The history of The business

Intern Comments:

Lesson Plan
"Poacher's Son" a novel written by Maine author Paul Doiron

Grade Level(s) 10 and 11
Standards addressed: MeANS Reading Standard: A-Students understand key Ideas and Details

> ***A-1****- Students will grasp the central idea of a piece of writing, make inferences from it, and support conclusion with references to the text*
> ***A-2****- Students will understand how characters, events and ideas develop over the course of the written text.*

This lesson focuses on the development and traits of characters in the novel. Students will identify character traits and provide evidence to support their conclusions

Day 1.
Students are taught that character traits can be revealed in the novel by the events, actions, words, thoughts, attitudes and feelings of both major and minor characters. Examples of character traits and behaviors are pre-taught using fables and television shows students are familiar with. Students and teacher describe the traits of characters in the fables and students refer to actions or attitudes of the characters

Day 2
When students arrive, 30 character traits are listed on whiteboard. As the group reads through first few chapters that introduce main characters, they stop and look at some of the traits listed on the board. They are then asked to associate the trait with a character and tell how that trait is revealed in the text.
Independent practice is given with a character trait worksheet. Once students have completed worksheet, we share answers.

Assessment: As the novel progresses, students will write about how the characters have developed and also how they have changed. Writing rubric will be used to assess level of writing proficiency.

Author Studies Project

This individual project is intended for junior senior level students who are self-directed learners who can read and understand multiple texts produced by classic authors. Specific standards to be focused on toward proficiency are developed between student and facilitator. Assessments of standards are ongoing and include self reflection, book reviews, and final project.

See the Project Overview sheet for an example of an Author Studies Project that includes a History standard as well.

Objective: Student will grasp the central idea of pieces of writing.
Students will understand how author's style relates to the piece of writing
Student will create project based on thorough research
Student will be able to understand and evaluate different works and formats from author
Student will produce self reflection on project

MeANS Standards addressed: English-Reading Standards
Students Understand Authors Style: **B1, B2,**
Students will become proficient in reading texts of different levels of complexity with greater independence: D1

MeANS Standards addressed: English -Writing Standards
Students will become familiar with text types and purposes: A1
Students will produce and share their writing: B1
Students will research to build and present knowledge: C1

History Lesson Plan:

Grade 9

Standards: History - Historical Knowledge, B1; English Reading C1,

Analyzing the Boston massacre

This lesson is intended for ninth grade United States history students as a historical analysis of the Boston Massacre and its' effect on the American people during that time.

Students will review content from diverse sources that include primary and secondary sources in printed media as well as other diverse sources.* Assessment of the standards includes class discussions and teacher made quiz.

Objective:
Student will develop historical knowledge and evaluate information from multiple formats as they understand the Boston Massacre

Student will be able to explain how the Boston Massacre may have contributed to the American Revolution

MeANS Standards addressed: English-Reading Standards
Students can integrate knowledge and ideas from a variety of texts: C1

MeANS Standards addressed: History Standard
Student will develop historical knowledge of major events throughout world history

Readings Could Include (depending on student's reading level):

York, Neil Longley (2009). "Rival Truths, Political Accommodation, and the Boston 'Massacre'". Massachusetts Historical Review (Volume 11): pp. 57–95,

Wheeler, William Bruce; Becker, Susan Becker; Glover, Lorri (2011). Discovering the American Past: A Look at the Evidence: To 1877. Belmont, CA:

Allison, Robert (2006). The Boston Massacre. Beverly, MA: Applewood Books

A Short Narrative of the Horrid Massacre. London: W. Bingley. 1770.

A Fair Account of the Late Unhappy Disturbance at Boston. London: B. White. 1770

Assessment:

Quiz on Boston Massacre

Name_____

Analyze what effects the Boston Massacre had on the people of the colonies.

Explain how this could have contributed to the cause the American Revolution.

Why did some colonist remain loyal to the king while other rebelled against him?

Create a newspaper write up that discusses the events of the Boston massacre. Minimum of 3 paragraphs

Lesson Plan Science/Social Studies

Forests of the World

Name: _____
Date: _____

Grade 9 -10
Standards: Ecology A1- Economics: International Trade & Global Interdependence A1

Brief discussion of lesson at the beginning of class. Students are given the sheet of questions below to answer on their own or in pairs. Each team is given a continent to research. One student is to report out from the pair to the larger group. Students research on the internet for the answers to these questions. Students have 30 minutes to research and collect their answers. Last 10 minutes of class, group gathers and students report out from their pairs as to what they have found.

(Note: Please write the site you got each of these answers from)

1. What continent did you research? _____

2. Print a picture of the continent showing the forests.

Note: Use Google images or go to ask .com and type in Forests of the World

3. Name one body of water on or near your continent. **i.e. ocean or lake**

4. How many hectares or acres does the forest cover of that continent?

5. What percentage of the world's forest is on your continent? _____

6. What are some interesting facts about the forest of that continent?

_____
_____
_____
_____
_____

7. What type of product comes from this continent's forest?
i.e. lumber, firewood, paper products

_____
_____
_____

8. Name one common plant or tree that lives within your continent.

_____

_____

Lesson Plan: Agriculture-Geometry

Content Area: 9th Grade Interdisciplinary Agriculture/Mathematics Project
Unit: Garden Design and Dimensions
How many days will this lesson cover: 5 Days (40 Minute Classes)
References and Resources: Drawing to Scale Resources
Equipment and Supplies Needs: Computer, paper, colored pencils, rulers, scissors, calculator, graph paper
Purpose of this lesson:

- The purpose of this lesson is to introduce students to landscape design
- The purpose of the lesson is to help students learn how draw to scale
- The purpose of the lesson is to supply students techniques to design gardens of their own
- The purpose of this lesson is to apply Geometry in practical problem solving

Behavioral Objectives

- Students will be able to distinguish between ‘ and ‘’ as they relate to drawing to scale
- Students will be able to draw a garden plot to scale
- Students will be familiar with the concepts of area and perimeter and their applications in landscape design

Content Standards Addressed:

- Math Standards
    - Geometry
        - C. Circles: 1. Students will understand and apply the theorems about circles
        - F. Modeling with Geometry 1. Students will apply geometric concepts in modeling situations.
- MeANS Speaking and Listening Standard A: Presentation of Knowledge and Ideas
    - Students will present their line of reasoning in a manner that the audience can understand.
    - Students will be able to use visual displays to enhance or express their understanding of a topic
- Science Standard J: Inquiry and Problem Solving.
    - Students will apply inquiry and problem solving approaches in science and technology
- Science Standard L: Communication
    - Students will communicate effectively in the application of science and technology

Outline of Week Long Lesson:
Day 1: Students will take landscape notes and start drawing to scale. Students will review notes and begin Landscaping a Vegetable Garden Plot Assignment
Day 2: Students will complete Landscaping a Vegetable Garden Plot and Review with Peers

Day 3: Students will complete a Wonderful World of Garden Design Assignment
Day 4-5: In pairs students will design a landscape for the schools garden in a 70 ft X 40 ft plot. Students will present their garden designs to their classmates.

The Wonderful World of Garden Design

Name: _____

Today, we are all going to be garden designers. Look at the garden design below and list five facts that you think will be important.

Now work out the answers to these questions (Remember your units)!

1. What is the length of the north wall?

2. How long is the hedge?

3. What is the total length of fencing around the garden?

4. Use your answers to help you work out the perimeter of the garden?

5. Fencing panels are 2.5 metres long. How many would you need to replace the fence?

6. You want to put a hammock between trees A and B. How long does it need to be?

7. What area of the garden is taken up by the shed?

8. Hexagonal patio slabs are $.6m^2$ each. How many have been used to make the patio(include under the conservatory)?

9. You need to buy a cover for the pond. The formula for the area of a circle is Area= Πr^2 where r is the radios and Π is approximately 3.14. Use this formula to calculate the size of the pond cover you need. (You must do the r^2 bit first and remember to watch those units!).

Challenge questions: Can you work out the area of the lawn?

The Wonderful World of Garden Designs

Name: _____

Working as a team, you and your partner need to create a garden design for MeANS using from the information given. You must draw your design to scale and label it correctly and be ready to present your design at the end of the lesson.

1. Your garden is 70 ft by 40 ft.

2. You will need to have at least 4 rows for walking and picking that are 2 ft long each.

3. You must plant at least 15 different vegetables in your garden. In your garden you must use appropriate spacing for each vegetable. (Use the MeANS garden book, seed packets, or the Johnny's seed catalogue to collect this information).

4. You should use graph paper to complete the task

5. Labeling of all aspects of the design is required.

6. You must include label the area and perimeter of the garden on the bottom of the page.

7. You will present your proposal to your peers the following week.

P R O J E C T O V E R V I E W

Name of Project:	F. Scott Fitzgerald Independent Study		**Duration:**	9 weeks
Subject/Course:	English/History	**Teacher(s):**	**Grade Level:**	11
Other Subject Areas to Be Included:				

Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	Looking at F. Scott Fitzgerald's work and how it connects with his life. Using outside resources such as biographies, as well as his novels, This side of Paradise, The Great Gatsby, The Beautiful and the Damned
Driving Question	How much of F. Scott Fitzgerald's life is put into his novels: what is fact and what is fiction – is there a pattern to what he includes in his novels.
Content Standards to be taught and assessed**:**	Writing Standards A, B, C, D, Reading Standards A1, A3, B3, C1,C3, D; Speaking and Listening Standards A2, A3, Presentation B1, 2,

Major Products & Performances	Group:		**Presentation Audience**	
			x	Class
				School
				Community
	Individual:	Presentation, Paper, and Visual Timeline to answer driving questions		Experts
				Web
				Other:

P R O J E C T O V E R V I E W

Assessments	**Formative Assessments** (During Project)	Quizzes/Tests		Practice Presentations	x
		Journal/Learning Log	x	Notes	
		Preliminary Plans/Outlines/Prototypes		Checklists	
		Rough Drafts	x	Concept Maps	
		Online Tests/Exams		Other:	
	Summative Assessments (End of Project)	Written Product(s), with rubric: _____	x	Other Product(s) or Performance(s), with rubric:_____	
		Oral Presentation, with rubric		Peer Evaluation	x
		Multiple Choice/Short Answer Test		Self-Evaluation	
		Essay Test		Other:	

Resources Needed	**On-site people, facilities:**	
	Equipment:	
	Materials:	Books, Access to Internet, Materials to make physical timeline
	Community resources:	

Name of Project:		**Duration:**	
Subject/Course:	**Teacher(s):**	**Grade Level:**	
Other Subject Areas to Be Included:			

Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	
Driving Question	
Content Standards to be taught and assessed**:**	

Other Considerations	Collaboration With whom?		Other:	
	Communication (Oral Presentation) to whom?			

Major Products & Performances	Group:		**Presentation Audience**	
				Class
				School
				Community
	Individual:			Experts
				Web

Entry Event to launch inquiry, engage students:					
Assessments	**Formative Assessments** (During Project)	Quizzes/Tests		Practice Presentations	
		Journal/Learning Log		Notes	
		Preliminary Plans/Outlines/Prototypes		Checklists	
		Rough Drafts		Concept Maps	
		Online Tests/Exams		Other:	
	Summative Assessments (End of Project)	Written Product(s), with rubric: _____		Other Product(s) or Performance(s), with rubric:_____	
		Oral Presentation, with rubric		Peer Evaluation	
		Multiple Choice/Short Answer Test		Self-Evaluation	
		Essay Test		Other:	
Resources Needed	**On-site people, facilities:**				
	Equipment:				
	Materials:				
	Community resources:				
Reflection Methods	**(Individual, Group, and/or Whole Class)**	Journal/Learning Log		Focus Group	
		Whole-Class Discussion		Fishbowl Discussion	
		Survey		Other:	

Narrative Writing Rubric Student Name:

Date:_____ Name of Paper: _____ Draft #:___

Traits	1 Does Not Meet	2 Approaches	3 Meets	4 Exceeds
Central Idea	- Not yet evident.	• May be evident but not yet developed. • Shifts in characters or plot occur but are unexplained or underdeveloped.	• Conveys a sense of purpose by expressing a central idea. • Captures significant moments and/or one defining moment. • Shifts in characters and plot contribute to the central idea.	• Contains a compelling central idea. • Development of the idea flows and expands to deepen the reader's understanding and to provoke thinking. • Shifts in character and plot are well-developed, believable and add depth to the central idea.
Details	• Descriptive language is not yet evident.	-Descriptive language is evident but is under or over used based on the needs of the characterization and plot.	• Descriptive language enhances the understanding of character and plot. • Details show rather than summarize.	• Descriptive language makes the significant moments come to life. • Descriptive language changes with the rhythm of the plot and voice of the characters.
Organization / Narrative Arc	-Has pieces of narrative arc. -Pieces of narrative arc are muddled and hinder understanding.	• Has beginning, middle, end. • Is choppy or wanders and his hard to follow. • Transitions exist but are forced and get in the way. *See Back Page!*	• Includes exposition, rising action, climax, falling action, resolution. • Arc has a sense of momentum. • If veers from the typical arc for creative reasons, adjustments are made deliberately and effectively.	• Shows an understanding of the power of narrative to move and engage the reader. • Follows a natural rhythm and engages reader. - Changes and shifts are effective and revealing. • Transitions are seamless and/or add to intent of the piece.
Voice	-Too little writing to hear voice. -No apparent attempt to	• Evidence of some variety in words and phrases.	• Reader can hear the unique way in which the writer expresses him or herself.	• Style attempts experimental or unusual approaches in

	match style with content.		• Evidence of attempt to match style with content.	writing to match content.
Word Choice & Sentence Fluency	-Sentences and/or word choice interfere with meaning of story.	• Limited vocabulary and misused parts of speech impair understanding. • Words can be nonspecific or distracting. • Sentences are sometimes choppy, incomplete, rambling, or awkward.	• Chosen words express ideas effectively. • Sentences are constructed in a way that conveys meaning. • Sentences vary in length and structure.	• Words are precise, interesting and natural, and enrich understanding. • Sentences are constructed intentionally to underscore and enhance meaning.
Genre Conventions				
Conventions	-Mechanical mistakes throughout make piece difficult to read.	• Errors are distracting and get in the way of the reader's understanding.	• Generally correct use of spelling, punctuation, capitalization, grammar, and paragraphing.	• Almost free of errors.

Overall Score:_____

Comments:

(Casco Bay High School Derived Rubric)

Developed at Casco Bay High School

Name:_____

Teacher:_____

Presentation Rubric

Criteria	2 -Approaching	3- Meeting	4-Exceeding	Score
Researched Knowledge	•Demonstrates a basic understanding of the topic •Facts are insufficient, irrelevant or contradictory •Mentions meeting with an expert, but lacking information	•Demonstrates a thorough understanding of topic •Clearly explains the topic with new, relevant, credible information •References information learned from experts and/or field work	•Demonstrates a deep and insightful understanding. •Unearthed and owns the complexity of the topic citing multiple and varied sources. •Work with experts adds a layer of sophisticated information	
Presentation Skills	•Demonstrates some appropriate presentation techniques, but inconsistently •Some elements of the presentation are distracting •Presenter is unpolished, not dressed appropriately, and / or unprepared	•Speaks with clarity and volume •Makes some eye contact throughout the presentation •Use of materials & technical equipment supports flow -if relevant •Is appropriately dressed for audience	•Speaks with articulation and projection •Makes consistent eye contact with audience throughout presentation •Uses materials & technical equipment with proficiency -if relevant. •Is poised and appropriately dressed for audience	
Design / Structure / Organizatio n	•Presentation needs a purposeful design •Needs visuals -or visuals are distracting •Presentation lacks a clean flow; is choppy, hard to follow, and disorganized.	•Overall design is purposeful and enhances audience understanding •Visuals support the presentation •Presentation contains a clear flow. •Generally free of mechanical errors - if relevant. •Time appropriate for audience (not	•Design is innovative and sparks engagement •Visuals enhance and enrich the presentation.	

		too short or too long and minimum of 10 min.)	•Presentation contains a seamless flow and convincing sequence •Free of mechanical errors -if relevant.	
Engagement, Impact, Passion (Why is this work important?!) - as seen in dress rehearsal	•Needs to explain why the work is important •Audience struggles to pay attention and stay involved •Lacking passion	•Clearly expresses why the work matters •Attention given to the multiple intelligences and the various techniques for engagement: physical activities, image, writing, probing questions, music, story, statistics.... •Audience is engaged and involved	•Passionately conveys the significance of the work •Uses a variety of techniques and an awareness of the audience to ensure each member is engaged and inspired. •Inspires the audience to think for themselves, to grapple with the complexities of the issues, and to take action.	

Reviewer's Name:_____ Final Score:_____

History Lesson Plan – Weapons of WW1

Students will use the internet and class history books to discover the weapons of World War 1 and where in Europe they were used. They will compare the weapons of that time with the weapons that are used in warfare today. At the conclusion of the lesson, the students will create a digital product with the history, uses and changes in technology.

Grade Level 10
Standards Addressed: HISTORY B1- Historical Knowledge, concepts and patterns
Writing A1- Students will demonstrate the ability to write for the purpose of explanation and story telling

Day 1- Students and teacher discuss weapons of war and how they have changed.
Day 2- Students will begin researching weapons. They are given an assignment sheet and rubric for the project.
Day 3- Students will watch informative video regarding the change in warfare weapons.
Day 4- As students work, teacher will monitor their progress and help when needed. After student has completed the project they will present it and display it in the classroom or their PLP.

Power Point Project: Weapons of WWI

Student Name _____

CATEGORY	Exceeds	Meets	Approaching	Emerging
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Sources	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Originality	Product shows a large amount of original thought. Ideas	Product shows some original thought. Work shows new ideas	Uses other people's ideas (giving them credit), but there is little evidence of	Uses other people's ideas, but does not give them credit.

	are creative and inventive.	and insights.	original thinking.	

Tapping and Collecting

How Many Taps?

■**Each tree** must be measured and evaluated to determine the number of taps to put in the tree.

■It must also be checked to ensure the **tree is healthy enough** to be tapped.

■**Tapping guidelines based on diameter** of the trunk will provide the basis for this decision.

Tapping Guidelines

Traditional (Not Recommended)		Conservative (Recommended)	
Diameter……	# of Taps	Diameter……...	# of Taps
10-15	1	12-18	1
15-20	2	18+	2
20-25	3		
25+	4		

Measuring Tree Diameter

(3 means of measuring)

1. Tree Diameter Tape
2. Biltmore Stick
3. String

–Note: When using any method above remember to **measure diameter at 4.5 feet** from the base of the tree DBH (diameter breast height).

Diameter Tape

■Wrap tape around tree.

■Read tape where the "0" mark lines up with the corresponding numbers.

Biltmore Stick

■First establish the point to be measured o

■Find the "**Diameter of Tree (inches)**" sic

■Stand facing the center of the tree and hold the stick horizontally at arms length (**25 inches**) so you can see the measurement increment.

■Line up the zero end of the stick with the left side of the trunk of the tree and look (**do not move your head**) to the point where the right side of the trunk meets the stick.

Using a S

–Cut a stri

–Color the

–Wrap the

–If the **uncolored end touches the string in the colored** section the tree diameter is between 12 and 18 inches.

–If the **ends of the string do not meet** the tree has a diameter larger than 18 inches.

–If the **uncolored end touches the string in the uncolored** section the tree diameter is less than 12 inches.

Healthy Tree?

■After identifying the correct trees to tap you must:

–Check around the **base of the trunk** for any visible signs of damage.

–Check the **crown** of the tree for visible signs of die back.

–Check the trunk to see if it is **hollow**.

Tree Selection

■If any of the fore mentioned visible signs of damage or stress are present, select other trees to tap until the tree has had an **opportunity to heal**.

Tapping Procedure

■Use a clean / sterile 5/16” or 7/16” sharp drill bit.

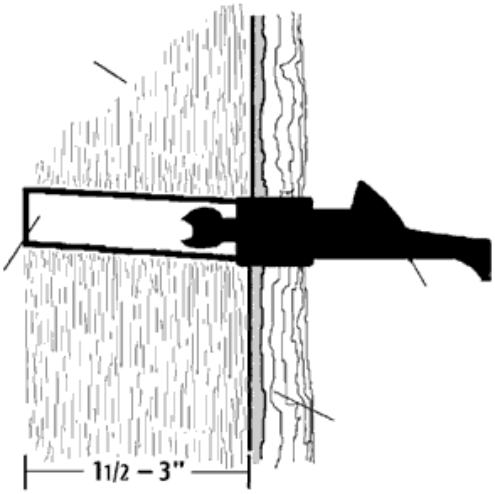
■Use slow drill speed.

■Drill a straight clean hole at a slight 10 degree angle up into the tree.

■Drill the hole depth not more than 2”.

–Tip: Measure up from the tip of your drill bit 2 inches and wrap with a piece of masking tape to use a depth gauge.

Setting the Spile



Setting the Spile

- Place spile in the tree with **barb pointing down** (plastic spile).
- Tap in place with hammer so the spile may **not easily be pulled out by hand**.
- Be careful not to overdrive the spile causing the **bark to split**.

Plastic Spile in Tree

ring Sap

- Sap should be **collecte**
- Sap may be stored in p
- Sap should be stored i
- Sap may be **stored up** ture.
- Sap should be **clear like water**. If sap becomes cloudy or yellow it should be discarded.

Filtering the Sap

- Sap should be filtered before it is put into a storage tank.
- Use a **wire mesh screen** to remove leaves, twigs and insects that may have fallen into the sap buckets.
- Sap may also be filtered before boiling with a finer cloth filter.

Name

_____

Standards: Implications of Science and Technology
Reading A1

Tapping and Collecting

1. What must be measured to determine the number of taps that can be put into a tree?

2. What are three ways to measure tree diameter?

3. How many taps should be put into a tree with a 16 inch diameter?

4. Where is tree diameter measured?

5. What is the smallest tree that is recommended to be tapped?

6. How deep should the hole be drilled into the tree?

7. What should be checked to see if the tree is healthy enough to be tapped?

8. What angle should the tree be drilled?

9. Where should sap be stored?

10. What should sap look like?

11. How many gallons of sap would be required to make one gallon of syrup if it was 1.5% sugar?

12. How many gallons of 2.5% sugar sap are needed to make one gallon of syrup?

13. When should sap be filtered?

14. What size drill bits are commonly used to tap trees?

15. How many taps should be put in a 21 inch diameter tree?

Maine Academy of Natural Sciences Policy Index

ACCOUNTING FOR ASSETS	Policy 500.05
ACCOUNTING FOR EXPENSES	Policy 500.10
ACCOUNTING FOR LIABILITIES	Policy 500.15
ACCOUNTING FOR REVENUE	Policy 500.20
ACCOUNTS PAYABLE AND PURCHASING	Policy 500.25
ACCOUNTS RECEIVABLE AND BILLING	Policy 500.30
BANK RECONCILIATION	Policy 500.35
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CHECK REQUESTS	Policy 500.55
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Maine Academy of Natural Sciences Policy 500.05

ACCOUNTING FOR ASSETS

Date Effective: **July 1, 2012**

POLICY

Assets shall be properly accounted for and reported on the Organization's Balance Sheet.

PROCEDURES

Recording

Assets are recorded on the Organization's Balance Sheet using the accrual basis of accounting. Increases in Assets are recorded as debits.

Asset Categorization

Assets are classified into three groups:

1. Current Assets
2. Long term Assets
3. Other Assets

Assets are further organized on the Organization's Balance Sheet in descending order of liquidity.

Valuation Accounts

For financial reporting purposes, the Organization shall report assets net of their respective valuation of contra accounts.

Asset Valuation

Assets are reported on the Balance Sheet using the following valuation methods:

- Historical Cost - Historical cost is the amount actually paid for the asset, as evidenced by checks and other documents. This is ordinarily adjusted over time for amortization, such as depreciation. Historical cost is the valuation measurement generally used for plant and equipment.

- Replacement or Current Cost - Replacement Cost is the amount that would have to be paid for a current acquisition of the same or an equivalent asset today. Current cost is the valuation measurement generally used for inventories.

- Fair Market Value - Fair Market Value is the net amount expected by selling the asset in liquidation. Fair market value is the valuation measurement requirement for marketable securities.

- Net Realizable Value - Net Realizable Value is the amount expected to be received for the asset, considering other reasonable further costs to make the item ready for sale, including allowances for un-collectibles. Net realizable value is the valuation measurement generally used for accounts receivable.

- Present Value - Present Value is the value today of some future payment, or stream of payments, discounted at the appropriate interest rate. Present value is the valuation measurement generally used for long-term notes.

General Asset Controls

- There are written procedures for purchasing, receiving, recording assets, and inventory management.

- Asset records properly classify and identify the assets.

- Assets are tagged when received.

- Physical asset inventories are actually performed.

- Physical inventories of assets shall be performed when transition of employee asset custodians occurs.

- Missing assets are logged in a missing asset log.

- Documentation is prepared when assets are received, sold, moved, transferred, damaged, or disposed of.

- Asset reconciliations are actually performed.

- Asset additions are properly valued.

- Asset capitalization includes costs required to place the asset in service including direct costs, preparation costs, fees, damages, interest, etc.

- Asset gains and losses are properly recorded.

- Assets are adequately insured.

Division of Duties

- The person responsible for recording fixed assets does not make general ledger entries.

- The reconciliation of the Fixed Asset detail accounts with the fixed asset control accounts and making entries into the fixed asset software are separate.

- The custodian of the fixed assets and the taking of physical inventory are separate.

- The person responsible for tagging fixed assets is not the fixed asset custodian.

- The person responsible for locating missing fixed assets is not the fixed asset custodian.

- Capital asset purchases require authorization.

- Asset disposals require authorization.

Responsibilities

The Director of Finance their designee is designated as the Fixed Asset System Coordinator and is responsible for ensuring:

- Administration and maintenance of the asset and property accountability and control system.

- The designation of custodial areas and Property Custodians for each asset group.
- Property Custodians have current records of the property for which they are responsible.

- Designated Property Custodians are responsible for maintaining current custodial records for all in-use fixed assets within their assigned custodial area.

- Developing systems which assure that assets are given proper care and protection and are used for official business purposes only.

Property Custodians are responsible for:

- Notifying the Director of Finance or their designee whenever fixed assets are acquired, lost, destroyed, stolen or disposed of.

- Identifying and reporting to management any property, which is useable but not needed, or which should be disposed of.

- Assisting in taking physical inventories.

Individual employees are responsible for:

- The proper use, care and protection of Organization property.

- Ensuring that Organization property is used only for the conduct of official Organization business.

- Reporting any suspected fraud, theft, or embezzlement.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.10

ACCOUNTING FOR EXPENSES

Date Effective: **July 1, 2012**

POLICY

Expenses shall be properly accounted for and reported on the Organization's Statement of Functional Expenses.

PROCEDURES

Recording

Expenses are recorded in the financial statements of the Organization using the accrual basis of accounting. Increases in expenses are recorded as debits.

Expenses Analysis

Expenses are to be analyzed for reasonableness. Reasonableness is considered by both nature and amount. Expenses are not to exceed that which would be incurred by a rational person under similar circumstances. In determining the reasonableness of a given expense, consideration is given the following:

- Whether the expense is ordinary and necessary for the operation of the Business.
- Whether the expense is considered generally accepted, sound, arms length, and complies with laws, regulations, and Organization policies.
- Whether the purchasers acted with prudence.
- Whether there is significant deviation from the established practices of the Organization.

Documentation Required

The Organization requires original documentation for expense recording, with limited exception.

Accrued Expenses

Expenses for the following shall be accrued monthly:

- Wages and Salaries
- Taxes
- Employee Benefits
- Interest
- Insurance
- Other known goods or services received and not invoiced over $5,000

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.15

ACCOUNTING FOR LIABILITIES

Date Effective: **July 1, 2012**

POLICY

Liabilities shall be properly accounted for and reported on the Organization's Balance Sheet.

PROCEDURES

Recording

Liabilities are recorded on the Organization's Balance Sheet using the accrual basis of accounting. Increases in Liabilities are recorded as credits.

Division of Duties

- The recording of cash shall be separate from the recording of the debt.
- Reviewing and reconciling liability control accounts shall be separate from the person who records the detail information.

Liabilities Categorization

- Liabilities are listed on the balance sheet in order of liquidity.
- Current liabilities include liabilities that are expected to be paid within 12 months.
- Long-term liabilities include liabilities that are expected to be paid after 12 months.

Contingent Liabilities

Contingent liabilities shall be accrued if the loss is probable and can be reasonably estimated.

Valuation

Certain Liabilities are reported on the Balance Sheet using various valuation measurements. These include:

- **Book value -** Book value equals cost minus accumulated depreciation or the value of bonds and notes payable net of discount or premium. Book value is also referred to as the carrying value.

- **Net Settlement Value -** Net Settlement Value is the amount that the Organization expects to pay to satisfy the obligation. Net settlement value is the valuation measurement generally used for accounts payable.

- **Present Value -** The value of an amount today of some future payment or stream of payments to be paid or received later, discounted at the appropriate interest rate. Present value is the valuation measurement generally used for long-term liabilities.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.20

ACCOUNTING FOR REVENUE

Date Effective: **July 1, 2012**

POLICY

Revenue shall be properly accounted for and reported on the Organizations Statement of Activities.

PROCEDURES

Recording

Revenue is recorded in the financial statements of the Organization using the accrual basis of accounting. Increases in revenue are recorded as credits.

Revenue Analysis

Revenue shall be reconciled to detail records on a monthly basis.

Operating Revenue

Operating revenue is revenue received from external sources. It includes, but is not limited to, all billings for services provided, unrestricted contributions, gifts and grants, specific earnings on investments and sales of goods and merchandise.

Non-operating Revenue

Non-operating revenue is revenue that does not provide funds for operations. It includes, but is not limited to, restricted contributions and gifts and realized and unrealized gains on investments.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.25

ACCOUNTS PAYABLE AND PURCHASING

Date Effective: **July 1, 2012**

POLICY

The Organization shall be in compliance with the laws and regulations relating to the Organizations business, purchasing goods or services on behalf of the Organization and issuance of payments for financial obligations.

PROCEDURES

General

- The Accounts Payable Clerk shall administer all accounts payable.

- The Accounts Payable Clerk shall not approve invoices or make general ledger entries.

- Non-merchandise expenditures like utilities, communications, insurance, taxes, certain service contracts and professional fees are not required to be approved by a specific Director or a designee. The Director of Finance shall direct the Accounts Payable Clerk as to recording of these charges and shall periodically review and analyze these transactions for accuracy and reasonableness no less than quarterly.

- All employee reimbursement requests shall be submitted on a Travel and Expense Voucher form.

- Requests for checks must be submitted on a check request form.

- Payments to individuals require a full name, home address, and mailing address (if different) on the invoice voucher.

- Form 1099 will be issued to all applicable individuals and businesses as per federal and state regulations. No payment will be made to a 1099 Vendor until all required information is provided.

- The Organization shall use a competitive bidding process for all capital projects and purchases over $25,000.

- Verbal quotes and awards must be documented.

- Credit cards may be issued to Directors or other employees at the discretion of the Chief Executive Officer.

Authorization

- Directors are responsible for purchases of program goods or services for their respective departments.

- Directors are responsible for accurate coding, account distribution and approval of all invoices for their respective departments. The Finance Department shall provide Directors with the information necessary to properly code invoices. A Director may delegate authorities to others. Delegated authorities must be communicated to the Finance Department in writing. Changes to delegated authorities must be communicated to the Finance Department in writing.

- Directors or their designee are responsible for reviewing and verifying the invoice price; quantity, terms and inspecting the condition of merchandise when received. Directors shall resolve any discrepancies and are responsible for returned purchases and ensuring that vendor credit memos or cash refunds are issued promptly. The Accounts Payable Clerk shall assist directors in this process, at their request. Payment of invoices requires an original vendor invoice, and delivery slip (if applicable).

- In order for financial records to be accurate and our vendors to be paid in a timely manner, approved invoices and requests for reimbursement shall be forwarded to the Accounts Payable Clerk in a timely manner.

Processing

- The Accounts Payable Clerk shall only process and pay valid and approved payables. The Accounts Payable Clerk shall check documents for accuracy and completeness of amounts, receipt of original documents, coding of General Ledger accounts, timing of payments, proper approval and other necessary data such as vendor name, invoice number, account numbers, project numbers, cash discounts and exemptions from sales, federal excise, and other taxes.

- Properly approved recurring payments shall be placed in a tickler system. The Accounts Payable Clerk shall review the list on a monthly basis.

- The Accounts Payable Clerk shall review monthly statements from vendors and reconcile to open invoices. Past due balances are reviewed and followed up on.

- Checks for payment of Organization obligations will be issued once per week. The Director of Finance shall select the current week's bills to be paid based on the funds available and a projection of cash flow or receipts over the coming week. Checks shall be mailed as soon as possible and not held for distribution.

- The Accounts Payable Clerk shall reconcile the accounts payable subsidiary ledger to the accounts payable control account on a monthly basis. Reconciliation's shall be reviewed and approved by the Director of Finance.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.30

ACCOUNTS RECEIVABLE AND BILLING

Date Effective: **July 1, 2012**

POLICY

The Organization shall be in compliance with the laws and regulations relating to the Organizations business, providing services and billing and invoicing for services provided.

PROCEDURES

General

- The Accounts Receivable Clerk shall administer all accounts receivable.
- The Accounts Receivable Clerk shall not make general ledger entries.
- Payment terms shall be thirty days after billing unless contractual requirements specify otherwise or payment terms used are in accordance with industry standards.

Authorization

- Individual receivable records are posted to the Organizations financial records from authorized source documents only.
- Departments, which require specialized billings, shall forward the required billing information and authorization to the Accounts Receivable clerk for processing.

Processing

- Accounts shall be billed when services are rendered, unless contractual requirements specify other billing terms or billing terms used are in accordance with industry standards.
- The Accounts Receivable Clerk shall ensure that subsidiary ledger records are reconciled to the control account balances on a monthly basis. The Director of Finance shall review and approve monthly reconciliations.
- Accounts Receivable aging reports shall be prepared by the Accounts Receivable clerk on a monthly basis. Aging Reports must reconcile to the subsidiary ledger and the control account. The Director of Finance shall review and approve monthly aging reports.

- All debit and credit memos shall be recorded in the appropriate period and reviewed and approved by the Director of Finance, as required.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.35

BANK RECONCILIATION

Date Effective: **July 1, 2012**

POLICY

The accuracy of the Organization's bank account records shall be reconciled monthly by proving the balance shown in the Organizations general ledger to the bank's Account Statement.

PROCEDURE

- The Administrative Clerk is responsible for monthly reconciliation of all bank accounts.

- The Administrative Clerk shall prepare monthly bank reconciliations after receipt of the bank statement, including cleared checks, deposit slips and any other transactions which have been posted.

- After the account-reconciling task is successfully completed, a bank reconciliation report is generated which proves that the bank statement has been successfully reconciled. The Director of Finance is responsible for review and approval of all monthly bank account reconciliations.

- Any outstanding checks over six months old should be reviewed for disposition including write-off by a correction or journal entry, as applicable or through compliance with State of Maine annual abandoned property reporting.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.40

BASIS OF ACCOUNTING

Date Effective: **July 1, 2012**

POLICY

The financial records of the Organization shall be in compliance with Generally Accepted Accounting Principles (GAAP).

PROCEDURES

- The Organization uses the accrual basis of accounting

- Employees are expected to maintain accurate and reliable corporate records that comply with GAAP and Organization policies and procedures.

- The Chief Executive Officer and The Director of Finance have specific legal obligations to ensure the Organization provides full, fair, accurate, timely, and understandable financial reports and internal controls.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.45

CAPITALIZATION OF ASSETS

Date Effective: **July 1, 2012**

POLICY

The Organization shall capitalize assets, which have an expected useful life of more than one year and a value of $5,000.00 or more. Expenditures on assets must be capitalized (amounts added to the carrying amount of the asset) when it improves the condition of the asset beyond its originally assessed standard of performance or capacity. The Chief Executive Officer shall approve all capital expenditures.

PROCEDURES

- Complete and accurate detailed fixed asset ledgers shall be maintained for the following classifications: Equipment, Furniture and Fixtures, Building and Improvements, Vehicles, Land and Land Improvements.

- Expenditures made while building a capital asset shall be capitalized.

- Expenditures such as those for materials, labor, engineering, supervision, legal expenses, insurance and interest shall be capitalized as "construction in progress" until the project is completed and placed in service.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.50

CHART OF ACCOUNTS

Date Effective: **July 1, 2012**

POLICY

All general ledger accounts shall be assigned a descriptive account title and account number.

PROCEDURES

- The Director of Finance is responsible for monitoring and approving changes to the Organizations chart of accounts.
- Each account should be given short title description that is brief but will allow the reader to quickly ascertain the purpose of the account.
- Accounts should be arranged in the same sequence in which they appear in the financial statements, if possible.
- Sub-divisions should be used to provide additional clarification, as needed.
- Unassigned number sequences should be left open within each group of accounts to provide for additional accounts, which may be added later.
- The Chart of Accounts will comply with the Maine Department of Education requirements.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.55

CHECK REQUESTS

Date Effective: **July 1, 2012**

POLICY

All requests for checks shall be prepared on an approved check request form.

Procedures

- All requests for checks shall be completed with all pertinent information and required departmental approval.
- Checks requests shall be forwarded to the Accounts Payable Clerk for check preparation. Check requests received before the end of business on Friday shall be processed the following Wednesday, if funds are available. Exceptions may be made and must be approved by the Director of Finance.
- If a check is to be mailed directly to the vendor, any applicable documentation such as order forms, etc., should be attached to the form.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.60

CHECK CONTROLS

Date Effective: **July 1, 2012**

POLICY

The Organization shall maintain proper check controls.

PROCEDURES

- All checks must be stored in a secured, locked area.
- There shall be no fewer than three individuals authorized to sign checks from the regular bank checking accounts of the Organization. The Chief Executive Officer shall have primary signing responsibility and signature may be electronically applied.
- Chief Executive Officer is responsible for adding and removing check-signing authority.
- The Director of Finance is responsible for managing the check signing authority process and alerting all individuals and banks of any changes to authority.
- All checks greater than or equal to $5,000 require two authorized signatures, one of which must be an original signature of an authorized individual.
- If any check numbers are not accounted for or any other unexplained discrepancies are noted, an immediate inquiry is made to determine the reason, & corrective action is taken as determined by the Director of Finance.

Distribution of Signed Checks

- The Director of Finance shall maintain control of the signed checks or designate one or more persons as a signed check custodian. The signed check custodian is responsible for the safekeeping of the signed checks until they are distributed to the payees.
- If any discrepancies are discovered the signed check custodian must make immediate inquiry.
- When a check is given to any person other than the payee outside of the normal check distribution procedures, a signed receipt, indicating the payee's name, number of checks, if applicable, must be obtained from the person receiving the check(s).

- Signed checks awaiting distribution or pick-up must be kept in a locked storage place accessible only to the Accounts Payable Clerk, Human Resource Assistant or the Director of Finance.
- Any person that picks up or accepts delivery of a vendor check must show identification and sign a receipt for the check.

Voided or Canceled Checks

- The Director of Finance is responsible for approval of all orders to stop payment of a check after it has been issued and to review and approve checks to be voided.
- Voided and canceled checks must be thoroughly defaced. The words "void" or "canceled “shall be prominently placed across the payee's name.
- The check numbers of all voided or canceled checks must be reported to the Director of Finance in writing.

Manual Checks

- The organization shall issue manual checks when no other method of payment is available.
- Requests for manual checks shall be initiated with an authorized check request form. A minimum of 24 hours is required to process a manual check request.
- The Director of Finance must approve all manual checks.
- Check with order, and COD purchase orders shall be processed on an exception basis only. Vendor invoices and receiving documentation will not be required for check issuance but should be sent to Accounts Payable when received.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.70

CONFIDENTIAL INFORMATION RELEASE

Date Effective: **July 1, 2012**

POLICY

Release of financial, statistical or other information that may be of a confidential nature to the Organization shall be controlled.

PROCEDURES

- Internal and external requests for financial information shall be referred to the Director of Finance.

- Requests for additional information concerning details of the published financial statements must be in writing.

- If the request is by telephone or a personal visit to our office, the requester should be referred to the Director of Finance. If the Director of Finance is unavailable, the requester should be asked to provide their name, Organization, telephone number, address, reason for the request and a brief description of the information desired. This information should be written down and forwarded to the Director of Finance for follow-up.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.75

CONTRACTS

Date Effective: **July 1, 2012**

POLICY

The Organization shall enter into non-employee contracts as necessary to fulfill the mission of the Organization.

PROCEDURES

General

- All non-employee contracts must be in writing and contain significant terms and conditions in accordance with applicable law. Significant terms include, but are not limited to:

  a. roles and responsibilities of parties involved;
  b. services to be provided;
  c. service authorization, including eligibility criteria;
  d. provisions for training and technical supports, as necessary;
  e. target populations;
  f. duration of contract, including delineation of follow-up services and;
  g. policies and procedures for sharing information;
  h. methods for resolving disputes;
  i. payment terms;
  j. a plan and procedure for timely payment;
  k. consequences for failure to pay;
  l. documentation necessary for, and means of reporting to, funding or oversight bodies;
  m. conditions for termination;
  n. expected outcomes;
  o. compliance with the Deficit Reduction Act of 2005

- The Chief Executive Officer shall have authority to enter into all non-employee contracts on behalf of the Organization as outlined in the by-laws and the job description of the Chief Executive Officer.
- Signed non-employee contracts shall be obtained prior to the commencement of work.
- Management shall review and evaluate contractor capacity to fulfill contracts, including demonstrating legal authority to operate as a licensed contractor of services.

- Insurance certificates shall be obtained prior to the commencement of work.
- Federal form W-9, "Request for Taxpayer Identification Number and Certification" must be received prior to the commencement of work.
- Management shall monitor contractor progress toward fulfilling the terms of the contract.
- All levels of supervision are familiar with the Company Contract Policy.

Purchase of human services for persons served

- Contractors of human service to persons served shall meet all applicable licensing standards.
- Contractors providing accreditable services shall have a plan to meet national accreditation standards within a reasonable period of time of providing services.
- Confidentiality agreements shall be required, as applicable.
- Quality outcomes and client satisfaction shall be monitored as per continuous quality improvement plan and reporting systems.
- Corrective action plan shall be developed and implemented when monitoring and evaluating activities identify areas in need of corrective action.

Leases

Leases shall constitute a contract.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.85

DATA INTEGRITY

Date Effective: **July 1, 2012**

POLICY

The Organization shall maintain proper data integrity controls.

PROCEDURES

General

- The Organization shall have written policies and procedures to ensure data is entered in a timely manner.
- Key source documents shall require authorizing signatures.
- Independent review of data shall occur before it is entered.
- Reconciliations shall be performed to verify data completeness.
- The data entry processes shall utilize controls like the totals of dollars, record counts, hour totals, and item totals.
- Data validation shall be performed to identify erroneous data.
- System generated numbers shall match with the numbers actually printed on the form i.e. checks, invoices, etc.
- Data entry users shall have unique user id's and passwords.
- User passwords shall be changed periodically.
- Terminated employees user id's and passwords shall be immediately deleted.
- Security violations shall be documented and investigated.
- Virus protection shall be installed on servers and workstations.
- Firewalls shall be installed on servers and workstations.

System Software

- New and revised software shall be thoroughly tested prior to live use.
- The Organization shall purchase software maintenance agreements for mission-critical software.

- Access to system software shall be limited to IT professionals based on job responsibilities.
- Systems shall be in a secured location and restricted to authorized personnel.
- Data used in the generation of other data shall be complete, accurate, and authorized, and associated parameters input accurately.
- Documents associated with input shall be compared to a computer generated listing of all activity for the corresponding file.
- Programmed edit checks shall be implemented to examine input parameters for reasonableness. Required fields shall be flagged if they are left blank.
- Computer processing shall be performed on a consistent basis.
- Computer operations controls shall ensure that authorized programmed procedures are consistently applied, that correct data files are used and that processing can be properly resumed in the event of system failures.
- Access to information stored on a computer shall be restricted.
- Controls shall be established to prevent unauthorized access to the system and to restrict each user's access based on specific job-related functions.

Disaster Controls

- Computer data shall be backed up according to a written schedule.
- Data backups shall be stored in a fireproof safe or location.
- Duplicate backups shall be stored at an off site location.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.90

DELEGATED AUTHORITY

Date Effective: **July 1, 2012**

POLICY

The Chief Executive Officer, Director of Finance and Treasurer shall have delegated authority to conduct financial matters of the Organization as outlined in the by-laws.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.95

DEPRECIATION OF ASSETS

Date Effective: **July 1, 2012**

POLICY

The cost of all capitalizable assets shall be depreciated over the estimated useful lives in accordance with Generally Accepted Accounting Principles.

PROCEDURES

- The estimated useful life of capitalizable assets shall be determined when a capital asset is acquired.

- Depreciable assets shall be carried in the accounting records at the original net acquisition cost, less separate accounts for accumulated depreciation or depletion.

- All non-current assets with limited useful lives, including intangibles, shall be depreciated. Assets whose service potential does not diminish with time or use, like works of art, shall not be depreciated.

- Estimated useful lives shall be as accurate as possible and take into account physical wear and tear, technical obsolescence and commercial obsolescence, and conform to any government regulations.

- Some assets will be made up of a number of different components with differing useful lives. The Organization shall depreciate these components separately over their useful lives, if not doing so would have a material impact on the total reported depreciation expense.

- No Depreciation should be taken on construction in progress.

- Nondepreciable capital assets customarily shall be carried in the records at the original net cost.

- Fully depreciated assets shall remain on the property record with the related accumulated depreciation as long as the property is still in use.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.97

DETECTING AND PREVENTING FRAUD, WASTE AND ABUSE

Date Effective: **July 1, 2012**

POLICY

It is the policy of MeANS to comply with section 6032 of the Deficit Reduction Act of 2005. All employees, contractors and/or agents shall be responsible for detecting, preventing and reporting fraud, waste and abuse.

PROCEDURES

- All employees, contractors and/or agents have the responsibility to safeguard Organization assets from fraud, waste and abuse.
- All employees, contractors and/or agents have the duty to report any known or suspected fraud, waste and abuse.
- The following list details conduct considered fraudulent by the Organization, and is not limited to:

    - Billing for goods and services that were never delivered or rendered
    - Billing for non-contract related corporate activities
    - Submitting false service records or samples in order to show better-than-actual performance
    - Performing inappropriate or unnecessary procedures to increase Medicaid reimbursement
    - Billing for work or tests not performed
    - Charging more than once for the same goods or service
    - Charging for employees that were not actually on the job
    - Billing for made-up employee hours in order to maximize reimbursements
    - Being over-paid by the government for sale of a good or service, and then not reporting that overpayment
    - False certification that a contract falls within certain guidelines
    - Billing in order to increase revenue instead of billing to reflect actual work performed
    - Winning a contract through kickbacks or bribes

- Breach of Fiduciary Duty
- Bribery of Government Officials
- Bribery of fellow employees
- Commercial Bribery
- Gratuity – illegal or unethical
- Conflict of Interest
- Embezzlement
- False Statements and Claims
- Failure to Report Violation of Laws
- Extortion
- Mail and Wire Fraud
- Conspiracy

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.100

DISPOSAL OF CAPITAL ASSETS

Date Effective: **July 1, 2012**

POLICY

Disposal of capital assets shall occur only after proper authorization has been given.

PROCEDURES

- No item of property, plant and equipment should be disposed of without written approval of the Chief Executive Officer or the Vice President of Operations.
- The Board of Directors shall approve the sale or disposal of any capital asset with a net book value of $25,000 or more.
- At the time of disposal, the cost of the asset shall be removed from the appropriate asset account; the related accumulated depreciation shall be removed from the allowance for depreciation account and the gain or loss on disposal shall be recorded as an income or expense item.
- When the disposal is via a trade-in of a similar asset, the acquired asset should be recorded at the book value of the trade-in asset plus any additional cash paid. In no instance should such cost exceed the fair market value for the new asset.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.105

ETHICS

Date Effective: **July 1, 2012**

POLICY

The conduct of the Organization and its employees are to be in compliance with the laws and regulations relating to the Organizations business.

PROCEDURES

Moral and Ethical Standards

All employees are expected to adhere to sound moral and ethical standards.

Loyalty

All employees and Directors have a duty of loyalty to the Organization and may not take personal advantage of any opportunity that properly belongs to the Organization.

Kickbacks and Gratuities

- The Organization considers it to be unethical and illegal for any employee to accept or offer payment, gift, gratuity, or employment to or from vendors, contractors, or government officials as an inducement for preferential treatment. All offers for kickback and gratuity shall be reported to the Chief Executive Officer, The Director of Finance or their direct supervisor.

- The Organization does not consider the giving or acceptance of a ball cap, tee shirt, jacket, an occasional lunch, game of golf, or the like to be a kickback, gift or gratuity for the purpose of this policy.

Conflicts of Interest

- The best interests of the Organization are expected to be foremost in the minds of our Board of Directors, Officers, Directors and employees as they perform their duties. No employee shall be, potentially be, or appear to be, subject to influences, interests, or relationships, which conflict with the best interests of the Organization.

- The Organization does not make loans to or guarantee obligations of Organization Board Members, Officers, Directors or Employees.

Improper Influence on Conduct of Audits

No Board Member, Officer, Director, or any other person acting under the direction thereof, shall take any action to fraudulently influence, coerce, manipulate, or mislead any independent public or certified accountant engaged in the performance of an audit of the financial statements of the Organization for the purpose of rendering such financial statements materially misleading. Examples of such behavior include, but are not limited to:

- Offering or paying bribes or other financial incentives.
- Providing an auditor with an inaccurate or misleading legal analysis.
- Threatening to cancel or canceling existing non-audit or audit engagements if the auditor objects to the Organization's accounting.
- Seeking to have a partner removed from the audit engagement because the partner objects to the Organization's accounting.
- Blackmailing and making physical threats.
- Employees and Directors may not divulge confidential or proprietary information except as authorized by the CEO.

Employee Privacy

The Organization is committed to protecting the privacy of its employees. This includes employee data maintained by the Organization. Employee data will primarily be used to support Organization operations, provide employee benefits, and comply with laws and regulations. The Organization and all employees are expected to comply with all data protection laws, regulations, and Organization policies.

Political Activities

The Organization does not engage in any political activities.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.110

FINANCIAL PLANNING

Date Effective: **July 1, 2012**

POLICY

The Organization shall have a financial plan that is updated at least every two years that delineates financial goals that are essential for meeting the Organizations long term planning and quality improvement goals.

PROCEDURES

- The Organization shall maintain a rolling three-year financial plan that is incorporated into the annual budget process.
- The Organization shall use budgeting, forecasting, financial modeling and risk modeling to monitor and evaluate current and long term financial position.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.115

FINANCIAL REPORTING

Date Effective: **July 1, 2012**

POLICY

Financial Statements shall be produced and published based on an established schedule.

PROCEDURES

Monthly Reports

- Internal monthly reports shall be produced and distributed no later than the third week of the month subsequent to the month of reporting.
- The Organization will produce a monthly binder containing all monthly reports. The Monthly binder will include a Balance Sheet and Statement of Activities for the Organization and all Division and Department Statements of Activities.
- Monthly financial reports will be reviewed with senior management and school directors on a regular basis.

Annual Reports

- Audited Financial Statements from an independent public accountant shall be obtained on an annual basis.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.120

GRANTS

Date Effective: **July 1, 2012**

POLICY

The Organization shall have sound fiscal management of grants awarded, and will administer all grant funds in accordance with Federal and State laws, regulations and rules and specific grant terms and conditions. The Organization shall maintain adequate accounting systems and financial records to account accurately for the funds awarded.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.125

INSURANCE

Date Effective: **July 1, 2012**

POLICY

The Organization shall purchase insurance to safeguard organization's assets including, but not limited to: Property, General Liability, Inland Marine, Crime, Business Auto, Professional Liability, Educators Legal Liability, Umbrella/Excess, and Workers Compensation.

PROCEDURES

- The levels and terms of these policies should be determined based upon the value of the assets at risk and creditor, federal, state or local requirements.
- The Chief Executive Officer shall review levels and terms of policies on an annual basis.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Personnel Manual.

Maine Academy of Natural Sciences Policy 500.130

INTERNAL CONTROL

Date Effective: **July 1, 2012**

POLICY

The Organization uses a system of internal controls based on internal and external needs that protect Organization assets, ensure the integrity and reliability of its information, ensure compliance with laws, policies, procedures, government regulations and financial reporting, ensure the performance of its business objectives, and provides for strong corporate governance.

PROCEDURES

- Internal Control systems shall be established, reviewed, and continually monitored by the Board of Directors, Executives, Directors and senior managers.

- The Organization reviews its control framework including, policies, procedures, division of duties, forms, systems, programs and training on an annual basis. This review is performed at the direction of the Organization CEO. Management shall immediately correct internal control weaknesses or deficiencies identified.

- Internal control measures shall be designed to be detective, preventative, physical, technological, and corrective. The controls shall consist of hard controls, like testing, validating, reconciling, and measuring, and soft controls, like tone and attitude.

- Management ensures that employees understand the control system and standard operating procedures by communicating its policies, procedures, and internal controls through various handbooks, programs, training, and computer network. Management shall also communicate by example.

- All relevant policies and procedures shall be in writing.

- External CPA audits are conducted annually and include a review of the Organization's internal control system.

- Strategic plans, forecasts, budgets, and actual performance are monitored against targets.

- Financial and trend analysis is employed to evaluate performance.

- The Organization utilizes a well-respected and sophisticated computerized accounting system.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.135

INVESTMENTS

Date Effective: **July 1, 2012**

POLICY

The Finance, Budget and Investments Committee shall monitor the management of all investments. Investments shall be safeguarded against theft, loss, misuse or damage.

PROCEDURES

General

- The Finance, Budget and Investments Committee is responsible for setting objectives and guidelines for investments and for insuring that these are met.

- The Finance, Budget and Investments Committee shall meet periodically with investment manager(s) to review their actions, as applicable

- The Finance, Budget and Investments Committee may hire or remove an investment manager to accomplish investment goals. Changes shall be reported to the Board of Directors.

- An authorized agent may hold certain investments dependent upon the type of investment activity.

Endowment Funds

- The investment policy for endowment funds shall be established by the Budget, Finance and Investments Committee and approved annually by the Board of Directors.

- The investment policy should provide general guidelines regarding the type of investments deemed appropriate and the objectives of each investment.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.140

JOURNAL ENTRIES

Date Effective: **July 1, 2012**

POLICY

Journal entry transactions may be postings of original transactions, adjustments, reversals, reclassifications, corrections, transfers or distributions and/or allocations used to update the general ledger that cannot be posted through regular transaction processing.

PROCEDURES

Recording

Journal entries are recorded in accordance with the proper accounting period and period deadlines.

All adjustments require review and approval of the Director of Finance.

Documentation

Proper documentation for journal entries is mandatory. The following documentation is expected to be included with each journal entry:

- Accounting Period
- General Ledger Accounts
- Debit/Credit
- Amount
- Notes
- Approval Authority and Date

- It is the responsibility of the individual entering the Journal Entry to ensure it is entered in a timely manner and that adequate documentation is included.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.145

LINES OF CREDIT

Date Effective: **July 1, 2012**

POLICY

Cash requirements for operations and capital may be funded through board approved lines of credit. The Organization shall be in compliance with all line of credit promissory notes.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.150

PAYROLL

Date Effective: **July 1, 2012**

POLICY

The Organization shall administer payroll in compliance with all federal, state, local and other regulatory payroll requirements.

PROCEDURES

- Payment for wages and salaries shall be made only to Organization employees at authorized rates of pay.
- All changes to standing payroll data shall be authorized in writing using a payroll change notice except for voluntary deductions and court-ordered payroll deductions. Voluntary deductions shall be authorized by the individual employee in writing. Court-ordered payroll deductions shall be withheld based on appropriate documentation.
- Payroll deductions shall be correctly recorded and paid to the appropriate third parties on a timely basis. Also, related payroll reports to third parties should be submitted on a timely basis. Payments of payroll deductions to third parties, including the employer payroll expense portion where applicable, and the related documentation shall be reviewed and reconciled by the Director of Finance to ensure that payments are appropriate and made on a timely basis.
- Payroll deductions shall be recorded in separate general ledger control accounts.
- Payment of wages and salaries should be made in accordance with record of work performed.
- Directors or supervisors shall approve the time records of employees within their department. Time records must be properly coded and signed in ink by the employee and the Director/Supervisor. Changes to time records must be initialed by the employee and the supervisor.
- Department supervisors shall approve all overtime. Excessive overtime shall be investigated.
- Payments for wages and salaries shall be accurately calculated and reviewed for reasonableness.

- The Director of Finance shall verify the bi-weekly payroll roster.
- Detailed records shall be maintained for each employee indicating the vacation and sick time available and used as per the paid time off policies found in the Employee Personnel Manual.
- Vacation and sick accruals shall be verified in writing with the Directors/Supervisor on a semi-annual basis.
- Year-end balances and carry forwards shall be verified and properly recorded.
- Access to payroll files is secure and limited.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.155

PERIOD-END REVIEW AND CLOSING

Date Effective: **July 1, 2012**

POLICY

An orderly, timely and comprehensive review of general ledger accounts shall be performed or directed by the Director of Finance to ensure an accurate representation of the Organization's financial statements.

PROCEDURES

- The Director of Finance shall perform or direct review of period-end activities to ensure the period-end financial statements accurately reflect the results of the Organization's activities.
- The Finance Department is responsible for gathering all documentation required to complete the period-end closing and completing all ledger adjustments.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

- This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.160

PETTY CASH

Date Effective: **July 1, 2012**

POLICY

Petty cash funds may be authorized to make monies available for small payments of day to day transactions and emergencies when such payments do not warrant the time and expense required for check issuance. Petty cash funds shall only be used for legitimate business purposes.

PROCEDURES

- The Finance Department maintains the petty cash fund.
- The petty cash in maintained in a security boxes that shall be locked in a secure cabinet when not in use and unattended.
- The following documentation is required for all paid-out receipts:
    - Vendor
    - Date of Purchase
    - Description of purchase or merchandise
    - Amount
    - Receipt or other proof of purchase
    - Department
    - General Ledger account to charge
    - Purchaser
- Petty cash funds may not be used for purchases over $75, any payroll related expense, or any form of I.O.U or loan.
- Petty cash funds shall be kept in balance at all times.
- The Finance Department shall reconcile petty cash funds monthly.
- The Director of Finance shall review petty cash reconciliation reports of petty cash funds on a quarterly basis.
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RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.165

RECEIPTS AND DEPOSITS

Date Effective: **July 1, 2012**

POLICY

Accurate internal control of cash receipts and deposits shall be maintained at all times.

PROCEDURES

General

- All receipts shall be deposited on the day received or no later than the next banking day. Exceptions may be made for small amounts collected.
- Un-deposited cash receipts shall be stored in a secured area.
- Any member of the finance team may deliver deposits to the bank.
- All receipts shall be recorded in the accounting system in a timely manner, normally the next business day.
- All cash receipts must be recorded on an official cash receipt.
- Endorsements on checks deposited into Organization accounts shall be according to the following format:

  For Deposit Only To:
  The Organization Name
  Depository Bank Name and Branch
  Bank Account Number

- A bank account number and bank code is provided and must be used for all deposits to that bank. A designated deposit form must be used to make deposits. The correct bank name, bank code, and account number must be properly entered on all copies of the deposit form.
- Deposits shall be segregated by the type.
- All employees of the Organization shall be bonded**.**

Wire Transfer Receipts

Each wire transfer receipt must be recorded on a separate deposit form. If multiple wire transfers are received on one day, an individual deposit form should be prepared for each receipt.

Automated Clearinghouse (ACH) Credit Receipts

Each ACH credit receipt must be recorded on a separate deposit form. If multiple ACH credits are received on one day, individual deposit forms should be prepared for each receipt.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.170

RECORDS MANAGEMENT

Date Effective: **July 1, 2012**

POLICY

The Organization shall manage its financial records in accordance with all applicable laws and regulations.

PROCEDURES

- Finance staff are expected to create the necessary records to do business including recording transactions, decisions, actions taken, and document activities for areas which they are responsible.
- Finance staff are to maintain and take care of the records so that information can be found when needed. Staff are expected to set up directories and files, and filing materials (in whatever format) regularly and carefully in a manner that allows them to be safely stored and efficiently retrieved when necessary.
- Disposition of records shall be in accordance with the Records Retention Policy.
- All Employees' shall notify The Director of Finance or their supervisor of any actual, impending, threatened, or unlawful removal, defacing, alteration, or destruction of records.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Policy 500.175

RECORDS RETENTION

Date Effective: **July 1, 2012**

POLICY

The Organization shall maintain retention and destruction practices that are in accordance with generally accepted accounting principles and meet or exceed all statutory or regulatory requirements.

PROCEDURE

- The Director of Finance is responsible for maintaining the schedule, monitoring statutory requirements and ensuring the Organizations records are in accordance with the schedule.
- Storage of archived financial records will be maintained in locked storage areas. Non-permanent files may be stored in cardboard file boxes. Permanent records will be maintained in metal fire-resistant file cabinets and at an offsite location, if feasible.
- Destruction of financial records shall be performed by an independent, outside service for shredding and disposal in accordance with retention schedule.
- The attached table represents the minimum retention standards for the records and documents listed. The Director of Finance must approve any deviations below the minimum standards on this schedule.

RECORDS RETENTION PERIODS

Accounts payable ledgers, schedules and trial balances .....7 years
Accounts receivable ledgers, schedules and trial balances .....7 years
Audit reports of accountants ..... Permanently
Bank reconciliation's .....1 year
Bank statements, cancelled checks, and deposit slips .....7 years
Cash books ..... Permanently
Cash receipts and disbursements .....7 years
Chart of accounts ..... Permanently
Checks (cancelled, all other) .....7 years
Checks (cancelled, for important payments, i.e. taxes, property purchases,
special contracts, etc. File checks with the transaction papers)..... Permanently
Construction documents..... Permanently

Contracts and leases (expired) ..... 7 years
Contracts and leases still in effect..... Expiration +7 years
Corporate records and minutes ..... Permanently
Correspondence (legal and important matters only) ..... Permanently
Correspondence general ..... 3 years
Credit Applications (Consumer) ..... 25 Months (after notification)
Credit Applications (Business) ..... 1 year (after notification)
Deeds, mortgages, and bills of sale ..... Permanently
Depreciation schedules ..... Permanently
Duplicate deposit slips ..... 1 year
Electronic fund transfer documents ..... 7 years
Expense analyses and Expense distribution schedules ..... 7 years
Expired contracts and notes receivable ..... 7 years
Expired purchase contracts ..... 7 years
Federal, state and local tax returns ..... Permanently
Financial statements (end-of-year trial balances) ..... Permanently
Fixed asset records and appraisals ..... Permanently
Forms W-4 ..... 7 years
Garnishments ..... 3 years
General Ledgers (end-of-year trial balances) ..... Permanently
I-9s (after termination) ..... 1 year
Insurance records, claims, policies, etc ..... Permanently
Interim and year-end financial statements and trial balances ..... Permanently
Invoices ..... 7 years
Journals ..... Permanently
Licenses ..... Permanently
Loan documents, notes ..... Permanently
Minute books of Budget, Finance and Investments Committee ..... Permanently
Monthly trial balances ..... Permanently
Notes receivable ledgers and schedules ..... 7 years
Paid bills and vouchers ..... 7 years
Payroll journals ..... 7 years
Payroll records and summaries ..... 7 years
Payroll reports (federal & state) ..... 7 years
Petty cash vouchers ..... 7 years
Property appraisals by outside appraisers ..... Permanently
Property records including costs, depreciation schedules, blueprints, plans .. Permanently
Property titles and mortgages ..... Permanently
Purchase journals ..... 7 years
Purchase orders ..... 7 years
Requisitions ..... 7 years
Sales journals ..... 7 years
Sales records ..... 7 years
Scrap and salvage records (inventories, sales, etc) ..... 7 years
Subsidiary ledgers ..... 7 years
Tax returns and worksheets, revenue agents' reports and other documents ... Permanently

Time books/cards .....7 years
Trade mark registrations ..... Permanently
Uncollectible accounts and write offs .....7 years
Voucher for payments to vendors, employees, etc.
(includes all allowances and reimbursement of employees, officers) .....7 years
Voucher register and schedules .....7 years
W-4 forms .....4 years
Workman's comp document……11 years

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.180

TAXES

Date Effective: **July 1, 1012**

POLICY

The business activities of the Organization shall be in compliance with all federal, state, local and other regulatory taxation requirements.

PROCEDURES

General

- The Director of Finance is responsible for ensuring all tax liabilities and fees are paid timely.
- All payments to Federal and State agencies shall be made in a timely fashion in accordance with all regulatory compliance requirements.

Payroll Fees and Taxes

- Federal Unemployment Tax – The Organization is exempt from federal unemployment tax based on its 501(c) 3 status.
- State Unemployment Tax – The Organization is required to pay state unemployment tax based on the annual rates established by the State of Maine.
- Social Security and Medicare - The Organization is required to pay social security and Medicare taxes based on the rates and levels established by the Federal Government.
- Federal and State personal income taxes, based on the employee's compensation, shall be withheld from the employee's earnings and remitted to the government by the Organization, along with the Organization's and employee's share of Social Security and Medicare taxes.
- The Organization may withhold other mandated Federal and State payroll related withholdings such as wage garnishments.
- Withholding amounts deducted from a paycheck are considered the government's money. The Organization is temporarily holding the money, in deposit, until it can be transferred to the government.

Excise Tax

- Excise taxes are taxes paid when purchases are made on a specific good, such as gasoline. The Organization is exempt from all excise taxes except for purchases of diesel fuel based on its 501(c)(3) status.

Sales Tax

- The Organization is required to pay sales tax on all sales of merchandise not related to the charitable purpose of the Organization.

Unrelated Business Income Tax

- The Organization is required to pay Unrelated Business Income Tax on business income derived from activities not substantially related to exercising or performing any purpose or function described in section 501(c)(3).

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

Maine Academy of Natural Sciences Policy 500.185

TRAVEL AND ENTERTAINMENT

Date Effective: **July 1, 2012**

POLICY

The Organization shall pay for and/or reimburse employees for necessary and reasonable travel expenses incurred during the normal course of business.

PROCEDURES

General

Original receipts, logs or other supporting documentation must be attached to the voucher form to process the reimbursement request. Partial payments for incomplete expense reports will not be issued.

Organization Representation

Employee travelers are considered representatives of the Organization while traveling on Organization business. As such, personal behavior must be conducted so that others do not interpret negative impressions.

Approval and Itinerary

All employees shall seek approval for Organization travel from their immediate supervisor. Travel itineraries shall be left with immediate supervisors so that important communications can be made.

Travel Arrangements

Travel arrangements shall be made by Directors or their designee.

Personal Expenses

The Organization does not reimburse travelers for personal expenses. Family members or companions traveling with employees are considered a personal expense. Stays longer than those required by the Organization are personal expenses.

Use of Personal Vehicle

When available, the Organization will provide employees with an Organization vehicle for travel. Use of personal vehicles is permitted when an Organization vehicle is not available. In the event that an employee must use their personal vehicle for travel, the organization will reimburse employees at the Organizations established rate per mile, which may be less than the per mile rate reimbursement published by the IRS, due to the

Organizations non-profit status. The difference between these two rates may be considered a form of tax deduction on your personal income tax return. Please seek advice from your tax professional for more information.

Air Travel

The Organization does not reimburse employees for First Class tickets. All employees are expected to pay fares that are in the best interest of the Organization considering the travel itinerary.

Hotel Accommodations

Employees should stay in accommodations considered average for the area in which they are traveling unless they are traveling to a conference type event.

Car Rental

Cars should only be rented when required by the travel itinerary. Economy or mid size class should be requested depending on the circumstance. Luxury rentals are considered a personal expense.

Meals

Travelers are encouraged to dine at establishments considered average in price for the area in which they are traveling.

Entertainment

Travel entertainment expense must be approved by signature of the appropriate manager on the employee expense report. All entertainment expenses require the names of the guest(s), business purpose, and topics discussed noted on the entertainment receipt.

Miscellaneous Expenses

Dry cleaning for stays less than three days, personal telephone charges in excess of 1 per day, and tips in excess of 20% are considered personal expenses.

Advances

Travel advances may be requested on a properly approved check request form. Any unspent monies, original receipts and/or other documentation substantiating use of travel advance funds must be forwarded to the Accounts Payable Clerk immediately upon return.

RESPONSIBILITY

The administration of this policy is the responsibility of the Chief Executive Officer, the Director of Finance or their designee.

FILING INSTRUCTIONS

This policy supersedes all previous policies on this subject. This policy will be filed in Section 500 of the MeANS Policies and Procedures Manual.

APRIL 2012 G.W. Hinckley Lunch Menu – *Food items or ingredients in GREEN are LOCAL!!*

Monday	Tuesday	Wednesday	Thursday	Friday
2 Choice of Shepherds Pie made w/local braised beef or local smoked pork Homemade Bread w/butter Applesauce Salad Bar * Fresh Pears	**3** *HAPPY BIRTHDAY GLENN!!!* Herb Roasted Chicken Legs & Thighs Toasted Quinoa w/sautéed vegetables Cream of Potato Soup Hummus and Pita Bread Salad Bar * Freshly Sliced Apples	**4** Beef Taco served on flour tortillas Taco Bar w/fresh salsa Refried Beans Corn & Black bean Salad Salad Bar * Fresh Oranges wedges	**5** Homemade Pizza - BBQ Chicken, Vegetable Alfredo, Three Cheese Kale Chips Salad Bar * Freshly Cut Pineapple	**6** Whole Wheat Linguini Primavera served with Red Sauce Salad Bar * Fresh Apples
9 Sliced Turkey Wraps with All-The-Fixings Sweet Potato Fries Peaches Fresh Apples	**10** Spinach & Mushroom Lasagna Hearty Turkey Soup Carrot & Beet Salad Salad Bar * Fresh Oranges	**11** Fish Chowder Stuffed Peppers (vegetarian) Homemade Bread w/ butter Caesar Salad Salad Bar * Fresh Oranges wedges	**12** Pad Thai served with choice of Chicken and/or Sautéed Kale Thai Peanut Sauce Fresh Spring Rolls Coconut Rice Soup Salad Bar * Fresh Apples	**13** Baked Macaroni & Cheese Steamed Broccoli Tomato Soup Salad Bar * Fresh Apples
16 **VACATION**	**17** **VACATION**	**18** **VACATION**	**19** **VACATION**	**20** **VACATION**
23 Corn Chowder* Steamed Green Beans Homemade Bread w/butter Applesauce Salad Bar * Fresh Pears	**24** Ground Beef & Bean Chili served with Tortilla Chips Choice of shredded cheddar, sour cream, green chillis Corn & Fresh Red Pepper Salad Salad Bar * Fresh Apples	**25** Egg & Broccoli Burrito Baked Homefried Potatoes Chocolate Chip Pancakes Pancake Bar with Real Maple Syrup, Blueberry Sauce and Real Whipped Cream Cinnamon Mangos / Grapes	**26** Chicken Marsala Baked Potatoes Braised Kale Vegetable Lentil Soup Salad Bar * Fresh Apples & Grapes	**27** Spaghetti & Ground Beef Meat Sauce Garlic Bread Caesar Salad Grapes
30 Chicken Tenders with choice of dipping sauces Potato Chippers Salad Bar * Fresh Apples	**1** Sweet Sausage served w/ a Roasted Red Pepper and White Bean Puree over Whole Wheat Linguini Sautéed Zucchini French Onion Soup Salad Bar * Fresh Apples	**2** Braised Beef Garlic Mashed Potatoes Steamed Broccoli Apple Sauce Carrot Ginger Soup Salad Bar * Fresh Oranges wedges	**3** Homemade Pizza - Fresh Tomato & Basil, Pepperoni, Three Cheese Kale Chips Salad Bar * Fresh Apples	**4** Pulled Pork over Parmesan Polenta served with sautéed peppers and onions Cole Slaw Fresh Cucumbers Fresh Apples

Menus are subject to change.

MAINE ACADEMY OF NATURAL SCIENCES

MeANS Graduation Standards

(1.3)

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MeANS Social Studies Standards

CIVICS AND GOVERNMENT

A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION

1. Students will understand the rights and responsibilities of civic life and employ the skills of effective civic participation.

B. PURPOSE AND TYPES OF GOVERNMENT

1. Students will understand the types and purposes of governments, their evolution, and their relationships with the governed.

C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS

1. Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.

D. INTERNATIONAL RELATIONS

1. Students will understand the political relationships among the United States and other nations.

HISTORY

A. CHRONOLOGY

1. Students will use the chronology of history and major eras to demonstrate the relationships of events and people.

B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS

1. Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.

C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION

1. Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.

GEOGRAPHY

A. SKILLS AND TOOLS

1. Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.

B. HUMAN INTERACTION WITH ENVIRONMENTS

1. Students will understand and analyze the relationships among people and their physical environment.

ECONOMICS

A. PERSONAL AND CONSUMER ECONOMICS

1. Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.

B. ECONOMIC SYSTEMS OF THE UNITED STATES

1. Students will understand the economic system of the United States, including its principles, development, and institutions.

C. COMPARATIVE SYSTEMS

1. Students will analyze how different economic systems function and change over time.

D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE

1. Students will understand the patterns and results of international trade.

MeANS SCIENCE STANDARDS

A. CLASSIFYING LIFE FORMS

1. Students will understand that there are similarities within the diversity of all living things.

B. ECOLOGY

1. Students will understand how living things depend on one another and on non-living aspects of the environment.

C. CELLS

1. Students will understand that cells are the basic units of life.

D. CONTINUITY AND CHANGE

1. Students will understand the basis for all life and that all living things change over time.

E. STRUCTURE OF MATTER

1. Students will understand the structure of matter and the changes it can undergo.

F. THE EARTH

1. Students will gain knowledge about the earth and the processes that change it.

G. THE UNIVERSE

1. Students will gain knowledge about the universe and how humans have learned about it, and about the principles upon which it operates.

H. ENERGY

1. Students will understand concepts of energy.

I. MOTION

1. Students will understand the motion of objects and how forces can change that motion.

J. INQUIRY AND PROBLEM SOLVING

1. Students will apply inquiry and problem-solving approaches in science and technology.

K. SCIENTIFIC REASONING

1. Students will learn to formulate and justify ideas and to make informed decisions.

L. COMMUNICATION

1. Students will communicate effectively in the application of science and technology.

M. IMPLICATIONS OF SCIENCE AND TECHNOLOGY

1. **Students will understand the historical, social, economic, environmental, and ethical implications of science and technology.**

MeANS CAREER PREP STANDARDS

A. PREPARING FOR THE FUTURE

1. Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

B. EDUCATION/CAREER PLANNING AND MANAGEMENT

1. Students will integrate school- and work-based experiences to develop their career goals.

C. INTEGRATED AND APPLIED LEARNING

1. Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

D. BALANCING RESPONSIBILITIES

1. Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.

ENGLISH

MEANS WRITING STANDARDS

A. Students will become familiar with text types and purposes

1. Students will demonstrate ability to write for the purpose of persuasion, explanation and story telling.

B. Students will produce and share their writing

1. Students will carry out necessary steps to produce pieces of writing with the intent to share.

C. Students will research to build and present knowledge

1. Students will assess validity and relevance of various sources in order to create projects based on thorough research.

D. Students will demonstrate ability to write for varied purposes and in various circumstances

MEANS READING STANDARDS

A. Students Understand Key Ideas and Details

1. Students will grasp the central idea of a piece of writing, make inferences from it, and support conclusions with references to the text.
2. Students will explain how a theme is developed over the course of a piece of writing and use specific details to support their explanation.
3. Students will understand how characters, events and ideas develop over the course of a written text.

B. Students Understand Author's Style

1. Students will understand how the author uses language to shape the meaning and tone.
2. Students will understand how the author has structured the text.

3. Students will grasp how the author's point of view shapes the content and style of the text.

C. Students Can Integrate Knowledge and Ideas from a Variety of Texts

1. Students will be able to read and understand content presented in diverse formats.
2. Students will be able to understand and evaluate the validity of a written argument.
3. Students will be able to compare two or more texts to see how different authors approach the same subject.

D. ***Students will become proficient in reading texts of different levels of complexity with greater independence.***

MEANS LANGUAGE STANDARDS

A. Students will be able to show proficiency in standard English usage when writing or speaking

1. Students will understand how to use appropriate language and comprehend how language functions in different contexts.

B. Students will acquire and use new vocabulary

1. Students will be able to determine what a word means by using context clues and consulting with reference materials.
2. Students will be able to understand figurative speech and the way words can have different meanings depending on their context.
3. Students will acquire a vocabulary appropriate for their future career and educational goals.

MEANS Speaking and Listening Standards

A. Comprehension and Collaboration

1. Students will prepare for and participate in a group conversation in a clear and persuasive manner.

2. Students will integrate and evaluate information from multiple formats which may include visual or oral.
3. Students will evaluate a point of view through reasoning and use of evidence.

B. Presentation of Knowledge and Ideas

1. Students will present their line of reasoning in a manner that the audience can understand.
2. Students will be able to use digital media and visual displays to enhance or express their understanding of a topic.
3. Students will demonstrate their command of formal English through a variety of contexts.

MEANS MATH STANDARDS

Algebra

A. Seeing Structure in Algebraic Equations

1. Students will understand the structure of algebraic expressions.
2. Students will write algebraic equations to solve real-life problems.

B. Arithmetic with Polynomials and Rational Expressions

1. Students will Perform arithmetic operations on polynomials.
2. Students will understand the relationship between Zeros and factors of polynomials.
3. Students will use polynomials to solve real-world problems.
4. Students will understand rational expressions.

C. Creating Equations

1. Students will understand how equations can describe relationships/ratios in real-world applications.
2. Students will Understand the logic that underlies solving an equation.
3. Students will solve equations and inequalities with one variable.
4. Students will Represent and solve equations and inequalities graphically.

Geometry

A. Congruence

1. Students will experiment with transformations in the plane.
2. Students will understand congruence in terms of rigid motion.
3. Students will construct and show proficiency in geometric theorems.

B. Similarity, Right Triangles, and Trigonometry

1. Students will understand the workings of similarity transformations.

2. Students will prove theorems involving similarity.
3. Students will define trigonometric ratios and solve real world problems involving right triangles.
4. Students will apply trigonometry to general triangles.

C. Circles

1. Students will understand and apply theorems about circles.
2. Students will find arc lengths and areas of circle sectors.

D. Expressing Geometric Properties with Equations

1. Students will translate between the geometric description and the equation for a conic section.
2. Students will use coordinates to prove simple geometric theorems algebraically.

E. Geometric Measurement and Dimension

1. Students will explain volume formulas and use them to solve real world problems.
2. Students will visualize relationships between 2- and 3-dimensional objects.

F. Modeling with Geometry

1. Students will apply geometric concepts in modeling situations.

MeANS Standards for Health and PE

A. Physical Health

1. Students will demonstrate an understanding of healthy practices and/or behaviors to maintain or improve the health of self and others in each of the following areas:

    a. Nutrition
    b. Substance Use and Abuse
    c. HIV and Pregnancy Prevention
    d. First Aid and CPR

2. Acting responsibly in physical activity settings participating cooperatively, safely, and ethically in competitive or non-competitive physical activities.

B. Mental and Emotion Health

1. Students will identify characteristics of mental and emotional health and understand their importance in relation to self and others. Students will identify valid health information and services.

C. Social Health

1. Students demonstrate an understanding of the skills and strategies needed to maintain safe and healthy relationships.

D. Fitness

1. Students will participate in activities that improve the components of physical fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

MEANS Standards for Visual and Performing Arts

1. Students will (publicly) perform and/or exhibit prepared works individually and/or as a group.
2. Students will demonstrate an understanding of the inter-relationships between the visual/performing arts and culture, history, and society.
3. Students will demonstrate an understanding of technical vocabulary, appropriate use of media, application of content specific techniques.
4. Students will demonstrate individual imagination and creativity within an artistic process.
5. Students will use evidence to analyze, evaluate, and construct meaning from visual/performing art forms.

MeANS Standards for World Languages

A. COMMUNICATION

1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
2. Students understand written and spoken language from a variety of authentic sources.
3. Students meet practical writing needs, using basic vocabulary, learned grammar rules and an awareness of past, present, future tenses.

B. CULTURE

1. Students demonstrate an understanding of culture through comparisons of the countries and cultures where target language is spoken and their own.

MeANS Standards for Work Study

***A. JOB READINESS**:* students will demonstrate job readiness by

1. Demonstrating a positive attendance record, appropriate attire and being at the job on-time.

2. Demonstrating the capacity to be a part of a team by working with others in a responsible, respectful, and efficient manner.

3. Demonstrating the ability to follow directions given orally and/or in writing.

B. POSITIVE WORK ATTITUDES: students will demonstrate the following positive work attitudes:

1. Courtesy to co-workers, managers, and customers

2. Willingness to learn new procedures when asked by managers or co-workers.

3. The capacity to take initiative and find work to do when tasks have been completed.

C. COMPREHENSION OF JOB CONTEXT: students will demonstrate through writing, interview, power point or some other medium:

1. Understanding the overall mission of job site

2. Understanding of economics of job site – a general idea of how the budget works

3. Understanding of career opportunities available at job site – what kind of positions are available within this business

TELEPHONES:
OFFICE: 207-453-9388
FAX: 207-453-6339
RESIDENCE: 207-873-6682

E. D. BESSEY & SON

PRODUCTS FROM THE NORTHERN FOREST

PLEASE ADDRESS REPLY TO:
P.O. BOX 96
HINCKLEY, MAINE 04944

Jan Santerre
Project Canopy
Maine Forest Service
22 State House Station
Augusta, ME 04333

October 14, 2011

Dear Miss Santerre:

I am a licensed forester and President of E.D. Bessey & Son in Hinckley. We are owners of timberland throughout Maine, and we market wood harvested from Maine forests throughout the U.S.

For many years I have been involved with the Good Will – Hinckley School (now known as the Maine Academy of Natural Sciences).

Jeff Chase has asked me to assist his plans for tree planting near Moody School, which I am most happy to do. As part of this project, I have agreed to take students on a tour of one of our woodlots for hands-on training in selection of trees appropriate to various sites on the academy campus. We will discuss the requirements of trees for water and nutrients. During the actual transplant operation we will learn how to protect tree roots, stem and branches while moving them from their original forest site to their new home on campus. Finally, we will discuss maintenance of the transplanted trees to enhance their chances of survival in their new location.

I am a strong believer in Good Will – Hinckley's new program and will try to be supportive as possible.

Sincerely,

E.D. "Chip" Bessey

MAINE FOREST PRODUCTS COUNCIL

MAINE CHRISTMAS TREE ASSOCIATION

Sarah Smith
41 Grassland Lane
Skowhegan, Maine 04976
grasslandfarm@hotmail.com
www.grasslandorganicfarm.com

June 13, 2011

Dear Mr. Grenier,

I am writing to you this morning to express my support for the Maine Academy of Natural Sciences (MeANS) opening on the Good Will-Hinckley campus in the fall of 2011. I write this wearing several hats in the agricultural community here in Central Maine. First and foremost, I own a 300-acre diversified certified organic farm in Skowhegan where we milk 40 cows, raise 3 acres of mixed vegetables, pastured laying hens and broiler chickens, pastured beef and rose veal, and pastured pork. We sell at five farmers' markets each week and have both summer and winter CSA offerings. My husband and I both graduated from Warren Wilson College in Swannanoa, NC, a small liberal arts work college where we worked on the farm and garden as students. Since our experience there we have felt that it is important for commercial farmers to work with those interested in learning farming as a career choice. Thus each summer we bring in up to four seasonal interns to work at our farm. We are looking forward to working with the students enrolled in the program at MeANS. We are close by the school and envision that students could be involved at our farm throughout the year. There is plenty of work on a dairy farm at all seasons, and we continue to sell at three farmers' markets throughout the entire winter.

The second hat that I wear in this community is that I have been managing the Skowhegan Farmers' Market, a 15-year old market, for the past 5 years. All of the farmers in this community are incredibly supportive of cultivating the next generation of farmers. We see the farmers' market as a potential educational avenue for MeANS students to bring their wares and learn hands on about the business end of producing farm products. We offer weekly guest vendor spaces in our market and will be encouraging MeANS students to fill those spaces periodically throughout the season. In addition, we offer education to the public and would love to have MeANS students set up at the market simply to practice the skill of talking about an issue around food, farming, or natural resources in Maine or nationally. The farmers' market can be a platform for many of the programs that MeANS will be offering to students.

Finally, I am involved in a new business opening in Skowhegan called The Pickup, which is a multi-farm CSA and value added food processing business. Customers will pre-pay for a weekly basket of fresh fruits, vegetables, and other local foods that they will pick up on Wednesday afternoons. We are currently in the process of soliciting growers to produce for the

CSA, which is a niche that the MeANS could fill by selling one or two crops to the business. In addition, it is just another agricultural based business in Central Maine that will be available for MeANS students to be involved with and learn about through employment, internships, or volunteering.

It would be great to have your support of MeANS in order to give them the equipment and supplies they need to get this great program off the ground. I would be happy to answer any specific questions you may have for me.

Sincerely,
Sarah Smith

TOWN OF FAIRFIELD

Joshua Reny
Town of Fairfield
PO Box 149
Fairfield, ME 04937

March 16, 2011

Maine Dept. of Conservation
Maine Forest Service
22 State House Station
Augusta, ME 04333-0022

To Whom It May Concern:

The Town of Fairfield would like to submit a letter of support for Good Will-Hinckley's application for a Public Building Wood-to-Energy Grant from the Maine Department of Conservation.

The Town is aware of Good Will-Hinckley's plans to pursue energy efficiency projects throughout their campus, including the installation of a wood chip boiler that would heat several buildings. This project will set an example for institutions and municipalities throughout the region, and will spur economic development through increased demand for homegrown energy sources and decreased energy costs.

The Town has been working closely with Good Will-Hinckley to obtain additional funding for scholarships for the new Averill School program, which will make this alternative high school program available to an increased number of low income students. The school's workforce development initiative and growth in programs will lead to job creation that will further the goals of the Town and the State of Maine.

Sincerely,

Joshua Reny, Town Manager
Town of Fairfield

cc: Fairfield Town Clerk

19 Lawrence Ave, P.O. Box 149, Fairfield, ME 04937, Tel (207) 453-7911, Fax (207) 453-4280

THE UNIVERSITY OF MAINE
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Knox-Lincoln Counties Office 377 Manktown Road Waldoboro, Maine 04572-5815
(207) 832-0343, 1-800-244-2104 FAX: (207) 832-0377 email: cekl@umext.maine.edu

Willie Sawyer Grenier
Maine Agriculture in the Classroom
28 State House Station
Augusta, ME 04333

June 14, 2011

Dear Ms. Grenier,

I am pleased to write this letter of support for the Maine Ag in the Classroom grant proposal for the new Maine Academy of Natural Sciences (MeANS). MeANS is the first magnet school in Maine with a curriculum that focuses on agriculture, sustainability, and forestry; workforce skills training; and independent living skills. This program will use an experiential, place-based learning approach to engage students in meaningful projects related to agriculture and environmental studies.

School officials have reached out to community organizations to seek partners and collaborations that would support and enrich their broad spectrum of agricultural topics. For example, University of Maine Cooperative Extension staff and volunteers will work with students and staff to help with maple sugar production, horticultural topics, the school garden and food systems work. UMaine Extension 4-H faculty can also explore youth entrepreneurship opportunities with students, ensuring the projects are not in conflict with local agribusinesses and farms.

In collaboration with Greater Somerset Heart Health, the local Healthy Maine Partnership and UMaine Extension, MeANS will help to promote an understanding of the food and fiber systems of Maine and beyond while helping to build farm to school programs in the region. A FoodCorps member will be placed with these three partners when more positions become available. Most importantly, while building self-confidence in their skill sets, this program will introduce young people to careers in sustainable farming and forestry so they will have a viable work option to explore when they graduate from MeANS.

Thank you,

Ellen B. Libby

Ellen. B. Libby
Extension Educator, 4-H Youth Development and Healthy Lifestyles

www.extension.umaine.edu

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MSAD #11

150 Highland Ave.
Gardiner, ME 04345
Phone: 207-582-5346
Fax: 207-582-8305
msad11.org

Patricia Hopkins
Superintendent

Howard Tuttle
Director of Curriculum and Instruction

October 4, 2011

Kathryn McGloin
Department of Corrections
Juvenile Corrections Division
111 State House Station
Augusta, Maine 04333

Dear Ms. McGloin:

I am writing in support of the application by G.W. Hinckley's Maine Academy of Natural Sciences for funding from the Juvenile Justice Advisory Group.

MeANS is a resource that we make use of for our students who need a more active, experiential curriculum than we can provide, and who are at risk of not completing their high school education. For this school year, 2011 – 2012, we sent one student to MeANS.

The number we refer each year will depend on our students' needs. As the program grows and as our staff becomes more familiar with what it can offer, I expect that the number of referrals will grow.

This program is an excellent resource for our students and I hope you will be able to fund it.

Sincerely,

Patricia Hopkins
Superintendent of Schools
School Administrative District 11

Restorative Practices EFORUM

April 12 2011 www.iirp.org

How Restorative Practices Made Me a High School Principal

BY THOMAS S. FERTAL

Tom Fertal is principal of Lancaster Catholic High School, in Lancaster, Pennsylvania, USA. He is also a Master of Restorative Practices and Education candidate at the International Institute for Restorative Practices (IIRP) Graduate School, in Bethlehem, Pennsylvania.

In the summer of 2008 I enrolled in my first restorative practices courses at the International Institute for Restorative Practices Graduate School in Bethlehem. I had just been named vice principal of student affairs at my high school. My major responsibility was student discipline.

As an administrator at a private, faith-based school, I had never been satisfied with the traditional system of detentions, suspensions and "Saturday school" in use at our school. I had long known that we needed an alternative to those traditional methods, but I hadn't known what they might be.

I had heard the term "restorative justice," but at the time I hadn't known much about it. A quick search on the internet had led me to the IIRP in Bethlehem, my old hometown, a mere 70 miles from my school!

As the school year began at my high school (and I continued my studies at the IIRP), I began to introduce restorative practices to the faculty. Although I was still in the early stages of my own education in restorative practices, I was able to focus on the basic philosophy of addressing behavior in terms of harm, reintegration and the social discipline window.[1] (See Figure 1.)

It was my plan to continue teaching and training the faculty in restorative practices as the year went on.

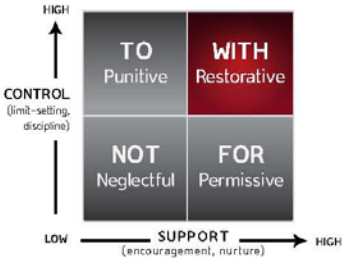

Figure 1. The Social Discipline Window

With the economic crisis striking our country at that time our school finished the year as many businesses and families had. We had a massive debt, and we did not have the resources to meet our financial obligations. As a result, there were pay cuts, layoffs and departmental budget cuts. Our principal retired, and I was named interim principal for the coming year. The phone call asking me to serve in this capacity came to me on the morning of the last day of school. I accepted.

I had now inherited a school in crisis. Morale amongst faculty was at an all-time low. They harbored ill will against the school board and the Diocese. They were saddened at the loss of colleagues. Parents were concerned about class sizes, changes to the courses of study and extracurricular activities and athletics. Alumni were concerned about how things had gotten so bad and wanted to know how things were going to be made better. The "laid-back" summer I had anticipated became the busiest I had ever had.

From the very beginning, I must say that the concepts I had learned at the IIRP showed their worth: Fair process,[2] functioning as a community and compassionate witnessing.[3] All of these became the tools I used in dealing with faculty, parents, board members and students.

I was implementing restorative practices in every aspect of my work, in that I directly involved people in matters that concerned them and gave everyone a voice. Open and honest communication was critical, as was transparent leadership. Faculty members were now involved in decisions that they had never been privy to before, such as creating an overall teacher pay scale and the decision to drop class rank. Collaboration with board members reached new levels. People wanted to be heard. People wanted to have a say. I listened to them and engaged them.

Here are just a few examples of how I have implemented restorative practices in my work as principal of Lancaster Catholic High School:

- I implemented an open-door policy for faculty, parents and students; I'm available to meet at any time for any reason.
- I used a consensus model of leadership within the administrative team, with each member having an equal voice in addressing the difficult decisions that we faced.
- I reorganized the administrative team to include a broader cross section of departments, and I provided minutes of administrative meetings to all faculty members.
- I directly involved faculty in deciding what to do about a 50 percent cut in extracurricular activity pay. The result pleased everyone, including the school's Finance Committee, not only because the process was

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transparent, open and fair, but also because it actually saved money for the school.

- I met with particular constituent groups to hear their concerns about the current budget and the future of their respective programs, particularly the athletic and music departments. This included the paid staff in charge of each area, parents, alumni and students. This was extremely critical, as there was a perception that these two departments were not treated equally in the budget-cutting process.
- I shared detailed budget information with the entire staff on a regular basis and kept them informed of financial success and failures throughout the year. This helped them see the "big picture" of the finances and helped them to have greater ownership of the budget, while at the same time enabling them to speak intelligently with other constituents about what was going on.
- I assembled a "principal's roundtable" with some parents in order to tackle the difficult issue of tuition.
- When the school carnival was rained out and the athletic field was destroyed, I brought together all the major stakeholders who use the field to develop a plan on how to deal with the problem. Everyone was happy with the outcome.
- In a case of student-to-student sexual harassment, I assembled everyone who had been affected — students, teachers, parents — in a restorative conference, so that each person could talk about the impact the incident had on them and repair the harm that had been done. By the end of the conference, the fathers of the two students, who had been ready to come to blows, were hugging each other.

Although I had always wanted to serve as a principal, I hadn't expected the opportunity to come so soon. And although I felt I lacked some of the technical knowledge, I did feel confident that the bulk of the job involved dealing with people, a skill that I believed I possessed. In the end, it was the application of what I had learned at the IIRP that got me through that tumultuous year.

When the official notice of the principal position was posted, I applied. Although I was unsure of the adequacy of my credentials, I figured that the board members had the best data by which to evaluate me — a year serving as the interim principal. I had hoped that my approach to guiding the school through a year of crisis, using all of the above-mentioned restorative techniques, would give me a viable shot at the position. It most certainly did.

In April 2010, I was given the permanent assignment of principal. Throughout the process, board members repeatedly brought up my style of leadership. Faculty, parents and other constituents had written letters and signed petitions in support of my candidacy — all referencing things like openness, fairness and honesty.

All of this solidified my assessment that my selection rested solidly on the day-to-day application of restorative practices in my job. For this, I am eternally grateful to the IIRP for giving me the tools necessary to be an effective leader and an agent of change, but especially for enabling me to restore community in a previously disconnected school environment. Thanks to my studies at the IIRP, I am now a high school principal.

Four-Day Summer Institute: Basic Restorative Processes, July 11-14, 2011. For all professionals, with a new option for school administrators that satisfies Pennsylvania Act 45 credits but is relevant to school administrators everywhere. See http://www.iirp.org/event_detail.php?event_id=NTU=

Editor's Notes

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Restorative Practices
EFORUM

Restorative Practices in Schools: Research Reveals Power of Restorative Approach, Part I

BY ABBEY J. PORTER

Educators around the globe are using restorative practices to proactively prevent problems like bullying and violence. Research shows that restorative approaches can transform student behavior and build healthy school communities. Part I of this two-part article looks at what educators and trainers say about the benefits and strategies of implementing restorative methods. Part II will provide quantitative analyses illustrating the impact of restorative practices in schools.

Growing awareness that punishments such as detention and suspension only aggravate issues such as bullying, violence, poor academic performance and parental apathy has prompted educators to explore restorative practices to create safe, supportive learning environments.

Restorative practices promotes inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm.

Case studies and evaluations conducted in schools worldwide indicate that restorative practices improve relationships among students and teachers, reduce disciplinary problems and build community. The most significant qualitative finding to date, said Dr. Paul McCold, researcher and founding faculty member of the International Institute for Restorative Practices graduate school, is that restorative practices transform schools' academic and social culture. "We know that the sense of belonging and pride in school are related to academic performance and dropout rates, and dropout rates are related to involvement in the criminal justice system and more at-risk behavior. The more involvement in school and positive peer groups, the less likely students are to engage in risky behavior."

Hal Gould, South Lyon Herald

Debbie Little, restorative practices coordinator, South Lyon, Michigan, Community Schools, conducts a circle at Centennial Middle School.

Changing from a punitive to a restorative mindset represents a paradigm shift that McCold and others believe is critical. "It's widely recognized among school leaders that conventional discipline is ineffective," said Bill Sower, a Michigan, USA, schools trainer and former IIRP regional coordinator. "Out-of-school suspension rewards misbehavior for students who don't want to be in school. In-school suspension promotes the growth of negative subcultures ... which disrupt the whole school climate. Restorative practices is a credible alternative."

Marg Armstrong, an educational consultant and restorative practices trainer in Melbourne, Australia, is equally convinced. A former project officer with the Australian Department of Education who coordinated training in hundreds of schools, she received a Churchill Fellowship in 2004 to study restorative practices in schools in the US, the UK, Canada and New Zealand. She has seen restorative methods reduce suspensions and detentions, increase safety and harmony and lessen stress for teachers.

Lynn Zammit, of the Waterloo Region District School Board in Ontario, Canada, believes restorative interventions interrupt the cycle of violence she has witnessed in bullying. Zammit, who coordinates the district's Choices for Youth program for expelled students, finds that offenders often start out as victims. "Many kids we see in the expulsion program have been the victims of bullying for years," she said. "They have been attacked and persecuted and isolated ... until one day they make up their minds they can't take it anymore and they bring a weapon to school." Zammit wanted to reach such victims early and provide them with effective strategies.

Two years ago, the Waterloo school board received a grant from the victims' services unit of the Attorney General's Office to train educators in restorative conferencing as an alternative to suspension and expulsion, as a re-entry strategy for suspended students, and for classroom management. A year later, schools reported using circles in place of suspending 115 students and expelling eight. Zammit hopes the program will be implemented on a provincial level.

In addition to conflict resolution, restorative practices offer a compass for

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day-to-day interaction. "Everything to do with restorative justice is based on relationships and the need, when things go wrong, to mend relationships — and before things go wrong to stress relationships so incidents don't occur," said Zammit. She refers to "CCR — community, capacity, and relationships."

"Restorative practices are about really focusing on that sense of community, and about young people's capacity to do things differently. It's about focusing on capacities rather than deficits. When things go wrong, we hold circles and we talk and we generate solutions. It's just the way we do business here."

Zammit emphasized that circles build valuable abilities in students. "Social-emotional skills are just like any other skills; they need to be developed and modeled," she said. "Restorative practices are a means to develop empathy and kindness and caring and good communication skills." She noted that researchers such as Daniel Goleman have found that teaching social-emotional skills to children can affect long-term factors such as relationships and employment. Educators should look closely at "what trajectory we put kids on when we use punishment," she suggested.

Restorative practices have proved effective for schools with a variety of demographics and disciplinary problems. Bill Sower, who has trained both inner-city and suburban schools, said the implementation remains essentially the same.

In addition to improving student behavior and relationships, said Sower, restorative methods improve relationships among teachers. Salem Elementary School, in South Lyon, Michigan, suffered from widespread discipline problems and lacked a sense of community.

"The teachers were very demoralized," said Sower, who used circles in a one-day training two years ago. "In the circles, teachers could express their true feelings about school culture and the distress it caused them [including] feelings of rejection or a lack of collegiality. It was a very emotional day. The staff decided to use this model in all their classes with all their students, every day."

The school implemented circles, along with occasional full conferences for serious issues. Within a few months, teachers were reporting fewer disciplinary issues. Disciplinary referrals eventually dropped 75 percent. A 73 percent drop in disciplinary referrals at South Lyon's Centennial Middle School is also credited to restorative practices. Said Sower, "There has been a dramatic transformation in these schools regarding the level of trust and cooperation among students, between students and adults and among adults themselves. When teachers share ideas and help each other it affects the quality of instruction." Restorative practices have also had a highly positive effect in Lansing, Michigan, schools (to be featured in Part II).

Nancy Riestenberg, a violence prevention specialist with the Minnesota Department of Education, USA, noted that each school is different and that restorative methods take time to implement. "You're talking about something that for a lot of people is a personal attitude and a cultural change. There's a learning curve for adults as well as children."

A recent New Zealand study of five primary and secondary schools, by the Office of the Children's Commissioner and the Institute of Policy Studies at Victoria University, "Respectful Schools: Restorative Practices in Education," found restorative methods helped build respectful relationships, deal with disciplinary problems and reduce suspensions. Schools must "introduce changes across the whole school…to improve all children's involvement and commitment to schooling." A whole-school approach is defined as commitment by students, staff, board members, family, community and government.

Time is critical. "Building a restorative community is an evolutionary process which needs everyone to be involved in a consistent application of restorative principles and practice over time," states the New Zealand report, also noting the need for long-term funding to sustain restorative approaches.

The value of whole-school commitment, along with time and resources, also emerged in a study of three primary schools in Adelaide, South Australia, conducted by the Department of Education and Children's Services. Looking at teacher and student classroom behavior in schools that implemented restorative practices in varying degrees, the study identified "clear relationships between the priority afforded to … implementation at whole of school level and the degree of change at classroom level." Teachers at the "most restorative" school reported that students displayed less emotional volatility when dealing with issues, a stronger sense of belonging and cohesiveness, improved self-esteem and increased willingness to participate. Students in all the schools improved in communication skills, responsibility and relationships.

The experiences documented by restorative practices trainers, educators and researchers suggest that, while restorative practices require time and dedication to implement, they pay off in an environment that supports positive behavior and relationships — and learning. Said Marg Armstrong, "If kids don't feel better about being in school, we're wasting our time. If they feel more connected to one another at school, they're going to want to be there, and if they want to be there, they're going to want to learn."

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Restorative Practices EFORUM

Restorative Practices in Schools: Research Reveals Power of Restorative Approach, Part II

BY ABBEY J. PORTER

As an increasing number of schools worldwide adopt restorative practices as a means of dealing with discipline and improving school culture, school leaders are beginning to analyze the impact of restorative methods. The numbers tell a powerful story: Schools implementing restorative methods have seen a drop in disciplinary problems, decreased reliance on detention and suspension, and an improvement in student attitudes. Gathering such data is important, both for evaluating the effectiveness of restorative methods and garnering funding support for restorative programs.

(Instead of zero tolerance and authoritarian punishment, restorative practices provides high levels of both control and support to encourage appropriate behavior, and places responsibility on students themselves, using a collaborative response to wrongdoing. The philosophy underlying these practices holds that human beings are happier, more productive, and more likely to make positive changes in their behavior when those in positions of authority do things WITH them, rather than TO them or FOR them.)

So far, much significant research on restorative practices in schools has consisted of qualitative studies. (See Part 1 of this article: http://www.safersanerschools.org/library/schoolresearch1.html.) "We've shown in case study after case study that schools that adopt this approach report significant changes in their cultures," said Dr. Paul McCold, researcher and founding faculty member of the International Institute for Restorative Practices (IIRP) graduate school. "What's needed now is solid quantitative research." Both quantitative and qualitative analyses are valuable, he noted, as qualitative studies can help to explain quantitative findings.

Quantitative research is vital to demonstrating the impact of restorative practices, said McCold. "Otherwise, you're just following some philosophy. The only way to know that a program is effective is to evaluate it. A huge amount of money is wasted on programs that are not effective."

McCold demonstrated that restorative practices are effective even for at-risk youth by evaluating the alternative school/day treatment programs run by Community Service Foundation and Buxmont Academy, demonstration programs of the IIRP. CSF Buxmont uses restorative practices to help at-risk youth achieve positive changes in behavior and attitude. Studies conducted from 1999 to 2003 found significant positive results: Students in the programs developed higher self-esteem and showed an increase in prosocial values, becoming more willing to take responsibility for their misbehavior. Court records showed a two-thirds reduction in offending rates after six months in the program, as well as two years after discharge. (See http://www.realjustice.org/library/erm.html.)

Studies involving baseline measures and comparison groups can best pinpoint the effects of implementing restorative practices in schools, McCold noted. While such studies are few now, several educational and governmental groups have undertaken evaluations that demonstrate the effects of implementing restorative approaches.

In Michigan, USA's, urban Lansing School District, a pilot project begun in Pattengill Middle School in January 2005 introduced restorative practices to manage disciplinary issues. At Pattengill, restorative practices:

- Supported a 15 percent drop in suspensions, while suspension rates at the district's other middle schools increased.
- Averted two expulsions.
- Resolved conflicts effectively. Ninety-three percent of 292 students participating reported using restorative methods to resolve their conflicts.
- Taught students new skills. Nearly 90 percent of participating students reported learning new skills in their restorative experiences, and 86 percent reported using those skills to peacefully resolve or avert conflicts after their restorative interventions.

The program's success led the district to expand its restorative program to one elementary school, two more middle schools and a high school for 2006–2007. Lansing restorative justice coordinator Nancy Schertzing estimated that through mid-April 2007, restorative interventions had saved Lansing students nearly 1,500 days of suspension.

Minnesota, USA, public schools are implementing a range of restorative practices. (See http://www.iirp.org/library/riestenberg.html.) From 1998 through 2001, the Minnesota Department of Education conducted an evaluation of restorative practices in primary and secondary schools in four districts. The study showed a 30 to 50 percent reduction in suspensions. One elementary

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school reduced its behavior referrals for inappropriate physical contact from seven per day to a little more than one per day.

Palisades High School, in Pennsylvania, USA, was the first IIRP SaferSanerSchools pilot school. Data gathered by the school showed a dramatic decrease in detentions, suspensions, disciplinary referrals and incidents of disruptive behavior from 1998–1999, when the school introduced restorative practices, to 2001–2002. Overall disciplinary referrals decreased from 1,752 to 1,154; suspensions decreased from 105 to 65; detentions dropped from 844 to 332; and incidents of disruptive behavior decreased from 273 to 153.

Restorative practices arrived at Palisades Middle School in fall 2000 via classroom circles and restorative discipline processes. Over the next year, disciplinary referrals fell from 913 to 516, and incidents of fighting dropped from 23 to 16.

Springfield Township High School, just outside Philadelphia, USA, began implementing restorative practices in January 2000. After beginning with a small group of teachers, the entire faculty was introduced to the approach in fall 2001. Over the next year, incidents of disrespect to teachers fell from 71 to 21, and incidents of classroom disruption fell from 90 to 26. (See http://www.safersanerschools.org/library/ssspilots.html.)

Prior to undergoing training in restorative practices in January 2003, teachers and administrators at Queanbeyan South Public School, in New South Wales, Australia, struggled with bullying, violence and truancy among pupils. Problems were particularly prevalent among the school's Aboriginal children, many of whom came from homes that lacked support for education.

After implementation of a restorative approach, the school's detention and suspension rates and incidence of aggression against teachers dropped. The percentage of teachers reporting that they had been the subject of intimidating or threatening behavior dropped from 56 percent in 2002 to 24 percent in 2004. Teachers reporting that they had been verbally assaulted decreased from 74 percent to 61 percent, and those reporting that they had been physically assaulted plummeted from 53 percent to just 3 percent. Results were particularly striking among Aboriginal students, none of whom was suspended in 2004. These positive data have been replicated since. Queanbeyan South relief principal Rosalind Drover reported that because of their success transforming their school culture with restorative practices, theirs was one of only two government schools invited to the National Safe Schools Conference. (See http://www.safersanerschools.org/library/queanbeyan.html.)

The Waterloo Region District School Board, in Ontario, Canada, implemented restorative conferencing in 2005 to manage violence, particularly bullying. The district's elementary suspensions dropped 80 percent in under three years; its secondary school suspensions decreased by 65 percent; and secondary and elementary expulsions dropped by a third. Lynn Zammit, who coordinates the district's Choices for Youth program for expelled students, said that restorative practices represents a "big part" of the district's dramatic results.

Between 2001 and 2004, the Youth Justice Board of England and Wales evaluated restorative programs in six primary schools and 20 secondary schools in what board member and education consultant Graham Robb considers one of the most "robustly evaluated" restorative practices projects. The schools were part of nine Youth Offending Teams, or YOTs, encompassing representatives of probation, social service, health and police.

Troubled by problems such as theft and bullying, the schools implemented a range of restorative practices, from active listening and peer mediation to restorative conferences. The study evaluated factors including participant satisfaction and the processes' impact on victimization. Secondary schools were compared to similar, "non-program" schools where restorative practices had not been implemented. (Non-program primary schools were not available for comparison.)

Surveys were conducted in the schools at the beginning and end of the implementation period. Greater improvements were evident in the three districts that had implemented restorative practices over a three-year period. Schools in the other seven districts had had only 18 months to institute restorative methods. Among the statistically significant findings in schools where restorative practices had been implemented for three years:

- 23 percent fewer students thought that bullying was a serious problem at their school, compared to a 3-percent reduction at the non-program schools.
- 10 percent more students thought their school was doing a good job at stopping bullying; at non-program schools, 1 percent fewer students felt their school was doing a good job stopping bullying.
- The percentage of students reporting that they had never been called a racist name increased by 11 percent, compared to a 3-percent increase at non-program schools.

Staff surveys indicated a "significant improvement in pupil behaviour in the programme schools, while behaviour had declined in the non-programme schools." Staff reporting improvement in student behavior between the first survey and the follow-up survey increased by 6 percent in the program schools, compared to a decrease of 5 percent at non-program-schools. Program school staff who reported a worsening in student behavior decreased by 9 percent, while

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such reporting by non-program-school staff increased by 12 percent.

The vast majority of restorative conferences at these schools (92 percent) resulted in successful agreements between the parties involved, and student participants reported a high degree of satisfaction (89 percent) with the conferences. Ninety-three percent said the process was fair and that justice has been done. Only 4 percent of agreements had been broken as of a three-month follow-up. Results were strongest for schools that implemented restorative practices using a whole-school approach.

Among the YOTs studied by the Youth Justice Board is the Sefton Centre for Restorative Practice. It began in 2004 to implement restorative practices across the board in the borough of Sefton, including 35 of 110 primary and secondary schools, with training conducted through Real Justice UK and the IIRP's SaferSanerSchools program. In addition to training staff, children were taught to be peer mediators and to help each other sort through problems.

In 20 schools in Sefton's most deprived areas, the center partnered with the Behaviour Improvement Programme (BIP) of the Department for Education and Skills of England and Wales, which found that restorative practices fit well with its introduction of solution-based therapy and improved emotional literacy in the schools. In those 20 schools, permanent exclusions were reduced by 70 percent between 2003 and 2006. Recidivism was reduced as well. Of 59 conferences run in one term, the school experienced no recidivism for misbehavior ranging from bullying and assaults to swearing at teachers. (See http://www.realjustice.org/library/sefton.html.)

The Bessels Leigh School, in Oxfordshire, England, a residential school for boys 11 to 16 with emotional and behavior difficulties, introduced restorative practices in 2004 after finding conventional punishments such as detention ineffective in dealing with its increasingly challenging clientele. The "turning point" for the school, says principal John Boulton, came in 2005 after it underwent circle training — a process that helped to create a sense of community and reduce vandalism in the school.

Comparing the three-week period in September 2004 that preceded the training to the three-week period immediately following, school officials found that negative incidents at the school dropped from 362 to 164. Negative physical incidents dropped from 13 to 9, and incidents of damage decreased from 10 to 3. (See http://www.realjustice.org/library/besselsleigh.html.)

The Scottish Pilot Projects on Restorative Practices/Approaches, begun in 2004 by the Scottish government, provided funding for a 30-month pilot project (extended by two years), bringing restorative practices to 18 schools — 10 high schools, seven elementary schools and one special school, in urban, suburban and rural areas. ("Restorative Practices/Approaches" refers to "restoring good relationships when there has been conflict or harm and developing school ethos, policies and procedures that reduce the possibilities of such conflict and harm.") A concurrent evaluation by the universities of Edinburgh and Glasgow collected qualitative data in the schools through formal and informal interviews, focus groups, and classroom and meeting observation, and employed quantitative data-collection methods such as staff and pupil surveys. Hard data, such as numbers of pupils expelled, were also collected.

Although this data is not yet ready for release, Gwynedd Lloyd, head of educational studies at University of Edinburgh, reported that the data were largely very positive, in terms of both the impact on observable behavior and the way restorative approaches have been received by staff and students. Lloyd noted that a whole-school restorative approach was more successful than a focus just on conferencing in response to behavioral offenses. Also, implementation was more successful when all school staff were trained in restorative approaches, as opposed to only those staff who are specifically charged with handling behavioral issues. Implementation tended to be more difficult to achieve in secondary schools than in elementary schools, possibly because secondary school teachers tend to feel the need to focus on their particular lesson or subject, rather than on educating the whole child. (See: http://www.safersanerschools.org/library/beth06_lloyd.html.)

School leaders who have studied the impact of restorative practices in their institutions identify a practical purpose for collecting data: It can help secure funding. The Lansing School District's restorative justice project, a collaborative effort with the Dispute Resolution Center of Central Michigan and the Tri-County Balanced and Restorative Justice Alliance, has secured multi-year funding from the Capital Area United Way and support from the Capital Region Community Foundation.

"We wouldn't have any grantors if we didn't have statistics showing we're actually making a difference," said Nancy Schertzing. "You have to compete out there for a limited pool of funds. The data is very powerful, and it makes people take us much more seriously. It gets people's attention in a way that stories don't."

The majority of research on restorative practices in schools to date has yielded highly positive results. The IIRP hopes that these encouraging results will help foster the growth of restorative practices in schools and other settings worldwide.

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Restorative Practices EFORUM

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How Restorative Practices Made Me a High School Principal

BY THOMAS S. FERTAL

Tom Fertal is principal of Lancaster Catholic High School, in Lancaster, Pennsylvania, USA. He is also a Master of Restorative Practices and Education candidate at the International Institute for Restorative Practices (IIRP) Graduate School, in Bethlehem, Pennsylvania.

In the summer of 2008 I enrolled in my first restorative practices courses at the International Institute for Restorative Practices Graduate School in Bethlehem. I had just been named vice principal of student affairs at my high school. My major responsibility was student discipline.

As an administrator at a private, faith-based school, I had never been satisfied with the traditional system of detentions, suspensions and "Saturday school" in use at our school. I had long known that we needed an alternative to those traditional methods, but I hadn't known what they might be.

I had heard the term "restorative justice," but at the time I hadn't known much about it. A quick search on the internet had led me to the IIRP in Bethlehem, my old hometown, a mere 70 miles from my school!

As the school year began at my high school (and I continued my studies at the IIRP), I began to introduce restorative practices to the faculty. Although I was still in the early stages of my own education in restorative practices, I was able to focus on the basic philosophy of addressing behavior in terms of harm, reintegration and the social discipline window.[1] (See Figure 1.)

It was my plan to continue teaching and training the faculty in restorative practices as the year went on.

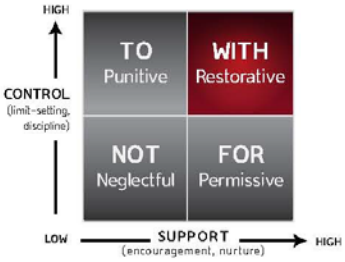

Figure 1. The Social Discipline Window

With the economic crisis striking our country at that time our school finished the year as many businesses and families had. We had a massive debt, and we did not have the resources to meet our financial obligations. As a result, there were pay cuts, layoffs and departmental budget cuts. Our principal retired, and I was named interim principal for the coming year. The phone call asking me to serve in this capacity came to me on the morning of the last day of school. I accepted.

I had now inherited a school in crisis. Morale amongst faculty was at an all-time low. They harbored ill will against the school board and the Diocese. They were saddened at the loss of colleagues. Parents were concerned about class sizes, changes to the courses of study and extracurricular activities and athletics. Alumni were concerned about how things had gotten so bad and wanted to know how things were going to be made better. The "laid-back" summer I had anticipated became the busiest I had ever had.

From the very beginning, I must say that the concepts I had learned at the IIRP showed their worth: Fair process,[2] functioning as a community and compassionate witnessing.[3] All of these became the tools I used in dealing with faculty, parents, board members and students.

I was implementing restorative practices in every aspect of my work, in that I directly involved people in matters that concerned them and gave everyone a voice. Open and honest communication was critical, as was transparent leadership. Faculty members were now involved in decisions that they had never been privy to before, such as creating an overall teacher pay scale and the decision to drop class rank. Collaboration with board members reached new levels. People wanted to be heard. People wanted to have a say. I listened to them and engaged them.

Here are just a few examples of how I have implemented restorative practices in my work as principal of Lancaster Catholic High School:

- I implemented an open-door policy for faculty, parents and students; I'm available to meet at any time for any reason.
- I used a consensus model of leadership within the administrative team, with each member having an equal voice in addressing the difficult decisions that we faced.
- I reorganized the administrative team to include a broader cross section of departments, and I provided minutes of administrative meetings to all faculty members.
- I directly involved faculty in deciding what to do about a 50 percent cut in extracurricular activity pay. The result pleased everyone, including the school's Finance Committee, not only because the process was

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transparent, open and fair, but also because it actually saved money for the school.

- I met with particular constituent groups to hear their concerns about the current budget and the future of their respective programs, particularly the athletic and music departments. This included the paid staff in charge of each area, parents, alumni and students. This was extremely critical, as there was a perception that these two departments were not treated equally in the budget-cutting process.
- I shared detailed budget information with the entire staff on a regular basis and kept them informed of financial success and failures throughout the year. This helped them see the "big picture" of the finances and helped them to have greater ownership of the budget, while at the same time enabling them to speak intelligently with other constituents about what was going on.
- I assembled a "principal's roundtable" with some parents in order to tackle the difficult issue of tuition.
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When the official notice of the principal position was posted, I applied. Although I was unsure of the adequacy of my credentials, I figured that the board members had the best data by which to evaluate me — a year serving as the interim principal. I had hoped that my approach to guiding the school through a year of crisis, using all of the above-mentioned restorative techniques, would give me a viable shot at the position. It most certainly did.

In April 2010, I was given the permanent assignment of principal. Throughout the process, board members repeatedly brought up my style of leadership. Faculty, parents and other constituents had written letters and signed petitions in support of my candidacy — all referencing things like openness, fairness and honesty.

All of this solidified my assessment that my selection rested solidly on the day-to-day application of restorative practices in my job. For this, I am eternally grateful to the IIRP for giving me the tools necessary to be an effective leader and an agent of change, but especially for enabling me to restore community in a previously disconnected school environment. Thanks to my studies at the IIRP, I am now a high school principal.

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3. Compassionate witnessing "helps us recognize our shared humanity, restore our sense of common humanity when it falters, and block our dehumanizing others." (Weingarten, 2003).

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Restorative Practices
EFORUM

Restorative Practices in Schools: Research Reveals Power of Restorative Approach, Part I

BY ABBEY J. PORTER

Educators around the globe are using restorative practices to proactively prevent problems like bullying and violence. Research shows that restorative approaches can transform student behavior and build healthy school communities. Part I of this two-part article looks at what educators and trainers say about the benefits and strategies of implementing restorative methods. Part II will provide quantitative analyses illustrating the impact of restorative practices in schools.

Growing awareness that punishments such as detention and suspension only aggravate issues such as bullying, violence, poor academic performance and parental apathy has prompted educators to explore restorative practices to create safe, supportive learning environments.

Restorative practices promotes inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm.

Case studies and evaluations conducted in schools worldwide indicate that restorative practices improve relationships among students and teachers, reduce disciplinary problems and build community. The most significant qualitative finding to date, said Dr. Paul McCold, researcher and founding faculty member of the International Institute for Restorative Practices graduate school, is that restorative practices transform schools' academic and social culture. "We know that the sense of belonging and pride in school are related to academic performance and dropout rates, and dropout rates are related to involvement in the criminal justice system and more at-risk behavior. The more involvement in school and positive peer groups, the less likely students are to engage in risky behavior."

Hal Gould, South Lyon Herald

Debbie Little, restorative practices coordinator, South Lyon, Michigan, Community Schools, conducts a circle at Centennial Middle School.

Changing from a punitive to a restorative mindset represents a paradigm shift that McCold and others believe is critical. "It's widely recognized among school leaders that conventional discipline is ineffective," said Bill Sower, a Michigan, USA, schools trainer and former IIRP regional coordinator. "Out-of-school suspension rewards misbehavior for students who don't want to be in school. In-school suspension promotes the growth of negative subcultures ... which disrupt the whole school climate. Restorative practices is a credible alternative."

Marg Armstrong, an educational consultant and restorative practices trainer in Melbourne, Australia, is equally convinced. A former project officer with the Australian Department of Education who coordinated training in hundreds of schools, she received a Churchill Fellowship in 2004 to study restorative practices in schools in the US, the UK, Canada and New Zealand. She has seen restorative methods reduce suspensions and detentions, increase safety and harmony and lessen stress for teachers.

Lynn Zammit, of the Waterloo Region District School Board in Ontario, Canada, believes restorative interventions interrupt the cycle of violence she has witnessed in bullying. Zammit, who coordinates the district's Choices for Youth program for expelled students, finds that offenders often start out as victims. "Many kids we see in the expulsion program have been the victims of bullying for years," she said. "They have been attacked and persecuted and isolated ... until one day they make up their minds they can't take it anymore and they bring a weapon to school." Zammit wanted to reach such victims early and provide them with effective strategies.

Two years ago, the Waterloo school board received a grant from the victims' services unit of the Attorney General's Office to train educators in restorative conferencing as an alternative to suspension and expulsion, as a re-entry strategy for suspended students, and for classroom management. A year later, schools reported using circles in place of suspending 115 students and expelling eight. Zammit hopes the program will be implemented on a provincial level.

In addition to conflict resolution, restorative practices offer a compass for

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day-to-day interaction. "Everything to do with restorative justice is based on relationships and the need, when things go wrong, to mend relationships — and before things go wrong to stress relationships so incidents don't occur," said Zammit. She refers to "CCR — community, capacity, and relationships."

"Restorative practices are about really focusing on that sense of community, and about young people's capacity to do things differently. It's about focusing on capacities rather than deficits. When things go wrong, we hold circles and we talk and we generate solutions. It's just the way we do business here."

Zammit emphasized that circles build valuable abilities in students. "Social-emotional skills are just like any other skills; they need to be developed and modeled," she said. "Restorative practices are a means to develop empathy and kindness and caring and good communication skills." She noted that researchers such as Daniel Goleman have found that teaching social-emotional skills to children can affect long-term factors such as relationships and employment. Educators should look closely at "what trajectory we put kids on when we use punishment," she suggested.

Restorative practices have proved effective for schools with a variety of demographics and disciplinary problems. Bill Sower, who has trained both inner-city and suburban schools, said the implementation remains essentially the same.

In addition to improving student behavior and relationships, said Sower, restorative methods improve relationships among teachers. Salem Elementary School, in South Lyon, Michigan, suffered from widespread discipline problems and lacked a sense of community.

"The teachers were very demoralized," said Sower, who used circles in a one-day training two years ago. "In the circles, teachers could express their true feelings about school culture and the distress it caused them [including] feelings of rejection or a lack of collegiality. It was a very emotional day. The staff decided to use this model in all their classes with all their students, every day."

The school implemented circles, along with occasional full conferences for serious issues. Within a few months, teachers were reporting fewer disciplinary issues. Disciplinary referrals eventually dropped 75 percent. A 73 percent drop in disciplinary referrals at South Lyon's Centennial Middle School is also credited to restorative practices. Said Sower, "There has been a dramatic transformation in these schools regarding the level of trust and cooperation among students, between students and adults and among adults themselves. When teachers share ideas and help each other it affects the quality of instruction." Restorative practices have also had a highly positive effect in Lansing, Michigan, schools (to be featured in Part II).

Nancy Riestenberg, a violence prevention specialist with the Minnesota Department of Education, USA, noted that each school is different and that restorative methods take time to implement. "You're talking about something that for a lot of people is a personal attitude and a cultural change. There's a learning curve for adults as well as children."

A recent New Zealand study of five primary and secondary schools, by the Office of the Children's Commissioner and the Institute of Policy Studies at Victoria University, "Respectful Schools: Restorative Practices in Education," found restorative methods helped build respectful relationships, deal with disciplinary problems and reduce suspensions. Schools must "introduce changes across the whole school…to improve all children's involvement and commitment to schooling." A whole-school approach is defined as commitment by students, staff, board members, family, community and government.

Time is critical. "Building a restorative community is an evolutionary process which needs everyone to be involved in a consistent application of restorative principles and practice over time," states the New Zealand report, also noting the need for long-term funding to sustain restorative approaches.

The value of whole-school commitment, along with time and resources, also emerged in a study of three primary schools in Adelaide, South Australia, conducted by the Department of Education and Children's Services. Looking at teacher and student classroom behavior in schools that implemented restorative practices in varying degrees, the study identified "clear relationships between the priority afforded to … implementation at whole of school level and the degree of change at classroom level." Teachers at the "most restorative" school reported that students displayed less emotional volatility when dealing with issues, a stronger sense of belonging and cohesiveness, improved self-esteem and increased willingness to participate. Students in all the schools improved in communication skills, responsibility and relationships.

The experiences documented by restorative practices trainers, educators and researchers suggest that, while restorative practices require time and dedication to implement, they pay off in an environment that supports positive behavior and relationships — and learning. Said Marg Armstrong, "If kids don't feel better about being in school, we're wasting our time. If they feel more connected to one another at school, they're going to want to be there, and if they want to be there, they're going to want to learn."

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Restorative Practices EFORUM

Restorative Practices in Schools: Research Reveals Power of Restorative Approach, Part II

BY ABBEY J. PORTER

As an increasing number of schools worldwide adopt restorative practices as a means of dealing with discipline and improving school culture, school leaders are beginning to analyze the impact of restorative methods. The numbers tell a powerful story: Schools implementing restorative methods have seen a drop in disciplinary problems, decreased reliance on detention and suspension, and an improvement in student attitudes. Gathering such data is important, both for evaluating the effectiveness of restorative methods and garnering funding support for restorative programs.

(Instead of zero tolerance and authoritarian punishment, restorative practices provides high levels of both control and support to encourage appropriate behavior, and places responsibility on students themselves, using a collaborative response to wrongdoing. The philosophy underlying these practices holds that human beings are happier, more productive, and more likely to make positive changes in their behavior when those in positions of authority do things WITH them, rather than TO them or FOR them.)

So far, much significant research on restorative practices in schools has consisted of qualitative studies. (See Part 1 of this article: http://www.safersanerschools.org/library/schoolresearch1.html.) "We've shown in case study after case study that schools that adopt this approach report significant changes in their cultures," said Dr. Paul McCold, researcher and founding faculty member of the International Institute for Restorative Practices (IIRP) graduate school. "What's needed now is solid quantitative research." Both quantitative and qualitative analyses are valuable, he noted, as qualitative studies can help to explain quantitative findings.

Quantitative research is vital to demonstrating the impact of restorative practices, said McCold. "Otherwise, you're just following some philosophy. The only way to know that a program is effective is to evaluate it. A huge amount of money is wasted on programs that are not effective."

McCold demonstrated that restorative practices are effective even for at-risk youth by evaluating the alternative school/day treatment programs run by Community Service Foundation and Buxmont Academy, demonstration programs of the IIRP. CSF Buxmont uses restorative practices to help at-risk youth achieve positive changes in behavior and attitude. Studies conducted from 1999 to 2003 found significant positive results: Students in the programs developed higher self-esteem and showed an increase in prosocial values, becoming more willing to take responsibility for their misbehavior. Court records showed a two-thirds reduction in offending rates after six months in the program, as well as two years after discharge. (See http://www.realjustice.org/library/erm.html.)

Studies involving baseline measures and comparison groups can best pinpoint the effects of implementing restorative practices in schools, McCold noted. While such studies are few now, several educational and governmental groups have undertaken evaluations that demonstrate the effects of implementing restorative approaches.

In Michigan, USA's, urban Lansing School District, a pilot project begun in Pattengill Middle School in January 2005 introduced restorative practices to manage disciplinary issues. At Pattengill, restorative practices:

- Supported a 15 percent drop in suspensions, while suspension rates at the district's other middle schools increased.
- Averted two expulsions.
- Resolved conflicts effectively. Ninety-three percent of 292 students participating reported using restorative methods to resolve their conflicts.
- Taught students new skills. Nearly 90 percent of participating students reported learning new skills in their restorative experiences, and 86 percent reported using those skills to peacefully resolve or avert conflicts after their restorative interventions.

The program's success led the district to expand its restorative program to one elementary school, two more middle schools and a high school for 2006–2007. Lansing restorative justice coordinator Nancy Schertzing estimated that through mid-April 2007, restorative interventions had saved Lansing students nearly 1,500 days of suspension.

Minnesota, USA, public schools are implementing a range of restorative practices. (See http://www.iirp.org/library/riestenberg.html.) From 1998 through 2001, the Minnesota Department of Education conducted an evaluation of restorative practices in primary and secondary schools in four districts. The study showed a 30 to 50 percent reduction in suspensions. One elementary

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school reduced its behavior referrals for inappropriate physical contact from seven per day to a little more than one per day.

Palisades High School, in Pennsylvania, USA, was the first IIRP SaferSanerSchools pilot school. Data gathered by the school showed a dramatic decrease in detentions, suspensions, disciplinary referrals and incidents of disruptive behavior from 1998–1999, when the school introduced restorative practices, to 2001–2002. Overall disciplinary referrals decreased from 1,752 to 1,154; suspensions decreased from 105 to 65; detentions dropped from 844 to 332; and incidents of disruptive behavior decreased from 273 to 153.

Restorative practices arrived at Palisades Middle School in fall 2000 via classroom circles and restorative discipline processes. Over the next year, disciplinary referrals fell from 913 to 516, and incidents of fighting dropped from 23 to 16.

Springfield Township High School, just outside Philadelphia, USA, began implementing restorative practices in January 2000. After beginning with a small group of teachers, the entire faculty was introduced to the approach in fall 2001. Over the next year, incidents of disrespect to teachers fell from 71 to 21, and incidents of classroom disruption fell from 90 to 26. (See http://www.safersanerschools.org/library/ssspilots.html.)

Prior to undergoing training in restorative practices in January 2003, teachers and administrators at Queanbeyan South Public School, in New South Wales, Australia, struggled with bullying, violence and truancy among pupils. Problems were particularly prevalent among the school's Aboriginal children, many of whom came from homes that lacked support for education.

After implementation of a restorative approach, the school's detention and suspension rates and incidence of aggression against teachers dropped. The percentage of teachers reporting that they had been the subject of intimidating or threatening behavior dropped from 56 percent in 2002 to 24 percent in 2004. Teachers reporting that they had been verbally assaulted decreased from 74 percent to 61 percent, and those reporting that they had been physically assaulted plummeted from 53 percent to just 3 percent. Results were particularly striking among Aboriginal students, none of whom was suspended in 2004. These positive data have been replicated since. Queanbeyan South relief principal Rosalind Drover reported that because of their success transforming their school culture with restorative practices, theirs was one of only two government schools invited to the National Safe Schools Conference. (See http://www.safersanerschools.org/library/queanbeyan.html.)

The Waterloo Region District School Board, in Ontario, Canada, implemented restorative conferencing in 2005 to manage violence, particularly bullying. The district's elementary suspensions dropped 80 percent in under three years; its secondary school suspensions decreased by 65 percent; and secondary and elementary expulsions dropped by a third. Lynn Zammit, who coordinates the district's Choices for Youth program for expelled students, said that restorative practices represents a "big part" of the district's dramatic results.

Between 2001 and 2004, the Youth Justice Board of England and Wales evaluated restorative programs in six primary schools and 20 secondary schools in what board member and education consultant Graham Robb considers one of the most "robustly evaluated" restorative practices projects. The schools were part of nine Youth Offending Teams, or YOTs, encompassing representatives of probation, social service, health and police.

Troubled by problems such as theft and bullying, the schools implemented a range of restorative practices, from active listening and peer mediation to restorative conferences. The study evaluated factors including participant satisfaction and the processes' impact on victimization. Secondary schools were compared to similar, "non-program" schools where restorative practices had not been implemented. (Non-program primary schools were not available for comparison.)

Surveys were conducted in the schools at the beginning and end of the implementation period. Greater improvements were evident in the three districts that had implemented restorative practices over a three-year period. Schools in the other seven districts had had only 18 months to institute restorative methods. Among the statistically significant findings in schools where restorative practices had been implemented for three years:

- 23 percent fewer students thought that bullying was a serious problem at their school, compared to a 3-percent reduction at the non-program schools.
- 10 percent more students thought their school was doing a good job at stopping bullying; at non-program schools, 1 percent fewer students felt their school was doing a good job stopping bullying.
- The percentage of students reporting that they had never been called a racist name increased by 11 percent, compared to a 3-percent increase at non-program schools.

Staff surveys indicated a "significant improvement in pupil behaviour in the programme schools, while behaviour had declined in the non-programme schools." Staff reporting improvement in student behavior between the first survey and the follow-up survey increased by 6 percent in the program schools, compared to a decrease of 5 percent at non-program-schools. Program school staff who reported a worsening in student behavior decreased by 9 percent, while

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such reporting by non-program-school staff increased by 12 percent.

The vast majority of restorative conferences at these schools (92 percent) resulted in successful agreements between the parties involved, and student participants reported a high degree of satisfaction (89 percent) with the conferences. Ninety-three percent said the process was fair and that justice has been done. Only 4 percent of agreements had been broken as of a three-month follow-up. Results were strongest for schools that implemented restorative practices using a whole-school approach.

Among the YOTs studied by the Youth Justice Board is the Sefton Centre for Restorative Practice. It began in 2004 to implement restorative practices across the board in the borough of Sefton, including 35 of 110 primary and secondary schools, with training conducted through Real Justice UK and the IIRP's SaferSanerSchools program. In addition to training staff, children were taught to be peer mediators and to help each other sort through problems.

In 20 schools in Sefton's most deprived areas, the center partnered with the Behaviour Improvement Programme (BIP) of the Department for Education and Skills of England and Wales, which found that restorative practices fit well with its introduction of solution-based therapy and improved emotional literacy in the schools. In those 20 schools, permanent exclusions were reduced by 70 percent between 2003 and 2006. Recidivism was reduced as well. Of 59 conferences run in one term, the school experienced no recidivism for misbehavior ranging from bullying and assaults to swearing at teachers. (See http://www.realjustice.org/library/sefton.html.)

The Bessels Leigh School, in Oxfordshire, England, a residential school for boys 11 to 16 with emotional and behavior difficulties, introduced restorative practices in 2004 after finding conventional punishments such as detention ineffective in dealing with its increasingly challenging clientele. The "turning point" for the school, says principal John Boulton, came in 2005 after it underwent circle training — a process that helped to create a sense of community and reduce vandalism in the school.

Comparing the three-week period in September 2004 that preceded the training to the three-week period immediately following, school officials found that negative incidents at the school dropped from 362 to 164. Negative physical incidents dropped from 13 to 9, and incidents of damage decreased from 10 to 3. (See http://www.realjustice.org/library/besselsleigh.html.)

The Scottish Pilot Projects on Restorative Practices/Approaches, begun in 2004 by the Scottish government, provided funding for a 30-month pilot project (extended by two years), bringing restorative practices to 18 schools — 10 high schools, seven elementary schools and one special school, in urban, suburban and rural areas. ("Restorative Practices/Approaches" refers to "restoring good relationships when there has been conflict or harm and developing school ethos, policies and procedures that reduce the possibilities of such conflict and harm.") A concurrent evaluation by the universities of Edinburgh and Glasgow collected qualitative data in the schools through formal and informal interviews, focus groups, and classroom and meeting observation, and employed quantitative data-collection methods such as staff and pupil surveys. Hard data, such as numbers of pupils expelled, were also collected.

Although this data is not yet ready for release, Gwynedd Lloyd, head of educational studies at University of Edinburgh, reported that the data were largely very positive, in terms of both the impact on observable behavior and the way restorative approaches have been received by staff and students. Lloyd noted that a whole-school restorative approach was more successful than a focus just on conferencing in response to behavioral offenses. Also, implementation was more successful when all school staff were trained in restorative approaches, as opposed to only those staff who are specifically charged with handling behavioral issues. Implementation tended to be more difficult to achieve in secondary schools than in elementary schools, possibly because secondary school teachers tend to feel the need to focus on their particular lesson or subject, rather than on educating the whole child. (See: http://www.safersanerschools.org/library/beth06_lloyd.html.)

School leaders who have studied the impact of restorative practices in their institutions identify a practical purpose for collecting data: It can help secure funding. The Lansing School District's restorative justice project, a collaborative effort with the Dispute Resolution Center of Central Michigan and the Tri-County Balanced and Restorative Justice Alliance, has secured multi-year funding from the Capital Area United Way and support from the Capital Region Community Foundation.

"We wouldn't have any grantors if we didn't have statistics showing we're actually making a difference," said Nancy Schertzing. "You have to compete out there for a limited pool of funds. The data is very powerful, and it makes people take us much more seriously. It gets people's attention in a way that stories don't."

The majority of research on restorative practices in schools to date has yielded highly positive results. The IIRP hopes that these encouraging results will help foster the growth of restorative practices in schools and other settings worldwide.

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MeANS Student Code of Conduct

Your Rights and Responsibilities as a Student Include:

STUDENT RIGHTS

1. To feel safe in the school environment.
2. To take full advantage of learning opportunities and guide your course of study.
3. To work in an environment free from disruptions and unhealthy substances .
4. To respectfully express your opinions, ideas, thoughts, and concerns.
5. To expect courtesy, fairness, and respect from all members of the community.

STUDENT RESPONSIBILITIES

1. To be caring, honest and work hard.
2. To do your best to learn.
3. To respect school rules, regulations, policies and state laws.
4. To treat all members of the community with full respect, fairness, and courtesy.
5. To build, maintain and when necessary repair healthy relationships with other members of our learning community.
6. To show up and take part in all learning activities.

"Darkness cannot drive out darkness, only light can do that. Hate cannot drive out hate, only love can do that….I believe that unarmed truth and unconditional love will have the final word in reality." Reverend Martin Luther King Jr.

EXPECTATIONS:

ATTENDANCE: You are expected to be in school every day that school is in session unless legally excused. Legal excuses include personal illness, appointments with health professionals that cannot be made outside of the regular school day, emergency family situations, and planned absences that have been approved in advance for personal or educational purposes. If you are absent from school due to an illness, it is important that your parent or residential advisor notify the Academy.

DRESS CODE: It is important to remember that much of your learning will be in the real world. This means you should dress accordingly. As school is your most important job, your attire in school should be appropriate for work in a public setting and for the tasks at hand at School. In other words, a skirt and sandals would not be appropriate for working on forests projects. Outdoor work clothes would not be appropriate for going to a job or internship interview. Clothing that endorses drugs, alcohol, tobacco, sex or violence is not allowed.

MORNING ARRIVAL: Since we start our mornings as a group, it is important to arrive on time. If you know you are going to arrive late, please call the Academy.

CANCELLATIONS: Maine Academy of Natural Sciences closely follows RSU# 49's (Fairfield) cancellations for snow days. Although you should not commute to school on a

snow day, you will be responsible for completing alternative learning activities that will be assigned to you by your teachers.

STUDENT FIELD TRIPS AND EVENTS: MeANS offers field trips and events throughout the academic year. We expect you to be actively involved and to display respect and courtesy during these events.

CELL PHONES: You are expected to use your cell phone in a way that is not disruptive to your or anyone else's education at MeANS. We call this the principle of "wise use". Therefore, we expect you not to use the phone during any scheduled school activity – such as classes, projects, internships, etc. Please refer to the Computer and Cell Phone policy at the end of the MeANS Student Handbook.

SEARCH AND SEIZURE: Authorized school personnel may conduct a reasonable search of a student or the student's locker on school premises or on a school-sponsored trip if those personnel have a reasonable belief that you have possession of an item that is not allowed on campus or is illegal or a violation of state law. Illegal items as well as any item that school authorities deem to be a threat to the safety or security of students or others will be seized. Such items include, but are not limited to, guns, knives, other dangerous weapons, drugs/alcohol and drug paraphernalia.

"People fail to get along because they fear each other; they fear each other because they do not know each other; they do not know each other because they have not communicated with each other." Reverend Martin Luther King, Jr.

RESTORATIVE PRACTICE: At the Maine Academy of Natural Sciences, we believe that all our students want to do well. Our approach to discipline is guided by the principle that good relationships are central to learning, growth and a healthy school. In order to developing good relationships among all members of the learning community we will focus on building, maintaining and when necessary repairing those relationships.

We will do this through restorative practices that will include community circles, peer mediations, problem-solving circles, resolution circles and restorative conferences.

DUE PROCESS

All students will be accorded the following process prior to the determination of any disciplinary sanction:

1. You will be given a reminder card at the time of the incident;
2. An explanation of the evidence if the charges are denied;
3. You will be given an opportunity to present your version of the incident.
4. Reminder cards will be tracked cumulatively throughout the school year.
5. If you have accumulated more than two reminder cards in a day you will be required to stay after school for a restorative circle and your parents will be notified.

OFFICE DISCIPLINE REFERRALS/STUDENTS SENT OUT OF CLASS

When dealing with inappropriate behavior, teachers may refer the student to the Co-

Directors' office.

Any student sent out of class must report to the office immediately. When you are sent out of class for disruptive behavior you may not return to that class until the situation is resolved. A restorative conference with your teacher and parent may be necessary.

PARENT NOTIFICATION

MeANS will notify your parents or guardians on a weekly basis of your status with regard to reminder cards. If disciplinary action results in suspension, every attempt will be made to contact your parents or guardian as soon as possible.

BULLYING AND HARASSMENT PREVENTION AND INTERVENTION

Bullying, harassment (including sexual harassment) and retaliation for reporting incidents of any of these behaviors are prohibited. Because bullying and harassment are forms of disrespectful and unkind behavior that do not meet the expectations of student behavior we have outlined above. They will be addressed through restorative conferencing wherever possible. You also have the right to be free of bullying and harassment while attending the Academy, whether carried out by a student or by anyone else at the school. You may make a complaint about bullying or harassment anonymously. *(Note: When the Department of Education completes its new policy as dictated by PL 2011, chapter 659, MeANS will incorporate those guidelines into our policies on this behavior. If that model policy is not available before the opening of school in the fall of 2012, the Academy will publish its own policy on bullying and harassment, incorporating its own best understanding of the elements required by subsection 5 of section 6554 of Title 20-A, as enacted by chapter 659.)*

MAINE ACADEMY OF NATURAL SCIENCES

STUDENT HANDBOOK
2011-2012

"Those who dwell among the beauties and mysteries of the earth are never alone or weary of life."
Rachel Carson

This booklet is designed to give you a snapshot of our educational, social and behavioral goals and principles.

Academy Goals:

As a student of the Academy, you will become a more engaged, reflective and self-directed learner. You will develop habits of the heart and mind that lead you to taking responsibility for your own actions as well as for the welfare of others, your community and your environment.

You will grow as a critical thinker and a creative problem solver. It is the goal of the Academy that you will complete your high school education more hopeful, engaged, and healthy than when you enrolled. You will also have a plan for your next step in life as a young adult including further education, training, adventure, civic engagement and work.

Academy Principles: Maine Academy of Natural Sciences will be guided by the following principles

- Standards based curriculum/translatable into credits
- Meeting core expectations of Maine Learning Results
- Student voice, choice, and responsibility
- Experiential learning with an emphasis on agriculture, forestry and environmental sciences
- Real world problem solving
- Authentic formative and summative assessment
- Development of a positive learning community
- Inclusion of family and community members wherever and whenever possible
- Year round learning occurring anywhere and at any time
- Co-enrollment in courses at Kennebec Valley Community College

Your Experience as a student at MeANS will include:

Following a Personal Learning Plan:
Your personal learning Plan is a student directed tool that customizes your learning opportunities, broadens your perspectives and supports attainment of your goals

through discovery, exploration and reflection in personal, academic, career and social areas.

Completing academic requirements in a self-paced, technology enhanced manner
Guided by your Personal Learning Plan, (PLP) you will work in areas of academic needs as well as strengths. Your curriculum to graduate will often be quite different from your fellow student's.

Participating in a field placement such as: a job, apprenticeship, internship etc...
Partnering with local community members, training opportunities, natural resource professionals and colleges, you will have significant opportunities to explore career paths and college choices.

"People are joined to the land by work. Land, work, people, and community are all comprehended in the idea of culture." Wendell Berry

Participating in a learning community which values:
The dignity and worth of each person, hard work, respect and non-judgment, inclusiveness, understanding, compassion, honesty, openheartedness, democratic decision making, courage and trust.

Project Based Learning:
"You will find something more in woods than in books. Trees and stones will teach you that which you can never learn from masters." St. Bernard

You will engage in an array of project-based learning opportunities. Project based learning is an instructional approach which engages your interests and motivations. Each project will be designed to answer or solve a problem and generally will reflect the type of learning and work people do everyday in the real world.

You will have an integrated learning experience through which difficult academic tasks become meaningful and essential in a variety of applications Furthermore, the dynamic settings at MeANS will allow you to thrive through being exposed to all subjects in the context of experiential learning.

Your Rights and Responsibilities as a Student Include:

STUDENT RIGHTS

1. To feel safe in the school environment.
2. To take full advantage of learning opportunities and guide your course of study.
3. To work in an environment free from disruptions and unhealthy substances .
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CANCELLATIONS: Maine Academy of Natural Sciences closely follows RSU# 49's (Fairfield) cancellations for snow days. Although you should not commute to school on a snow day, you will be responsible for completing alternative learning activities that will be assigned to you by your teachers.

STUDENT FIELD TRIPS AND EVENTS: MeANS offers field trips and events throughout the academic year. We expect you to be actively involved and display respect and courtesy during these events.

CELL PHONES: You are expected to use your cell phone in a way that is not disruptive to your or anyone else's education at MeANS. We call this the principle of "wise use". Therefore, we expect you not to use the phone during any scheduled school activity – such as classes, projects, internships, etc. Please refer to the Computer and Cell Phone policy at the end of this document.

SEARCH AND SEIZURE: Authorized school personnel may conduct a reasonable search of a student or their locker on school premises or on a school-sponsored trip if they have a reasonable belief that you have possession of an item that is not allowed on campus or is illegal or a violation of state law. Illegal items including those that school authorities deemed to be a threat to the safety or security of students or others will be seized. Such items include, but are not limited to, guns, knives, other dangerous weapons, drugs/alcohol and drug paraphernalia.

"People fail to get along because they fear each other; they fear each other because they do not know each other; they do not know each other because they have not communicated with each other." Reverend Martin Luther King, Jr.

RESTORATIVE PRACTICE: At the Maine Academy of Natural Sciences, we believe that all our students want to do well. Our approach to discipline is guided by the principle that good relationships are central to learning, growth and a healthy school. In order to developing good relationships among all members of the learning community we will focus on building, maintaining and when necessary repairing those relationships.

We will do this through restorative practices that will include community circles, peer mediations, problem-solving circles, resolution circles and restorative conferences.

ADVISORIES: You will be assigned an advisor who will work with you on developing your Personal Learning Plan. You and your advisor will be responsible for creating and following your PLP from your first to your final year at MeANS.

EMERGENCY PROCEDURES: TBA

COMPUTER AND CELL PHONE USE AGREEMENT:

MeANS Computer and Cell Phone Usage Policy

Wise Use: Technology must be used wisely or it can be harmful to self, others and the community. Therefore we expect that all technology including cell phones and computers will be used wisely. This means that any use that is harmful to self, others or the community will not be acceptable and subject to the restorative disciplinary process.

Purpose of the Instructional Network
It is the policy of MeANS to include the use of computers as a necessary component of the educational program. The ability to use a computer wisely is a skill that must be taught to students to insure their success in the 21st century. Therefore, MeANS students are given the right and privilege to use computers to fulfill educational requirements and to maintain important social connections.

One component of the Instructional Network is student access to the Internet. MeANS views the Internet as a resource provided for all students to enhance their education and social connectivity. Parents and/or guardians must keep in mind, however, that there are areas on the Internet that contain material they may view as inappropriate (such as pornography, vulgar jokes, violent and racist sites, statements of belief that they may consider immoral, etc.). While we have a site blockage system in place and teachers will supervise student use of the Internet, it is impossible to monitor a student's use every minute in a classroom situation. There will be times, no matter how diligent a teacher may be, when students may encounter objectionable material. Parents or guardians who do not want their child to have access to this resource must sign off on the appropriate line at the end of this document.

Rights and Responsibilities of Network/Internet Users
Everyone who uses the Instructional Network and the Internet (including staff members and students) must attend a presentation on the proper methods of use before he/she is given access.

All students and staff members will be granted full access to the Instructional Network and the Internet. Access rights to the Internet will be terminated upon parental request.

The computers, file servers, and cabling that make up the Instructional Network are school property. Therefore, any material stored on the computers or file servers may be viewed at any time by teachers, network administrators, or school administrators. Students and/or staff members should not save materials on the Network that they do not want others to view.

All users of the Instructional Network and the Internet have the right to a safe, non-

threatening learning community. Any user who receives threatening or unwelcome communications should report them to a teacher, network administrator, or school administrator.

Users will select a password to insure the security of their workplace on the Network. Users will have the ability to change their password as often as they like, and should do so as soon as they suspect someone else has learned it. Users should never divulge their password to anyone else.

Since each user's work area is protected by a password known only to the user, everyone accessing the Network is personally responsible for any inappropriate materials found in his/hercomputer.

Unwise use of the Network/Internet be subject to restorative disciplinary procedures. Examples of such uses include, but are not limited to:

Creating harm to self, other or the community by –

sending or displaying offensive materials or pictures;
using obscene language
harassing, insulting, threatening, or attacking others;
damaging computers, computer systems, or computer networks;
using another's password;
trespassing in another's folders, work, or files
attempting to gain access to areas on the network where privileges have not been granted.

Any unwise use of the Network/Internet may result in withdrawal of the privilege of use or in restricted use .

Personally Owned Technology Equipment
Students will conditionally be permitted to have supervised access to the internet at designated times using their own technology with legal guardian permission. It is not practical for MeANS to provide support to students and teachers with regard to their own equipment. It is the owners responsibility to handle personal computer equipment problems.

Access to Social Media in cottages

Resident students will be permitted to use cottage computers during scheduled free time and study time.

Parental permission must be granted for student to be allowed to access Facebook in the cottages. Access to Facebook will only be permitted during scheduled free time and for a maximum of 30 minutes per student per day, with staff supervision. Facebook will not be accessible during any other times.

Since cottage computers are shared among all resident students, sign up sheets will be posted next to each computer. Residents may sign up to use computers in 30-minute increments. Students are encouraged to plan ahead and make use of free time for internet use if it is needed to complete school work.

Resident students are permitted to bring their own computers but will not be permitted to use personal computers to access the internet at any time on campus.

Cell Phone Policy

It is our intent to promote appropriate and wise use of cell phones throughout the day. Permission is needed from the parent/legal guardian for a student to possess a cell phone since they will be responsible for any use/misuse that may occur during school time or at the residence.

Cell phone use during the school day will be permitted during lunch time and designated school breaks only. Otherwise they are to be turned off during school hours. Students who violate this policy may be asked to leave their cell phone at home.

I have read and understand the MeANS technology usage policy and do / do not give permission for _____ to have access to the MeANS instructional network.

I have read and understand the MeANS technology usage policy and give permission / do not give permission for _____to possess a cell phone in compliance with the policy

_____ _____

PARENT/LEGAL GUARDIAN SIGNATURE DATE

MeANS Staff

Staff

Pariser	Emanuel	epariser@ghw.org	238-4016
Frost	Troy	tfrost@gwh.org	238-4204
Sandy	Lisa	lsandy@gwh.org	238-4034
Poulin	Brenda	bpoulin@gwh.org	238-4227
Chase	Jeff	jchase@gwh.org	238-4234
Gray	Renee	rmgray00@aol.com	
Tulley	Mark	tulley.mark9@gmail.com	
Knight	Emilie	emknight@wesleyan.edu	
Gribben	Emily	egribben@udel.edu	
Marvin	Emily	eamarvin@gmail.com	
Cote	Valerie	vcote@gwh.org	238-4002

B.4. MeANS Pre-Opening Plan

	TASK DETAIL	START DATE	RESPONSIBLE PERSON	COMPLETION
Governance	Board Recruitment	Pre-Submission	Founders	April 1, 2012
	Submit Bylaws	March 1, 2012	Founding Board	April 1, 2012
	Organizational Chart	Pre-Submission	Executive Director/ w/ Board Approval	April 1, 2012
	Financial Disclosures	March 1, 2012	Board Members	April 1, 2012
	Organization Policies & Procedures	March 1, 2012	Executive Director/ w/ Board Approval	July 1, 2012
	Staff Handbook	April 1, 2012	Executive Director/ w/ Board Approval	July 1, 2012
Enrollment	Enrollment Policy	Pre-Submission	Founders w/Board	
	Final Enrollment Policy	April 1, 2012	Approval	March 1, 2012
	Application for Admission	Charter Issued	Executive Director	April 1, 2012
	Recruitment	Pre-Submission	Director of Admissions	March-July 2012
	Lottery	First week of March	Administration	July 1, 2012
	File Pre-enrollment report	April 1, 2012	Executive Director	July 1, 2012
Recruitment & Hiring	Principal	Completed	Executive Director/Board President	September 1, 2011

SPED Director Student Services Director	Charter Issued	Executive Director / Co-Directors	June 30, 2012
Teachers	Charter Issued	Executive Director / Co-Directors	June 30, 2012
Special Ed Teachers	Charter Issued	Executive Director / Co-Directors	June 30, 2012
ESL Teachers	Charter Issued	Executive Director / Co-Directors	June 30, 2012
Train ESL & other teachers as required	July 1, 2012	Co-Directors	August 1, 2012
Paraprofessionals	Charter Issued	Co-Directors	June 30, 2012
Clerical	Charter Issued	Co-Directors	April 1, 2012
Nurse	Charter Issued	Executive Director	June 30, 2012
Substitutes	Charter Issued	Principal	Ongoing

Facilities & Safety

Building (submit contract)	Pre-Submission	Executive Director	April 1, 2012
Accessibility for handicapped	Currently in place	Co-Directors	August 15, 2012
Multi-Hazard Evacuation Plan	Currently in place	Co-Directors	August 15, 2012
Certificate of Occupancy	Currently in place	Co-Directors	August 15, 2012
Fire Inspection	Currently in place	Co-Directors	August 15, 2012
Asbestos Inspection Report	Currently in place	Co-Directors	August 15, 2012
Lead Paint Assessment Report	Currently in place	Co-Directors	August 15, 2012
Insurance Policy	Pre-Submission	Co-Directors	July 1, 2012
Utilities	With Lease	Included in lease	March 1, 2012

	Office and Classrooms Set-Up	Pre-Submission	Co-Directors	July 1, 2012
	Capital Equipment & Installation	June 1, 2012	Co-Directors	August 1, 2012
	Contact information sheet	July 1, 2012	Co-Directors	August 1, 2012
Student Learning	School Calendar	April 1, 2012	Executive Director w/ Board Approval	August 1, 2012
	Student Schedule	April 1, 2012	Co-Directors	August 1, 2012
	Code of Conduct (preliminary)	April 1, 2012	Executive Director / Principal	August 1, 2012
	Special Services	April 1, 2012	SPED Director	August 1, 2012
	Curriculum Accomodation Plan	April 1, 2012	SPED Director	August 1, 2012
	Special Education Program Plan	April 1, 2012	SPED Director	August 1, 2012
	Title I	April 1, 2012	SPED Director	August 1, 2012
Technology	Hardware	April 1, 2012	IT Director	August 1, 2012
	Software	April 1, 2012	IT Director	August 1, 2012
	Set-up	April 1, 2012	IT Director	August 1, 2012
Finance	Operational Budget (updated & revised)	May 1, 2012	Executive Director w/ Board Approval	June 1, 2012
	Cash flow projections	May 1, 2012	Executive Director w/ Board Approval	June 1, 2012
	Fiscal Policies & Procedures Manual	May 1, 2012	Executive Director w/ Board Approval	June 1, 2012
	Grants (entitlement)	April 1, 2012	Executive Director	July 1, 2012

	Other Grants	May 1, 2012	Executive Director & Principal	July 1, 2012
	Other Funds	Pre-Submission	Fundraising Committee	On Going
	Payroll	July 1, 2012	Executive Director	First Payroll
	MTRS contributions	July 1, 2012	Executive Director	First Payroll
	Audit (Jan 1)	July 1, 2012	Executive Director	January 1, 2012
Instruction	Curriculum	April 1, 2012	Principal/Board President	August 1, 2012
	Purchase Materials	July 1, 2012	Co-Directors	August 15, 2012
	Classroom set-up	July 1, 2012	Co-Directors	August 15, 2012
Admin-Systems Students	Attendance	July 1, 2012	Co-Directors	August 1, 2012
	Enrollment	July 1, 2012	Co-Directors	August 1, 2012
	Assessment	July 1, 2012	Co-Directors	August 1, 2012
	Health Plan	July 1, 2012	Nurse	August 1, 2012
	Transportation Services	July 1, 2012	Co-Directors	August 1, 2012
	Nutrition Services-July 1	July 1, 2012	Co-Directors	August 1, 2012
	Wellness Policy	July 1, 2012	Co-Directors	August 1, 2012
Admin-Systems Staff	Performance evaluation criteria for administrators, teachers, staff	June 1, 2012	Board/Executive Director/Co-Directors	August 1, 2012
	Professional Development Plan	June 1, 2012	Co-Directors	August 31, 2012

Final Recruitment & Retention Plan		Pre-Submission On going	Founding Board Director of Admissions	June 1, 2012

Exhibit 39 Academic Performance Indicators

Performance Indicators, Measures, Metrics

Indicator	Measure	Metric	Targets
Student Academic Proficiency	• Proficiency Level on State Assessments • Proficiency Level on schooldeveloped assessments	A. Percentage of students scoring at "proficiency" or above on state assessments in English Language Arts and Mathematics B. Percentage of students scoring at each state-defined performance level on ELA and Math C. Percentage of students considered proficient on school assessment in specified subject areas	**A. 10% below state average that year for same grade levels** **B. 10% below state average for same grade levels** C. 50% of the student body will meet at least 24 standards at proficient level 25% will meet at least 18 standards 25% will meet at least 10 standards
Student Academic Growth	• Value added nationally normed individual and group assessment or equivalent for English and Math • Established benchmarks for each student • Placed based rubric specific to charter school	D. Percentage of students who make one years growth E. Percentage of students moving to a higher performance level for academics and goals of the charter school	**D. (Year One)** 50% will increase in one grade level or more in language arts and math 25% will increase by at least three quarters of a grade level in both language arts and math. 25% will increase by at least half a grade level in language arts and math. E. 15% will move to higher performance levels in line with goals of MeANS
Achievement Gaps in proficiency and growth between	• Gaps in proficiency and growth between major student subgroups • Gaps as determined by Maine's ESEA-based accountability system	F. Gaps as determined by Maine's ESEA-based accountability system	F. We intend to close the gaps between major student subgroups and the mainstream students by 5% annually.

major student subgroups			
Student Attendance	• Average Daily Attendance Rate • Individual student attendance rate • Unexcused absences	G. Percentage of students attending a target percentage of days H. Percentage of students exceeding a particular number of truancies in a given period of time	**Troy will work on this based on our current 93% attendance rate**
Recurrent Enrollment from Year to Year	• Student re-enrollment from one year to the next • Continuous enrollment of students for multiple years	I, Percentage of students reenrolled from one year to the next J. Percentage of students continuously enrolled for multiple years	**I. We expect 90% re-enrollment annually.** **J. We expect 85% to be continuously enrolled for multiple years.**
Postsecondary readiness (for HS)	• Graduation rate • Success in dual enrollment courses • SAT or ACT scores • Enrollment in post-secondary institutions (college, trade and apprenticeship) • For students not enrolled in post-secondary institutions, full-time employment or military enlistment	K Federal 4-year ACGR L.Maine-determined graduation rates, as determined under Title 20-A MRSA, section 5031, subsection 1 M. Percentage of students completing dual enrollment courses N. Percentage of students scoring at or above the state average on SAT or ACT tests O. Percentage of graduates enrolled in a post-secondary institution (college, trade and apprenticeship) by Feb of year one after graduation. P. Percentage of graduates not enrolled in post-secondary institutions but employed fulltime or enlisted in the military by February of Year 1 after graduation	**K. We expect that our graduation rate per cohort will be 85%.** **L. Our graduation rate for Maine – need to look this up.** **M. We expect that 75% of students who take dual enrollment will complete.** **N. We expect that 15% of our students will score at or above the state average on SAT and ACT.** **O. We expect 75% of our students to be enrolled in a post-secondary institution by the Feb. following graduation** **P. We expect 15% of graduates to be employed full time or enlisted by the Feb. following graduation**

School Social and Academic Climate	• Instances of bullying, harassment, or other abusive practices • Confidential surveys of parents, staff and students regarding social and academic climate • Emotional/social growth of students	Q. Reports of actual or suspected bullying, harassment or other abusive practices R. Percentage of surveyed parents, staff and students who express satisfaction with school's social and academic climate S.Survey of students and staff	**Q.** We would expect there to be under 10 reports of bullying or harrasment etc. in our first year. **R.** We would expect 90% of parents staff and students to express satisfaction with climate. **S.** Utilizing the Gallup Poll Hope survey we would expect to get key data on student perspectives on the impact of school climate on their engagement, hope, and sense of well-being.
Parent and Community Engagement	• Partnerships • Communications systems • Parent participation in their childrens' education and in operation of the school	T. Partnerships with community organizations and representatives, including local noncharter public schools U. Regular and clear communications to and from parents and caregivers regarding operations of the school and about their children specifically V. Participation in parentteacher meetings W. Parent and family participation in schoolsponsored activities, including volunteer and fundraising activities	**T.** We would expect multiple partnerships with Community Organizations – see Lisa's section – B.6 I think. We can quantify this if they would like. **U.** Weekly communications between advisors and families about advisees. More as needed. **V.**Quarterly student led conferences. We expect 90% parent/guardian participation in student-led meetings. **W.** We would expect 60% participation in school sponsored activities. Travel will make this more difficult for parents at a distance.

Indicator

Achievement Gaps in proficiency and growth between major student subgroups

- Gaps in proficiency and growth between major student subgroups
- Gaps as determined by Maine's ESEA-based accountability system

MASTER LEASE AGREEMENT

THIS MASTER LEASE AGREEMENT IS MADE THIS 23rd DAY OF January, 2012 (the "Commencement Date"), BY AND BETWEEN:

LANDLORD:		TENANT:
Maine Community College System 323 State Street Augusta, ME 04330	AND	Good Will Home Association P. O. Box 159 16 Prescott Drive Hinckley, ME 04944

LANDLORD AND TENANT AGREE TO LEASE THE PREMISES IN CONSIDERATION FOR THE RENT, TERM, AND OTHER MUTUAL COVENANTS AND CONDITIONS CONTAINED IN THIS LEASE AGREEMENT AS HEREBY ACKNOWLEDGED AND ACCEPTED BY THE PARTIES AS FOLLOWS:

1. PREMISES:

(a) Landlord hereby leases to Tenant the basement level and first floor of the "old wing" of the Averill-Alfond High School Building, so-called, as depicted in attached Exhibit A, along with non-exclusive use of common areas associated therewith and the spaces within the High Schools presently used by Tenant for communications, technology and computer systems, but excluding the maintenance and fuel storage rooms therein (the space so leased, the "H.S. Premises"), located within the Hinckley Campus of the Kennebec Valley Community College in the Town of Fairfield, Maine, and being a portion of the real estate acquired by Landlord from Tenant on or about the date hereof (all of said property of Landlord and improvements thereon are hereinafter called the "Landlord's Property"), which H.S. Premises are shown as the shaded area on the attached Exhibit A. The H.S. Premises shall include the nonexclusive right, in common with others, to use the immediately adjacent exterior parking areas shown on Exhibit B, for the parking of up to twenty-five (25) automobiles for use by Tenant's officers, directors, employees, faculty and students, together with associated sidewalks and entrance drives on Landlord's Property as the same exist from time to time; provided, however, that (i) Landlord reserves the right to set aside portions of the parking areas for the exclusive use of Landlord or others, and (ii) nothing contained herein shall be deemed to give Tenant the right to use any other areas within the Averill-Alfond High School building. GWH may also use additional rooms on a space available basis, as permitted from time to time by mutual written agreement of the parties hereto. For information technology installations that are shared jointly by GWH and MCCS, a limited number of personnel will have access to secure facilities. Both parties will identify in writing to the other party hereto those individuals with access privileges. In consideration for such access, GWH shall provide MCCS with 24/7/365 access to the Prescott Building, and provide MCCS notice of any work or power interruptions.

(b) In addition to the H.S. Premises, Landlord hereby leases to Tenant, the following additional

premises located on Landlord's Property, for no additional consideration:

(i) The interior space of the detached three bay garage located proximate to Martinbank House, so-called, as approximately located and shown on the attached Exhibit C (hereinafter called the "Garage Premises");

(ii) A certain room, being the Museum Room, so-called, located within Moody Chapel, as approximately located and shown on the attached Exhibit D (hereinafter called the "Museum Room Premises"); and

(iii) The portion of Nutter with a dirt floor for salt and sand storage (hereinafter the "Nutter Premises" and with H.S. Premises, the Garage Premises, and the Museum Room Premises are collectively called the "Premises").

2. USE: Tenant shall use and occupy the Premises as follows: (i) the H.S. Premises shall be used solely for educational/classroom purposes; (ii) the Garage Premises shall be used solely for the purpose of providing temporary storage space for the personal property of Tenant; (iii) the Museum Room Premises shall be used solely for the purpose of housing and displaying Tenant's biblical artifact collection (hereinafter called the "Collection") and (iv) the Nutter Premises shall be used solely for sand and salt storage. Tenant agrees not to use the Premises, or any portion thereof, for any other use, other than as above-described, without Landlord's prior written consent, or for any unlawful or hazardous purpose. Tenant shall not conduct its activities as to be in conflict with any other activities at Landlord's Property or to harm the reputation of Landlord, and shall at all times comply with all codes, ordinances, regulations and laws relating to or regulating Tenant's use of the Premises.

3. TERM: The Term of this Lease shall begin on the Commencement Date and continue until the following dates:

(a) The lease of the H.S. Premises by Tenant hereunder shall expire on June 30, 2013; provided that KVCC will provide GWH access to GWH information technology installations in Averill High School until December 30, 2013;

(b) The lease of the Garage Premises by Tenant hereunder shall expire on June 30, 2012;

(c) The Lease of the Nutter Premises shall expire on April 30, 2012; and

(d) The lease of the Museum Room Premises by Tenant hereunder shall expire on December 31, 2013; provided however, such lease may renew upon terms mutually agreeable to the parties hereto. During Tenant's use of the Museum Room, as permitted hereunder, Tenant shall notify Landlord in writing, from time to time, of Tenant's current designated person(s) who will be authorized access to the Museum Room, on behalf of Tenant, for purposes of cleaning and maintaining the Collection and for providing guided tours of the Collection for Tenant's guests and invitees. All such access to the Museum Room shall be supervised by such designated person(s) of Tenant at all times, and solely for the aforementioned purposes. All persons touring/viewing the Collection must be accompanied by such designated person(s) of Tenant. Nothing contained herein shall be deemed to give Tenant the right to use

any other areas within Moody Chapel except for access to the Museum Room. Landlord will allow Tenant to keep the personal property described on Exhibit E hereto that is currently located in the Chapel to remain in its present location for during such lease period or such shorter period of time to be determined by Tenant.

4. RENT: Tenant shall pay rent to Landlord "Rent," (as hereinafter defined), at Landlord's office as set forth above, without any notice or previous demand, and without any setoff or deduction whatsoever, as follows: Tenant shall pay to Landlord the following annual rent, payable in monthly installments made in advance on the first day of each and every calendar month throughout the term of the lease of the H.S. Premises by Tenant hereunder (any partial month to be proportionately adjusted):

- $25,000.00/year = $2,083.33/month

Payment of Rent shall commence on the Commencement Date. No separate or additional rent shall be paid by Tenant for the use of the Garage Premises or the Museum Room Premises as contemplated hereunder.

5. INTENTIONALLY DELETED.

6. DELIVERY OF POSSESSION: Tenant has inspected the Premises and agrees, upon execution of this Lease, to accept delivery of the Premises "as is," without warranty or representation by Landlord, express or implied, as to their condition or repair.

7. NO TENANT CONSTRUCTION: Tenant may not construct and install in the Premises any improvements or alterations without obtaining the prior written consent of Landlord.

8. INDEMNITY AND LIABILITY INSURANCE:

(a) Except to the extent arising out of the negligence or willful misconduct of Landlord (or its employees, agents, licensees or contractors), Tenant shall, from and after the Commencement Date and throughout the term of this Lease, defend, indemnify and hold harmless Landlord (together with officers, directors, employees and agents of Landlord and its affiliates) from and against all loss, liability, damages, claims, proceedings, costs (including costs of defense and attorneys' and professionals' fees incurred in defense or incurred in enforcement of this indemnity), expenses, demands, suits and causes of action (all of the foregoing collectively referred to as "Liabilities") arising out of damage to any property or death or injury to any person sustained on the Premises or Landlord's Property, or arising (directly or indirectly) out of or in connection with Tenant's possession, use, occupation or control of the Premises, and from and against all Liabilities arising out of damage to any property or death or injury to any person anywhere occasioned, or claimed to have been occasioned, by any act, neglect or default of, or work performed by, Tenant, its agents, employees, licensees, contractors or other invitees.

(b) Tenant shall maintain with respect to the Premises commercial general liability insurance having a combined single limit coverage of not less than One Million Dollars ($1,000,000.00) for damage to any property or death or injury to one or more persons in a single accident or occurrence, in companies qualified to do business in the State of Maine, under a policy or policies insuring Landlord, Tenant and any

designee of Landlord against injury to persons or damage to property as herein provided, all of said policies to be written on an occurrence basis, and to contain a clause to the effect that such policies and the coverage evidenced thereby shall be primary with respect to any policies carried by Landlord, and that any coverage carried by Landlord shall be excess insurance. In no event shall the limits of said policies be considered as limiting the liability of Tenant under this Lease. Tenant shall, upon request of Landlord, deposit with Landlord, certificates of such insurance at or prior to the execution of this Lease, and thereafter upon request within ten (10) days prior to the expiration of such policies. Such policies shall provide that the policies may not be canceled without at least ten (10) days' prior written notice to each insured.

9. ASSIGNMENT OR SUBLETTING: Tenant shall not, without Landlord's prior written consent, (a) assign, convey, mortgage, pledge, encumber or otherwise transfer (whether voluntarily or otherwise) this Lease or any interest under it; (b) allow any transfer thereof or any lien upon Tenant's interest by operation of law; (c) sublet the Premises or any part thereof; or (d) permit the use or occupancy of the Premises or any part thereof by anyone other than Tenant, except as expressly permitted herein. For the avoidance of doubt, however, Tenant's officers, directors, employees, faculty, students and invitees approved by Tenant are permitted to use the H.S. Premises and the Museum Room Premises as contemplated under the terms of this Agreement.

10. QUIET ENJOYMENT: Except as expressly otherwise provided herein, provided that Tenant pays all Rent due under this Lease on their respective due dates and Tenant does not violate any agreement or covenant of this Lease, Tenant may peacefully enjoy the use of the Premises during the term of this Lease without hindrance by anyone claiming by, through or under Landlord. Notwithstanding the foregoing, and in accordance with Section 15 below, Tenant acknowledges that Landlord intends to undertake substantial improvements, alterations, repairs and/or additions to Landlord's Property, particularly to the portions of Landlord's Property within and adjacent to the H.S. Premises (the "H.S. Property"), and that such work will from time to time adversely impact Tenant's use of the Premises. Landlord will use best efforts to provide Tenant with advance notice prior to performing work on the H.S. Property that will significantly affect Tenant's use. Nonetheless, Tenant knowingly assumes and accepts the risk of such interference and impact from time to time. To the extent such construction and repair activities materially impact Tenant's use and enjoyment of the Premises and such impact is not acceptable to Tenant, Tenant may, upon prior written notice to Landlord, vacate all or such portions of the Premises so impacted and receive an equitable rent abatement as mutually agreed upon by the parties.

11. UTILITIES, SERVICES AND TAXES: In addition to performing general maintenance and repair, Landlord shall, during the term of this Lease, furnish the following services at no additional cost to Tenant: (i) heat to maintain the H.S. Premises and Museum Room Premises at comfortable temperatures during the cold season; (ii) water/sewer for ordinary drinking, lavatory and toilet facilities, as appropriate, for Tenant's intended use of the H.S. Premises and Museum Room Premises; and (iii) customary snowing plowing, shoveling, and trash removal services consistent with Tenant's intended use of the Premises. The interruption or reduction of any of these services caused by someone other than Landlord does not entitle Tenant to abatement of Rent or other charges. Landlord shall not be liable to Tenant for any interruption or delay in any of these services not occasioned by Landlord. Landlord shall pay all property taxes attributable to the Premises.

12. TENANT'S COMPLIANCE: Tenant shall throughout the term of this Lease, at its sole cost and expense: (a) Promptly comply with all laws, orders, rules, codes, ordinances, and requirements of governmental authorities, insurance carriers, environmental protection agencies or similar groups for use of the Premises; (b) Promptly notify Landlord when there are conditions which need repair; and (c) Be responsible for the cost of any and all damage to the Premises or Landlord's Property caused by any act or neglect of Tenant or Tenant's employees, guests, contractors or other invitees.

13. COVENANTS CONCERNING OFFENSIVE PRACTICES: Tenant shall not, at any time during the term of this Lease: (a) solicit business or hold demonstrations in the parking or common areas or distribute any hand bills or other advertising matter upon any automobiles in the parking areas; (b) cause or permit objectionable odors, vibrations, or noise to emanate or be dispelled from the Premises; (c) overload any floor in the Premises, or operate any machine that is harmful to the building or Landlord's Property; (d) place any obstruction or improvement of any type upon the exterior of the Premises; (e) obstruct the sprinkler system (if applicable); (f) sell, serve, or permit anyone to consume alcoholic beverages or narcotics of any kind in, on or about the Premises; or (g) do anything offensive, contrary or disruptive to Landlord's activities at Landlord's Property.

14. ALTERATIONS BY TENANT: Tenant shall not make any changes or alterations to the Premises without Landlord's prior written consent. Any changes or alterations made without Landlord's written consent shall be removed by Tenant on demand. All changes or alterations made with Landlord's written consent shall become the property of Landlord when completed and paid for by Tenant and shall remain as part of the Premises at the end of the term. Notwithstanding the foregoing, Landlord may demand that Tenant remove any changes or alterations at the end of the term, and Tenant shall repair any damage to the Premises caused by such removal; provided that Landlord shall notify Tenant in writing at the time of Landlord's consent to the requested change or alteration whether such change or alteration must be removed at the end of the term. If Landlord fails to notify Tenant at the time Tenant requests a change or alteration that such change or alteration must be removed at the end of the term, then Tenant shall not be required to remove the change or alteration at the end of the term. Tenant shall promptly pay for all costs of any changes or alterations. Tenant shall not allow any mechanic's lien or other claim to be filed against Landlord or Landlord's Property. Any lien or claim filed against Landlord or Landlord's Property as a result of Tenant's changes or alterations shall be promptly removed or bonded to Landlord's satisfaction within fourteen (14) days at Tenant's expense.

15. ALTERATIONS BY LANDLORD: Landlord reserves the right at any time to make alterations, repairs or additions to Landlord's Property and any improvements.

16. SIGNS: Tenant shall not have the right to install or maintain signs at the Premises without Landlord's prior written consent.

17. ACCESS TO PREMISES: Landlord shall have reasonable access to the Premises during all normal business hours and at other times upon reasonable notice to Tenant. Landlord may, however, enter the Premises at any time without notice in case of an emergency as the circumstance may require. Landlord and its agents shall further have access to the Premises as may be necessary or convenient in order to enable Landlord to undertake and complete maintenance, alterations, repairs or additions to Landlord's Property,

including the Premises, from time to time, as well as to permit the installation, hook-up or connection of utility services.

18. FIRE OR OTHER CASUALTY:

(a) This Lease is made on the condition that in case the whole or any part of the Premises shall be destroyed or damaged by fire or other casualty after the execution and before the termination hereof, then in every such case, the Rent, or a just and proportionate part thereof according to the nature and extent to which the Premises shall have been rendered unfit for use and occupation, shall thereafter be suspended or abated until the Premises shall have been put, by and at the expense of Landlord, in substantially the condition in which they were immediately prior to such destruction or damage.

(b) Landlord shall proceed forthwith after such destruction or damage to repair and restore the Premises, to substantially the condition in which they were immediately prior to such destruction or damage; provided, however, that in the event that the Premises shall be destroyed or damaged as aforesaid and such destruction or damage shall amount to twenty-five percent (25%) or more of the sound insurable value of the Premises (exclusive of excavation costs and foundations), this Lease may be terminated and ended at the election of Landlord, provided that notice in writing of such election shall be sent by Landlord to Tenant within thirty (30) days after such destruction or damage as aforesaid. Upon termination as aforesaid, this Lease and the term thereof shall cease and come to an end, and any unearned rent or other charges paid in advance shall be refunded to Tenant. If the destruction or damage to the Premises is such that Landlord shall not have the right to terminate this Lease under the provisions of this Section, or in the event that Landlord, having such right, shall elect not to terminate this Lease as aforesaid within the time provided, Landlord shall proceed forthwith to repair and restore the Premises as aforesaid; provided, however, that Landlord shall not be obligated to commence such repairs and restoration until the insurance proceeds have been paid to Landlord for such destruction or damage.

(c) It is agreed that in repairing the damage or restoring the Premises to substantially the condition as they existed before the fire or other damage, Landlord shall not be required to spend any sums in excess of the net proceeds received by Landlord on account of such destruction or damage under the applicable insurance policies, nor shall Landlord be required to restore any furniture, chattels or Tenant's fixtures and personal property which Tenant has furnished, equipped or installed in connection with the operation of Tenant's business upon the Premises, all of which Tenant shall restore, unless Landlord shall have elected to terminate this Lease pursuant to the provisions of paragraph (b) above.

(d) Notwithstanding anything to the contrary contained herein, if Landlord does not elect to terminate this Lease pursuant to this Section after any occurrence giving rise to Landlord's right to so terminate or restore, and the Premises shall not be put in proper condition for use and occupation by Tenant within one hundred twenty (120) days of such occurrence, then Tenant shall have the right to terminate this Lease by giving Landlord written notice of its decision to terminate within thirty (30) days after the end of such 120 day period.

19. DEFAULT OF LANDLORD: Landlord shall not be in default of any of its obligations under this Lease, unless the default shall remain uncured for thirty (30) days after written notice from Tenant or for

such longer period as may be reasonably required to correct the default, or if contested in good faith by Landlord, for fifteen (15) days after the determination of a default by a court of competent jurisdiction. Neither Landlord nor its officers, directors, or employees shall have any personal liability for any reason whatsoever with respect to any provision of this Lease. Tenant shall look solely to Landlord's equity (or leasehold interest) in Landlord's Property for the satisfaction of any remedies of Tenant under this Lease.

20. RULES AND REGULATIONS: Landlord reserves the right from time to time to adopt and enforce reasonable rules and regulations applicable to the Premises, and Landlord's Property. Tenant shall comply with and observe all rules and regulations to the extent not in conflict with the terms of this Lease. Landlord may from time to time appoint an agent to manage and operate Landlord's Property on behalf of Landlord and Tenant shall comply with all directives and notices from such managing agent.

21. EMINENT DOMAIN: If any part of the Premises is taken by eminent domain, either party may terminate this Lease on thirty (30) days written notice to the other. If other portions of Landlord's Property are taken and in Landlord's sole judgment Landlord's Property cannot be operated as a viable unit, Landlord shall have the right to terminate this Lease upon thirty (30) days written notice to Tenant. The entire payment for any such taking shall belong to Landlord. Tenant shall not make a claim to Landlord or participate in any of Landlord's claim for compensation; provided, however, that Tenant may separately make a claim against the taking authority for Tenant's relocation expenses and for loss of Tenant's fixtures.

22. TENANT'S DEFAULT:

(a) If any one or more of the following events (herein sometimes called "events of default") shall occur:

(i) if default shall be made in the payment of Rent or any other payment due from Tenant to Landlord under this Lease, when and as due, and such default shall continue for a period of seven (7) days after written notice from Landlord to Tenant specifying the items in default; or

(ii) if default shall be made by Tenant in the performance of or compliance with any of the agreements, terms, covenants or conditions contained in this Lease, other than those referred to in subparagraph (a)(i) above, and such default shall continue for a period of thirty (30) days after written notice from Landlord to Tenant, or in case of a default which cannot with due diligence be cured within said fifteen (15) day period, Tenant fails to proceed within said fifteen (15) day period to commence to cure the same and thereafter to prosecute the curing of such default with due diligence and within a period of time which under all prevailing circumstances shall be reasonable; or

(iii) if Tenant shall file a voluntary petition in bankruptcy or shall be adjudicated a bankrupt or insolvent, or shall file or have filed against it any petition or answer seeking any reorganization, arrangement, composition, readjustment, liquidation, dissolution or similar relief under the present or any future state or federal bankruptcy or insolvency statute or law, or shall seek or consent to the appointment of any bankruptcy or insolvency trustee, receiver or liquidator of Tenant or of all or any substantial part of its properties or of the Premises;

then and in any such event Landlord may either (a) give written notice to Tenant specifying such event of default or events of default and stating that this Lease and the Term shall expire and terminate on the date specified in such notice, and upon the date specified in such notice this Lease and the Term and all rights of Tenant under this Lease, shall expire and terminate, and Tenant shall remain liable as hereinafter provided or (b) reenter the Premises, take possession thereof without being liable for trespass or breach of the covenant of quiet enjoyment contained herein.

(b) Upon any such expiration or termination of this Lease, Tenant shall quit and peacefully surrender the Premises to Landlord, and Landlord may without further notice, enter upon and reenter the Premises and repossess itself thereof, by force, summary proceedings, ejectment or otherwise, and may dispossess Tenant and remove Tenant and all other persons and property from the Premises.

(c) No such expiration or termination of this Lease, or summary proceedings, abandonment or vacancy, shall relieve Tenant of its liability and obligations under this Lease, whether or not the Premises shall be re-let, and Tenant covenants and agrees, in the event of any such expiration or termination of this Lease, or summary proceedings, abandonment or vacancy, to remain liable to Landlord.

23. FEES & EXPENSES: In the event that any Rent or other payment due from Tenant to Landlord under this Lease is not received by Landlord within seven (7) days of its due date there shall be an additional late charge due by Tenant in the amount of Five Percent (5%) of the payment due. In the event it is necessary for Landlord to commence any proceedings to collect any Rent or other payment due from Tenant to Landlord under this Lease or to enforce Landlord's rights for any other default of Tenant, then in such event Tenant shall reimburse Landlord for all attorney's fees and costs to enforce Landlord's rights under this Lease. All such additional payments shall be due and payable on demand.

24. RECORDING: Tenant shall not permit or cause this Lease to be recorded.

25. NOTICES: All notices given or required under this Lease must be in writing, and must be given by: (a) personal delivery to the other party, with receipt acknowledged; or (b) U.S. certified mail, return receipt requested; or (c) a recognized overnight courier which provides a receipt of delivery. Notices shall be deemed given when delivered unless mailed by U.S. Certified Mail, in which event the notice shall be deemed given one (1) business day after postmarking. Notices shall be addressed to Landlord at the address stated at the beginning of this Lease. Notices shall be addressed to Tenant at the Premises or at the address stated at the beginning of this Lease. Either party may notify the other of a change of address, which will only be effective by written notice.

26. HOLDING OVER: Should Tenant hold over in possession of the Premises after the expiration of the term with the consent of Landlord, Tenant shall be deemed to be occupying the Premises as a tenant-at-will, subject to termination by either party upon at least (30) days prior written notice to the other. Such tenancy shall be subject to all the terms, covenants and conditions of this Lease insofar as the same may be applicable to a month-to-month tenancy except the monthly Base Rent shall be 150% of the amount last in effect. No holdover tenancy shall be permitted under any circumstances unless Landlord notifies Tenant at least thirty (30) days prior to the end of the then current term that Tenant may remain in the Premises after the end of such term.

27. NO WAIVER: Landlord's (a) acceptance of Rent, late Rent or partial Rent after a violation by Tenant of any agreement in this Lease, or (b) failure to default Tenant or enforce any agreement or obligation of Tenant under this Lease, shall not prevent Landlord from enforcing any agreement of this Lease at a later time nor shall it be considered a waiver of Landlord's rights.

28. SURVIVAL & GOVERNING LAW: If any agreement in this Lease is invalid or contrary to law, the remaining terms of the Lease shall remain in full force and effect and shall be enforced to the fullest extent permitted by law. This Lease shall be governed by the laws of the State of Maine.

29. END OF TERM: At the end of the term or upon termination of this Lease Tenant shall: (a) leave the Premises in broom clean and in good condition; (b) remove all of Tenant's property; (c) repair all damages caused by moving; and (d) return the Premises to Landlord in the same condition as existed at the beginning of the term except for normal wear caused by reasonable use If Tenant leaves any property or improvements in the Premises, Landlord may at the end of the term or upon earlier termination: (i) dispose of Tenant's property and charge Tenant for 120% of the cost of such removal and disposal; (ii) keep Tenant's property as abandoned property; (iii) request Tenant to remove its property at Tenant's expense; or (iv) charge Tenant the monthly per diem holdover rent for storage.

30. EXHIBITS: Exhibit A, Exhibit B, Exhibit C and Exhibit D are for the express purpose of locating Tenant's Premises, and for generally locating the parking areas, only. They shall not in any way be construed to prevent, limit, or require Landlord to alter the Premises as they currently exist to comport with either Exhibit, including but not limited to building locations, additions, adding or withdrawing land, parking areas or stalls, entrances, exits, driveways, sidewalks, drainage, sewers or elevations.

31. HAZARDOUS MATERIALS. Tenant shall not place, hold, store, or dispose of any Hazardous Material, as defined below, under, at or near the Premises or Landlord's Property. Tenant shall indemnify, defend, and hold harmless Landlord of, from and against any and all losses, liabilities, damages, injuries, costs, expenses and claims of any kind (including without limitation, court costs and attorneys' fees) that at any time may be paid or incurred by or asserted against Landlord for, with respect to, or as a direct or indirect result of any breach by Tenant, its agents, employees, contractors, invitees or licensees of the foregoing agreement. The provisions of and undertakings and indemnification set forth in this Section shall survive the early termination or expiration of this Lease, and shall continue to be the liability, obligation, and indemnification of Tenant, binding upon Tenant forever. For purposes of this Lease, the term "Hazardous Material" includes, without limit, any flammables, explosives, radioactive materials, hazardous materials, hazardous waste, hazardous or toxic substances, oil or petroleum products, asbestos, or related materials; including as the same are defined in the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended (42 U.S.C. § 9601, et seq.), the Hazardous Materials Transportation Act, as amended (49 U.S.C. § 1801, et seq.), the Resource Conservation and Recovery Act, as amended (42 U.S.C. § 6901, et seq.), any so-called "Superfund" or "Superlien" law, the Toxic Substances Control Act, as amended (15 U.S.C. § 2601 et seq.), or any other Federal, state, or local statute, law, ordinance, code, rule, regulation, order, or decree regulating, relating to, or imposing liability or standards of conduct concerning any hazardous, toxic or dangerous waste, substance or material, as may now or at any time in the future be in effect. Notwithstanding the forgoing, Tenant may place, hold, store, and dispose of normal minor cleaning substances, so long as said products are used and disposed of in

accordance with law.

32. BINDING: Upon the full execution of this Lease, it binds Landlord and Tenant and their successors, and lawful assigns.

33. NO CHANGES: The parties have read this Lease and it contains their entire agreement with respect to the subject matter hereof. It may not be changed or modified except in writing signed by Landlord and Tenant. Tenant acknowledges that there are no warranties, representations or other agreements made by Landlord or Landlord's agents with respect to the Premises or Landlord's Property.

34. SIGNATURES: Landlord and Tenant hereby agree to the Rent, terms, and conditions of this Lease by signing below.

(SIGNATURE PAGE FOLLOWS)

GOOD WILL HOME ASSOCIATION

Witness

By: _____
Name: Glenn Cummings
Its: Executive Director

MAINE COMMUNITY COLLEGE SYSTEM

Witness

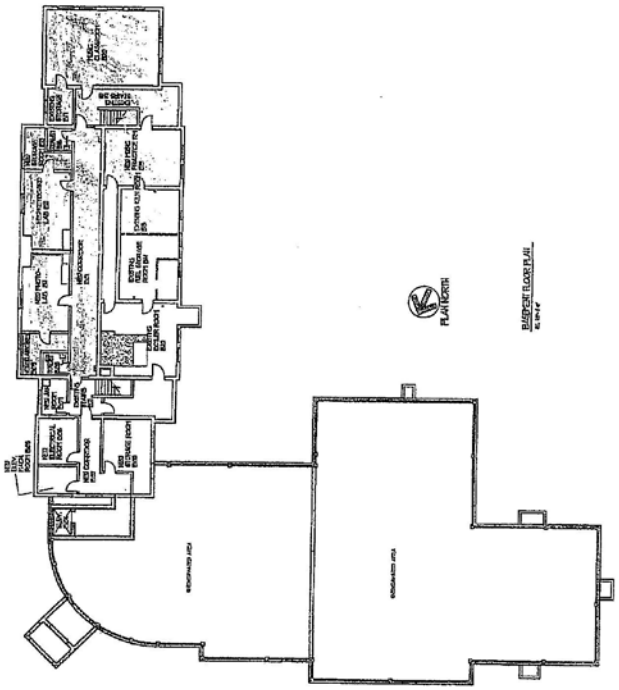
By: _____
Name: John Fitzsimmons
Its: President

ATTACHMENTS:

EXHIBIT A – H.S. PREMISES (FLOOR PLAN DEPICTION)
EXHIBIT B – H.S. PREMISES PARKING PLAN
EXHIBIT C – GARAGE PREMISES
EXHIBIT D – MUSEUM ROOM PREMISES
EXHIBIT E – CHAPEL INVENTORY

(Signature page to Master Lease Agreement)

EXHIBIT A



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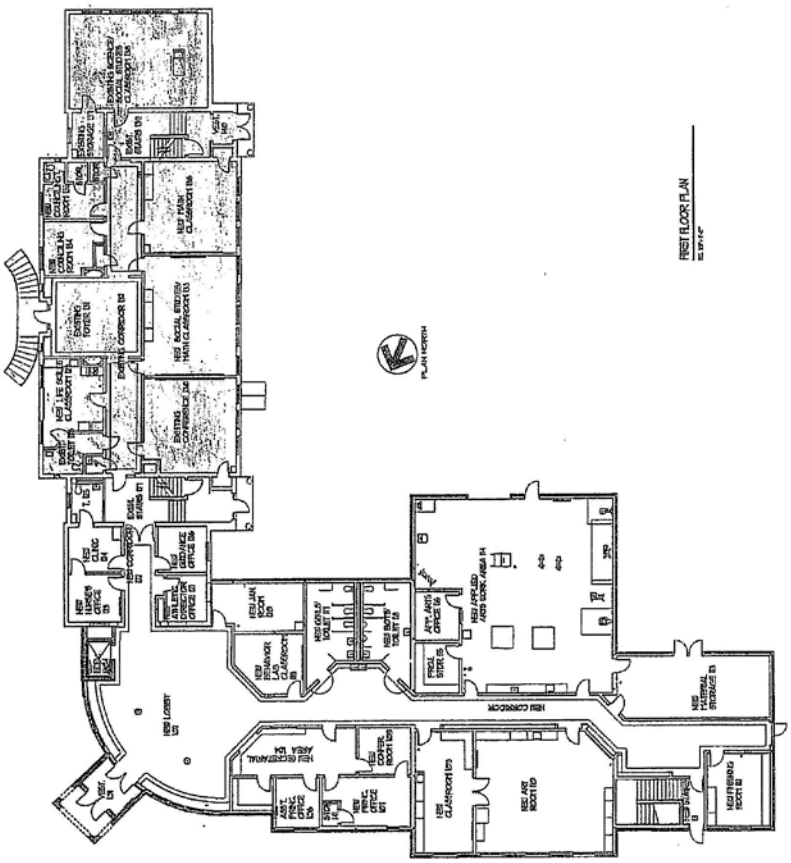

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EXHIBIT B

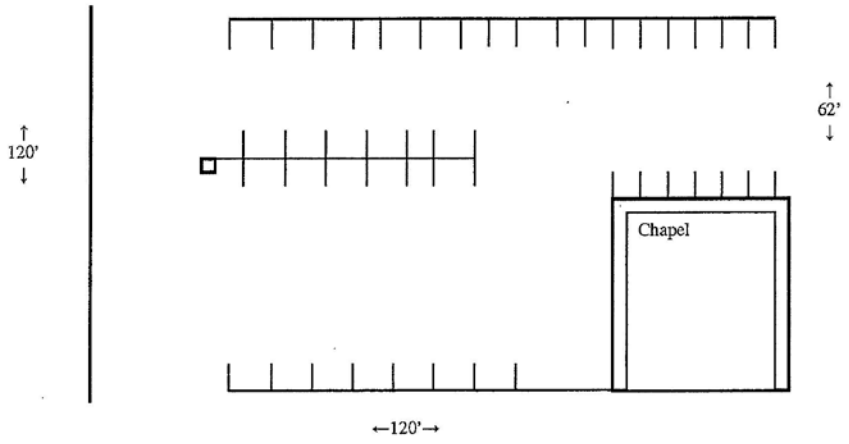

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EXHIBIT C

Martenbank 3-bay Garage

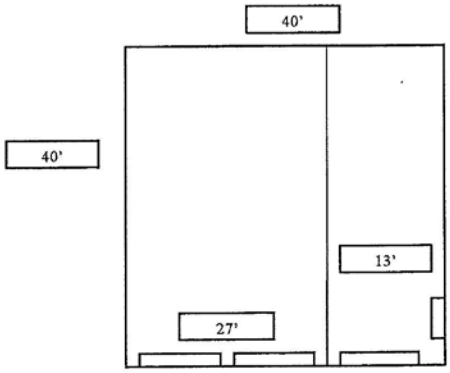

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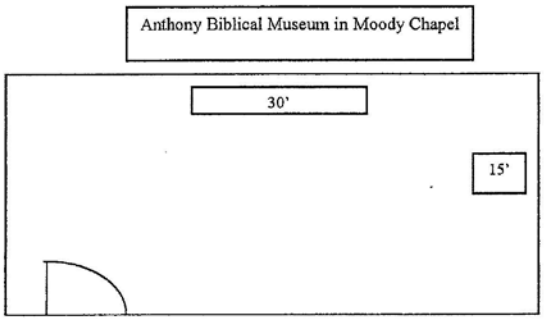
EXHIBIT D



450 sq. ft.

GOOD WILL-HINCKLEY
We change

Maine Community College System

Memorandum of Agreement between Good Will-Hinckley and Maine Community College System

Good Will-Hinckley School (GWH) and the Maine Community College System (MCCS), through Kennebec Valley Community College (KVCC), have embarked on a collaborative effort to mutually support each other's mission, programmatic directions and financial security. GWH is seeking new strategic partnerships and opportunities as its traditional funding sources diminish. Through a meaningful planning process, GWH has developed a strategy that reflects the original mission of the organization while exploring new services that enhance the organization.

At the same time, MCCS is facing significantly less funding from the state while continuing to experience ever increasing enrollment pressure. To bring a measure of relief to this pressure, one area for MCCS investment is to expand KVCC's enrollment capacity. KVCC is the second fastest growing college in the System however it lacks buildable space to grow on its main campus. Located only seven miles from Good Will-Hinckley School, the GWH site, known as the Central Campus, provides a significant opportunity for future enrollment growth through a satellite campus of KVCC.

These challenges have presented an opportunity for both organizations to examine meaningful ways in which they can mutually support each other as they face what lies ahead. It is with these considerations in mind that GWH and MCCS – through KVCC – enter into this agreement on the following terms and conditions. This agreement takes effect on the date the Central Campus is transferred from GWH to the MCCS and shall remain in effect until terminated as provided herein.

Educational

1. Good-Will Hinckley (GWH) is committed to developing a Charter High School. In addition, Governor LePage is proposing to add an Early College program in order for students to complete an associate degree. Should GWH plan to add an Early College program to its Charter High School, Kennebec Valley Community College (KVCC) will provide the post-secondary component.

2. GWH will provide the KVCC Admissions Office staff with training sessions on Hinckley's programs so they can offer informed guidance to prospective students and families who may benefit from the residential, educational and independent living services available through GWH; KVCC will specifically identify and refer those students to GWH who uniquely need additional supports in their transition to college.

3. KVCC plans to create an Agri-Education program in coordination with GWH. This initiative will include targeted opportunities for GWH students to participate in work study, employment and internship experiences as appropriate.

4. KVCC will lease to GWH certain defined space in the Averill Wing, Nutter Fieldhouse, a Martinbank garage, and Moody Chapel pursuant to the terms and conditions of a lease. In addition, KVCC will permit GWH certain additional uses of the gymnasium, Martin Stream dock, and Moody Chapel as later agreed upon by the parties.

5. GWH's intention is to provide adult education services which will include remedial education. Applicants who are academically underprepared and require remedial education in order to enroll in KVCC programs offered at the Hinckley campus will be referred to GWH for remedial services. GWH will work with the KV Academy Advisor to provide continuity of service to the student(s).

6. KVCC does not intend to create a secondary high school, either private or charter, in direct competition with GWH unless otherwise directed by state law.

Operational

1. Part of KVCC's plan for its GWH campus is to construct a resident center which will also house a student cafeteria. Accordingly, KVCC will offer a food service plan to its resident students. The plan will also be made available to GWH students. GWH is also willing to work to offer access to its on-campus cafeteria for KVCC students while KVCC develops its food service plan.

2. KVCC intends to provide GWH students access to library services and special events as appropriate.

3. GWH and KVCC will work together to further explore shared services to lower operating expenses for both organizations. Services might include maintenance, grounds keeping, security, food service and possible joint purchasing of supplies and equipment.

This Agreement may be amended or terminated as follows:

1. This Agreement may be amended upon consent of each party. Any such amendment shall be in writing as a Rider, signed by both parties, and attached hereto and made a part hereof. Both parties agree to make a good faith effort to work through issues that may arise.

2. Notwithstanding any contrary provision herein, this Agreement may be terminated in whole or in part by either party for convenience or cause at any time. Said termination shall be in writing and effective upon receipt of notice of termination, or such other date as is specified in the termination notice.

1/23/12

Dr. Glenn Cummings — Date
Executive Director
Good Will-Hinckley School

1/23/12

Dr. John Fitzsimmons — Date
President
Maine Community College System

1/25/12

Dr. Barbara W. Woodlee — Date
President
Kennebec Valley Community College