

Maine Charter School Commission
Executive Summary

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

Name of proposed Public Charter School

ACADIA Academy

Name of entity that will hold the charter

ACADIA Academy

Primary contact: Michelle Hathaway

Title/Relationship to entity: Director

Mailing Address 415 Rodman Rd Auburn Maine

Telephone (Primary) 207 376-3022 Telephone (Secondary) 207 212-6815

Email address: mhathaway@jfmhomes.org

Education Service Provider (if applicable) John F. Murphy Homes, Inc.

Partner Organization (if applicable) The Margaret Murphy Center for Children

Physical address of school To Be Determined, Lewiston Auburn

School administrative unit in which the school will be located

Lewiston /Auburn

Intended opening date September 1, 2015

Proposed grades and initial enrollment: Pre-K to 5

Opening with pre-k , k and 1 with subsequent grades to follow each year. Starting Enrollment:

94

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  Date 8-24-14

Printed Name Michelle Hathaway, Director

First Page of Binder

ACADIA Academy is a proposed Charter School (formerly proposed as All of ME Academy) to serve children in the Lewiston-Auburn catchment area. ACADIA Academy has been developed to educate children using evidence-based teaching practices in conjunction with very carefully selected curriculum to meet the needs of children academically, socially, behaviorally and physically. In addition to mastery of core content, students will actively pursue content area they pursue based on individual interest and aptitude, providing for an individualized learning program. In order to enhance student motivation and participation, students will be an integral part of goal setting and attainment. Students at ACADIA Academy will be offered a year round educational program with experiential learning opportunities throughout the month of June and August, minimizing summer learning loss.

Maine Charter School Commission
Intent to Submit a Charter School Application

Proposed Charter School Name: The All of ME Academy

Proposed School Location: Lewiston or Auburn (site search in progress)

Proposed Grade Levels: Pre-k to 1 (in 2015), adding grades 2-6 in 5 years

School Program Design: A Comprehensive Program providing Evidence-based Curriculum in academics and social/emotional development within a safe and supportive community, addressing the individual learning needs of all children.

Target Population: All Children, grades Pre-k through 1st grade, adding grades 2 -6

Contact Person: Michelle Hathaway

Relationship to Applicant Entity: Director of Charter School Development, Director of the Margaret Murphy Center for Children (program of John F. Murphy Homes, Inc.)

Name of Applicant Organization: John F. Murphy Homes, Inc.

Address: 415 Rodman Rd. Auburn, Maine 04210

Contact Telephone Number: 207 376-3022, ext. 202

Email Address: mhathaway@jfmhomes.org

This indicates our intention to submit an application in response to the RFP issued by the Maine Charter School Commission. I understand that this document is not part of the application, but that I must provide this document to the Commission within 15 days of the issue of the RFP if I wish to submit an application.

Signature: Michelle Hathaway Date: 6-20-14

If different than Contact Person, please print name: _____

Maine Charter School Commission
111 Sewall Street, 5th Floor
182 State House Station
Augusta, ME 04333
207-624-6729

School Opening 2015

For Office use

Date of receipt: 6/23/14

Received by: Deanne Kavaloe

Acadia Academy Development Committee

The following professionals have been instrumental in the development of the Acadia Academy Charter School Application. Their vision, passion and commitment to this project are evident in the final product that we have submitted to the Charter School Commission. This process would not have been completed without their insight, diligence and perseverance. Our future students will benefit greatly from the work of these educators!

Jayne Boulos- Jayne is currently completing her doctoral internship in School Psychology through the University of Southern Maine. As a School Psychologist and Licensed Psychological Examiner, Jayne believes in quality education and equal educational opportunity for all students. In her professional role, she has worked in Portland, Falmouth and Topsham public schools, providing psychological assessments to students of varied background and ability levels. Jayne is passionate about developmental disabilities, ADHD, behavioral disorders and reading instruction and intervention. Prior to entering the field of education, Jayne worked in the hospital setting as a respiratory therapist. Jayne, the proud mother of four adult children, currently resides in Cape Elizabeth with her husband, Chris, and is working in Auburn.

Tia Buckingham- Tia recently completed her Master's Degree in Special Education. After completing her Bachelor's degree in Art History at Colby College, Tia received her certification as both an elementary art teacher (620 K-8) and as a special education teacher (282 Birth to Five). For the last eleven years, Tia has taught children with and without disabilities within the Margaret Murphy Center for Children pre-school and child care program. She is a resident of Greene with her husband and four-year-old son.

Allyson Feltis- Ally completed her Bachelor's degree in elementary education at University of Maine at Farmington in 2008. After receiving her certification as an elementary school teacher (020, K-8), Ally decided to pursue her certification as a special education teacher (282, K-8) and is now completing her Master's degree in Special Education. Ally has been employed as a Special Education teacher at the Margaret Murphy Center for Children for the last six years.

Michelle Hathaway- Michelle, Director of the Margaret Murphy Center for Children, is currently a Doctoral Student at the University of Southern Maine in the School Psychology Program. After completing a Bachelor's degree in Psychology through Guilford College in North Carolina, Michelle completed her Master's Degree in Special Education at the University of Southern Maine in 2008. In 2000, Michelle developed and opened the Margaret Murphy Center for Children (MMCC), a Special Purpose Private School for children with Autism and Developmental Disabilities. In 2005, Michelle expanded MMCC to include an early childhood/childcare program for children birth to five. In 2009, this program expanded to include a recreational and education summer camp program for children grades K-6. In 2010, Michelle completed an advanced certificate of study in Applied Behavior Analysis, and achieved national certification as a Behavior Analyst. She is currently certified as an 059 (Teaching

Principal), a 282 (Special Education Teacher, Birth to 8th grade) an 079 (Special Education Consultant) and a BCBA (Board Certified Behavior Analyst). Michelle lives in Turner with her husband and three sons, ages 4, 9 and 11. She is passionate about opportunities for educational excellence for ALL children and strongly believes that educators must find ways to ensure success for all children.

Lori Melanson- Lori graduated in 2000 from St. Michael's college in Vermont with a Bachelor's degree in Elementary Education and Psychology. In 2000, Lori was hired as an "original" member of the Margaret Murphy Center and has furthered her professional development continuously, becoming certified as a Special Education Teacher (282 Pre-k to 6) in 2005 and completing her Master's Degree in 2014 from the University of Southern Maine. Lori is passionate about children learning in environments that foster emotional well-being and self-advocacy skills in addition to academic excellence. Lori lives in Turner with her husband, son and daughter.

Jacqueline Perry- Jackie retired from the Lewiston Public School system after 31 years, pursuing a position at the Margaret Murphy Center for children as an Administrative Assistant in 2012. Prior to this, Jackie served as an Education Technician (1 year), Special Education Teacher (12 years), Special Education Coordinator (11 years) and Assistant Special Education Director (8 years). Jackie has contributed her vast knowledge of the educational system and has an excellent understanding of local and state resources. She completed her Bachelor's Degree in Elementary Education and Special Education in 1979 and completed her Master's Degree in Special Education in 1989. Jackie has three adult children, two grandchildren and another on the way! She lives in Lewiston with her husband.

William Roy- Will graduated from University of Farmington with a Bachelor's Degree in Psychology and English. In 2013, Will completed a Master's Degree in Educational Psychology and became a Board Certified Behavior Analyst. As a student in the Doctoral Program at the University of Southern Maine, Will has pursued clinical training and experience in academic assessment and intervention for students of all ability and need, PBIS framework and school culture, curriculum selection and instruction, teacher training and development. Will currently provides behavioral consultation to children with autism and developmental disabilities within a private school setting and provides teacher consultation and staff development within public elementary schools. This fall, Will is teaching a Reading Methods course for the staff in RSU #10. Will lives in Buckfield with his wife.

SPECIAL NOTE:

ACADIA Academy (formerly submitted as All of ME Academy)
Executive Summary

ACADIA Academy was re-named (formerly submitted as All of ME Academy) following planning retreats with the Development Committee. This name change is representative of a more cohesive vision and proposed educational program of excellence for children within the Lewiston-Auburn area.

Section II

A. Education Plan

The education plan for the students at ACADIA Academy is comprehensive, one built from extensive research and the recommendations of experts within the field of education.

Students enrolled within the ACADIA Academy Charter School will demonstrate growth in all areas of development, reflecting their academic, behavioral, social emotional and physical potential.

Students enrolled within the ACADIA Academy Charter School will participate in a unique learning environment, one that provides a carefully selected evidence-based curriculum to address the needs of children in a highly structured, systematic program that includes direct instruction, mastery of critical skills and concepts and generalization opportunities to extend student learning into meaningful and authentic extension activities. This blend will promote a higher level of learning and true understanding and mastery of content, moving beyond rote learning. Our students will participate in a program designed to extend learning opportunities in our extended summer program. Although optional, we anticipate high levels of student participation in our summer programming option, designed to increase opportunities for authentic learning opportunities and to decrease "learning loss" and the plateau evidenced when children are without opportunity during the summer months. While critical for students identified with special learning needs, we believe that this option is highly beneficial to all children, and our staff are committed to this opportunity for our students.

Students enrolled within the ACADIA Academy Charter School will be monitored closely to ensure success. This progress monitoring will include "best practices" methods for progress monitoring, including ongoing use of curriculum-based measurements, work sample/portfolio evidence and demonstrated skill mastery. The curriculums that have been selected for reading and mathematics incorporate protocols for mastery demonstration that will be utilized for instructional decision-making. Students in the 3rd through 6th grades will participate in standardized testing. Students will participate in goal-setting and progress monitoring, recording and reporting their own data in skill acquisition. Done to promote investment and accountability, this is one factor in promoting student involvement and in making the process of learning and growth a transparent one for our students. Student growth is to be celebrated and our students will play a critical role in this process.

Students enrolled within the ACADIA Academy Charter School will participate in a supportive environment, surrounded by faculty and staff that truly believe in the potential of every child to succeed in their own growth- academically, behaviorally, socially, emotionally and physically. The faculty and staff believe that children can and will learn, when the appropriate curriculum, support and structure are in place. The faculty and staff will strive to create a successful and positive learning environment that is respectful, safe, structured and predictable for students, challenging them as a collective group and as individual learners. The faculty and staff will provide specialized instruction for those children who have identified special needs, language learning needs or need for acceleration. Our curriculum has been selected carefully to support learning needs of all students.

The students enrolled within ACADIA Academy will participate in carefully selected curriculum and activities that incorporate the adopted Common Core, the Maine Learning Results and NextGen Science Standards. Our curriculum reflects the learning standards addressed in each one of these vast and comprehensive guides. In addition to group and teacher-directed lesson plans, students will pursue "Choice Study Units" that are designed to capitalize on unique interests and aptitudes. These units will include hands-on and experiential opportunities, guest teachers and lecturers for students and are designed to further student learning and growth. This is a further step towards promoting student investment, buy-in and increased accountability for their own personal learning.

It is our belief that Section II of this application will clearly outline an Education Plan that is comprehensive in nature, with the demonstrated and significant potential to promote phenomenal growth in our students.

Section II

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

Mission Statement

The mission of the Staff and of the Board of Directors of the ACADIA Academy is simple and yet profound, to educate *all* of our students, wholly and fully, assisting them to excel in the critical areas of their development; academically, behaviorally, socially, emotionally and physically, while culminating abilities demonstrative of responsibility and accountability for themselves and ultimately, for their learning. If we are to truly cultivate lifelong learners, we must promote student interest, responsibility and commitment to the process of their unique educational journey. It is our intent to support our students in developing their maximum potential as individual learners, while promoting student collaboration, meaningful contribution to and participation within our community, outlined within our Vision.

Vision Statement

The ACADIA Academy will support our students in their pursuit of excellence and goal attainment and will maximize the abilities of each of our students by providing them with a structured learning environment that embraces a unique and comprehensive blend of direct and systematic instruction paired with experiential and authentic learning opportunities, allowing students to participate meaningfully within their communities and generalizing their knowledge into deeper and more complex understanding of academic material.

The ACADIA Academy embraces standards-based learning, utilizing the benchmarks set forth by the Common Core, the Maine Learning Results and the newly adopted NextGen Science Standards. In addition to these rigorous and clearly defined standards, the ACADIA Academy staff, Board members, parents and students will establish benchmarks to clearly identify skills and characteristics indicative of student investment, responsibility and commitment to the process of their unique educational journey.

Our curricula has been carefully selected to meet the needs of a diverse population of learners, including those who are considered gifted, those with special education needs, those with English Language Learner needs and those who may simply benefit most from experiences that exceed the walls of the traditional classroom. We have selected a core curricula to be implemented with all students as well as secondary intervention curricula for students identified in need of intervention and support, with or without identification of special learning needs.

Learning Objectives for each area of development will be presented to students in a transparent and clear manner, with measurable goals and objectives to indicate mastery. Students will be an integral part of their individualized learning plans; including individual goal setting, performance data collection, reporting on progress and working with staff to identify their own needs, challenges and strengths. In a structured learning environment, students will work cooperatively with students with similar learning needs, will work with staff to ensure progress, and will receive individualized instruction in areas requiring remediation and/or excelled courses of study. By embracing a tiered model of student support, staff will ensure that appropriate and individualized programming is provided for all students, by-passing a more traditional "wait and fail model". This tiered system is developed to support the whole child, academically, socially, emotionally, and physically.

In addition to core content instruction, utilizing the standards set forth by the Common Core, the Maine Learning Results and the NextGen Science Standards, students will exercise their right to choose courses of study based on their budding interests and special aptitudes. This program, designed to increase student engagement and investment will be comprised of a "Student Choice" program, to be offered for defined periods of study that allow students the opportunity to interact with additional faculty, "guest teachers" and other students within an advanced and in-depth unit of study. These units will incorporate and extend the standards identified within the Common Core, Maine Learning Results and NextGen Standards. Fridays will be utilized for the weekly Choice programs and will incorporate community-based learning opportunities. This routine, consistent commitment to student driven enrichment assures that it is given adequate priority in planning, preparation and student participation time. It is important that all members of the ACADIA Academy recognize that enrichment and student choice allows students the opportunity to explore aptitudes and interests while utilizing and further developing essential foundation skills identified within the Common Core, Maine Learning Results and NextGen Standards. This enrichment program allows staff and students to fully and genuinely engage with one another, in authentic units of study that capture student interest. These units of study will be identified and developed based on surveys and interviews that capture student interest.

The ACADIA Academy will offer the structure of common classrooms without some of the traditional constraints. In keeping with and embracing an individualized and standards-based educational experience, students are assigned to a classroom comprised of same-age peers. This classroom will be led by, guided by, monitored by and mentored by one teacher who will work collaboratively with colleagues to provide a comprehensive educational experience. It is the expectation that students will be assigned to this teacher for *two consecutive* school years. It is the expectation that students continuously work towards individually set benchmarks that may exceed their expected grade level performance or represent benchmarks needing remediation at a grade level that is below expectations.

In order to support faculty in providing absolute "best practices" with instruction for specific content delivery, The Director will designate Content Specialty Staff within each grade. For example, one teacher of kindergarteners will be responsible for the core instruction of literacy and the other will be responsible for the core instruction of math for all of the kindergarteners within the program. This model allows for increased, devoted and focused instructional efforts on critical content area. Scheduling will be carefully developed to ensure that all kindergarten students are available for literacy instruction at the same time. The Content Specialty Staff will oversee lesson plan development, implementation and student assessment, monitoring and remediation or acceleration. The Content Specialty Staff will "direct" the literacy block, utilizing the co-teacher, aides and support staff as appropriate to meet the needs of all learners.

For example, in one literacy block, the Literacy Specialty Staff for kindergarten may conduct small groups for direct instruction in phonetic decoding. The other kindergarten teacher conducts a small group read-a-loud with comprehension building strategies. The kindergarten classroom aide conducts sound fluency drills with individual students while another small group utilizes IPADS for individual instruction in high-frequency sight words. These groups rotate through each planned activity. Staff conduct appropriate data collection and samples of progress. Each student is responsible for bringing data notebooks to each activity where they record their achievement. This is verified by the supervising staff member and may include a sample for the activity, to be collected as a piece authentic measurement. This data notebook is used by students to set and monitor progress towards goals and is utilized by the specialty content area as a means for progress monitoring, intervention and lesson planning. The Literacy Content Specialty Teacher reviews these data points to determine effectiveness of instruction, need for remediation and/or need for acceleration. In addition, student "groups" will continuously be re-assigned based on on-going student growth and performance.

The whole group (all kindergarten students) may convene together for a project, for direct instruction or for shared reading opportunities. The whole group opportunity allows for effective use of instructional time and supports the development of community with all of the same-aged students and same-aged staff. Student progress and skill mastery will be recognized and celebrated in whole group opportunities (as well as in whole-school opportunities).

This model allows the Content Specialty Teacher to evaluate students together as a whole group and as individuals, based on skill and need, rather than on traditional classroom assignment. Consistent and frequent assessment, conducted by the Content Specialty Teacher, will ensure that appropriate progress is being made by each student, and by students as a whole group, or that remediation is necessary. In addition, this allows staff the opportunity to develop skills and excel in one critical area of instruction, working closely with support staff (Special Education, Instructors of English Language Learners, Gifted and Talented) without relying on "pull-out" services. Maximized efforts can be given

to a larger and more varied group of learners without sacrificing the needs of one group over the other. Resources will be utilized efficiently and effectively. True attention to instructional differentiation may be given within this model.

As a support to Staff Development, it may be unreasonable to expect teachers to be highly effective and fluent in the mastery and delivery of instruction across multiple content areas. This model allows for true excellence and mastery of specified Content area.

Within their individual classrooms, the same-grade staff will implement the same curricula for writing, science, social studies, social-emotional and leadership development. Shared planning time will be assigned to same-grade classroom staff to ensure that joint lesson plans are developed for implementation. This ensures that all children have access to the same educational experiences, regardless of their assigned classroom teacher and their abilities, interests or selection of curricula. This allows for teachers to utilize the strengths and skills of one another, to further their professional development and to collaborate in a manner most beneficial to all students at the ACADIA Academy.

The ACADIA Academy extends far beyond the academic development of its students. Woven throughout the school day, the school community and the curriculum are the expectations of responsibility, accountability and investment in one's education, defined and explicitly taught by all Staff at the academy. These expectations include expected behavior, expected participation, expected communication, accountability measures and consistent clear methods for measuring student participation and growth.

Finally, the understanding of students and staff at the ACADIA Academy is that excellence and mastery of one's education does not occur solely within the traditional school year. In addition to a rigorous school year calendar, students will be extended opportunities to attend summer sessions, designed not only to maintain skills achieved in the traditional school year, but to extend and maximize learning opportunities throughout the summer months. This summer program will greatly reduce "skill loss". For students needing to "close the achievement gap", these summer learning opportunities provide invaluable additional instruction and remediation. For many students, the summer months also provide additional opportunity to explore a variety of topics and units of study often ignored in traditional school year programming. Summer programming will be offered throughout the month of June and on Tuesdays, Wednesdays and Thursdays during the month of August. During this summer session, students will be offered a choice of themed units of study, designed to capitalize on many units that are available in the summer (examples: gardening, ocean studies, lobstering, camping, summer tourism, etc.)

Educational Foundation

Our educational foundation is one that is built on the foundation that *all children can and will learn*, given the right opportunities and support within their

educational setting. Recognizing that our students will enroll with vastly different early childhood experiences and skills sets, our educational team recognizes the importance of immediately identifying skills and needs, for the individual and of the group. There is a wealth of literature throughout our application that will support the need for a positive and responsive school climate, for addressing children's social-emotional needs and for the demonstrated benefits provided by utilizing and adopting both a PBIS (Positive Behavioral Intervention System) and RTI (Response to Intervention) model for instruction.

Furthermore, *we assert that teaching is a science*, one that can and should be informed and driven by evidence of mastery or need. There is a wealth of literature throughout our application that will support the curriculum and teaching methodologies that we have very carefully selected, including our specific curriculums (Reading Mastery, Saxon Math, Foss Science, etc.) and teaching methodologies (Direct Instruction, Systematic Instruction, Experiential and Authentic Learning Opportunities). We have paid close attention to and provided a wealth of evidence that is supportive of our program approach for children with identified Special Education needs, English Language Learners and Children identified with Gifted and Talented Exceptionality.

We believe that children can and must become involved, invested, and committed to their individual educational journey in order to evolve as a lifelong learner. This is evidenced in the comprehensive information provided about children and the need to develop self-determinism and self-advocacy skills. This area of research is further reinforced by the information provided in the PBIS framework and methodology.

Lastly, we believe that *children and their parents/guardians deserve the right to choose an educational program* that effectively meets their needs. This fundamental right, provided by the Charter School legislation and process, is the driving reason that we have proposed the opening of ACADIA Academy.

We anticipate a varied student population, one representative of many learning needs and abilities. We have carefully developed our curriculum to be inclusive of children with these varied needs, evidenced by the successful application of these same curriculums and instructional techniques to very similar populations and student need.

Student Population

The ACADIA Academy is designed to meet the needs of unique learners within our Community, identified as the Lewiston-Auburn catchment area. As defined demographically, we anticipate learners from low socio-economic status with limited means, from homes of modest and middle-aged income brackets and students from more affluent socio-economic status. We anticipate students with special learning needs, with current identification rates for Special Education services being at approximately 18% in both cities. We anticipate students

identified as English Language Learners (3% of Students in Lewiston), with a large Somali-American population residing within the twin cities.

We anticipate students with need for accelerated and enriched opportunities for learning. Finally, we anticipate students in need of a consistent, nurturing, predictable and safe environment, recognizing that local families involved with DHHS for concerns of child abuse/neglect have reached an alarmingly high rate.

The initial year for the ACADIA Academy includes a comprehensive pre-school (4 year old), Kindergarten and First Grade program to meet the needs of primary students. The need for a comprehensive pre-school program is an absolute necessity for children in this region. Both Auburn and Lewiston public school pre-k programs have historically held a lottery for pre-k slots and are unable to fill the need of students attempting to enroll. Although the Lewiston School Department has recently published pre-k availability, the scope of the program is limiting for many families. In the last several years, long-standing pre-k programs within our community (Kiddie Kampus, Pooh's Corner, Smart Start) have closed for reasons not related to need or student enrollment.

The Margaret Murphy Center for Children (owned and operated by John F. Murphy Homes, Inc.), sister program to ACADIA Academy, has had a long-standing wait list for pre-k slots within its pre-k and child care program. These wait-list slots have included children with families able to private pay the tuition, children eligible for DHHS child-care vouchers and children with special education needs' referred by Child Development Services. Our pre-k families have requested that we expand our services to provide a private elementary school program for years and we have sadly seen some of our families re-locate to other areas, searching for more educational opportunity and choice as their children have reached school age. Within our current (and full) four year old program, all families have the option for public (free) pre-k and have left their students enrolled within our program. The vast majority (9 of 11) have requested enrollment information and are actively willing to assist in any way for the start-up of ACADIA Academy. In addition, as we publicly announce our plans for ACADIA Academy, our former "graduates" are inquiring about enrollment and registration. Our long standing and high satisfaction rate with parents (as evidenced by formal parent satisfaction surveys) assures for a successful Charter with enrollment filled to capacity.

In addition, despite high levels of identified special education students, ELL students, children from impoverished backgrounds and high rates of DHHS involvement (ALL identified risk factors for poor achievement and increased rates of drop-out, which is at 2.8% for Lewiston), the public pre-k programming for students in this community is provided at a minimal level, 12 hours per week (for weeks *without* workshops, holidays, snow days, early release days or late dismissals) during the regular school year. With daily schedules that include recess, snack time, meal time, toileting and arrival/dismissal times, these pre-k students receive approximately an hour and a half a day of instruction, four days a week. While this program may be "suitable" for students without risk factors

associated with low achievement and school failure, a growing number of students within the Lewiston-Auburn area need much more if our goal is to close the achievement gap. The evidence, presented in research provided within our Academic Program outline (Tab A.2) clearly identified the need for intensive language-based and highly structured learning opportunities at a much higher rate of frequency and duration in order to close the achievement gap and to increase student performance.

For many families, there are few if any "real" options to consider. DHHS has reduced the number of available child-care vouchers. Many child care and pre-k programs are unable to accept more students with the vouchers. A number of families just exceed the income requirements for the local Head Start programs, making this an unaffordable option. When families do qualify, the wait lists for the local Head Start programs have been significant. If families receive a "lottery slot" for the public pre-k programs, they must decide how and if they can arrange for necessary care and educational opportunities around a partial schedule. Many families are unable to shuffle children to partial programs and instead opt for a childcare program that is less educational or specialized in nature because it is available and less disruptive than placing a child in multiple settings throughout the day and week.

In addition to the described need for pre-k program, there are fewer options for families of elementary-aged students within the Lewiston-Auburn area. As of today, there are two private school options within the cities', both with religious affiliation (St. Dom's, Central Maine Christian Academy). Tuition is not affordable for many families and others are not looking for a parochial school experience. There is not a single non-parochial private school within forty-five minutes of Lewiston-Auburn area, with the nearest being offered in Freeport and Portland (Cricket Hunt School, St Michael's, Waynfleet Academy). If a student is able to afford tuition and secure transportation to these schools, they may have greater choice for their education. However, the demographics of the Lewiston-Auburn area suggest that the majority of students do not have this choice. Even awarded a scholarship, we submit that these students are greatly in need of extended year programming, specialized instruction and community involvement found within the ACADIA Academy.

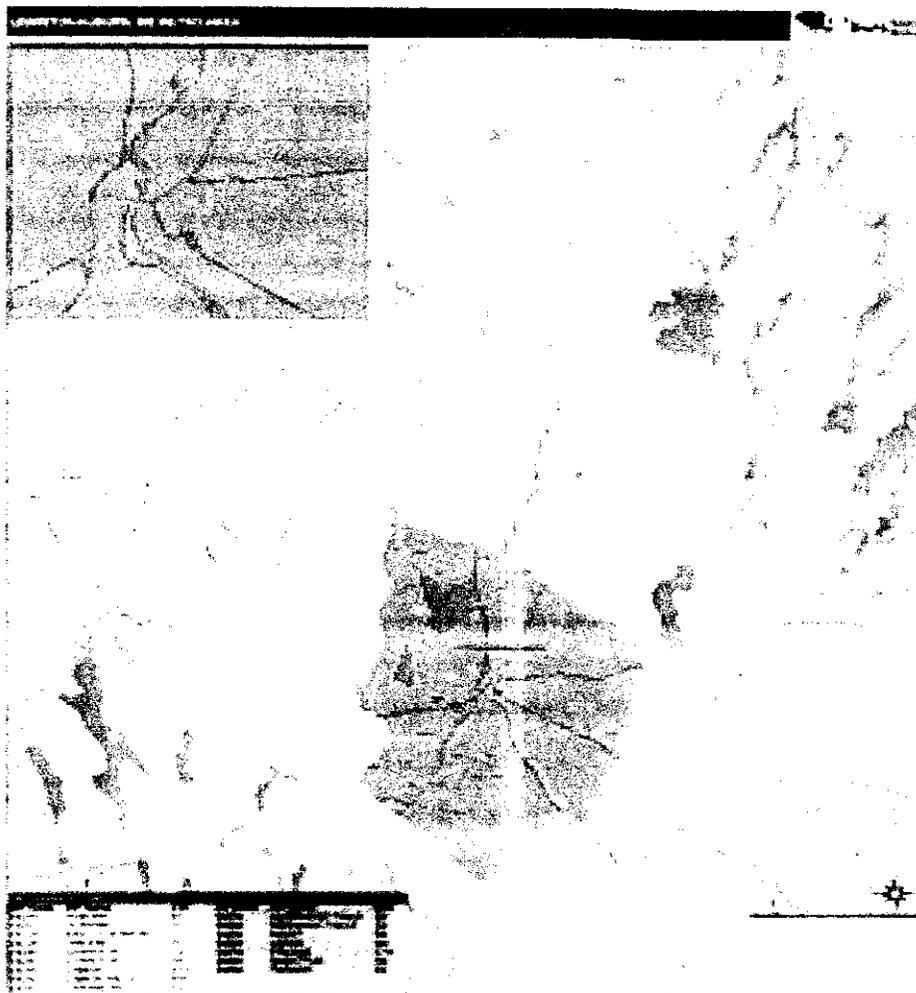
Current Student performance within the Lewiston- Auburn area suggests that current public programming is meeting the needs of some of their students. In addition to the previously identified demographics regarding ELL, special-education and drop-out rates, school performance data indicates incredible need for ACADIA Academy. For example, students within one elementary (LES) school in Lewiston participated in NECAP testing in 2013. Less than 25% of these students achieved proficiency in Math and Reading. These students, as evidenced by a demonstrated rate of high poverty, 95% receiving free/reduced lunch, do not have school choice, despite poor test scores and evidence of the need for a different program option. For a broader view, 2013 scores for Lewiston High School indicate that less than 35% of high school students achieved math

proficiency while less than 45% of high school students achieved reading proficiency. Drop-out rates for the high schools within Androscoggin County (proposed county of location for ACADIA Acadia) is currently averaging at about 6%. All of these statistics indicated that school choice is needed for children within the area.

It is our belief that you will find, throughout this application that we have designed and developed a proposal with the needs of this student population in mind. Student demographics and information suggest that students are in need of strong academic, behavioral, social, emotional and physical development. The risk factors of low socio-economic status, elevated levels of abuse and neglect, ELL needs and special education needs are evident within our proposed student population. The needs of these students are clearly identified and addressed in our curriculum selection (Section A2), Teaching Methods (Sections A2, A3, A4, A5) and Services (Sections A3, A4, A5).

Tab 1: Map of Catchment Area

The Catchment area includes both Lewiston and Auburn, Maine located in southern Androscoggin County.



References:

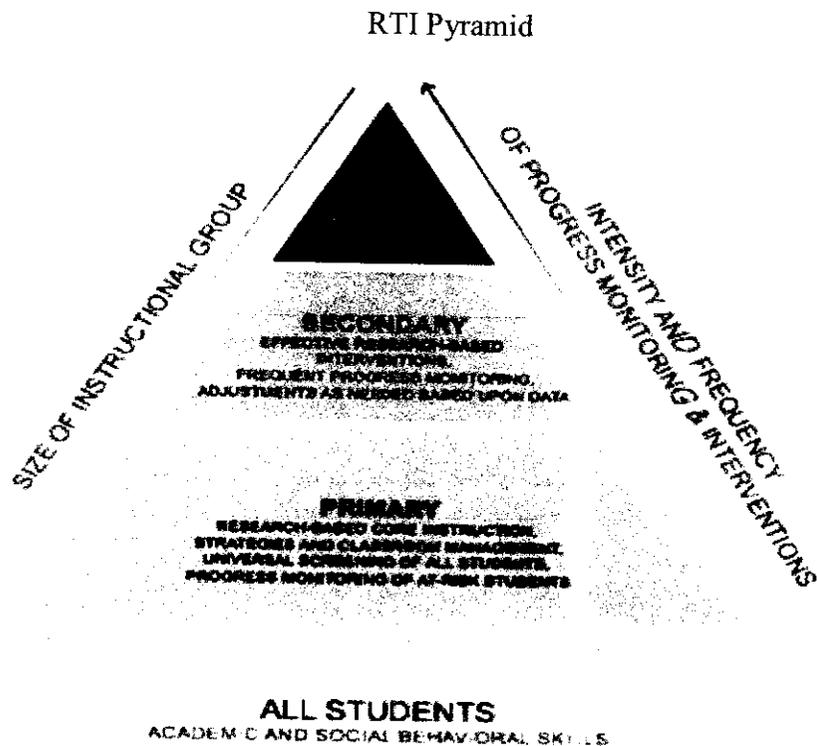
1. <http://www.maps.com/map.aspx?pid=5357>

A.2 Academic Programming

All instruction at ACADIA Academy will be delivered within a Response to Intervention (RTI) model. RTI, otherwise known as Multi-Tiered Systems of Student Supports (MTSS), is an approach to increasing the effectiveness and efficiency of education by combining high quality instruction, frequent formative assessment, and data-based decision making.¹ In his recent, ongoing synthesis of over 800 meta-analyses relating to school achievement, Dr. John Hattie has found RTI/MTSS to be one of the top two most powerful innovations in boosting student achievement out of more than 140 different educational advances.² At the heart of RTI is the provision of three tiers of academic support. Tier 1 instruction is comprised of the universal curriculum that all students will receive. Typically, 80% of students will make adequate progress when a scientifically-validated core curriculum is delivered with fidelity at Tier 1. Tier 2 instruction is supplemental to the universal curriculum and typically consists of extra practice delivered in a small group setting. Many students who need additional instruction will respond favorably to Tier 2 instruction, however, some will need even more help. Tier 3 instruction often involves individualized, 1:1 instruction, but can also be carried out in a more intensive group setting.

Response to intervention in a multi-tiered system of student supports is oftentimes tracked using psychometrically sound, brief screening assessments known as curriculum-based measurements (CBMs). Each student is evaluated using these measures at least three times per school year, once each in the fall, winter, and spring. Each individual student is measured against either national or local normative data to determine if he/she requires additional instruction in a given skill area. When secondary and tertiary levels of instruction are provided to students in addition to the core curricula, these students are administered additional forms of the CBMs in order to monitor their ongoing response to academic interventions. This level of progress monitoring can occur anywhere from once a month to as frequently as once a week. Data from these progress monitoring measures enable educators to make timely, data-based decisions about what particular students need in order to acquire important skills. ACADIA Academy will use this approach in tracking student growth and progress with core academic subjects including language arts and mathematics.

ACADIA Academy will also endeavor to offer accelerated learning experiences for students exceeding the Maine state standards in any content areas. This emphasis on acceleration will allow students to explore topics that are of particular interest to them while continuing to hone fundamental academic skills. Basic skill acquisition, or competence, is central to developing self-determined learners. Thus, once students have demonstrated mastery of basic skills and have met state standards, they will be directed down a path of acceleration that will help them to become truly self-determined learners.



Mathematics Programming

In keeping with the mission statement of ACADIA Academy to provide evidence-based, high quality instruction to all students, the school will use well-validated mathematics curricula beginning at the prekindergarten level. All mathematics instruction at the school will be delivered within a RTI model. While the success of RTI at the elementary, middle, and high school levels has been well-documented, the application of RTI/MTSS to the preschool level remains in its infancy.³ ACADIA Academy will implement RTI/MTSS for mathematics at the preschool level by using effective, research-based core curriculum at Tier 1 with intentional teaching while providing universal screening to determine which students need additional support. Tier 2 will consist of explicit small-group interventions and progress monitoring, while Tier 3 will include the addition of individualized scaffolding and more frequent progress monitoring. Due to the expertise required to implement RTI/MTSS, there are few examples of this framework being carried out at the prekindergarten level. This is especially true in the ACADIA Academy catchment area. There is compelling evidence that high quality preschool experiences can reduce early academic achievement gaps.⁴ ACADIA Academy endeavors to offer high quality preschool within the framework of RTI/MTSS to a catchment area that has a shortage of public prekindergarten services.

Currently, there is one set of preschool mathematics screening and progress monitoring measures which offers national norms, local norms, and cut-scores for making data-based decisions within an RTI/MTSS framework.⁵ My Indicators of Individual Growth and Development (MyIGDIs) are a set of five early literacy measures and four early numeracy measures. The numeracy measures are known as the Preschool Numeracy Indicators (PNIs) and were developed by researchers at the University of Memphis.⁶ The PNIs are curriculum-based

measures of one-to-one correspondence counting fluency, oral counting fluency, number naming fluency, and quantity comparison fluency. These measures were initially shown to have excellent technical features when tested with a sample of 163 preschool-aged children, including adequate reliability, as well as concurrent validity with several well-validated standardized tests of early math skills. ACADIA Academy plans to use the MyIGDI's assessment suite for universal screening and progress monitoring of preschool students, including the PNIs.

Although explicit mathematics instruction has historically been absent from preschool classrooms, two influential documents were published in the early 21st century that helped to shift preschool mathematics philosophy. The first was a report by the National Council of Teachers of Mathematics (NCTM) which emphasized greater active teacher involvement in fostering mathematical thinking in preschoolers.⁷ The report by the NCTM entitled *Principles and Standards for School Mathematics* emphasized the importance of scaffolding the everyday experiences of preschoolers in order to promote the development of early skills in numeracy and geometry. In addition to the NCTM report, the National Mathematics Panel called for early childhood educators to be made aware of the importance of early math skills, as well as for continued research on effective mathematics instruction at the preschool level.⁸ The report of the National Mathematics Advisory Panel, as well as the NCTM report, along with accumulating data that the United States was behind internationally in mathematics achievement, helped to set the stage for a major revision of preschool mathematics instruction during the twenty-first century.

The final report of the National Mathematics Panel called for the end of extreme positions on "teacher-directed" and "student-centered" learning, suggesting that a balanced approach incorporating both strategies is needed for effective math instruction. This federally endorsed position opened the door to a new era of comprehensive preschool math curricula. ACADIA Academy will use a comprehensive program, SRA's *Building Blocks*, to provide Tier 1 instruction in prekindergarten mathematics. *Building Blocks* is based on years of research on preschool mathematics learning trajectories.⁹ These learning trajectories outline the component skills of broader mathematical concepts and the instructional hierarchy inherent to each concept. The curriculum combines direct instruction methods, guided practice, interactive learning strategies, and cutting edge software to foster mathematics achievement in young children, while emphasizing frequent formative assessment to ensure that all learners are making progress along the learning trajectories. Moreover, *Building Blocks* is heavily focused on making math meaningful, enjoyable, and playful for prekindergarten children, in order to ignite a lifelong appreciation of math within students.

In one investigation, a randomized controlled design was used in which 68 New York state preschoolers were assigned to one of two conditions: (a) the *Building Blocks* curriculum or (b) a control condition consisting of less structured mathematics instruction. Though infrequently used, the randomized controlled research design is considered the gold standard in educational research. In order to measure the effectiveness of each condition on mathematics achievement, a pretest/posttest design was employed, using a researcher designed assessment of early mathematics skills. Preschoolers receiving the *Building Blocks* curriculum made significantly greater gains at posttest than students in the control group.¹⁰

In a second, expanded investigation in New York State, 927 preschoolers from 42 different schools received instruction using *Building Blocks*, while a control group of 378

preschoolers received instruction using either *Where Bright Futures Begin* or *Opening Worlds of Learning* over a school year.¹¹ Once again a randomized, controlled pretest/posttest design was employed. Children receiving instruction using the *Building Blocks* curriculum showed significantly greater growth at posttest than the control group, with an overall effect size of +0.72. Given these well-designed studies, there is adequate evidence to suggest that *Building Blocks* is likely to be effective as a core mathematics curriculum at the preschool level. *Building Blocks* is aligned with Maine's early childhood learning guidelines (see Exhibit A2.1).

Another prekindergarten mathematics program that has been well-researched is the *Pre-K Mathematics* curriculum.¹² In a large-scale study across 40 public preschool and Head Start classrooms in California and New York, including nearly 300 preschool students, *Pre-K Mathematics* was compared to a control group of students receiving typical prekindergarten mathematics instruction. Children in the experimental group received 58 small group (4-6 students) lessons that were approximately 20 minutes in length each. Lessons spanned seven units including (a) counting and number, (b) understanding arithmetic operations part 1, (c) spatial sense and geometry, (d) patterns, (e) understanding arithmetic operations part 2, (f) measurement and data, and (g) logical reasoning. Children in the control group received 21 minutes a day of math instruction from several curricula, including Montessori, High/Scope, and the Creative Curriculum. In order to measure the effectiveness of the instruction, a pretest/posttest design was employed, using the Woodcock-Johnson-III (WJ-III) Applied Problems subtest, Child Math Assessment-Abbreviated (CMA-A), and a researcher-designed Shape Composition Task. While the control and experimental groups both showed significant improvement on the CMA-A from pretest to posttest, the experimental group improved by an additional 8 points on average than the control group. Moreover, the effect size of the intervention on the WJ-III Applied Problems measure was calculated to be a robust +0.22 at posttest.¹³ Given these findings, as well as the small-group format of the curriculum, ACADIA Academy plans to use *Pre-K Mathematics* for Tier 2 preschool mathematics instruction. *Pre-K Mathematics* is also aligned with Maine's early childhood learning guidelines (see Exhibit A2.2).

For grades K-6, ACADIA Academy plans to provide Tier 1 mathematics instruction using *Saxon Math*, published by Houghton Mifflin Harcourt. *Saxon Math* is a core curriculum for students in grades K-5 that has 100% alignment with the Common Core State Standards (CCSS) for mathematics (see Exhibit A2.3). *Saxon* uses an incremental approach for instruction and assessment, teaching each concept to mastery before moving on to the next. This approach is intended to minimize the amount of new math content delivered to students each day while giving them time for ample practice in order to develop procedural fluency with all skills. This is an approach to math instruction that was explicitly endorsed in the Final Report of the National Mathematics Advisory Panel. Procedural fluency has been shown to be a prerequisite to solving higher order mathematical problems. In *Saxon*, new concepts are introduced in a gradual manner and incorporated with previously taught content so that concepts are constantly reviewed and practiced. *Saxon* addresses the same learning trajectories in *Building Blocks*, thus creating a cohesive continuum of mathematical instruction across the age levels of ACADIA Academy. *Saxon*'s instructional approach is built around meaningful conversations about math, mathematical activities involving numerous manipulatives, and classic paper and pencil drills. The program has frequent, formative assessments built into it, making it a natural fit in an RTI/MTSS framework. Starting in grade 3, the primary focus shifts from teacher-directed

instruction to a more student-directed, independent learning approach. This shift is important to the overall mission of ACADIA Academy to create self-determined learners.

Saxon has been validated for use in K-6 classrooms using randomized controlled trials. 110 elementary schools participated in a randomized, controlled experiment that measured the relative effectiveness of four core math curricula on student achievement.¹⁴ Of the four curricula, *Saxon* yielded the greatest gains in mathematical achievement. *Saxon* is currently recognized by the *What Works Clearinghouse* as having the most evidence of efficacy for core elementary math curricula. Given these data, *Saxon* is an appropriate choice for Tier 1 math instruction at the K-6 level. *Saxon* also aligns with the overall mission of ACADIA Academy in that it helps to foster self-efficacy and self-directed problem solving through highly challenging mathematics.

ACADIA Academy plans to use a combination of empirically validated programs to provide Tier 2 mathematics instruction including *Number Worlds*, published by SRA/McGraw Hill, as well as Peer Assisted Learning Strategies (PALS), published by Vanderbilt University. *Number Worlds* extends some of the learning strategies employed in the *Building Blocks* curriculum, while providing supplemental, intensive mathematics instruction for children in need of extra support with computational fluency, conceptual understanding, and overall math engagement. *Number Worlds* is also 100% aligned to the CCSS for math (see Exhibit A2.4) PALS is a peer tutoring approach to providing supplemental math instruction for grades K-6 that has shown to be highly effective in boosting student achievement in mathematics.¹⁵ PALS explicitly teaches students how to engage in peer-tutoring in pairs or small groups, including how to constructively give one another immediate performance feedback. PALS not only helps to develop student skill levels in the realm of math, but also helps foster interpersonal growth and development in the context of meaningful problem solving. Tier 3 instruction in mathematics will be individualized to meet the needs of struggling students and will be based on data resulting from functional academic assessment. All Tier 3 instruction will be based on empirically validated intervention strategies such as flash card drills and cover/copy/compare.¹⁶

Universal screening for mathematics at the elementary level will be conducted using a combination of Aimsweb curriculum-based measures (CBMs) for math, as well as mathematics measures included in the Formative Assessment System for Teachers (FAST). These measures are brief, reliable, and valid indicators of which students are on track with skill acquisition and which students need additional instruction. Student-level CBM data will be considered in the context of national normative data and local normative data to identify students in need of Tier 2 intervention in mathematics. Alternate forms of the CBMs can then be used to monitor student progress. Students needing additional intervention beyond Tier 2 will receive Tier 3 intervention and have their progress monitored more frequently using CBMs.

Reading Programming

In keeping with ACADIA Academy's delivery of academic programming in a response to intervention model, universal screening will be conducted several times each school year to identify students in need of more intensive instruction. Currently, there are many options for screening pre-school and early elementary children for reading skills. The Formative Assessment System for Teachers (FAST) is an evidence-based screening and progress monitoring measures which offers national norms, local norms, and cut-scores for making data-based decisions within an RTI/MTSS framework.¹⁸ Within the FAST program there are several levels which break the progress monitoring and benchmarking by skills. earlyReading is an evidence-based assessment

used to screen and monitor student progress. Typically administered in Grades K-1, they may be used for screening up through Grade 3 and for frequent progress monitoring at any grade. Each assessment is design to be highly efficient and inform instruction. FAST's *earlyReading* assessments are comprised of twelve subtests. Of those twelve subtests, FAST recommends a composite of four specific subtests to be given per benchmark period. The composite varies from fall, winter, or spring, per grade level so as to best match reading skill development and reliably assess risk. The composite is typically completed in 5-10 minutes per student. The remaining assessments may be used as needed to further evaluate skill deficits (i.e. concepts of print, onset sounds, letter names, letter sounds). Results help identify student risk while informing instruction.

Along with the FAST System, another benchmarking and progress monitoring tool that is widely used is the AIMSWEB monitoring system. According to their website, AIMSWEB is one of the leading CBM tools available for classroom use. Within the AIMSWEB product line, there are several things that can be measured, for example, oral reading fluency and math computation. ACADIA Academy will utilize these evidence-based programs to monitor all students' progress with acquisition of reading skills. Specifically, students who are in the beginning stages of reading development will be screened and monitored using the FAST system of reading CBMs, which offers a greater variety of early reading measures. Students who are in the later stages of reading development will be screened and monitored using the AIMSWEB monitoring system, which offers superb psychometric properties, as well as normative data on students who are English Language Learners.

A key component of any reading curriculum is using an effective evidence-based program that will boost achievement for all learners. ACADIA Academy will be using *Reading Mastery*, formerly the reading component of the Direct Instruction System for Teaching and Remediation (DISTAR) program. *Reading Mastery* is an evidence-based program that uses the Direct Instruction model and is 100% Common Core aligned (See Exhibit A2.5). In the largest educational research project in the history of the United States, Project Follow Through, the DISTAR model outperformed all other approaches on measures of reading and language over a period of nine years.¹⁹ Continuing educational research has found *Reading Mastery* to be a highly successful approach to teaching reading not only with typical learners, but also with individuals identified with specific learning disabilities, English Language Learners, and children with autism spectrum disorders.²⁰ According to the McGraw-Hill/SRA website:

"Reading Mastery is a complete basal reading program that uses the Direct Instruction method to help students master essential decoding and comprehension skills. The program places particular emphasis on teaching thinking skills and helping students acquire background knowledge. Program materials include fully scripted lessons to guide teachers through carefully constructed instructional steps - modeling new content, providing guided practice, offering individualized practice and applying skills. It also utilizes a special orthography designed to assist students identify letter sounds. The special font is later phased out and replaced with traditional orthography. Signals and group responses are used to keep students involved, help them stay on task and help with lesson pacing. Teachers assess student performance throughout the program, and struggling students receive practice through remedial exercises. Each level of the program typically spans one academic year. A typical 30- to 45-minute lesson includes seven to nine short activities encompassing multiple strands of content essential for reading (i.e. letter sounds, vocabulary, phonemic awareness)."²¹

If children are not progressing with Tier 1 instruction, as measured by universal screening using curriculum-based measurement and progress monitoring evaluations, then those students will be provided Tier 2 reading intervention. One approach to Tier 2 intervention at ACADIA Academy will be supplemental instruction using the Orton-Gillingham approach to reading instruction. According to their website:

“Orton-Gillingham is an instructional approach intended primarily for use with persons who have difficulty with reading, spelling, and writing of the sort associated with dyslexia. It is most properly understood and practiced as an approach, not a method, program, system or technique. In the hands of a well-trained and experienced instructor, it is a powerful tool of exceptional breadth, depth, and flexibility.”²²

ACADIA Academy will utilize the multisensory strategies inherent to the Orton-Gillingham approach to structure additional scaffolding for students in need of more intensive reading instruction. A packaged Orton-Gillingham program, *Sounds Sensible*, will be provided for students needing additional instruction in the area of phonological awareness. According to their website:

“*Sounds Sensible*® is uniquely effective as phonological awareness and beginning phonics instruction for beginning or struggling readers:

- **For beginning readers** – essential instruction that builds the foundational skills of reading to prevent reading failure before it starts
- **For struggling readers** – an Orton-Gillingham based reading intervention for any grade level that serves as Pre-Level 1 of the *S.P.I.R.E.*® program

Sounds Sensible® provides hands-on instruction in the most reliable indicators of reading success: phonological awareness, alphabet knowledge, and an understanding of letter-sound relationships, as well as handwriting. Included are structured, sequential, 5-step (45-minute) lessons for the mastery of 20 consonants and a short *a*. *Sounds Sensible* can be completed in 6-8 months.”²³

In addition to *Sounds Sensible* and teacher developed Orton-Gillingham strategies, ACADIA Academy will also provide Tier 3 intervention that will be individualized to meet the needs of the student using evidence-based strategies and instruction including repeated readings, flash card drills, explicit comprehension strategy development, explicit vocabulary instruction, and phrase drill procedures. This robust, multi-tiered system of student supports will ensure that all students meet and exceed the Common Core state standards for reading skills.

Writing Programming

Writing is another key area that will be developed at the ACADIA Academy in line with the Common Core Standards. Early writing is one of the best predictors of children's later reading success.²⁴ Specifically, early writing is part of a set of important foundational literacy skills that serve as necessary precursors to conventional reading, including developing understandings of both print (i.e., print concept and alphabet knowledge) and sound (i.e., phonological awareness).²⁵ Using the same RTI approach that will be in place for reading and math instruction, students will be monitored for basic writing skills that will lead them to become strong writers as they grow. An extensive review of writing programs has found that The

Teachers College at Columbia College offers a research based program that aligns well with the Common Core Curriculum (See Exhibit A2.8). *The Units of Opinion, Information, and Narrative Writing* uses a series of six research principles that have been spearheaded, developed and used extensively by the Teachers College Reading and Writing Project (TCRWP). This curriculum is not only aligned with state standards, but is based on years of research on best practices in writing instruction such as explicit strategy development, immediate feedback to students, and the workshop approach to writing instruction. According to their website the six research principles underlying *The Units* curriculum are:

“1) There are fundamental qualities of all good writing, and students write well when they learn these qualities as well as the specific qualities of different genres, or types, of writing.

2) Using a writing process to teach the complex task of writing increases student achievement.

3) Students benefit from teaching that offers direct instruction, guided practice, and independent practice

4) To write well, writers need ample time to write every day, with clear expectations for stamina and volume.

5) A successful curriculum provides differentiated instruction for students of all ability levels and support for English language learners

6) Writing and reading are joined processes, and students learn best when writing and reading instruction are coordinated.”²⁶

Writing will permeate all subject areas at ACADIA Academy with a special emphasis on teaching students to write clearly about their passions and interests. The *Units of Study* curriculum provides an effective framework for developing student writers with the ability to write informatively, creatively, and persuasively.

Science Programming

ACADIA Academy will provide science instruction for grades K-6 using the Full Option Science System (FOSS) 3rd Edition. FOSS is 100% aligned to the Next Generation Science Standards (NGSS) which have recently been adopted by the state of Maine (see Exhibit A2.6). Additionally, FOSS boasts strong alignments with the CCSS, especially in the arena of reading and comprehending informational texts (see Exhibit A2.7). FOSS is a kit-based, inquiry-focused science curriculum that includes textbooks, software, and a multitude of manipulatives. FOSS endeavors to demystify science while incorporating scientific thinking and language across all aspects of the school day. In his synthesis of 800 meta-analyses related to academic achievement, Dr. John Hattie identified kit-based, enhanced-content, inquiry-focused science education as being the most successful approach to fostering scientific thinking in young learners²⁷. The FOSS system meets all of these criteria and is intended to develop scientifically-minded learners who possess the skills to explore their own curiosities and inquiries. This skill development occurs through the scaffolding of carefully designed investigations into NGSS core subjects such as weather, energy and electromagnetism, and systems of life. FOSS also offers several built-in formative assessments and tools for progress monitoring students, making it a good fit in an RTI/MTSS framework.

FOSS relies heavily on cooperative learning experiences, thus supporting the further development of interpersonal learning and problem solving skills. Students work together to solve scientific problems in a hands-on approach that mimics the laboratories of the real world. FOSS is an important key to developing the kind of self-directed learners ACADIA Academy hopes to cultivate. The FOSS system has been demonstrated to be very effective, including yielding a +0.48 effect size on science achievement in a randomized controlled experiment in which FOSS was compared to a textbook-centered science curriculum²⁸. FOSS also offers a multitude of opportunities for accelerated learning in science and technology for students who exceed the NGSS standards. FOSS has been endorsed by the National Science Foundation as a good resource for Science Technology Engineering and Math (STEM) education. Given these considerations, FOSS is a natural fit for science instruction at ACADIA Academy.

In addition to FOSS as a core science curriculum, ACADIA Academy plans to offer a variety of supplemental, project-based learning experiences in science and technology. These learning experiences will be heavily experiential and will recruit the expertise of community members with unique skill sets. For example, ACADIA Academy may offer a unit on Lego® engineering during which students are taught to design, build, and troubleshoot structures and vehicles using Lego® building blocks. This unit would include the assistance of local engineers, architects, and robotics experts. Such a unit would be aligned with best practices in elementary science education, as well as the standards outlined in the NGSS. Another example may involve exploring the weather content outlined in the kindergarten level of the NGSS by recruiting a local meteorologist to help students understand local weather patterns and conditions, as well as the implications of different weather events. FOSS will provide the foundation of NGSS-aligned learning; experiential learning opportunities will help students to appreciate the ever increasing role of science, technology, engineering, and math in our world.

For our prekindergarten students, hands-on science learning will be provided using the prekindergarten science discovery kits published by Delta Education. These kits provide a fun, interactive introduction to scientific thinking and study for young children, while preparing them for the kit-based, inquiry-focused approach inherent to the FOSS curricula. The Delta discovery kits cover a range of science topics including body and senses, health and nutrition, insects and spiders, oceans, trees, and weather. These kits are aligned with Maine's early childhood learning guidelines (see Exhibit A2.9). Enrichment programs in science will also be provided at the prekindergarten level, including exposure to real-world science experiences such as meteorology, agriculture, and oceanography. Guest instructors will help to promote a love of scientific learning in our youngest students by providing real world examples of how science impacts our lives.

Direct Instruction in English Language

ACADIA Academy intends to provide a continuum of instruction for PreK-6th grade in oral and written language skills using the SRA direct instruction programs *Language for Learning*, *Language for Thinking*, and *Language for Writing*. These programs provide explicit English language instruction targeting a range of children including those who are English language learners (ELL). Although basic language instruction would be unnecessary if all children entered school with well-developed oral language skills, many children begin school with less developed oral language. In a landmark study, Hart and Risley provided detailed information about the social and linguistic environments in which typical children learn to talk.

Over two and a half years of research with children from 42 diverse families, Hart and Risley conducted monthly hour-long observations of everything said by, to, and around each of the 42 children during unstructured activities in their homes. Children living in poverty were found to have acquired less than a third of the vocabulary of families of high socioeconomic status (SES) by the age of three. Vocabulary acquisition was highly correlated with the number of language experiences in the home. In a typical hour the average child in a high SES family heard 2,153 words while a child in a low SES family heard only 616 words. By the time they reach school age, students from low SES families will have heard about 30 million fewer words than their counterparts from high SES families. These disparities correlated strongly with future achievement, vocabulary, and even IQ²⁹. Given the rate of students qualifying for free and reduced lunch in the ACADIA Academy catchment area, these data must be strongly considered.

In recognizing this language gap that many children will be coming to school with, ACADIA Academy will provide direct instruction in English language skills for all students. Students will be differentiated according to placement testing and provided with instruction from the continuum of learning offered by the SRA direct instruction in language series. This approach will provide an inclusive environment for students who are English language learners to expand their academic English skills alongside non-ELL peers. According to McGraw Hill/SRA:

“The Direct Instruction language curriculum focuses on the language used in schools and textbooks. A major premise of this curriculum is that students must understand the language used for instruction in classrooms, as well as the language that appears in texts and workbooks. ... instructional language [includes] the directions and verbal demonstrations used by instructors to teach arithmetic, reading, social studies, science, and other school subjects; the language used by teachers to direct the sequence of events during a school day; the directions and instruction sequences that appear in textbooks and workbooks; a broad array of background knowledge and the vocabulary associated with it; [and] a wide variety of English grammatical structures.”³⁰

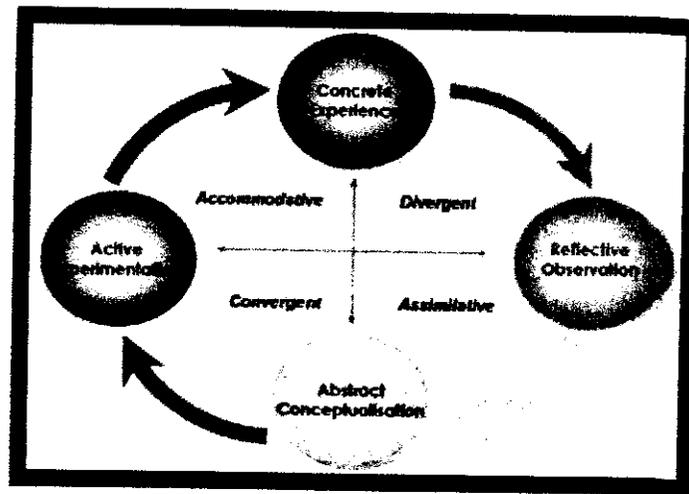
This approach fits with ACADIA Academy’s philosophy that every skill a student is expected to possess must be explicitly taught. The direct instruction language programs use continuous assessment and mastery criteria as a means of ensuring all students are meeting oral language standards. *Language for Learning, Language for Thinking, and Language for Writing* have alignment to the CCSS as well as Maine’s early childhood learning guidelines. Several rigorous studies have documented the efficacy of direct instruction language programs in boosting student achievement.³¹

Social Studies Programming

According to the Maine Learning Results, “The primary purpose of social studies is to develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an independent world”³² (National Council of the Social Studies, 1994, p.3). ACADIA Academy will meet these standards by providing experiential learning opportunities to the students to provide a hands-on experience that will allow the students to learn through “doing” rather than just reading or hearing about it.

Experiential learning is a teaching approach providing a holistic model of learning where “knowledge is created through the transformation of experience.”

David A. Kolb's Experiential Learning Cycle



In the experiential learning cycle, there are two means of grasping information: Concrete Experiences (CE) and Abstract Conceptualization (AC). Concrete Experiences are when individuals are learning immediately or by their feelings of an occurrence. This is when individuals are able to relate to other individuals and learning from their experiences. Abstract Conceptualization is when individuals learn by thinking; there is thoughtful planning and analysis of an experience occurs in order to attain an intellectual understanding of experiences. The two means of transforming experiences are Reflective Observation (RO) and Active Experimentation (AE). Reflective Observations are when individuals are learning by watching and listening, carefully observing before decisions are made and looking at an experience from all perspectives. Active Experimentation is when individuals learn by doing; there are risks taken in this type of learning in order to gain knowledge about the individuals' experiences.

Within the learning cycle there are also learning styles accounted for:

“Accommodator - combines active experimentation and concrete experience. Accommodators tend to be people-oriented and learn through trial-and-error problem solving.

Diverger - combines concrete experience and reflective observation. Divergers tend to use information from their senses and feelings.

Assimilator - combines reflective observation and abstract conceptualization. Assimilators are characterized by abstract thinking and a theoretical orientation.

Converger - combines abstract conceptualization and active experimentation. Convergers tend to have a good understanding of practical ideas and their application.”³³

ACADIA Academy will encompass the aspects of Kolb's Experiential Learning Cycle by creating opportunities the students are interested in while exposing them to the various learning styles. Our experiential learning strategy will encourage student curiosity about the world of the

past present and future. "Brain-based learning research has shown that learning is best accomplished when the learning activity is connected directly to physical experience" ³⁴

Some instructional principles ACADIA Academy will embed in our experiential/interest focused learning include: beginning with what is familiar by building upon interests and prior knowledge, emphasizing clear communications and offering opportunities for decision making which leads to developing a sense of self-worth. ³⁵ Along with these instructional principles, we will expand upon fostering relationships and creating a community within the classroom and school as a whole.

ACADIA Academy will meet the social studies standards of the Maine Learning Results by teaching the following:

A. Applications of Social Studies Processes, Knowledge, and Skills

1. Researching and Developing Positions on Current Social Studies Issues
 2. Making Decisions Using Social Studies Knowledge and Skills
 3. Taking Action Using Social Studies Knowledge and Skills
- **Pre-K-2:** Students will build upon skills for teamwork, while encouraging collaborative problem solving, community projects focused on topics such as: pollution, recycling, etc.
 - **Grades 3-5:** Students will work together on projects sharing ideas and listening to each other's opinions, community projects focused on topics such as: pollution, recycling, etc.
 - **Grades 6-8:** Students will participate in community projects focused on topics such as: pollution, recycling, volunteer work with younger children, at animal shelters, at nursing homes, etc.

B. Civics and Government

1. Knowledge, Concepts, Themes, and Patterns of Civics/Government
 2. Rights, Duties, Responsibilities, and Citizen Participation in Government
 3. Individual, Cultural, International, and Global Connections in Civics and Government
- **Pre-K-2:** Students will engage in discussion with community helpers and other guest speakers from various cultures, field trips to community buildings (i.e. police station, library, fire station, etc.), students participating in creating classroom rules and outline clear expectations as a student and individual as a whole, learn about family trees and where ancestors came from.
 - **Grades 3-5:** Students will engage in discussion with community helpers and other guest speakers from various cultures, field trips to community buildings (i.e. police station, library, fire station, etc.), elections at the city/town level and presidential elections, field trip to the capital/state building, students participating in creating classroom rules and outline clear expectations as a student and individual as a whole, classroom and/or school wide votes, trip around the world projects studying other parts of the world (school wide project).

- **Grades 6-8:** Students will engage in discussion with community guest speakers from various cultures, laws in comparison to rules, studying various cultures and working together looking at the differences in civic duties.

C. Economics

1. Economic Knowledge, Concepts, Themes, and Patterns

2. Individual, Cultural, International, and Global Connections in Economics

- **Pre-K-2:** Students will learn about the worth of money and how to make choices when utilizing skills to buy goods and save for the future (example activities: trips to the school store, grocery store, farmers market, etc.).
- **Grades 3-5:** Students will work on making choices about the use of financial resources when looking at saving, managing and investing money.
- **Grades 6-8:** Students will continue gaining knowledge about economics at a personal level and as a state and country as a whole and understanding basic aspects of a budget and taxes. The learning opportunities in this standard will be tied with functional experiences that students can use in their daily lives in the community.

D. Geography

1. Geographic Knowledge, Concepts, Themes, and Patterns

2. Individual, Cultural, International, and Global Connections in Geography

- **Pre-K-2:** Students will gain an understanding of geographical knowledge including concepts such as the Earth's surface and people, neighborhoods and community, and directions including North, South, East, West on a compass. These skills will be taught by students utilizing information about where the students live with their families and by attending field trips into the community focused on the environment and means of living in various communities in the surrounding areas.
- **Grades 3-5:** Students will study the physical features of Earth (such as climate and the distribution of plant, animal and human life) by studying their environment around themselves and doing research about how these features and visit various sites such as oceans, rivers and mountains and make observations about what they see/experience.
- **Grades 6-8:** Students will take their knowledge on the physical features of Earth and look at the effects they have on various cultures across the world. While acquiring basic information about physical features, the students will be able to utilize their observation skills and make predictions about information found on various continents around the world.

E. History

1. Historical Knowledge, Concepts, Themes, and Patterns

2. Individual, Cultural, International, and Global Connections in History

- **Pre-K-2:** Students will demonstrate understanding of the word “past” by relating it to personal stories through narratives and pictures. Participation in show and tell or share times inviting family or friends to discuss experiences from the past will create a sense of community where the students can learn and/or relate to one another.
- **Grades 3-5:** Students will learn about what “history” means. In relation to themes, people and timeframes based in the state of Maine and at a larger scale – the US as a whole. Field trips to museums and/or visiting historical statues or monuments will allow for meaningful experiences.
- **Grades 6-8:** Students will participate in discussions with community members that have experienced events in the past and relate those experiences to the present. Discussions may include how the past event(s) effected the present and what individuals learned from their experiences.

Co-curricular and extra-curricular activities

ACADIA Academy believes that children benefit from activities and learning activities in and out of the classroom. Area programs (including recreational, health and wellness, character building) will be invited to distribute information about local programs. These may include, but are not limited to, Cub Scouts, Brownies, 4-H, karate, community recreation sports and clubs. In addition, parents will have access to information about the local YMCA’s, as well as other activity centered programs. During each day, there will be a time designated for the arts and/or movement. The arts may include activities such as an art or music lessons/activities, and the movement lessons may include physical education, yoga, dance, tai chi, etc. While the students are engaged in these activities, it is our goal that they would be learning skills about themselves as individuals and as members of a community amongst their peers. This designated arts and movement time will allow students to work toward meeting state standards in physical education, visual and performing arts, and health education.

Additional Academic Considerations for ELLs

ACADIA Academy’s dedication to providing literacy and language instruction based on best practices is aligned with well-established approaches to educating all English language learners (ELLs). The What Works Clearinghouse provides a practice guide that outlines five research-based strategies for maximizing academic achievement for students who are English language learners:

- “1. Conduct formative assessments with English learners using English language measures of phonological processing, letter knowledge, and word and text reading. Use these data to identify English learners who require additional instructional support and to monitor their reading progress over time.
2. Provide focused, intensive small-group interventions for English learners determined to be at risk for reading problems. Although the amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data and other indicators, the interventions should include the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Explicit, direct instruction should be the primary means of instructional delivery.

3. Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. In addition, use instructional time to address the meanings of common words, phrases, and expressions not yet learned.
4. Ensure that the development of formal or academic English is a key instructional goal for English learners, beginning in the primary grades. Provide curricula and supplemental curricula to accompany core reading and mathematics series to support this goal. Accompany with relevant training and professional development.
5. Ensure that teachers of English learners devote approximately 90 minutes a week to instructional activities in which pairs of students at different ability levels or different English language proficiencies work together on academic tasks in a structured fashion. These activities should practice and extend material already taught.”³⁶

ACADIA Academy is dedicated to implementing each of these strategies for its English language learners, specifically through the use of high quality literacy programs (e.g., *Reading Mastery*, *Sounds Sensible*) and explicit instruction in the English language conventions and vocabulary (e.g., *Language for Learning*, *Language for Thinking*, *Language for Writing*). Multi-tiered systems of academic support will guarantee that students in need of additional small-group or individualized instruction will have their academic needs met and exceeded. Frequent formative assessment in core academic areas will be a key practice at the Academy; these data will inform student-centered instruction in academic English. ACADIA Academy will also utilize cooperative learning strategies such as Peer Assisted Learning Strategies (PALS) for at least 90 minutes a week in order to supplement daily direct instruction in English language.

Personalized Learning Plans for All Students

Every student at ACADIA Academy will have a personalized learning plan. The rationale of the personalized learning plan is to simultaneously give students a voice to express their individual interests and goals while also developing their self-management skills through self-assessment and self-monitoring. Students will monitor their progress with meeting state standards in core academic areas, as well as their own individually chosen learning objectives in areas such as Career & Education Development, Social Studies, Visual & Performing Arts, World Languages, and other areas of personal interest. The personalized learning plan is an important component in developing self-determined learners. ACADIA Academy will provide explicit instruction in the skills (i.e., executive functioning skills, goal-setting skills) necessary for students to be successful in developing and meeting their personalized learning plans. Younger students will be provided appropriate scaffolding for managing their personalized learning plans. As students grow older, they will become more independent with their personalized learning plans and goal-setting. As a part of their personalized learning plans, students will chart their own curriculum-based measurement data in order to make them acutely aware of their own progress with academic skill development. Personalized learning plans will also allow for timely acceleration of students exceeding grade-level academic standards.

References

1. Brown-Chidsey, R. & Steege, M. (2010). *Response to intervention: principles and strategies for effective practice*. New York: Guilford Press.

2. Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. London: Routledge.
3. Riley-Tillman, T.C., Burns, M.K., & Gibbons, K. (2013). *RTI applications volume 2: assessment, analysis, and decision making*. New York: Guilford Press.
4. Tucker-Drob, E.M. (2012). *Preschools reduce early academic achievement gaps: a longitudinal twin approach*. *Psychological Science*, 23(3), 310-319.
5. MyIGDIS. (2014). MyIGDIS frequently asked questions. Retrieved: <http://www.myigdis.com/why-myigdis/faq/>
6. Floyd, R.G., Hojnoski, R., & Key, J. (2006). *Preliminary evidence of the technical adequacy of the preschool numeracy indicators*. *School Psychology Review*, 35(4), 627-644.
7. National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA: Author.
8. National Mathematics Advisory Panel. (2008). *Foundations for success: the final report of the national mathematics advisory panel*. Washington DC: U.S. Department of Education.
9. Clements, D.H., & Sarama, J. (2007). *SRA real math building blocks teacher's resource guide prek*. Columbus, OH: SRA/McGraw-Hill, 2007.
10. Clements, D. H., & Sarama, J. (2007). Effects of a preschool mathematics curriculum: summative research on the Building Blocks project. *Journal for Research in Mathematics Education*, 38, 136-163.
11. Clements, D. H., Sarama, J., Spitler, M. E., Lange, A. A., & Wolfe, C. B. (2011). Mathematics learned by young children in an intervention based on learning trajectories: A large-scale cluster randomized trial. *Journal for Research in Mathematics Education*, 42(2), 127-166.
12. Klein, A., Starkey, P. & Ramirez, A. (2003). *Pre-k mathematics curriculum: early childhood*. Indiana: Pearson Early Learning.
13. Klein, A., Starkey, P., Clements, D., Sarama, J., & Iyer, R. (2008). Effects of a pre-kindergarten mathematics intervention: a randomized experiment. *Journal of Research on Educational Effectiveness*, 1, 155-178.
14. Agodini, R., Harris, B., Thomas, M., Murphy, R., & Gallagher, L. (2010). *Achievement effects of four early elementary school math curricula: Findings for first and second graders* (NCEE 2011-4001). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/pubs/20114001/pdf/20114001.pdf>
15. Fuchs, L.S., Fuchs, D., Yazdian, L., & Powell, S. R. (2002). Enhancing first-grade children's mathematical development with peer-assisted learning strategies. *School Psychology Review*, 31, 569-583.
16. Brown-Chidsey, R., Bronaugh, L., McGraw, K. (2009) *RTI in the Classroom: Guidelines and Recipes for Success*. New York: The Guilford Press.
17. Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.
18. Formative Assessment System for Teachers, retrieved from: <http://www.fastforteachers.info/#!earlyreading/c1v4v>.

19. Stebbins, L.B., R.G. St. Pierre, E.C. Proper, R.B. Anderson, and T.R. Cerva. Education as Experimentation: A Planned Variation Model, Volume IV-A, An Evaluation of Follow Through. Abt Associates, Cambridge, MA, 1977.
20. Recent Reading Mastery Research from What Works Clearinghouse, retrieved from: <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=417>
21. Reading Mastery Signature Edition, retrieved from: <https://www.mheonline.com/programMHID/view/0076181936>
22. Orton Gillingham for Reading, retrieved from: <http://www.ortonacademy.org/approach.php>
23. Sounds Sensible by Spire, retrieved from: <http://eps.schoolspecialty.com/products/details.cfm?seriesonly=3183M>
24. National Early Literacy Panel [NELP], 2008, retrieved from: <http://lincs.ed.gov/publications/pdf/NELPReport09.pdf>
25. Scaffolding Early Writing Skills, retrieved from Reading Rockets: <http://www.readingrockets.org/article/how-do-i-write-scaffolding-preschoolers-early-writing-skills>
26. Research Base for *Units of Study in Opinion, Information, and Narrative Writing: A Common Core Workshop Curriculum*, retrieved from: <http://www.heinemann.com/shared/onlineresources/E00871/UoSWResearchBase85x11.pdf>
27. Leach, L. (1992). *Full-Option Science System: Effects on science attitudes and achievement of female fifth-grade students*. (Unpublished doctoral dissertation). Texas Tech University, Texas.
28. National Science Foundation: Resources for STEM Education. Retrieved from http://www.nsfresources.org/resource.cfm?resource_id=1447&topic=IM
29. Hart, B. & Risley, T. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore: Paul H. Brookes Publishing. (2004 printing).
30. McGraw-Hill/SRA Research Base and Validation of Direct Instruction Language Programs, retrieved from: https://www.mheonline.com/assets/sra_download/ReadingMasterySignatureEdition/MoreInfo/ResearchAndValid_DILang06_web.pdf
31. Cole, K. N., & Dale, P. S. (1986). Direct language instruction and interactive language instruction with language delayed preschool children: A comparison study. *Journal of Speech and Hearing Research*, 29, 206-217.
32. David A. Kolb. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.
33. Raschick, Michael; Maypole, Donald E; Day, Priscilla A. *Journal of Social Work Education; Improving Field Education Through Kolb Learning Theory*. Winter 1998; 34, 1; ProQuest Sociology pg. 31.
34. University of Kansas www.specialconnections.ku.edu
35. National Council for Social Studies. www.socialstudies.org
36. Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide by The What Works Clearinghouse, retrieved from: <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=6>

PLEASE NOTE

ACADIA Academy has included the Alignment and Curriculum Guides for Building Blocks, Saxon Math, Number Worlds, Reading Mastery, FOSS Full Option Science System, Lucy Calkins Writing Program, and Pre K Discovery Kits...in a separate binder. There is only one copy of these documents, for you to refer to. The bulk would have detracted from the application, but were included as evidence of curriculum alignment and depth.

Sample Lessons

Sample lessons from core academic areas:

- Lessons 76 and 108 from *Reading Mastery Signature Edition: Level 1*
- Lessons 2 and 58 from *Saxon Math: Level 1*
- Investigation 1, Part 1 (Mealworms) from *Full Option Science System (FOSS) grade 1*,
Investigation 5, Part 3 (Adult Butterflies) from *FOSS grade 1*

The comprehensive list of CCSS for Lesson 58 can be found in Section Overview 6.

Meeting: CC.OA.5, CC.OA.6, CC.NBT.1, CC.NBT.2, CC.NBT.2a, CC.NBT.2c, CC.NBT.5, CC.NBT.6, CC.MD.3, CC.MD.4, CC.G.1

New Concept: CC.K-12.MP.8, CC.OA.6, CC.NBT.4

Lesson Worksheet: CC.K-12.MP.8

Fact Practice: CC.OA.6

Guided Class Practice: CC.K-12.MP.7, CC.K-12.MP.8, CC.OA.1, CC.OA.3, CC.OA.4, CC.OA.6, CC.NBT.1, CC.MD.3

• Adding 2 to an Even Number

Lesson Preparation

materials

- Meeting Board Time section
- sets of Learning Wrap-Ups®; Subtracting 1 (1 set per child)
- Fact Homework 58
- Lesson Worksheet 58 chart
- towers of 10 linking cubes (1 per child)
- Lesson Worksheet 58
- crayons (yellow)
- Guided Class Practice 58A chart
- Guided Class Practice 58A/Homework 58B

the night before

- Put the Time section on the Meeting Board.

in the morning

- Write the following in the area labeled "Today's Pattern" on the Meeting Board:

10, 12, 14, ____, ____, ____

Answer: 10, 12, 14, 16, 18, 20

- Put **4 dimes** and **1 penny** in the coin cup.
- Allow time for the Student of the Day to put coin pictures in the area labeled "Coins" on the Meeting Board.
- Put **5 paper clips** and **2 crayons** in the Mystery Bag.
- Collect homework from the previous day. Correct and review errors with each child.

Higher-Order Thinking Skills

- ✎ **Applying** p. 5
- ✎ **Analyzing** p. 6
- ✎ **Understanding** p. 6

Mathematical Language

even

Extensions and Enrichment

See Section Overview 6

Math Center Activities 42–47

Journal Writing

Literature Connections

Extend and Challenge CD:

Activities 1–8

The Meeting

Real-World and Problem-Solving Activities

calendar

- Ask the children to identify the following:
 - year
 - month
 - shapes on the calendar
 - shape pattern for the month

- Ask the Student of the Day to do the following:
 - write the date on the date tag
 - identify today's day of the week
- Ask the children to do the following:
 - read the days of the week together
 - identify the number of days in a week
- Ask the children to do the following:
 - read the months of the year together

"How many months are there in one year?"

"What is the (ordinal number) month of the year?"

"What month of the year is (month)?"
- Ask the Student of the Day to do the following:
 - write the full date on the date line as the children spell the name of the month, name the digits for the date, and name the digits for the year
- Ask the children to identify the date on the (first) (day of the week) of (this month). Adjust this question to fit the date tags on your calendar.
- Ask the children to identify the day of the week for a date on the Meeting Board calendar.

counting

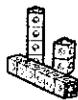
- Count **backward from 20 to 1** using the hundred number chart.
- Count **by 10's to 100** and then **backward by 10's from 100**.
- Say the **even numbers from 0 to 20**.

"Let's use our counting by 2's counting strip to help us say the odd numbers to 21."
- Point to each number on the counting strip as the children count **forward** and **backward** together.
- Today's count is **from 38 to 50**. Ask the children to identify the numbers that are one less than the beginning number and one more than the ending number. Put self-stick tags over these numbers.
- Have the Student of the Day point to each number on the number line as the children count **from 38 to 50** together.

"Who would like to tell us a number that is between the tags?"
- Ask three children to name a number between the covered numbers. Point to the number each child names.
- Add another number to the number line for the days spent in school.
- Ask the Student of the Day to show the number of days in school using linking cubes.



Tags



Linking
Cube Towers

counting
pattern

- Ask the children to identify the missing numbers in the pattern.
"The Student of the Day will fill in the missing numbers in our pattern."
- Read the pattern with the children.
"How are we counting?" forward by 2's

weather
graph

- Ask the Student of the Day to report and graph the weather.
- Ask all children questions about the graph.

lunch/
attendance
graph

- Ask the Student of the Day to report the information from the lunch/attendance graph.

clock

- Ask the Student of the Day to set the morning/afternoon/evening/night clock.

"Beginning today after the Student of the Day announces the time on the hour and shows the time on the demonstration clock, he or she will write the digital time on the Meeting Board."



Demo
Clock

- Throughout the day, have the Student of the Day announce the time, set the demonstration clock, and write the digital time on the Meeting Board.

coin cup

"The Student of the Day put pictures on the Meeting Board to show how many dimes and pennies are in the coin cup today."



Meeting
Board Coins

"How many dimes are in the coin cup today?" 4

"How many pennies are in the coin cup today?" 1

"Let's count the money."

"What coins will we count first?" dimes

"Why?" they are worth more

"What do we count by when we count dimes?" 10's

"What do we count by when we count pennies?" 1's

"We will count the money together as the Student of the Day points to each coin."

"How much money is in the coin cup?" 41¢

- Ask the Student of the Day to write the total amount of money on the Meeting Board coin cup.

- **Note:** Pause after you read each clue.

"Today I put five paper clips and two crayons in the Mystery Bag."

"Now I will take one paper clip out of the bag."

problem
solving
and mental
computation
(Mystery
Bag)

- Remove one paper clip from the bag. Hold the paper clip in your hand without letting the children see it.

"I will want to know how many paper clips are in the bag now."

"I will give you the clues one more time."

- Repeat the clues.

"Who would like to tell us how many paper clips are in the bag now?"

- Ask the children to use their thumbs to signal their agreement or disagreement.

"What problem-solving strategy could we use to solve this problem?"

- Use the strategy a child selects to solve the problem.
- Remove the paper clips and crayons and check the answer with the children.

Fact Practice

Building a Strong Foundation

- Adding 1; Subtracting 1; Review Facts



Wrap-Ups



Fact Homework 58

"Today we will practice the subtracting 1 facts using a Wrap-Up."

"When I give you a Wrap-Up, unwrap the string and get ready to wrap."

- ▶ Distribute a set of Wrap-Ups to each child.

"We will say each problem and answer together."

- Say the problems and the answers slowly with the children. Circulate and assist children having difficulty.

"Ask someone next to you to check your Wrap-Up to see if it is correct."

- Repeat once or twice.

"Now you will practice wrapping the Wrap-Up by yourself."

"Say each number fact and answer softly to yourself as you wrap the Wrap-Up."

- Allow the children to practice the Wrap-Ups independently a few more times. Circulate and assist children having difficulty.
- Collect the sets of Wrap-Ups.
- ▶ Distribute Fact Homework 58. Review the directions with the children.

● Adding 2 to an Even Number

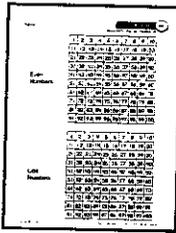


Chart and Lesson Worksheet 58



Linking Cube Towers

- Post Lesson Worksheet 58 Chart on the board or chart stand.
"Today you will learn how to add 2 to an even number."
"Who would like to tell us the even numbers?"
- Write the even numbers 0 to 8 on the board or on chart paper.
"Let's add 2 to each of these even numbers."

- Add $+ 2$ below each number to make the following problems:

$$\begin{array}{r} 0 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

"We will use linking cubes to help us find the answers for these problems."

- ▶ Distribute a tower of 10 linking cubes to each child.

"Put your cubes into towers of 2."

- Allow time for the children to do this.

"What is $0 + 2$?"

"Show that with your cubes."

"How many cubes is that?"

"Add two cubes to your train of 2."

"How many cubes do you have now?"

"Add two cubes to your train of 4."

"How many cubes do you have now?"

- Write the answer beneath each problem on the board as the children use the linking cubes to find the answer.

- Repeat adding two cubes to find answers for the last two problems.

"What happened when we added 2 to an even number?" ✎ *the answer was even*

"Let's read these problems together."

- Point to each problem as the children read the problems together.

"Now I will say an adding 2 problem."

"Let's see how fast you can say the answer."

"Everyone will answer together."

- Do not erase the answers on the board. Allow the children to refer to them as you say the problems in random order. (Use the following facts only: $0 + 2$, $2 + 0$, $2 + 2$, $4 + 2$, $2 + 4$, $6 + 2$, $2 + 6$, $8 + 2$, $2 + 8$.)

- Collect the linking cubes.

- ▶ Distribute Lesson Worksheet 58. Have the children take out their yellow crayons.
 - "Today we will use only the top half of this paper."*
 - "Fold your paper on the dotted line so that you see only the part with your name."*
- Demonstrate folding the paper.
 - "We will show all the even numbers on this hundred number chart."*
 - "Point to the smallest even number on this hundred number chart."*
 - "What number is it?" 2*
 - "Point to the number 2 on your chart."*
 - "Color the square with the number 2 using a yellow crayon."*
- Color the square on the chart.
 - "Point to the number that is two more than 2."*
 - "Two more than 2 is 4."*
 - "Color this square yellow."*
- Color the square on the chart.
- Continue adding 2 until you reach 20.
 - "What is the pattern on the hundred number chart when we add 2 to an even number?"*
 - "Keep adding 2 and coloring the boxes on the hundred number chart."*
- Allow the children to work independently to complete the chart.
- When children finish, continue.
 - "Let's read the even numbers together."*
- Read the even numbers with the children.
 - "Do you see a pattern on the hundred number chart?"*
 - "What is it?" ↙*
- Allow time for children to share observations.
 - "All even numbers end with a 0, 2, 4, 6, or 8."*
- Write 7,439,012 on the board. Read the number to the children.
 - "We can tell that this is an even number because it ends with a 0, 2, 4, 6, or 8."*
- Circle the digit in the ones place.
- Repeat with 1,294,516 and 2,493,750.
- Collect and save Lesson Worksheet 58 for use in Lesson 59.
- Save Lesson Worksheet 58 chart for use in Lesson 59.
 - "Who would like to share something you learned today in math?" ↙*
- Provide 2–3 minutes for sharing. Allow as many children as possible to respond. Provide appropriate feedback.

"The last number we practiced writing was the number 52."

"Does anyone know how to write the number 53?"

- Ask a child to write the number on the board.

"What digits do you see in the number 53?"

"How would you tell someone how to write the number 53?"

"Which digit is on the left?"

"Which digit is on the right?"

- Draw a box around the **53** and separate the digits with a line. Write *tens* above the **5** and *ones* above the **3**.

"The 5 tells us the number of tens, and the 3 tells us the number of ones."

"How many dimes and pennies would we use to make 53 cents?"

5 dimes and 3 pennies

- Post the Guided Class Practice 58A chart on the board or chart stand.
- ▶ Distribute Guided Class Practice 58A/Homework 58B.
- Ask the Student of the Day to write his/her name, the date, and the day of the week at the top of the chart. The children should spell the name of the month and the day of the week together as they write them on their practice sheets.
- Read the directions for Problem 1. Write the numbers on the chart. Circulate and assist children as they write the numbers on their papers.
- Read the directions for the rest of the problems on Side A one at a time. Allow time for the children to write each answer. Write each answer on the chart.

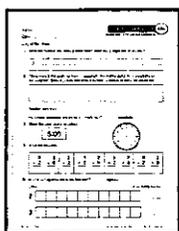


Chart and Guided Class Practice 58A/Homework 58B

Name _____
 Date _____
 Day of the Week _____

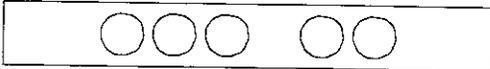
Guided Class Practice 58A

Saxon Math 1 (for use with Lesson 58)

1. Write the number fifty-three 2 more times. How many digits are on the line? 6

53 53

2. There were 3 meatballs on Mario's spaghetti. His mother put 2 more meatballs on his spaghetti. Draw a picture and write a number sentence to show the meatballs.



Number sentence $3 + 2 = 5$

How many meatballs are on his spaghetti now? 5 meatballs

3. Show this time on the clockface.

5:00



4. Write the answers.

$\begin{array}{r} 0 \\ + 2 \\ \hline 2 \end{array}$	$\begin{array}{r} 2 \\ + 0 \\ \hline 2 \end{array}$	$\begin{array}{r} 2 \\ + 2 \\ \hline 4 \end{array}$	$\begin{array}{r} 4 \\ + 2 \\ \hline 6 \end{array}$	$\begin{array}{r} 2 \\ + 4 \\ \hline 6 \end{array}$	$\begin{array}{r} 6 \\ + 2 \\ \hline 8 \end{array}$	$\begin{array}{r} 2 \\ + 6 \\ \hline 8 \end{array}$	$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$	$\begin{array}{r} 2 \\ + 8 \\ \hline 10 \end{array}$
---	---	---	---	---	---	---	--	--

5. How many squares are in the first train? 10 squares.

Color How many are left?

2 8

3 7

MI(9)-GP-056a

© Harcourt Achieve Inc. and Nancy Larson. All rights reserved.

Name _____

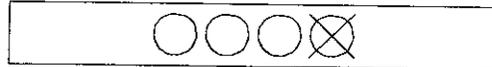
Homework 58B

Saxon Math 1 (for use with Lesson 58)

1. Fill in the missing numbers.

21	22	23	24	25	26	27	28	29	30
----	----	----	----	----	----	----	----	----	----

2. There were 4 meatballs on Angela's spaghetti. Angela ate 1 meatball. Draw a picture and write a number sentence to show the meatballs.



Number sentence $4 - 1 = 3$

How many meatballs are on her spaghetti now? 3 meatballs

3. Show this time on the clockface.

7:00



4. Write the answers.

$\begin{array}{r} 0 \\ + 2 \\ \hline 2 \end{array}$	$\begin{array}{r} 2 \\ + 0 \\ \hline 2 \end{array}$	$\begin{array}{r} 2 \\ + 2 \\ \hline 4 \end{array}$	$\begin{array}{r} 4 \\ + 2 \\ \hline 6 \end{array}$	$\begin{array}{r} 2 \\ + 4 \\ \hline 6 \end{array}$	$\begin{array}{r} 6 \\ + 2 \\ \hline 8 \end{array}$	$\begin{array}{r} 2 \\ + 6 \\ \hline 8 \end{array}$	$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$	$\begin{array}{r} 2 \\ + 8 \\ \hline 10 \end{array}$
---	---	---	---	---	---	---	--	--

5. How many squares are in the first train? 10 squares.

Color How many are left?

8 2

7 3

MI(9)-GP-056b

© Harcourt Achieve Inc. and Nancy Larson. All rights reserved.

The comprehensive list of CCSS for Lesson 2 can be found in Section Overview 1.

Meeting: CC.1.NBT.1, CC.1.MD.4

New Concept: CC.1.NBT.1

Extend and Challenge: CC.1.MD.4

• Making Towers for the Numbers 1–5

Lesson Preparation

materials†

- Meeting Board Weather graph and weather graph tags
- Number Cards 0–9 (Student Fact Cards; white; see *the night before*)
- large zip-top bag
- unsnapped linking cubes (15 per child)*
- Guided Class Practice 2A chart and marker**
- Guided Class Practice 2A/Homework 2B
- Parent Letter (see *the night before*)
- Optional: Homework Recording Form

the night before

- Copies of the Parent Letter are provided, and a reproducible Spanish version is included. You may want to modify the Parent Letter for your class. If so, have it ready to distribute at the end of Lesson 2.
- Put the Weather graph on the Meeting Board.
- Tear apart the weather graph tags (20 of each tag) and put them in a zip-top storage bag next to the weather graph.
- Tear the sheets of Number Cards in half horizontally along the perforated line to make two Number Card strips. Do not tear apart individual cards. Use the 1–5 Number Card strips in the lesson. **Save the 6–0 Number Card strips for use in Lesson 4.**

Higher-Order Thinking Skills

- ✍ Understanding p. 4
- ✍ Evaluating p. 4
- ✍ Applying p. 5

Mathematical Language

calendar number

Extensions and Enrichment

See Section Overview 1
Math Center Activity 1

The Meeting

Real-World and Problem-Solving Activities

- Seat children so everyone can easily see the Meeting Board.
- During The Meeting, continue to discuss the importance of listening to others and raising hands to participate. (“When we listen to someone, we look at them, sit quietly, and wait until they finish speaking to raise our hands.”)

calendar

- Point to the calendar.
“What do we call this?” calendar

† The 3" × 5" card is not listed as a material in this and future lessons.

* Store linking cubes in baskets (or other containers) so that they are easily distributed. Each basket will be shared by four children at once.

** Markers will be needed with every Guided Class Practice chart.

"Why do we use a calendar?" to tell us the month, date, year, and day of the week

"We will use the calendar to tell us the month, date, year, and day of the week."

- Point to each on the calendar.

"Who would like to tell us what year it is?"

- Point to the year.

"Who would like to tell us what month it is?"

- Point to the month.
- All date tags through yesterday should be on the calendar.

"Yesterday was the (29th of August)."

- Point to the date tag.

"What do you think today's date is?" (30th of August)

"We write the (30th) using the number (30)."

- Write the digits on the tag to be put on the calendar. Use the appropriate tag without discussing the shape pattern on the calendar.

"Who would like to show us where to put the date tag on our calendar?"

- Ask a child to put the date tag on the calendar.

"What day of the week is it today?"

- Point to the date tag and move your finger to (Friday).

"It's (Friday) because we put today's date tag under (Friday)."

"Who would like to read the names of the days of the week for us?"

- Point to the names of the days of the week as a child recites them.

"Let's read the names of the days of the week together."

- Point as all children say the days of the week.

"Who would like to read the names of the months of the year for us?"

- Point to the names of the months of the year as a child recites them.

"Let's read the names of the months of the year together."

- Point as all children say the months of the year.

"Now I will write today's full date on this line. I will write the month, the date, and the year."

"What will I write first?" the month

"What month is it?"

"Who would like to tell me the letters we use to spell (month)?"

- Write the month.

"What is the date?"

"What digit will I write first?"

"What digit will I write next?"

- Write the date.

"What is the year?"

"What digits will I use to write the year?"

- Write the year.

"Let's say the full date together."

- Point as all children read "Today's date is (month, date, year)."

"Each morning we will put a date tag on the calendar, write the date, and read the days of the week and the months of the year."

counting

- Point to the hundred number chart on the Meeting Board. All children should be able to see the numbers easily.

"Let's use our hundred number chart to help us count."

"Let's read the numbers together as I point to them."

- Slowly move the pointer from 1 to 30 as all children count together.

"This year we are making a number line for our classroom. We will use it to keep track of how many days we have come to school."

"Each day we will add one more number."

"(Yesterday) we started our number line with the number 1. What number will we add today?"

- Write the number 2 as large as possible on a 3" x 5" card and post it above the Meeting Board. This will continue a number line of approximately 180 numbers. Write every multiple of 10 using a red marker.



3 x 5 Card

weather graph

"When you came to school today, what was it like outside?"

"Is it (same characteristic) every day?"

"What else could it be?" sunny, cloudy, rainy, or snowy

"We are going to keep track of the weather for the days we are in school. Each morning we will look outside to see if it is sunny, cloudy, rainy, or snowy."

- Hold up a weather graph tag.

"What kind of day would it be if I used this symbol?"

"How do you know?"

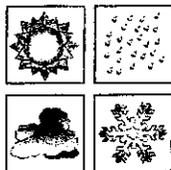
- Repeat with each symbol.

"Each day we will have a weather reporter. A weather reporter is someone who tells us about the weather."

"Today I will be the weather reporter. I think that it looks (characteristic) outside."

"Which symbol should I use today?"

"We will make a graph of our weather for (month)."



Weather Graph Tags

- The weather graph is kept for one month at a time. At the beginning of a new month, remove the tags and begin again.
 - "What do you notice about our weather graph?"*
 - "Where do you think I will put today's weather tag?"* ✎
 - "How did you know that?"* ✎
 - "When we build our weather graph, we will start from the bottom. This is the same as building a tower of blocks."*
 - "Who would like to show us where to put our first tag?"*
- Ask a child to place the tag on the graph.
 - "We have finished The Meeting."*
- Dismiss one small group of children at a time to return to their seats.

New Concept

Gaining Knowledge: a Mathematical Conversation

• Making Towers for the Numbers 1–5



Linking Cubes

- Before beginning the lesson, establish a "quiet" signal that children consistently recognize to mean stop working, look at you, and listen. Some teachers turn off the lights, use a small bell, or raise their hand as a signal. Practice the established signal before distributing materials.
- Seat children in a semicircle on the floor or at desks arranged so they can see you and each other easily. Put several baskets of linking cubes in front of you.
 - "Today we will use a math material called 'linking cubes.'"*
- If children have used linking cubes before, ask "What did you do with them?"
 - "When we use the linking cubes today, we will use a signal that means stop working, look at me, and listen."*
- Practice this signal. Whenever the signal is used, wait until all children are following directions before speaking.
 - "When I pass out the cubes, how will we make sure that everyone has some cubes to use?"*
- Ask for suggestions. Discuss the quickest way to distribute the cubes.
 - "When we are working, we will often need to share the cubes. How will we ask someone if we may use a linking cube that is in front of them?"*
 - "What will the person say?"*
- Ask two children to role-play sharing.
 - "How should we take care of the linking cubes while we are using them?"* handle them in a safe and careful way; do not put them in our mouths
 - "Today you will learn how to use linking cubes to make towers. Who would like to show us how to make a tower using the cubes?"*
- Ask a child to demonstrate linking the cubes together to make a tower.

"When we build a tower, we will start at the bottom and build up."

"Now everyone will have a chance to make a tower."

"When I pass out the linking cubes, check to make sure that they are all unsnapped."

- ▶ Quickly distribute the cubes or place the baskets of linking cubes within easy reach of the children. Each child should have easy access to 15 cubes.

"Now we will build some towers together. How do we build a tower?" ↗

"Remember, when we build a tower, we start at the bottom."

"As I say each number, take one cube and snap it on."

- Demonstrate as children follow the directions.

"One, two, three."

"Hold up your tower of three cubes."

"Let's count the cubes together. Start at the bottom."

"Point to each cube as we count." one, two, three

"Let's break off one cube at a time and count." one, two, three

"Let's make another tower. As I say each number, take one cube and snap it on."

- Demonstrate as children follow the directions.

"One, two, three, four, five."

"Hold up your tower."

"How many cubes are in this tower?"

"Let's count the cubes together to check. Start at the bottom."

"Point to each cube as we count." one, two, three, four, five

"Let's break off one cube at a time and count." one, two, three, four, five

- Repeat with a tower of 4 cubes, if desired.
- When children finish unsnapping the cubes, give the "quiet" signal. Wait until all children are quiet and listening.

- Hold up one of the 1-5 Number Card strips.

"What do you see?" the numbers 1 through 5

"I will give everyone a number strip."

"Put your number strip on the floor (desk) in front of you."

- ▶ Distribute the strips.

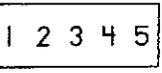
"Take the top paper strip and pass the rest to the next person."

- Continue when each child has a strip.

"Let's read these numbers together. Point to each number as we say it."

"Now we will make towers to match each of our numbers. How do you think we will do that?" ↗

"Make a tower for 1."



Number Card Strip

"How many cubes did you use?" 1

"Stand your tower on the number 1."

- Repeat with the numbers 2 through 5. Leave each tower standing.
 - "What do you see?"** steps; each tower is one cube taller
 - "Each morning we will use the linking cubes to show how many days we have come to school."**
 - "How many days have we come to school?"**
 - "Hold up the tower that has this number of cubes."**
 - "We will use the linking cubes again. We need to put them away now."**
 - "Unsnap the cubes from your towers and put them in front of you."**
- When children finish unsnapping the cubes, give the "quiet" signal. Wait until all children are quiet and listening.
 - "When I call your name, pick up your cubes and put them in a basket (and return to your seat)."**
 - "Let's see how (1st child) and (2nd child) put away their linking cubes. What did they do?"**
- Discuss and praise appropriate behavior.
- Continue, calling four children at a time to return their cubes to the baskets.
- Ask the last child to collect the Number Card strips. **Save them for use in Lesson 3.**
 - "Who would like to share something you learned today in math?"** ✎
- Provide 2–3 minutes for sharing. Allow as many children as possible to respond. Provide appropriate feedback.

Written Practice

Revisiting Previously Introduced Concepts

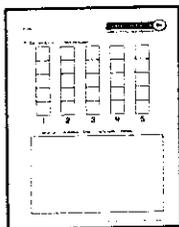


Chart and Guided Class Practice 2A/
Homework 2B

- Post the Guided Class Practice 2A chart on the board or chart stand. Seat children at tables or desks so everyone can see it easily.
 - "Almost every day we will have a practice sheet at the end of our math lesson. Your practice sheet will look just like mine."**
- Circle the letter A after the lesson number on the chart.
 - "We will do the side with the capital A together in class."**
 - "When I pass out your practice sheet, find the side with the capital A at the end of the top line."**
- ▶ Distribute Guided Class Practice 2A/Homework 2B.
 - "Put your finger below the A on your practice sheet."**
- Check to make sure that all children are pointing to the A.
 - "Write your name on the top line of your paper while I write mine on the top line of my practice sheet."**
- Write your name on the chart.

"Point to the small number 1 under your name."

"The directions tell us to color the towers. Start from the bottom."

"Watch how I do this."

"What number do you see below the first tower?" 1

"How many squares should I color in the first tower?" 1

"Where will I begin?" at the bottom

- Color the square at the bottom of the first tower. Repeat for the second tower.

"What do you think my next tower will look like?"

- Color the third tower.

"Now choose your favorite color crayon. Use your crayon to color each tower."

- Circulate around the room as children color the towers.
- Color the last two towers on the chart.

"Now use your crayon to circle one of the tower numbers. Circle your favorite number."

"The second problem tells us to circle one of our tower numbers and draw that number of animals in the box at the bottom of the paper."

"What kinds of animals could you draw?"

"Draw animals in the box to match the number you circled."

- Circulate around the room. As children finish, check their work. If children have answered a question incorrectly, help them correct their work. Children should always take home a corrected paper that has been checked by you. It is not necessary to collect the papers to check them.

"Who would like to draw their pictures on my practice sheet?"

- Ask a child who has drawn two pictures to draw his/her pictures on the chart.

"Who would like to circle the tower number that shows how many pictures (child's name) drew?"

- Ask another child to circle the tower number.

"Turn your paper over to the other side. Point to the B at the end of the top line."

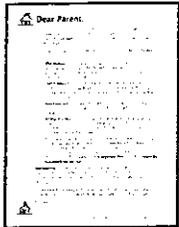
"On this side is homework for you to do at home."

"You will need to ask someone at home to help you read the directions. Who could you ask to help you?"

- Have as many children as possible describe who could help them at home.

"When you finish your homework, ask someone at home to check it for you. Bring the paper to school tomorrow to show me your work."

"What do you think you will do for the first problem?"



Parent Letter

*"The second problem tells you to circle one of the tower numbers."
"You will draw that number of friends in the box."*

- ▶ Distribute the Parent Letter.
- Some teachers find a classroom homework chart helpful. A reproducible Homework Recording Form is included with the recording materials.
- The independent practice is an important part of the program. If a child does not return the homework, call the child's home immediately and explain to the parent the importance of homework. An older child in the school can often be enlisted to help a younger child. Have extra copies of Side B available for children who forget their homework so they can complete it before the end of the day. This paper can be completed before school or during snack time, recess, or other free time. Most children will need someone to assist them with reading the directions for each problem.

Name _____

Guided Class Practice 2A
Saxon Math 1 (for use with Lesson 2)

1. Color the towers. Start from the bottom.

1 2 3 4 5

2. Circle one of your tower numbers. Draw the same number of animals.

answers may vary

M12a-GP-002a © Harcourt Achieve Inc. and Nancy Larson. All rights reserved.

Name _____

Homework 2B
Saxon Math 1 (for use with Lesson 2)

1. Color the towers. Start from the bottom.

3 1 4 5 2

2. Circle one of your tower numbers. Draw the same number of friends.

answers may vary

M12a-GP-002b © Harcourt Achieve Inc. and Nancy Larson. All rights reserved.

This page may not be reproduced without permission of Harcourt Achieve Inc.

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 1

Sound out first

- (Touch the ball for **best**.) Sound it out. Get ready. (Quickly touch **b, e, s, t** as the children say:) *beeesst.*
- What word? (Signal.) **Best**. Yes, **best**.
- (Repeat exercise until firm.)

ing

ing words

- (Point to **ing**.) When these letters are together, they usually say **ing**.
- What do these letters usually say? (Signal.) *ing*. Yes, **ing**.
• (Repeat until firm.)
- (Point to the words.) These are words you already know. See if you can read them when they look this way.
- (Point to **ing** in **something**.) What do these letters say? (Signal.) *ing*.
- (Touch the ball for **something**.) Read the fast way. Get ready. (Signal.) *Something*. Yes, **something**.
- (Repeat *d* and *e* for **looking** and **reading**.)
- (Repeat the series of words until firm.)

best

something

looking

reading

parts

EXERCISE 3

ar word

- (Touch the ball for **parts**.) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Parts*. Yes, **parts**.
- (Point to **ar** in **parts**.) Everybody, what do these letters say? (Signal.) *Are*. Yes, **are**.
- (Touch the ball for **parts**.) Sound it out. Get ready. (Quickly touch **p, ar, t, s** as the children say:) *partsss*.
- What word? (Signal.) *Parts*. Yes, **parts**.
- (Repeat *c* and *d* until firm.)

kites

EXERCISE 4

Practice final-e rule

- Read this word the fast way. Remember to look at the end of the word.
- (Touch the ball for **kites**.) Pause two seconds.) Get ready. (Signal.) *Kites*. Yes, **kites**.
- (Touch the ball for **kites**.) Sound it out. Get ready. (Quickly touch **k, i, t, s** as the children say:) *kiiitsss*.
- What word? (Signal.) *Kites*. Yes, **kites**.
- (Repeat *b* through *d* until firm.)

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 5

Read the fast way

- a. Read these words the fast way.
- b. (Touch the ball for **store**. Pause two seconds.) Get ready. (Signal.) **Store**. Yes, **store**.
- c. (Repeat b for remaining words.)

store

make

makes

making

home

how

paper

from

what

began

when

other

then

else

who

next

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Get ready to read all the words on this page without making a mistake.

EXERCISE 6

Long and short vowel words

- a. Read these words the fast way. Remember to look at the end of the word.
- b. (Touch the ball for **rode**. Pause two seconds.) Get ready. (Signal.) **Rode**. Yes, **rode**.
- c. (Repeat **b** for **kite, sam, not, same, rod, note, and kit**.)

rode

kite

sam

not

same

rod

note

kit

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from an adjacent column.)

STORYBOOK

STORY 76

EXERCISE 7

First reading—title and three sentences

- a. (Pass out Storybook 1.)
- b. Everybody, open your reader to page 200.
- c. Everybody, touch the title of the story and get ready to read the words in the title.
- d. First word. ✓
 - Get ready. (Tap.) *Sam*.
- e. (Tap for each remaining word in the title.)
- f. Everybody, say the title. (Signal.) *Sam gets a kite kit.*

- g. Everybody, get ready to read this story.
- h. First word. ✓
- Get ready. (Tap.) Sam.
- i. Next word. ✓
- Get ready. (Tap.) Liked.
- j. (Repeat *i* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 8

- Remaining sentences
- a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.
 - b. (Call on a child.) Read the next sentence.

To Correct

- word-identification errors (from, for example)
1. That word is **from**. What word? *From*.
 2. Go back to the beginning of the sentence and read the sentence again.

- c. (Call on another child.) Read the next sentence.
- d. (Repeat c for most of the remaining sentences in the story.)
- e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

EXERCISE 9

- Second reading — sentences and questions
- a. You're going to read the story again. This time I'm going to ask questions.
 - b. Starting with the first word of the title. ✓
 - Get ready. (Tap as the children read the title.)

- c. (Call on a child.) Read the first sentence.
- To Correct**
- word-identification errors (from, for example)
1. That word is **from**. What word? *From*.
 2. Go back to the beginning of the sentence and read the sentence again.

- d. (Call on another child.) Read the next sentence.
- e. (Repeat d for most of the remaining sentences in the story.)
- f. (Occasionally have the group read a sentence.)
- g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)
 - 1 What will Sam get? (Signal.) *A kite kit.*
 - What is a kite kit? (The children respond.)
 - Yes, in a kite kit you get all the parts to build a kite.
 - 2 What kind of kit did he get? (Signal.) *A toy car kit.*
 - What is he going to make? (Signal.) *A toy car.*
 - 3 Why does he have to read the paper? (The children respond.)
 - Right, the paper tells him how to make the car.
 - 4 Everybody, say that. (Signal.) *You are good at reading and at making things.*
 - 5 What did he get this time? (Signal.) *A kite kit.*
 - 6 Why does he have to read the paper? (The children respond.)
 - Right, the paper tells him how to make the kite.

sam gets a kite kit¹

sam liked to make things. he

liked to make toy cars. so he went

to the store and got a toy car kit.²

his mom said, "that kit has the parts

of a car. you have to read and find

out how to fit the parts so that they

make a car."

sam said, "I will do that."

so sam began to read the paper

that came with the car kit.³ then he

began to fit the parts to make a car.

soon he had a toy car.

his mom said, "that is a fine car.

you are good at reading and at

making things."⁴

sam did not like to make the

same thing again. he said, "I will

not make other cars. I will make

something else."

so he went to the store and got

a kite kit.⁵ when he got home, he

showed his mom the kite kit. his mom

said, "that kit has a lot of parts in

it. you will have to read the paper

that comes with the kit to find

out how to make the kite."⁶

EXERCISE 10

Picture comprehension

- a. Look at the picture.
- b. (Ask these questions:)
1. (Point to the toy car.) Who made that car? (Signal.) *Sam.*
 2. Why did Sam make that car? (Signal.) *He likes to make things.*
 3. (Point to the kite parts.) What is that stuff on the floor? (The children respond.)
Yes, those are the kite parts.
 4. Can you see a paper telling Sam how to make the kite? (Signal.) *No.*
- Why not? (The children respond.)
 - Right, the paper is missing.
 - I hope he can put all those parts together.

sam looked inside the kit. then he said, "what paper? there is no paper in this kit."⁷

sam's mom said, "that is too bad. how will you make the kite if there is no paper in the kit?"

sam said, "I will go back to the store and get a paper that tells how to make a kite from these parts."

when sam got to the store, the man in the store said, "I don't have other papers that tell how to make kites."

sam asked, "how can I make a kite if I don't have the paper?"⁸

the man said, "you will have to do the best you can."⁹

sam was not happy. he went home and looked at all the parts in the kite kit.

more to come¹⁰

- ⁷ Was there a paper in the kit? (Signal.) *No.*
- I wonder how he'll make the kite without that paper. (The children respond.)
- ⁸ Let's read and find out.
- Everybody, say that question. (Signal.) *How can I make a kite if I don't have the paper?*
- ⁹ Everybody, say the man's answer. (Signal.) *You will have to do the best you can.*
- ¹⁰ We'll read more next time.

SUMMARY OF INDEPENDENT ACTIVITY EXERCISE 11

Introduction to independent activity

- a. (Pass out Worksheet 76 to each child.)
 - b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.)
- Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.) Everybody, remember to write your answers in the blanks.

Following instructions

- a. (Touch the sentence in the box.)
- b. Everybody, first you're going to read the sentence in the box. Then you're going to read the instructions below the box and do what the instructions tell you to do.

Story-picture items

(Point to the story-picture items on side 2.) Remember to follow these instructions and look at the picture when you work these items.

Reading comprehension

(Point to the story.) You're going to read this story and then do the items. Remember to write the answers in the blanks.

SOUNDS

EXERCISE 1

Teaching p as in pat

- a. (Point to p.) Here's a new sound. It's a quick sound.
- b. My turn. (Pause. Touch p for an instant, saying: p. (Do not say puuh.)
- c. Again. (Touch p and say:) p.
- d. (Point to p.) Your turn. When I touch it, you say it. (Pause.) Get ready. (Touch p-) p.
- e. Again. (Touch p-) p.
- f. (Repeat e until firm.)

p

d

g

t

EXERCISE 2

Individual test
(Call on individual children to identify p.)

EXERCISE 3

- Sounds firm-up
- a. Get ready to say the sounds when I touch them.
 - b. (Alternate touching p and d. Point to the sound. Pause one second. Say:) Get ready. (Touch the sound.) *The children respond.*
 - c. (When p and d are firm, alternate touching p, g, d, and t until all four sounds are firm.)

EXERCISE 4

Individual test
(Call on individual children to identify p, g, d, or t.)

EXERCISE 5

- Sounds firm-up
- a. (Point to p.) When I touch the sound, you say it.
 - b. (Pause.) Get ready. (Touch p-) p.
 - c. Again. (Repeat b until firm.)
 - d. Get ready to say all the sounds when I touch them.
 - e. (Alternate touching k, v, u, o, p, sh, h, and n three or four times. Point to the sound. Pause one second. Say:) Get ready. (Touch the sound.) *The children respond.*

p

k

v

u

o

sh

n

h

EXERCISE 6

Individual test
(Call on individual children to identify one or more sounds in exercise 5.)

READING VOCABULARY
EXERCISE 7

Children rhyme with **mop**

- a. (Touch the ball for **mop**.) You're going to read this word the fast way. (Pause three seconds.) Get ready. (Move your finger quickly along the arrow.) *Mop.*
- b. (Touch the ball for **cop**.) This word rhymes with (pause) **mop**. (Move to **c**, then quickly along the arrow.) *Cop.*
 - Yes, what word? (Signal.) *Cop.*
- c. (Touch the ball for **top**.) This word rhymes with (pause) **mop**. (Move to **t**, then quickly along the arrow.) *Top.*
 - Yes, what word? (Signal.) *Top.*

mop

cop

top

was

old

EXERCISE 8

Children identify, then sound out an irregular word (**was**)

- a. (Touch the ball for **was**.) Everybody, you're going to read this word the fast way. (Pause three seconds.) Get ready. (Move your finger quickly along the arrow.) *Was. Yes, was.*
- b. Now you're going to sound out the word. Get ready. (Quickly touch **w**, **a**, **s** as the children say *wwaaaaasss*.)
- c. Again. (Repeat *b*.)
- d. How do we say the word? (Signal.) *Was. Yes, was.*
- e. (Repeat *b* and *d* until firm.)

EXERCISE 9

Individual test

(Call on individual children to do *b* and *d* in exercise 8.)

EXERCISE 10

Children read the fast way

(Touch the ball for **old**.) Get ready to read this word the fast way. (Pause three seconds.) Get ready. (Signal.) *Old.*

EXERCISE 11

Children read the words the fast way

(Have the children read the words on this page the fast way.)

EXERCISE 12

Individual test

(Call on individual children to read one word the fast way.)

EXERCISE 13

Children identify, then sound out an irregular word (**of**)

- Touch the ball for **of**.) Everybody, you're going to read this word the fast way. (Pause three seconds.) Get ready. (Move your finger quickly along the arrow.) **Of**. Yes, **of**.
- Now you're going to sound out the word. Get ready. (Quickly touch **o**, **f** as the children say *ooofff*.)
- Again. (Repeat *b*.)
- How do we say the word? (Signal.) **Of**. Yes, **of**.
- (Repeat *b* and *d* until firm.)
- (Call on individual children to do *b* and *d*.)

EXERCISE 14

Children identify, then sound out an irregular word (**to**)

(Repeat the procedures in exercise 13 for **to**.)

EXERCISE 15

Children read the fast way

(Touch the ball for **that**.) Get ready to read this word the fast way. (Pause three seconds.) Get ready. (Signal.) **That**.

EXERCISE 16

Children sound out the word and tell what word

- (Touch the ball for **cōat**.) Sound it out.
- Get ready. (Touch **c**, **ō**, **t** as the children say *cōōōt*.)
 - (If sounding out is not firm, repeat *b*.)
- What word? (Signal.) **Coat**. Yes, **coat**.

EXERCISE 17

Children sound out the word and tell what word

- (Touch the ball for **gōat**.) Sound it out.
- Get ready. (Touch **g**, **ō**, **t** as the children say *gōōōt*.)
 - (If sounding out is not firm, repeat *b*.)
- What word? (Signal.) **Goat**. Yes, **goat**.

EXERCISE 18

Children read the words the fast way

(Have the children read the words on this page the fast way.)

EXERCISE 19

Individual test

(Call on individual children to read one word the fast way.)

of

to

that

cōat

gōat

STORY 108 EXERCISE 20

First reading—children read the story the fast way

(Have the children reread any sentences containing words that give them trouble. Keep a list of these words.)

- (Pass out Storybook.)
- Open your book to page 37 and get ready to read. ✓
- We're going to read this story the fast way.
- Touch the first word. ✓
- Reading the fast way. First word. (Pause three seconds.)
Get ready. (Tap.) *Thé.*
- Next word. ✓
- (Pause three seconds.) Get ready. (Tap.) *Old.*
- (Repeat *f* for the remaining words in the first sentence. Pause at least three seconds between taps. The children are to identify each word without sounding it out.)
- (Repeat *d* through *g* for the next two sentences. Have the children reread the first three sentences until firm.)
- (The children are to read the remainder of the story the fast way, stopping at the end of each sentence.)
- (After the first reading of the story, print on the board the words that the children missed more than one time. Have the children sound out each word one time and tell what word.)
- (After the group's responses are firm, call on individual children to read the words.)

EXERCISE 21

Individual test

- I'm going to call on individual children to read a whole sentence the fast way.
- (Call on individual children to read a sentence. Do not tap for each word.)

EXERCISE 22

Second reading—children read the story the fast way and answer questions

- You're going to read the story again the fast way and I'll ask questions.
- First word. ✓
 - Get ready. (Tap.) *Thé.*
- (Tap for each remaining word. Pause at least three seconds between taps. Pause longer before words that gave the children trouble during the first reading.)
- (Ask the comprehension questions below as the children read.)

You ask:

The old goat had an old coat.
What did she have? (Signal.)
An old coat.

The old goat said,
"I will eat this old coat."
What did she say? (Signal.)
I will eat this old coat.

So she did.
What did she do? (Signal.)
She ate the old coat.

"That was fun," she said.
What did she say? (Signal.)
That was fun.

"I ate the old coat."
What did the goat say? (Signal.)
I ate the old coat.

"And now I am cold."
What did she say? (Signal.)
And now I am cold.

Now the old goat is sad.
How does she feel? (Signal.) *Sad.*
• Why? (Signal.) *The children respond.*

EXERCISE 23

Picture comprehension

- What do you think you'll see in the picture? *The children respond.*
- Turn the page and look at the picture.
- (Ask these questions:)
 - How does that goat feel? *The children respond.*
 - Cold and sad.
 - Why is she out in the cold without a coat? *The children respond.*
 - Because she ate her coat.
 - Did you ever go outside without a coat when it was cold? *The children respond.*

SUMMARY OF INDEPENDENT ACTIVITY EXERCISE 24

Introduction to independent activity

- a. (Pass out Worksheet 108 to each child.)
- b. Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.)
- Let's go over the things you're going to do.

Sentence copying

- a. (Hold up side 1 of your worksheet and point to the first line in the sentence-copying exercise.)
- b. Everybody, here's the sentence you're going to write on the lines below.
- c. Get ready to read the words in this sentence the fast way. First word. ✓
 - Get ready. (Tap.) *Thē*.
 - d. Next word. ✓
 - Get ready. (Tap.) *Goat*.
- e. (Repeat *d* for the remaining words.)
- f. After you finish your worksheet, you get to draw a picture about the sentence, **thē gōat āte thē cōat**.

Sound writing

- a. (Point to the sound-writing exercise.) Here are the sounds you're going to write today. I'll touch the sounds. You say them.
- b. (Touch each sound.) *The children respond*.
- c. (Repeat the series until firm.)

Matching

- a. (Point to the column of words in the Matching Game.)
- b. Everybody, you're going to follow the lines and write these words.
- c. Reading the fast way.
- d. (Point to the first word. Pause.) Get ready. (Signal.) *The children respond*.
- e. (Repeat *d* for the remaining words.)
- f. (Repeat *d* and e until firm.)

Cross-out game

(Point to the boxed word in the Cross-out Game.) Everybody, here's the word you're going to cross out today. What word? (Signal.) **Not**. Yes, **not**.

Pair relations

- a. (Point to the pair-relations exercise on side 2.) You're going to circle the picture in each box that shows what the words say.
- b. (Point to the space at the top of the page.) After you finish, remember to draw a picture that shows **thē gōat āte thē cōat**.

★INDIVIDUAL CHECKOUT: STORYBOOK EXERCISE 25

2½-minute individual fluency checkout: rate/accuracy — whole story
(Make a permanent chart for recording results of individual checkouts. See Teacher's Guide for sample chart.)

- a. As you are doing your worksheet, I'll call on children one at a time to read the **whole story**. If you can read the whole story the fast way in less than two and a half minutes and if you make no more than three errors, I'll put two stars after your name on the chart for lesson 108.
 - b. If you make too many errors or don't read the story in less than two and a half minutes, you'll have to practice it and do it again. When you do read it in under two and a half minutes with no more than three errors, you'll get one star. Remember, two stars if you can do it the first time, one star if you do it the second or third time you try.
 - c. (Call on a child. Tell the child:) Read the whole story very carefully the fast way. Go. (Time the child. If the child makes a mistake, quickly tell the child the correct word and permit the child to continue reading. As soon as the child makes more than three errors or exceeds the time limit, tell the child to stop.) You'll have to read the story to yourself and try again later. (Plan to monitor the child's practice.)
 - d. (Record two stars for each child who reads appropriately. Congratulate those children.)
 - e. (Give children who do not earn two stars a chance to read the story again before the next lesson is presented. Award one star to each of those children who meet the rate and accuracy criterion.)
- 41 words/2.5 min = 16 wpm [3 errors]

INVESTIGATION 1 — Mealworms

MATERIALS for Part 1: Mealworms

For each student

- 1 Paper plate
- 1 Hand lens
- 1 Science notebook *
- 2 *Life of a Mealworm* calendars *
- 1 *Letter to Family* *
- 1 *Mulberry-Tree Alert* (optional) *

For each group

- 4 Vials, 12 dr., with caps, or 2 plastic cups with lids
(See Step 5 of Getting Ready.)
- 2 Plastic cups
- 2 Pushpins
- 2-4 Labels, removable
- 1 Small box or basket (optional) *

For the class

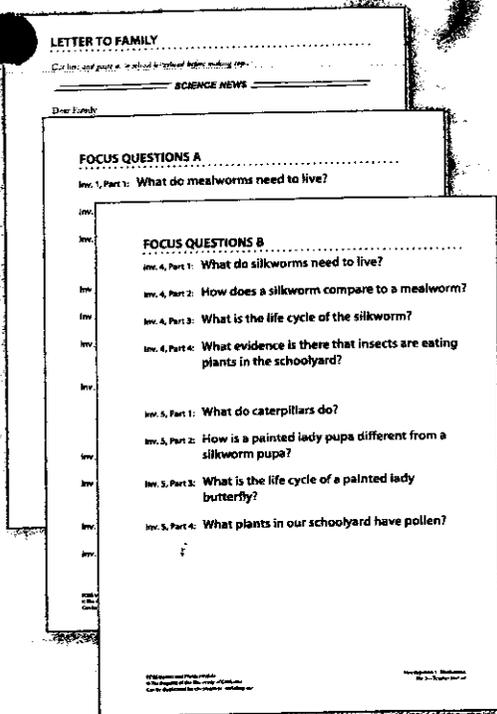
- 1 Class calendar
- 1 Overhead-transparency pen *
- 1 Clear plastic basin, 6 L
- 1 Label, removable
- 1 Screen
- 1 Paring knife *
- Apple, potato, sweet potato, or carrot *
- Wheat bran (See Step 6 of Getting Ready.) *
- 200 Mealworms, large (See Step 3 of Getting Ready.) *
- 1 Flip chart or chart paper *
- 2 Marking pens, different colors *
- 1 Teacher master 1, *Letter to Family*
- 1 Teacher masters 2 and 3, *Focus Questions A* and *Focus Questions B*
- 1 Teacher master 4, *Mulberry-Tree Alert* (optional)
- 1 Teacher master 5, *Life of a Mealworm*
 - *Science Safety* and *Outdoor Safety* posters

For embedded assessment

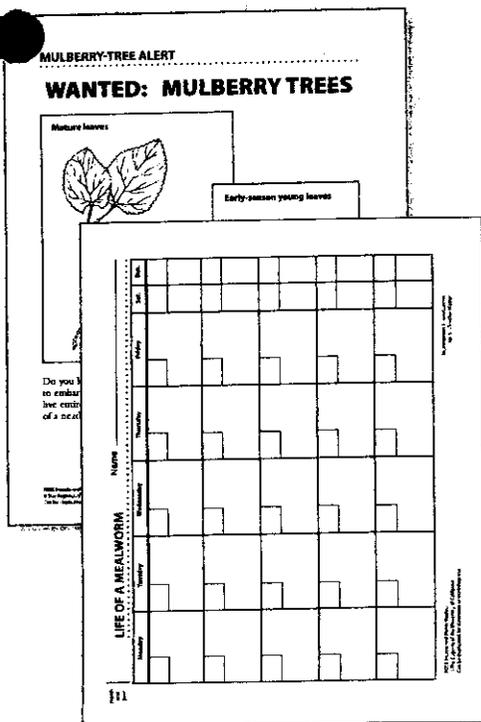
- *Embedded Assessment Notes*

* Supplied by the teacher.

Use the duplication master to make copies.



Nos. 1-3—Teacher Masters



Nos. 4-5—Teacher Masters

INVESTIGATION 1 — Mealworms



SAFETY NOTE

Check with students, parents and students' records for any allergies to wheat bran.

TEACHING NOTE

If the wheat bran in the vials turns gray or green, replace it with fresh bran.

6. Obtain food sources

Wheat bran is suggested as food for the mealworms. It is often available in bulk at large grocery stores. Otherwise, any grain-based product will suffice: bran breakfast cereals, rolled oats, cornmeal, or oat bran. A pound of wheat bran should be sufficient for a start. Put bulk wheat bran in the microwave for 1 minute or in a 250°F oven for 3 minutes to kill stray organisms.

Supply a paring knife to cut fruit or vegetables. Put large chunks of white potato, sweet potato, apple, or carrot into the class mealworm habitat once a week. A small cube of the same fruit or vegetable (no larger than a shelled sunflower seed) should be put into each vial, too, but students should be cautioned not to get too much moisture in the vials, or the bran will mold.

7. Make a mealworm habitat

You will have a clear plastic 6 liter (L) basin as a class habitat with several dozen to several hundred mealworms. Put half the wheat bran, a vegetable piece, and the mealworms in a basin with no lid, and you have officially started your mealworm habitat. Plan to keep it out of direct sunlight and accessible to students. Keep mealworms hidden until you introduce them to the class.

8. Prepare on lab day

Use the screen to separate mealworms from the medium (wheat bran). Count them into cups for each group of students.

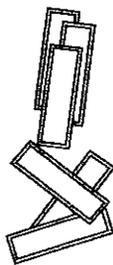
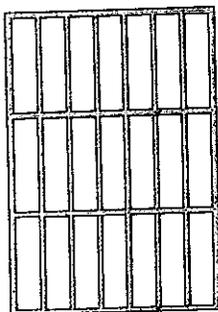
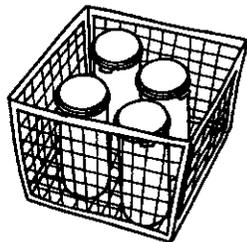
- For every group of four students, place eight mealworms in a cup.
- For every group of four students, fill a cup three-quarters full with wheat bran.
- Cut a tiny cube of vegetable for each student.
- Cut up the sheets of labels.
- Provide a small box or berry basket for each group (optional).
- Place the materials at a central materials station.

9. Prepare the class calendar

Write the month, year, and dates on one of the large laminated calendars. Or plan to do it with students to model how to make a calendar.

NOTE

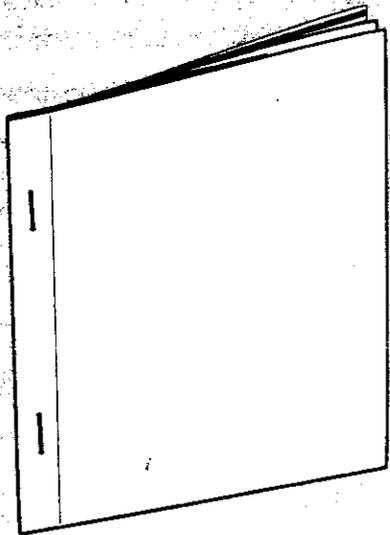
Little boxes or berry baskets are nice for holding several vials on students' desks.



TEACHING NOTE

Three laminated class calendars are in the kit.

INVESTIGATION 1 — Mealworms



If you are already using an alternative method of organization with your students, such as a sheaf of folded and stapled pages, your method can take the place of the bound composition book.

Each part of each investigation has a focus question that students are asked before and after they work with the materials. You'll find these questions on teacher masters 2–3, *Focus Questions A* and *B*. The focus questions are excellent writing and drawing opportunities. There are a number of ways to provide these focus questions to students.

- Photocopy the teacher masters, cut the focus questions apart, and have them ready for each student to glue into his or her notebook at the appropriate time in each part.
- Prepare sheets with one focus question on each sheet and room for students to draw and write. You could also include sentence frames on each sheet. Sentence frames are good ways to model notebook entries. Photocopy these sheets and assemble them into a science notebook for each student.
- As students become more proficient writers, they could write the focus question in their notebooks.

12. Project images of notebook sheets

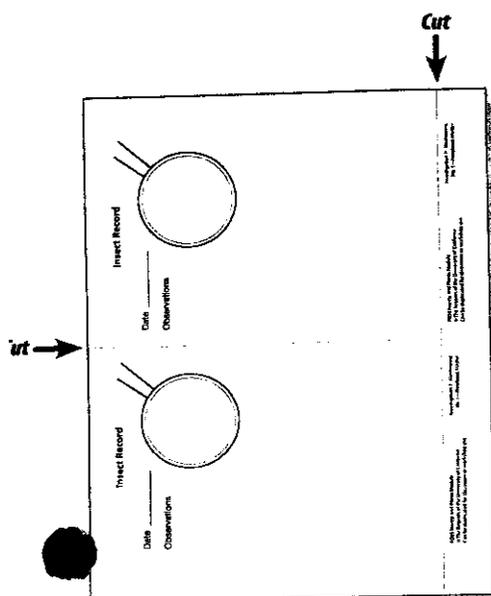
Throughout the module, you will see suggestions for projecting images of notebook sheets to orient students to their use. If you choose to use this support, use whatever technology is available to you. This might include a document camera, LCD projector and computer, interactive whiteboard, or overhead projector. Digital versions of all duplication masters are available on FOSSweb.

13. Photocopy duplication masters

Two sets of duplication masters are used throughout this module: notebook masters and teacher masters. Notebook sheets are sized to be glued into a composition book. Each notebook master has two copies of the sheet, which should be cut apart.

Teacher masters serve various functions—letter to family, home-school connections, and copies of the focus questions that guide each inquiry throughout the module. The focus-question masters (two in this module) can be duplicated, cut apart, and glued into student notebooks.

A notebook sheet or teacher master that requires duplication is flagged with the icon in the materials list for the part. It is referred to as a notebook sheet in the materials list and a notebook master in the sidebar snapshot.



A notebook master

INVESTIGATION 1 – Mealworms

Say It

New
Word

Hear It

Materials for Step 4

- Mealworms in cups

Materials for Step 5

- Paper plates
- Hand lenses

EL NOTE

Draw a mealworm on the board or a class chart to illustrate students' observations.

TEACHING NOTE

The four needs—air, water, food, and space—will come up time and again in this module. Space includes appropriate temperature (not too hot and not too cold) and includes shelter for protection. Shelter will be emphasized in Investigation 3 with the milkweed bugs and insects outdoors.

3. Discuss living insects

Tell students you have **living** insects for them to observe—**mealworms**. Tell students that mealworms will not hurt them in any way. Remind them that they must treat the insects with respect. Ask for suggestions for working with live insects.

- How should the mealworms be handled?
- How will we keep them from falling?
- What are some of the things we should never do?

4. Distribute mealworms

Distribute a cup of mealworms to each group (eight mealworms in each cup) and send them to their tables. Let students observe.

Some students will want to hold the mealworms immediately. Assure them that this is fine. Other students will be cautious or resistant—don't rush them.

5. Distribute paper plates and hand lenses

Distribute paper plates and hand lenses. Tell students to gently shake a mealworm or two from the cup onto a paper plate. Let students continue to investigate the mealworms.

6. Discuss mealworms in cups

After 10–15 minutes, call for attention. Ask students to return their mealworms to the cups, leave the cups on their tables, and return to the rug. Ask students the following questions and record their responses on the board or class chart:

- What did you observe about your mealworms? [They wiggle; they are brown.]
- What structures do mealworms have on their body? [Legs, lines, eyes.]
- How did the mealworms move? [They crawl with their legs.]

Hold up a vial and cap (or a cup and lid). Tell students,

Each of you will get a vial like this and two mealworms to care for. Before you put the mealworms in your vial, think about what the mealworms will need in order to live and grow.

7. Focus question: What do mealworms need to live?

Write or project the focus question on the board and ask,

- What do mealworms need to live?

As students suggest needs, write them on the board until the list includes the four most important needs for any **organism**: **air**, **water**, **food**, and **space**.

INVESTIGATION 1 — Mealworms

Materials for Step 13

Class calendar

Overhead transparency pen

air
bran
food
habitat
insect
living
mealworm
observe
organism
space
water



13. Mark the class calendar

While students are still at the rug, post the class calendar and mark the day to remember when the mealworms came to class. Tell students that other interesting insect discoveries will be marked on the class calendar as time passes.

14. Review vocabulary

Review key vocabulary added to the word wall earlier. One way to do this is to use the cloze review where the teacher says a sentence, leaving the last word off, and asks students to answer chorally. Here's an example of cloze review for this part.

► Our new insect is a _____.

S: Mealworm.

► All living organisms have four basic needs. Mealworms need to breathe _____.

S: Air.

► The potato is the mealworm's source of _____.

S: Water.

► Mealworms need to eat _____.

S: Food.

► The last need of all living organisms is _____.

S: Space.

► A dry cereal we use to feed the mealworms is _____.

S: Bran.

15. Introduce science notebooks

Tell students that scientists keep a notebook to write about their science discoveries. Explain that every student will have his or her own notebook.

Distribute science notebooks to students. Give students a minute to confirm that the pages are all blank. Have students write the numbers 1–10 in the outside corner of the first ten pages, using the front and back of each page.

TEACHING NOTE

Writing the numbers on the pages is optional for primary students. This could be done during language-arts time to reinforce book format.

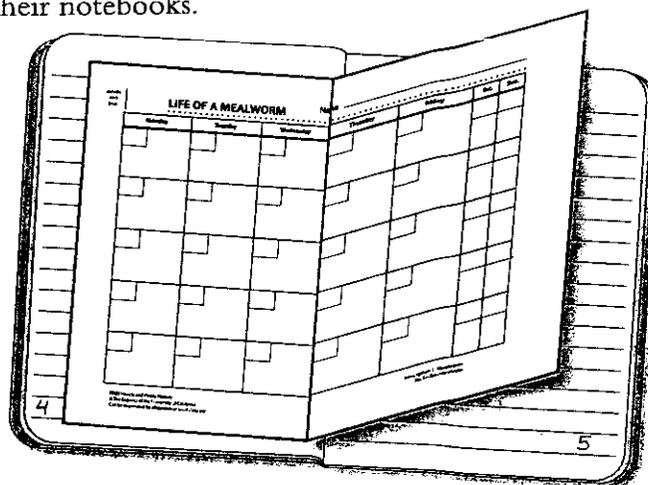
INVESTIGATION 1 – Mealworms

TEACHING NOTE

Have students fill in the months and dates on their calendars if you have not done so in advance.

18. Guide mealworm recording

Distribute teacher master 5, *Life of a Mealworm*, to each student. Tell students to find the date the mealworms arrived in class and record it on their calendars. Students can use the class calendar as a model of what to record. Provide more assistance if this is the first time that students have recorded on a personal calendar. Students can fold the calendar in half and glue one side to the left-hand page in their notebooks.



TEACHING NOTE

See the *Home/School Connection* for Investigation 1 at the end of the *Interdisciplinary Extensions* section. This is a good time to send it home with students.

Ask students the following questions and record their ideas:

- What will happen to the mealworms over the next few weeks?
- What changes will we observe?

WRAP-UP/WARM-UP

19. Share notebook entries

Conclude Part 1 or start Part 2 by having students share notebook entries. Ask students to open their science notebooks to the most recent entry. Read the focus question together.

- What do mealworms need to live?

Ask students to pair up with a partner to

- share their answers to the focus question;
- discuss their observations of mealworm structures or behaviors.

EL NOTE

See the *Science-Centered Language Development* chapter for strategies on sharing notebook entries.

MATERIALS for Part 3: Adult Butterflies

For each student

- 1 Scissors *
- 1 Notebook sheet 17, *Stages in the Life Cycle of the Painted Lady Butterfly*
- 1 Notebook sheet 18, *"Life Goes Around" Review*
 - *"Life Goes Around"*

For the class

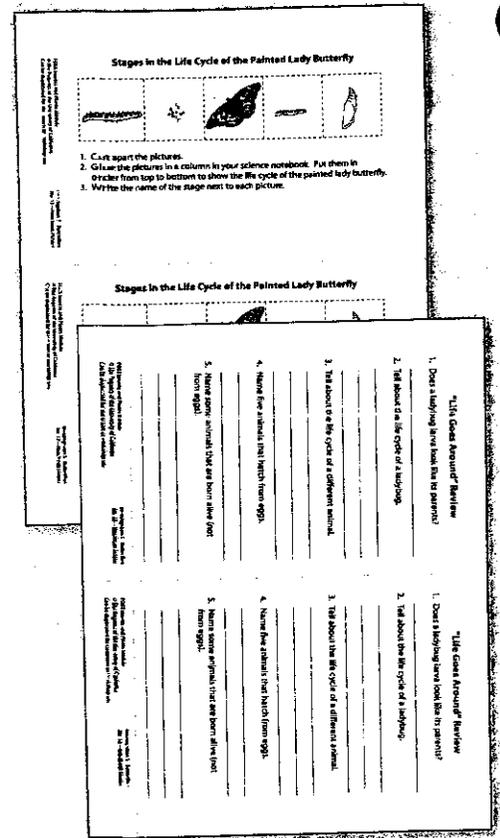
- Adult butterflies in butterfly cage
- 1 Vial, 12 dr., with cap
- 1 Hole punch
- Plastic cups (optional)
- Cup lids (optional)
- 1 Paintbrush
- 1 Permanent marking pen *
- Fresh mallow leaves (optional) *
- Sugar *
- Water *
- 1 Measuring spoon, 1.25 mL (1/4 tsp.) *
- 1 Piece of red or orange construction paper *
- 1 Paper towel *
- 1 Scissors *
- 1 Fresh orange (optional) *
- 1 Paring knife (optional) *
- 1 *Painted Lady Adult* poster
- 1 *Painted Lady Stages* poster
- 1 *Butterflies & Moths, a Pocket Naturalist®* Guide
- 1 Big book, *FOSS Science Resources: Insects and Plants*
 - Glue sticks *

For embedded assessment

- *Embedded Assessment Notes*

Applied by the teacher.

- Use the duplication master to make copies.



Stages in the Life Cycle of the Painted Lady Butterfly

1. Cut apart the pictures.
2. Glue the pictures in a column in your science notebook. Put them in order from top to bottom to show the life cycle of the painted lady butterfly.
3. Write the name of the stage next to each picture.

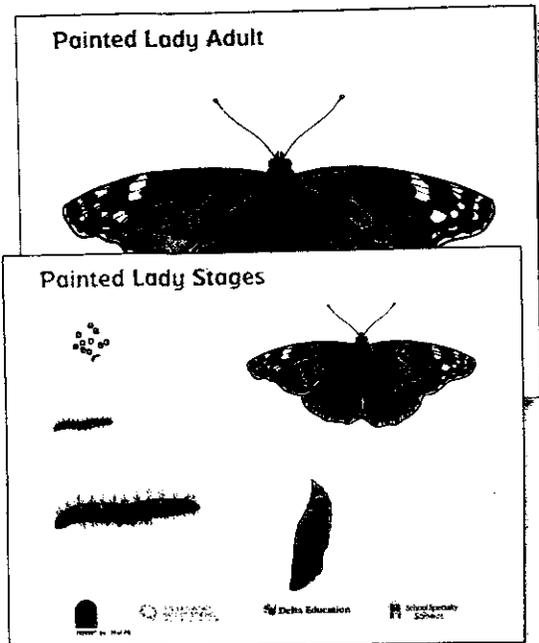
Life Goes Around Review

1. Does a ladybug have both the top part?
2. Tell about the life cycle of a ladybug.
3. Tell about the life cycle of a different animal.
4. Name five animals that hatch from eggs.
5. Name some animals that are born when their feet form eggs.

Life Goes Around Review

1. Does a ladybug have both the top part?
2. Tell about the life cycle of a ladybug.
3. Tell about the life cycle of a different animal.
4. Name five animals that hatch from eggs.
5. Name some animals that are born when their feet form eggs.

Nos. 17-18—Notebook Masters



Painted Lady Adult

Painted Lady Stages

FOSS Delta Education University of Utah Middle School

Painted Lady Adult and Stages posters

lid. Stick leaves and small branches of mallow through the holes. Females will lay eggs on the mallow leaves.

5. **Consider raising second-generation butterfly larvae**
Once the butterfly eggs hatch, you will need to provide a daily supply of mallow leaves for the tiny larvae. When the larvae hatch, they tend to travel upward. Look on the sides of the butterfly cage netting for tiny black spots, and you will find the larvae. Use the paintbrush to transfer the newly hatched larvae from the butterfly cage to a larvae growing chamber.

Use two plastic cups and one lid to make a growing chamber.

- Lay a permanent marking pen on a book or other object so that the pen point sticks out. The point should be about 3 cm from the tabletop. Bring a plastic cup up to the point of the pen. Rotate the cup to draw a line all the way around, 3 cm from the base.
- Using scissors, cut along the marked line to make a bottomless cup.
- Put the cup lid on the top half of the bottomless cup. Place this cup and lid inside the second cup. The chamber is complete. Removing the bottomless cup and lid provides easy access to what is inside the intact cup.

Place two to four larvae and a mallow leaf in the cup. Replace the bottomless cup. Each day put a fresh mallow leaf in the chamber. After a few days, remove the debris before adding a new leaf.

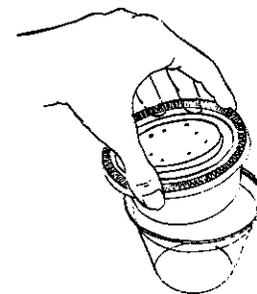
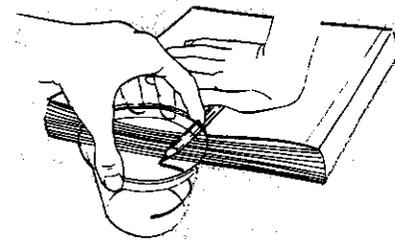
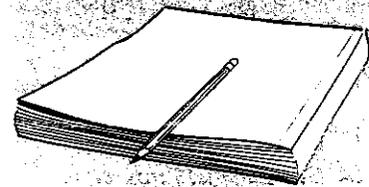
When the larvae get big, cut a disk out of a paper coffee filter or paper towel. The disk should be slightly larger than the lid of the cup. Remove the lid, put the disk over the bottomless-cup opening, then replace the lid. Put the chamber back together. The larvae will climb up the side of the cup to reach the paper to pupate. When all the larvae have pupated, carefully remove the paper disk and tape it to the top of the butterfly cage.

6. **Plan to read *Science Resources*: “Life Goes Around” and “Fossils”**

Plan to read the articles “Life Goes Around” and “Fossils” at the end of this part.

7. **Plan assessment: notebook entry**

In Step 11 of Guiding the Investigation, students sequence and caption the stages in the life cycle of the painted lady. Check students’ understanding of the life cycle of the butterfly.



4. Add mallow leaves (optional)

If you have a small mallow plant, put it in the cage. Or prepare a mallow-leaf bouquet as described in Getting Ready.

A small flower bouquet can be added by sticking small flowers in a separate water-fountain vial or a cup. If you can find a small mallow plant, transplant it to a planter cup and put the potted mallow in the cage.

5. Watch for feeding

The painted ladies will in time find the food source and use it frequently by sticking their proboscises into the paper-towel wick (or orange slice) and drawing up what they need for nourishment.

6. Watch for mating and egg laying

Place the butterfly cage in a location where some direct sunlight can fall on it for an hour or so. Butterflies become active in sunshine.

You may be fortunate enough to see mating. After a week or 10 days, the females should start laying tiny pale-green eggs. The eggs are attached singly, rather than in clusters, on the surfaces or undersides of leaves. Leaves with eggs may die, and that is OK. Save the leaves in a cup with a lid.

7. Watch for egg hatching

The eggs will hatch in a week or so, and it is possible to start the whole process over again. Larvae will thrive if you transfer them to fresh mallow leaves. Use the little paintbrush to transfer the tiny larvae. They must be kept in a covered container because they are very mobile. Keep a supply of mallow leaves in the refrigerator. If you do not want to let the eggs hatch, put them in the freezer for a few days. Show the *Painted Lady Stages* poster and review the stages and sequence of the life cycle.

8. Introduce offspring

Introduce the term **offspring** which means the young that come from parents. Put the word on the word wall.

9. Discuss aging and death

Butterflies don't live long. After 3 weeks, they will be tattered and tired. With luck, they will have fulfilled their destiny by producing eggs. Discuss the inevitability of the death of the butterflies, and point out that it is not caused by captivity or the result of any failing on the part of the caregivers.

Materials for Step 4

- *Mallow (optional)*



Materials for Step 7

- *Cups with eggs*
- *Mallow leaves*
- *Paintbrush*
- *Painted Lady Stages poster*



READING in Science Resources

14. Read "Life Goes Around"

Ask students what a life cycle is. Brainstorm with students what they know about life cycles. When does a life cycle start? When does it end? Why is it called a cycle? What are the stages?

Introduce the title "Life Goes Around" and explain that this article will tell students about different animals' life cycles. Ask students to listen for similarities and differences between different animals' life cycles.

Read the article, using the strategy that best fits your class's ability level. Pause and discuss the questions posed in the text.

15. Discuss the reading

Discuss the reading, using these questions as a guide.

- *According to the story, what does cycle mean?* [To go around.]
- *What did the story tell us about life cycles?*

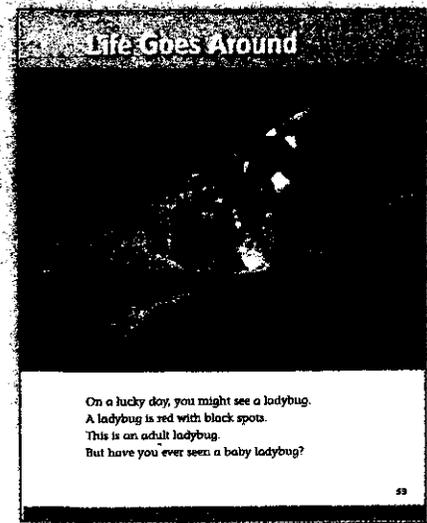
The following questions can be used to deepen students' understanding and may best be used after students have reread the article in small groups.

- *What animals were discussed in the reading?* [Ladybugs, butterflies, trout, frogs, ducks, mice.]
- *How are the animals' life cycles the same? How are they different?* [The young grow and become adults; some molt and pupate.]
- *Some animals hatch from eggs. Others do not hatch from eggs but have "live birth." What animals hatch from eggs? What animals have live birth?* [Ladybugs, butterflies, trout, frogs, and ducks hatch from eggs. Mice are born alive.]
- *What is a human's life cycle?* [Live birth, grow to adult.]
- *Which animal in the story has a life cycle most like a human's?* [Mouse.]

16. Answer review questions

Have students respond to the review items on notebook sheet 18, "Life Goes Around" Review. These are also found at the end of the article in the *Science Resources* book. Read the items aloud to the class.

- *Does a ladybug larva look like its parents?* [No.]
- *Tell about the life cycle of a ladybug.* [Egg, larva, pupa, adult.]



Section II

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

Mission Statement

The mission of the Staff and of the Board of Directors of the ACADIA Academy is simple and yet profound, to educate *all* of our students, wholly and fully, assisting them to excel in the critical areas of their development; academically, behaviorally, socially, emotionally and physically, while culminating abilities demonstrative of responsibility and accountability for themselves and ultimately, for their learning. If we are to truly cultivate lifelong learners, we must promote student interest, responsibility and commitment to the process of their unique educational journey. It is our intent to support our students in developing their maximum potential as individual learners, while promoting student collaboration, meaningful contribution to and participation within our community, outlined within our Vision.

Vision Statement

The ACADIA Academy will support our students in their pursuit of excellence and goal attainment and will maximize the abilities of each of our students by providing them with a structured learning environment that embraces a unique and comprehensive blend of direct and systematic instruction paired with experiential and authentic learning opportunities, allowing students to participate meaningfully within their communities and generalizing their knowledge into deeper and more complex understanding of academic material.

The ACADIA Academy embraces standards-based learning, utilizing the benchmarks set forth by the Common Core, the Maine Learning Results and the newly adopted NextGen Science Standards. In addition to these rigorous and clearly defined standards, the ACADIA Academy staff, Board members, parents and students will establish benchmarks to clearly identify skills and characteristics indicative of student investment, responsibility and commitment to the process of their unique educational journey.

Our curricula has been carefully selected to meet the needs of a diverse population of learners, including those who are considered gifted, those with special education needs, those with English Language Learner needs and those who may simply benefit most from experiences that exceed the walls of the traditional classroom. We have selected a core curricula to be implemented with all students as well as secondary intervention curricula for students identified in need of intervention and support, with or without identification of special learning needs.

A3: SPECIAL STUDENT POPULATIONS SPECIAL EDUCATION

ACADIA stands for *A Connected, Autonomous, Directed, Individualized, Academic* experience. It is the philosophy of ACADIA Academy to provide a rich, supportive environment where students receive evidence-based, systematic, direct instruction with opportunities to apply skills and have experiences which reinforce and promote learning. The curriculum will be differentiated and flexible. Students will be taught to mastery. The emotional and social needs of the students will be a primary focus of each day. ACADIA Academy will promote learning in all domains and address all the needs of children...from movement and play, to math and science. Given the emphasis on development of students who are collaborative problem-solvers, self-determined, empathetic, confident learners and goal setters, in a learning environment where students are directly taught essential skills and have experiences to apply those skills in a meaningful way, students of all abilities and cultures will be served within the general education classroom to the maximum extent possible.

It is clear according to Maine Unified Special Education Regulations (MUSER) that students with disabilities are to participate with non-disable peers to the maximum extent possible. There are several references to this in MUSER. On p. 117 MUSER states:

"...to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, shall be educated with children who are not disabled, and special classes, separate schooling, or other removal of students with disabilities from the regular educational environment shall occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [20WSC 1412 (a)(5) and 34 CFR 300.114]

*Each SAU must ensure that a continuum of alternate placements is available to meet the needs of children with disabilities for special education and related services. The continuum required must include the alternative placements in the definition of special education under 34 CFR 300.39 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with the regular class placements."*¹ p.117-118, MUSER

Federal and State special education laws apply to Charter Schools as to public schools, and ACADIA Academy will abide by all the regulations of IDEA and MUSER. ACADIA Academy recognizes its responsibility to locate, identify and evaluate all incoming students who are known to have or suspected of having a disability so that FAPE can be provided to all students.

ACADIA Academy will develop and implement a complete Individualized Education Program (IEP) for each student who has been identified with a disability and is in need of special education services under state and federal special education laws. ACADIA Academy will develop these IEP's in a manner consistent with the procedural requirements of state and federal special education laws. The Individualized Education Plan will address all areas of concern. In

accordance with LRE expectations, ACADIA Academy will make every effort to educate all students in the general education classroom. This may include consultation to the teacher, team meetings, a Positive Behavior Support Plan, special education support or instruction in the classroom, and accommodations to materials and curriculum. However, for students who require more interventions than can be provided in this model, a continuum of services will be available in order to address all areas of need as determined by the IEP Team. These may include related services such as speech-language therapy, occupational therapy, social work services, etc., and/or specially designed instruction outside the general education classroom. For those students who require a different setting in order to be successful, ACADIA Academy will address the need for smaller groupings, individualized instruction, or other settings as needed.

If enrollment warrants it, there will be a minimum of one special education teacher on staff, with Educational Technician III's who support no more than a 1:5 ratio. If special education enrollment is low, a special education teacher from MMCC will be contracted for an appropriate amount of time to provide consultation and/or direct services to identified students.

During the first year of operation it is anticipated that the population at ACADIA Academy will be approximately 75 students. If the ratio holds true to the catchment area of Lewiston-Auburn, whose special education population ratio is approximately 15%-16% of the student body, ACADIA Academy could expect the special education census to be 12 students. This would suggest the need for one teacher and 2 Ed Tech III's. However, it is reasonable to assume that the special education population may be higher, and an additional Educational Technician would be warranted.

OT, PT, and SLP services would be contracted for students who required these on their IEPs. A special education teacher or Ed Tech III would provide direct instruction to the IEP student individually or in small group; within the classroom if possible, or pull-out if need be. The special education teacher and therapists would also be part of the student's team and provide consultation to staff.

Should a student's IEP Team determine that the student requires more restrictive programming, such as a self-contained classroom or day-treatment setting, the IEP Team will consider developing an appropriate placement within the ACADIA Academy facility, or placement in a private special-purpose school appropriate to that student's needs. More detail regarding the Policy and Procedures for students with disabilities is included under Tabs 2-6 and will be referenced throughout this application.

Students with limited English or limited resources/vocabulary due to environmental situations will not be discriminated against. ACADIA Academy believes that all children can learn and that given the tools, a supportive environment with clear expectations, directed instruction with evidenced-based curriculum and effective practices, experiential learning opportunities, flexible groupings, and teaching of socio-emotional skills, all students can achieve high standards. ACADIA Academy curriculum is aligned to Common Core and Maine Learning Results. Students are expected to progress through the standards regardless of disability, English language proficiency or socio-economic status.

References

1. 05-071 Maine Department of Education; Chapter 101: MAINE UNIFIED SPECIAL EDUCATION REGULATION, Birth to Age Twenty; adopted 7/19/13, pp. 117-118.

Section 504

Section 504 of the federal Rehabilitation Act of 1973 provides protections for individuals with disabilities. A person with a disability is described as one who has a physical or mental impairment which substantially limits one or more major life activity, has a record of such impairment, or is regarded as having such impairment.

ACADIA Academy will not discriminate on the basis of disability, and will abide by all the regulations of Section 504 of the federal Rehabilitation Act of 1973. Any student suspected of having a disability requiring services or accommodations beyond what is regularly provided to all students may be referred to the 504 Team. Any parent, legal guardian, or school staff member may initiate a 504 referral. The referral will be made in writing and submitted to the 504 Coordinator or Principal.

The 504 Coordinator will convene a team meeting within a reasonable time to consider the information gathered. The team will consist of the 504 Coordinator or designee, and any other appropriate school staff knowledgeable about the student. The student's parent/guardian will be invited to participate. The School or parent/guardian may invite other individuals with knowledge about the child to the 504 meeting. Parents will be provided with a notice regarding the time, place and purpose of the meeting.

All decisions regarding a student's 504 eligibility, placement, and provision of related aids and services will be made by the 504 Team and will be based on information from a variety of sources. The team may decide that further assessment is needed; that referral for consideration of special education is warranted; that the student should have access to Tier II or III interventions; and/or determine eligibility.

When considering eligibility, ACADIA Academy will complete a 504 Eligibility Form. A copy of the 504 Eligibility Form will be provided to the parent, and one will be placed in the student's educational record.

Team decisions will be made by consensus. If consensus is not reached, the 504 Coordinator or designee will make the final decisions regarding eligibility and, if needed, placement and related aids/and or services for the student. Parent will be provided written notice of proposals and refusals, and a notice of the grievance procedure.

If the student is found to have a disability under Section 504, a 504 Plan will be written to indicate whether or not a student requires accommodations and/or related aids or services. All staff who has responsibilities under the Plan, the parent/guardian and the 504 Coordinator will receive a copy of the 504 Plan. No child may receive initial placement in 504 services without written parental consent. The 504 Plan will be reviewed at least annual, or sooner if requested.

Minutes of the meeting will be provided to the parent and placed in the student's educational file.

All 504 students must be reevaluated periodically to determine their continued eligibility and continued need for accommodations and/or related aides and services. This should occur at least every three years. Parental consent for evaluations is required.

ELL POPULATION

Federal law mandates equal educational opportunity for non-English or Limited English Proficient students. It is the policy of ACADIA Academy to provide equitable access for non-English and Limited English Proficient students. Qualifying students will be identified and placed in programs and services according to statutory guidelines. It is consistent with the ACADIA Academy philosophy to provide a linguistically rich learning and teaching environment which is responsive to the child's needs, abilities, and interests and in which the child can be successful across domains.

Within 15 days of the first day of school, or registration of a new student, the Home Language Survey will be used to screen for any potential ELL students. Other sources of information may include anecdotal information from parent/student or sponsors, and review of school records. If the student has been previously identified as ELL, screening is not required.

Each ELL identified student will be administered the *Pre-LAS* or *ACCESS for ELLS* test annually. This measures English language proficiency in mathematics, science, and language arts. Accommodations or alternate assessments may be required for some students.

A Language Assessment Committee (LAC) will be established at ACADIA Academy. The LAC membership will include: a building administrator or designee, classroom teacher, ELL teacher or consultant, a parent or guardian if possible; and other appropriate staff as needed.

The LAC will be responsible for the following:

Review the state Home Language Surveys to identify potential ELL students not already identified.

Review administered multi-criteria evaluations including *pre-LAS* and *ACCESS* to identify potential ELL students annually.

Create and maintain a record keeping system for language assessment for each student identified as a potential ELL student. Records will contain the following: assessment information, student work, records from the LAC meetings, correspondence between home and school, summary at the time of exit, and other pertinent information.

Make recommendations about ELL students' needs: placement, services, frequency, and duration of services.

Meet at least annually on each ELL student to monitor language and academic progress.

Notify the parent or guardian of all decisions (in a language they comprehend) and their right to appeal their child's participation in ELL.

Determine when the ELL student meets the exit or reclassification standards through *ACCESS* testing.

Monitor students for two years after exiting from ELL.

ELL students will be provided instruction during regular school hours. Grade placement will be based on age, academic performance and social and emotional needs. ELL staff will extend instruction into the classroom, providing support for the ELL student and sharing cultural diversity.

It is anticipated that ACADIA Academy will require at least one certified ELL teacher. ELL educational technicians will provide instruction under the supervision of the ELL teacher(s) and the assigned classroom teachers. Given that 20-25% of the general school population in the catchment area qualifies as ELL, ACADIA Academy can expect approximately 15-20 ELL Students. This will require at least one full-time ELL teacher and 1 to 2 ELL educational technicians.

The ELL teacher will work with the general education teacher(s) and other service providers to determine what instructional combination of services is most appropriate for each student. Each student will be enrolled in grade level program to the extent possible and integrated into regular activities. The general education teacher will share the responsibility of programming with the ELL teacher.

Students may require specially designed academic instruction in English focusing on English language development and grade level content; or the ELL teacher may support the student's participation in general education, through consultation, push-in services, and/or accommodations to the regular curriculum and appropriate instructional materials.

Assessment and Academic Programming are more fully discussed in Sections A.2 and A.4 for English Language Learners.

Gifted Students

ACADIA Academy will identify and provide services to Gifted and Talented Students (as defined in Chapter 104 of the Maine Department of Education Law). The Academy will establish a wide-ranged identification process which includes continuous screening and opportunities for identification beyond standardized test scores. Based on research by Renzulli, suggesting that well-above average performance and behavior in general ability, task commitment and creativity are indicative of highly productive people, the process will use a series of nominations to create a pool of students to be considered for Gifted and Talented Identification. Nominations for consideration of identification will include standardized test scores (to include students who are in the top 92% percentile), performance based assessments, teacher and alternative pathway nominations (consisting of elements such as parent nominations, peer nominations, tests of creativity, self-nominations and product evaluations). By allowing for a more flexible nomination process, in which test scores are not the final qualifying criteria, students who have traditionally been non-identified for various reasons, including under achievement due to family or personal problems and advanced potential in only one subject area, have the opportunity to be considered into the pool. Final qualification will include a designated screening team to examine nominations and make identifications. Those entering ACADIA Academy from previous education settings will continue to receive Gifted and Talented programming upon enrollment. For a traditional school year, nominations for all students will be required by December 1 of the current school year with identification occurring by April 1 of that year and implementation of an individualized plan to begin on September 1 of the upcoming school year. It is important to note that although a timeline has been adopted to streamline the identification process, regular ongoing assessments of student progress and achievement can facilitate a nomination at any point in the school year. Further, if this nomination results in identification not in conjunction with the suggested timeline, educators Acadia Academy will work to develop an Individualized Gifted and Talented Plan on an "as needs" basis.

ACADIA Academy will develop a comprehensive Gifted and Talented Program to be submitted and approved by the Maine Department of Education for implementation. The program will demonstrate an acknowledgement of the physical, intellectual, cultural, social and emotional uniqueness of Gifted and Talented students. It is the intent of ACADIA Academy to meet the needs of Gifted and Talented students within a school-wide enrichment model with program components to include opportunities for single subject acceleration, differentiation of general education curriculum within the classroom and environmental modifications to support diverse learning styles and multi-disciplinary expressions of performance. This culture of ACADIA Academy will allow Gifted and Talented students to access educational materials, curriculum and experiences vital to their unique needs while still remaining active members of their classroom community.

Resource:

Renzulli, J. S. (1986). The three-ring conception of giftedness: A developmental model for creative productivity. In Sternberg, R. J., & Davidson J. (Ed.) *Conceptions of Giftedness* (pp. 53-92). New York: Cambridge University Press.

This document in no way is intended to replace Maine's Procedural Safeguards Statement and does not cover, in detail, all rights included in the official document. As the parent of a child receiving special education services, you should read Maine's Procedural Safeguards and use this document to help explain them. If your child is under the age of 5, Child Development Services is the child's school.

COMPANION DOCUMENT TO MAINE'S PROCEDURAL SAFEGUARDS

A. PARENTAL PARTICIPATION

As a parent, you have the right to know about and go to Individual Education Program ("IEP") Team meetings about your child's special education. These meetings may discuss your child's need for special education, evaluations that may be done, services that may be provided and the setting where your child might get his/her services. If you can't attend a meeting in person, you have the right to attend by phone or video conferencing.

B. WRITTEN NOTICE TO PARENTS

You must be given a written notice at least 7 days BEFORE any changes in your child's program. If the school decides NOT to make a change, you will also get a written notice. You will receive a written notice for these types of things:

- Whether your child is eligible for special education
- Evaluations
- Changes to services or the setting in which your child receives those services

The school may need you to sign a form allowing them to do one of the things listed above. This form may come to you at the same time as the written notice.

The written notice will:

- Explain the change and why the school wants to make the change or will not make the change.
- List other things that the school thought about and why they decided not to do them.
- Describe the things it used to make the decision: evaluations, tests, review of your child's records, or teacher reports.
- Explain other things that the school thought about to make its decision.
- List people you can contact to help you understand your rights.

C. PARENT CONSENT

Before the school can do an evaluation to see if your child needs special education, you will need to sign a form for this. If more evaluations or reevaluations are needed, you will need to sign a new form allowing the school to conduct them. The school also cannot begin to provide special education services to your child unless you sign a form. When you sign any of these forms, you are signing that you understand what the district plans on doing and that you agree.

If you don't sign the form to let the school evaluate your child, the school can ask for a hearing or mediation to see if they can evaluate your child without your permission. If you don't sign the form to let the school provide special education

This document in no way is intended to replace Maine's Procedural Safeguards Statement and does not cover, in detail, all rights included in the official document. As the parent of a child receiving special education services, you should read Maine's Procedural Safeguards and use this document to help explain them. If your child is under the age of 5, Child Development Services is the child's school.

services to your child, the school cannot provide those services. If, after your child begins to receive special education services, you decide to take back your consent for those services, the school must stop providing them to your child.

Either parent can sign the forms. The school will do evaluations or begin services for your child once one parent has signed the forms as long as that parent has parental rights, even if the other parent does not want to sign them.

D. INDEPENDENT EDUCATIONAL EVALUATION

If you don't agree with a school evaluation, you can ask the school to pay for another evaluation done by a person who does not work for the school. If the school doesn't want to pay, it must ask for a hearing to show that their evaluation is done correctly. If the hearing says that the school evaluation is done correctly, you can still ask for someone else to do the evaluation, but you will have to pay for it. If the hearing shows that the school evaluation is not done correctly, the school will pay for the new evaluation by someone else. This new evaluation will need to meet the same standards as the one done by the school. If an independent evaluation is done, the school will have to talk about that evaluation and how that might change special education for your child.

E. ACCESS TO RECORDS

You have the right to look at the school's records about your child's special education. The school has to allow you to look at these records within 45 days of your request, or sooner if there is a meeting scheduled or if you have a hearing scheduled about your child's special education. If another child is mentioned in records about your child, you won't be able to see those parts of the records.

You have the following rights:

- The right to ask the school to explain the records.
- The right to have someone who is working with you look at the records.
- The right to ask for copies of records if that is the only way that you are able to look at them.
- The right to prevent the school from releasing your child's records without your consent, unless the state or federal law allows for the release of that information.

You won't have to pay to look at your child's records, but you may have to pay to have copies of records. If you ask, the school will tell you what kinds of records are kept on your child and where all the records are kept and used. The school keeps a list of people who look at a child's records, except for parents and teachers. The school will keep a list of the person's name, the date they looked at the records and why they needed to look at them.

This document in no way is intended to replace Maine's Procedural Safeguards Statement and does not cover, in detail, all rights included in the official document. As the parent of a child receiving special education services, you should read Maine's Procedural Safeguards and use this document to help explain them. If your child is under the age of 5, Child Development Services is the child's school.

F. AMENDMENT OF RECORDS AT PARENT'S REQUEST

If you think any of the information in your child's record is wrong, you can ask that the school change it. If the school doesn't want to change the information, they must tell you that they refuse and then you can ask for a hearing.

If the school changes the record because of the hearing, they have to send you a letter telling you it was changed. If the school doesn't have to change your child's because of the hearing, they have to send you a letter telling you that you can put something in writing in your child's record explaining why you don't agree with the information. Your written statement will stay with your child's record.

G. COMPLAINT INVESTIGATION

If you think the school is not following the special education rules, you can write down your complaints and send it to the Department of Education's Due Process Office. You must write the names and addresses of the child and the school, your contact information, and how you think the school should fix the problem. You must also sign the complaint and give a copy of it to the superintendent. You may use a form for your complaint that is available from the Due Process Office (207-624-6644). The Department will have up to 60 days to investigate (unless the Department has given you or the school more time) and decide if the school is following the special education law or rules. If the school is not following the law or rules, the Department will tell the school what to do to take care of your complaint.

H. MEDIATION

If you and the school do not agree about whether your child should receive special education services, the services he/she should have, the setting in which your child receives his/her services, or about evaluations, either you or the school can ask for mediation. Both you and the school must agree to the mediation. You can ask for mediation even if you are also asking for a hearing or filing a complaint.

The mediator must be impartial (does not favor either side) and is free to both you and the school. The mediation must be held promptly and at a time and a place that is convenient to both you and the school. The mediator is trained in helping people resolve disputes. If you and the school reach agreement during the mediation, the school must do what the agreement says. If the school does not do what you agreed on during the mediation, you can file a complaint about that. What people say at the mediation remains confidential.

I. DUE PROCESS HEARING

Either you or the school can ask for a hearing about whether your child should receive special education services, the services he/she should have, the setting in which your child receives his/her services, or about evaluations. You must ask for a hearing in writing, and you may choose to use a form that is available from the Due Process Office (207-624-6644). You must write your child's name, his/her address,

This document in no way is intended to replace Maine's Procedural Safeguards Statement and does not cover, in detail, all rights included in the official document. As the parent of a child receiving special education services, you should read Maine's Procedural Safeguards and use this document to help explain them. If your child is under the age of 5, Child Development Services is the child's school.

and where your child goes to school. You have to write down the problem and any other information about the problem. You should also write down what you would like to have happen for your child. You must give a copy of the form or letter to the superintendent.

An impartial hearing officer will listen to both you and the school. There may be people who can help you understand the hearing process, and you can ask the Due Process Office to give you a list of those people. At least five working days before the hearing, you and the school will need to share evidence that you want to talk about at the hearing. A decision about the complaint will be made within 45 days, unless the hearing officer has given you or the school more time. The hearing officer's decision is final unless you or the school decides that you want to bring a civil action in court. (See below.)

You and the school have the right to:

- Bring a lawyer and/or people who have special skills or training on children with disabilities.
- Bring evidence and question witnesses. You can require witnesses to attend by serving them with a subpoena (available from the Due Process Office).
- Not allow evidence that wasn't shared at least five working days before the hearing.
- Get a recording or exact written report of the hearing.
- Get a written report of what the hearing officer decided.

As the parent, you have more rights:

- You can bring your child to the hearing.
- You can say that the public can attend.
- You don't have to pay for the report of decisions and record of the hearings.
- The hearing has to be held during regular business hours at a time and place that works for you and your child.

J. CIVIL ACTION

Either you or the school can bring a civil action if they are unhappy with the result of the due process hearing. The court will review the record of the hearing, may review additional information and make a decision. You must go through the hearing process before filing a civil action.

K. AWARD OF ATTORNEY'S FEES

The school may have to pay your attorney's fees if ordered to do so by the court. A settlement agreement may include the school paying your attorney's fees. You or your attorney may have to pay the school's attorney's fees, but only in the rare case

This document in no way is intended to replace Maine's Procedural Safeguards Statement and does not cover, in detail, all rights included in the official document. As the parent of a child receiving special education services, you should read Maine's Procedural Safeguards and use this document to help explain them. If your child is under the age of 5, Child Development Services is the child's school.

when the court finds that you brought your case for an improper reason, such as to harass the school or cause delay without a good reason.

L. CHILD'S STATUS DURING DUE PROCESS PROCEEDINGS

Unless you and the school agree to something else, your child must stay in his/her current educational program until your complaint, mediation or hearing is finished.

M. PRIVATE SCHOOL PLACEMENT BY PARENTS

In some cases, a school district might have to pay you for sending your child to a private school. You would need to show at a due process hearing that your child's local school did not provide a free appropriate public education and that the private school you chose is right for your child.

You must also either tell the school at an IEP Team meeting that you don't like the plan for your child and are going to send your child to a private school for which the public school should pay, or else write those things in a letter at least 10 days before you remove your child from the public school. If evaluations were already planned for your child, you will need to let the school do those evaluations.

N. DISCIPLINARY PROCEDURES

Even though your child is in special education, he/she must follow the same rules as all other students and may be suspended if he/she breaks those rules. If your child is suspended for more than 10 days, either in a row or over the whole school year, the school must provide some services outside of your child's regular school program to help your child continue to work on IEP goals.

If your child is suspended for a total of more than 10 days, there will be a meeting to determine if your child's behavior that led to the suspensions is related to your child's disability. If your child's behavior is because of his/her disability, the IEP team must do a study of your child's behavior and write a behavior plan, and must return the child to his/her program (unless the suspension involved weapons, drugs or serious injury). If the child's behavior is not because of his/her disability, then the school may treat your child the same way they treat other children, and must consider whether to do a study of your child's behavior or write a behavior plan.

If the school decides that your child's behavior is not because of his/her disability and you disagree, you can ask for an expedited due process hearing. The hearing will take place sooner than usual, within 20 days plus 10 days for the hearing officer to write a decision. If your child was placed in a different setting because of his/her behavior, he/she must remain in that different setting while the due process hearing takes place unless you and the school come to a different agreement.

This document in no way is intended to replace Maine's Procedural Safeguards Statement and does not cover, in detail, all rights included in the official document. As the parent of a child receiving special education services, you should read Maine's Procedural Safeguards and use this document to help explain them. If your child is under the age of 5, Child Development Services is the child's school.

O. TRANSFER OF RIGHTS

Once your child is 18, he/she will have the rights outlined in Maine's Procedural Safeguards unless a court gives him/her a legal guardian. Your child will be told of these rights about a year before he/she turns 18. Both you and your adult child will be invited to meetings and get the written notices about changes.

APPENDIX 1

Notice of Procedural Safeguards

In the Individuals with Disabilities Improvement Act of 2004 (the reauthorization of the IDEA, 2004), the Congress required the U.S. Department of Education to publish and widely disseminate 'model forms', that are "consistent with the requirements of [Part B of the IDEA]" and "sufficient to meet the requirements." This notice of procedural safeguards has been provided to the states.

NOTE: Italicized text signifies State requirements. Non-italicized Time Roman text signifies federal statutory or regulatory requirements.

Opportunity to examine records; parent participation in meetings.
34 CFR § 300.501

(a) *Opportunity to examine records.* The parents of a child with a disability must be afforded, in accordance with the procedures of §§ 300.613 through 300.621, an opportunity to inspect and review all education records with respect to—

- (1) The identification, evaluation, and educational placement of the child; and
- (2) The provision of FAPE to the child.

(b) *Parent participation in meetings.*

(1) The parents of a child with a disability must be afforded an opportunity to participate in meetings with respect to—

(i) The identification, evaluation, and educational placement of the child;
and

(ii) The provision of FAPE to the child.

(2) Each public agency must provide notice consistent with § 300.322(a)(1) and (b)(1) to ensure that parents of children with disabilities have the opportunity to participate in meetings described in paragraph (b)(1) of this section.

(3) A meeting does not include informal or unscheduled conversations involving public agency personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that public agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

(c) *Parent involvement in placement decisions.*

(1) Each public agency must ensure that a parent of each child with a disability is a member of any group that makes decisions on the educational placement of the parent's child.

(2) In implementing the requirements of paragraph (c)(1) of this section, the public agency must use procedures consistent with the procedures described in § 300.322(a) through (b)(1).

(3) If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the public agency must use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing.

(4) A placement decision may be made by a group without the involvement of a parent, if the public agency is unable to obtain the parent's participation in the decision. In this case, the public agency must have a record of its attempt to ensure their involvement.



Communication of Procedural Safeguards

34 CFR §300.504

(a) A copy of the procedural safeguards available to the parents of a child with a disability or an adult student with a disability must be given to the parents or the adult student only one time a school year, except that a copy also must be given to the parents

(1) Upon initial referral or parent request for evaluation;

(2) Upon receipt of the first State complaint and upon receipt of the first due process hearing request;

(3) In accordance with discipline procedures (see *Procedures When Disciplining a Child with Disabilities*, below); and

(4) Upon request by a parent or adult student.

(b) Internet Web site. The School Administrative Unit (SAU) may place a current copy of the procedural safeguards notice on its Internet Web site if a web site exists.

Sources the parent may contact for assistance in understanding the parent's rights include the Due Process Office of the Maine Department of Education (207-624-6650), Maine Parent Federation (1-800-870-7746), the Disability Rights Center (1-800-452-1948) and Southern Maine Parent Awareness (1-800-564-9696), and KIDS LEGAL (1-866-624-7787).

A parent may file a dispute resolution request with the Maine Department of Education if the parent believes the school administrative unit (SAU) has violated a requirement under the Maine Special Education Regulations. (See Dispute Resolution Section below.)

Parental Participation

As the parent of a child who has or may have a disability, you are entitled to participate in meetings regarding your child's eligibility determination, initial evaluation or reevaluation, educational placement or the provision of early intervention services for your child age birth through 2 years or the provision of a free appropriate public education for your child age 3 through 20 years. If you are an adult student, you have the right to participate in meetings regarding your eligibility determination, initial evaluation or reevaluation, educational placement or the provision of a free appropriate public education.

WRITTEN NOTICE

34 CFR §300.503

Notice

Your school administrative unit (SAU) must give you written notice (provide you certain information in writing), *at least 7 days prior to the date the school administrative unit:*

1. Proposes to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of *early intervention services for your child age birth to 2 years, or a free appropriate public education (FAPE) to your child age 3 through 20 years; or*
2. Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of *early intervention services for your child age birth through 2 years, or a FAPE to your child age 3 through 20 years.*

Content of notice

The written notice must:

1. Describe the action *regarding the referral, evaluation, identification, programming or placement* that your SAU proposes or refuses to take;
2. Explain why your SAU is proposing or refusing to take the action;
3. Describe each evaluation procedure, assessment, record, or report your SAU used in deciding to propose or refuse the action;
4. Include a statement that you have protections under the procedural safeguards provisions in Part B of the IDEA;
5. Tell you how you can obtain a description of the procedural safeguards if the action that your SAU is proposing or refusing is not an initial referral for evaluation;
6. Include resources for you to contact for help in understanding *your rights under Part B of the IDEA, such as and the Due Process Office of the Maine Department of Education (207-624-6644), the Maine Parent Federation (1-800-870-7746), and Southern Maine Parent Awareness (1-800-564-9696)*
7. Describe any other choices that your child's individualized education program (IEP) Team, *which includes the parent, considered and the reasons why those choices were rejected;*
8. Provide a description of other reasons why your SAU proposed or refused the action.
9. *Include a summary of comments made by the parents, including the parents' description of their child's progress; and*
10. *Names and titles of each member.*

Notice in understandable language

The notice must be:

1. Written in language understandable to the general public; **and**
2. Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.

If your native language or other mode of communication is not a written language, your SAU must ensure that:

1. The notice is translated for you orally by other means in your native language or other mode of communication;
2. You understand the content of the notice; **and**
3. There is written evidence that 1 and 2 have been met.

Native Language

34 CFR §300.29

Native language, when used with an individual who has limited English proficiency, means the following, including the translation of the procedural safeguards:

1. The language normally used by that person, or, in the case of a child, the language normally used by the child's parents;
2. In all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment.

For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication).

Electronic Mail

34 CFR §300.505

If your SAU offers parents the choice of receiving documents by e-mail, you may choose to receive the following by e-mail:

1. Prior written notice;
2. Procedural safeguards notice; **and**
3. Notices related to a due process *hearing request*.

Parental Consent - Definition

34 CFR §300.9

Consent

Consent means:

1. You have been fully informed in your native language or other mode of communication (such as sign language, Braille, or oral communication) of all information about the action for which you are giving consent.
2. You understand and agree in writing to that action, and the consent describes that action and lists the records (if any) that will be released and to whom; **and**
3. You understand that the consent is voluntary on your part and you may withdraw your consent at anytime.

Your withdrawal of consent does not negate (undo) an action that has occurred after you gave your consent and before you withdrew it.

If the parent revokes consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

Parental Consent

34 CFR §300.300

Consent for initial evaluation

Your SAU cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of the IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and without obtaining your written consent as described under the heading **Parental Consent**.

Your SAU must make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability.

Your consent for initial evaluation does not mean that you have also given your consent for the SAU to start providing special education and related services to your child. If your child is enrolled in public school or you are seeking to enroll your child in a public school and you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, your SAU may, but is not required to, seek to conduct an initial evaluation of your child by utilizing the Act's mediation or due process *hearing request*, resolution meeting, and impartial due process hearing procedures (unless required to do so or prohibited from doing so under State law). Your SAU will not violate its obligations to locate, identify and evaluate your child if it does not pursue an

evaluation of your child in these circumstances, unless State law requires it to pursue the evaluation.

Generally, either parent may grant consent. In the case of divorced parents with shared parental rights and responsibilities either parent may grant consent. However, in the event that one parent grants consent and the other parent refuses, the school administrative unit is obligated to initiate the action for which consent has been granted.

Special rules for initial evaluation of wards of the State

If a child is a ward of the State and is not living with his/her parent —
The SAU does not need consent from the parent for an initial evaluation to determine if the child is a child with a disability if:

1. Despite reasonable efforts to do so, the SAU cannot find the child's parent;
2. The rights of the parents have been terminated in accordance with State law; or
3. A judge has assigned the right to make educational decisions and to consent for an initial evaluation to an individual other than the parent.

Ward of the State, as used in the IDEA, means a child who, as determined by the State where the child lives, is:

1. A foster child;
2. Considered a ward of the State under State law; or
3. In the custody of a public child welfare agency.

Parental consent for services

Your SAU must obtain your informed written consent before providing special education and related services to your child for the first time.

The SAU must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent, your SAU may not use the procedural safeguards (i.e., mediation, State complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services (recommended by your child's IEP Team) may be provided to your child without your consent.

If you refuse to give your consent for your child to receive special education and related services for the first time, or if you do not respond to a request to provide such consent and the SAU does not provide your child with the special education and related services for which it sought your consent, your SAU:

1. Is not in violation of the requirement to *provide appropriate services (for a child age birth through 2 years) or make a free appropriate public education (FAPE)*

available to your child (*age 3 through 20 years*) for its failure to provide those services to your child; **and**

2. Is not required to have an individualized education program (IEP) meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

Parental consent for reevaluations

Your SAU must obtain your informed consent before it reevaluates your child, unless your SAU can demonstrate that:

1. It took reasonable steps to obtain your consent for your child's reevaluation; **and**
2. You did not respond.

If you refuse to consent to your child's reevaluation, the SAU may, but is not required to, pursue your child's reevaluation by using the mediation, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, your SAU does not violate its obligations under Part B of the IDEA if it declines to pursue the reevaluation in this manner.

Documentation of reasonable efforts to obtain parental consent

Your school must maintain documentation of reasonable efforts to obtain parental consent for initial evaluations, to provide special education and related services for the first time, to reevaluation and to locate parents of wards of the State for initial evaluations. The documentation must include a record of the SAU's attempts in these areas, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to the parents and any responses received; **and**
3. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

Other consent requirements

Your consent is not required before your SAU may:

1. Review existing data as part of your child's evaluation or a reevaluation; **or**
2. Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from all parents of all children.

Revisions to Parental Consent effective December 31, 2008:

§300.300 Parental consent.

1. If the parent of a child fails to respond to a request for, or refuses to consent to, the initial provision of special education and related services, the public agency-

- a. May not use the procedures in subpart E of this part (including the mediation procedures under § 300.506 or the due process procedures under §§300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child;
- b. Will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with the special education and related services for which the parent refuses to or fails to provide consent; and
- c. Is not required to convene an IEP Team meeting or develop an IEP under §§300.320 and 300.324 for the child.

2. If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency-

- a. May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with §300.503 before ceasing the provision of special education and related services;
- b. May not use the procedures in subpart E of this part (including the mediation procedures under §300.506 or the due process procedures under §§300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child;
- c. Will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
- d. Is not required to convene an IEP Team meeting or develop an IEP under §§300.320 and 300.324 for the child for further provision of special education and related services.

Independent Educational Evaluations

34 CFR §300.502

General

As described below, you have the right to *request* an independent educational evaluation (IEE) of your child *at no cost to you* if you disagree with the evaluation of your child that was obtained by your SAU.

If you request an independent educational evaluation, the SAU must provide you with information about where you may obtain an independent educational evaluation and about the SAU's criteria that apply to independent educational evaluations.

Definitions

Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the SAU responsible for the education of your child.

Public expense means that the SAU either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of Part B of the IDEA, which allow each State to use whatever State, local, Federal and private sources of support are available in the State to meet the requirements of Part B of the Act.

Parent right to evaluation at public expense

You have the right to an independent educational evaluation of your child at public expense if you disagree with an evaluation of your child obtained by your SAU, subject to the following conditions:

1. If you request an independent educational evaluation of your child at public expense when you disagree with a school evaluation of your child, your SAU must, *within 30 days*, either: (a) File a due process *hearing request* to request a hearing to show that its evaluation of your child is appropriate; or (b) Ensure that an independent educational evaluation is provided at public expense, unless the SAU demonstrates in a hearing that the evaluation of your child that you obtained did not meet the SAU's criteria.
2. If your SAU requests a hearing and the final decision is that your SAU's evaluation of your child is appropriate, you still have the right to an independent educational evaluation, but not at public expense.
3. If you request an independent educational evaluation of your child, the SAU may ask why you object to the evaluation of your child obtained by your SAU. However, your SAU may not require an explanation and may not unreasonably delay either providing the independent educational evaluation of your child at public expense or filing a due process *hearing request* to request a due process hearing to defend the SAU's evaluation of your child.

You are entitled to only one independent educational evaluation of your child at public expense each time your SAU conducts an evaluation of your child with which you disagree.

Parent-initiated evaluations

If you obtain an independent educational evaluation of your child at public expense or you share with the SAU an evaluation of your child that you obtained at private expense:

1. Your SAU must consider the results of the evaluation of your child, if it meets the SAU's criteria for independent educational evaluations, in any decision made with respect to the provision of a free appropriate public education (FAPE) to your child; **and**
2. You or your SAU may present the evaluation as evidence at a due process hearing regarding your child.

Requests for evaluations by hearing officers

If a hearing officer requests an independent educational evaluation of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

SAU criteria

If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the SAU uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an independent educational evaluation).

Except for the criteria described above, a SAU may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

Confidentiality of Information

Definitions

34 CFR §300.611

As used under the heading **Confidentiality of Information**:

- Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- Education records means the type of records covered under the definition of "education records" in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).
- Participating agency means any SAU, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.

Personally Identifiable

34 CFR §300.32

Personally identifiable means information that has:

- (a) Your child's name, your name as the parent, or the name of another family member;
- (b) Your child's address;
- (c) A personal identifier, such as your child's social security number or student number; **or**

(d) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

Notice to Parents

34 CFR §300.612

The State Educational Agency must give notice that is adequate to fully inform parents about confidentiality of personally identifiable information, including:

1. A description of the extent to which the notice is given in the native languages of the various population groups in the State;
2. A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the State intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
3. A summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; **and**
4. A description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations in 34 CFR Part 99.

Before any major identification, location, or evaluation activity (also known as "child find"), the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the State of the activity to locate, identify, and evaluate children in need of special education and related services.

Access Rights

34 CFR §300.613

The participating agency must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by your SAU under Part B of the IDEA. The participating agency must comply with your request to inspect and review any education records on your child without unnecessary delay and before any meeting regarding an individualized education program (IEP), or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.

Your right to inspect and review education records includes:

1. Your right to a response from the participating agency to your reasonable requests for explanations and interpretations of the records;
2. Your right to request that the participating agency provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; **and**
3. Your right to have your representative inspect and review the records.

The participating agency may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.

Record of Access

34 CFR §300.614

Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Records on More Than One Child

34 CFR §300.615

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

List of Types and Locations of Information

34 CFR §300.616

On request, each participating agency must provide you with a list of the types and locations of education records collected, maintained, or used by the agency.

Fees

34 CFR §300.617

Each participating agency may charge a fee for copies of records that are made for you under Part B of the IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records.

A participating agency may not charge a fee to search for or to retrieve information under Part B of the IDEA.

Amendment of Records at Parent's Request

34 CFR §300.618

If you believe that information in the education records regarding your child collected, maintained, or used under Part B of the IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request the participating agency that maintains the information to change the information.

The participating agency must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request.

If the participating agency refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing for this purpose as described under the heading **Opportunity For a Hearing**, below.

Opportunity for a Hearing

34 CFR §300.619

The participating agency must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

Hearing Procedures

34 CFR §300.621

A hearing to challenge information in education records must be conducted according to the procedures for such hearings under the Family Educational Rights and Privacy Act (FERPA).

Result of Hearing

34 CFR §300.620

If, as a result of the hearing, the participating agency decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must change the information accordingly and inform you in writing.

If, as a result of the hearing, the participating agency decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, it must inform you of your right to place in the records that it maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency.

Such an explanation placed in the records of your child must:

1. Be maintained by the participating agency as part of the records of your child as long as the record or contested portion is maintained by the participating agency; **and**
2. If the participating agency discloses the records of your child or the challenged portion to any party, the explanation must also be disclosed to that party.

Consent For Disclosure of Personally Identifiable Information

34 CFR §300.622

Unless the information is contained in education records, and the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act (FERPA), your consent must be obtained before personally identifiable information is disclosed to

parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of the IDEA.

Your consent, or consent of an eligible child who has reached *18 years of age (or is emancipated)* under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If your child is in, or is going to go to, a private school that is not located in the same SAU you reside in, your consent must be obtained before any personally identifiable information about your child is released between officials in the SAU where the private school is located and officials in the SAU where you reside.

Safeguards

34 CFR §300.623

Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding your State's policies and procedures regarding confidentiality under Part B of the IDEA and the Family Educational Rights and Privacy Act (FERPA).

Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

Destruction of Information

34 CFR §300.624

Your SAU must inform you when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child.

The information must be destroyed at your request. However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

Dispute resolution

20-A M.R.S.A. §7202 et seq.

State Complaint Procedures

Difference Between Due Process Hearing and State Complaint Procedures

The regulations for Part B of IDEA set forth separate procedures for State complaints and for due process hearings. *Maine uses Part B dispute resolution processes for children served under Part C.* As explained below, any individual or organization may file a State complaint alleging a violation of any Part B requirement by a SAU, the State Educational Agency, or any other public agency. Only you or a SAU may file a due process hearing request on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of a child with a disability, or the provision of appropriate services (birth to 2 years) or a free appropriate public education (FAPE) to a child (3 through 20 years.) While staff of the State Educational Agency generally must resolve a State complaint within a 60-calendar-day timeline, unless the timeline is properly extended, an impartial due process hearing officer must hear a due process hearing request (if not resolved through a resolution meeting or through mediation) and issue a written decision within 45-calendar-days after the end of the resolution period, as described in this document under the heading Resolution Process, unless the hearing officer grants a specific extension of the timeline at your request or the SAU's request. The State complaint, resolution and due process hearing procedures are described more fully below.

Adoption of State Complaint Procedures 34 CFR §300.151

General

Each State Educational Agency must have written procedures for:

1. Resolving any complaint, including a complaint filed by an organization or individual from another State;
2. Widely disseminating the State complaint procedures to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities

Remedies for denial of appropriate services

In resolving a State complaint in which the State Educational Agency has found a failure to provide appropriate services, the State Educational Agency must address:

1. The failure to provide appropriate services, including corrective action appropriate to address the needs of the child; **and**
2. Appropriate future provision of services for all children with disabilities.

Minimum State Complaint Procedures 34 CFR §300.152

Time limit; minimum procedures

Each State Educational Agency must include in its State complaint procedures a time limit of 60 calendar days after a complaint is filed to:

1. Carry out an independent on-site investigation, if the State Educational Agency determines that an investigation is necessary;
2. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
3. Provide the SAU or other public agency with the opportunity to respond to the complaint, including, at a minimum: (a) at the option of the agency, a proposal to resolve the complaint; **and** (b) an opportunity for a parent who has filed a complaint and the agency to agree voluntarily to engage in mediation;
4. Review all relevant information and make an independent determination as to whether the SAU or other public agency is violating a requirement of Part B of the IDEA; **and**
5. Issue a written decision to the complainant that addresses each allegation in the complaint and contains: (a) findings of fact and conclusions; **and** (b) the reasons for the State Educational Agency's final decision.

Time extension; final decision; implementation

The State Educational Agency's procedures described above also must:

1. Permit an extension of the 60 calendar-day time limit only if: (a) exceptional circumstances exist with respect to a particular State complaint; **or** (b) the parent and the SAU or other public agency involved voluntarily agree to extend the time to resolve the matter through mediation or alternative means of dispute resolution, if available in the State.
2. Include procedures for effective implementation of the State Educational Agency's final decision, if needed, including: (a) technical assistance activities; (b) negotiations; **and** (c) corrective actions to achieve compliance.

State complaints and due process hearings

If a written State complaint is received that is also the subject of a due process hearing as described below under the heading **Filing a Due Process Hearing Request**, or the State complaint contains multiple issues of which one or more are part of such a hearing, the State must set aside the State complaint, or any part of the State complaint that is being addressed in the due process hearing until the hearing is over. Any issue in the State complaint that is not a part of the due process hearing must be resolved using the time limit and procedures described above.

If an issue raised in a State complaint has previously been decided in a due process hearing involving the same parties (you and the SAU), then the due process hearing

decision is binding on that issue and the State Educational Agency must inform the complainant that the decision is binding.

A complaint alleging a SAU's or other public agency's failure to implement a due process hearing decision must be resolved by the State Educational Agency.

Filing a Complaint

34 CFR §300.153

An organization or individual may file a signed written State complaint under the procedures described above.

The State complaint must include:

1. A statement that a SAU or other public agency has violated a requirement of Part B of the IDEA or its regulations;
2. The facts on which the statement is based;
3. The signature and contact information for the complainant; and
4. If alleging violations regarding a specific child:
 - (a) The name of the child and address of the residence of the child;
 - (b) The name of the school the child is attending;
 - (c) In the case of a homeless child or youth, available contact information for the child, and the name of the school the child is attending;
 - (d) A description of the nature of the problem of the child, including facts relating to the problem; **and**
 - (e) A proposed resolution of the problem to the extent known and available to the party filing the complaint at the time the complaint is filed.

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received as described under the heading **Adoption of State Complaint Procedures**, unless a longer period is reasonable because the complainant is requesting compensatory services for a violation that allegedly occurred not more than two years prior to the date that the written complaint is received by the Department of Education.

The party filing the State complaint must forward a copy of the complaint to the SAU or other public agency serving the child at the same time the party files the complaint with the State Educational Agency.

The SEA, under 34 CFR 300.537, may determine the State enforcement mechanisms for resolution session agreements and mediation agreements.

Due Process Hearing Procedures

Filing a Due Process Hearing Request

34 CFR §300.507

General

You or the SAU may file a due process *hearing request* on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of your child, or the provision of *appropriate services for your child age birth through 2 years* or a free appropriate public education (FAPE) to your child *age 3 through 20 years*.

The due process *hearing request* must allege a violation that happened not more than two years before you or the SAU knew or should have known about the alleged action that forms the basis of the due process *hearing request*.

The above timeline does not apply to you if you could not file a due process *hearing request* within the timeline because:

1. The SAU specifically misrepresented that it had resolved the issues identified in the *hearing request*; **or**
2. The SAU withheld information from you that it was required to provide you under Part B of the IDEA.

Information for parents

The SAU must inform you of any free or low-cost legal and other relevant services available in the area if you request the information, **or** if you or the SAU file a due process *hearing request*.

Due Process Hearing Request

34 CFR §300.508

General

In order to request a hearing, you or the SAU (or your attorney or the SAU's attorney) must submit a due process *hearing request* to the other party. That *hearing request* must contain all of the content listed below and must be kept confidential.

You or the SAU, whichever one filed the *hearing request*, must also provide the State Educational Agency with a copy of the *hearing request*.

Content of the hearing request

The due process *hearing request* must include:

1. The name of the child;
2. The address of the child's residence;

3. The name of the child's school;
4. If the child is a homeless child or youth, the child's contact information and the name of the child's school;
5. A description of the nature of the problem of the child relating to the proposed or refused action, including facts relating to the problem; **and**
6. A proposed resolution of the problem to the extent known and available to you or the SAU at the time.

Notice required before a hearing on a due process *hearing request*

You or the SAU may not have a due process hearing until you or the SAU (or your attorney or the SAU's attorney), files a due process *hearing request* that includes the information listed above.

Sufficiency of *hearing request*

In order for a due process *hearing request* to go forward, it must be considered sufficient. The due process *hearing request* will be considered sufficient (to have met the content requirements above) unless the party receiving the due process *hearing request* (you or the SAU) notifies the hearing officer and the other party in writing, within 15 calendar days of receiving the *hearing request*, that the receiving party believes that the due process *hearing request* does not meet the requirements listed above.

Within five calendar days of receiving the notification the receiving party (you or the SAU) considers a due process *hearing request* insufficient, the hearing officer must decide if the due process *hearing request* meets the requirements listed above, and notify you and the SAU in writing immediately.

Hearing request amendment

You or the SAU may make changes to the *hearing request* only if:

1. The other party approves of the changes in writing and is given the chance to resolve the due process *hearing request* through a resolution meeting, described below; **or**
2. By no later than five days before the due process hearing begins, the hearing officer grants permission for the changes.

If the complaining party (you or the SAU) makes changes to the due process *hearing request*, the timelines for the resolution meeting (within 15 calendar days of receiving the *hearing request*) and the time period for resolution (within 30 calendar days of receiving the *request*) start again on the date the amended *hearing request* is filed.

Local educational agency (LEA) or SAU response to a due process *hearing request*

If the SAU has not sent a prior written notice to you, as described under the heading **Prior Written Notice**, regarding the subject matter contained in your due process

hearing request, the SAU must, within 10 calendar days of receiving the due process *hearing request*, send to you a response that includes:

1. An explanation of why the SAU proposed or refused to take the action raised in the due process *hearing request*;
2. A description of other options that your child's individualized education program (IEP) Team considered and the reasons why those options were rejected;
3. A description of each evaluation procedure, assessment, record, or report the SAU used as the basis for the proposed or refused action; **and**
4. A description of the other factors that are relevant to the SAU's proposed or refused action.

Providing the information in items 1-4 above does not prevent the SAU from asserting that your due process *hearing request* was insufficient.

Other party response to a due process hearing request

Except as stated under the sub-heading immediately above, **Local educational agency (LEA) or SAU response to a due process hearing request**, the party receiving a due process *hearing request* must, within 10 calendar days of receiving the *request*, send the other party a response that specifically addresses the issues in the *due process hearing request*.

Model Forms

34 CFR §300.509

The State Educational Agency must develop model forms to help you file a due process *hearing request* and a State complaint. However, your State or the SAU may not require you to use these model forms. In fact, you can use this form or another appropriate model form, so long as it contains the required information for filing a due process *hearing request* or a State complaint.

Mediation

34 CFR §300.506

General

The SAU must make mediation available to allow you and the SAU to resolve disagreements involving any matter under Part B of the IDEA, including matters arising prior to the filing of a due process *hearing request*. Thus, mediation is available to resolve disputes under Part B of the IDEA, whether or not you have filed a due process *hearing request* to request a due process hearing as described under the heading **Filing a Due Process Hearing Request**.

Requirements

The procedures must ensure that the mediation process:

1. Is voluntary on your part and the SAU's part;
2. Is not used to deny or delay your right to a due process hearing, or to deny any other rights you have under Part B of the IDEA; **and**
3. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

The SAU may develop procedures that offer parents and schools that choose not to use the mediation process, an opportunity to meet, at a time and location convenient to you, with a disinterested party:

1. Who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center or community parent resource center in the State; **and**
2. Who would explain the benefits and encourage the use of the mediation process to you.

The State must have a list of people who are qualified mediators and know the laws and regulations relating to the provision of special education and related services. The State Educational Agency must select mediators on a random, rotational, or other impartial basis.

The State is responsible for the cost of the mediation process, including the costs of meetings.

Each meeting in the mediation process must be scheduled in a timely manner and held at a place that is convenient for you and the SAU.

If you and the SAU resolve a dispute through the mediation process, both parties must enter into a legally binding agreement that sets forth the resolution and that:

1. States that all discussions that happened during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; **and**
2. Is signed by both you and a representative of the SAU who has the authority to bind the SAU.

A written, signed mediation agreement is enforceable in any State court of competent jurisdiction (a court that has the authority under State law to hear this type of case) or in a district court of the United States. *(See Section XVI(3)(B)(9) of this rule)*

Discussions that happened during the mediation process must be confidential. They cannot be used as evidence in any future due process hearing or civil proceeding of any Federal court or State court of a State receiving assistance under Part B of IDEA.

Impartiality of mediator

The mediator:

1. May not be an employee of the State Educational Agency or the SAU that is involved in the education or care of your child; **and**
2. Must not have a personal or professional interest which conflicts with the mediator's objectivity.

A person who otherwise qualifies as a mediator is not an employee of a SAU or State agency solely because he or she is paid by the agency or SAU to serve as a mediator.

An attorney may represent a school administrative unit in a mediation only when an attorney represents the parents. An attorney representing a parent shall provide the superintendent of the school administrative unit and the Due Process Office of the Maine Department of Education with at least 7 days written notice prior to the mediation that they will be representing the parent at the mediation. Parties may consult with their attorneys prior to and after engaging in mediation.

If both parties agree, the parties may sign a waiver of the 7-day written notice of attendance of the parent's attorney in mediation. A copy of the signed waiver must be provided to the Department of Education Due Process Office.

If the parent does not choose to participate in mediation the parent may be contacted by a due process consultant from the Maine Department of Education who will discuss with the parent the benefits of mediation. If the parent would like to request a mediation or would like more information about mediation, the parent may contact the , Due Process Office of the Maine Department of Education at 624-6644.

The Child's Placement Status During Pendency of Appeals("Stay Put")

34 CFR §300.518

Except as provided below under the heading **PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES**, during the pendency of a mediation or State complaint investigation request, or once a due process hearing request is sent to the other party, , and while waiting for the decision of any impartial due process hearing or court proceeding, your child must remain in his or her current educational placement unless you and the State or SAU agree otherwise,

If the due process hearing request involves an application for initial admission to public school, your child, with your consent, must be placed in the regular public school program until the completion of all such proceedings.

If the due process hearing request involves an application for initial services under Part B of the IDEA for a child who is transitioning from being served under Part C of the IDEA to Part B of the IDEA and who is no longer eligible for Part C services because the child has turned three, the SAU is not required to provide the Part C services that the child has

been receiving. If the child is found eligible under Part B of the IDEA and you consent for the child to receive special education and related services for the first time, then, pending the outcome of the proceedings, the SAU must provide those special education and related services that are not in dispute (those which you and the SAU both agree upon).

Resolution Process

34 CFR §300.510

Resolution meeting

Within 15 calendar days of receiving notice of your due process *hearing request*, and before the due process hearing begins, the SAU must convene a meeting with you and the relevant member or members of the individualized education program (IEP) Team who have specific knowledge of the facts identified in your due process *hearing request*. The meeting:

1. Must include a representative of the SAU who has decision-making authority on behalf of the SAU; **and**
2. May not include an attorney of the SAU unless you are accompanied by an attorney.

You and the SAU determine the relevant members of the IEP Team to attend the meeting. The purpose of the meeting is for you to discuss your due process *hearing request*, and the facts that form the basis of the *hearing request*, so that the SAU has the opportunity to resolve the dispute.

The resolution meeting is not necessary if:

1. You and the SAU agree in writing to waive the meeting; **or**
2. You and the SAU agree to use the mediation process, as described under the heading **Mediation**.

Resolution period

If the SAU has not resolved the due process *hearing request* to your satisfaction within 30 calendar days of the receipt of the *hearing request* (during the time period for the resolution process), the due process hearing may occur.

The 45-calendar-day timeline for issuing a final decision begins at the expiration of the 30-calendar-day resolution period, with certain exceptions for adjustments made to the 30-calendar-day resolution period, as described below.

Except where you and the SAU have both agreed to waive the resolution process or to use mediation, your failure to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until you agree to participate in a meeting.

If after making reasonable efforts and documenting such efforts, the SAU is not able to obtain your participation in the resolution meeting, the SAU may, at the end of the 30-calendar-day resolution period, request that a hearing officer dismiss your due process *hearing request*. Documentation of such efforts must include a record of the SAU's attempts to arrange a mutually agreed upon time and place, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to you and any responses received; and
3. Detailed records of visits made to your home or place of employment and the results of those visits.

If the SAU fails to hold the resolution meeting within 15 calendar days of receiving notice of your due process *hearing request* or fails to participate in the resolution meeting, you may ask a hearing officer to order that the 45-calendar-day due process hearing timeline begin.

Adjustments to the 30-calendar-day resolution period

If you and the SAU agree in writing to waive the resolution meeting, then the 45-calendar-day timeline for the due process hearing starts the next day. After the start of mediation or the resolution meeting and before the end of the 30-calendar-day resolution period, if you and the SAU agree in writing that no agreement is possible, then the 45-calendar-day timeline for the due process hearing starts the next day.

If you and the SAU agree to use the mediation process, at the end of the 30-calendar-day resolution period, both parties can agree in writing to continue the mediation until an agreement is reached. However, if either you or the SAU withdraws from the mediation process, then the 45-calendar-day timeline for the due process hearing starts the next day.

Written settlement agreement

If a resolution to the dispute is reached at the resolution meeting, you and the SAU must enter into a legally binding agreement that is:

1. Signed by you and a representative of the SAU who has the authority to bind the SAU; **and**
2. Enforceable in any State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States. (See Section XVI(11)(F))

Agreement review period

If you and the SAU enter into an agreement as a result of a resolution meeting, either party (you or the SAU) may void the agreement within 3 business days of the time that both you and the SAU signed the agreement.

Hearings on Due Process *Hearing Requests*

Impartial Due Process Hearing

34 CFR §300.511

General

Whenever a due process *hearing request* is filed, you or the SAU involved in the dispute must have an opportunity for an impartial due process hearing, as described in the **Due Process Hearing Request** and **Resolution Process** sections.

Impartial hearing officer

At a minimum, a hearing officer:

1. Must not be an employee of the State Educational Agency or the SAU that is involved in the education or care of the child. However, a person is not an employee of the agency solely because he/she is paid by the agency to serve as a hearing officer;
2. Must not have a personal or professional interest that conflicts with the hearing officer's objectivity in the hearing;
3. Must be knowledgeable and understand the provisions of the IDEA, and Federal and State regulations pertaining to the IDEA, and legal interpretations of the IDEA by Federal and State courts; **and**
4. Must have the knowledge and ability to conduct hearings, and to make and write decisions, consistent with appropriate, standard legal practice.

Each SAU must keep a list of those persons who serve as hearing officers that includes a statement of the qualifications of each hearing officer.

Subject matter of due process hearing

The party (you or the SAU) that requests the due process hearing may not raise issues at the due process hearing that were not addressed in the due process *hearing request*, unless the other party agrees.

Timeline for requesting a hearing

You or the SAU must request an impartial hearing on a due process *hearing request* within two years of the date you or the SAU knew or should have known about the issue addressed in the *hearing request*.

Exceptions to the timeline

The above timeline does not apply to you if you could not file a due process hearing request because:

1. The SAU specifically misrepresented that it had resolved the problem or issue that you are raising in your hearing request; or
2. The SAU withheld information from you that it was required to provide to you under Part B of the IDEA.

Hearing Rights

34 CFR §300.512

General

Any party to a due process hearing (including a hearing relating to disciplinary procedures) has the right to:

1. Be accompanied and advised by a lawyer and/or persons with special knowledge or training regarding the problems of children with disabilities;
2. Present evidence and confront, cross-examine, and require the attendance of witnesses;
3. Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five business days before the hearing;
4. Obtain a written, or, at your option, electronic, word-for-word record of the hearing; and
5. Obtain written, or, at your option, electronic findings of fact and decisions.

Additional disclosure of information

At least five business days prior to a due process hearing, you and the SAU must disclose to each other all evaluations completed by that date and recommendations based on those evaluations that you or the SAU intend to use at the hearing.

A hearing officer may prevent any party that fails to comply with this requirement from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

Parental rights at hearings

You must be given the right to:

1. Have your child present;
2. Open the hearing to the public; and
3. Have the record of the hearing, the findings of fact and decisions provided to you at no cost.

Hearing Decisions

34 CFR §300.513

Decision of hearing officer

A hearing officer's decision on whether your child (*age birth through 2 years*) received *appropriate services* or (*age 3 through 20 years*) received a free appropriate public education (FAPE) must be based on substantive grounds.

In matters alleging a procedural violation, a hearing officer may find that your child did not receive *appropriate services* or FAPE only if the procedural inadequacies:

1. Interfered with your child's right to *appropriate services* or a free appropriate public education;
2. Significantly interfered with your opportunity to participate in the decision-making process regarding the provision of *appropriate services* or a free appropriate public education (FAPE) to your child; or
3. Caused a deprivation of an educational benefit.

Final Decision Notice

Every decision made at the conclusion of a proceeding subject to this rule shall be in writing and shall include findings of fact sufficient to apprise the parties and any interested member of the public of the basis for the decision.

Construction clause

None of the provisions described above can be interpreted to prevent a hearing officer from ordering a SAU to comply with the requirements in the procedural safeguards section of the Federal regulations under Part B of the IDEA (34 CFR §§300.500 through 300.536).

Separate request for a due process hearing

Nothing in the procedural safeguards section of the Federal regulations under Part B of the IDEA (34 CFR §§300.500 through 300.536) can be interpreted to prevent you from filing a separate due process *hearing request* on an issue separate from a due process *hearing request* already filed.

Findings and decision to advisory panel and general public

The State Educational Agency or the SAU, (whichever was responsible for your hearing) after deleting any personally identifiable information, must:

1. Provide the findings and decisions in the due process hearing or appeal to the State special education advisory panel; and
2. Make those findings and decisions available to the public.

Appeals

Finality of Decision; Appeal

34 CFR §300.514

Finality of hearing decision

A decision made in a due process hearing (including a hearing relating to disciplinary procedures) *must be in writing and* is final, except that any party involved in the hearing (you or the SAU) may appeal the decision by bringing a civil action, as described below.

Timelines and Convenience of Hearings and Reviews

34 CFR §300.515

The State Educational Agency must ensure that not later than 45 calendar days after the expiration of the 30-calendar-day period for resolution meetings or, as described under the sub-heading **Adjustments to the 30-calendar-day resolution period**, not later than 45 calendar days after the expiration of the adjusted time period:

1. A final decision is reached in the hearing; and
2. A copy of the decision is mailed to each of the parties.

A hearing officer may grant specific extensions of time beyond the 45-calendar-day time period described above at the request of either party.

Each hearing must be conducted at a time and place that is reasonably convenient to you and your child.

Civil Actions, Including the Time Period in Which to File Those Actions

34 CFR §300.516

General

Any party (you or the SAU) who does not agree with the findings and decision in the due process hearing (including a hearing relating to disciplinary procedures) has the right to bring a civil action with respect to the matter that was the subject of the due process hearing. The action may be brought in a State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States without regard to the amount in dispute.

If the parent has any questions regarding this requirement, they should be directed to the Due Process Office of the Maine Department of Education at 624-6650.

Time limitation

The party (you or the SAU) bringing the action shall have *90 day from the receipt* of the decision of the hearing officer to file a civil action.

Additional procedures

In any civil action, the court:

- A. Receives the records of the administrative proceedings;
- B. Hears additional evidence at your request or at the SAU's request; **and**
- C. Bases its decision on the preponderance of the evidence and grants the relief that the court determines to be appropriate.

Jurisdiction of district courts

The district courts of the United States have authority to rule on actions brought under Part B of the IDEA without regard to the amount in dispute.

Rule of construction

Nothing in Part B of the IDEA restricts or limits the rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973 (Section 504), or other Federal laws protecting the rights of children with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under Part B of the IDEA, the due process procedures described above must be exhausted to the same extent as would be required if the party filed the action under Part B of the IDEA. This means that you may have remedies available under other laws that overlap with those available under the IDEA, but in general, to obtain relief under those other laws, you must first use the available administrative remedies under the IDEA (i.e., the due process *hearing request*, resolution meeting, and impartial due process hearing procedures) before going directly into court.

Attorneys' Fees

34 CFR §300.517

General

In any action or proceeding brought under Part B of the IDEA, if you prevail, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you.

In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing State Educational Agency or SAU, to be paid by your attorney, if the attorney: (a) filed a *due process hearing request* or court case that the court finds is frivolous, unreasonable, or without foundation; **or** (b) continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; **or**

In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing State Educational Agency or SAU, to be paid by you or your attorney, if your request for a due process hearing or later court case was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to unnecessarily increase the cost of the action or proceeding.

Award of fees

A court awards reasonable attorneys' fees as follows:

1. Fees must be based on rates prevailing in the community in which the action or hearing arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded.
2. Fees may not be awarded and related costs may not be reimbursed in any action or proceeding under Part B of the IDEA for services performed after a written offer of settlement to you if:
 - a. The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of a due process hearing or State-level review, at any time more than 10 calendar days before the proceeding begins;
 - b. The offer is not accepted within 10 calendar days; **and**
 - c. The court or administrative hearing officer finds that the relief finally obtained by you is not more favorable to you than the offer of settlement.

Despite these restrictions, an award of attorneys' fees and related costs may be made to you if you prevail and you were substantially justified in rejecting the settlement offer.

3. Fees may not be awarded relating to any meeting of the individualized education program (IEP) Team unless the meeting is held as a result of an administrative proceeding or court action.

A resolution meeting, as described under the heading **Resolution meeting**, is not considered a meeting convened as a result of an administrative hearing or court action, and also is not considered an administrative hearing or court action for purposes of these attorneys' fees provisions.

The court reduces, as appropriate, the amount of the attorneys' fees awarded under Part B of the IDEA, if the court finds that:

1. You, or your attorney, during the course of the action or proceeding, unreasonably delayed the final resolution of the dispute;
2. The amount of the attorneys' fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably similar skill, reputation, and experience;

3. The time spent and legal services furnished were excessive considering the nature of the action or proceeding; or
4. The attorney representing you did not provide to the SAU the appropriate information in the due process request notice as described under the heading **Due Process Hearing Request**.

However, the court may not reduce fees if the court finds that the State or SAU unreasonably delayed the final resolution of the action or proceeding or there was a violation under the procedural safeguards provisions of Part B of the IDEA.

Procedures When Disciplining Children with Disabilities

Authority of School Personnel

34 CFR §300.530

Case-by-case determination

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than **10 school days** in a row, remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting (which must be determined by the child's individualized education program (IEP) Team), another setting, or suspension. School personnel may also impose additional removals of the child of not more than **10 school days** in a row in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see **Change of Placement Because of Disciplinary Removals** for the definition, below).

Once a child with a disability has been removed from his or her current placement for a total of **10 school days** in the same school year, the SAU must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading **Services**.

Additional authority

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see **Manifestation determination**, below) and the disciplinary change of placement would exceed **10 school days** in a row, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must

provide services to that child as described below under **Services**. The child's IEP Team determines the interim alternative educational setting for such services.

Services

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided in an interim alternative educational setting.

A SAU is only required to provide services to a child with a disability who has been removed from his or her current placement for **10 school days or less** in that school year, if it provides services to a child without disabilities who has been similarly removed.

A child with a disability who is removed from the child's current placement for **more than 10 school days** must:

1. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; **and**
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for **10 school days** in that same school year, and **if** the current removal is for **10 school days** in a row or less **and** if the removal is not a change of placement (see definition below), **then** school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see definition below), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

Manifestation determination

Within **10 school days** of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that is for **10 school days** in a row or less and not a change of placement), the SAU, the parent, and relevant members of the IEP Team (as determined by the parent and the SAU) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; **or**
2. If the conduct in question was the direct result of the SAU's failure to implement the child's IEP.

If the SAU, the parent, and relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

If the SAU, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of the SAU's failure to implement the IEP, the SAU must take immediate action to remedy those deficiencies.

Determination that behavior was a manifestation of the child's disability

If the SAU, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

1. Conduct a functional behavioral assessment, unless the SAU had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
2. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading **Special circumstances**, the SAU must return the child to the placement from which the child was removed, unless the parent and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

Special circumstances

Whether or not the behavior was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

1. Carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a SAU;
2. Knowingly has or uses illegal drugs (see the definition below), or sells or solicits the sale of a controlled substance, (see the definition below), while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a SAU; or
3. Has inflicted serious bodily injury (see the definition below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a SAU.

Definitions

Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

Serious bodily injury has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code: *Bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty.*

Weapon has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code: *A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.*

Notification

On the date it makes the decision to make a removal that is a change of placement of the child because of a violation of a code of student conduct, the SAU must notify the parents of that decision, and provide the parents with a procedural safeguards notice.

Change of Placement Because of Disciplinary Removals

34 CFR §300.536

A removal of a child with a disability from the child's current educational placement is a **change of placement** if:

1. The removal is for more than 10 school days in a row; **or**
2. The child has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than 10 school days in a school year;
 - b. The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals;
 - c. Of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; **and**

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the SAU and, if challenged, is subject to review through due process and judicial proceedings.

Determination of Setting

34 CFR § 300.531

The individualized education program (IEP) Team must determine the interim alternative educational setting for removals that are **changes of placement**, and removals under the headings **Additional authority** and **Special circumstances**, above.

Appeal

34 CFR § 300.532

General

The parent of a child with a disability may file a due process *hearing request* (see above) to request a due process hearing if he or she disagrees with:

1. Any decision regarding placement made under these discipline provisions; or
2. The manifestation determination described above.

The SAU may file a due process *hearing request* (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

Authority of hearing officer

A hearing officer that meets the requirements described under the sub-heading **Impartial Hearing Officer** must conduct the due process hearing and make a decision. The hearing officer may:

1. Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading **Authority of School Personnel**, or that the child's behavior was a manifestation of the child's disability; or
2. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if the SAU believes that returning the child to the original placement is substantially likely to result in injury to the child or to others. Whenever a parent or a SAU files a due process *hearing request* to request such a hearing, a hearing must be held that meets the requirements described under the heading **Due Process Hearing Requests** except as follows:

1. The State Educational Agency must arrange for an expedited due process hearing, which must occur within 20 school days of the date the hearing is requested and must result in a determination within 10 school days after the hearing.

2. Unless the parents and the SAU agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within seven calendar days of receiving notice of the due process *hearing request*. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of receipt of the due process *hearing request*.
3. A State may establish different procedural rules for expedited due process hearings than it has established for other due process hearings, but except for the timelines, those rules must be consistent with the rules in this document regarding due process hearings.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings (see **Appeals**, above).

Placement During Appeals

34 CFR §300.533

When, as described above, the parent or SAU has filed a due process *hearing request* related to disciplinary matters, the child must (unless the parent and the State Educational Agency or SAU agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading **Authority of School Personnel**, whichever occurs first.

Protections for Children Not Yet Eligible for Special Education and Related Services

34 CFR §300.534

General

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but the SAU had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

Basis of knowledge for disciplinary matters

A SAU must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

1. The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child;
2. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; **or**

3. The child's teacher, or other SAU personnel expressed **specific** concerns about a pattern of behavior demonstrated by the child directly to the SAU's director of special education or to other supervisory personnel of the SAU.

Exception

A SAU would not be deemed to have such knowledge if:

1. The child's parent has not allowed an evaluation of the child or refused special education services; **or**
2. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

Conditions that apply if there is no basis of knowledge

If prior to taking disciplinary measures against the child, a SAU does not have knowledge that a child is a child with a disability, as described above under the sub-headings **Basis of knowledge for disciplinary matters** and **Exception**, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the SAU, and information provided by the parents, the SAU must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

Referral to and Action by Law Enforcement and Judicial Authorities

34 CFR §300.535

Part B of the IDEA does not:

1. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; **or**
2. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

removal of your child from the public school, you did not give written notice to the SAU of that information;

1. If, prior to your removal of your child from the public school, the SAU provided prior written notice to you, of its intent to evaluate your child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but you did not make the child available for the evaluation; or
2. Upon a court's finding that your actions were unreasonable.

However, the cost of reimbursement:

1. Must not be reduced or denied for failure to provide the notice if: (a) The school prevented you from providing the notice; (b) You had not received notice of your responsibility to provide the notice described above; or (c) Compliance with the requirements above would likely result in physical harm to your child; and
2. May, in the discretion of the court or a hearing officer, not be reduced or denied for the parents' failure to provide the required notice if: (a) The parent is not literate or cannot write in English; or (b) Compliance with the above requirement would likely result in serious emotional harm to the child.

Surrogate parents 34 CFR § 300.519

General. (a)

Each public agency must ensure that the rights of a child are protected when—

- (1) No parent (as defined in § 300.30) can be identified;
- (2) The public agency, after reasonable efforts, cannot locate a parent;
- (3) The child is a ward of the State under the laws of that State; or
- (4) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)).

Duties of public agency (b)

The duties of a public agency under paragraph (a) of this section include the assignment of an individual to act as a surrogate for the parents. This must include a method—

- (1) For determining whether a child needs a surrogate parent; and
- (2) For assigning a surrogate parent to the child.

Wards of the State. (c)

In the case of a child who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate meets the requirements in paragraphs (d)(2)(i) and (e) of this section.

Criteria for selection of surrogate parents (d)

- (1) The public agency may select a surrogate parent in any way permitted under State law.

- (2) Public agencies must ensure that a person selected as a surrogate parent—
- (i) Is not an employee of the SEA, the LEA, EIS provider or any other agency that provides early intervention services, education, care, or other services to the child or any family member of the child;
 - (ii) Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and
 - (iii) Has knowledge and skills that ensure adequate representation of the child.

Non-employee requirement; compensation (e)

A person otherwise qualified to be a surrogate parent under paragraph (d) of this section is not an employee of the agency solely because he or she is paid by the agency to serve as a surrogate parent.

Unaccompanied homeless youth (f)

In the case of a child who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents without regard to paragraph (d)(2)(i) of this section, until a surrogate parent can be appointed that meets all of the requirements of paragraph (d) of this section.

Surrogate parent responsibilities (g)

The surrogate parent may represent the child in all matters relating to—

- (1) The identification, evaluation, and educational placement of the child; and
- (2) The provision of FAPE to the child.

SEA responsibility (h)

The SEA must make reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after a public agency determines that the child needs a surrogate parent.

**Transfer of parental rights at age of majority.
34 CFR § 300.520**

General (a)

A State may provide that, when a child with a disability reaches the age of majority under State law that applies to all children (except for a child with a disability who has been determined to be incompetent under State law)—

- (1)(i) The public agency must provide any notice required by this part to both the child and the parents; and
- (ii) All rights accorded to parents under Part B of the Act transfer to the child;

- (2) All rights accorded to parents under Part B of the Act transfer to children who are incarcerated in an adult or juvenile, State or local correctional institution; and
- (3) Whenever a State provides for the transfer of rights under this part pursuant to paragraph (a)(1) or (a)(2) of this section, the agency must notify the child and the parents of the transfer of rights.

Special rule (b)

A State must establish procedures for appointing the parent of a child with a disability, or, if the parent is not available, another appropriate individual, to represent the educational interests of the child throughout the period of the child's eligibility under Part B of the Act if, under State law, a child who has reached the age of majority, but has not been determined to be incompetent, can be determined not to have the ability to provide informed consent with respect to the child's educational program.

Referral/Pre-Referral of Students with Disabilities Policy

ACADIA Academy does not discriminate on the basis of disability. ACADIA Academy believes that all children can learn and that given the tools, a supportive environment with clear expectations, directed instruction with evidenced-based curriculum and effective practices, experiential learning opportunities, and flexible groupings, all students can achieve high standards. ACADIA Academy curriculum is aligned to Common Core and Maine Learning Results. Students are expected to meet proficiency as they progress through the standards. Federal and State special education laws apply to Charter Schools as to public schools, and ACADIA Academy will abide by all the regulations of IDEA and MUSER. ACADIA Academy recognizes its responsibility to locate, identify and evaluate all incoming students who are suspected of having, or known to have a disability so that a FAPE can be provided all children.

Comparable services will be provided to any student who enters ACADIA Academy with an active IEP until the IEP is adopted or a new IEP is developed, adopted and implemented. Any student suspected of a disability that requires special education will be referred to the IEP Team for evaluation in the suspected areas of disability. Referrals of students to the IEP Team may be made by professional school staff, by parents, and by other persons knowledgeable about the child's educational needs. A referral will be made in writing and will be initiated when received, signed, and dated by an administrator or designee, thereby indicating the date of the receipt of the referral. Should a parent make a referral orally, a professional staff will assist the parent in reducing that referral to writing and submitting it to the administrator or designee.

A parent referral will be processed consistent with these procedures and governing timelines even if the child is receiving interventions discussed below. However, those pre-referral procedures will continue during the referral process.

Referral/Pre-Referral Procedures

Referrals by professionals or by others (individuals or agency representatives-including DHHS) with knowledge of the child, may refer to the IEP Team regardless of the results of initial child find activities, but only after completion of any pre-referral intervention process used by ACADIA Academy. ACADIA Academy may move directly forward with the pre-referral process in those circumstances where the school and parent agree to do so; however, pre-referral interventions will continue during the referral process.

Once a referral is received, signed, and dated by the administrator or designee, a Written Notice form will be sent to the parent documenting the referral. The IEP Team will review existing evaluation data and determine the need for additional evaluations. This review may occur with or without a meeting. If additional evaluations are needed, ACADIA Academy will give parent *The Consent to Evaluate Form* within fifteen school days of the receipt of the referral. Once signed and returned, ACADIA Academy shall complete the evaluation and hold an IEP Team meeting within 45 days of consent to evaluate, in order to determine eligibility for special education services. If the student is identified as a child with a disability in need of special education, the Team will develop and implement an IEP for that child within 30 calendar days of determination of eligibility.

Evaluations will be completed by qualified, licensed or certified professionals that are either contracted by ACADIA Academy or employees of ACADIA Academy. OT, PT, and SLP staff will be contracted by ACADIA Academy for evaluations, consultation, and direct services to students. BCBA and Psychological services will also be contracted for evaluation and consultation services. OT, SLP, BCBA and Psychologists will be contracted through Margaret Murphy Center for Children. Physical therapy will be contracted with a physical therapist in the catchment area. Educational evaluations will be completed by an employed certified special education teacher or contracted service provider if deemed appropriate due to the need for specific expertise.

It is the policy of ACADIA Academy to maintain a complete Individualized Education Program (IEP) for each student who has been identified with a disability, needs of special education services under state and federal special education laws and attends at ACADIA Academy. ACADIA Academy will develop these IEP's in a manner consistent with the procedural requirements of state and federal special education laws.

Student IEP's will be reasonably calculated to provide the identified student with educational benefits in the least restrictive educational environment and will be reviewed at least annually.

ACADIA Academy will implement research-based core curriculum aligned with the Common Core State Standards and Maine Learning Results in a systematic, direct instruction format. Flexible groupings will provide students with opportunities to learn specific skills at their level. Students will take responsibility for their learning, have consistent progress monitoring, and meaningful experiences to promote academic and social/emotional growth. Given these opportunities, at least 80% of the student population is expected to meet grade level standards.

Pre-referral procedures are required to be implemented through general education using a Response to Intervention (RTI) model. Children who are at risk receive responsive interventions

in the general education program to resolve the presenting problems. RTI follows a three-tiered approach.

Tier I provides high-quality, research based core curriculum instruction that is differentiated to meet each students' needs in the general education setting. Tier I curriculums at ACADIA Academy are as follows:

- McGraw Hill/SRA *Building Blocks*
- Houghton Mifflin Harcourt *Saxon Math*
- McGraw Hill/SRA *Reading Mastery Signature Edition*
- Dialogic Reading and Interactive Shared Book Reading
- School-wide Positive Behavioral Supports and Interventions
- Explicit Rules and Expectations posted throughout school
- School-wide Token Economy for Positive Behavior
- Descriptive person-centered praise for appropriate behavior
- Universal instruction in Social-Emotional skills using *Strong Kids*
- Additional universal instruction in Positive Psychology and Mindfulness

Tier II provides targeted interventions for students who need additional support in addition to core instruction. At ACADIA Academy Tier II interventions may include the following:

- McGraw Hill/SRA *Number Worlds*
- Timed Computational Fluency Practice
- Pearson *Pre-K Mathematics*
- Sounds Sensible* by S.P.I.R.E.
- Orton-Gillingham Based Phonics and Phonemic Awareness Strategies
- Repeated Readings
- Word Sort
- Guess the Word
- Story Mapping
- Check In/Check Out
- Self-Monitoring of Behavior
- Peer Mentoring
- Small group targeted Social-Emotional instruction

Tier III provides intensive interventions for students with significant academic or behavioral needs. Tier III interventions may include any of the above and/or the following:

- Flashcard Drills
- Cover/Copy/Compare
- Letter Puzzles
- Silent *e* Changes
- Phrase Drill Procedure
- Word Associations
- Individualized Behavioral Support Plans based on Functional Behavioral Assessments

In Reading and Math all students will be benchmarked three times per year and progress will be monitored through the use of the following: *My-IGDIS* for pre-K Math; *FAST* for grades Pre-K to grade 2 Reading and Math; *Aims Web* for students in grades 3-6 for Reading and Math.

Behavior will be benchmarked three times per year using the *Student Internalizing Behavior Screener* and *Student Risk Screening Scale*. Progress will be monitored through data collection.

Other assessments that will be considered include daily data collections, observations, formative and summative assessments, portfolio and work samples.

Students who are in need of Tier II interventions will have progress monitored at least every 2 to 3 weeks; and Tier III will have progress monitoring at least weekly.

Parents will be included in the RTI process, and will be involved in on-going discussions about their child's interventions and progress.

For those students who require more intervention, small groups of individualized instruction will take place utilizing Tier II and Tier III interventions as appropriate to the learning needs. If the intervention strategies are not effective, or if the interventions are demonstrated to be effective but require continued and substantial effort that may include the provision of special education and related services, the student will be referred to the IEP Team.

All notes or team meetings from the pre-referral process, and all data collection procedures developed through this process shall be considered by the IEP Team and become part of the child's special education file.

Given the smaller class sizes, emphasis on direct instruction; high quality, evidenced based curriculum; flexible groupings, Tier II interventions; holistic, experiential approach to learning, and positive climate and culture, the expectation is that most, if not all, students will be educated with non-disabled peers for all, or most, of their academic day. However, special education services and personnel will be provided for those students who have an identified disability, and require more specialized, individualized, or therapeutic interventions.

Should a student's IEP Team determine that the student requires more restrictive programming, such as a self-contained classroom or day-treatment setting, the IEP Team will consider developing an appropriate placement within the ACADIA Academy facility, or placement in a private special-purpose school appropriate to that student's needs. ACADIA's involvement with its sister-school, MMCC provides a rich source of experience and expertise in the area of special education and highly individualized, specialized teaching and programs.

ACADIA ACADEMY CHILD FIND POLICY

Child Find is mandated by both the federal and state regulations which contain policies and procedures to ensure that:

Maine Unified Special Education Regulations (MUSER) states that "Each SAU shall maintain and implement policies and procedures to ensure that all children residing in the jurisdiction between the ages of 3 and 20 years, including children with disabilities who are homeless children, are wards of the State or state agency clients, children with disabilities attending private schools and receiving home instruction, highly mobile children (including migrant or homeless), children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year, and children incarcerated in county jails, and who are in need of special education and related services, even though they are advancing from grade to grade, are identified, located and evaluated at public expense. This includes children who are suspected of being a child with a disability and in need of special education, even though they are advancing from grade to grade." [CFR300.111(a)(i,ii) and (c)(1,2)].

ACADIA Academy will identify, locate, and evaluate any students who are in need of special education and supportive services. Child Find is accomplished through a unit-wide process which, while not a definitive or final judgment of a child's capabilities or disability, is a possible indicator of special education needs. A screening process will be implemented to identify students who may be in need of special education services within 30 days of the school year or during the first 30 days of enrollment for transfer children. The Child Find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing, and cognitive skills.

If the Child Find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services. Final identification of student with disabilities and programming for such students occurs only after an appropriate evaluation and determination by the IEP Team. Four-year-old students will be referred to Child Development Services.

ACADIA Academy

GRIEVANCE PROCEDURES

The Grievance Procedure for students with an IEP is documented in the Parents Procedural Safeguards, Chapter 101, Maine Special Education Regulations. All attempts will be made to work cooperatively with parents to reach decisions which are amenable to all parties. However, should a parent choose to exert their parental rights to file a complaint, ACADIA Academy will abide by the MUSER laws and provide parent with a copy of their Parental Rights and Safeguards and information regarding advocacy.

A person with an identifiable disability, or someone acting on that person's behalf may also file a written grievance regarding compliance with state or federal disabilities laws with the building administrator who is the 504/ADA compliance coordinator for ACADIA Academy . No grievance will be heard if it involves actions that occurred more than 60 days prior to the filing of the grievance.

The 504 coordinator will respond in writing to the grievance within fifteen (15) working days of its receipt. Extensions of 15 working days may be allowed if necessary to address fully the issues in the grievance. The coordinator's response will be forwarded to the grievant and to the Board of Directors.

If dissatisfied with the response, the grievant ask for a review by the Board of Directors. The review must be requested within 15 working days of the decision made by the 504 coordinator. The Board of Directors will have a reasonable amount of time to schedule a meeting on the grievance and issue its decision.

Nothing in this grievance procedure in any way forecloses the grievant from seeking redress for their concerns at any time through other legal avenues, such as through the office of Civil rights, the department of Justice, the Maine Human Rights Commission or the Maine Charter Commission.

**ACADIA ACADEMY
ACKNOWLEDGEMENT
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

1. In 1974, Congress enacted the Family Educational Rights and Privacy Act, which applies to all educational records-regular and special education.
2. Key Concepts:
 - a. Parents have access to the educational records of their children
 - Guaranteed within a "reasonable" amount of time
 - School must explain records if needed
 - The student's cumulative file remains at the Charter School.
 - b. Amending Records
 - Parents may request that records be amended
 - Parents may attach an objection if records are not amended
 - c. Notification of destruction of records: The student's cumulative file remains at the ACADIA Academy in fireproof storage at the school or a duplicate set kept off-site or in electronic version. A permanent record of a special education student's name, address, phone number, grades, attendance record, and grade and year completed shall be maintained without time limitations. All other records will be maintained in accordance with Maine State Rules for Disposition of Local Governmental Records (Schedule L).
 - d. Confidentiality
 - Third parties may access files with parental written consent
3. The Individuals with Disabilities Educational Act (IDEA) has components of FERPA written into federal law.
4. School personnel have automatic access to records needed in order to provide a Free Appropriate Public Education (FAPE) to the child. This applies only to school personnel who have a "legitimate education interest" in viewing the records.
 - Teachers, educational technicians who work directly with the child,
 - Support professionals such as speech, OT, psychologists,
 - Administrative personnel
5. School officials must keep a record of people who have accessed the records with written permission from the parent, or other third parties that are excluded by FERPA from needing parental permission (law enforcement, school attorneys, child-find activities). This will be maintained on the Access Log located in the front of each student's clinical and/or educational file at ACADIA Academy. Written consent forms will be filed directly behind the Access Log.
6. In addition, ACADIA Academy requires every employee who examines the file of a student to sign the Access Log. Signing once will cover the employee for the current school year; he/she must re-sign the first time the file is examined each school year.
7. Notice to staff: a) talking with others who do not work with the student about the student is a violation of FERPA, b) sharing more information than is necessary with a substitute to successfully work with that student is a violation of FERPA, and c) leaving out educational records where unauthorized people may see them is a violation of FERPA.
8. Complaints Regarding Lewiston Public School Compliance with FERPA: Parents who believe that ACADIA Academy have not complied with the requirements of FERPA have the right to file a complaint with the U.S. Department of Education. The office that administers FERPA is: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202

Printed Name _____
Signature _____

Circle One: Parent/Guardian or Employee
Date _____

504 ELIGIBILITY DETERMINATION FORM

Student's Name: _____ D.O.B.: _____
Parent/Guardian: _____ Address: _____
Grade: _____ Teacher: _____ Referral made by: _____
Case Manager/Contact Person: _____ Date of Meeting: _____

Purpose of Meeting:

- Determine eligibility under Section 504 and consider eligibility for accommodations/related aids or services
 Review eligibility under Section 504 and/or changes in accommodations/related aids or services

Team Members:

Name:	Position/Role:
_____	_____
_____	_____
_____	_____
_____	_____

Evaluation/information sources used:

- | | | |
|--|--|---|
| <input type="checkbox"/> School record review | <input type="checkbox"/> Observations | <input type="checkbox"/> Grades/report card |
| <input type="checkbox"/> Parent/student report | <input type="checkbox"/> Medical reports | <input type="checkbox"/> Checklists/rating scales |
| <input type="checkbox"/> Standardized testing | <input type="checkbox"/> Teacher reports | <input type="checkbox"/> Other: _____ |

Eligibility Criteria:

The student has a mental or physical impairment (specify): _____ and

The impairment substantially limit some or more of the following major life activities:

- | | | | |
|-----------------------------------|--|---|--|
| <input type="checkbox"/> seeing | <input type="checkbox"/> hearing | <input type="checkbox"/> caring for oneself | <input type="checkbox"/> breathing |
| <input type="checkbox"/> walking | <input type="checkbox"/> learning | <input type="checkbox"/> working | <input type="checkbox"/> eating |
| <input type="checkbox"/> sleeping | <input type="checkbox"/> standing | <input type="checkbox"/> lifting | <input type="checkbox"/> bending |
| <input type="checkbox"/> reading | <input type="checkbox"/> concentrating | <input type="checkbox"/> thinking | <input type="checkbox"/> communicating |
| <input type="checkbox"/> speaking | <input type="checkbox"/> performing manual tasks | <input type="checkbox"/> operation of a major bodily function | |

(The term "substantially limits" means that the student is: (a.) unable to perform a major life activity that the average person in the general population can perform, or (b.) substantially restricted as to the condition, manner or duration under which a particular life activity is performed as compared to the student's average peers.)

- The student does not meet the criteria to be eligible for Section 504 protection. The parent must be provided notice of their procedural rights, including the right to an impartial hearing.
 The student does have a physical or mental impairment that substantially limits a major life activity.

- The student requires accommodations/related aids or services in a 504 plan.
 The student does not require accommodations/related aids or services in a 504 plan.

ACADIA Academy

NOTICE OF PARENTAL RIGHTS under Section 504 of the Rehabilitation Act of 1973
Student Name: _____ **Date given to parent/guardian:** _____

The following is a description of the rights granted to you under Section 504 of the Rehabilitation Act of 1973. ACADIA Academy is obligated to inform you of decisions about your child and of your rights if you disagree with any of these decisions.

- To have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability
- To have the school advise you of your rights under federal law
- To receive notice from the school with respect to identification, evaluation, educational program or placement of your child.
- According to the Department of Education's 504 Regulations, to have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to reasonable accommodations, modification, and related aids and services necessary for your child to benefit from his/her educational program.
- To have your child educated in comparable facilities and receive comparable services to those provided non-disabled students
- To have decisions regarding your child's evaluation, program and placement based upon a variety of information sources, and made by persons familiar with the student, the evaluation data, and the placement options.
- To have your child re-evaluated periodically, to the extent necessary, including before any significant changes are made to your child's educational program or placement.
- To have your child receive an equal opportunity to participate in extra-curricular school activities
- To examine all relevant educational records relating to decisions regarding your child's identification, evaluation, education program, and placement
- To obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records
- To receive a response from the school district to reasonable request for explanations and interpretations of your child's records
- To request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school refuses this request for an amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing.
- To file a complaint through local complaint procedures regarding any alleged violation of the Rehabilitation Act.
- To have the decisions made by hearing officers or others reviewed in state or federal court.



DEPARTMENT OF HEALTH AND HUMAN SERVICES
OFFICE FOR CIVIL RIGHTS (OCR)

Form Approved: OMB No. 0990-0269
See OMB Statement on Reverse



CIVIL RIGHTS DISCRIMINATION COMPLAINT

YOUR FIRST NAME		YOUR LAST NAME	
HOME PHONE (Please include area code)		WORK PHONE (Please include area code)	
STREET ADDRESS		CITY	
STATE	ZIP	E-MAIL ADDRESS (if available)	

Are you filing this complaint for someone else? Yes No

If Yes, whose civil rights do you believe were violated?

FIRST NAME	LAST NAME
------------	-----------

I believe that I have been (or someone else has been) discriminated against on the basis of:

- Race / Color / National Origin
- Age
- Religion
- Sex
- Disability
- Other (specify): _____

Who or what agency or organization do you believe discriminated against you (or someone else)?

PERSON/AGENCY/ORGANIZATION

STREET ADDRESS		CITY
STATE	ZIP	PHONE (Please include area code)

When do you believe that the civil right discrimination occurred?

LIST DATE(S)

Describe briefly what happened. How and why do you believe that you have been (or someone else has been) discriminated against? Please be as specific as possible. (Attach additional pages as needed)

Please sign and date this complaint. You do not need to sign if submitting this form by email because submission by email represents your signature.

SIGNATURE	DATE (mm/dd/yyyy)
-----------	-------------------

Filing a complaint with OCR is voluntary. However, without the information requested above, OCR may be unable to proceed with your complaint. We collect this information under authority of Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 and other civil rights statutes. We will use the information you provide to determine if we have jurisdiction and, if so, how we will process your complaint. Information submitted on this form is treated confidentially and is protected under the provisions of the Privacy Act of 1974. Names or other identifying information about individuals are disclosed when it is necessary for investigation of possible discrimination, for internal systems operations, or for routine uses, which include disclosure of information outside the Department of Health and Human Services (HHS) for purposes associated with civil rights compliance and as permitted by law. It is illegal for a recipient of Federal financial assistance from HHS to intimidate, threaten, coerce, or discriminate or retaliate against you for filing this complaint or for taking any other action to enforce your rights under Federal civil rights laws. You are not required to use this form. You also may write a letter or submit a complaint electronically with the same information. To submit an electronic complaint, go to OCR's web site at: www.hhs.gov/ocr/civilrights/complaints/index.html. To mail a complaint see reverse page for OCR Regional addresses.

The remaining information on this form is optional. Failure to answer these voluntary questions will not affect OCR's decision to process your complaint.

Do you need special accommodations for us to communicate with you about this complaint? (Check all that apply)

- Braille Large Print Cassette tape Computer diskette Electronic mail TDD
- Sign language interpreter (specify language): _____
- Foreign language interpreter (specify language): _____ Other: _____

If we cannot reach you directly, is there someone we can contact to help us reach you?

FIRST NAME		LAST NAME	
HOME PHONE (Please include area code)		WORK PHONE (Please include area code)	
STREET ADDRESS		CITY	
STATE	ZIP	E-MAIL ADDRESS (If available)	

Have you filed your complaint anywhere else? If so, please provide the following. (Attach additional pages as needed)

PERSON/AGENCY/ORGANIZATION/ COURT NAME(S) _____

DATE(S) FILED _____ CASE NUMBER(S) (if known) _____

To help us better serve the public, please provide the following information for the person you believe was discriminated against (you or the person on whose behalf you are filing).

- ETHNICITY (select one) RACE (select one or more)
- Hispanic or Latino American Indian or Alaska Native Asian Native Hawaiian or Other Pacific Islander
- Not Hispanic or Latino Black or African American White Other (specify): _____
- PRIMARY LANGUAGE SPOKEN (if other than English) _____

How did you learn about the Office for Civil Rights?

- HHS Website/Internet Search Family/Friend/Associate Religious/Community Org Lawyer/Legal Org Phone Directory Employer
- Fed/State/Local Gov Healthcare Provider/Health Plan Conference/OCR Brochure Other (specify): _____

To mail a complaint, please type or print, and return completed complaint to the OCR Regional Address based on the region where the alleged violation took place. If you need assistance completing this form, contact the appropriate region listed below.

<p>Region I - CT, ME, MA, NH, RI, VT Office for Civil Rights, DHHS JFK Federal Building - Room 1875 Boston, MA 02203 (617) 565-1340; (617) 565-1343 (TDD) (617) 565-3809 FAX</p>	<p>Region V - IL, IN, MI, MN, OH, WI Office for Civil Rights, DHHS 233 N. Michigan Ave. - Suite 240 Chicago, IL 60601 (312) 886-2359; (312) 353-5693 (TDD) (312) 886-1807 FAX</p>	<p>Region IX - AZ, CA, HI, NV, AS, GU, The U.S. Affiliated Pacific Island Jurisdictions Office for Civil Rights, DHHS 90 7th Street, Suite 4-100 San Francisco, CA 94103 (415) 437-8310; (415) 437-8311 (TDD) (415) 437-8329 FAX</p>
<p>Region II - NJ, NY, PR, VI Office for Civil Rights, DHHS 26 Federal Plaza - Suite 3312 New York, NY 10278 (212) 264-3313; (212) 264-2355 (TDD) (212) 264-3039 FAX</p>	<p>Region VI - AR, LA, NM, OK, TX Office for Civil Rights, DHHS 1301 Young Street - Suite 1169 Dallas, TX 75202 (214) 767-4056; (214) 767-8940 (TDD) (214) 767-0432 FAX</p>	
<p>Region III - DE, DC, MD, PA, VA, WV Office for Civil Rights, DHHS 150 S. Independence Mall West - Suite 372 Philadelphia, PA 19106-3499 (215) 861-4441; (215) 861-4440 (TDD) (215) 861-4431 FAX</p>	<p>Region VII - IA, KS, MO, NE Office for Civil Rights, DHHS 601 East 12th Street - Room 248 Kansas City, MO 64106 (816) 426-7277; (816) 426-7065 (TDD) (816) 426-3686 FAX</p>	
<p>Region IV - AL, FL, GA, KY, MS, NC, SC, TN Office for Civil Rights, DHHS 61 Forsyth Street, SW. - Suite 16T70 Atlanta, GA 30303-8909 (404) 562-7886; (404) 562-7884 (TDD) (404) 562-7881 FAX</p>	<p>Region VIII - CO, MT, ND, SD, UT, WY Office for Civil Rights, DHHS 999 18th Street, Suite 417 Denver, CO 80202 (303) 844-2024; (303) 844-3439 (TDD) (303) 844-2025 FAX</p>	<p>Region X - AK, ID, OR, WA Office for Civil Rights, DHHS 2201 Sixth Avenue - Mail Stop RX-11 Seattle, WA 98121 (206) 615-2290; (206) 615-2296 (TDD) (206) 615-2297 FAX</p>

Burden Statement

Public reporting burden for the collection of information on this complaint form is estimated to average 45 minutes per response, including the time for reviewing instructions, gathering the data needed and entering and reviewing the information on the completed complaint form. An agency may not conduct or estimate or any other aspect of this collection of information, including suggestions for reducing this burden. Send comments regarding this burden Information Resources Management, 200 Independence Ave. S.W., Room 531H, Washington, D.C. 20201. Please do not mail complaint form to this address.

Skip Navigation

U.S. Department of Health & Human Services

Improving the health, safety, and well-being of America

Civil Rights

How to File a Complaint

If you feel a health care provider, or state or local government agency, has discriminated against you (or someone else) based on race, national origin, disability, or age, you may file a civil rights complaint. OCR can also investigate disability-based discrimination complaints against programs operated by HHS. Under certain statutes and regulations, OCR also has limited authority to investigate complaints of discrimination based on sex and religion. If you believe your health care provider conscience protection rights have been violated, you may file a complaint with OCR.

For more information about the Civil Rights Laws and Regulations we enforce, please review our Understanding Civil Rights section or look at our Frequently Asked Question (FAQs).

The Case Resolution Manual for Civil Rights Investigations (CRM) provides OCR staff and managers with the procedures and strategies designed to promptly and effectively evaluate, investigate, and resolve complaints and compliance reviews, and to enforce violation findings where warranted.

COMPLAINT REQUIREMENTS - Your complaint must:

1. Be filed in writing, either on paper or electronically via the OCR Complaint Portal, by mail, fax, or e-mail;
2. Name the health care or social service provider involved, and describe the acts or omissions, you believed violated the civil rights laws or regulations; and
3. Be filed within 180 days of when you knew that the act or omission complained of occurred. OCR may extend the 180-day period if you can show "good cause."

ANYONE CAN FILE! - Anyone can file electronically via the OCR Complaint Portal or **through** written complaints with OCR. We recommend that you use the Civil Rights Discrimination Complaint Form Package to submit a written complaint. You can also request a copy of this form from an OCR regional office. If you need help filing a complaint or have a question about the complaint or consent forms, please email OCR at OCRComplaint@hhs.gov.

THE CIVIL RIGHTS NONDISCRIMINATION LAWS AND REGULATIONS PROHIBIT RETALIATION - Under Civil Rights Laws an entity cannot retaliate against you for filing a complaint. You should notify OCR immediately in the event of any retaliatory action.

HOW TO SUBMIT YOUR COMPLAINT TO OCR - *To submit a complaint to OCR, please use one of the following methods.*

Filing a Complaint

- File your complaint electronically via the OCR complaint portal
- File A Complaint Using the Civil Rights Complaint Form Package
- File A Complaint Not Using the Civil Rights Complaint Form Package

Other Federal Civil Rights Agencies

- Do you have a complaint about housing, law enforcement, labor, education or employment discrimination?
 - OCR does not generally investigate these types of complaints.
- For a list of other Federal offices that can help you

Civil Rights Information in Other Languages

- 中文 - Chinese
- 한국어 - Korean
- Polski - Polish
- Русский - Russian
- Español - Spanish
- Tagalog (Filipino)
- Tiếng Việt - Vietnamese

What's New

- Michigan Medical Center Commits to Race Non-Discrimination in Staff Assignments (08/07/14)
- Read the HHS Bulletin

[File A Complaint Electronically Using OCR Complaint Portal](#)

[File A Complaint Using Our Civil Rights Discrimination Complaint Form Package](#)

[File A Complaint Without Using Our Civil Rights Discrimination Complaint Form Package](#)

File A Complaint Without Using Our Civil Rights Discrimination Complaint Package

- If you choose not to use the OCR Civil Rights Discrimination Complaint Form Package, please provide the information specified below by either:

1. mail or fax to the appropriate OCR regional office; or
2. email to OCRComplaint@hhs.gov.

If you prefer, you may submit a **written** complaint in your own format. Be sure to include the following information:

1. Your name
2. Full address
3. Telephone numbers (include area code)
4. E-mail address (if available)
5. Name, full address and telephone number of the person, agency or organization you believe discriminated against you.
6. Brief description of what happened. How, why, and when you believe your (or someone else's) civil rights were violated.
7. Any other relevant information
8. Your signature and date of complaint

If you are filing a complaint on someone's behalf, also provide the name of the person on whose behalf you are filing.

The following information is **optional**:

1. Do you need special accommodations for us to communicate with you about this complaint?
2. If we cannot reach you directly, is there someone else we can contact to help us reach you?
3. Have you filed your complaint somewhere else? If so, where?

If you mail or fax the complaint, be sure to send it to the appropriate OCR regional office based on where the alleged violation took place. OCR has ten regional offices, and each regional office covers specific states. Send your complaint to the attention of the OCR Regional Manager. *You do not need to sign the complaint and consent forms when you submit them by email because submission by email represents your signature.*

- [Read the Resolution Agreement](#)
- [Surgeon agrees to treat HIV-positive patients after losing federal funding - 7/29/14](#)
- [OCR Issues 2011-2012 HITECH Act Reports to Congress - 6/10/14](#)
- [Enhancing Health Care Protections for LGBT Individuals - 4/15/14](#)
- [Section 1557 Corrective Actions in Sex Discrimination Cases - 12/6/13](#)
- [Statement on the U.S. Commitment to People with Disabilities -12/3/13](#)
- [HHS Issues Model Notices of Privacy Practices - 9/13/13](#)
- [Patient Safety Inflation Adjustment Notice - 9/10/13](#)

[HHS Home](#) | [Questions?](#) | [Contacting HHS](#) | [Accessibility](#) | [Privacy Policy](#) | [FOIA](#) | [Disclaimers](#) | [Inspector General](#) | [No FEAR Act/Whistleblower](#) | [Viewers & Players](#)
[The White House](#) | [USA.gov](#) | [HHS Archive](#) | [Pandemic Flu](#)

U.S. Department of Health & Human Services · 200 Independence Avenue, S.W. · Washington, D.C. 20201

Family Educational Rights and Privacy Act Regulations

34 CFR Part 99

Subpart A-General

Section

99.1 To which educational agencies or institutions do these regulations apply?

99.2 What is the purpose of these regulations?

99.3 What definitions apply to these regulations?

99.4 What are the rights of parents?

99.5 What are the rights of students?

99.7 What must an educational agency or institution include in its annual notification?

99.8 What provisions apply to records of a law enforcement unit?

Subpart B-What are the Rights of Inspection and Review of Education Records?

Section

99.10 What rights exist for a parent or eligible student to inspect and review education records?

99.11 May an educational agency or institution charge a fee for copies of education records?

99.12 What limitations exist on the right to inspect and review records?

Subpart C-What are the Procedures for Amending Education Records?

Section

99.20 How can a parent or eligible student request amendment of the student's education records?

99.21 Under what conditions does a parent or eligible student have the right to a hearing?

99.22 What minimum requirements exist for the conduct of a hearing?

Subpart D-May an Educational Agency or Institution Disclose Personally Identifiable Information from Education Records?

Section

99.30 Under what conditions is prior consent required to disclose information?

99.31 Under what conditions is prior consent not required to disclose information?

99.32 What recordkeeping requirements exist concerning requests and disclosures?

99.33 What limitations apply to the redisclosure of information?

99.34 What conditions apply to disclosure of information to other educational agencies or institutions?

99.35 What conditions apply to disclosure of information for Federal or State program purposes?

99.36 What conditions apply to disclosure of information in health and safety emergencies?

99.37 What conditions apply to disclosing directory information?

99.38 What conditions apply to disclosure of information as permitted by State statute adopted after November 19, 1974, concerning the juvenile justice system?

99.39 What definitions apply to the nonconsensual disclosure of records by postsecondary educational institutions in connection with disciplinary proceedings concerning crimes of violence or non-forcible sex offenses?

Subpart E -What are the Enforcement Procedures?

Section

99.60 What functions has the Secretary delegated to the Office and to the Office of Administrative Law Judges?

99.61 What responsibility does an educational agency or institution have concerning conflict with State or local laws?

99.62 What information must an educational agency or institution submit to the Office?

99.63 Where are complaints filed?

99.64 What is the investigation procedure?

99.65 What is the content of the notice of investigation issued by the Office?

99.66 What are the responsibilities of the Office in the enforcement process?

99.67 How does the Secretary enforce decisions?

(Authority: 20 U.S.C. 1232g, unless otherwise noted).

PART 99 – FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The authority citation for this part continues to read as follows:

(Authority: 20 U.S.C. 1232g, unless otherwise noted).

Subpart A-General

§ 99.1 *To which educational agencies or institutions do these regulations apply?*

(a) Except as otherwise noted in § 99.10, this part applies to an educational agency or institution to which funds have been made available under any program administered by the Secretary, if-

(1)The educational institution provides educational services or instruction, or both, to students; or

(2) The educational agency is authorized to direct and control public elementary or secondary, or postsecondary educational institutions.

(b) This part does not apply to an educational agency or institution solely because students attending that agency or institution receive nonmonetary benefits under a program referenced in paragraph (a) of this section, if no funds under that program are made available to the agency or institution.

(c) The Secretary considers funds to be made available to an educational agency or institution if funds under one or more of the programs referenced in paragraph (a) of this section-

(1) Are provided to the agency or institution by grant, cooperative agreement, contract, subgrant, or subcontract; or (2) Are provided to students attending the agency or institution and the funds may be paid to the agency or institution by those students for educational purposes, such as under the Pell Grant Program and the Guaranteed Student Loan Program (Titles IV-A-1 and IV-B, respectively, of the Higher Education Act of 1965, as amended).

(d) If an educational agency or institution receives funds under one or more of the programs covered by this section, the regulations in this part apply to the recipient as a whole, including each of its components (such as a department within a university).

(Authority: 20 U.S.C. 1232g)

§ 99.2 What is the purpose of these regulations?

The purpose of this part is to set out requirements for the protection of privacy of parents and students under section 444 of the General Education Provisions Act, as amended.

(Authority: 20 U.S.C. 1232g)

Note to § 99.2: 34 CFR 300.610 through 300.626 contain requirements regarding the confidentiality of information relating to children with disabilities who receive evaluations, services or other benefits under Part B of the Individuals with Disabilities Education Act (IDEA). 34 CFR 303.402 and 303.460 identify the confidentiality of information requirements regarding children and infants and toddlers with disabilities and their families who receive evaluations, services, or other benefits under Part C of IDEA. 34 CFR 300.610 through 300.627 contain the confidentiality of information requirements that apply to personally identifiable data, information, and records collected or maintained pursuant to Part B of the IDEA.

§ 99.3 What definitions apply to these regulations?

The following definitions apply to this part:

"Act" means the Family Educational Rights and Privacy Act of 1974, as amended, enacted as section 444 of the General Education Provisions Act.

(Authority: 20 U.S.C. 1232g)

"Attendance" includes, but is not limited to-

(a) Attendance in person or by paper correspondence, videoconference,

satellite, Internet, or other electronic information and telecommunications technologies for students who are not physically present in the classroom; and

(b) The period during which a person is working under a work-study program.

(Authority: 20 U.S.C. 1232g)

"Biometric record," as used in the definition of "personally identifiable information," means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual. Examples include fingerprints; retina and iris patterns; voiceprints; DNA sequence; facial characteristics; and handwriting.

(Authority: 20 U.S.C. 1232g)

"Dates of attendance"

(a) The term means the period of time during which a student attends or attended an educational agency or institution. Examples of dates of attendance include an academic year, a spring semester, or a first quarter.

(b) The term does not include specific daily records of a student's attendance at an educational agency or institution.

(Authority: 20 U.S.C. 1232g (a)(5)(A))

"Directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

(a) Directory information includes, but is not limited to, the student's name;

address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status (e.g., undergraduate or graduate, full-time or part-time); dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended.

(b) Directory information does not include a student's –

(1) Social security number; or

(2) Student identification (ID) number, except as provided in paragraph (c) of this section.

(c) Directory information includes a student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.

(Authority: 20 U.S.C. 1232g(a)(5)(A))

"Disciplinary action or proceeding" means the investigation, adjudication, or imposition of sanctions by an educational agency or institution with respect to an infraction or violation of the internal rules of conduct applicable to students of the agency or institution.

"Disclosure" means to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.

(Authority: 20 U.S.C. 1232g(b)(1) and (b)(2))

"Educational agency or institution" means any public or private agency or institution to which this part applies under § 99.1(a).

(Authority: 20 U.S.C. 1232g (a)(3))

"Education Records"

(a) The term means those records that are:

- (1) Directly related to a student; and
- (2) Maintained by an educational agency or institution or by a party acting for the agency or institution.

(b) The term does not include:

- (1) Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
- (2) Records of the law enforcement unit of an educational agency or institution, subject to the provisions of § 99.8.

(3)(i) Records relating to an individual who is employed by an educational agency or institution, that:

- (A) Are made and maintained in the normal course of business;
- (B) Relate exclusively to the individual in that individual's capacity as an employee; and
- (C) Are not available for use for any other purpose.

(ii) Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not excepted under paragraph (b)(3)(i) of this definition.

(4) Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:

- (i) Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
- (ii) Made, maintained, or used only in connection with treatment of the student; and
- (iii) Disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution;

(5) Records created or received by an educational agency or institution after an

individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student.

(6) Grades on peer-graded papers before they are collected and recorded by a teacher.

(Authority: 20 U.S.C. 1232g(a)(4))

"Eligible student" means a student who has reached 18 years of age or is attending an institution of postsecondary education.

(Authority: 20 U.S.C. 1232g(d))

"Institution of postsecondary education" means an institution that provides education to students beyond the secondary school level; "secondary school level" means the educational level (not beyond grade 12) at which secondary education is provided as determined under State law.

(Authority: 20 U.S.C. 1232g(d))

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

(Authority: 20 U.S.C. 1232g)

"Party" means an individual, agency, institution, or organization.

(Authority: 20 U.S.C. 1232g(b)(4)(A))

"Personally Identifiable Information"

The term includes, but is not limited to--

(a) The student's name;

(b) The name of the student's parent or other family members;

(c) The address of the student or student's family;

(d) A personal identifier, such as the student's social security number, student number, or biometric record;

(e) Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;

(f) Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or

(g) Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

(Authority: 20 U.S.C. 1232g)

"Record" means any information recorded in any way, including, but not limited to, hand writing, print, computer media, video or audio tape, film, microfilm, and microfiche.

(Authority: 20 U.S.C. 1232g)

"Secretary" means the Secretary of the U.S. Department of Education or an official or employee of the Department of Education acting for the Secretary under a delegation of authority.

(Authority: 20 U.S.C. 1232g)

"Student," except as otherwise specifically provided in this part, means any individual who is or has been in attendance at an educational agency or institution and regarding whom the agency or institution maintains education records.

(Authority: 20 U.S.C. 1232g(a)(6))

§ 99.4 What are the rights of parents?

An educational agency or institution shall give full rights under the Act to either parent, unless the agency or institution has been provided with evidence that there is a court order, State statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

(Authority: 20 U.S.C. 1232g)

§ 99.5 What are the rights of students?

(a)(1) When a student becomes an eligible student, the rights accorded to, and consent required of, parents under this part transfer from the parents to the student.

(2) Nothing in this section prevents an educational agency or institution from disclosing education records, or personally identifiable information from education records, to a parent without the prior written consent of an eligible student if the disclosure meets the conditions in § 99.31(a)(8), § 99.31(a)(10), § 99.31(a)(15), or any other provision in § 99.31(a).

(b) The Act and this part do not prevent educational agencies or institutions from

giving students rights in addition to those given to parents.

(c) An individual who is or has been a student at an educational institution and who applies for admission at another component of that institution does not have the rights under this part with respect to records maintained by that other component, including records maintained in connection with the student's application for admission, unless the student is accepted and attends that other component of the institution.

(Authority: 20 U.S.C. 1232g(d))

§ 99.7 What must an educational agency or institution include in its annual notification?

(a)(1) Each educational agency or institution shall annually notify parents of students currently in attendance, or eligible students currently in attendance, of their rights under the Act and this part.

(2) The notice must inform parents or eligible students that they have the right to-

(i) Inspect and review the student's education records;

(ii) Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;

(iii) Consent to disclosures of personally identifiable information contained in the student's education records, except to the

extent that the Act and § 99.31 authorize disclosure without consent; and

(iv) File with the Department a complaint under §§ 99.63 and 99.64 concerning alleged failures by the educational agency or institution to comply with the requirements of the Act and this part.

(3) The notice must include all of the following:

(i) The procedure for exercising the right to inspect and review education records.

(ii) The procedure for requesting amendment of records under § 99.20.

(iii) If the educational agency or institution has a policy of disclosing education records under § 99.31 (a) (1), a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

(b) An educational agency or institution may provide this notice by any means that are reasonably likely to inform the parents or eligible students of their rights.

(1) An educational agency or institution shall effectively notify parents or eligible students who are disabled.

(2) An agency or institution of elementary or secondary education shall effectively notify parents who have a primary or home language other than English.

(Approved by the Office of Management and Budget under control number 1875-0246)

(Authority: 20 U.S.C. 1232g (e) and (f))

§ 99.8 What provisions apply to records of a law enforcement unit?

(a) (1) "Law enforcement unit" means any individual, office, department, division, or other component of an educational agency or institution, such as a unit of commissioned police officers or non-commissioned security guards, that is officially authorized or designated by that agency or institution to-

(i) Enforce any local, State, or Federal law, or refer to appropriate authorities a matter for enforcement of any local, State, or Federal law against any individual or organization other than the agency or institution itself; or

(ii) Maintain the physical security and safety of the agency or institution.

(2) A component of an educational agency or institution does not lose its status as a "law enforcement unit" if it also performs other, non-law enforcement functions for the agency or institution, including investigation of incidents or conduct that constitutes or leads to a disciplinary action or proceedings against the student.

(b) (1) Records of law enforcement unit means those records, files, documents, and other materials that are-

(i) Created by a law enforcement unit;

(ii) Created for a law enforcement purpose; and

(iii) Maintained by the law enforcement unit.

(2) Records of law enforcement unit does not mean –

(i) Records created by a law enforcement unit for a law enforcement purpose that are maintained by a component of the educational agency or institution other than the law enforcement unit; or

(ii) Records created and maintained by a law enforcement unit exclusively for a non-law enforcement purpose, such as a disciplinary action or proceeding conducted by the educational agency or institution.

(c)(1) Nothing in the Act prohibits an educational agency or institution from contacting its law enforcement unit, orally or in writing, for the purpose of asking that unit to investigate a possible violation of, or to enforce, any local, State, or Federal law.

(2) Education records, and personally identifiable information contained in education records, do not lose their status as education records and remain subject to the Act, including the disclosure provisions of § 99.30, while in possession of the law enforcement unit.

(d) The Act neither requires nor prohibits the disclosure by any educational agency or institution of its law enforcement unit records.

(Authority: 20 U.S.C. 1232g(a)(4)(B)(ii))

Subpart B-What are the Rights of Inspection and Review of Education Records?

§ 99.10 *What rights exist for a parent or eligible student to inspect and review*

education records?

(a) Except as limited under § 99.12, a parent or eligible student must be given the opportunity to inspect and review the student's education records. This provision applies to

(1) Any educational agency or institution; and

(2) Any State educational agency (SEA) and its components.

(i) For the purposes of subpart B of this part, an SEA and its components constitute an educational agency or institution.

(ii) An SEA and its components are subject to subpart B of this part if the SEA maintains education records on students who are or have been in attendance at any school of an educational agency or institution subject to the Act and this part.

(b) The educational agency or institution, or SEA or its component, shall comply with a request for access to records within a reasonable period of time, but not more than 45 days after it has received the request.

(c) The educational agency or institution, or SEA or its component, shall respond to reasonable requests for explanations and interpretations of the records.

(d) If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student's education records, the educational agency or institution, or SEA or its component, shall-

(1) Provide the parent or eligible student with a copy of the records requested; or

(2) Make other arrangements for the parent or eligible student to inspect and review the requested records.

(e) The educational agency or institution, or SEA or its component, shall not destroy any education records if there is an outstanding request to inspect and review the records under this section.

(f) While an educational agency or institution is not required to give an eligible student access to treatment records under paragraph (b)(4) of the definition of "Education records" in § 99.3, the student may have those records reviewed by a physician or other appropriate professional of the student's choice.

(Authority: 20 U.S.C. 1232g(a)(1)(A) and (B))

§ 99.11 May an educational agency or institution charge a fee for copies of education records?

(a) Unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's education records, an educational agency or institution may charge a fee for a copy of an education record which is made for the parent or eligible student.

(b) An educational agency or institution may not charge a fee to search for or to retrieve the education records of a student.

(Authority: 20 U.S.C. 1232g(a)(1))

§ 99.12 What limitations exist on the right to inspect and review records?

(a) If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information about that student.

(b) A postsecondary institution does not have to permit a student to inspect and review education records that are:

(1) Financial records, including any information those records contain, of his or her parents;

(2) Confidential letters and confidential statements of recommendation placed in the education records of the student before January 1, 1975, as long as the statements are used only for the purposes for which they were specifically intended; and

(3) Confidential letters and confidential statements of recommendation placed in the student's education records after January 1, 1975, if:

(i) The student has waived his or her right to inspect and review those letters and statements; and

(ii) Those letters and statements are related to the student's:

(A) Admission to an educational institution;

(B) Application for employment; or

(C) Receipt of an honor or honorary recognition.

(c)(1) A waiver under paragraph (b)(3)(i) of this section is valid only if:

- (i) The educational agency or institution does not require the waiver as a condition for admission to or receipt of a service or benefit from the agency or institution; and

- (ii) The waiver is made in writing and signed by the student, regardless of age.

(2) If a student has waived his or her rights under paragraph (b)(3)(i) of this section, the educational institution shall:

- (i) Give the student, on request, the names of the individuals who provided the letters and statements of recommendation; and

- (ii) Use the letters and statements of recommendation only for the purpose for which they were intended.

(3)(i) A waiver under paragraph (b)(3)(i) of this section may be revoked with respect to any actions occurring after the revocation.

- (ii) A revocation under paragraph (c)(3)(i) of this section must be in writing.

(Authority: 20 U.S.C. 1232g(a)(1) (A), (B), (C), and (D))

Subpart C-What Are the Procedures for Amending Education Records?

§ 99.20 How can a parent or eligible student request amendment of the student's education records?

- (a) If a parent or eligible student believes

the education records relating to the student contain information that is inaccurate, misleading, or in violation of the student's rights of privacy, he or she may ask the educational agency or institution to amend the record.

- (b) The educational agency or institution shall decide whether to amend the record as requested within a reasonable time after the agency or institution receives the request.

- (c) If the educational agency or institution decides not to amend the record as requested, it shall inform the parent or eligible student of its decision and of his or her right to a hearing under § 99.21.

(Authority: 20 U.S.C. 1232g(a)(2))

§ 99.21 Under what conditions does a parent or eligible student have the right to a hearing?

- (a) An educational agency or institution shall give a parent or eligible student, on request, an opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student.

- (b)(1) If, as a result of the hearing, the educational agency or institution decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall:

- (i) Amend the record accordingly; and

- (ii) Inform the parent or eligible student of the amendment in writing.

(2) If, as a result of the hearing, the educational agency or institution decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the agency or institution, or both.

(c) If an educational agency or institution places a statement in the education records of a student under paragraph (b)(2) of this section, the agency or institution shall:

(1) Maintain the statement with the contested part of the record for as long as the record is maintained; and

(2) Disclose the statement whenever it discloses the portion of the record to which the statement relates.

(Authority: 20 U.S.C. 1232g(a)(2))

§ 99.22 What minimum requirements exist for the conduct of a hearing?

The hearing required by § 99.21 must meet, at a minimum, the following requirements:

(a) The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.

(b) The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing.

(c) The hearing may be conducted by any individual including an official of the educational agency or institution, who does not have direct interest in the outcome of the hearing.

(d) The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence relevant to the issues raised under § 99.21. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.

(e) The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.

(f) The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

(Authority: 20 U.S.C. 1232g(a)(2))

Subpart D-May an Educational Agency or Institution disclose Personally Identifiable Information from Education Records?

§ 99.30 Under what conditions is prior consent required to disclose information?

(a) The parent or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records, except as provided in § 99.31.

(b) The written consent must:

(1) Specify the records that may be disclosed;

(2) State the purpose of the disclosure; and

(3) Identify the party or class of parties to whom the disclosure may be made.

(c) When a disclosure is made under paragraph (a) of this section:

(1) If a parent or eligible student so requests, the educational agency or institution shall provide him or her with a copy of the records disclosed; and

(2) If the parent of a student who is not an eligible student so requests, the agency or institution shall provide the student with a copy of the records disclosed.

(d) "Signed and dated written consent" under this part may include a record and signature in electronic form that-

(1) Identifies and authenticates a particular person as the source of the electronic consent; and

(2) Indicates such person's approval of the information contained in the electronic consent.

(Authority: 20 U.S.C. 1232g (b)(1) and (b)(2)(A))

§ 99.31 Under what conditions is prior consent not required to disclose information?

(a) An educational agency or institution may disclose personally identifiable

information from an education record of a student without the consent required by § 99.30 if the disclosure meets one or more of the following conditions:

(1)(i)(A) The disclosure is to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests.

(B) A contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official under this paragraph provided that the outside party--

(1) Performs an institutional service or function for which the agency or institution would otherwise use employees;

(2) Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and

(3) Is subject to the requirements of § 99.33(a) governing the use and redisclosure of personally identifiable information from education records.

(ii) An educational agency or institution must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests. An educational agency or institution that does not use physical or technological access controls must ensure that its administrative policy for controlling access to education records is effective and that it remains in compliance with the legitimate educational interest

requirement in paragraph (a)(1)(i)(A) of this section.

(2) The disclosure is, subject to the requirements of § 99.34, to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

Note: Section 4155(b) of the No Child Left Behind Act of 2001, 20 U.S.C. 7165(b), requires each State to assure the Secretary of Education that it has a procedure in place to facilitate the transfer of disciplinary records with respect to a suspension or expulsion of a student by a local educational agency to any private or public elementary or secondary school in which the student is subsequently enrolled or seeks, intends, or is instructed to enroll.

(3) The disclosure is, subject to the requirements of § 99.35, to authorized representatives of-

(i) The Comptroller General of the United States;

(ii) The Attorney General of the United States;

(iii) The Secretary; or

(iv) State and local educational authorities.

(4)(i) The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

(A) Determine eligibility for the aid;

(B) Determine the amount of the aid;

(C) Determine the conditions for the aid; or

(D) Enforce the terms and conditions of the aid.

(ii) As used in paragraph (a)(4)(i) of this section, "financial aid" means a payment of funds provided to an individual (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or institution.

(Authority: 20 U.S.C. 1232g(b)(1)(D))

(5)(i) The disclosure is to State and local officials or authorities to whom this information is specifically-

(A) Allowed to be reported or disclosed pursuant to a State statute adopted before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released; or

(B) Allowed to be reported or disclosed pursuant to a State statute adopted after November 19, 1974, subject to the requirements of § 99.38.

(ii) Paragraph (a)(5)(I) of this section does not prevent a State from further limiting the number or type of State or local officials to whom disclosures may be made under that paragraph.

(6)(i) The disclosure is to organizations conducting studies for, or on behalf of,

educational agencies or institutions to:

(A) Develop, validate, or administer predictive tests;

(B) Administer student aid programs; or

(C) Improve instruction.

(ii) An educational agency or institution may disclose information under paragraph (a)(6)(i) of this section only if--

(A) The study is conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization that have legitimate interests in the information;

(B) The information is destroyed when no longer needed for the purposes for which the study was conducted; and

(C) The educational agency or institution enters into a written agreement with the organization that--

(1) Specifies the purpose, scope, and duration of the study or studies and the information to be disclosed;

(2) Requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement;

(3) Requires the organization to conduct the study in a manner that does not permit personal identification of parents and students, as defined in this part, by anyone other than representatives of the organization with legitimate interests; and

(4) Requires the organization to destroy or return to the educational agency or institution all personally identifiable information when the information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be returned or destroyed.

(iii) An educational agency or institution is not required to initiate a study or agree with or endorse the conclusions or results of the study.

(iv) If this Office determines that a third party outside the educational agency or institution to whom information is disclosed under this paragraph (a)(6) violates paragraph (a)(6)(ii)(B) of this section, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years.

(v) For the purposes of paragraph (a)(6) of this section, the term "organization" includes, but is not limited to, Federal, State, and local agencies, and independent organizations.

(7) The disclosure is to accrediting organizations to carry out their accrediting functions.

(8) The disclosure is to parents, as defined in § 99.3, of a dependent student, as defined in section 152 of the Internal Revenue Code of 1986.

(9)(i) The disclosure is to comply with a judicial order or lawfully issued subpoena.

(ii) The educational agency or institution may disclose information under paragraph (a)(9)(i) of this section only if the agency or institution makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with-

(A) A Federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed;

(B) Any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or

(C) An *ex parte* court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331.

(iii) (A) If an educational agency or institution initiates legal action against a parent or student, the educational agency or institution may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the educational agency or institution to proceed with the legal action as plaintiff.

(B) If a parent or eligible student initiates legal action against an

educational agency or institution, the educational agency or institution may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the educational agency or institution to defend itself.

(10) The disclosure is in connection with a health or safety emergency, under the conditions described in § 99.36.

(11) The disclosure is information the educational agency or institution has designated as "directory information," under the conditions described in § 99.37.

(12) The disclosure is to the parent of a student who is not an eligible student or to the student.

(13) The disclosure, subject to the requirements in § 99.39, is to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding conducted by the institution of postsecondary education with respect to that alleged crime or offense. The institution may disclose the final results of the disciplinary proceeding, regardless of whether the institution concluded a violation was committed.

(14)(i) The disclosure, subject to the requirements in § 99.39, is in connection with a disciplinary proceeding at an institution of postsecondary education. The institution must not disclose the final results of the disciplinary proceeding unless it determines that

(A) The student is an alleged perpetrator of a crime of violence or non-forcible sex offense; and

(B) With respect to the allegation made against him or her, the student has committed a violation of the institution's rules or policies.

(ii) The institution may not disclose the name of any other student, including a victim or witness, without the prior written consent of the other student.

(iii) This section applies only to disciplinary proceedings in which the final results were reached on or after October 7, 1998.

(15)(i) The disclosure is to a parent of a student at an institution of postsecondary education regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance if-

(A) The institution determines that the student has committed a disciplinary violation with respect to that use or possession; and

(B) The student is under the age of 21 at the time of the disclosure to the parent.

(ii) Paragraph (a)(15) of this section does not supersede any provision of State law that prohibits an institution of postsecondary education from disclosing information.

(16) The disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law

Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to the educational agency or institution under 42 U.S.C. 14071 and applicable Federal guidelines.

(b)(1) *De-identified records and information.* An educational agency or institution, or a party that has received education records or information from education records under this part, may release the records or information without the consent required by § 99.30 after the removal of all personally identifiable information provided that the educational agency or institution or other party has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, and taking into account other reasonably available information.

(2) An educational agency or institution, or a party that has received education records or information from education records under this part, may release de-identified student level data from education records for the purpose of education research by attaching a code to each record that may allow the recipient to match information received from the same source, provided that--

(i) An educational agency or institution or other party that releases de-identified data under paragraph (b)(2) of this section does not disclose any information about how it generates and assigns a record code, or that would allow a recipient to identify a student based on a record code;

(ii) The record code is used for no purpose other than identifying a de-identified record for purposes of

education research and cannot be used to ascertain personally identifiable information about a student; and

(iii) The record code is not based on a student's social security number or other personal information.

(c) An educational agency or institution must use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other parties to whom the agency or institution discloses personally identifiable information from education records.

(d) Paragraphs (a) and (b) of this section do not require an educational agency or institution or any other party to disclose education records or information from education records to any party except for parties under paragraph (a)(12) of this section.

(Authority: 20 U.S.C. 1232g(a)(5)(A), (b), (h), (i), and (j))

§ 99.32 What recordkeeping requirements exist concerning requests and disclosures?

(a)(1) An educational agency or institution must maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student, as well as the names of State and local educational authorities and Federal officials and agencies listed in § 99.31(a)(3) that may make further disclosures of personally identifiable information from the student's education records without consent under § 99.33(b).

(2) The agency or institution shall maintain the record with the education records of the student as long as the records are maintained.

(3) For each request or disclosure the record must include:

(i) The parties who have requested or received personally identifiable information from the education records; and

(ii) The legitimate interests the parties had in requesting or obtaining the information.

(4) An educational agency or institution must obtain a copy of the record of further disclosures maintained under paragraph (b)(2) of this section and make it available in response to a parent's or eligible student's request to review the record required under paragraph (a)(1) of this section.

(5) An educational agency or institution must record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception in § 99.31(a)(10) and § 99.36:

(i) The articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and

(ii) The parties to whom the agency or institution disclosed the information.

(b)(1) Except as provided in paragraph (b)(2) of this section, if an educational agency or institution discloses personally identifiable information from education records with the understanding

authorized under § 99.33(b), the record of the disclosure required under this section must include:

(i) The names of the additional parties to which the receiving party may disclose the information on behalf of the educational agency or institution; and

(ii) The legitimate interests under § 99.31 which each of the additional parties has in requesting or obtaining the information.

(2)(i) A State or local educational authority or Federal official or agency listed in § 99.31(a)(3) that makes further disclosures of information from education records under § 99.33(b) must record the names of the additional parties to which it discloses information on behalf of an educational agency or institution and their legitimate interests in the information under § 99.31 if the information was received from:

(A) An educational agency or institution that has not recorded the further disclosures under paragraph (b)(1) of this section; or

(B) Another State or local educational authority or Federal official or agency listed in § 99.31(a)(3).

(ii) A State or local educational authority or Federal official or agency that records further disclosures of information under paragraph (b)(2)(i) of this section may maintain the record by the student's class, school, district, or other appropriate grouping rather than by the name of the student.

(iii) Upon request of an educational agency or institution, a State or local

educational authority or Federal official or agency listed in § 99.31(a)(3) that maintains a record of further disclosures under paragraph (b)(2)(i) of this section must provide a copy of the record of further disclosures to the educational agency or institution within a reasonable period of time not to exceed 30 days.

(c) The following parties may inspect the record relating to each student:

(1) The parent or eligible student.

(2) The school official or his or her assistants who are responsible for the custody of the records.

(3) Those parties authorized in § 99.31(a)(1) and (3) for the purposes of auditing the recordkeeping procedures of the educational agency or institution.

(d) Paragraph (a) of this section does not apply if the request was from, or the disclosure was to:

(1) The parent or eligible student;

(2) A school official under § 99.31(a)(1);

(3) A party with written consent from the parent or eligible student;

(4) A party seeking directory information; or

(5) A party seeking or receiving records in accordance with § 99.31(a)(9)(ii)(A) through (C).

(Approved by the Office of Management and Budget under control number 1875-0246)

(Authority: 20 U.S.C. 1232g(b)(1) and (b)(4)(A))

§ 99.33 What limitations apply to the redisclosure of information?

(a)(1) An educational agency or institution may disclose personally identifiable information from an education record only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the parent or eligible student.

(2) The officers, employees, and agents of a party that receives information under paragraph (a)(1) of this section may use the information, but only for the purposes for which the disclosure was made.

(b)(1) Paragraph (a) of this section does not prevent an educational agency or institution from disclosing personally identifiable information with the understanding that the party receiving the information may make further disclosures of the information on behalf of the educational agency or institution if--

(i) The disclosures meet the requirements of § 99.31; and

(ii) (A) The educational agency or institution has complied with the requirements of § 99.32(b); or

(B) A State or local educational authority or Federal official or agency listed in § 99.31(a)(3) has complied with the requirements of § 99.32(b)(2).

(2) A party that receives a court order or lawfully issued subpoena and rediscloses personally identifiable information from education records on behalf of an educational agency or institution in response to that order or subpoena under § 99.31(a)(9) must provide the notification required under § 99.31(a)(9)(ii).

(c) Paragraph (a) of this section does not apply to disclosures under §§ 99.31(a)(8), (9), (11), (12), (14), (15), and (16), and to information that postsecondary institutions are required to disclose under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. 1092(f) (Clery Act), to the accuser and accused regarding the outcome of any campus disciplinary proceeding brought alleging a sexual offense.

(d) An educational agency or institution must inform a party to whom disclosure is made of the requirements of paragraph (a) of this section except for disclosures made under §§ 99.31(a)(8), (9), (11), (12), (14), (15), and (16), and to information that postsecondary institutions are required to disclose under the Clery Act to the accuser and accused regarding the outcome of any campus disciplinary proceeding brought alleging a sexual offense.

(e) If this Office determines that a third party outside the educational agency or institution improperly rediscloses personally identifiable information from education records in violation of this section, or fails to provide the notification required under paragraph (b)(2) of this section, the educational agency or institution may not allow that

third party access to personally identifiable information from education records for at least five years.

(Authority: 20 U.S.C. 1232g(b)(4)(B))

§ 99.34 What conditions apply to disclosure of information to other educational agencies or institutions?

(a) An educational agency or institution that discloses an education record under § 99.31(a) (2) shall:

(1) Make a reasonable attempt to notify the parent or eligible student at the last known address of the parent or eligible student, unless:

(i) The disclosure is initiated by the parent or eligible student; or

(ii) The annual notification of the agency or institution under § 99.7 includes a notice that the agency or institution forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer;

(2) Give the parent or eligible student, upon request, a copy of the record that was disclosed; and

(3) Give the parent or eligible student, upon request, an opportunity for a hearing under Subpart C.

(b) An educational agency or institution may disclose an education record of a student in attendance to another educational agency or institution if:

(1) The student is enrolled in or receives services from the other agency or institution; and

(2) The disclosure meets the requirements of paragraph (a) of this section.

(Authority: 20 U.S.C. 1232g(b)(1)(B))

§ 99.35 What conditions apply to disclosure of information for Federal or State program purposes?

(a)(1) Authorized representatives of the officials or agencies headed by officials listed in § 99.31(a)(3) may have access to education records in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs.

(2) Authority for an agency or official listed in § 99.31(a)(3) to conduct an audit, evaluation, or compliance or enforcement activity is not conferred by the Act or this part and must be established under other Federal, State, or local authority.

(b) Information that is collected under paragraph (a) of this section must:

(1) Be protected in a manner that does not permit personal identification of individuals by anyone other than the officials or agencies headed by officials referred to in paragraph (a) of this section, except that those officials and agencies may make further disclosures of personally identifiable information from education records on behalf of the educational agency or institution in accordance with the requirements of

§ 99.33(b); and

(2) Be destroyed when no longer needed for the purposes listed in paragraph (a) of this section.

(c) Paragraph (b) of this section does not apply if:

(1) The parent or eligible student has given written consent for the disclosure under § 99.30; or

(2) The collection of personally identifiable information is specifically authorized by Federal law.

(Authority: 20 U.S.C. 1232g(b)(3))

§ 99.36 What conditions apply to disclosure of information in health and safety emergencies?

(a) An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

(b) Nothing in the Act or this part shall prevent an educational agency or institution from-

(1) Including in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community;

(2) Disclosing appropriate information maintained under paragraph (b)(1) of this section to teachers and school officials within the agency or institution who the agency or institution has determined have legitimate educational interests in the behavior of the student; or

(3) Disclosing appropriate information maintained under paragraph (b)(1) of this section to teachers and school officials in other schools who have been determined to have legitimate educational interests in the behavior of the student.

(c) In making a determination under paragraph (a) of this section, an educational agency or institution may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the educational agency or institution determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. If, based on the information available at the time of the determination, there is a rational basis for the determination, the Department will not substitute its judgment for that of the educational agency or institution in evaluating the circumstances and making its determination.

(Authority: 20 U.S.C. 1232g (b)(1)(I) and (h))

§ 99.37 What conditions apply to disclosing directory information?

(a) An educational agency or institution may disclose directory information if it has given public notice to parents of students in attendance and eligible students in attendance at the agency or institution of:

(1) The types of personally identifiable information that the agency or institution has designated as directory information;

(2) A parent's or eligible student's right to refuse to let the agency or institution designate any or all of those types of information about the student designated as directory information; and

(3) The period of time within which a parent or eligible student has to notify the agency or institution in writing that he or she does not want any or all of those types of information about the student designated as directory information.

(b) An educational agency or institution may disclose directory information about former students without complying with the notice and opt out conditions in paragraph (a) of this section. However, the agency or institution must continue to honor any valid request to opt out of the disclosure of directory information made while a student was in attendance unless the student rescinds the opt out request.

(c) A parent or eligible student may not use the right under paragraph (a)(2) of this section to opt out of directory information disclosures to prevent an educational agency or institution from disclosing or requiring a student to disclose the student's name, identifier, or institutional e-mail address in a class in which the student is enrolled.

(d) An educational agency or institution may not disclose or confirm directory information without meeting the written consent requirements in § 99.30 if a student's social security number or other non-directory information is used alone or combined with other data elements to identify or help identify the student or the student's records.

(Authority: 20 U.S.C. 1232g (a)(5) (A) and (B))

§ 99.38 What conditions apply to disclosure of information as permitted by State statute adopted after November 19, 1974, concerning the juvenile justice system?

(a) If reporting or disclosure allowed by State statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, an educational agency or institution may disclose education records under § 99.31(a)(5)(i)(B).

(b) The officials and authorities to whom the records are disclosed shall certify in writing to the educational agency or institution that the information will not be disclosed to any other party, except as provided under State law, without the prior written consent of the parent of the student.

(Authority: 20 U.S.C. 1232g((b)(1)(J))

§ 99.39 What definitions apply to the nonconsensual disclosure of records by postsecondary educational institutions in connection with disciplinary proceedings concerning crimes of violence or nonforcible sex offenses?

As used in this part:

"Alleged perpetrator of a crime of violence" is a student who is alleged to have committed acts that would, if proven, constitute any of the following offenses or attempts to commit the following offenses that are defined in appendix A to this part:

Arson
Assault offenses
Burglary
Criminal homicide-manslaughter by negligence
Criminal homicide-murder and nonnegligent manslaughter
Destruction/damage/vandalism of property
Kidnapping/abduction
Robbery
Forcible sex offenses

"Alleged perpetrator of a nonforcible sex offense" means a student who is alleged to have committed acts that, if proven, would constitute statutory rape or incest. These offenses are defined in appendix A to this part.

"Final results" means a decision or determination, made by an honor court or council, committee, commission, or other entity authorized to resolve disciplinary matters within the institution. The disclosure of final results must include only the name of the student, the violation committed, and any sanction imposed by the institution against the student.

"Sanction imposed" means a description of the disciplinary action taken by the institution, the date of its imposition, and its duration.

"Violation committed" means the institutional rules or code sections that were violated and any essential findings supporting the institution's conclusion that the violation was committed.

(Authority: 20 U.S.C. 1232g (b)(6))

Subpart E-What are the Enforcement Procedures?

§ 99.60 *What functions has the Secretary delegated to the Office and to the Office of Administrative Law Judges?*

(a) For the purposes of this subpart, "Office" means the Family Policy Compliance Office, U.S. Department of Education.

(b) The Secretary designates the Office to:

(1) Investigate, process, and review complaints and violations under the Act and this part; and

(2) Provide technical assistance to ensure compliance with the Act and this part.

(c) The Secretary designates the Office of Administrative Law Judges to act as the Review Board required under the Act to enforce the Act with respect to all applicable programs. The term "applicable program" is defined in section 400 of the General Education Provisions Act.

(Authority: 20 U.S.C. 1232g (f) and (g), 1234)

§ 99.61 *What responsibility does an educational agency or institution have concerning conflict with State or local*

laws?

If an educational agency or institution determines that it cannot comply with the Act or this part due to a conflict with State or local law, it shall notify the Office within 45 days, giving the text and citation of the conflicting law.

(Authority: 20 U.S.C. 1232g (f))

§ 99.62 What information must an educational agency or institution submit to the Office?

The Office may require an educational agency or institution to submit reports, information on policies and procedures, annual notifications, training materials, and other information necessary to carry out its enforcement responsibilities under the Act or this part.

(Authority: 20 U.S.C. 1232g(f) and (g))

§ 99.63 Where are complaints filed?

A parent or eligible student may file a written complaint with the Office regarding an alleged violation under the Act and this part. The Office's address is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202.

(Authority: 20 U.S.C. 1232g(g))

§ 99.64 What is the investigation procedure?

(a) A complaint must contain specific allegations of fact giving reasonable cause to believe that a violation of the Act or this part has occurred. A complaint does not have to allege that a

violation is based on a policy or practice of the educational agency or institution.

(b) The Office investigates a timely complaint filed by a parent or eligible student, or conducts its own investigation when no complaint has been filed or a complaint has been withdrawn, to determine whether an educational agency or institution has failed to comply with a provision of the Act or this part. If the Office determines that an educational agency or institution has failed to comply with a provision of the Act or this part, it may also determine whether the failure to comply is based on a policy or practice of the agency or institution.

(c) A timely complaint is defined as an allegation of a violation of the Act that is submitted to the Office within 180 days of the date of the alleged violation or of the date that the complainant knew or reasonably should have known of the alleged violation.

(d) The Office may extend the time limit in this section for good cause shown.

(Authority: 20 U.S.C. 1232g(f))

§ 99.65 What is the content of the notice of investigation issued by the Office?

(a) The Office notifies the complainant, if any, and the educational agency or institution in writing if it initiates an investigation under § 99.64(b). The notice to the educational agency or institution--

(1) Includes the substance of the allegations against the educational agency or institution; and

(2) Directs the agency or institution to submit a written response and other relevant information, as set forth in § 99.62, within a specified period of time, including information about its policies and practices regarding education records.

(b) The Office notifies the complainant if it does not initiate an investigation because the complaint fails to meet the requirements of § 99.64.

(Authority: 20 U.S.C. 1232g(g))

§ 99.66 What are the responsibilities of the Office in the enforcement process?

(a) The Office reviews a complaint, if any, information submitted by the educational agency or institution, and any other relevant information. The Office may permit the parties to submit further written or oral arguments or information.

(b) Following its investigation, the Office provides to the complainant, if any, and the educational agency or institution a written notice of its findings and the basis for its findings.

(c) If the Office finds that an educational agency or institution has not complied with a provision of the Act or this part, it may also find that the failure to comply was based on a policy or practice of the agency or institution. A notice of findings issued under paragraph (b) of this section to an educational agency or institution that has not complied with a provision of the Act or this part--

(1) Includes a statement of the specific steps that the agency or institution must take to comply; and

(2) Provides a reasonable period of time, given all of the circumstances of the case, during which the educational agency or institution may comply voluntarily.

(Authority: 20 U.S.C. 1232g(f))

§ 99.67 How does the Secretary enforce decisions?

(a) If an educational agency or institution does not comply during the period of time set under § 99.66(c), the Secretary may take any legally available enforcement action in accordance with the Act, including, but not limited to, the following enforcement actions available in accordance with part E of the General Education Provisions Act--

(1) Withhold further payments under any applicable program;

(2) Issue a complaint to compel compliance through a cease-and-desist order; or

(3) Terminate eligibility to receive funding under any applicable program.

(b) If, after an investigation under § 99.66, the Secretary finds that an educational agency or institution has complied voluntarily with the Act or this part, the Secretary provides the complainant and the agency or institution written notice of the decision and the basis for the decision.

(NOTE: 34 CFR part 78 contains the regulations of the Education Appeal Board.)

(Authority: 20 U.S.C. 1232g(f); 20 U.S.C. 1234)

Appendix A to Part 99 - Crimes of Violence Definitions

Arson

Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.

Assault Offenses

An unlawful attack by one person upon another.

(NOTE: By definition there can be no "attempted" assaults, only "completed" assaults.)

(i) *Aggravated Assault*

An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm. (It is not necessary that injury result from an aggravated assault when a gun, knife, or other weapon is used which could and probably would result in serious injury if the crime were successfully completed.)

(b) *Simple Assault*

An unlawful physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.

(c) *Intimidation*

To unlawfully place another person in reasonable fear of bodily harm through the use of threatening words or other

conduct, or both, but without displaying a weapon or subjecting the victim to actual physical attack.

(NOTE: This offense includes stalking.)

Burglary

The unlawful entry into a building or other structure with the intent to commit a felony or a theft.

Criminal Homicide-Manslaughter by Negligence

The killing of another person through gross negligence.

Criminal Homicide-Murder and Nonnegligent Manslaughter

The willful (nonnegligent) killing of one human being by another.

Destruction/Damage/Vandalism of Property

To willfully or maliciously destroy, damage, deface, or otherwise injure real or personal property without the consent of the owner or the person having custody or control of it.

Kidnapping/Abduction

The unlawful seizure, transportation, or detention of a person, or any combination of these actions, against his or her will, or of a minor without the consent of his or her custodial parent(s) or legal guardian.

(NOTE: Kidnapping/Abduction includes hostage taking.)

Robbery

The taking of, or attempting to take, anything of value under confrontational circumstances from the control, custody, or care of a person or persons by force or

threat of force or violence or by putting the victim in fear.

(NOTE: Carjackings are robbery offenses where a motor vehicle is taken through force or threat of force.)

Sex Offences, Forcible

Any sexual act directed against another person, forcibly or against that person's will, or both; or not forcibly or against the person's will where the victim is incapable of giving consent.

(a) Forcible Rape (Except "Statutory Rape")

The carnal knowledge of a person, forcibly or against that person's will, or both; or not forcibly or against the person's will where the victim is incapable of giving consent because of his or her temporary or permanent mental or physical incapacity (or because of his or her youth).

(b) Forcible Sodomy

Oral or anal sexual intercourse with another person, forcibly or against that person's will, or both; or not forcibly or against the person's will where the victim is incapable of giving consent because of his or her youth or because of his or her temporary or permanent mental or physical incapacity.

(b) Sexual Assault With An Object

To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly or against that person's will, or both; or not forcibly or against the person's will where the victim is incapable of giving consent because of his or her youth or because of his or her temporary or permanent mental or physical incapacity.

(NOTE: An "object" or "instrument" is anything used by the offender other than the offender's genitalia. Examples are a finger, bottle, handgun, stick, etc..)

(d) Forcible Fondling

The touching of the private body parts of another person for the purpose of sexual gratification, forcibly or against that person's will, or both; or not forcibly or against the person's will where the victim is incapable of giving consent because of his or her youth or because of his or her temporary or permanent mental or physical incapacity.

(NOTE: Forcible Fondling includes "Indecent Liberties" and "Child Molesting.")

Nonforcible Sex Offenses (Except "Prostitution Offenses")

Unlawful, nonforcible sexual intercourse.

(a) Incest

Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

(b) Statutory Rape

Nonforcible sexual intercourse with a person who is under the statutory age of consent.

(Authority: 20 U.S.C. 1232g(b)(6) and 18 U.S.C. 16)

[This is not an official version of the regulations. These regulations are codified in 34 CFR Part 99.]

[Updated January 2009.]

Family Educational Rights and Privacy Act Regulations

34 CFR Part 99

Subpart A-General

Section

99.1 To which educational agencies or institutions do these regulations apply?

99.2 What is the purpose of these regulations?

99.3 What definitions apply to these regulations?

99.4 What are the rights of parents?

99.5 What are the rights of students?

99.7 What must an educational agency or institution include in its annual notification?

99.8 What provisions apply to records of a law enforcement unit?

Subpart B-What are the Rights of Inspection and Review of Education Records?

Section

99.10 What rights exist for a parent or eligible student to inspect and review education records?

99.11 May an educational agency or institution charge a fee for copies of education records?

99.12 What limitations exist on the right to inspect and review records?

Subpart C-What are the Procedures for Amending Education Records?

Section

99.20 How can a parent or eligible student request amendment of the student's education records?

99.21 Under what conditions does a parent or eligible student have the right to a hearing?

99.22 What minimum requirements exist for the conduct of a hearing?

Subpart D-May an Educational Agency or Institution Disclose Personally Identifiable Information from Education Records?

Section

99.30 Under what conditions is prior consent required to disclose information?

99.31 Under what conditions is prior consent not required to disclose information?

99.32 What recordkeeping requirements exist concerning requests and disclosures?

A.4 Assessment

All instruction at ACADIA Academy will be delivered within a Response to Intervention (RTI) model. RTI, otherwise known as Multi-Tiered Systems of Student Supports (MTSS), is an approach to increasing the effectiveness and efficiency of education by combining high quality instruction, frequent formative assessment, and data-based decision making. For an RTI/MTSS framework to be successful, valid and reliable measures of student skill acquisition must be employed. Response to intervention in a multi-tiered system of student supports is oftentimes tracked using psychometrically sound, brief screening assessments known as curriculum-based measurements (CBMs). Each student is evaluated using these measures at least three times per school year, once each in the fall, winter, and spring. Each individual student is measured against either national or local normative data to determine if he/she requires additional instruction in a given skill area. When secondary and tertiary levels of instruction are provided to students in addition to the core curricula, these students are administered additional forms of the CBMs in order to monitor their ongoing response to academic interventions. This level of progress monitoring can occur anywhere from once a month to as frequently as once a week. Data from these progress monitoring measures enable educators to make timely, data-based decisions about what particular students need in order to acquire important skills. ACADIA Academy will use this approach in tracking student growth and progress with core academic subjects including language arts and mathematics.

Currently, there is one set of preschool mathematics screening and progress monitoring measures which offers national norms, local norms, and cut-scores for making data-based decisions within an RTI/MTSS framework. My Indicators of Individual Growth and Development (MyIGDIs) are a set of five early literacy measures and four early numeracy measures. The numeracy measures are known as the Preschool Numeracy Indicators (PNIs) and were developed by researchers at the University of Memphis. The PNIs are curriculum-based measures of one-to-one correspondence counting fluency, oral counting fluency, number naming fluency, and quantity comparison fluency. ACADIA Academy plans to use the MyIGDIs assessment suite for universal screening and progress monitoring of preschool students, including the PNIs.

Universal screening for mathematics at the elementary level will be conducted using a combination of Aimsweb curriculum-based measures (CBMs) for math, as well as mathematics measures included in the Formative Assessment System for Teachers (FAST). These measures are brief, reliable, and valid indicators of which students are on track with skill acquisition and which students need additional instruction. Student-level CBM data will be considered in the context of national normative data and local normative data to identify students in need of Tier 2 intervention in mathematics. Alternate forms of the CBMs can then be used to monitor student progress. Students needing additional intervention beyond Tier 2 will receive Tier 3 intervention and have their progress monitored more frequently using CBMs.

Currently, there are many options for screening pre-school and early elementary children for reading skills. The Formative Assessment System for Teachers (FAST) is an evidence-based screening and progress monitoring measures which offers national norms, local norms, and cut-

scores for making data-based decisions within an RTI/MTSS framework. Within the FAST program there are several levels which break the progress monitoring and benchmarking by skills. FAST's earlyReading is an evidence-based assessment used to screen and monitor student progress. Typically administered in Grades K-1, they may be used for screening up through Grade 3 and for frequent progress monitoring at any grade. Each assessment is design to be highly efficient and inform instruction. FAST's *earlyReading* assessments are comprised of twelve subtests. Of those twelve subtests, FAST recommends a composite of four specific subtests to be given per benchmark period. The composite varies from fall, winter, or spring, per grade level so as to best match reading skill development and reliably assess risk. The composite is typically completed in 5-10 minutes per student. The remaining assessments may be used as needed to further evaluate skill deficits (i.e. concepts of print, onset sounds, letter names, letter sounds). Results help identify student, risk while informing instruction.

Along with the FAST System, another benchmarking and progress monitoring tool that is widely used is the AIMSWEB monitoring system. According to their website, AIMSWEB is one of the leading CBM tools available for classroom use. Within the AIMSWEB product line, there are several things that can be measured, for example, oral reading fluency and math computation. ACADIA Academy will utilize these evidence-based programs to monitor all students' progress with acquisition of reading skills. Specifically, students who are in the beginning stages of reading development will be screened and monitored using the FAST system of reading CBMs, which offers a greater variety of early reading measures. Students who are in the later stages of reading development will be screened and monitored using the AIMSWEB monitoring system, which offers superb psychometric properties, as well as normative data on students who are English Language Learners.

In addition to CBMs, ACADIA Academy's local assessment system will include additional formative and summative assessment using the computer adaptive measures of math and reading offered by the FAST suite of assessment tools. FAST offers the Adaptive Math (aMath) and Adaptive Reading (aReading) alongside its comprehensive collection of CBMs. The following is a description of the FAST Adaptive Math measure:

"Adaptive Math is a fully automated computer adaptive measure of broad math skills. It is individualized for each student, but may be group administered. Items tap a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry. These assessments adapt and individualize to the skills of each student. Students typically complete the assessments in 20-30 minutes, reducing testing time by up to 50-95% compared to traditional tests. Our extensive research has enabled the aMath test of 30 items to replace a traditional 100-item test, with high accuracy and actionable results. The type of questions and response format is substantially similar to many state-wide assessments (i.e., multiple choice, fill in the blank). There are both auditory and visual stimuli presented for each question. Although the test is individualized for each student, typically developing kindergarten students receive items related to number and quantity identification. Typically developing students in fourth and fifth grades receive items related multi-step problem solving and advanced calculation. The assessment is based the recommendations of the National Math Panel (2008) and National Common Core Standards (2010)."¹

The FAST Adaptive Reading measure is the literacy counterpart to Adaptive Math and is described below:

“Adaptive Reading is a computer-administered adaptive measure of broad reading that is individualized for each student, but may be individually or group administered in about 15-30 minutes. Items tap a variety of skills including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary. FAST's adaptive assessments for reading and math reduce testing time by up to 50-95% when compared with traditional tests. Our extensive research has enabled the aReading test of 30 items to replace a traditional test of about 100 items with equal or greater accuracy and actionable results. The type of questions and response format is substantially similar to many state-wide assessments (i.e., multiple choice, fill in the blank). There are both auditory and visual stimuli presented for each question. The assessment is based on ten years of research that built upon the recommendations of the National Reading Panel (2000). It is also cross-walked to the National Common Core Standards (2010).

Substantial research evidence shows that aReading provides a robust estimate of broad reading achievement in grades K-12. It is useful to predict performance on high-stakes assessments (e.g., state tests). aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from the National Center for Response to Intervention.”²

Adaptive Math and Adaptive Reading will be administered three times a year to students in kindergarten through sixth grade at ACADIA in order to estimate tri-annual growth rates for all students, as well as provide another layer of screening and progress monitoring for students who may be at risk for academic failure. Data from FAST Computer Adaptive assessments will be used to measure percentage of students meeting or exceeding yearly growth goals.

For writing, all students at Acadia Academy will be regularly and systematically monitored using the Lucy Caulkins built in monitoring tools from their writing program. In addition, because reading and writing are so heavily co dependent, any student who is struggling in reading will be closely monitored for writing issues.

Science progress and proficiency will be monitored through the FOSS formative assessment system which is part of their comprehensive Science Curriculum. Once students enter 5th grade, they will take the MEA standardized assessment.

ACADIA Academy is prepared to utilize the instruments provided by the Smarter Balanced Assessment Consortium for students in grades 3-6. These instruments will be given once a year in the last 12 weeks of the school year in order to provide a valid, reliable, and fair summative measure of students' progress toward Common Core State Standards. Data from the Smarter Balanced assessments will be utilized to measure percentage of students scoring at “proficiency” or above for mathematics and English language arts. In addition to the Smarter Balanced instruments, ACADIA is prepared to utilize the alternate assessments provided by the National Center State Collaborative (NCSC) for appropriate students. According to the Maine Department of Education:

“The Maine Department of Education is a partner in the National Center and State Collaborative (NCSC) one of two federally supported consortia developing an alternate assessment based on alternate achievement standards aligned with Maine's Proficiency

Standards that will test students' knowledge of English language arts (ELA) and mathematics. The work of the collaborative is funded by the U.S. Department of Education under the General Supervision Enhancement Grants program. This high-quality assessment offers educators informative data about the academic achievement and growth of their students. NCSC's goal is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options."³

ACADIA Academy's sister school, The Margaret Murphy Center for Children, is currently one of the first schools in the state that will pilot the NCSC-developed alternate assessment.

In order to assess the English language skills of students who are English language learners, a combination of valid and reliable instruments will be used. For younger students, the *preLAS*® language assessment system will be used to determine the English language skill levels of ELL students. According to the publisher's website, the *preLAS*® assessment is described as follows:

"Capture and hold the attention of young children with playful activities and colorful materials that help you assess language proficiency and identify instructional placement. *preLAS* uses graphics and stories based on early childhood literature and Kindergarten readiness skills. You'll see firsthand how your students' language skills compare with those of fluent native speakers and be able to identify those who would benefit from special instruction to succeed in a mainstream English-speaking classroom. *preLAS* helps you measure the language development of first- and second-language students in both English and Spanish. Both editions use the same tests and follow quality testing standards. *preLAS* Oral is designed for children ages 4-6, while *Pre-Literacy* is appropriate for children ages 5-6."⁴

Data from the *preLAS* assessment will be used to inform placement and programming for young students who are English language learners. For older students who are English language learners, ACADIA will use the The ACCESS for ELLs® 2.0 assessment. According to the Maine department of education:

"The ACCESS for ELLs® (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure, large-scale English language proficiency assessment given to grades K-12 students who have been identified as English learners. Maine schools administer the test annually to monitor students' progress in acquiring academic English."⁵

For students who are classified as English language learners and who have significant cognitive disabilities, ACADIA will use the Alternate ACCESS for ELLs® 2.0 assessment. According to the Maine department of education:

"The Alternate ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is Maine's assessment of English language proficiency (ELP) for students in grades 1-12 who are classified as English learners and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs® assessment. All students identified as English learners must be assessed annually for ELP, including students who receive special education services. The Individuals with Disabilities

Education Act also mandates that students with disabilities participate in statewide and district-wide assessment programs, including alternate assessments with appropriate accommodations, when it is documented in their Individualized Education Programs. For this reason, Maine uses the Alternate ACCESS for ELLs to meet federal accountability requirements and to provide educators with a measure sensitive to ELP growth of English learners with significant cognitive disabilities.”⁶

In order to align with the Maine department of education’s emphasis on proficiency-based education, ACADIA Academy will promote students based on demonstration of proficiency with the standards outlined in the Maine Learning Results. Although results from standardized assessments (e.g., Smarter Balanced, FAST Computer Adaptive, CBMs, MEA’s for 5th graders) will be considered during the promotion process, there will be several pathways for students to demonstrate proficiency. Specifically, long-term projects, work samples, classroom and experiential learning performance, and other informal assessment will contribute to any promotion decision for a student. This approach balances the data from large-scale assessments with other valid indicators of proficiency with standards. In order to monitor the progress of all students in meeting state standards for mathematics and English language arts, ACADIA Academy has developed a criterion-referenced assessment that covers the entirety of the Common Core State Standards from kindergarten through sixth grade (see Exhibit A4.1). This assessment will be updated frequently and used to inform programming (e.g., student-specific instruction, acceleration) for every individual student. Classroom teachers will maintain these assessment records, but students will include information from these assessments in each of their individual personalized learning plans. This approach also aligns with ACADIA Academy’s mission to develop self-determined learners, as each learner will monitor his/her progress in meeting the goals outlined in his/her own personalized learning plan. Each personalized learning plan will be directly cross-walked with the Maine Learning Results, thus allowing every student to keep track of his/her own progress in meeting state standards.

References

1. FAST for Teachers Adaptive Math Assessment, retrieved from:
<http://www.fastforteachers.info/#!amath/c161k>
2. FAST for Teachers Adaptive Reading Assessment, retrieved from:
<http://www.fastforteachers.info/#!areading/c1h95>
3. Maine Department of Education – Alternate Assessment Resources, retrieved from:
<http://www.maine.gov/doe/assessment/>
4. CTB/McGraw-Hill – *pre*LAS Assessment, retrieved from:
<http://www.ctb.com/ctb.com/control/ctbProductViewAction?productFamilyId=454&productId=808&p=products>
5. Maine Department of Education – ACCESS for ELLs, retrieved from:
<http://www.maine.gov/doe/access/>
6. Maine Department of Education – Alternate ACCESS for ELLs, retrieved from:
<http://www.maine.gov/doe/alternateaccess/index.html>

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document /interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/Partially
Student Academic Proficiency	<ul style="list-style-type: none"> Proficiency Level on State assessments Proficiency Level on school-developed assessments 	<ul style="list-style-type: none"> Percentage of students scoring at "proficiency" or above on Smarter Balanced Assessments in English Language Arts and Mathematics Percentage of students scoring at each state-defined performance level on ELA and Math Percentage of students meeting benchmarks on AIMSWEB and/or FAST Curriculum-Based Measurements and Computer Adaptive Formative Assessment administered during fall, winter, 	<ul style="list-style-type: none"> Year 3: 70% of students scoring proficient or above on Smarter Balanced Assessment for English Language Arts Year 3: 70% of students scoring proficient or above on Smarter Balanced Assessment for Math Year 1: Establish Baseline (e.g. 80% of students meeting proficiency benchmarks) on AIMSWEB and/or FAST Curriculum- 	Years 1 & 2 ACADIA will only have grades PreK-1 with a grade added each year; by year 3 ACADIA will serve third graders. Year 3 will be the first year ACADIA students participate in the Smarter Balanced Assessment ACADIA will conduct universal screening of math and reading skills using curriculum-based measurement and computer adaptive formative assessment three times each year (fall, winter,	Years 1-5: Curriculum-Based Measurement Data for all grades Years 1-5: FAST Computer Adaptive Formative Assessment Data Years 3-5: Smarter Balanced Assessment Data	

		<p>and spring screening periods.</p>	<p>Based Measurements and Computer Adaptive Formative Assessments during screening periods</p> <ul style="list-style-type: none"> Years 2-5: Increase by 3% over baseline each year 	<p>spring)</p>		
<p>Student Academic Growth</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Percentage of students who make one years growth Percentage of students moving to a higher performance level for academics and goals of the charter school 	<ul style="list-style-type: none"> All students make at least 1 year progress on all Literacy and Math standards 80% of students move up one performance level in writing over each year 80% of students meet science standards 	<p>ACADIA will conduct universal screening of math and reading skills using curriculum-based measurement and computer adaptive formative assessment three times each year (fall, winter, spring)</p> <p>Writing samples will be reviewed at least six times a year using Lucy Calkins rubrics for</p>	<p>Years 1-5: Curriculum-Based Measurement Data for all grades</p> <p>Years 1-5: FAST Computer Adaptive Formative Assessment Data</p> <p>Years 1-5: Ongoing writing assessment using Lucy Calkins rubrics</p>	

	<ul style="list-style-type: none"> Gaps in proficiency and growth between major student subgroups 	<ul style="list-style-type: none"> Gaps as determined by Maine's ESEA-based accountability system 	<ul style="list-style-type: none"> Close gaps identified in baseline assessments by 10% each year Review goals annually with authorizer. 	<p>persuasive, informative, and narrative writing.</p> <p>FOSS Formative Assessments for science will be used to monitor skill acquisition in the realm of science</p> <ul style="list-style-type: none"> Evidence to be available quarterly and annually, for each student State data for comparison schools will be also reviewed. 	<p>Quarterly progress reports</p> <p>Years 1-5: Curriculum-Based Measurement Data for all grades</p> <p>Years 1-5: FAST Computer Adaptive Formative Assessment Data</p> <p>Years 1-5: Ongoing writing assessment using Lucy Calkins rubrics</p>	
<p>Student Attendance</p>	<ul style="list-style-type: none"> Average Daily Attendance Rate Individual student attendance rate Unexcused absences 	<ul style="list-style-type: none"> Percentage of students attending a target percentage of days 	<ul style="list-style-type: none"> 95% of students attending 95% of days Individual 	<ul style="list-style-type: none"> MEDMS system for reporting data Daily 	<p>MEDMS system for reporting data</p> <p>Daily attendance will be taken</p>	

			<ul style="list-style-type: none"> Percentage of students exceeding a particular number of trancies in a given period of time 	<ul style="list-style-type: none"> attendance rate exceeds that of catchment area <ul style="list-style-type: none"> Reduce unexcused absences for each subsequent trimester 	attendance tracked for all students	
Recurrent Enrollment from Year to Year	<ul style="list-style-type: none"> Student re-enrollment from one year to the next Continuous enrollment of students for multiple years 	<ul style="list-style-type: none"> Percentage of students re-enrolled from one year to the next Percentage of students continuously enrolled for multiple years 	<ul style="list-style-type: none"> 90% re-enrollment for years 2-5 	<ul style="list-style-type: none"> MEDMS system for reporting data Exit interview for students who do not re-enroll 	MEDMS system for reporting data	
Financial Performance and Sustainability	<ul style="list-style-type: none"> Budget versus Actual revenue and expenditures External audit reports 	<ul style="list-style-type: none"> Percentage variation between budget and actual revenue and expenditures Balance Sheet Presence of management findings or deficiencies on an audit report, and success in correct findings 	<ul style="list-style-type: none"> School will produce monthly financial reports, and evidence that reports are reviewed by governing board 	<ul style="list-style-type: none"> Quarterly financial reports available to the authorizer 	<ul style="list-style-type: none"> Annual financial audit by a qualified, certified public accountant or public accountant certified by the Board of Accountancy, audit available to authorizer 	

<p>Governance Board Performance and Stewardship</p>	<ul style="list-style-type: none"> Public Accountability -- Transparent, responsive and legally compliant Board operation Oversight of school leadership team 	<ul style="list-style-type: none"> Board operations consistent with By-laws, Charter Contract and state laws, including Freedom of Access law and law prohibiting conflicts of interest 	<ul style="list-style-type: none"> Governing board will meet on a monthly basis. Minutes will be posted on ACADIA Academy website Evidence of bylaws and policies in place and are regularly reviewed. 	<ul style="list-style-type: none"> State and Federal IRS forms are regularly filed and available to the public Authorizer to conduct semi-annual interviews with Governance Board Chair and chief executive officer 		
<p>Adequacy of Facilities Maintenance In Support of Program</p>	<ul style="list-style-type: none"> Actual facility cost Room utilization Cleanliness of facility Maintenance request log Capital improvement plan 	<ul style="list-style-type: none"> Percentage of over or under cost projection Rate of room utilization Daily cleaning logs Maintenance requests and time completed 1-3-5 year plan for capital improvements 	<ul style="list-style-type: none"> Facilities costs within 10% of year projections as Facilities costs within 5% of projection for subsequent years Capital Improvement Plan adopted by Spring 2015 	<ul style="list-style-type: none"> Records available on request Annual review of maintenance and capital improvements 		
<p>School Social and Academic Climate</p>	<ul style="list-style-type: none"> Instances of bullying, harassment, or other abusive practices Confidential 	<ul style="list-style-type: none"> Reports of actual or suspected bullying, harassment or other abusive practices 	<ul style="list-style-type: none"> The school will maintain the same state and federal reporting requirements 	<ul style="list-style-type: none"> Annual report to Board Survey results readily available to 	<p>Annual written reports; ongoing data collection and analysis</p>	

	<p>surveys of parents, staff and students regarding social and academic climate</p> <ul style="list-style-type: none"> Emotional/social growth of students 	<ul style="list-style-type: none"> Percentage of surveyed parents, staff and students who express satisfaction with school's social and academic climate SRSS/SIBS screening and progress monitoring data Reports of other incidents requiring disciplinary attention 	<ul style="list-style-type: none"> as for public schools. School will participate in the state student climate surveys; data compared with schools in catchment area districts Goals for individual students tracked with carefully defined and recorded behavioral data 	<p>families, students, and faculty</p> <ul style="list-style-type: none"> Annual reports of SRSS/SIBS data and behavioral data 	
<p>Parent and Community Engagement</p>	<ul style="list-style-type: none"> Partnerships Communications systems Parent participation in their children's education and in operation of the school 	<ul style="list-style-type: none"> Partnerships with community organizations and representatives, including local non-charter public schools Regular and clear communications to and from parents and caregivers regarding operations of the school and about their children specifically Participation in student-teacher- 	<ul style="list-style-type: none"> Plan for parent conferences established, and records maintained Parent and family attendance data recorded for school-sponsored events and activities 	<ul style="list-style-type: none"> Annual report to board Year 1: Baseline data established for parent attendance at school-sponsored events and activities Years 2-5: increase parent attendance at school-sponsored 	<p>Annual written reports; ongoing data collection and analysis</p> <p>Records of parent involvement at tri-annual student-teacher-parent conferences</p> <p>Records of regular school to home communication</p>

			<ul style="list-style-type: none"> parent meetings and family participation in school-sponsored activities, including volunteer and fundraising activities 		<ul style="list-style-type: none"> events and activities by 1% each year <ul style="list-style-type: none"> School will present evidence of parental feedback and their subsequent actions 		
Transportation and Food Service	<ul style="list-style-type: none"> As planned in application and approved in contract 	<ul style="list-style-type: none"> Records of Costs and Student Utilization 	<ul style="list-style-type: none"> As Outlined in Feb. 5th "Transportation Variables" Document 	<ul style="list-style-type: none"> State/Local inspection of facilities in accordance with health and safety laws 	<ul style="list-style-type: none"> Year 1, 6 month report, <ul style="list-style-type: none"> Annually thereafter 		

Summary of Performance Compliance by Indicator

<i>Indicator</i>	<i>Meets Contract Agreement</i>	<i>Partially Meets</i>	<i>Does Not Meet</i>
Student Academic Proficiency			
Student Academic Growth			
Achievement Gaps in proficiency and growth between major student subgroups			
Student Attendance			
Recurrent Enrollment from Year to Year			
Postsecondary readiness (for HS)			
Financial Performance and Sustainability			
Governance Board Performance and Stewardship			
Adequacy of Facilities Maintenance in Support of Program			
School Social and Academic Climate			
Parent and Community Engagement			
			Address: P/CSC/RFP TABS – Exhibits A-E

Common Core Skills Assessment

Instructional Level for Grades Pre-K - 12

MARGARET MURPHY CENTER FOR CHILDREN

July 7, 2014

**E/LA Common Core Standards for Reading
Instructional Level
Kindergarten**

Key Ideas and Details – Anchor Standards

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas for themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events and ideas develop and interact over the course of a text.

Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.K.1. With prompting and support, ask and answer questions about key details in a text.			
RL.K.2. With prompting and support, retell familiar stories including key details.			
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.			
Informational Text			
RI.K.1. With prompting and support, ask and answer questions about key details in a text.			
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.			
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.			

Craft and Structure – Anchor Standards

4. Interpret words and analyze phrases as they are used in a text, including determining technical, connotative and figurative meanings, how specific word choices shape meaning and tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger proportions of text (ex. a section, chapter, scene or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.K.4. Ask and answer questions about unknown words in a text.			
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).			
RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.			
Informational Text			
RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.			
RI.K.5. Identify the front cover, back cover, and title page of a book.			
RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas of information in a text.			

Integration of Knowledge and Ideas – Anchor Standards

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Indicator	Date of Mastery	% of Mastery	Comments

Reading Literature			
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).			
RL.K.8. (Not applicable to literature)			
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.			
Informational Text			
RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).			
RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.			
RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			

Range of Reading and Level of Text Complexity – Anchor Standard			
10. Read and comprehend complex literary and informational texts independently and proficiently.			
Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.K.10. Actively engage in group reading activities with purpose and understanding.			
Informational Text			
RI.K.10. Actively engage in group reading activities with purpose and understanding.			

Foundational Skills			
Indicator	Date of Mastery	% of Mastery	Comments
Print Concepts			
RF.K.1. Demonstrate understanding of the organization and basic features of print.			
RF.K.1.a. Follow words from left to right, top to bottom, and page by page.			
RF.K.1.b. Recognize that spoken words are represented in written language by specific sequence of letters.			
RF.K.1.c. Understand that words are separated by spaces in print.			
RF.K.1.d. Recognize and name all upper- and lowercase letters of the alphabet.			
Phonological Awareness			
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (Phonemes).			
RF.K.2.a. Recognize and produce rhyming words.			
RF.K.2.b. Count, pronounce, blend, and segment syllables in spoken words.			
RF.K.2.c. Blend and segment onsets and rimes of single-syllable spoken words.			
RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)			
RF.K.2.e. Add or substitute individual sounds			

(phonemes) in simple, one-syllable words to make new words.			
Phonics and Word Recognition			
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.			
RF.K.3.a. Demonstrating basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.			
RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.			
RF.K.3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).			
RF.K.3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.			
Fluency			
RF.K.4. Read emergent-reader texts with purpose and understanding.			

E/LA Common Core Standards for Writing
Instructional Level
Kindergarten

Text Type and Purpose – Anchor Standards

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Indicator	Date of Mastery	% of Mastery	Comments
W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).			
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.			
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the event in the order in which they occurred, and provide a reaction to what happened.			

Production and Distribution of Writing – Anchor Standards

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

Indicator	Date of Mastery	% of Mastery	Comments
W.K.4. (Begin in grade 3)			
W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.			
W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.			

Research to Build and Present Knowledge – Anchor Standards

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Indicator	Date of Mastery	% of Mastery	Comment
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).			
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			
W.K.9. (Begins in grade 4)			

Range of Writing – Anchor Standard

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

Indicator	Date of Mastery	% of Mastery	Comment
W.K.10. (Begins in grade 3)			

E/LA Common Core Standards for Language
Instructional Level
Kindergarten

Conventions of Standard English – Anchor Standards

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Indicator	Date of Mastery	% of Mastery	Comments
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.K.1.a. Print many upper- and lowercase letters.			
L.K.1.b. Use frequently occurring nouns and verbs.			
L.K.1.c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).			
L.K.1.d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).			
L.K.1.e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).			
L.K.1.f. Produce and expand complete sentences in shared language activities.			
L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.K.2.a. Capitalize the first word in a sentence and the pronoun "I".			
L.K.2.b. Recognize and name end punctuation.			
L.K.2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).			
L.K.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.			

Knowledge of Language – Anchor Standards

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Indicator	Date of Mastery	% of Mastery	Comments
L.K.3. (Begins in grade 2)			

Vocabulary Acquisition and Use – Anchor Standards

4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meaning.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Indicator	Date of Mastery	% of Mastery	Comments
L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.			
L.K.4.a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).			
L.K.4.b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of the unknown word.			

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.			
L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.			
L.K.5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).			
L.K.5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).			
L.K.5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.			
L.K.6. Use words and phrases acquired through conventions, reading and being read to, and responding to texts.			

E/LA Common Core Standards for Speaking and Listening
Instructional Level
Kindergarten

Comprehension and Collaboration – Anchor Standards

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Indicator	Date of Mastery	% of Mastery	Comments
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.			
SL.K.1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).			
SL.K.1.b. Continue a conversation through multiple exchanges.			
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.			
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.			

Presentation of Knowledge and Ideas – Anchor Standards

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Indicator	Date of Mastery	% of Mastery	Comments
SL.K.4. Describe familiar people, places, things, and events and, with prompting and supports provide additional detail.			
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.			
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.			

Common Core Standards for Mathematics
Instructional Level
Kindergarten

Indicator	Counting & Cardinality		Comments
	Date of Mastery	% of Mastery	
Know number names and the count sequence			
K.CC.A.1. Count to 100 by ones and by tens.			
K.CC.A.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).			
K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).			
Count to tell the number of objects			
K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.			
K.CC.B.4.a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.			
K.CC.B.4.b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.			
K.CC.B.4.c. Understand that each successive number name refers to a quantity that one larger.			
K.CC.B.5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.			
Compare numbers			
K.CC.C.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)			
K.CC.C.7. Compare two numbers between 1 and 10 presented as written numerals.			

Indicators	Operations & Algebraic Thinking		Comments
	Date of Mastery	% of Mastery	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from			
K.OA.A.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.			
K.OA.A.2. Solve addition and subtraction word problems, and add subtract within 10, e.g., by using objects or drawings to represent the problem.			
K.OA.A.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$).			
K.OA.A.4. For any number from 1 to 9, find the number			

that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.			
K.OA.A.5. Fluently add and subtract within 5.			

Number & Operations in Base Ten			
Indicators	Date of Mastery	% of Mastery	Comments
Work with numbers 11-19 to gain foundations for place value			
K.NBT.A.1. Compose and decompose numbers from 11-19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18=10+8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.			

Measurement and Data			
Indicator	Date of Mastery	% of Mastery	Comments
Describe and compare measureable attributes			
K.MD.A.1. Describe measureable attributes of objects, such as length or weight. Describe several measureable attributes of a single object.			
K.MD.A.2. Directly compare two objects with a measureable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.			
K.MD.A.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)			

Geometry			
Indicator	Date of Mastery	% of Mastery	Comments
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)			
K.G.A.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.			
K.G.A.2. Correctly name shapes regardless of their orientations or overall size.			
K.G.A.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").			
Analyze, compare, create, and compose shapes			
K.G.B.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).			
K.G.B.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.			
K.G.B.6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"			

E/LA Common Core Standards for Reading
Instructional Level
Grade 1

Key Ideas and Details – Anchor Standards

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.
3. Analyze how and why individuals, events and ideas develop and interact over the course of a text.

Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.1.1. Ask and answer questions about key details in a text.			
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.			
RL.1.3. Describe characters, settings, and major events in a story, using key details.			
Informational Text			
RI.1.1. Ask and answer questions about key details in a text.			
RI.1.2. Identify the main topic and retell key details of a text.			
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.			

Craft and Structure – Anchor Standards

4. Interpret words and phrases as they are used in a text, including determining technical connotative and figurative meanings, and analyze how specific word choices shape meaning and tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (ex. a section, chapter, scene or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Indicators	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.			
RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.			
RL.1.6. Identify who is telling the story at various points in a text.			
Informational Text			
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.			
RI.1.5. Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.			
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.			

Integration of Knowledge and Ideas – Anchor Standards

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.			
RL.1.8. (Not applicable to literature)			
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.			
Informational Text			
RI.1.7. Use the illustrations and details in a text to describe its key ideas.			
RI.1.8. Identify the reasons an author gives to support points in a text.			
RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			

Range of Reading and Level of Text Complexity – Anchor Standards
 10. Read and comprehend complex literary and informational texts independently and proficiently.

Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.			
Informational Text			
RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.			

Foundational Skills

Indicator	Date of Mastery	% of Mastery	Comments
Print Concepts			
RF.1.1. Demonstrate understanding of the organization and basic features of print.			
RF.1.1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).			
Phonological Awareness			
RF.1.2. Demonstrate understanding of spoken words, syllables, and sound (phonemes).			
RF.1.2.a. Distinguish long from short vowel sounds in spoken single-syllable words.			
RF.1.2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.			
RF.1.2.c. Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single syllable words.			
RF.1.2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).			
Phonics and Word Recognition			
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.			
RF.1.3.a. Know the spelling-sound correspondences for			

common consonant digraphs (two letters that represent one sound).			
RF.1.3.b. Decode regularly spelled one-syllable words.			
RF.1.3.c. Know final -e and common vowel team conventions for representing long vowel sounds.			
RF.1.3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.			
RF.1.3.e. Decode two-syllable words following basic patterns by breaking the words into syllables.			
RF.1.3.f. Read words with inflectional endings.			
RF.1.3.g. Recognize and read grade-appropriate irregularly spelled words.			
Fluency			
RF.1.4. Read with sufficient accuracy and fluency to support comprehension.			
RF.1.4.a. Read grade-level text with purpose and understanding.			
RF.1.4.b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.			
RF.1.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			

E/LA Common Core Standards for Writing
Instructional Level
Grade 1

Text Type and Purposes – Anchor Standards

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Indicator	Date of Mastery	% of Mastery	Comments
W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.			
W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			
W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.			

Production and Distribution of Writing – Anchor Standards

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including internet, to produce and publish writing and to interact and collaborate with others.

Indicator	Date of Mastery	% of Mastery	Comments
W.1.4. (Begins in grade 3)			
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.			
W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			

Research to Build and Present Knowledge – Anchor Standards

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Indicator	Date of Mastery	% of Mastery	Comments
W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).			
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			
W.1.9. (Begins in grade 4)			

Range of Writing – Anchor Standards

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

Indicator	Date of Mastery	% of Mastery	Comments
W.1.10. (Begins in grade 3)			

**E/LA Common Core Standards for Language
Instructional Level
Grade 1**

Conventions of Standard English – Anchor Standards

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Indicator	Date of Mastery	% of Mastery	Comments
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking			
L.1.1.a. Print all upper- and lowercase letters.			
L.1.1.b. Use common, proper, and possessive nouns.			
L.1.1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).			
L.1.1.d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).			
L.1.1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).			
L.1.1.f. Use frequently occurring adjectives.			
L.1.1.g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).			
L.1.1.h. Use determiners (e.g., articles, demonstratives).			
L.1.1.i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).			
L.1.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.			
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.1.2.a. Capitalize dates and names of people.			
L.1.2.b. Use end punctuation for sentences.			
L.1.2.c. Use commas in dates and to separate single words in a series.			
L.1.2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.			
L.1.2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.			

Knowledge of Language – Anchor Standards

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Indicator	Date of Mastery	% of Mastery	Comments
L.1.3. (Begins in Grade 2)			

Vocabulary Acquisition and Use – Anchor Standards

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Indicator	Date of Mastery	% of Mastery	Comments
L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.			
L.1.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.			
L.1.4.b. Use frequently occurring affixes as a clue to the meaning of a word.			
L.1.4.c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).			
L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.			
L.1.5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.			
L.1.5.b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).			
L.1.5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).			
L.1.5.d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.			
L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).			

E/LA Common Core Standards for Speaking and Listening
Instructional Level
Grade 1

Comprehension and Collaboration – Anchor Standards

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Indicator	Date of Mastery	% of Mastery	Comments
SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.			
SL.1.1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).			
SL.1.1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.			
SL.1.1.c. Ask questions to clear up any confusion about the topics and texts under discussion.			
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.			
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.			

Presentation of Knowledge and Ideas – Anchor Standards

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Indicator	Date of Mastery	% of Mastery	Comments
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.			
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)			

Common Core Standards for Mathematics
Instructional Level
Grade 1

Operations & Algebraic Thinking			
Indicator	Date of Mastery	% of Mastery	Comments
Represent and solve problems involving addition and subtraction			
1.OA.A.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.			
1.OA.A.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.			
Understand and apply properties of operations and the relationship between addition and subtraction			
1.OA.B.3. Apply properties of operations as strategies to add and subtract. ² <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i>			
1.OA.B.4. Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i>			
Add and subtract within 20			
1.OA.C.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).			
1.OA.C.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).			
Work with addition and subtraction equations			
1.OA.D.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 2 = 5 + 1$.			
1.OA.D.8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</i>			

Number & Operations in Base Ten			
Indicator	Date of Mastery	% of Mastery	Comments
Extend the counting sequence			
1.NBT.A.1. Count to 120, starting at any number less			

than 120. In this range, read and write numerals and represent a number of objects with a written numeral.			
Understand place value			
1.NBT.B.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases.			
1.NBT.B.2.a. 10 can be thought of as a bundle of ten ones — called a “ten.”			
1.NBT.B.2.b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.			
1.NBT.B.2.c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).			
1.NBT.B.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.			
Use place value understanding and properties of operations to add and subtract			
1.NBT.C.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.			
1.NBT.C.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.			
1.NBT.C.6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.			

Measurement and Data			
Indicator	Date of Mastery	% of Mastery	Comments
Measure lengths indirectly and by iterating length units			
1.MD.A.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.			
1.MD.A.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>			
Tell and write time			
1.MD.B.3. Tell and write time in hours and half-hours using analog and digital clocks.			
Represent and interpret data			
1.MD.C.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about			

the total number of data points, how many in each category, and how many more or less are in one category than in another.			
--	--	--	--

Geometry			
Indicator	Date of Mastery	% of Mastery	Comments
Reason with shapes and their attributes			
1.G.A.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.			
1.G.A.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.			
1.G.A.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.			

E/LA Common Core Standards for Reading
Instructional Level
Grade 2

Key Ideas and Details – Anchor Standards			
<ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas. 3. Analyze how and why individuals, events and ideas develop and interact over the course of a text. 			
Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text			
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.			
RL.2.3. Describe how characters in a story respond to major events and challenges.			
Informational Text			
RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.			
RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.			
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.			

Craft and Structure – Anchor Standards			
<ol style="list-style-type: none"> 1. Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning and tone. 2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (ex. a section, chapter, scene or stanza) relate to each other and the whole. 3. Assess how point of view or purpose shapes the content and style of a text. 			
Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.			
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.			
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.			
Informational Text			
RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .			
RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.			
RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.			

Integration of Knowledge and Ideas – Anchor Standards

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.			
RL.2.8. (Not applicable to literature)			
RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.			
Informational Text			
RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.			
RI.2.8. Describe how reasons support specific points the author makes in a text.			
RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.			

Range of Reading and Level of Text Complexity – Anchor Standards

11. Read and comprehend complex literary and informational texts independently and proficiently.

Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
Informational Text			
RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.			

Fundamental Skills

Indicator	Date of Mastery	% of Mastery	Comments
Phonics and Word Recognition			
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.			
RF.2.3.a. Distinguish long and short vowels when reading regularly spelled one-syllable words.			
RF.2.3.b. Know spelling-sound correspondences for additional common vowel teams.			
RF.2.3.c. Decode regularly spelled two-syllable words with long vowels.			
RF.2.3.d. Decode words with common prefixes and suffixes.			
RF.2.3.e. Identify words with inconsistent but common spelling-sound correspondences.			

RF.2.3.f. Recognize and read grade-appropriate irregularly spelled words.			
Fluency			
RF.2.4. Read with sufficient accuracy and fluency to support comprehension.			
RF.2.4.a. Read grade-level text with purpose and understanding.			
RF.2.4.b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.			
RF.2.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			

E/LA Common Core Standards for Writing
Instructional Level
Grade 2

Text Type and Purposes – Anchor Standards

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Indicator	Date of Mastery	% of Mastery	Comments
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.			
W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			
W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			

Production and Distribution of Writing – Anchor Standards

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Indicator	Date of Mastery	% of Mastery	Comments
W.2.4. (Begins in grade 3)			
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			

Research to Build and Present Knowledge – Anchor Standards

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Indicator	Date of Mastery	% of Mastery	Comments
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).			
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.			
W.2.9. (Begins in grade 4)			

Range of Writing – Anchor Standard

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

Indicator	Date of Mastery	% of Mastery	Comments
W.2.10. (Begin in grade 3)			

E/LA Common Core Standards for Language
Instructional Level
Grade 2

Conventions of Standard English – Anchor Standards

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Indicator	Date of Mastery	% of Mastery	Comments
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.2.1.a. Use collective nouns (e.g., <i>group</i>).			
L.2.1.b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).			
L.2.1.c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).			
L.2.1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).			
L.2.1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.			
L.2.1.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).			
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.2.2.a. Capitalize holidays, product names, and geographic names.			
L.2.2.b. Use commas in greetings and closings of letters.			
L.2.2.c. Use an apostrophe to form contractions and frequently occurring possessives.			
L.2.2.d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).			
L.2.2.e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			

Knowledge of Language – Anchor Standards

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Indicator	Date of Mastery	% of Mastery	Comments
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
L.2.3.a. Compare formal and informal uses of English.			

Vocabulary Acquisition and Use – Anchor Standards

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Indicator	Date of Mastery	% of Mastery	Comments
L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2			

reading and content, choosing flexibly from an array of strategies.			
L.2.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.			
L.2.4.b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).			
L.2.4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).			
L.2.4.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).			
L.2.4.e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.			
L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.			
L.2.5.a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).			
L.2.5.b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).			
L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).			

E/LA Common Core Standards for Speaking and Listening
Instructional Level
Grade 2

Comprehension and Collaboration – Anchor Standards

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Indicator	Date of Mastery	% of Mastery	Comments
SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.			
SL.2.1.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).			
SL.2.1.b. Build on others' talk in conversations by linking their comments to the remarks of others.			
SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.			
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.			
SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.			

Presentation of Knowledge and Ideas – Anchor Standards

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Indicator	Date of Mastery	% of Mastery	Comments
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.			
SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.			
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)			

Common Core Standards for Mathematics
Instructional Level
Grade 2

Operations & Algebraic Thinking			
Indicator	Date of Mastery	% of Mastery	Comments
Represent and solve problems involving addition and subtraction			
2.OA.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.			
Add and subtract within 20			
2.OA.B.2. Fluently add and subtract within 20 using mental strategies. ² By end of Grade 2, know from memory all sums of two one-digit numbers.			
Work with equal groups of objects to gain foundations for multiplication			
2.OA.C.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.			
2.OA.C.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.			

Number & Operations by Base Ten			
Indicator	Date of Mastery	% of Mastery	Comments
Understand place value			
2.NBT.A.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:			
2.NBT.A.1.a. 100 can be thought of as a bundle of ten tens -- called a "hundred."			
2.NBT.A.1.b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).			
2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.			
2.NBT.A.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.			
2.NBT.A.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.			
Use place value understanding and properties of operations to add and subtract			
2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.			
2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of			

operations.			
2.NBT.B.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.			
2.NBT.B.8. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.			
2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.			

Measurement and Data			
Indicator	Date of Mastery	% of Mastery	Comments
Measure and estimate lengths in standard units			
2.MD.A.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.			
2.MD.A.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.			
2.MD.A.3. Estimate lengths using units of inches, feet, centimeters, and meters.			
2.MD.A.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.			
Relate addition and subtraction to length			
2.MD.B.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.			
2.MD.B.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.			
Work with time and money			
2.MD.C.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.			
2.MD.C.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?			
Represent and interpret data			
2.MD.D.9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.			
2.MD.D.10. Draw a picture graph and a bar graph (with			

single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems ¹ using information presented in a bar graph.			
---	--	--	--

Geometry			
Indicator	Date of Mastery	% of Mastery	Comments
Reason with shapes and their attributes			
2.G.A.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. ¹ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.			
2.G.A.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.			
2.G.A.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.			

E/LA Common Core Standards for Reading
Instructional Level
Grade 3

Key Ideas and Details – Anchor Standards			
<ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. 			
Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.			
RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.			
Informational Text			
RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.			
RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.			

Craft and Structure – Anchor Standard			
<ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. 			
Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.			
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.			
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.			
Informational Text			
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .			
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.			

RI.3.6. Distinguish their own point of view from that of the author of a text.			
Integration of knowledge and Ideas – Anchor Standards			
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RI.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).			
RI.3.8. (Not applicable to literature)			
RI.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).			
Informational Text			
RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).			
RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).			
RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.			

Range of Reading and Level of Text Complexity			
10. Read and comprehend complex literary and informational texts independently and proficiently.			
Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RI.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.			
Informational Text			
RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.			

E/LA Common Core Standards for Reading
Instructional Level
Grade 3

Foundational Skills			
Indicator	Date of Mastery	% of Mastery	Comments
Phonics and Word Recognition			
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.			
RF.3.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.			
RF.3.3.b. Decode words with common Latin suffixes.			
RF.3.3.c. Decode multisyllable words.			
RF.3.3.d. Read grade-appropriate irregularly spelled words.			
Fluency			
RF.3.4. Read with sufficient accuracy and fluency to support comprehension.			
RF.3.4.a. Read grade-level text with purpose and understanding.			
RF.3.4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			

E/LA Common Core Standards for Writing
Instructional Level
Grade 3

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Indicator	Date of Mastery	% of Mastery	Comments
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.			
W.3.1.a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.			
W.3.1.b. Provide reasons that support the opinion.			
W.3.1.c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.			
W.3.1.d. Provide a concluding statement or section.			
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
W.3.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.			
W.3.2.b. Develop the topic with facts, definitions, and details.			
W.3.2.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.			
W.3.2.d. Provide a concluding statement or section.			
W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
W.3.3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.			
W.3.3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.			
W.3.3.c. Use temporal words and phrases to signal event order.			
W.3.3.d. Provide a sense of closure.			

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Indicator	Date of Mastery	% of Mastery	Comments
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards)			

1-3 above.)			
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)			
W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.			

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Indicator	Date of Mastery	% of Mastery	Comments
W.3.7. Conduct short research projects that build knowledge about a topic.			
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.			
W.3.9. (Begins in grade 4)			

Range of Writing

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

Indicator	Date of Mastery	% of Mastery	Comments
W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			

**E/LA Common Core Standards for Language
Instructional Level
Grade 3**

Conventions of Standard English			
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			
Indicator	Date of Mastery	% of Mastery	Comments
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.3.1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.			
L.3.1.b. Form and use regular and irregular plural nouns.			
L.3.1.c. Use abstract nouns (e.g., <i>childhood</i>).			
L.3.1.d. Form and use regular and irregular verbs.			
L.3.1.e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.			
L.3.1.f. Ensure subject-verb and pronoun-antecedent agreement.			
L.3.1.g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.			
L.3.1.h. Use coordinating and subordinating conjunctions.			
L.3.1.i. Produce simple, compound, and complex sentences.			
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.3.2.a. Capitalize appropriate words in titles.			
L.3.2.b. Use commas in addresses.			
L.3.2.c. Use commas and quotation marks in dialogue.			
L.3.2.d. Form and use possessives.			
L.3.2.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).			
L.3.2.f. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.			
L.3.2.g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			

Knowledge of Language			
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>			
Indicator	Date of Mastery	% of Mastery	Comments
L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
L.3.3.a. Choose words and phrases for effect.			
L.3.3.b. Recognize and observe differences between the conventions of spoken and written standard English.			

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Indicator	Date of Mastery	% of Mastery	Comments
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.			
L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.			
L.3.4. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i>).			
L.3.4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i>).			
L.3.4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.			
L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.			
L.3.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).			
L.3.5.b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).			
L.3.5.c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>).			
L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).			

E/LA Common Core Standards for Speaking and Listening
Instructional Level
Grade 3

Comprehension and Collaboration			
<ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. 			
Indicator	Date of Mastery	% of Mastery	Comments
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.			
SL.3.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.			
SL.3.1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).			
SL.3.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.			
SL.3.1.d. Explain their own ideas and understanding in light of the discussion.			
SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			

Presentation of Knowledge and Ideas			
<ol style="list-style-type: none"> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. 			
Indicator	Date of Mastery	% of Mastery	Comments
SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.			
SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.			
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards			

1 and 3 here for specific expectations.)

Common Core Standards for Mathematics
Instructional Level
Grade 3

Operations & Algebraic Thinking			
Indicator	Date of Mastery	% of Mastery	Comments
Represent and solve problems involving multiplication and division			
3.OA.A.1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>			
3.OA.A.2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>			
3.OA.A.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.			
3.OA.A.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$.</i>			
Understand properties of multiplication and the relationship between multiplication and division			
3.OA.B.5. Apply properties of operations as strategies to multiply and divide. ² <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i>			
3.OA.B.6. Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i>			
Multiply and divide within 100			
3.OA.C.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.			
Solve problems involving the four operations, and identify and explain patterns in arithmetic			
3.OA.D.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.			
3.OA.D.9. Identify arithmetic patterns (including			

patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i>			
--	--	--	--

Number & Operations in Base Ten			
Indicator	Date of Mastery	% of Mastery	Comments
Use place value understanding and properties of operations to perform multi-digit arithmetic			
3.NBT.A.1. Use place value understanding to round whole numbers to the nearest 10 or 100.			
3.NBT.A.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.			
3.NBT.A.3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.			

Number & Operations - Fractions			
Indicator	Date of Mastery	% of Mastery	Comments
Develop understanding of fractions as numbers			
3.NF.A.1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.			
3.NF.A.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.			
3.NF.A.2.a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.			
3.NF.A.2.b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.			
3.NF.A.4. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.			
3.NF.A.4.a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.			
3.NF.A.4.b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.			
3.NF.A.4.c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.			
3.NF.A.4.d. Compare two fractions with the same numerator or the same denominator by reasoning			

about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.			
--	--	--	--

Measurement and Data			
Indicator	Date of Mastery	% of Mastery	Comments
Solve problems involving measurement and estimation			
3.MD.A.1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.			
3.MD.A.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.			
Represent and interpret data			
3.MD.B.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>			
3.MD.B.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.			
Geometric measurement: understand concepts of area and relate area to multiplication and to addition			
3.MD.C.5. Recognize area as an attribute of plane figures and understand concepts of area measurement.			
3.MD.C.5.a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.			
3.MD.C.5.b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.			
3.MD.C.6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).			
3.MD.C.7. Relate area to the operations of multiplication and addition.			
3.MD.C.7.a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.			
3.MD.C.7.b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.			
3.MD.C.7.c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths			

a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.			
3.MD.C.7.d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.			
Geometric measurement: recognize perimeter			
3.MD.D.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.			

Geometry			
Indicator	Date of Mastery	% of Mastery	Comments
Reason with shapes and their attributes			
3.GA.A.1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.			
3.GA.A.2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.</i>			

**E/LA Common Core Standards for Reading
Instructional Level
Grade 4**

Key Ideas and Details			
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.			
Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.			
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).			
Informational Text			
RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.			
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.			

Craft and Structure			
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text.			
Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).			
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.			
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.			
Informational Text			
RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .			
RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events,			

ideas, concepts, or information in a text or part of a text.			
RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.			

Integration of Knowledge and Ideas			
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.			
RL.4.8. (Not applicable to literature)			
RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.			
Informational Text			
RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.			
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.			
RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.			

Range of Reading and Level of Text Complexity			
10. Read and comprehend complex literary and informational texts independently and proficiently.			
Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
Informational Text			
RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			

Foundational Skills			
Indicator	Date of Mastery	% of Mastery	Comments
Phonics and Word Recognition			
RF.4.3. Know and apply grade-level phonics and word			

analysis skills in decoding words.			
RF.4.3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			
Fluency			
RF.4.4. Read with sufficient accuracy and fluency to support comprehension.			
RF.4.4.a. Read grade-level text with purpose and understanding.			
RF.4.4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			

E/LA Common Core Standards for Writing
Instructional Level
Grade 4

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Indicator	Date of Mastery	% of Mastery	Comments
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
W.4.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.			
W.4.1.b. Provide reasons that are supported by facts and details.			
W.4.1.c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).			
W.4.1.d. Provide a concluding statement or section related to the opinion presented.			
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
W.4.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.			
W.4.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			
W.4.2.c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).			
W.4.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.			
W.4.2.e. Provide a concluding statement or section related to the information or explanation presented.			
W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
W.4.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			
W.4.3.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.			
W.4.3.c. Use a variety of transitional words and phrases to manage the sequence of events.			
W.4.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.			
W.4.3.e. Provide a conclusion that follows from the narrated experiences or events.			

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Indicator	Date of Mastery	% of Mastery	Comments
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)			
W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.			

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Indicator	Date of Mastery	% of Mastery	Comments
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.			
W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.			
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
W.4.9.a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").			
W.4.9.b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").			

Range of Writing

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

Indicator	Date of Mastery	% of Mastery	Comments
W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			

E/LA Common Core Standards for Language
Instructional Level
Grade 4

Conventions of Standard English			
<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 			
Indicator	Date of Mastery	% of Mastery	Comments
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.4.1.a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).			
L.4.1.b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.			
L.4.1.c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.			
L.4.1.d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).			
L.4.1.e. Form and use prepositional phrases.			
L.4.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.			
L.4.1.g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).			
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.4.2.a. Use correct capitalization.			
L.4.2.b. Use commas and quotation marks to mark direct speech and quotations from a text.			
L.4.2.c. Use a comma before a coordinating conjunction in a compound sentence.			
L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed.			

Knowledge of Language			
<ol style="list-style-type: none"> 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 			
Indicator	Date of Mastery	% of Mastery	Comments
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
L.4.3.a. Choose words and phrases to convey ideas precisely.			
L.4.3.b. Choose punctuation for effect.			
L.4.3.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).			

Vocabulary Acquisition and Use			
<ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary. 			

knowledge when encountering an unknown term important to comprehension or expression.			
Indicator	Date of Mastery	% of Mastery	Comments
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.			
L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.			
L.4.4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).			
L.4.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.			
L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
L.4.5.a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.			
L.4.5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.			
L.4.5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).			
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).			

E/LA Common Core Standards for Speaking and Listening
Instructional Level
Grade 4

Comprehension and Collaboration			
<ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. 			
Indicator	Date of Mastery	% of Mastery	Comments
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.			
SL.4.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.			
SL.4.1.b. Follow agreed-upon rules for discussions and carry out assigned roles.			
SL.4.1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.			
SL.4.1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.			
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.			

Presentation of Knowledge and Ideas			
<ol style="list-style-type: none"> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. 			
Indicator	Date of Mastery	% of Mastery	Comments
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.			
SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)			

Common Core Standards for Mathematics
Instructional Level
Grade 4

Operations & Algebraic Thinking			
Indicator	Date of Mastery	% of Mastery	Comments
Use the four operations with whole numbers to solve problems			
4.OA.A.1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.			
4.OA.A.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.			
4.OA.A.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.			
Gain familiarity with factors and multiples			
4.OA.B.4. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.			
Generate and analyze patterns			
4.OA.C.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>			

Number & Operations in Base Ten			
Indicator	Date of Mastery	% of Mastery	Comments
Generalize place value understanding for multi-digit whole numbers			
4.NBT.A.1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i>			
4.NBT.A.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.			

4.NBT.A.3. Use place value understanding to round multi-digit whole numbers to any place.			
Use place value understanding and properties of operations to perform multi-digit arithmetic			
4.NBT.B.4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.			
4.NBT.B.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.			
4.NBT.B.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.			

Number & Operations – Fractions			
Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.			
Indicator	Date of Mastery	% of Mastery	Comments
Extend understanding of fraction equivalence and ordering.			
4.NF.A.1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.			
4.NF.A.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.			
Build fractions from unit fractions			
4.NF.B.3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.			
4.NF.B.3.a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.			
4.NF.B.3.b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.			
4.NF.B.3.c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.			
4.NF.B.3.d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the			

problem.			
4.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.			
4.NF.B.4.a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.			
4.NF.B.4.b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)			
4.NF.B.4.c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?			
Understand decimal notation for fractions, and compare decimal fractions			
4.NF.C.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. ² For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.			
4.NF.C.6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.			
4.NF.C.7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.			

Measurement and Data			
Indicator	Date of Mastery	% of Mastery	Comments
Solve problems involving measurement and conversion of measurements			
4.MD.A.1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...			
4.MD.A.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.			

4.MD.A.3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i>			
Represent and interpret data			
4.MD.B.4. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>			
Geometric measurement: understand concepts of angle and measure angles			
4.MD.C.5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:			
4.MD.C.5.a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.			
4.MD.C.5.b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.			
4.MD.C.6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.			
4.MD.C.7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.			

Geometry			
Indicator	Date of Mastery	% of Mastery	Comments
Draw and identify lines and angles, and classify shapes by properties of their lines and angles			
4.G.A.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.			
4.G.A.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.			
4.G.A.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.			

E/LA Common Core Standards for Reading
Instructional Level
Grade 5

Key Ideas and Details			
<ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. 			
Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.			
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).			
Informational Text			
RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.			
RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.			
Craft and Structure			
<ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. 			
Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.			
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.			
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.			
Informational Text			
RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .			
RI.5.5. Compare and contrast the overall structure (e.g.,			

chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.			
RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).			
RL.5.8. (Not applicable to literature)			
RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.			
Informational Text			
RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.			
RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).			
RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.			

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.			
Informational Text			
RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.			

E/LA Common Core Standards for Writing
Instructional Level
Grade 5

Text Types and Purposes			
<ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. 			
Indicator	Date of Mastery	% of Mastery	Comments
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
W.5.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.			
W.5.1.b. Provide logically ordered reasons that are supported by facts and details.			
W.5.1.c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).			
W.5.1.d. Provide a concluding statement or section related to the opinion presented.			
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
W.5.2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.			
W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			
W.5.2.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).			
W.5.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.			
W.5.2.e. Provide a concluding statement or section related to the information or explanation presented.			
W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
W.5.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			
W.5.3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.			
W.5.3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.			
W.5.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.			
W.5.3.e. Provide a conclusion that follows from the			

narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Indicator	Date of Mastery	% of Mastery	Comments
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)			
W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.			

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Indicator	Date of Mastery	% of Mastery	Comments
W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			
W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.			
W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
W.5.9.a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").			
W.5.9.b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").			

Range of Writing

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

Indicator	Date of Mastery	% of Mastery	Comments
W.5.10. Write routinely over extended time frames			

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

--

--

--

E/LA Common Core Standards for Language
Instructional Level
Grade 5

Conventions of Standard English			
<ol style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 			
Indicator	Date of Mastery	% of Mastery	Comments
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.5.1.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.			
L.5.1.b. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.			
L.5.1.c. Use verb tense to convey various times, sequences, states, and conditions.			
L.5.1.d. Recognize and correct inappropriate shifts in verb tense.			
L.5.1.e. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).			
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.5.2.a. Use punctuation to separate items in a series.			
L.5.2.b. Use a comma to separate an introductory element from the rest of the sentence.			
L.5.2.c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).			
L.5.2.d. Use underlining, quotation marks, or italics to indicate titles of works.			
L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed.			

Knowledge of Language			
<ol style="list-style-type: none"> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 			
Indicator	Date of Mastery	% of Mastery	Comments
L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			
L.5.3.b. Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i>) used in stories, dramas, or poems.			

Vocabulary Acquisition and Use			
<ol style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. 			

Indicator	Date of Mastery	% of Mastery	Comments
L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.			
L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.			
L.5.4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).			
L.5.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.			
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
L.5.5.a. Interpret figurative language, including similes and metaphors, in context.			
L.5.5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.			
L.5.5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.			
L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).			

E/LA Common Core Standards for Speaking and Listening
Instructional Level
Grade 5

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Indicator	Date of Mastery	% of Mastery	Comments
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.			
SL.5.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.			
SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles.			
SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.			
SL.5.1.d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.			
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Indicator	Date of Mastery	% of Mastery	Comments
SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			
SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.			
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)			

Common Core Standards for Mathematics
Instructional Level
Grade 5

Operations & Algebraic Thinking			
Indicator	Date of Mastery	% of Mastery	Comments
Write and interpret numerical expressions			
5.OA.A.1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.			
5.OA.A.2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i>			
Analyze patterns and relationships			
5.OA.B.3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>			

Number & Operations in Base Ten			
Indicator	Date of Mastery	% of Mastery	Comments
Understand the place value system			
5.NBT.A.1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.			
5.NBT.A.2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.			
5.NBT.A.3. Read, write, and compare decimals to thousandths.			
5.NBT.A.3.a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.			
5.NBT.A.3.b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.			
5.NBT.A.4. Use place value understanding to round decimals to any place.			
Perform operations with multi-digit whole numbers and with decimals to hundredths			
5.NBT.B.5. Fluently multiply multi-digit whole numbers			

using the standard algorithm.			
5.NBT.B.6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.			
5.NBT.B.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.			

Number & Operations - Fractions			
Indicator	Date of Mastery	% of Mastery	Comments
Use equivalent fractions as a strategy to add and subtract fractions			
5.NF.A.1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i>			
5.NF.A.2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i>			
Apply and extend previous understandings of multiplication and division			
5.NF.B.3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i>			
5.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.			
5.NF.B.4.a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)			
5.NF.B.4.b. Find the area of a rectangle with fractional			

side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.			
5.NF.B.5. Interpret multiplication as scaling (resizing), by:			
5.NF.B.5.a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.			
5.NF.B.5.b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.			
5.NF.B.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.			
5.NF.B.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.			
5.NF.B.7.a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.			
5.NF.B.7.b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.			
5.NF.B.7.c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?			

Measurement and Data			
Indicator	Date of Mastery	% of Mastery	Comments
Convert like measurement units within a given measurement system			
5.MD.A.1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.			
Represent and interpret data			
5.MD.B.2. Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). Use operations on fractions for this grade to solve problems			

involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.			
Geometric measurement: understand concepts of volume			
5.MD.C.3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.			
5.MD.C.3.a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.			
5.MD.C.3.b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.			
5.MD.C.4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.			
5.MD.C.5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.			
5.MD.C.5.a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.			
5.MD.C.5.b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.			
5.MD.C.5.c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.			

Geometry			
Indicator	Date of Mastery	% of Mastery	Comments
Graph points on the coordinate plane to solve real-world and mathematical problems			
5.G.A.1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).			
5.G.A.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.			
Classify two-dimensional figures into categories based on their properties			

5.G.B.3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.			
5.G.B.4. Classify two-dimensional figures in a hierarchy based on properties.			

E/LA Common Core Standards for Reading
Instructional Level
Grade 6

Key Ideas and Details			
<ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. 			
Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.			
Informational Text			
RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).			

Craft and Structure			
<ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. 			
Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.			
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.			
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.			
Informational Text			
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.			

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.			
RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.			

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.			
RL.6.8 (Not applicable to literature)			
RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.			
Informational Text			
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.			
RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.			
RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).			

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
Informational Text			
RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			

**E/LA Common Core Standards for Writing
Instructional Level
Grade 6**

Text Types and Purposes			
<ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. 			
Indicator	Date of Mastery	% of Mastery	Comments
W.6.1. Write arguments to support claims with clear reasons and relevant evidence.			
W.6.1.a. Introduce claim(s) and organize the reasons and evidence clearly.			
W.6.1.b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.			
W.6.1.c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.			
W.6.1.d. Establish and maintain a formal style.			
W.6.1.e. Provide a concluding statement or section that follows from the argument presented.			
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
W.6.2.a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
W.6.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			
W.6.2.c. Use appropriate transitions to clarify the relationships among ideas and concepts.			
W.6.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.			
W.6.2.e. Establish and maintain a formal style.			
W.6.2.f. Provide a concluding statement or section that follows from the information or explanation presented.			
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
W.6.3.a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.			
W.6.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			
W.6.3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one			

time frame or setting to another.			
W.6.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.			
W.6.3.e. Provide a conclusion that follows from the narrated experiences or events.			

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Indicator	Date of Mastery	% of Mastery	Comments
W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)			
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.			

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Indicator	Date of Mastery	% of Mastery	Comments
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			
W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.			
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
W.6.9.a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").			
W.6.9.b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").			

Range of Writing

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

Indicator	Date of Mastery	% of Mastery	Comments
W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			

E/LA Common Core Standards for Language
Instructional Level
Grade 6

Conventions of Standard English			
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			
Indicator	Date of Mastery	% of Mastery	Comments
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.6.1.a. Ensure that pronouns are in the proper case (subjective, objective, possessive).			
L.6.1.b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).			
L.6.1.c. Recognize and correct inappropriate shifts in pronoun number and person.			
L.6.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).			
L.6.1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.			
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.6.2.a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.			
L.6.2.b. Spell correctly.			

Knowledge of Language			
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>			
Indicator	Date of Mastery	% of Mastery	Comments
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
L.6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style.			
L.6.3.b. Maintain consistency in style and tone.			

Vocabulary Acquisition and Use			
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>			
Indicator	Date of Mastery	% of Mastery	Comments
L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.			
L.6.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or			

phrase.			
L.6.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).			
L.6.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.			
L.6.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
L.6.5.a. Interpret figures of speech (e.g., personification) in context.			
L.6.5.b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.			
L.6.5.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).			
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			

E/LA Common Core Standards for Speaking and Listening
Instructional Level
Grade 6

Comprehension and Collaboration			
<ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. 			
Indicator	Date of Mastery	% of Mastery	Comments
SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.			
SL.6.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.			
SL.6.1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.			
SL.6.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.			
SL.6.1.d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.			
SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.			
SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.			

Presentation of Knowledge and Ideas			
<ol style="list-style-type: none"> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. 			
Indicator	Date of Mastery	% of Mastery	Comments
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.			
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.			
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)			

E/LA Common Core Standards for History/Social Studies
Instructional Level
Grade 6-8

Key Ideas and Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Indicator	Date of Mastery	% of Mastery	Comments
RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.			
RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.			
RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).			

Craft and Structure:

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Indicator	Date of Mastery	% of Mastery	Comments
RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.			
RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).			
RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).			

Integration of Knowledge and Ideas:

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Indicator	Date of Mastery	% of Mastery	Comments
RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.			
RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.			
RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.			

Range of Reading and Level of Text Complexity:

10. Read and comprehend complex literary and informational texts independently and proficiently.

Indicator	Date of	% of	Comments

	Mastery	Mastery	
RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.			

E/LA Common Core Standards for Science & Technical Subjects
Instructional Level
Grade 6-8

Key Ideas and Details			
<ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. 			
Indicator	Date of Mastery	% of Mastery	Comments
RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.			
RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.			
RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.			

Craft and Structure			
<ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. 			
Indicator	Date of Mastery	% of Mastery	Comments
RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i> .			
RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.			
RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.			

Integration of Knowledge and Ideas			
<ol style="list-style-type: none"> 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. 			
Indicator	Date of Mastery	% of Mastery	Comments
RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).			
RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.			
RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.			

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Indicator	Date of Mastery	% of Mastery	Comments
RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.			

E/LA Common Core Standards for Writing in Content Areas
Instructional Level
Grade 6-8

- Text Types and Purposes**
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Indicator	Date of Mastery	% of Mastery	Comments
WHST.6-8.1. Write arguments focused on <i>discipline-specific content</i> .			
WHST.6-8.1.a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.			
WHST.6-8.1.b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.			
WHST.6-8.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.			
WHST.6-8.1.d. Establish and maintain a formal style.			
WHST.6-8.1.e. Provide a concluding statement or section that follows from and supports the argument presented.			
WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.			
WHST.6-8.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
WHST.6-8.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			
WHST.6-8.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.			
WHST.6-8.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.			
WHST.6-8.2.e. Establish and maintain a formal style and objective tone.			
WHST.6-8.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.			
WHST.6-8.3. (See note; not applicable as a separate requirement).			

- Production and Distribution of Writing**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Indicator	Date of Mastery	% of Mastery	Comments
WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.			
WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.			

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Indicator	Date of Mastery	% of Mastery	Comments
WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.			
WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.			
WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.			

Range of Writing

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

Indicator	Date of Mastery	% of Mastery	Comments
WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			

Common Core Standards for Mathematics
Instructional Level
Grade 6

Ratios & Proportional Relationships			
Indicator	Date of Mastery	% of Mastery	Comments
Understand ratio concepts and use ratio reasoning to solve problems			
6.RP.A.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i>			
6.RP.A.2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i>			
6.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.			
6.RP.A.3.a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.			
6.RP.A.3.b. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i>			
6.RP.A.3.c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.			
6.RP.A.3.d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.			

The Number System			
Indicator	Date of Mastery	% of Mastery	Comments
Apply and extend previous understandings of multiplication and division to divide fractions by fractions			
6.NS.A.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in</i>			

<p><i>2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?</i></p>			
Compute fluently with multi-digit numbers and find common factors and multiples			
<p>6.NS.B.2. Fluently divide multi-digit numbers using the standard algorithm.</p>			
<p>6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>			
<p>6.NS.B.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i></p>			
Apply and extend previous understandings of numbers to the system of rational numbers			
<p>6.NS.C.5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p>			
<p>6.NS.C.6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p>			
<p>6.NS.C.6.a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p>			
<p>6.NS.C.6.b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p>			
<p>6.NS.C.6.c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>			
<p>6.NS.C.7. Understand ordering and absolute value of rational numbers.</p>			
<p>6.NS.C.7.a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</p>			
<p>6.NS.C.7.b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</p>			
<p>6.NS.C.7.c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $-$</p>			

30 = 30 to describe the size of the debt in dollars.			
6.NS.C.7.d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.			
6.NS.C.8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.			

Expressions & Equations			
Indicator	Date of Mastery	% of Mastery	Comments
Apply and extend previous understandings of arithmetic to algebraic expressions			
6.EE.A.1. Write and evaluate numerical expressions involving whole-number exponents.			
6.EE.A.2. Write, read, and evaluate expressions in which letters stand for numbers.			
6.EE.A.2.a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.			
6.EE.A.2.b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.			
6.EE.A.2.c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.			
6.EE.A.3. Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</i>			
6.EE.A.4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i>			
Reason about and solve one-variable equations and inequalities			
6.EE.B.5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.			

6.EE.B.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.			
6.EE.B.7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.			
6.EE.B.8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.			
Represent and analyze quantitative relationships between dependent and independent variables			
6.EE.C.9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.			

Geometry			
Indicator	Date of Mastery	% of Mastery	Comments
Solve real-world and mathematical problems involving area, surface area, and volume			
6.G.A.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.			
6.G.A.2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.			
6.G.A.3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.			
6.G.A.4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.			

Statistics & Probability			
Indicator	Date of Mastery	% of Mastery	Comments
Develop understanding of statistical variability			
6.SP.A.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>			
6.SP.A.2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.			
6.SP.A.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.			
Summarize and describe distributions			
6.SP.B.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.			
6.SP.B.5. Summarize numerical data sets in relation to their context, such as by:			
6.SP.B.5.a. Reporting the number of observations.			
6.SP.B.5.b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.			
6.SP.B.5.c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.			
6.SP.B.5.d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.			

**E/LA Common Core Standards for Reading
Instructional Level
Grade 7**

Key Ideas and Details			
<ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. 			
Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.			
RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).			
Informational Text			
RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.			
RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).			

Craft and Structure			
<ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text 			
Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.			
RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning			
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.			
Informational Text			
RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the			

impact of a specific word choice on meaning and tone.			
RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.			
RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.			

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Indicator	Date of Mastery	% of Mastery	Comments
Reading for Literature			
RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).			
RL.7.8. (Not applicable to literature)			
RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.			
Informational Text			
RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).			
RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.			
RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.			

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
Informational Text			
RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			

**E/LA Common Core Standards for Writing
Instructional Level
Grade 7**

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Indicator	Date of Mastery	% of Mastery	Comments
W.7.1. Write arguments to support claims with clear reasons and relevant evidence.			
W.7.1.a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.			
W.7.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.			
W.7.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.			
W.7.1.d. Establish and maintain a formal style.			
W.7.1.e. Provide a concluding statement or section that follows from and supports the argument presented.			
W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
W.7.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
W.7.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			
W.7.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.			
W.7.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.			
W.7.2.e. Establish and maintain a formal style.			
W.7.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.			
W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
W.7.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.			
W.7.3.b. Use narrative techniques, such as dialogue,			

<p>W.7.3.b. Use a variety of descriptive words, phrases, and details, sensory language, and figurative language to create a clear picture and bring in characters, settings, or events into the story.</p>			
<p>W.7.3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>			
<p>W.7.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>			
<p>W.7.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>			

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Indicator	Date of Mastery	% of Mastery	Comments
W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)			
W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.			

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Indicator	Date of Mastery	% of Mastery	Comments
W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.			
W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.			
W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
W.7.9.a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").			

W.7.9.b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").			
---	--	--	--

Range of Writing			
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			
Indicator	Date of Mastery	% of Mastery	Comments
W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			

**E/LA Common Core Standards for Language
Instructional Level
Grade 7**

Conventions of Standard English			
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			
Indicator	Date of Mastery	% of Mastery	Comments
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.			
L.7.1.b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.			
L.7.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.			
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.7.2.a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).			
L.7.2.b. Spell correctly.			

Knowledge of Language			
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>			
Indicator	Date of Mastery	% of Mastery	Comments
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.			

Vocabulary Acquisition and Use			
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>			
Indicator	Date of Mastery	% of Mastery	Comments
L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.			
L.7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			
L.7.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word			

(e.g., <i>belligerent, bellicose, rebel</i>).			
L.7.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.			
L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
L.7.5.a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.			
L.7.5.b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.			
L.7.5.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).			
L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			

E/LA Common Core Standards for Speaking and Listening
Instructional Level
Grade 7

Comprehension and Collaboration			
<ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. 			
Indicator	Date of Mastery	% of Mastery	Comments
SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.			
SL.7.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.			
SL.7.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.			
SL.7.1.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.			
SL.7.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.			
SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.			
SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.			

Presentation of Knowledge and Ideas			
<ol style="list-style-type: none"> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. 			
Indicator	Date of Mastery	% of Mastery	Comments
SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.			
SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.			
SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language			

standards 1 and 3 here for specific expectations.)

Common Core Standards for Mathematics
Instructional Level
Grade 7

Ratios & Proportional Relationships			
Indicator	Date of Mastery	% of Mastery	Comments
Analyze proportional relationships and use them to solve real-world and mathematical problems			
7.RP.A.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</i>			
7.RP.A.2. Recognize and represent proportional relationships between quantities.			
7.RP.A.2.a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.			
7.RP.A.2.b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.			
7.RP.A.2.c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.			
7.RP.A.2.d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.			
7.RP.A.3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.			

The Number System			
Indicator	Date of Mastery	% of Mastery	Comments
Apply and extend previous understandings of operations with fractions.			
7.NS.A.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.			
7.NS.A.1.a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.			
7.NS.A.1.b. Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.			
7.NS.A.1.c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show			

that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.			
7.NS.A.1.d. Apply properties of operations as strategies to add and subtract rational numbers.			
7.NS.A.2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.			
7.NS.A.2.a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.			
7.NS.A.2.b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.			
7.NS.A.2.c. Apply properties of operations as strategies to multiply and divide rational numbers.			
7.NS.A.2.d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.			
7.NS.A.3. Solve real-world and mathematical problems involving the four operations with rational numbers.			

Expressions & Equations			
Indicator	Date of Mastery	% of Mastery	Comments
Use properties of operations to generate equivalent expressions			
7.EE.A.1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.			
7.EE.A.2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."</i>			
Solve real-life and mathematical problems using numerical and algebraic expressions and equations			
7.EE.B.3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $1/10$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i>			
7.EE.B.4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by			

reasoning about the quantities.			
7.EE.B.4.a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?			
7.EE.B.4.b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.			

Geometry			
Indicator	Date of Mastery	% of Mastery	Comments
Draw construct, and describe geometrical figures and describe the relationships between them			
7.G.A.1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.			
7.G.A.2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.			
7.G.A.3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.			
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume			
7.G.B.4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.			
7.G.A.5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.			
7.G.A.6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.			

Statistics & Probability			
Indicator	Date of Mastery	% of Mastery	Comments
Use random sampling to draw inferences about a population			
7.SP.A.1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is			

representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.			
7.SP.A.2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i>			
Draw informal comparative inferences about two populations			
7.SP.B.3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i>			
7.SP.B.4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i>			
Investigate chance processes and develop, use, and evaluate probability models			
7.SP.C.5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.			
7.SP.C.6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i>			
7.SP.C.7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.			
7.SP.C.7.a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.			
7.SP.C.7.b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land			

E/LA Common Core Standards for Reading
Instructional Level
Grade 8

Key Ideas and Details			
<ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. 			
Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			
RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.			
RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.			
Informational Text			
RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			
RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.			
RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).			

Craft and Structure			
<ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. 			
Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.			
RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.			
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.			
Informational Text			
RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative,			

E/LA Common Core Standards for Writing
Instructional Level
Grade 8

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Indicator	Date of Mastery	% of Mastery	Comments
W.8.1. Write arguments to support claims with clear reasons and relevant evidence			
W.8.1.a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.			
W.8.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.			
W.8.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.			
W.8.1.d. Establish and maintain a formal style.			
W.8.1.e. Provide a concluding statement or section that follows from and supports the argument presented.			
W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
W.8.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
W.8.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			
W.8.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.			
W.8.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.			
W.8.2.e. Establish and maintain a formal style.			
W.8.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.			
W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
W.8.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.			
W.8.3.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.			

connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.			
RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.			
RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.			

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.			
RL.8.8. (not applicable to literature)			
RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.			
Informational Text			
RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.			
RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.			
RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.			

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.			
Indicator	Date of Mastery	% of Mastery	Comments
Reading Literature			
RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.			
Informational Text			
RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.			

W.8.3.c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.			
W.8.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.			
W.8.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.			

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Indicator	Date of Mastery	% of Mastery	Comments
W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)			
W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.			

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Indicator	Date of Mastery	% of Mastery	Comments
W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.			
W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.			
W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
W.8.9.a. Apply <i>grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered			

heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?			
7.SP.C.8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.			
7.SP.C.8.a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs			
7.SP.C.8.b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.			
7.SP.C.8.c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?			

new").			
W.8.9.b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").			

Range of Writing

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

Indicator	Date of Mastery	% of Mastery	Comments
W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			

E/LA Common Core Standards Language
Instructional Level
Grade 8

Conventions of Standard English			
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			
Indicator	Date of Mastery	% of Mastery	Comments
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.8.1.a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.			
L.8.1.b. Form and use verbs in the active and passive voice.			
L.8.1.c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.			
L.8.1.d. Recognize and correct inappropriate shifts in verb voice and mood.			
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.8.2.a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.			
L.8.2.b. Use an ellipsis to indicate an omission.			
L.8.2.c. Spell correctly.			

Knowledge of Language			
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>			
Indicator	Date of Mastery	% of Mastery	Comments
L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
L.8.3.a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).			

Vocabulary Acquisition and Use			
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>			
Indicator	Date of Mastery	% of Mastery	Comments
L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.			
L.8.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in			

a sentence) as a clue to the meaning of a word or phrase.			
L.8.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).			
L.8.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.			
L.8.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
L.8.5.a. Interpret figures of speech (e.g. verbal irony, puns) in context.			
L.8.5.b. Use the relationship between particular words to better understand each of the words.			
L.8.5.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).			
L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			

E/LA Common Core Standards for Speaking and Listening
Instructional Level
Grade 8

Comprehension and Collaboration			
<ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. 			
Indicator	Date of Mastery	% of Mastery	Comments
SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.			
SL.8.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.			
SL.8.1.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.			
SL.8.1.c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.			
SL.8.1.d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.			
SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.			
SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.			

Presentation of Knowledge and Ideas			
<ol style="list-style-type: none"> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. 			
Indicator	Date of Mastery	% of Mastery	Comments
SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.			
SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.			
SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when			

indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

--	--	--	--

Common Core Standards for Mathematics
Instructional Level
Grade 8

The Number System			
Indicator	Date of Mastery	% of Mastery	Comments
Know that there are numbers that are not rational, and approximate them by rational numbers			
8.NS.A.1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.			
8.NS.A.2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.			

Expressions & Equations			
Indicator	Date of Mastery	% of Mastery	Comments
Expressions and Equations Work with radicals and integer exponents			
8.EE.A.1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.			
8.EE.A.2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.			
8.EE.A.3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 10^8 and the population of the world as 7 times 10^9 , and determine that the world population is more than 20 times larger.			
8.EE.A.4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.			
Understand the connections between proportional relationships, lines, and linear equations			
8.EE.B.5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.			
8.EE.B.6. Use similar triangles to explain why the slope			

m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .			
Analyze and solve linear equations and pairs of simultaneous linear equations			
8.EE.C.7. Solve linear equations in one variable.			
8.EE.C.7.a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).			
8.EE.C.7.b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.			
8.EE.C.8. Analyze and solve pairs of simultaneous linear equations.			
8.EE.C.8.a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.			
8.EE.C.8.b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</i>			
8.EE.C.8.c. Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i>			

Functions			
Indicator	Date of Mastery	% of Mastery	Comments
Define, evaluate, and compare functions			
8.F.A.1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.			
8.F.A.2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i>			
8.F.A.3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</i>			
Use functions to model relationships between quantities			
8.F.B.4. Construct a function to model a linear			

relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.			
8.F.B.5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.			

Geometry			
Indicator	Date of Mastery	% of Mastery	Comments
Understand congruence and similarity using physical models, transparencies, or geometry software			
8.G.A.1. Verify experimentally the properties of rotations, reflections, and translations:			
8.G.A.1.a. Lines are taken to lines, and line segments to line segments of the same length.			
8.G.A.1.b. Angles are taken to angles of the same measure.			
8.G.A.1.c. Parallel lines are taken to parallel lines.			
8.G.A.2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.			
8.G.A.3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.			
8.G.A.4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.			
8.G.A.5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i>			
Understand and apply the Pythagorean Theorem			
8.G.B.6. Explain a proof of the Pythagorean Theorem and its converse.			
8.G.B.7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.			
8.G.B.8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.			
Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres			
8.G.C.9. Know the formulas for the volumes of cones,			

cylinders, and spheres and use them to solve real-world and mathematical problems.

--	--	--

Statistics & Probability

Indicator	Date of Mastery	% of Mastery	Comments
Investigate patterns of association in bivariate data			
8.SP.A.1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.			
8.SP.A.2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.			
8.SP.A.3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i>			
8.SP.A.4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i>			

**E/LA Common Core Standards for Reading
Instructional Level
Grade 9-10**

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Indicator	Date of Mastery	% of Mastery	Comments
Literature			
RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.			
Informational Text			
RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.			

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Indicator	Date of Mastery	% of Mastery	Comments
Literature			
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).			
RL.9-10.5. Analyze how an author's choices concerning			

how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.			
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.			
Informational Text			
RI.9-19.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).			
RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).			
RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.			

Integration of Knowledge and Ideas			
<p>7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>			
Indicator	Date of Mastery	% of Mastery	Comments
Literature			
RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).			
RL.9-10.8. (Not applicable to literature)			
RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).			
Informational Text			
RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.			
RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.			
RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and			

concepts.			
Range of Reading and Level of Text Complexity			
10. By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.			
Indicator	Date of Mastery	% of Mastery	Comments
Literature			
RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.			
Informational Text			
RI.9-10.10. By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.			

E/LA Common Core Standards for Writing
Instructional Level
Grade 9 -10

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Indicator	Date of Mastery	% of Mastery	Comments
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
W.9-10.1.a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.			
W.9-10.1.b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.			
W.9-10.1.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			
W.9-10.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
W.9-10.1.e. Provide a concluding statement or section that follows from and supports the argument presented.			
W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			
W.9-10.2.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			
W.9-10.2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			
W.9-10.2.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.			
W.9-10.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.			
W.9-10.2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			

W.9-10.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).			
W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
W.9-10.3.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.			
W.9-10.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.			
W.9-10.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.			
W.9-10.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.			
W.9-10.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Indicator	Date of Mastery	% of Mastery	Comments
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)			
W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.			

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Indicator	Date of Mastery	% of Mastery	Comments
W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-			

generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			
W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.			
W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
W.9-10.9.a. Apply <i>grades 9-10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").			
W.9-10.9.b. Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").			

Range of Writing			
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			
Indicator	Date of Mastery	% of Mastery	Comments
W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			

E/LA Common Core Standards for Language
Instructional Level
Grade 9-10

Conventions of Standard English			
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			
Indicator	Date of Mastery	% of Mastery	Comments
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.9-10.1.a. Use parallel structure.			
L.9-10.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.			
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.9-10.2.a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.			
L.9-10.2.b. Use a colon to introduce a list or quotation.			
L.9-10.2.c. Spell correctly.			

Knowledge of Language			
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>			
Indicator	Date of Mastery	% of Mastery	Comments
L.9-10.3. knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
L.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.			

Vocabulary Acquisition and Use			
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>			
Indicator	Date of Mastery	% of Mastery	Comments
L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.			
L.9-10.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			

L.9-10.4.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).			
L.9-10.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.			
L.9-10.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
L.9-10.5.a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.			
L.9-10.5.b. Analyze nuances in the meaning of words with similar denotations.			
L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			

**E/LA Common Core Standards for Speaking and Listening
Instructional Level
Grade 9-10**

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Indicator	Date of Mastery	% of Mastery	Comments
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			
SL.9-10.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.			
SL.9-10.1.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.			
SL.9-10.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.			
SL.9-10.1.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.			
SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.			
SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.			

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Indicator	Date of Mastery	% of Mastery	Comments
SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are			

appropriate to purpose, audience, and task.			
SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)			

E/LA Common Core Standards for History/Social Studies
Instructional Level
Grade 9-10

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Indicator	Date of Mastery	% of Mastery	Comments
RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.			
RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.			
RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.			

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Indicator	Date of Mastery	% of Mastery	Comments
RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.			
RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.			
RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.			

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Indicator	Date of Mastery	% of Mastery	Comments
RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.			
RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.			
RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.			

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Indicator	Date of Mastery	% of Mastery	Comments
RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.			

E/LA Common Core Standards for Science & Technical Subjects
Instructional Level
Grade 9-10

Key Ideas and Details			
<ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. 			
Indicator	Date of Mastery	% of Mastery	Comments
RST.9-10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.			
RST.9-10.2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.			
RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.			

Craft and Structure			
<ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. 			
Indicator	Date of Mastery	% of Mastery	Comments
RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i> .			
RST.9-10.5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).			
RST.9-10.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.			

Integration of Knowledge and Ideas			
<ol style="list-style-type: none"> 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. 			
Indicator	Date of Mastery	% of Mastery	Comments
RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.			

RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.			
RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.			

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Indicator	Date of Mastery	% of Mastery	Comments
RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.			

E/LA Common Core Standards for Writing in Content Areas
Instructional Level
Grade 9-10

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Indicator	Date of Mastery	% of Mastery	Comments
WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i> .			
WHST.9-10.1.a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.			
WHST.9-10.1.b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.			
WHST.9-10.1.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			
WHST.9-10.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
WHST.9-10.1.e. Provide a concluding statement or section that follows from or supports the argument presented.			
WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.			
WHST.9-10.2.a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			
WHST.9-10.2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			
WHST.9-10.2.c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.			
WHST.9-10.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.			
WHST.9-10.2.e. Establish and maintain a formal style			

and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
WHST.9-10.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).			
WHST.9-10.3. (See note; not applicable as a separate requirement)			

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Indicator	Date of Mastery	% of Mastery	Comments
WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			
WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.			

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Indicator	Date of Mastery	% of Mastery	Comments
WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			
WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.			
WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.			

Range of Writing

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

Indicator	Date of Mastery	% of Mastery	Comments
WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter			

time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

--	--	--

Common Core Standards for Mathematics
Instructional Level
High School Grade 9-12

Number and Quantity - The Real Number System			
Indicator	Date of Mastery	% of Mastery	Comments
Extend the properties of exponents to rational exponents			
HSN.RN.A.1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.</i>			
HSN.RN.A.2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.			
Use properties of rational and irrational numbers			
HSN.RN.B.3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.			

Number and Quantity - Quantities			
Indicator	Date of Mastery	% of Mastery	Comments
Reason quantitatively and use units to solve problems			
HSN.Q.A.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.			
HSN.Q.A.2. Define appropriate quantities for the purpose of descriptive modeling.			
HSN.Q.A.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.			

Number and Quantity - The Complex Number System			
Indicator	Date of Mastery	% of Mastery	Comments
Perform arithmetic operations with complex numbers			
HSN.CN.A.1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.			
HSN.CN.A.2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.			
HSN.CN.A.3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.			
Represent complex numbers and their operations on the complex plane			
HSN.CN.B.4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.			
HSN.CN.B.5. (+) Represent addition, subtraction,			

multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument 120° .			
HSN.CN.B.6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.			
Use complex numbers in polynomial identities and equations			
HSN.CN.C.7. Solve quadratic equations with real coefficients that have complex solutions.			
HSN.CN.C.8. (+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.			
HSN.CN.C.9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.			

Number and Quantity - Vector & Matrix Quantities			
Indicator	Date of Mastery	% of Mastery	Comments
Represent and model with vector quantities			
HSN.VM.A.1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., \mathbf{v} , $ \mathbf{v} $, $ \mathbf{v} $, v).			
HSN.VM.A.2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.			
HSN.VM.A.3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.			
Perform operations on vectors			
HSN.VM.B.4. (+) Add and subtract vectors.			
HSN.VM.B.4.a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes			
HSN.VM.B.4.b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.			
HSN.VM.B.4.c. Understand vector subtraction $\mathbf{v} - \mathbf{w}$ as $\mathbf{v} + (-\mathbf{w})$, where $-\mathbf{w}$ is the additive inverse of \mathbf{w} , with the same magnitude as \mathbf{w} and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.			
HSN.VM.B.5. (+) Multiply a vector by a scalar.			
HSN.VM.B.5.a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.			
HSN.VM.B.5.b. Compute the magnitude of a scalar multiple $c\mathbf{v}$ using $ c\mathbf{v} = c v$. Compute the direction of $c\mathbf{v}$ knowing that when $ c v \neq 0$, the direction of $c\mathbf{v}$ is either along \mathbf{v} (for $c > 0$) or against \mathbf{v} (for $c < 0$).			
Perform operations on matrices and use matrices in applications			
HSN.VM.C.6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.			

HSN.VM.C.7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.			
HSN.VM.C.8. (+) Add, subtract, and multiply matrices of appropriate dimensions.			
HSN.VM.C.9. (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.			
HSN.VM.C.10. (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.			
HSN.VM.C.11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.			
HSN.VM.C.12. (+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.			

Algebra - Seeing Structure in Expressions			
Indicator	Date of Mastery	% of Mastery	Comments
Interpret the structure of expressions			
HSA.SSE.A.1. Interpret expressions that represent a quantity in terms of its context.*			
HSA.SSE.A.1.a. Interpret parts of an expression, such as terms, factors, and coefficients.			
HSA.SSE.A.1.b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .			
HSA.SSE.A.2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.			
HSA.SSE.B.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*			
HSA.SSE.B.3.a. Factor a quadratic expression to reveal the zeros of the function it defines.			
HSA.SSE.B.3.b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.			
HSA.SSE.B.3.c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.			
HSA.SSE.B.4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*			

Algebra - Arithmetic with Polynomials & Rational Expressions

Indicator	Date of Mastery	% of Mastery	Comments
Perform arithmetic operations on polynomials			
HSA.APR.A.1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.			
Understand the relationship between zeros and factors of polynomials			
HSA.APR.B.2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.			
HSA.APR.B.3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.			
Use polynomial identities to solve problems			
HSA.APR.C.4. Prove polynomial identities and use them to describe numerical relationships. <i>For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.</i>			
HSA.APR.C.5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.			
Rewrite rational expressions			
HSA.APR.D.6. Rewrite simple rational expressions in different forms; write $\frac{a(x)}{b(x)}$ in the form $q(x) + \frac{r(x)}{b(x)}$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.			
HSA.APR.D.7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.			

Algebra - Creating Equations			
Indicator	Date of Mastery	% of Mastery	Comments
Create equations that describe numbers or relationships			
HSA.CED.A.1. Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>			
HSA.CED.A.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.			
HSA.CED.A.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i>			
HSA.CED.A.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$.</i>			

= IR to highlight resistance R.

Algebra - Reasoning with Equations & Inequalities			
Indicator	Date of Mastery	% of Mastery	Comments
Understand solving equations as a process of reasoning and explain the reasoning			
HSA.REI.A.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.			
HSA.REI.A.2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.			
Solve equations and inequalities in one variable			
HSA.REI.B.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.			
HSA.REI.B.4. Solve quadratic equations in one variable.			
HSA.REI.B.4.a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.			
HSA.REI.B.4.b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .			
Solve systems of equations			
HSA.REI.C.5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.			
HSA.REI.C.6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.			
HSA.REI.C.7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.			
HSA.REI.C.8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.			
HSA.REI.C.9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).			
Represent and solve equations and inequalities graphically			
HSA.REI.D.10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).			
HSA.REI.D.11. Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of			

values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*			
HSA.REI.D.12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.			

Functions - Interpreting Functions			
Indicator	Date of Mastery	% of Mastery	Comments
Understand the concept of a function and use function notation			
HSF.IF.A.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.			
HSF.IF.A.2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.			
HSF.IF.A.3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.			
Interpret functions that arise in applications in terms of the context			
HSF.IF.B.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*			
HSF.IF.B.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*			
HSF.IF.B.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*			
Analyze functions using different representations			
HSF.IF.C.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*			
HSF.IF.C.7.a. Graph linear and quadratic functions and show intercepts, maxima, and minima.			
HSF.IF.C.7.b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.			
HSF.IF.C.7.c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.			

HSF.IF.C.7.d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.			
HSF.IF.C.7.e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.			
HSF.IF.C.8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.			
HSF.IF.C.8.a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.			
HSF.IF.C.8.b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^t/10$, and classify them as representing exponential growth or decay.			
HSF.IF.C.9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.			

Functions - Building Functions			
Indicator	Date of Mastery	% of Mastery	Comments
Build a function that models a relationship between two quantities			
HSF.BF.A.1. Write a function that describes a relationship between two quantities.			
HSF.BF.A.1.a. Determine an explicit expression, a recursive process, or steps for calculation from a context.			
HSF.BF.A.1.b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.			
HSF.BF.A.1.c. (+) Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.			
HSF.BF.A.2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.			
Build new functions from existing functions			
HSF.BF.B.3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.			
HSF.BF.B.4. Find inverse functions.			
HSF.BF.B.4.a. Solve an equation of the form $f(x) = c$ for a			

simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.			
HSF.BF.B.4.b. (+) Verify by composition that one function is the inverse of another.			
HSF.BF.B.4.c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.			
HSF.BF.B.4.d. (+) Produce an invertible function from a non-invertible function by restricting the domain.			
HSF.BF.B.5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.			

Functions - Linear, Quadratic, & Exponential Models			
Indicator	Date of Mastery	% of Mastery	Comments
Construct and compare linear, quadratic, and exponential models and solve problems			
HSF.LE.A.1. Distinguish between situations that can be modeled with linear functions and with exponential functions.			
HSF.LE.A.1.a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.			
HSF.LE.A.1.b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.			
HSF.LE.A.1.c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.			
HSF.LE.A.2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).			
HSF.LE.A.3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.			
HSF.LE.A.4. For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.			
Interpret expressions for functions in terms of the situation they model			
HSF.LE.B.5. Interpret the parameters in a linear or exponential function in terms of a context.			

Functions - Trigonometric Functions			
Indicator	Date of Mastery	% of Mastery	Comments
Extend the domain of trigonometric functions using the unit circle			
HSF.TF.A.1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.			
HSF.TF.A.2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.			

HSF.TF.A.3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for x , $\pi + x$, and $2\pi - x$ in terms of their values for x , where x is any real number.			
HSF.TF.A.4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.			
Model periodic phenomena with trigonometric functions			
HSF.TF.B.5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*			
HSF.TF.B.6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.			
HSF.TF.B.7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.*			
Prove and apply trigonometric identities			
HSF.TF.C.8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.			
HSF.TF.C.9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.			

Modeling			
Indicator	Date of Mastery	% of Mastery	Comments
Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (*).			

Geometry - Congruence			
Indicator	Date of Mastery	% of Mastery	Comments
Experiment with transformations in the plane			
HSG.CO.A.1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.			
HSG.CO.A.2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).			
HSG.CO.A.3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.			
HSG.CO.A.4. Develop definitions of rotations,			

reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.			
HSG.CO.A.5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.			
Understand congruence in terms of rigid motions			
HSG.CO.B.6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.			
HSG.CO.B.7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.			
HSG.CO.B.8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.			
Prove geometric theorems			
HSG.CO.C.9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.			
HSG.CO.C.10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.			
HSG.CO.C.11. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.			
Make geometric constructions			
HSG.CO.D.12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). <i>Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</i>			
HSG.CO.D.13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.			

Geometry - Similarity, Right Triangles, & Trigonometry			
Indicator	Date of Mastery	% of Mastery	Comments
Understand similarity in terms of similarity transformations			
HSG.SRT.A.1. Verify experimentally the properties of dilations given by a center and a scale factor.			
HSG.SRT.A.1.a. A dilation takes a line not passing through the center of the dilation to a parallel line, and			

leaves a line passing through the center unchanged.			
HSG.SRT.A.1.b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.			
HSG.SRT.A.2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.			
HSG.SRT.A.3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.			
Prove theorems involving similarity			
HSG.SRT.B.4. Prove theorems about triangles. <i>Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.</i>			
HSG.SRT.B.5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.			
Define trigonometric ratios and solve problems involving right triangles			
HSG.SRT.C.6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.			
HSG.SRT.C.7. Explain and use the relationship between the sine and cosine of complementary angles.			
HSG.SRT.C.8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*			
Apply trigonometry to general triangles			
HSG.SRT.D.9. (+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.			
HSG.SRT.D.10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.			
HSG.SRT.D.11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).			

Geometry - Circles			
Indicator	Date of Mastery	% of Mastery	Comments
Understand and apply theorems about circles			
HSG.C.A.1. Prove that all circles are similar.			
HSG.C.A.2. Identify and describe relationships among inscribed angles, radii, and chords. <i>Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</i>			
HSG.C.A.3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.			
HSG.C.A.4. (+) Construct a tangent line from a point outside a given circle to the circle.			
Find arc lengths and areas of sectors of circles			

HSG.C.B.5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.			
---	--	--	--

Geometry - Expressing Geometric Properties with Equations

Indicator	Date of Mastery	% of Mastery	Comments
Translate between the geometric description and the equation for a conic section			
HSG.GPE.A.1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.			
HSG.GPE.A.2. Derive the equation of a parabola given a focus and directrix.			
HSG.GPE.A.3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.			
Use coordinates to prove simple geometric theorems algebraically			
HSG.GPE.B.4. Use coordinates to prove simple geometric theorems algebraically. <i>For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, $\sqrt{3}$) lies on the circle centered at the origin and containing the point (0, 2).</i>			
HSG.GPE.B.5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).			
HSG.GPE.B.6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.			
HSG.GPE.B.7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*			

Geometry - Geometric Measurement & Dimension

Indicator	Date of Mastery	% of Mastery	Comments
Explain volume formulas and use them to solve problems			
HSG.GMD.A.1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. <i>Use dissection arguments, Cavalieri's principle, and informal limit arguments.</i>			
HSG.GMD.A.2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.			
HSG.GMD.A.3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*			
Visualize relationships between two-dimensional and three-dimensional objects			
HSG.GMD.B.4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.			

Geometry - Modeling with Geometry

Indicator	Date of Mastery	% of Mastery	Comments
Apply geometric concepts in modeling situations			
HSG.MG.A.1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*			
HSG.MG.A.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*			
HSG.MG.A.3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*			

Statistics & Probability - Interpreting Categorical & Quantitative Data			
Indicator	Date of Mastery	% of Mastery	Comments
Summarize, represent, and interpret data on a single count or measurement variable			
HSS.ID.A.1. Represent data with plots on the real number line (dot plots, histograms, and box plots).			
HSS.ID.A.2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.			
HSS.ID.A.3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).			
HSS.ID.A.4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.			
Summarize, represent, and interpret data on two categorical and quantitative variables			
HSS.ID.B.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.			
HSS.ID.B.6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.			
HSS.ID.B.6.a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.			
HSS.ID.B.6.b. Informally assess the fit of a function by plotting and analyzing residuals.			
HSS.ID.B.6.c. Fit a linear function for a scatter plot that suggests a linear association.			
Interpret linear models			
HSS.ID.C.7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.			
HSS.ID.C.8. Compute (using technology) and interpret the correlation coefficient of a linear fit.			
HSS.ID.C.9. Distinguish between correlation and causation.			

Statistics & Probability - Making Inferences & Justifying Conclusions			
Indicator	Date of Mastery	% of Mastery	Comments
Understand and evaluate random processes underlying statistical experiments			
HSS.IC.A.1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.			
HSS.IC.A.2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. <i>For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?</i>			
Make inferences and justify conclusions from sample surveys, experiments, and observational studies			
HSS.IC.B.3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.			
HSS.IC.B.4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.			
HSS.IC.B.5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.			
HSS.IC.B.6. Evaluate reports based on data.			

Statistics & Probability - Conditional Probability & the Rules of Probability			
Indicator	Date of Mastery	% of Mastery	Comments
Understand independence and conditional probability and use them to interpret data			
HSS.CP.A.1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").			
HSS.CP.A.2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.			
HSS.CP.A.3. Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A , and the conditional probability of B given A is the same as the probability of B .			
HSS.CP.A.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. <i>For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</i>			
HSS.CP.A.5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>For example, compare the chance of having lung cancer if you are a</i>			

<i>smoker with the chance of being a smoker if you have lung cancer.</i>			
Use the rules of probability to compute probabilities of compound events			
HSS.CP.B.6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.			
HSS.CP.B.7. Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.			
HSS.CP.B.8. (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, and interpret the answer in terms of the model.			
HSS.CP.B.9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.			

Statistics & Probability - Using Probability to Make Decisions			
Indicator	Date of Mastery	% of Mastery	Comments
Calculate expected values and use them to solve problems			
HSS.MD.A.1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.			
HSS.MD.A.2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.			
HSS.MD.A.3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. <i>For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.</i>			
HSS.MD.A.4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. <i>For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?</i>			
Use probability to evaluate outcomes of decisions			
HSS.MD.B.5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.			
HSS.MD.B.5.a. Find the expected payoff for a game of chance. <i>For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.</i>			
HSS.MD.B.5.b. Evaluate and compare strategies on the basis of expected values. <i>For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.</i>			
HSS.MD.B.6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number			

generator).			
HSS.MD.B.7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).			

**E/LA Common Core Standards for Reading
Instructional Level
Grade 11-12**

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Indicator	Date of Mastery	% of Mastery	Comments
Literature			
RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			
RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).			
Informational Text			
RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.			
RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.			

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Indicator	Date of Mastery	% of Mastery	Comments
Literature			
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)			
RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide			

a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.			
RI.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).			
Informational Text			
RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).			
RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.			
RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.			

Integration of Knowledge and Ideas			
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Indicator	Date of Mastery	% of Mastery	Comments
Literature			
RI.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)			
RI.11-12.8. (RI.11-12.8 not applicable to literature)			
RI.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.			
Informational Text			
RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.			
RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).			
RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and			

rhetorical features.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Indicator	Date of Mastery	% of Mastery	Comments
Literature			
RI.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.			
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.			
Informational Text			
RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.			
By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.			

E/LA Common Core Standards for Writing
Instructional Level
Grade 11-12

Text Types and Purposes:

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Indicator	Date of Mastery	% of Mastery	Comments
W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
W.11-12.1.a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.			
W.11-12.1.b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.			
W.11-12.1.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			
W.11-12.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
W.11-12.1.e. Provide a concluding statement or section that follows from and supports the argument presented.			
W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			
W.11-12.2.a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			
W.11-12.2.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			
W.11-12.2.c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.			
W.11-12.2.d. Use precise language, domain-specific			

vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.			
W.11-12.2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
W.11-12.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).			
W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
W.11-12.3.a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.			
W.11-12.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.			
W.11-12.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).			
W.11-12.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.			
W.11-12.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Indicator	Date of Mastery	% of Mastery	Comments
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)			
W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.			

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the

subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Indicator	Date of Mastery	% of Mastery	Comments
W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			
W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.			
W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
W.11-12.9.a. Apply <i>grades 11-12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").			
W.11-12.9.b. Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]").			

Range of Writing

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

Indicator	Date of Mastery	% of Mastery	Comments
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			

E/LA Common Core Standards for Language
Instructional Level
Grade 11-12

Conventions of Standard English			
<ol style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 			
Indicator	Date of Mastery	% of Mastery	Comments
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.11-12.1.a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.			
L.11-12.1.b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.			
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.11-12.2.a. Observe hyphenation conventions.			
L.11-12.2.b. Spell correctly.			

Knowledge of Language			
<ol style="list-style-type: none"> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 			
Indicator	Date of Mastery	% of Mastery	Comments
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
L.11-12.3.a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.			

Vocabulary Acquisition and Use			
<ol style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. 			
Indicator	Date of Mastery	% of Mastery	Comments
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i> , choosing flexibly from a range of strategies.			
L.11-12.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			
L.11-12.4.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).			

L.11-12.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.			
L.11-12.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
L.11-12.5.a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.			
L.11-12.5.b. Analyze nuances in the meaning of words with similar denotations.			
L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			

E/LA Common Core Standards for Speaking and Listening
Instructional Level
Grade 11-12

Comprehension and Collaboration			
<ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. 			
Indicator	Date of Mastery	% of Mastery	Comments
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			
SL.11-12.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.			
SL.11-12.1.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.			
SL.11-12.1.c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.			
SL.11-12.1.d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.			
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.			
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.			

Presentation of Knowledge and Ideas			
<ol style="list-style-type: none"> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. 			
Indicator	Date of Mastery	% of Mastery	Comments
SL.11-12.4. Present information, findings, and			

supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.			
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)			

E/LA Common Core Standards for History/Social Studies
Instructional Level
Grade 11-12

Key Ideas and Details			
<ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. 			
Indicator	Date of Mastery	% of Mastery	Comments
RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.			
RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.			
RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.			

Craft and Structure			
<ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. 			
Indicator	Date of Mastery	% of Mastery	Comments
RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).			
RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.			
RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.			

Integration of Knowledge and Ideas			
<ol style="list-style-type: none"> 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. 			
Indicator	Date of Mastery	% of Mastery	Comments
RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.			
RH.11-12.8. Evaluate an author's premises, claims, and			

evidence by corroborating or challenging them with other information.			
RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.			

Range of Reading and Level of Text Complexity			
10. Read and comprehend complex literary and informational texts independently and proficiently.			
Indicator	Date of Mastery	% of Mastery	Comments
RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.			

E/LA Common Core Standards for Science & Technical Subjects
Instructional Level
Grade 11-12

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Indicator	Date of Mastery	% of Mastery	Comments
RST.11-12.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.			
RST.11-12.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.			
RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.			

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Indicator	Date of Mastery	% of Mastery	Comments
RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i> .			
RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.			
RST.11-12.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.			

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Indicator	Date of Mastery	% of Mastery	Comments
RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.			
RST.11-12.8. Evaluate the hypotheses, data, analysis,			

and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.			
RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.			

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Indicator	Date of Mastery	% of Mastery	Comments
RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.			

E/LA Common Core Standards for Writing in Content Areas
Instructional Level
Grade 11-12

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Indicator	Date of Mastery	% of Mastery	Comments
WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i> .			
WHST.11-12.1.a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.			
WHST.11-12.1.b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.			
WHST.11-12.1.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			
HST.11-12.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
WHST.11-12.1.e. Provide a concluding statement or section that follows from or supports the argument presented.			
WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.			
WHST.11-12.2.a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			
WHST.11-12.2.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			
WHST.11-12.2.c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.			
WHST.11-12.2.d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile,			

and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.			
WHST.11-12.2.e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).			
WHST.11-12.3. (See note; not applicable as a separate requirement)			

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Indicator	Date of Mastery	% of Mastery	Comments
WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			
WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.			

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Indicator	Date of Mastery	% of Mastery	Comments
WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			
WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.			
WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.			

Range of Writing

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

Indicator	Date of Mastery	% of Mastery	Comments

WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

--	--	--

A.5 School Climate and Discipline

School Climate

ACADIA Academy will create a school community of students, teachers, parents and support staff who focus to meet the intellectual, emotional and psychological needs of all members. The Academy will foster an environment where students are taught to be self-determined in their learning and social interactions. This means that students will complete tasks because they are intrinsically motivated to do so. Ryan & Stiller suggest that intrinsic motivation has emerged as an important phenomena of educators because it results in high quality learning and creativity¹. ACADIA Academy will systematically facilitate the development of intrinsic motivation in each student by teaching students to internalize the importance of a behavior or task. Internalization will begin by supporting students to develop a school-wide system of values to include respectfulness of others and the environment, responsibility and productivity. Small group discussions and larger group meetings for the development of the school values system will be critical in the first weeks of each new school year. This time will be devoted to small and large group meetings where students collaborate and make decisions about necessary components to create a safe learning environment for all members of the school community. Once established, this value system will be included in a Parent/Student Handbook that is accessible to all members of the school community and referenced on a regular basis throughout the school day as a checks and balance system ensuring that the value system is being upheld and implemented. An example of the Parent/Student Handbook is included in Exhibit A.5.1.

Once established, students will then be encouraged to align this system with their own existing personal values and beliefs. Completing the internalization process will require students to fully assimilate identified behaviors and school tasks with their own values and needs. Discovering this assimilation will lead to a school community that behaves based on the intrinsic need of each member to do so. In a multi-study experimental design across classroom and physical activity settings, researchers found that engaging in learning behaviors with intrinsic goals, such as personal growth, resulted in more learning and better performance than those with extrinsic goals². Students at ACADIA Academy will learn that completing school tasks is a choice of their own based on a personal endorsement and in alignment with their own values and beliefs.

Creating a school community of intrinsically motivated members will include fostering a school climate focused on meeting three basic psychological needs: autonomy, competence and relatedness. Students at ACADIA Academy will experience educational and social activities as self-directed for the purpose of becoming autonomous and productive citizens. Research on the importance of autonomy in the classroom determined that choice in academics and the opportunity for self-direction enhance intrinsic motivations as they afford a greater sense of autonomy³. Creating a culture that supports autonomy will begin with specific teacher autonomy—supportive behaviors such as being responsive to students' comments and questions, making time for students' independent work, acknowledging signs of improvement and mastery, offering progress-enabling hints when students seem stuck, and acknowledging students' experiences and perspectives. Students will develop their autonomy by creating data notebooks where academic and personal goals will be recorded and monitored. Students will determine what they need to

accomplish for the day, week and month and how they will do this based on their individual learning style. This system will allow students to make choices in their day about what type of activity will help them meet the goal. Some students may need visual enhancements, kinesthetic activities or increased auditory information to complete tasks. Determining learning style and making choices to support that style will become a responsibility of the student. ACADIA Academy will be a place where teachers support and guide students in this responsibility instead of control it.

ACADIA Academy will provide a school climate that requires students to be competent in their mastery of academic skills and also in managing social relationships and emotionally difficult situations. Research by Deci and Ryan found that interpersonal events and structures (e.g. rewards, communications and feedback) that conduce feelings of competence during action will enhance intrinsic motivation for tasks⁴. Evidence-based curriculum for all subject areas as well as social-emotional skills that teach to mastery and provide modifications for all learning styles will be essential for meeting the needs of competency for all students.

A large focus of ACADIA Academy's value system will be based on creating a sense of relatedness and meeting the needs of all members to feel connected and in sync with one another. Deci and Ryan suggest that internalization and autonomy occur when a sense of belongingness and connectedness to the persons, group or culture disseminating a goal is present⁵. Teachers at ACADIA Academy will create an environment of positive feedback, respect and caring for all members of the school and greater community (volunteer opportunities, sharing school wide jobs, etc.). Relationship building will be a focus of all members of the school community. An example of explicit relationship building at ACADIA Academy is the way the school day will start. Staff will greet students at the door every morning to check in with them, one at a time in order to get a sense of what each student's needs are that day. This greeting will precede a class-wide morning meeting during which staff and students will interact respectfully with each other. These connections early in the school day allow for relationship building in the long-term, as well as getting the day off to a good start in the short-term.

Family Involvement and Communication

ACADIA Academy will encourage extended family of all students to be working members of the school community. ACADIA Academy recognizes the importance of connecting the school and home environment. Levels of communication will be established based on the broad spectrum needs of both students and their caregivers. Home School logs in the form of a notebook for narrative writing or checklists for quicker notations of food consumption and/or daily activities will be utilized to facilitate intense communication needs. Student led parent teacher conferences will be held on a trimester schedule during which all members of the community working with the identified student will discuss progress, concerns, needs and successes. Special Education Students will have additional Quarterly meetings in accordance with their Individualized Education Plan.

ACADIA Academy recognizes the importance of family involvement at all levels of the school community. Therefore, the Academy will facilitate the creation of a Parent Advisory Committee. This Committee will be comprised of family members of enrolled students who are willing and able to facilitate communication between school and board members and parents. The Committee will assist in fundraising events, school celebrations and serve as a bridge

between the community, school staff and board members. The committee will also manage family volunteer opportunities within the school as well as build relationships with community organizations to coordinate student volunteer opportunities.

Further, ACADIA Academy understands the importance of parent education to support the willingness and want to be involved in the school community. A report from Southwest Educational Development Laboratory synthesizing research on parent involvement over the last decade found that "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more"(2002). The report also found that, regardless of family income or background, students with involved parents are more likely to:

- Earn higher grades and test scores, and enroll in higher-level programs
- Be promoted, pass their classes, and earn credits
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school
- Graduate and go on to postsecondary⁶

Family involvement at ACADIA will be essential to student and school success and therefore, the Parent Advisory Committee will be crucial members in the development and implementation of informational and education nights for families of enrolled students. These informational meetings will allow parents to become versed in the research, philosophies and curriculum that make up the foundation of ACADIA Academy.

Positive Behavioral Supports and Interventions

ACADIA Academy believes that school climate is directly shaped by the environment the school provides for students and staff. Moreover, many behavioral problems in the context of school arise from student skill deficits. When students are not explicitly taught behavioral expectations in school classrooms, hallways, cafeterias, and playgrounds, they are more likely to act in a way that teachers and staff deem inappropriate. Moreover, many schools operate with an overreliance on reactive, disciplinary strategies for managing student behavior, rather than proactively teaching students how to behave appropriately in all school settings. Research suggests that punishment and exclusion are ineffective in managing student behavior in schools and do not promote a healthy school climate⁷. One highly successful approach for creating a school with a healthy climate, infrequent behavioral disruptions, and cooperative learners is School-wide Positive Behavioral Interventions and Supports or School-wide PBIS. School-wide PBIS is a multi-tiered system of student supports (MTSS) for behavior that provides students with explicit expectations and instruction around behavior in schools. Prosocial and appropriate behavior exhibited by students is reinforced, while inappropriate behavior is quickly addressed through corrective feedback. The U.S. Department of Education's Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports describes School-wide PBIS in the following way:

"One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive

behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.”⁸

ACADIA Academy will implement school-wide PBIS on day one. Tier 1 of school-wide PBIS will involve creating and posting clearly defined behavioral expectations in all classrooms, hallways, restrooms, and other areas in the school. In many schools, especially in lower grades, transitions can be time-consuming, ultimately reducing the amount of time students have for actual instruction. Classroom expectations and transitions at ACADIA Academy will be modeled by staff, practiced by all students, and reinforced by staff. In addition to school-wide teaching of positive school behaviors, a school-wide reinforcement system will be implemented to reward students for meeting behavioral expectations and demonstrating appropriate school behavior. This reinforcement system will combine detailed praise with a school-wide token economy system that will be connected to a school store. Teachers will catch students exhibiting positive behaviors and reward them with a combination of praise and points. Points can subsequently be turned in to the school store for a variety of prizes including tangible items, opportunities for preferred activities, and even charitable donations. This approach to school-wide PBIS has been highly successful in reducing office-discipline referrals, increasing school climate, and ultimately allowing more instructional time for all students⁹. Several randomized, controlled experiments have shown school-wide PBIS to be highly efficacious in creating safe, supportive learning environments¹⁰.

Praise systems will utilize cutting edge technology such as a recognition that a 5:1 ratio of praise to corrective feedback is ideal for promoting student learning¹¹, as well as the recognition that process-centered as opposed to person-centered praise is most effective in cultivating hard-working, determined learners. These distinctions may be subtle, but are extremely important in fostering lifelong learners. Losada and Fredrickson have demonstrated that relationships of all kinds are most successful when five instances of specific praise are provided for every instant of corrective feedback. This ratio has been deemed the magic ratio in helping children learn while also maintaining a highly positive school climate. Carol Dweck has shown that the wording of our praise statements can have vast implications on the way students view learning opportunities and even their own intelligence levels. Dweck and her colleagues have demonstrated on multiple occasions that praising a child for innate talent or intelligence can hinder his/her motivation for continuing to improve. In fact, children who receive person-focused praise (e.g., “you are so smart”) are more likely to seek out opportunities that will verify their talents (i.e., easier) and pass up opportunities that could be challenging. This phenomenon likely occurs because children who receive person-centered praise come to believe that their abilities and IQ are innate and fixed, so seeking out more difficult challenges could lead to failure. However, children who receive process-centered praise (e.g., “you worked so hard on that assignment, you must have learned a lot”) are more likely to seek out difficult learning

opportunities, even ones that they might not be able to accurately complete. These children see challenge as an opportunity to learn something new and to improve their skills in a specific domain¹². These are the children who are not overly worried about looking smart, but instead are constantly craving a challenge in order to learn a new skill.

Social-emotional Learning

In addition to proactively teaching all students what is expected of them in the school environment, ACADIA Academy will provide Tier 1 instruction in social-emotional learning using the *Strong Start* and *Strong Kids* curricula. The *Strong Kids* series of programs is described by the program developers in the following way:

“The Strong Kids programs are brief and practical social-emotional learning curricula designed for teaching social and emotional skills, promoting resilience, strengthening assets, and increasing coping skills of children and adolescents. Developed by researchers at the University of Oregon, these programs are developmentally appropriate and span the PreK-12 age range: Strong Start is for use with students in grades PreK-2, Strong Kids is designed for students in grades 3-8, and includes versions for both elementary and middle school students; Strong Teens is designed for use with high school age students, those in grades 9-12. These evidence-based programs are designed to be used for wellness promotion, prevention, and early intervention, and have a wide range of applications.

The Strong Kids programs may be used effectively with high functioning, typical, and at-risk youths, as well as students with behavioral and emotionally disorders, in a variety of settings. They may also be adapted and modified for use with specific cultural groups. The lessons are fun, activity-based, and utilize popular children's literature to help emphasize main concepts.”¹³

ACADIA Academy plans to use the *Strong Kids* family of curricula, as well as supplemental lessons in social-emotional skills in order to create learners who are resilient, socially equipped, and have the coping skills to handle whatever life may present. In order to create self-determined, autonomous learners, we must first equip them with the skills to negotiate the adversities that they may face throughout life. Cultivating resilience in people is a process that is best started early in school, and thus will be part of Tier 1 PBIS instruction at every age level of ACADIA Academy. The ACADIA Academy catchment area includes higher than average rates of students identified for special education under the classification emotional disability. The number of students in the state of Maine whose academic performance was deemed to be adversely affected by an emotional disability during the 2013-2014 school year was about 0.01% of all students enrolled in schools across the state. For both Lewiston and Auburn, about 3% of all students enrolled in each of these districts were identified as having their academic performance adversely affected by an emotional disability¹⁴. These disparate numbers indicate a critical need for social emotional intervention within the ACADIA Academy catchment area. Proactively teaching social-emotional skills to all students has been shown to be an effective way to minimize the likelihood of future internalizing and externalizing behavioral problems in children. Moreover, a meta-analysis of 213 studies looking at universal social-emotional learning found that students receiving explicit instruction in social-emotional skills showed better attitudes, far more positive social behaviors, higher academic achievement, less

emotional distress, and significantly fewer conduct problems¹⁵. The *Strong Kids* series of curricula provide explicit instruction in social-emotional skills and also address some of the standards outlined in Section 3- Self Management of the Health Education Standards within the Maine Learning Results.

Supplemental social-emotional learning will focus on exposing students to powerful stress-reduction techniques such as mindfulness¹⁶. According to Bishop and colleagues, mindfulness is “the self-regulation of attention so that it is maintained on immediate experience ... an orientation that is characterized by curiosity, openness, and acceptance.”¹⁷ Mindfulness has been demonstrated to be effective in reducing stress, increasing attention, and boosting achievement in elementary school students¹⁸. Mindfulness can be incorporated seamlessly into social-emotional learning at the Tier 1 level. ACADIA Academy will teach students about mindfulness as part of the school’s core positive psychology curriculum. In addition to mindfulness, lessons will be crafted from the extensive literature on positive psychology and its application to elementary level classrooms¹⁹. Lessons will address all five facets of the current conceptualization of subjective well-being in the positive psychology literature, PERMA, which stands for positive emotion, engagement, relationships, meaning, and accomplishment or achievement. These lessons are designed to help all students to flourish in their lives. In the positive psychology literature, flourishing means “to live within an optimal range of human functioning, one that connotes goodness, generativity, growth, and resilience.”²⁰ These traits can be explicitly developed in children through evidence-based activities such as the gratitude letter and what went well. ACADIA Academy will operate on the knowledge that positive education is an influential tool in developing a positive school culture.

Social Emotional Screening and Services

With these school-wide supports in place, a majority of students are expected to meet all expectations in terms of positive behavior. However, secondary and tertiary behavioral supports will be in place for students needing additional support. In order to identify students in need of these additional supports, universal behavior screenings will be conducted three times a year, in the fall, winter, and spring. ACADIA Academy will use the Student Risk Screening Scale (SRSS) and the Student Internalizing Behavior Screener (SIBS) to screen for children at risk for behavior problems. The combination of these two psychometrically sound scales has been shown to be a powerful approach to identifying at-risk students in order to proactively provide them with additional social-emotional instruction, as well as more intensive positive behavioral supports²¹. Some students in need of extra support will be responsive to secondary level evidence-based interventions such as check in/check out, self-monitoring of behavior, or peer-mentoring. However, other students may need tertiary level supports, at which point qualified staff (i.e., Board Certified Behavior Analyst) will conduct a functional behavioral assessment (FBA) in order to develop an individually-tailored positive behavior support plan. Additionally, more intensive social-emotional intervention will be provided to small groups at the secondary level, or individually at the tertiary level. These interventions might include more practice with coping strategies, stress-reduction techniques, and approaches to cognitive reframing. For some students, highly intensive intervention may be necessary, such as a classroom aide to help in developing self-control and self-discipline strategies. Some students may require a broad-based system of behavioral supports in which a network of mental health specialists, educators, and others in the community work together with students and their families. ACADIA Academy is

prepared to offer this level of supports to students in need of them. All secondary and tertiary behavioral supports will be progress-monitored using observable behavioral data.

Discipline Philosophy

School-wide PBIS has been demonstrated to be effective as a framework for bullying and harassment prevention by explicitly teaching all students how to respect one another, and subsequently providing positive reinforcement for cooperative, respectful behavior²². PBIS has been proven to maintain appropriate social behavior in schools, an outcome which makes schools safer places. ACADIA Academy is dedicated to teaching all students and staff what it means to have common respect for one another. It is important that all staff and students are responsible for making the school a safe, respectful learning environment. High levels of praise and token-based reinforcement will be provided for students exemplifying respectful behavior, while immediate corrective feedback will be provided to students demonstrating disrespectful or hurtful behavior. ACADIA Academy will operate on the notion that typical discipline strategies neglect numerous teachable moments, opting instead to punish students for misbehavior. The school will utilize discipline that is fair, corrective and includes therapeutic group relationship-building activities. This kind of approach to discipline helps to reduce the likelihood of future behavior problems, while allowing students to forge relationships with teachers and peers. It is also known that appropriately implemented, proactive behavior support systems can lead to dramatic improvements that have long-term effects on the lifestyle, functional communication skills and problem behavior in individuals with disabilities or at risk for negative adult outcomes. As Dr. George Bear points out:

“...effective educators work hard to avoid using punishment. Instead, they focus on strategies for developing self-discipline and for preventing misbehavior. When correcting misbehavior, they are much more likely to use mild forms of punishment, such as physical proximity, taking away privileges, verbal reprimands, and ‘the evil eye’ than harsh forms of punishment such as suspension. When punishment is used, it is used fairly, judiciously, in the context of a caring and supportive relationship, and typically in combination with replacement techniques that teach or strengthen desired behaviors. The latter would include techniques that emphasize social and emotional competencies and positive teacher–student relations, such as joint social problem-solving and induction, where the focus is on the impact of one’s behavior on others.”²³

Anti- Bullying and Harassment Policy

ACADIA Academy will not tolerate bullying and/or harassment at any level of the school community. Students identified as participating in any verbal, emotional and/or physical form of bullying will be disciplined within the PBIS framework. All students involved in a bullying incident will be addressed by teachers and additional school community members that may include a school psychologist or social worker if needed. Addressing a bullying incident will include respect for the emotional and developmental needs of all students involved. Further, all bullying incidents will be reported to the parent/guardian of all involved students. Ongoing assessment, relationship building and monitoring of involved students will be essential to prevention of future occurrences. Every bullying incident will be documented in writing and reported to the Director of the ACADIA Academy. If bullying is persistent the Director will make decisions based on the emotional, physical, academic and safety needs of all students

involved. Although, it is the goal of ACADIA Academy to limit time out of school due to suspensions and/or expulsions, persistent bullying may result in removal of a student in order to maintain safety within the school community.

Emergency Response Plan

Any emergency at ACADIA Academy related to natural disaster, environmental toxin or potentially life threatening situation including school violence and/or the threat of bomb will be responded to in accordance with the guidelines in the school's Emergency Response Plan (see Tab 14). These guidelines have been developed specifically to ensure the greatest level of student and staff safety in the event of the above mentioned emergencies.

Resources

1. Ryan, R.M., & Stiller, J. (1991). The social contexts of internalization: Parent and teacher influences on autonomy, motivation and learning. In P. R. Pintrich & M. L. Maehr (Eds.), *Advances in motivation and achievement* (Vol. 7, pp. 115-149). Greenwich, CT: JAI Press.
2. Vansteenkiste, M., Simmons, J., Lens, W., Sheldon, K.M., & Deci, E.L. (2004). Motivating, learning, performance and persistence: *The synergistic effects of intrinsic goal contents and autonomy-supportive contexts*. *Journal of Personality and Social Psychology*, 87, 246-260.
3. Zuckerman, M., Porac, J., Lathin, D., Smith, R., & Deci, E.L. (1978). On the importance of self-determination for intrinsically motivated behavior. *Personality and Social Psychology Bulletin*, 4, 443-446.
4. Deci, E.L., & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
5. Deci, E.L., & Ryan, R.M. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology* 25, 54-67.
6. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (PDF, 1.2 MB, 241 pgs.) A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002)
7. Costenbader, V., & Markson, S. (1998). School suspension: A study with secondary school students. *Journal of School Psychology*, 36, 59-82.
8. School-wide PBIS. - U.S. Department of Education's Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports. Retrieved from <http://www.pbis.org/school>
9. Bradshaw, C.P., Koth, C.W., Thornton, L.A., & Leaf, P.J. (2009). Altering school climate through school-wide Positive Behavioral Interventions and Supports: Findings from a group-randomized effectiveness trial. *Prevention Science*, 10(2), 100-115.
10. Bradshaw, C.P., Mitchell, M.M., & Leaf, P.J. (2009). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes. Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavioral Interventions*. 12, 133-148.
11. Fredrickson, B.L. & Losada, M. (2005). Positive affect and the complex dynamics of human flourishing. *American Psychologist*, 60(7), 678-686.
12. Mueller C.M. and Dweck C.S. 1998. Praise for intelligence can undermine children's motivation and performance. *Journal for Personality and Social Psychology* 75(1): 33-52.
13. *Strong Kids*. University of Oregon. Retrieved from <http://strongkids.uoregon.edu/index.html>
14. All data retrieved from the Maine DOE Data Warehouse http://dw.education.maine.gov/DirectoryManager/Web/Maine_report/MaineLanding.aspx

15. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*, 405-432.
16. Joshua C. Felver, Jennifer L. Frank, Amber D. McEachern, Effectiveness, Acceptability, and Feasibility of the Soles of the Feet Mindfulness-Based Intervention with Elementary School Students. *Mindfulness*, 2013.
17. Bishop, S. R., Lau, M., Shapiro, S., Carlson, L., Anderson, N. D., Carmody, J., . . . Devans, G. (2004). Mindfulness: A proposed operational definition. *Clinical Psychology Science and Practice, 11*, 230 – 241.
18. Felver, J.C., Doerner, E., Jones, J., Kaye, N.C., & Merrell, K.W. (2013). Mindfulness in school psychology: applications for intervention and professional practice. *Psychology in the Schools, 50*, 531-547.
19. O'Grady, P. (2013). *Positive psychology in the elementary school classroom*. New York, NY: W.W. Norton.
20. Fredrickson, B.L. & Losada, M. (2005).
21. Lane, K. L., Bruhn, A. L., Eisner, S. L., & Kalberg, J. R. (2010). Score reliability and validity of the Student Risk Screening Scale: A psychometrically-sound, feasible tool for use in urban middle schools. *Journal of Emotional and Behavioral Disorders, 18*, 211-224.
22. Fitzgerald, C. B., Geraci, L. M., & Swanson, M. (2014). Scaling up in rural schools using positive behavioral interventions and supports. *Rural Special Education Quarterly, 33*(1), 18-22.
23. Bear, G. (2010). Discipline: effective school practices. *National Association of School Psychologists*.

Tab 10: School Discipline Policy

Positive Behavioral Supports and Interventions

ACADIA Academy believes that school climate is directly shaped by the environment the school provides for students and staff. Moreover, many behavioral problems in the context of school arise from student skill deficits. When students are not explicitly taught behavioral expectations in school classrooms, hallways, cafeterias, and playgrounds, they are more likely to act in a way that teachers and staff deem inappropriate. Moreover, many schools operate with an overreliance on reactive, disciplinary strategies for managing student behavior, rather than proactively teaching students how to behave appropriately in all school settings. Research suggests that punishment and exclusion are ineffective in managing student behavior in schools and do not promote a healthy school climate. One highly successful approach for creating a school with a healthy climate, infrequent behavioral disruptions, and cooperative learners is School-wide Positive Behavioral Interventions and Supports or School-wide PBIS. School-wide PBIS is a multi-tiered system of student supports (MTSS) for behavior that provides students with explicit expectations and instruction around behavior in schools. Prosocial and appropriate behavior exhibited by students is reinforced, while inappropriate behavior is quickly addressed through corrective feedback. The U.S. Department of Education's Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports describes School-wide PBIS in the following way:

“One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.”

ACADIA Academy will implement school-wide PBIS on day one. Tier 1 of school-wide PBIS will involve creating and posting clearly defined behavioral expectations in all classrooms, hallways, restrooms, and other areas in the school. In many schools, especially in lower grades, transitions can be time-consuming, ultimately reducing the amount of time students have for actual instruction. Classroom expectations and transitions at ACADIA Academy will be modeled by staff, practiced by all students, and reinforced by staff. In addition to school-wide teaching of positive school behaviors, a school-wide reinforcement system will be implemented to reward students for meeting behavioral expectations and demonstrating appropriate school behavior. This reinforcement system will combine detailed praise with a school-wide token economy

system that will be connected to a school store. Teachers will catch students exhibiting positive behaviors and reward them with a combination of praise and points. Points can subsequently be turned in to the school store for a variety of prizes including tangible items, opportunities for preferred activities, and even charitable donations. This approach to school-wide PBIS has been highly successful in reducing office-discipline referrals, increasing school climate, and ultimately allowing more instructional time for all students. Several randomized, controlled experiments have shown school-wide PBIS to be highly efficacious in creating safe, supportive learning environments.

Praise systems will utilize cutting edge technology such as a recognition that a 5:1 ratio of praise to corrective feedback is ideal for promoting student learning, as well as the recognition that process-centered as opposed to person-centered praise is most effective in cultivating hard-working, determined learners. These distinctions may be subtle, but are extremely important in fostering lifelong learners. Losada and Fredrickson have demonstrated that relationships of all kinds are most successful when five instances of specific praise are provided for every instant of corrective feedback. This ratio has been deemed the magic ratio in helping children learn while also maintaining a highly positive school climate. Carol Dweck has shown that the wording of our praise statements can have vast implications on the way students view learning opportunities and even their own intelligence levels. Dweck and her colleagues have demonstrated on multiple occasions that praising a child for innate talent or intelligence can hinder his/her motivation for continuing to improve. In fact, children who receive person-focused praise (e.g., "you are so smart") are more likely to seek out opportunities that will verify their talents (i.e., easier) and pass up opportunities that could be challenging. This phenomenon likely occurs because children who receive person-centered praise come to believe that their abilities and IQ are innate and fixed, so seeking out more difficult challenges could lead to failure. However, children who receive process-centered praise (e.g., "you worked so hard on that assignment, you must have learned a lot") are more likely to seek out difficult learning opportunities, even ones that they might not be able to accurately complete. These children see challenge as an opportunity to learn something new and to improve their skills in a specific domain. These are the children who are not overly worried about looking smart, but instead are constantly craving a challenge in order to learn a new skill.

Secondary and tertiary levels of behavioral support will be provided for students in need of additional behavioral management strategies. These supports will consist of evidence-based approaches to behavioral intervention such as check in/check out, self-management strategies, and more intensive contingency plans for positive behavior. For students at the tertiary level of behavioral support, a functional behavioral assessment (FBA) will be conducted by a qualified professional (e.g., BCBA, school psychologist) in order to develop an individualized positive behavioral support plan.

School-wide PBIS has been demonstrated to be effective as a framework for bullying and harassment prevention by explicitly teaching all students how to respect one another, and subsequently providing positive reinforcement for cooperative, respectful behavior. PBIS has been proven to maintain appropriate social behavior in schools, an outcome which makes schools safer places. ACADIA Academy is dedicated to teaching all students and staff what it means to have common respect for one another. It is important that all staff and students are responsible for making the school a safe, respectful learning environment. High levels of praise and token-

based reinforcement will be provided for students exemplifying respectful behavior, while immediate corrective feedback will be provided to students demonstrating disrespectful or hurtful behavior. ACADIA Academy will operate on the notion that typical discipline strategies neglect numerous teachable moments, opting instead to punish students for misbehavior. The school will utilize discipline that is fair, corrective and includes therapeutic group relationship-building activities. This kind of approach to discipline helps to reduce the likelihood of future behavior problems, while allowing students to forge relationships with teachers and peers. It is also known that appropriately implemented, proactive behavior support systems can lead to dramatic improvements that have long-term effects on the lifestyle, functional communication skills and problem behavior in individuals with disabilities or at risk for negative adult outcomes. As Dr. George Bear points out:

“...effective educators work hard to avoid using punishment. Instead, they focus on strategies for developing self-discipline and for preventing misbehavior. When correcting misbehavior, they are much more likely to use mild forms of punishment, such as physical proximity, taking away privileges, verbal reprimands, and ‘the evil eye’ than harsh forms of punishment such as suspension. When punishment is used, it is used fairly, judiciously, in the context of a caring and supportive relationship, and typically in combination with replacement techniques that teach or strengthen desired behaviors. The latter would include techniques that emphasize social and emotional competencies and positive teacher–student relations, such as joint social problem-solving and induction, where the focus is on the impact of one’s behavior on others.”

For students needing additional supports, fair and judicious problem-solving and corrective action will be used to solve individual disciplinary problems. This problem-solving process will be documented in writing and reported to the Director of the Academy. If issues are persistent, the Director will make decisions based on the emotional, physical, academic and safety needs of all students involved. Although, it is the goal of ACADIA Academy to limit time out of school due to suspensions and/or expulsions, persistent disciplinary issues may result in removal of a student in order to maintain safety within the school community.

ACADIA Academy

STATEMENT OF POLICY

Provided to Parent of _____ Date: _____

Date: July 27, 2012 Updated: April 29, 2013

Subject: Use of Physical Restraint and Seclusion

Background: In July 2012, the Rule Governing Physical Restraint and Seclusion was amended and passed by the Maine Department of Education. This policy and the accompanying procedures reflect the requirements set forth in Chapter 33.

Policy:

It shall be the policy of ACADIA Academy to implement the standards for the use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others.

The Principal/Director has overall responsibility for implementing this policy and the accompanying procedures, but may delegate specific responsibilities as he/she deems appropriate.

I. DEFINITIONS

The following definitions apply to this policy and procedure:

A. Physical restraint: An intervention that restricts a student's freedom of movement or normal access to his/her body, and includes physically moving a student who has not moved voluntarily.

Physical restraint does not include any of the following:

1. Physical escort: The temporary touching or holding for the purpose of inducing a student to walk to another location, including assisting the student to his/her feet in order to be escorted.
2. Physical prompt: A teaching technique that involves physical contact with a student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
3. Physical contact: When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.
4. Momentarily deflecting the movement of a student when the student's

movements would be destructive, harmful or dangerous to the student or others.

5. The use of seat belts, safety belts or similar passenger restraints, when used as intended during the transportation of a child in a motor vehicle.
6. The use of a medically prescribed harness, when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.
7. Restraints used by law enforcement officers in the course of their professional duties are not subject to this policy/procedure or to MDOE Rule Chapter 33.
8. MDOE Rule Chapter 33 does not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/these procedures.
9. Lastly, restraint does not include a brief period of physical contact necessary to break up a fight.

B. Seclusion: The involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving, with no other person in the room/area with the student.

Seclusion does not include:

1. Timeout: An intervention where a student requests, or complies with an adult request for a break.

II. PROCEDURES FOR IMPLEMENTING PHYSICAL RESTRAINT AND SECLUSION

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure entitled Procedures Regarding Physical Restraint and Seclusion.

III. ANNUAL NOTICE OF POLICY/PROCEDURE

ACADIA Academy shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Director.

IV. TRAINING REQUIREMENTS

A. All school staff shall receive an annual overview of this policy/procedure.

B. ACADIA Academy will ensure that there are a sufficient number of administrators/designee special education and teaching staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of

Education. A list of certified staff shall be updated annually and maintained in the Principal/Director's office.

V. PARENT/LEGAL GUARDIAN COMPLAINT PROCEDURE

A parent/legal guardian who has a complaint concerning implementation of this policy/procedure must submit in writing to the school administrator at ACADIA Academy as soon as possible. The administrator shall investigate the complaint and provide written findings to the parent/legal guardian within twenty (20) school days, if practicable.

A parent/legal guardian who is dissatisfied with the result of this local complaint process may file a complaint with the Maine Department of Education. The Department will review the results of the local complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and the school unit within sixty (60) calendar days of receiving the complaint.

ACADIA ACADEMY

PROCEDURE

Date: August 31, 2012

Updated: April 29, 2013

Subject: Procedures Regarding Restraint and Seclusion

Background: In July 2012, the Rule Governing Physical Restraint and Seclusion was amended and passed by the Maine Department of Education. These procedures are established for the purpose of Acadia Academy meeting the obligations of state law, regulations, and school policy governing the use of physical restraint and seclusion. These procedures shall be interpreted in a manner consistent with state law and regulations.

I. DEFINITIONS

For the purposes of these procedures, the terms "physical restraint", "seclusion" and "physical escort" shall have the meanings defined in ACADIA ACADEMY's Policy entitled "Use of Physical Restraint and Seclusion".
Definitions for other important terms in this procedure include:

- A. **Emergency:** A sudden, urgent occurrence, usually unexpected, but sometimes anticipated, that requires immediate action.
- B. **Risk of injury or harm:** A situation in which a student has the means to cause physical harm or injury to him/herself or others and such injury or harm is likely to occur, such that a reasonable and prudent person would take steps to protect the student and others against the risk of such injury or harm.
- C. **Dangerous behavior:** Behavior that presents a risk of injury or harm to a student or others.
- D. **Serious bodily injury:** Any bodily injury that involves: (1) a substantial risk of death; (2) extreme physical pain; (3) protracted and obvious disfigurement; or (4) protracted loss or impairment of the function of a bodily member, organ or mental faculty.

II. PHYSICAL RESTRAINT

To the extent possible, physical restraint will be implemented by staff certified in a training program approved by the Maine Department of Education. At the present time, ACADIA Academy utilizes Safety Care, which is approved by the MDOE. If untrained staff have intervened and initiated a physical restraint in an emergency,

trained staff must be summoned to the scene to assume control of the situation if the emergency continues.

This procedure does not preclude law enforcement personnel from implementing physical restraints in carrying out their professional responsibilities.

A. Permitted Uses of Physical Restraint

1. Physical restraint may be used only as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.
2. Physical restraint may be used to move a student only if the need for movement outweighs the risk involved in such movement.
3. Prescribed medications, harnesses, and other assistive or protective devices may be used as permitted by Rule Chapter 33.
4. Parents may be requested to provide assistance at any time.

B. Prohibited Forms and Uses of Physical Restraint

1. Physical restraint used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
2. Physical restraint used solely to prevent property destruction or disruption of the environment in the absence of risk of injury or harm.
3. Physical restraint that restricts the free movement of a student's diaphragm or chest, or that restricts the airway so as to interrupt normal breathing or speech.
4. Physical restraint that relies on pain for control, including but not limited to joint hyperextension, excessive force, unsupported take-downs (e.g. tackles), or the use of any physical structure (e.g. wall, railing or post).
5. Aversive procedures and mechanical and chemical restraints.
 - a. Aversive procedures are defined as the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli include but are not limited to infliction of bodily pain (e.g. hitting, pinching, slapping); water spray; noxious fumes; extreme physical exercise; costumes or signs.
 - b. Mechanical restraints are defined as any item worn by or placed on the student to limit behavior or movement and which cannot be removed by the student. Prescribed assistive devices are not considered mechanical restraints when used as prescribed and their use is supervised by qualified and trained individuals in accordance with professional standards.

- c. Chemical restraints are defined as the use of medication, including those administered PRN (as needed), given involuntarily to control student behavior. Prescribed medications are not considered chemical restraints when administered by a health care provider in accordance with a student's health care plan.

C. Monitoring Students in Physical Restraint

1. At least two adults must be present at all times when physical restraint is used except when, for safety reasons, waiting for a second adult to arrive is precluded by the particular circumstances.
2. The student must be continuously monitored until he/she no longer presents an imminent risk of injury or harm to him/herself or others.
3. If an injury occurs, applicable policies/procedures will be followed.

D. Termination of Physical Restraint

1. The staff involved in the use of physical restraint must continually assess for signs that the student is no longer presenting a risk of injury or harm to him/herself or others, and the emergency intervention must be discontinued as soon as possible.
 - a. The time a student is in physical restraint must be monitored and recorded on the Behavioral Incident Report.
 - b. If physical restraint continues for more than ten (10) minutes, an administrator/designee shall determine whether continued physical restraint is warranted, and shall continue to monitor the status of the physical restraint every ten (10) minutes until the restraint is terminated.
 - c. If attempts to release a student from physical restraint have been unsuccessful and the student continues to present behaviors that create a risk of injury or harm to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons/organizations.

III. SECLUSION

A. Permitted Uses and Location of Seclusion

1. Seclusion may only be used as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or

others, and only after other less intrusive interventions have failed or been deemed inappropriate.

2. Seclusion may be achieved in any part of a school building with adequate light, heat, ventilation and of normal room height.
3. Seclusion may not take place in a locked room.
4. If a specific room is designated as a seclusion room, it must be a minimum of sixty (60) square feet; have adequate light, heat and ventilation; be of normal room height; contain an unbreakable observation window/rotating peep holes in a wall or door with wall mirrors in corners if necessary to maintain constant visual supervision of the student; and must be free of hazardous materials and objects which the student could use to self-inflict bodily injury.
5. Parents may be requested to provide assistance at any time.

B. Prohibited Uses of Seclusion

1. Seclusion used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
2. Seclusion used solely to prevent property destruction or disruptive of the environment in the absence of risk of injury.

C. Monitoring Students in Seclusion

1. At least two adults must be present at all times to continuously monitor a student in seclusion.
2. The student must be visible at all times.
3. The student must be continuously monitored until he/she no longer presents a risk of injury or harm to self or others.
4. If any injury occurs, follow applicable school policy/procedure.

D. Termination of Seclusion

1. The staff involved in the seclusion must continuously assess for signs that the student is no longer presenting a risk of injury or harm to self or others. The emergency intervention must be discontinued as soon as possible.
 - a. The time (start, end and duration) a student is in seclusion must be

monitored and recorded on the Behavioral Incident Report.

b. If seclusion continues for more than ten (10) minutes, an administrator/designee shall determine whether continued seclusion is warranted, and shall continue to monitor the status of the seclusion every ten (10) minutes until the seclusion is terminated.

c. If attempts to release a student from seclusion have been unsuccessful and the student continues to present behaviors that create an imminent risk of injury or harm to self or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons/organizations.

IV. NOTIFICATION AND REPORTS OF PHYSICAL RESTRAINT AND SECLUSION INCIDENTS

For the purposes of this procedure, an "incident" consists of all actions between the time a student begins to create a risk of harm and the time the student ceases to pose a risk of harm and returns to regular programming.

A. Notice Requirements

After each incident of physical restraint or seclusion:

1. A staff member involved in the incident shall make an oral notification to the administrator/designee as soon as possible, but no later than the end of the school day.
2. The general or special education teacher or Principal/designee shall notify the parent/legal guardian of the incident and any related first aid provided as soon as practical; no later than the end of that school day. All available phone numbers must be used to contact the parent orally. If the parent is not available, a message shall be left to contact the school as soon as possible. If phone contact is impossible by the end of the school day, written communication via the home/school log (or email as a last resort) shall be used. Inform the parent that they will receive a copy of the Behavioral Incident Report within seven (7) calendar days.
3. If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, ACADIA Academy emergency procedures shall be followed and the Principal/Director shall notify the Maine Department of Education within twenty-four (24) hours or next school day.

B. Behavioral Incident Report

1. Each use of physical restraint or seclusion must be documented on the Behavioral Incident Report. A staff member involved in the incident shall complete the report by the end of the school day.
2. The report must be provided to the administrator/designee within two (2) school days of the incident. The general or special education teacher shall provide the report to the administrator/designee following the post-incident review, also required to take place within 2 days.
3. The parent/legal guardian shall receive the report within seven (7) calendar days of the incident; general or special education teacher are designated as responsible.
4. The Behavioral Incident Report shall be maintained in the student's file.

a. The incident report must include the following elements: student name, age, gender, and grade; location of the incident, date of incident, date of report, person completing the report, beginning and end time of each physical restraint and/or seclusion, total time of incident, description of prior events and circumstances, less restrictive interventions tried prior to use of physical restraint and/or seclusion and if none were used, the reasons why; the student behavior justifying the use of physical restraint and/or seclusion, a detailed description of the physical restraint or seclusion used, staff members involved and whether each person is certified in an approved training program; description of the incident including the resolution and process of returning the student to regular programming, whether the positive behavior support plan was followed and/or exhausted, the date time and method of parent notification, date and time of administrator/designee notification, and date and time of staff debriefing.

b. If the student and/or staff sustained injury, attach additional appropriate form(s) including date and time of nurse and/or support staff notification as well as treatment provided.

V. RESPONSE FOLLOWING INCIDENT

A. Post-Incident Review

1. Within two (2) days of each incident, the administrator/designee (at a minimum the case manager and psych. Provider) shall meet with all staff members involved in the incident to discuss:

- a. whether the use of physical restraint or seclusion was justified and complied with regulations/policies
- b. what was done in attempts to avoid the incident,
- c. what can be done to prevent or reduce the need for restraint and/or seclusion in the future,
- d. what variables may have impacted the situation, and
- e. whether amendments to the positive behavior support plan or a functional behavior assessment are needed at this time.

2. If appropriate (the student has verbal language skills and the treatment team deems it appropriate and beneficial for this student to engage in a post-review), a member of the treatment team shall meet with the student the same day as the incident but no later than the next school day to discuss what triggered the incident and what the student and staff can do to reduce the need for physical restraint and/or seclusion in the future.

3. Following the meeting(s), staff must develop and implement a written PBSP for response and de-escalation for the student. If a PBSP already exists, the psych provider (BCBA or psychologist) will make revisions to the PBSP if appropriate. The PBSP must include a written plan for response and de-escalation of the student. De-escalation is the use of behavior management techniques intended to cause a behavioral incident to become more controlled, calm, and less dangerous, thus reducing the risk of injury or harm.

VI. THREE INCIDENTS IN A SCHOOL YEAR

ACADIA Academy will make reasonable, documented efforts to encourage parent/legal guardian participation in the meetings required in this section, and to schedule meetings at times convenient for parent/legal guardians to attend.

A. Special Education/504 Students

After the third incident of physical restraint and/or seclusion in one school year, the student's IEP or 504 Team shall meet within ten (10) school days of the third incident to discuss the incident and consider the need to conduct an FBA (functional behavioral assessment) and/or amend the PBSP (Positive Behavior Support Plan).

B. All Other Students:

1. A team consisting of the parent/legal guardian, administrator/designee, the student's teacher, a staff member involved in the incident (if other than those already invited), and other appropriate staff shall meet within ten (10) school day

to discuss the incidents.

2. The team shall consider the appropriateness of a referral to special education and, regardless of whether a referral to special education is made, the need to conduct an FBA (functional behavioral assessment) and /or develop a PBSP (Positive Behavior Support Plan).

VII. CUMULATIVE REPORTING REQUIREMENTS

A. Reports within ACADIA ACADEMY

1. Each building administrator shall report the following data on a quarterly and annual basis:
 - a. aggregate number of uses of physical restraint,
 - b. aggregate number of students placed in physical restraint,
 - c. aggregate number of uses of seclusion,
 - d. aggregate number of students placed in seclusion,
 - e. aggregate number of serious bodily injuries to students related to the use of physical restraint and seclusion, and
 - f. aggregate number of serious bodily injuries to staff related to the use of physical restraint and seclusion.
2. The Principal/Director shall review the cumulative reports and identify any areas that could be addressed to reduce the future use of physical restraint or seclusion.

B. Reports to Maine Department of Education

1. The Principal/Director shall submit an annual report to the MDOE on an annual basis that includes the information in section 7.A.1 above.

A

Connected

Autonomous

Directed

Individualized

Academic experience

COMPREHENSIVE

EMERGENCY

RESPONSE

PLAN

Hazard analysis and mitigation

Since every school is different, it's important to look closely at each school's specific needs, vulnerabilities, and resources and adapt emergency plans accordingly.

The word "hazard" can describe two different things: external dangers that may affect the school, such as a severe storm or an armed intruder, and internal situations that could create or exacerbate a danger, such as chemicals that are stored insecurely or shrubbery behind which an intruder could hide.

Some hazards can be removed entirely; others can be made less dangerous (mitigated). Ongoing hazards need to be prioritized based on the likelihood of their occurrence and how much harm they would do to people and property if they did occur.

Important points to consider:

Make it a team job. The greater the variety of school and community members represented on the team, the more effective it will be. This will also help build relationships needed in any future emergency response.

Consider not only the school grounds but also routes to and from school, major transportation routes, and any nearby buildings that are large or vulnerable or contain hazardous materials. Consider hazards that could affect community events that take place at school.

Conduct a walk-through in addition to pen-and-paper exercises.

Brainstorm first, then choose the high-priority hazards to address first.

Update the emergency plan based on what this analysis uncovers.

Repeat yearly and whenever there are significant changes to the building or grounds.

Base your analysis on the checklists that follow,* and modify them as needed.

* These checklists were adapted from similar documents by the Maine Emergency Management Agency ("School Preparedness: Risk Assessment Tool," www.state.me.us/mema/mema_library.shtml) and Federal Emergency Management Agency ("Risk Index Worksheet," http://emilms.fema.gov/is362_Schools/assets/MPS0104240.pdf.)

Identify hazards (external)

Could these hazards occur at or near this school? For items checked "yes," see next page.

- Yes No Accident, off site, during school activity, involving serious injury or death
- Yes No Accident, on site, involving serious injury or death
- Yes No Avalanche
- Yes No Blight/infestation
- Yes No Bomb threat or suspicious package
- Yes No Building collapse
- Yes No Contamination of food, drinking water, air, or soil
- Yes No Cyber attack
- Yes No Dam failure
- Yes No Demonstration or protest
- Yes No Earthquake
- Yes No Erosion, including coastal
- Yes No Fire or explosion at school; wildfire near school
- Yes No Hazardous materials release, offsite near school
- Yes No Hazardous materials release, onsite
- Yes No Hostage incident
- Yes No Infectious disease or pandemic
- Yes No Landslide
- Yes No Medical emergency on campus
- Yes No Subsidence (sinkholes, etc.)
- Yes No Transportation incident, air
- Yes No Transportation incident, highway
- Yes No Transportation incident, rail
- Yes No Transportation incident, water
- Yes No Tsunami
- Yes No Uncontrolled animal/insects (including bee and wasp attacks)
- Yes No Utility failure
- Yes No Violence at school: armed intruder
- Yes No Violence at school: fights
- Yes No Violence at school: other
- Yes No Water loss or contamination
- Yes No Weapons of mass destruction (biological, nuclear, incendiary, chemical or explosive)
- Yes No Weather: drought
- Yes No Weather: flooding, including flash flood
- Yes No Weather: severe heat or cold
- Yes No Weather: severe storm

Prioritize hazards

Enter the items for which you checked "yes" into the left-hand column, answer the questions, and assign a priority.

Hazard	Frequency?	Severity?	Warning?	→ Priority
	4—Highly likely 3—Likely 2—Possible 1—Unlikely	4—Catastrophic 3—Critical 2—Limited 1—Negligible	4—Minimal 3—6 to 12 hours 2—12 to 24 hours 1—24+ hours	___ High ___ Medium ___ Low
	4—Highly likely 3—Likely 2—Possible 1—Unlikely	4—Catastrophic 3—Critical 2—Limited 1—Negligible	4—Minimal 3—6 to 12 hours 2—12 to 24 hours 1—24+ hours	___ High ___ Medium ___ Low
	4—Highly likely 3—Likely 2—Possible 1—Unlikely	4—Catastrophic 3—Critical 2—Limited 1—Negligible	4—Minimal 3—6 to 12 hours 2—12 to 24 hours 1—24+ hours	___ High ___ Medium ___ Low
	4—Highly likely 3—Likely 2—Possible 1—Unlikely	4—Catastrophic 3—Critical 2—Limited 1—Negligible	4—Minimal 3—6 to 12 hours 2—12 to 24 hours 1—24+ hours	___ High ___ Medium ___ Low
	4—Highly likely 3—Likely 2—Possible 1—Unlikely	4—Catastrophic 3—Critical 2—Limited 1—Negligible	4—Minimal 3—6 to 12 hours 2—12 to 24 hours 1—24+ hours	___ High ___ Medium ___ Low
	4—Highly likely 3—Likely 2—Possible 1—Unlikely	4—Catastrophic 3—Critical 2—Limited 1—Negligible	4—Minimal 3—6 to 12 hours 2—12 to 24 hours 1—24+ hours	___ High ___ Medium ___ Low
	4—Highly likely 3—Likely 2—Possible 1—Unlikely	4—Catastrophic 3—Critical 2—Limited 1—Negligible	4—Minimal 3—6 to 12 hours 2—12 to 24 hours 1—24+ hours	___ High ___ Medium ___ Low
	4—Highly likely 3—Likely 2—Possible 1—Unlikely	4—Catastrophic 3—Critical 2—Limited 1—Negligible	4—Minimal 3—6 to 12 hours 2—12 to 24 hours 1—24+ hours	___ High ___ Medium ___ Low
	4—Highly likely 3—Likely 2—Possible 1—Unlikely	4—Catastrophic 3—Critical 2—Limited 1—Negligible	4—Minimal 3—6 to 12 hours 2—12 to 24 hours 1—24+ hours	___ High ___ Medium ___ Low
	4—Highly likely 3—Likely	4—Catastrophic 3—Critical	4—Minimal 3—6 to 12 hours	___ High ___ Medium

Hazard	Frequency?	Severity?	Warning?	→ Priority
	2—Possible 1—Unlikely	2—Limited 1—Negligible	2—12 to 24 hours 1—24+ hours	— Low

Each hazard that is assigned a high or medium priority should be addressed in the emergency response plan.

Identify and mitigate hazards (internal)

Address as many of the following as are applicable. List other concerns discovered during walk-through.

	Yes	No	
		Not applicable	Planned
All rooms are numbered, with big signs on doors inside and out.			
A building map with room numbers labeled, to give to first responders, is located _____.			
All locks and lights are working.			
We have an effective system for IDing staff and monitoring visitors.			
The following campus access issues have been addressed:			
<ul style="list-style-type: none"> The number of entrances and exits is limited. 			
<ul style="list-style-type: none"> All infrequently used rooms and closets are locked. 			
<ul style="list-style-type: none"> Access to utilities, roofs, and cleaning closets is secured. 			
<ul style="list-style-type: none"> Bus lots are secured and monitored. 			
<ul style="list-style-type: none"> Other: 			
Hazardous and flammable items are safely stored.			
Any structural problems within the building have been addressed.			
Slippery surfaces and slip/fall hazards have been repaired or removed.			
Fire-retardant window shades have been installed in all rooms.			
The following are as secure as possible from storms, earthquakes, and explosions:			
<ul style="list-style-type: none"> suspended ceilings, hanging lights, and hanging plants 			
<ul style="list-style-type: none"> large windows 			
<ul style="list-style-type: none"> tall bookcases and cabinets and other heavy furniture and appliances 			
<ul style="list-style-type: none"> computers and other equipment and heavy objects 			
<ul style="list-style-type: none"> hazardous materials storage areas and other sources of radiation, gas, or vapor 			
<ul style="list-style-type: none"> power lines and gas delivery systems 			
Parking is at a distance from the building.			
The grounds do not provide hiding places for intruders.			
All areas neat and uncluttered.			
Well heads are padlocked.			
Reporting of safety hazards is encouraged.			
Reporting of lost and stolen keys is encouraged.			
Bullying is discouraged, and students are encouraged to report concerns.			
Cough etiquette, hand-washing, and staying home when sick are encouraged.			
Other:			

For items in the "planned" column, attach a copy of the plan, with target completion date, name of person(s) responsible, and method for reviewing progress.

Preparation

Once hazards have been identified, and plans have been made to remove or mitigate as many of them as possible, the next steps are:

Forming emergency planning and response teams

Creating an emergency response and recovery plan, or reviewing and modifying the existing plan

Practicing the plan

Teams

Teams can be useful at every step of the emergency management process.* They can be building-based or program-wide. The most effective teams incorporate a variety of perspectives from within and outside the school. Teams can carry out the following functions:

- Hazard assessment and mitigation
- Planning
- Emergency response
- Recovery, including psychological crisis support

Team Members

Building-based and/or program-wide team members can include:

- Administrators
- School Psychologists
- Secretary
- Maintenance/Janitors
- Teachers
- Clinicians
- Parent representative

Community-based team members can include:

- Fire, police, and emergency medical services representatives
- County and/or municipal emergency management director
- Public health and mental health representatives

Emergency response team members' roles and responsibilities should be clearly outlined in the emergency plan, and at least one alternate should be listed for each team member.

Incident Command System

Schools are increasingly being encouraged to learn the federal Incident Command System (ICS), which is discussed briefly in the "Liaison with Other Agencies" section of this plan. It's especially important for anyone who will be working with emergency responders during an incident to understand this system.

The Federal Emergency Management Agency (FEMA) offers free online ICS classes through its Independent Study Program (<http://training.fema.gov/IS/>). Click on the "ISP Course List" and look for "Introduction to the Incident Command System for Schools." The local municipal or county emergency management agency may also be able to arrange an on-site class.

* Involving teams will not only result in a better plan but also begin to create the awareness and support needed to carry it out. Given the many demands on staff time, however, you will probably want to choose among the options described here only those most likely to benefit your particular circumstances. Creative combinations of face-to-face meetings, emails, and phone calls may be the most effective use of members' time.

Planning

The school response and recovery plan is the *next* section of this document. It must be adapted to meet each school's needs. An available CD contains numerous other planning resources and sample plans. Municipal and county emergency managers are also available to help and advise. Plans should be updated yearly and whenever major changes to the school environment occur.

Training, Drills, and Exercises

A minimum annual training plan might consist of the following.¹ Whenever possible, include emergency responders (police, fire, medical) and other community partners in training.

Function to be trained	Participants	Month of drill Time of day	Simultaneous with other training?
Evacuation/fire	<input type="checkbox"/> students <input type="checkbox"/> teachers and staff <input type="checkbox"/> visitors <input type="checkbox"/> <input type="checkbox"/> emergency responders [list] <input type="checkbox"/> other [list]	[various]	[if yes, list]
Evacuation with Primary Exit Blocked	<input type="checkbox"/> students <input type="checkbox"/> teachers and staff <input type="checkbox"/> visitors <input type="checkbox"/> <input type="checkbox"/> emergency responders [list] <input type="checkbox"/> other [list]	[various]	[if yes, list]
Reverse evacuation and Secure Campus	<input type="checkbox"/> students <input type="checkbox"/> teachers and staff <input type="checkbox"/> visitors <input type="checkbox"/> <input type="checkbox"/> emergency responders [list] <input type="checkbox"/> other [list]	[various]	[if yes, list]
Lockdown	<input type="checkbox"/> students <input type="checkbox"/> teachers and staff <input type="checkbox"/> visitors <input type="checkbox"/> <input type="checkbox"/> emergency responders [list] <input type="checkbox"/> other [list]	[various]	[if yes, list]

¹ This is the minimum training, drilling, and testing recommended by the Maine Emergency Management Agency. Once you have filled it out, you may want to rearrange it in chronological order and use it as a training calendar.

Function to be trained	Participants	Month of drill Time of day	Simultaneous with other training?
Shelter in Place	<input type="checkbox"/> students <input type="checkbox"/> teachers and staff <input type="checkbox"/> visitors <input type="checkbox"/> <input type="checkbox"/> emergency responders [list] <input type="checkbox"/> other [list]	[various]	[if yes, list]
Student and staff accounting (attendance) *Check your sign-out procedure and account for everyone.	<input type="checkbox"/> students <input type="checkbox"/> teachers and staff <input type="checkbox"/> visitors <input type="checkbox"/> <input type="checkbox"/> emergency responders [list] <input type="checkbox"/> other [list]	[various]	[if yes, list]
Internal and external communications *cell phone operable *walkie-talkies *page system	<input type="checkbox"/> teachers and staff <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> emergency responders [list] <input type="checkbox"/> other [list]	[various]	[if yes, list]
Other:	<input type="checkbox"/> students <input type="checkbox"/> teachers and staff <input type="checkbox"/> visitors <input type="checkbox"/> <input type="checkbox"/> emergency responders [list] <input type="checkbox"/> other [list]	[various]	[if yes, list]

Additional training and orientation issues

Plan for orientation of new staff:	
Plan for orientation and involvement of parents:	
For each training, an after-action review will be held:	
Lessons learned will be incorporated into the plan:	
Other:	

PREPARATION CONSIDERATIONS:

Drills should be conducted at different times of the day including times when it is more difficult to move students; for example, when students are resting, sleeping, eating, or on the playground.

Drills should be conducted during different weather conditions to practice keeping safe.

Everyone should participate in the drills.

Prepare students ahead of time by reading books to them related to different types of emergencies and disasters, periodically throughout the year and when a drill or real emergency may occur.

Teach children to Duck, Cover and Hold, move away from the windows, crawl along the floor, and Stop, Drop, and Roll. Assure students that the drill is to keep them safe.

Who does what

This list specifies who has primary and backup responsibility for key response roles during an emergency.

Function	Primary Responsibility	Backup Responsibility	Other Backup Responsibility
<p>Incident command</p> <ul style="list-style-type: none"> • Direct the emergency response. • Announce lockdown, evacuation, or other emergency steps. • Ensure that the other people on this list have what they need to do their jobs, are doing them, and are not taking unnecessary safety risks. 			
<p>Liaison</p> <ul style="list-style-type: none"> • Ensure that emergency responders have the information they need. Give them a master key and building floor plan. • Ensure clear communication between the incident commander and emergency responders. • Ensure clear communication between the school and Hathaway. 			
<p>Communications</p> <ul style="list-style-type: none"> • Maintain Red Binder and use it during an emergency. • Help as needed with emergency announcements. • Verify that communications equipment is working; implement backup plan if necessary. • Distribute emergency communications equipment. • Ensure that warnings have reached the entire campus and any off-campus groups. • Ensure that warnings reach students, staff, and visitors. • Ensure that parents are informed quickly and accurately. • Assure transportation/drivers know not to come to school during emergency, or what the plan is. • Retrieve attendance from each classroom and maintain accounting of students. • Assure Student Release personnel have number and information needed before they evacuate campus/release students. 			

Function	Designate Name/title/contact info	Assistant/Backup 1 Name/title/contact info	Assistant/Backup 2 Name/title/contact info
<p>Public information</p> <ul style="list-style-type: none"> • Clear information with the incident commander before releasing it to the media. • Provide timely and accurate information to media representatives. Organize news releases, fact sheets, interviews, and news conferences as needed. Coordinate with public information staff from other responding agencies. If needed, provide a place for media representatives to work. • Oversee and support staff answering phones; organize phone bank if needed. • Update school website. 			
<p>Evacuation</p> <ul style="list-style-type: none"> • Ensure that the primary evacuation route and site are safe. • Ensure that nobody is left behind. • Ensure that emergency kit(s) are brought to the evacuation site. • Ensure that medication(s) are brought to the evacuation site. • Work with transportation coordinator to transport students and staff to the off-campus site if called by Admin. • Oversee the evacuation. • Work with the student accounting and release staff to ensure that all students are accounted for and safely released to a parent or guardian. • Leave on the final van to off-campus site to assure leaving no one behind; check with ____ before leaving. 			

Function	Teacher Name/info/contact info	Assistant/Teacher 1 Name/info/contact info	Assistant/Teacher 2 Name/info/contact info
Student accounting and release <ul style="list-style-type: none"> • Ensure that all students are accounted for during and after an emergency. • Ensure that attendance rosters and emergency care cards are brought to any evacuation site. • Ensure that student release to parents after an emergency is orderly and well documented. • Be available by phone to ___ and parents throughout emergency. • Bring student medications/ MAR's to evacuation site. 			
Incident documentation <ul style="list-style-type: none"> • Keep a record of events, actions, and communications. • When the emergency ends, turn these records over to the administrator. 			
Transportation <ul style="list-style-type: none"> • Organize transportation in case of an evacuation or early release. • Respond as needed to emergencies that take place on a school bus or at an off-campus event. 			

! Act safely and prudently. Take time to assess the situation and make a plan. Use protective equipment when necessary. You will not be able to help others if you become injured yourself.

General emergency functions

Incident command

In an emergency, this person will direct the response: _____

If s/he is not available, this person will take charge: _____

If s/he is not available, this person will take charge: _____

The command post will be located: _____

If that site is not accessible, it will be located: _____

The emergency Red Binder is located : _____

! If police or firefighters respond to the incident, they will probably take over primary responsibility (incident command). But it is extremely important that school personnel remain involved in the response and keep communicating with emergency responders.

Liaison with other agencies

In a large or complex incident, it can be a good idea for someone other than the principal/incident commander to take on this task.

Meet emergency responders who have been called to the school, direct them to the emergency site, give them a school map and a master key, and let them know if anyone is still in the building.

Work closely with Communications Person _____ to obtain necessary materials and information.

Ensure clear communication between the school, the Administrator, and responding agencies such as the police, fire and emergency medical personnel, county and municipal emergency managers, and the Red Cross.

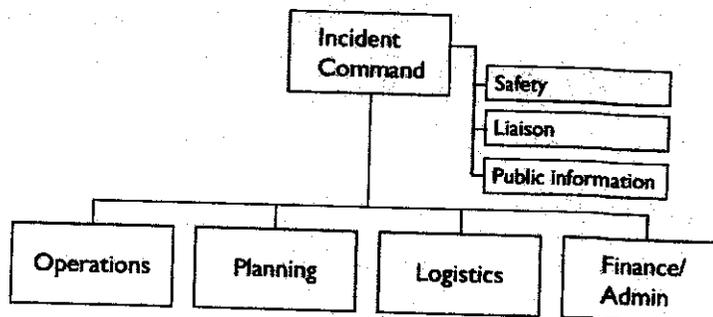
Help whoever is handling Media Relations _____ for the school to coordinate their efforts with public information officers from other responding agencies.

Emergency phone numbers, and information about the school for emergency responders, are listed in the "Emergency information" section.

Incident Command System

Government agencies now use a standardized chain of command called the Incident Command System or ICS. You may also hear references to the National Incident Management System or NIMS.

The person serving as liaison between the school and emergency responders should be familiar with ICS. The following diagram shows its basic structure.²



² More information about ICS is available in the CD attached to this plan. The Federal Emergency Management Agency's online course "Introduction to the Incident Command System for Schools" is available at <http://training.fema.gov/IS/crslist.asp> — click on "ISP Course List." Contact the county emergency management agency if you have questions or want help arranging further training.

Warning and communications

! If there is a risk of fire or explosion, do not use cell phones or walkie-talkies within 100 feet.

Initial alert

The alert for LOCKDOWN is: "Lockdown. Lockdown Now"

The alert for SECURE CAMPUS is: "Secure Campus. Please return to classrooms"

The alert for EVACUATION to _____ is: "Evacuate. Evacuate Now"

The alert for REVERSE EVACUATION IS: "Secure Campus. Please return to classrooms"

Backup communication in case of a power outage is: The phones should still work. Or use cell phones. Or use walkie-talkies. All should be available for use during an emergency.

When phone lines are down: Use cell phones or walkie-talkies

When cell phones and walkie-talkies can't be used: The page system over school phone

These areas on campus cannot be reached by the public address/bell system are:

In an emergency, they will be alerted as follows:

If any classes or other groups are off campus when the emergency starts, this person will know who and where they are is: _____

These classes or other groups will be alerted as follows: _____

These special needs are known to exist in the school community (*do not list names or confidential information here*): _____

During an emergency, use your best judgment about whom to call first; when possible, call in this order:

1.) _____ 2.) _____ 3.) _____

When calling 911

Remain calm. Speak slowly and clearly. Listen to all instructions. Answer all questions completely.

Do not hang up; keep the line open — as the emergency unfolds, it may become more difficult to get a connection.

Communicating with families

The school has the following avenues for communicating with families:

___ phone list ___ email ___ backpack letters/communication log

___ voicemail ___ website ___ other: _____

If a minor but troubling incident is resolved without requiring changes to the school schedule or a parent or guardian's input, the school will communicate with families when these conditions make it necessary:

by this method: _____

During a more serious incident that requires notifying parents before the incident is resolved, the school will communicate with families as soon as these conditions occur:

by this method: _____

If there is an emergency at school, the fastest and safest way for families to get information about their children is:

Steps we will take to control rumors include:

! Keep messages simple and jargon-free. Do not speculate. Describe the situation, list the steps the school is taking, and say what families can do to support students or help the school.

Other communications information

We have the following communications capabilities, and the rooms/people they connect are as follows:³

- website
- intercom
- landline phones: voice
- landline phones: fax
- cell phones
- email
- pagers
- walkie-talkies
- megaphones
- runner system
- other

³ Consider repeating this information in the "Emergency information: School overview" section.

Public information

When speaking with members of the media or the public, do not speculate, guess, cast blame, make promises you're not sure you can keep, say "no comment," comment "off the record," try to predict the future, or lose your temper.

You don't have to be superhuman or please everyone. Just be accurate, and as helpful as you can be within reasonable limits. Don't be afraid to say "I don't know, but I'll get back to you."

Working with the media

Public information is handled at the ___ school ___ district level.

The person designated to speak with the media on behalf of the school is: _____

Backup/alternate: _____

All others are encouraged to refer media questions to this spokesperson.

The work area for the school's public information staff will be: _____

Alternate site: _____

The media staging area will be: _____

Alternate site: _____

The media can help the school get crucial information out to families and the community. If we treat media representatives with courtesy and generosity, we are more likely to be able to set limits when we need to.

Media contact information is listed in the "Emergency Information" section of this plan. When working with the media:

- Issue a simple, factual statement as soon as possible after the incident.
- Designate an area for media representatives to gather that is convenient for them but not too close to the active response or to the families' waiting area:

- Provide a space for the school's public information staff to work, with phone and internet connection and enough room to accommodate PIOs from other agencies if necessary.
- For interviews, choose a site that protects student and staff privacy and is free of distressing background sights and sounds.
- Look for ways that media representatives can get meaningful photographs and video footage without compromising privacy or hindering emergency responders. If necessary, consider "pool" coverage, where one still photographer and one video photographer are given access and share their work with colleagues.
- Keep a record of actions taken, including copies of any documents produced.
- Further guidelines for working with the media are included in the "Forms, templates, and job aids" section.

If there is an evacuation, media announcements should include the request that parents bring identification when they come to pick up their children.

Working with the public

Our plan for handling large numbers of incoming calls is:

The following person will ensure that telephone answerers have updated information and will brief them on how to handle calls: _____ includes assuring that the accounting and release personnel:

_____ has the information s/he needs to communicate with parents who go to the off-campus evacuation site _____ to pick up their child.

Backup/alternate: _____

The school has a website: ___ yes ___ no.

If yes, a link to emergency information is ready to be activated if needed: ___ yes ___ no

If yes, this person will be responsible for activating it and updating the information is:

Steps we will take to control rumors include:

Evacuation

- ! For a bomb threat, choose an evacuation site with as much distance and shielding (e.g., sturdy wall or earthen bank) from the suspected bomb as possible.
- ! For a fire or other environmental hazard within building, evacuate to the primary evacuation site _____ and await further instructions from the administrator/rescue personnel.
Evacuation to the off-site location: _____ may also be called by the administrator.
However, when you first hear the alert, go to the primary evacuation site: _____

The alert for evacuation is _____ "Evacuate. Evacuate now please" _____.
Evacuation sites and staging areas and transportation contacts are listed at the end of this section.

Main office steps: (Person responsible) _____

Decide whether an evacuation is the safest option — whether it is safer outside the school than in.

Evacuate immediately if there is fire, structural damage, a gas leak, or a hazardous materials spill.⁴
If you smell gas or hear a blowing or hissing noise, open a window and leave immediately.

Choose the safest evacuation site and route — keeping in mind the type of hazard, wind direction, building stability, and possible obstructions. (For a hazardous materials release, evacuate upwind if possible, otherwise crosswind.)

Assign two people to scan the evacuation route and site for suspicious items or activity:
_____ and _____

Assign someone to carry supplies to the site: _____

Assign someone to coordinate the site: _____

If evacuating off school grounds to _____:

- Obtain keys from _____
- Assign someone to coordinate the van staging/loading area: _____
- Notify relocation site contact person: _____ give number of people.

Notify Principal.

Give the evacuation signal.

Assign someone to bring student medications and records to the evacuation site: _____

Assign two people to sweep the building and ensure nobody is left behind:
_____ and _____

Assign someone to receive attendance reports from each class and report any missing students or staff to the principal and, as needed, to emergency responders: _____

Assign someone to wait in a safe place to direct emergency responders: _____

Assign someone to take notes for a record of the incident: _____

³ There are differences of opinion on whether students should be allowed to take coats, backpacks, and other belongings on an evacuation. This may vary depending on whether the evacuation is due to a fire, bomb threat, or other emergency. Know your school's policy and incorporate it into the evacuation announcement.

Classroom steps

Take your classroom emergency/first aid kit and classroom attendance when evacuating.
Reassure students and set a calm example.

Close (but do not lock) windows and doors, and turn off lights upon exiting the classroom.

Leave in an orderly fashion by the quickest and safest route. Exits are posted.

Go to the primary evacuation site: _____ unless you are directed otherwise or encounter a hazard.

Take attendance every time you move to a new location; notify administrator of any missing/injured students or staff.

! If the evacuation is due to fire and you encounter a closed door, stop and feel the door. If it is hot, do not open it; seek an alternate route. When you first open the door, scan for fire and be prepared to close the door quickly if necessary.

Be alert to any suspicious items or people and report them to the administrator.

Do not re-enter the building until it has been declared safe.

Teachers remain with students until the emergency is concluded.

At the evacuation or relocation site

Case Managers/group leader shall remain with his/her caseload and take attendance and check for injuries.

Do this every time you move to a new location. Report any missing students or other problems to the Relocation Site Coordinator: _____

Report attendance information to the site coordinator by: ___runner ___ other: _____.

Teachers remain with students until the emergency is concluded.

Organize a site for student reunification with parents/guardians.

Determine where to set up different groups of children. If possible use something to define the areas. Determine the nearest and safest bathroom and arrange for supervision: _____

Notify families directly by phone where they can pick up their children. Parent contact information is located within each child's emergency envelope. _____ takes the box of envelopes to the evacuation or relocation site.

Follow steps in the "Student accounting and release" section for releasing students.

Continue to take notes for a record of the incident.

Give all notes to the Documentation Person: _____ following the incident.

Assure that the person picking up the child has photo ID and permission to pick up the child.
Do not release any child to a person without an ID and written parent consent to pick up that child.

Evacuation information

On campus

Indoor assembly area:

Alternative:

Outdoor assembly area:

Alternative:

Emergency bus staging area:

Alternative:

Reunion/release area:

Alternative:

Off campus

Relocation site 1

Location:

Contact person:

Route to site:

Alternate route:

Reunion/release area at site:

Parent parking:

Relocation site 2

Location:

Contact person:

Route to site:

Alternate route:

Reunion/release area at site:

Parent parking:

Relocation site 3

Location:

Contact person:

Route to site:

Alternate route:

Reunion/release area at site:

Parent parking:

Transportation contacts

School/district:

Commercial/backup:

Each child's transportation contact is in the Red Binder.

Reverse evacuation

The alert for reverse evacuation is: "Secure Campus. Please return to classrooms"

These parts of the schools grounds cannot be reached by the page system:

Communication with those areas will be by:

For those on a community outing, the Communications Person: _____ will contact each teacher by cell phone. (Depending on the nature of the emergency, they may be advised to stay away from the school. This shall be determined by Incident Command)

When carrying out reverse evacuation:

Scan the area for any unattended students. Take them with you and:

Move inside the building quickly.

Return to classrooms.

If you don't have an assigned classroom or student or role within this plan, go to: your caseload classroom or to a classroom where you believe the students may need extra support.

Close all doors, windows, and blinds/curtains.

Take attendance and check for injuries.

Report extra, missing or injured students or other problems to the main office.

Make sure the main office can reach you quickly; stay off the phone.

Continue normal classroom activities; stay in classroom.

Be prepared to go into Lockdown.

Await further instructions. Teachers who are with students at the start of an emergency remain with them until the emergency is concluded. (i.e. no "switch" at noon)

Lockdown

! In case of intruder or other serious threat, lockdown may be called.

! External doors remain locked at all times; see "Monitoring visitors" procedure.

The alert for a lockdown is: "Lockdown. Lockdown Now"

During a lockdown, classrooms will communicate with the main office by: _____

The all-clear signal is: _____ is authorized to announce the all-clear.

Main office steps⁵ (Person responsible: _____)

Call 911. (Do not hang up; keep the line open.)

Give the lockdown alert by _____

Alert those outside by _____

Alert others by _____

Alert those on community outing by _____

Notify Principal.

Assign someone to take notes for a record of the incident: _____

Classroom steps

Look for students in the hallway immediately outside the classroom and bring them in quickly.

If you don't have an assigned classroom or student or role within this plan: go to your caseload classroom or to a classroom where you believe the students may need extra support

Close the door; lock it if possible.⁶ Close and lock windows; shut the blinds/curtains.

Turn off lights (including computer monitors).

Stay away from doors and windows and behind a solid wall if possible. Remain quiet.

Take attendance and check for injuries.

If there are extra, missing, or injured students, inform the office. Otherwise, make sure the teacher can be reached by phone. Stay off the phone.

Reassure students and set a calm example. Engage students in quiet activities.

Do not open the door until: The All-Clear is given by _____

Await further instructions. Teachers who are with students at the start of an emergency remain with them until the emergency is concluded. (i.e. no "switch" at noon)

If you are unable to get to your classroom, take your student to the nearest secure room. Report your attendance to the main office.

⁵ Planning issue: How will you handle student accountability during a lockdown?

⁶ Planning issues: (1) School should decide, after consulting with local law enforcement, whether the policy should be to (a) close curtains and blinds, (b) leave curtains and blinds open, or (c) close them if the suspected intruder is outside them building but leave them open if s/he is believed to be inside the building. Revise the wording above as necessary to reflect your school's policy. (2) Plan and practice a quick and easy way to lock classroom doors.

Secure campus

- ! External doors remain locked at all times, see "Monitoring visitors" procedure.
- ! In case of medical emergency, threat within the local community, or severe weather, "Secure Campus" may be called.

The alert for secure campus is: "Secure campus. Please return to classrooms"

During a secure campus, classrooms will communicate with the office by: _____

The all-clear signal is : _____

_____ is authorized to announce it.

Secure campus is similar to a lockdown but allows classroom activities to continue without locking doors or being extremely quiet. It can be used when the known or suspected danger is outside the school or when there is a medical emergency within the building and halls should remain clear.

Main office steps (Person Responsible: _____):

Give the Secure Campus Alert over the page system.

Alert those outside by _____

Evacuate temporary buildings to the main building.

Cancel outside activities.

Alert those on a community outing by having _____ call teacher cell phones. Direct them to return to school immediately if there is severe weather or threat within local community. Direct them to stay away from the school until after the medical emergency has been resolved. Note- it may be safer for them to seek shelter where they are in the case of severe weather.

Notify Hathaway.

Assign someone to take notes for a record of the incident: _____

Classroom steps

- Carry out a reverse evacuation. Return to classrooms.
- If you don't have an assigned classroom or student or role within this plan, go to: your caseload classroom or to a classroom where you believe the students may need extra support
- Close all doors and windows. Close blinds or curtains on outside windows.⁷
- In the case of severe weather, stay away from windows.
- Take attendance and check for injuries.
- Report extra, missing, or injured students/staff to the main office.
- Then, stay off the phone so you may be reached by the main office.
- Continue normal classroom activities; remain in the classroom.
- Reassure students and model calm behavior.
- Await further instructions from administrator. Remain with your student(s) until the emergency has been resolved and the all clear is called by _____.

⁷ Some law enforcement agencies prefer that you leave curtains open in some circumstances. Work with your local police to choose the best option for your school.

Shelter in place

! External doors remain locked at all times, see "Monitoring visitors" procedure.

! In case of gas leak or environmental hazard, "Shelter in Place" may be called.

The alert for sheltering in place is: "Shelter in place. Please seal the vents"

The all-clear signal is : _____
_____ is authorized to give this call.

The areas designated/equipped for sheltering in place are:

They _____ are _____ are not capable of being sealed off from a toxic hazard outside the building.

They _____ are _____ are not safe during severe weather (away from windows and large-span roofs).

They _____ have _____ have not been checked for hazards such as unsecured bookcases and heavy wall hangings.

Sheltering supplies are located: _____

Towels can be obtained and wet: _____

Shelter areas should be supplied with a flashlight or emergency light and blankets.

Main office steps (Person Responsible: _____):

Give the Shelter-in-Place alert

Give the alert for Reverse Evacuation for students and staff that are outside.

Call 911 if necessary (do not hang up; keep the line open).

Monitor the emergency by radio, internet, and/or television.

If the emergency involves hazardous materials outside the building, turn off the AC/ventilation system.

Person responsible: _____ Backup: _____

If they are not available: AC dials are located:

They can be sealed as follows: _____

Notify Principal.

Assign someone to take notes for a record of the incident: _____

Classroom steps

Close all doors and windows.

If people in the room experience physical difficulties and you believe the room may be contaminated, seek shelter in another room.

Turn off the classroom AC system and fans.

Seal gaps under doors and windows with wet towels or duct tape.

Take attendance, check for injuries, and report missing and extra students to the main office.

Stay away from doors and windows, and do not leave the shelter area.

Reassure students and model calm behavior. Engage students in quiet activities within the classroom.
Remain in the classroom and await further instructions from administrator.

Utility Disruption (water, heat, electricity, water)

If utilities are disrupted in the Center, the Center will make every effort to remain open. The decision to close the Center or delay its opening will be based on the following factors:

- The amount of natural light in the Center
- The temperature in the Center
- The ability and necessity of heating food and formula
- The risk to the health and well being of children and staff.

Main Office Steps:

- The Principal/Designee (_____) will immediately notify the Facilities Manager (_____) to assess the situation and provide necessary resources to correct the problem.
- The Facilities Manager (_____) will provide for temporary services, i.e. electrical power, drinkable water, etc. if possible.
- Appropriate repair personnel will be contacted to correct the problem. (_____)
- The Principal/Designee shall estimate the duration of the vent. If the duration is likely to pose a sanitary or safety threat, or make the facility untenable, the Center may need to close. (_____)
- In the event of a major incident involving a critical system, i.e., explosion, building collapse, etc. follow evacuation steps.
- Parent/guardians will be called to inform them of the situation after 1 hour of disrupted services. Infant families will be called first and may need to be called sooner depending on how much disruption has occurred to basic care-giving routines. (_____)
- Situations which may close or delay opening of the School include:
 - The temperature of the School thermostats register 64 degrees or below, or 85 degrees or higher for one hour, with no expectation of heat/air conditioning restoration within the next one to two hours, and/or the room conditions prevent adequate ventilation and breathing.
 - The natural light in the School is diminished to the point that children and staff are at risk.
 - The main phone line will be inoperable for more than one hour, and no auxiliary cellular phones are available.
 - The nutritional needs of the children cannot be met.
 - Live wires will require the immediate closing of the School and the transfer of the children.
 - Loss of water that disrupts/appropriate diapering, hand washing, and toileting with clean running water for more than 1 hour.

Missing Child

- An initial search of the facility is made and rapid attempts made to confirm whether or not a family member may have picked up the child. (_____)
- Immediately notify the police if the search fails to find the lost child. (_____)
- Conduct another search of all areas of the facility, including closets, cabinets, etc., and the immediate surrounding area. Continue to search while waiting for the police/security to show. (_____)
- Make all required notifications. (_____)
- Parent/guardian (_____)
- The Principal/Designee (_____) is the point person together information/description of the child to share with authorities.

Attendance, accounting, and release

These steps will be followed during a lockdown or evacuation or whenever directed by the administrator.

During a lockdown, classrooms will communicate with the main office by _____

During an evacuation, classrooms will communicate with the evacuation coordinator _____

Attendance: students

Teachers who are with students when an emergency begins stay with them until it is resolved.

Take attendance at the start of the emergency and every time you and your students move to a new location.

Report missing, extra, and injured students to: the main office

Attendance: staff and visitors

Staff will be accounted for during an emergency as follows: _____

Our sign-in procedure for visitors is: _____

Volunteers and visitors will be accounted for during an emergency as follows: _____

Reunion and release

Reunion and release sites for the school campus and for the evacuation/relocation site are listed in the "Evacuation" section.

Student emergency care cards are located: _____

Person(s) responsible for bringing them to the evacuation/release site: _____

Person who will oversee the reunion/release site: _____

Backup/alternate: _____ will serve as runners between the student holding area and the release site.

Set up a table to check ID and assure the person picking up the child is authorized to go so.

Staff at the table:

Greet and reassure parents. Have the child's emergency information available.

Ask parents to present a picture ID.

Compare the name on the ID card to the authorized names on the emergency care card. If the names match, send a runner to bring the child to the release area. If the names don't match, the student will not be released under any circumstances unless personally authorized by: _____

Document any problems and unusual incidents. Forward all documentation to _____

Students not picked up by parents will be transported by their regular bus and dropped off at their regular bus stop only after parents have been notified about the arrangement.

Documenting the incident

Document every threat and incident thoroughly, even if it does not appear serious at the time. This will provide you with a legal record: _____

For a major incident, it is best if at least two people carry out this function:
_____ and _____

Report to the main site(s) of the emergency and take as detailed and accurate notes as possible on major actions and communications, including times.

Keep copies of letters, press releases, and other written communications.

Ask phone answerers to keep a record of calls.

When the emergency is over, collect these and all related records and turn them in to the administrator.

These notes, together with any other documentation from the incident, will be stored in the administrator's locked office.

Recovery

The school has made the following arrangements for tasks/resources that may be needed after an emergency:

	Action plan	Primary contact person
Damage assessment	Assess impacts to school, students, staff, and families	
Building repair	Assess damage	
Alternate classroom site(s)		
Volunteer coordination		
Donation coordination		
Crime victim assistance ⁸		
Mental health support ⁹ <ul style="list-style-type: none"> • for students • for faculty and staff • on campus • community referrals 	Assess need for follow up care	
District, state, or national crisis support teams		
Memorials and funeral services		
Lessons learned/ plan update	After an emergency, the team designated to handle routine plan updates will lead an assessment of the school's response to the emergency, involving as many members of the school community as possible, revise the plan as needed to reflect lessons learned, circulate it to the distribution list, and arrange for any necessary retraining. The county and municipal emergency management directors are available to help.	<input type="checkbox"/> Administrator <input type="checkbox"/> Other: participants assigned roles within this plan
Other:		

⁸ Among the steps in your action plan should be, in case of a death, to immediately stop all automated school notices (e.g., library overdue notices) addressed to the victim or his/her family.

⁹ If the emergency involves a life-threatening event, serious injury, or death, mental health support should include qualified trauma-specific counseling.

Hazard-specific advice

¹⁰ If you identify other hazards besides those mentioned in this section when you conduct your school hazard analysis, be sure to add procedures to address them.

Fire

- ! **If there is a fire hazard or explosion hazard, do not use cell phones or walkie-talkies and do not turn light switches on and off.**
- ! **Only try to fight a fire yourself if:**
 - **You have two escape routes in case the fire grows.**
 - **AND you have a backup person with you.**
 - **AND the fire is small enough to be fought with an extinguisher.**
 - **OR you need to clear an evacuation route.**

Fire extinguishers are located:

_____ Fire alarms are located _____

Activate the fire alarm or send someone to activate it.

Call 911; give the most specific information possible about the fire's location. (Do not hang up; keep the line open.)

Call for evacuation. "Evacuate. Evacuate now".

Follow instructions for an evacuation. Stay low to avoid smoke. Shut windows doors behind you when possible to help keep the fire from spreading.

Take the Emergency Red Binder: _____

and the student emergency envelopes: _____

Evacuate to the primary evacuation site: _____

Take attendance and notify administrator/main office of any missing or injured students or staff.

Ensure that the path is clear for emergency vehicles.

Send someone to direct emergency responders to the incident site.

Provide responders with a school map and a master key and let them know if anyone is still in the building..

Document the incident.

Await further instructions from administrator/emergency responders.

Prepare for off-campus evacuation to _____

Hazardous materials release

- ! **If there is a fire or explosion hazard, do not use cell phones, radios, or pagers within 100 feet and do not turn light switches on and off.**
- ! **If you smell gas or hear a blowing or hissing noise, open a window and leave immediately.**
- ! **Avoid any contact with a hazardous material spill. Do not attempt to clean it up or remove it yourself; contain it if possible and wait for trained responders.**
- ! **If you come into contact with a hazardous material, remove contaminated clothing and wash down immediately. Cut off contaminated clothing rather than pulling it over your head.**
- ! **Do not eat, drink, or apply makeup if there is any chance your hands may be contaminated.**

The following hazardous materials are located on campus:

Their Material Safety Data Sheets (information on decontamination and first aid) are located:

In-school contact for help with hazardous materials: _____

Community contact for help with hazardous materials: Poison Control 1-800-442-6305 or 1-800-222-1222

Spill or release on campus

If you have come into contact with a hazardous substance, do not wait—remove contaminated clothing and shower/wash down immediately. Every second counts. (Cut clothing rather than pulling it over your head.)

If possible to do so safely and quickly, note the name of the substance and how quickly it is spreading.

Contain the spill if possible, but do not attempt to clean it up unless you are trained and equipped to do so.

Prevent the spill from entering drains or environmentally sensitive areas.

Move everyone out of the room and close the door. Place wet towels at the foot of the door. Evacuate neighboring rooms if necessary.

Have everyone who was in the vicinity of the spill wash their hands.

Notify the administrator.

Shut off heating/cooling/ventilation to the area.

If the spill is beyond your routine cleanup capacity, call 911. (Do not hang up; keep the line open.) Err on the side of caution: If you think you may need help, get help. Tell the dispatcher what has been spilled, how much, and where the spill is.

Ensure that the path is clear for emergency vehicles.

Send someone to direct emergency responders to the spill site. Give responders a school map and a master key and let them know if anyone is still in the building.

Do not allow anyone to enter the area or touch the spilled material unless they have appropriate training and protective gear.

If there are signs of a gas leak (odor or hissing sound), evacuate immediately. Otherwise, unless you have reason to suspect an immediate danger, wait for emergency responders to advise you on whether to evacuate.

(Instructions continue on next page)

Do not return until the building has been declared safe.

If the spill creates an ecological hazard, it must be reported to the Maine Department of Environmental Protection (1-800-452-4664).

If the air appears to be contaminated, cover mouth with wet cloth and take short, shallow breaths.

If you suspect a gas leak, contact city of Lewiston as 655 Main Street is on city gas.

Document the incident.

Notify parent of any student impacted by or who came in contact with the hazard.

Spill or release outside the school

Get people away from the spill.

Notify administrator..

Call 911. Follow advice from emergency responders.

Be prepared to carry out shelter-in-place protocol and make alert "Shelter in place. Please seal the vents"

Shut off AC/ventilation.

Person responsible: _____

Backup: _____

If they are not available, dials are located:

They can be sealed as follows: _____

Severe weather

- ! If there is any chance of a gas leak or flammable spill, extinguish all flames including pilot lights. Do not turn lights on or off, and do not use cell phones, radios, or pagers within 100 feet.
- ! Do not remain in a portable building if a storm is expected; seek shelter in the main building.
- ! Never enter a flooded basement or room; have the utility company shut off gas and power.

The school's NOAA Weather Radio is located:

The person responsible for monitoring it is:

11

Alternate methods of weather tracking are:

The most storm-safe shelter area on campus¹² is:

Follow these steps before and during severe weather.

As soon as a storm watch is declared, bring everyone indoors—and out of any portable buildings into the main building. Call a reverse evacuation by stating “Secure campus. Please return to classrooms”

Discourage parents from picking up their children if you are not certain they can reach shelter before the storm hits. Mobile homes are not safe during high winds.

Close all windows and doors.

Secure, or stay away from, furniture and wall hangings that could pose a hazard.

Engage in normal classroom activities and remain inside the building and away from windows.

Document steps taken by the school to respond to severe weather.

Winter storms

If you're in a vehicle, stay there unless you can seek shelter very nearby. It is easy to become disoriented in cold and snow.

Cancel all outings. Contact those on community outings and have them return to school immediately. Note-it may be safer for the person to remain at the community location.

If school is called off early, do not release a student to his/her driver early without verification from the parent that someone will be home to greet the child.

Thunderstorms

Lightning can strike as much as 15 miles away from where it is raining. If you can hear thunder or see lightning, you are close enough to be struck — even if the sky above you is blue. If you hear even a distant rumble move indoors immediately.

¹¹ This person should test the radio weekly, keep a test log, and notify the County Emergency Management Agency of any problems.

¹² The best place during a storm is an interior wall on the lowest possible level, away from windows and large-span roofs.

Indoors, stay away from plumbing, electrical appliances, television s, metal doors and window frames, and corded phones.

At an outdoor event, move indoors immediately, and encourage any spectators to do the same. Wait 15 minutes after the last thunder or lightning to go back outside.

There is no safe place outdoors during a thunderstorm. Every outdoor school activity should include a plan for getting indoors quickly.¹³

People struck by lightning may be paralyzed and appear dead but still survive. Give CPR and first aid as needed, treat for shock, and stay with the victim until help arrives. (See "Medical Emergency" section).

Hail

Hail comes from the same part of a thunderstorm as tornados do. It can break skylights, windows, and car windshields. Take shelter indoors immediately.

Hurricanes

Students are unlikely to be at school during a hurricane. Before the storm hits, secure the building and grounds as well as possible; do a thorough safety evaluation before staff or students return.

Severe winds

Close blinds and curtains. An inside wall away from windows and large-span roofs is safest place to shelter. If you hear the "freight train" roar of high winds or breaking glass or large hail, immediately drop into a protective position.

Drop, Cover, and Hold

DROP: Drop to your knees.

COVER: **Indoors:** Move under a desk or table or next to a solid wall. Face away from windows and from the source of danger. Make yourself as small as possible. Cover your head with your hands or arms or extra clothing or a notebook. Protect your eyes and ears.

Outdoors: Avoid power lines and buildings, take cover behind a secure object or in a ditch, and follow the steps above.

HOLD: Hold onto the legs of a desk or table or other secure object if possible. If the object moves, move with it.

Flooding

When driving, do not enter a flooded roadway, no matter how shallow the water seems. Do not enter an underpass filing with water, or try to cross a bridge that is flooding. If your vehicle stalls

¹³ Being stuck outdoors should not be considered an option for any school activity. But if you choose to include advice for this possibility in your plan, you could say the following: If for any reason you cannot shelter in a fully enclosed building, or in a hard-topped vehicle with the windows up, stay away from tall objects like trees and poles, metal objects, and water. Remove any metal you are carrying on your body. If you are in a group, scatter until you are several yards apart

while water is rising, abandon it and seek higher ground.

After flooding:

Never enter a flooded basement or other room until the utility company has shut off the electricity and gas.

Turn off gas at the main switch. (Never turn it back on yourself, wait for a professional.)

If electrical wires are down, do not approach. Contact CMP (1-800-696-1000)

Do not touch wires. Do not touch wet electrical equipment until it has dried out and been tested. Avoid chain link fences or any objects that could conduct electricity from a downed wire.

Discard fresh food that has come in contact with water, and boil drinking water.

Medical emergency

- ! Do not move the victim unless there is an immediate threat to safety — especially if you suspect a head, neck, or back injury.
- ! Do not attempt to give care that is beyond the scope of your training. Do not give medicine without authorization.
- ! Protect yourself from contact with body fluids; use gloves and goggles if at all possible.

First aid kit(s) are located: _____

Defibrillator(s) are located: _____

Person responsible for maintaining first aid kits: _____

Send someone to notify the administrator.

Send someone to _____ and bring back the ill or injured person's emergency care card.

Call 911 if necessary. (Do not hang up; keep the line open.)

Scan the area for hazards.

Send someone to meet responders and direct them to the site.

Reassure the patient.

Check for a medical alert tag, which may be worn as a bracelet or necklace.

Provide first aid within the scope of your training.

If the patient must be cared for in a public area, consider calling a secure campus to prevent students from witnessing a distressing scene or inadvertently hindering emergency responders.

Wash hands after providing care.

Notify parent or guardian if the patient is a student.

If patient(s) are transported to the hospital, send a staff person to accompany them, or meet them there and stay with them until their families arrive.

Document the incident.

Reasons to call 911

You believe it's necessary.

The ill or injured person

is not breathing, is having difficulty breathing or shortness of breath, or is choking.

has no pulse.

is unconscious, semiconscious, or unusually confused.

has bleeding that won't stop, or is coughing up or vomiting blood.

has chest pain or pressure that lasts more than 3-5 minutes or that comes and goes.

has been poisoned or has taken an overdose.

has a seizure for the first time, a seizure that lasts more than 5 minutes, or multiple seizures, or has a seizure and is pregnant or diabetic.

has injuries to the head, neck, or back.

has sudden, severe pain anywhere.

has an open wound over a suspected fracture or where bone or muscle is exposed.

has any condition that could result in permanent disability (for example: lack of pulse, feeling, or normal color on injured arm or leg; amputation; severe eye injury).

could be further injured by being moved.

needs the skills or equipment of paramedics or emergency medical technicians.

needs hospital care, and distance or traffic conditions could delay getting him/her there.

You are not sure, but you believe it may be necessary.

Adapted from California Emergency Medical Services Authority, Emergency First Aid Guidelines for California Schools, August 2004 (www.emsa.ca.gov/pubs/pdf/emsa196.pdf, accessed 5 February 2009).

When calling 911

Remain calm. Speak slowly and clearly. Listen to all instructions. Answer all questions completely. Do not hang up; keep the line open — as the emergency unfolds, it may become more difficult to get a connection. Our school address and directions are posted next to every school phone.

Infectious disease

This school _____ is _____ is not a designated backup medical care facility in case of a public health emergency.

! The most important ways to protect yourself from pandemic flu and other infectious diseases are to practice good health and hygiene habits and to stay home when you are sick.

Since every disease outbreak is different, schools must stay informed and respond flexibly.¹⁴ Start with the following steps.

Encourage good hygiene and cough etiquette:

When you cough or sneeze, cover your mouth with your sleeve or a disposable tissue.

Don't put your fingers near your eyes, mouth, or nose.

Wash your hands frequently and thoroughly.

When you're sick, stay home.

Report notifiable illnesses to the Maine Center for Disease Control. A list of reportable diseases, blank reporting forms, and additional information can be requested by phone (1-800-821-5821) or found online (www.maine.gov/dhhs/boh/ddc/epi/disease-reporting/index.shtml).

Seek up-to-date information advice from the Maine Centers for Disease Control and other sources.*

Sources for up-to-date information on infectious diseases

Maine Center for Disease Control — 1-800-821-5821 (24 hours), 287-5301 (8 to 5);
www.mainepublichealth.gov

U.S. Centers for Disease Control — 1-800-232-4636, www.cdc.gov

state and federal pandemic flu websites — www.maine-flu.gov and www.pandemicflu.gov

World Health Organization (www.who.int)

¹⁴ Plan for as many of the following circumstances as possible: As a disease outbreak becomes increasingly severe, schools need to increase their levels of both disease reporting and prevention. Some students and staff may need extra protection. Attendance policies may need to change to encourage people who are ill to stay home—or go home immediately if they fall ill at school. Routine cleaning procedures may intensify. Promoting good hygiene becomes increasingly urgent. The school may choose to set up hand-washing stations. Extracurricular activities may be canceled. At some point, it may become necessary to close the school. Then the school will need to consider whether and how to provide instruction, care for students who normally receive other services at school, and carry out other school functions such as payroll.

* As this plan was being prepared (September 2009), one good source was the federal CDC's *Preparing for the Flu: A Communication Toolkit for Schools* (www.cdc.gov/H1N1FLU/SCHOOLS/TOOLKIT/). Check for updates.

Bomb threat

- ! If you find a suspicious object, do NOT touch it. Alert emergency responders immediately. Reinforce this caution with students.
- ! Do not use cell phones, walkie-talkies or turn lights on or off, if there is a risk of explosion within 100 feet.
- ! Do not smoke or place a metal object near a suspected bomb.
- ! Do not change environmental conditions (light, temperature, pressure, sound, magnetic fields).
- ! Choose an evacuation site with as much distance and shielding (e.g., sturdy wall or earthen bank) from the suspected bomb as possible.
- ! Always consider the possibility that there may be more than one bomb.

Give every bomb threat a careful assessment, even if you think it may be a prank. Always call 911.

If the threat is in writing:

Alert a colleague to begin the emergency response.

Preserve the note for police with as little handling as possible; place it inside a folder or document protector.

Photograph any threat written on a wall.

Print out and save any email threat.

If the threat is by phone:

Alert a colleague to begin the emergency response.

Remain calm and courteous.

Keep the caller talking (if necessary, pretend you're having difficulty hearing).

Get as much information about the bomb as possible: Where is it? What does it look like?

What will set it off? When will it explode? Stay on the phone if possible. Keep the person talking.

Be aware of background noises and the sound of the caller's voice.

Note time of call. Note caller ID if available.¹⁵

For all threats:

Notify the administrator.

Be prepared to page a lockdown or evacuation.

Call 911. (Do not hang up; keep the line open.)

Ensure that the path is clear for emergency vehicles.

Send someone to wait in a safe place and direct emergency responders to the incident site.

Provide responders with a school map and a master key and let them know if anyone is still in the building.

The danger zone from a bomb blast can range from a few hundred feet to over a mile. Choose an evacuation site with as much distance and shielding (e.g., a building, sturdy wall, or

¹⁵

If your school has the *57 call tracing feature activated, add instructions here for its use.

earthen bank) as possible.

Avoid, and face away from, windows and glass doors.

As much as possible, leave desks and lockers unlocked.

Follow evacuation protocol, including attendance; alert administrator and emergency responders to any missing students.

When cleared to return, quickly scan classrooms and other areas again for suspicious or out-of-place objects before allowing students to return.

Alert families by phone.

Document the incident. (Document every threat and the school's response to it, regardless of whether law enforcement is involved or the school is evacuated.)

When receiving a bomb threat, note caller's exact words and listen for other clues.

Ask questions:

- Where exactly is the bomb?
- What time is it set to go off?
- What will cause it to explode?
- How do you deactivate it?
- What does it look like?
- Is it in plain sight or hidden?
- Who set the bomb? Why?
- Where are you calling from?
- What is your name?
- How old are you?

Evaluate caller's voice for:

- Gender
- Age (adult/teen/child)
- Accent
- Speech impediment
- Intoxication
- Slow/rapid/normal speech
- Anything unusual
- Is the voice familiar? If so, who does it sound like?

Listen for background noise.

Scan for suspicious objects or evacuate immediately?

This tough decision must be made on a case-by-case basis.

If you do evacuate, send two people to check the evacuation route and site for suspicious objects. Always consider the possibility that there may be more than one bomb.

A person who uses a room regularly is best able to tell whether something is out of place. Scan the entire room quickly at all levels, floor to ceiling, and listen for any unusual sounds. Do not use cell phones or walkie-talkies. Do not turn lights on or off. If you find a suspicious object, do not touch it — evacuate immediately.

Common areas where bombs might be placed

Outside: trash cans, dumpsters, mailboxes, bushes and trees, storage areas, parked vehicles

Inside: mail rooms, restrooms, trash cans, planters, inside desks or storage containers, false ceilings, utility closets, areas hidden by drapes or curtains or rugs, behind pictures, in boiler rooms, under stairwells, in recently repaired or patched segments of walls, floors, or ceilings, in light fixtures or ventilation ducts, or in plain view

Adapted from Overseas Bomb Threat Awareness, Department of State publication 10428, <http://www.state.gov/m/ds/rls/rpt/19726.htm>, and A Guide to Handling Bomb Incidents, Georgia Bureau of Investigation, gbi.georgia.gov/vgn/images/portal/cit_1210/18/16/88296503Bomb_Tech_final.pdf (both documents accessed May 6, 2009).

Suspicious package or envelope

! Do not handle, smell, or try to open a suspicious package or envelope.

! Follow the warnings for a bomb threat.

Warning signs of a suspicious package include:

It is unexpected, or the sender is unfamiliar.

It is addressed to someone no longer with the school.

It has no return address, you can't confirm that the return address is legitimate, or the return address does not match the postmark.

It has too much postage or is sealed with too much tape.

It has an unusual weight for its size.

It is lopsided, lumpy, or oddly shaped.

It is marked with restrictions such as "personal" or "confidential."

It has misspelled words.

It has stains, an odor, or protruding wires or aluminum foil.

It is leaking a suspicious substance or making a noise.

If you receive a suspicious package:

Do not handle it or smell it or clean up any leaks.

Isolate it.

Evacuate the immediate area.

Wash your hands thoroughly with soap and water.

Notify the administrator.

Call 911. (Do not hang up; keep the line open.)

Make a list of everyone who came in contact with the package.

Decide whether to evacuate the building.

Notify the family of any student impacted by the incident.

Document the incident.

Violence and crime on campus

The situations described below range from almost routine to extremely serious and can sometimes escalate with little warning. In addition to keeping students and others safe, you may need to do the following, depending on school policy and the nature of the incident:

Keep any potential crime scene as undisturbed as possible.

Notify emergency responders and Hathaway.

Document the incident.

Provide follow-up care.¹⁶

Creating a safe school climate and learning how to effectively assess a potential threat of violence are extremely important tasks that are beyond the scope of this document. One helpful resource is *Threat Assessment in Schools: A Guide to Managing Threatening Situations and Creating Safe School Climates* — a joint project of the U.S. Secret Service and the Department of Education. It is available online from both www.secretservice.gov/ntac.shtml (scroll down) and www.edpubs.ed.gov (enter title in search box).

Unauthorized visitor

The school policy toward visitors is as follows: See “Monitoring Visitors” procedures within this plan.

If possible, ask another staff person to accompany you when you approach the visitor.

Pleasantly ask the visitor to give his/her name and reason for visiting and to check in at the office.

Accompany the visitor to the office or to the exit.

If the person refuses to check in or leave, do not force the issue, but notify the office immediately.

If the person seems hostile or potentially violent, back up but maintain eye contact.

Always allow an avenue for escape for the visitor and for yourself.

Keep your posture and facial expression as calm and nonthreatening as possible.

Don't argue. Let them vent. Make comments like “What can we do to make this better?” or “I understand the problem and I am concerned” or “We need to work together on this problem.”

Encourage the person to move away from students; encourage bystanders to disperse.

Notify the office even if the person leaves the campus. Report as much as you are able to remember about their appearance, including items carried, vehicle, license plate, and any other details.

Weapon (no shots fired)

If possible, isolate the person and prevent him/her from accessing the weapon or backpack.

¹⁶ Know what resources are available to your school and community for victim assistance, suicide prevention, rape crisis, and other types of crisis intervention, and list them with the emergency phone numbers at the end of this plan.

If the weapon is in a locker or other storage place, seal off the area.

If you notice the weapon: Stay calm and try not to draw students' attention to it. Notify the office or another staff person as soon as possible. Do not leave the classroom.

If the individual displays the weapon or makes a threat, do not try to disarm him/her. Avoid sudden moves. Speak calmly and address the person by name. Make sure that both you and the armed individual have an escape route at all times.

Move other students out of harm's way.

Notify the main office. Give them as much information as possible:

who has the weapon (name or description)

what the weapon is

where the individual is

whether he/she has threatened self or others

Initiate lockdown.

Call 911. (Do not hang up; keep the line open.)

Send someone to wait **in a safe place** and direct emergency responders to the incident site.

Provide responders with a school map, a master key, and the location of any video surveillance, and let them know who is still in the building.

Shooting

Initiate lockdown.

If the danger is immediate (such as an active sniper) and you cannot get to a safe location, assume as compact a position as possible, as low to the ground as possible, behind a tree or other structure if possible.

Do not gather in groups.

Direct nearby students and staff into rooms that can be locked.

Notify the administrator.

Call 911. (Do not hang up; keep the line open.)

Ensure that the path is clear for emergency vehicles.

Send someone to wait in a safe place and direct emergency responders to the incident site.

Provide responders with a school map, a master key, and let them know who is still in the building.

Hostage-taking

On the scene

Do not argue with a hostage taker. As much as possible, do what he/she tells you to. Treat him/her with calmness and respect. Do not argue, make suggestions, or try to negotiate.

Observe the person well and try to remember details in order to give a good description later.

Remain calm and reassure students; encourage safe behavior by students.

In the office

Call 911. (Do not hang up; keep the line open.)

Prepare a list of who is in the room and prepare to notify their families.

Send someone to wait in a safe place and direct emergency responders to the incident site.

Provide responders with a school map, a master key, and let them know who is still in the building.

Once the hostage taker is contained, evacuation may become possible. Announce the evacuation by walkie-talkie, phone, or in person, but not by the public address system so as not to alert the hostage-taker.

Suicide threat

Suicide intervention support is available from: _____

Treat every threat as serious.

If a person has threatened suicide, do not leave him/her alone.

Listen, and assure the person of your concern. Remain calm and reassuring. Remember that it is not your job to provide medical or psychiatric care but to provide support until trained help arrives.

Do not let the person leave school alone, even if he/she tells you the crisis is over.

Notify the administrator and school psychologist.

Remove other students from the area if appropriate.

Call 911 if there is a weapon involved, if the person needs medical attention, or if a minor's parent/guardian cannot be reached. (Do not hang up; keep the line open.)

Respect the student and family's privacy and use caution and discretion in discussing the incident.

Death on campus

Secure the area.

Notify the administrator.

Note the names of any witnesses.

If the death is in a public area, call a secure campus to prevent students from witnessing a distressing scene or inadvertently interfering with a crime scene.

Call 911. Remain on the line.

Do not let anyone leave school early without permission.

Protect the family's privacy as much as possible.

Be sure witnesses are offered mental health support.

Check whether the deceased has any family members in the school.

Make arrangements for belongings left at school.

Make arrangements for school contact with family.

Emergency Information

Information for school staff

Emergency numbers

School after-hours emergency contact	
Principal's office	
Commercial towing service: Anytime Towing	777-1333
Police department	911
Fire department	911
Ambulance	911
Maine Poison Control Center	800-442-6305 / 800-222-1222
WorkMed	753-3080
St. Mary's Regional Medical Center	777-8100
Maine Center for Disease Control	800-821-5821 (24 hours a day)
National Suicide Prevention Lifeline	800-273-TALK (800-273-8255)
Child Protective Services	1-800-432-7802
County Office of Emergency Management	784-0147
Local Office of Emergency Management ¹⁷	784-0147
Victim Assistance office	338-2512
Sexual Assault Crisis Center	784-6778
Relocation site 1 ¹⁸ <i>(give address of site and contact person's name, phone number, and alternate phone number)</i>	
Relocation site 2 <i>(give address of site and contact person's name, phone number, and alternate phone number)</i>	
Relocation site 3 <i>(give address of site and contact person's name, phone number, and alternate phone number)</i>	
Electricity: Central Maine Power	800-696-1000
Natural Gas: Unitel (took over Northern Utilities)	800-446-5132 / 866-900-4460 (911 after hours)
Water: City of Lewiston Public Works	784-5753
Sewer: City of Lewiston Public Works	784-5753
Phone: Oxford Networks	333-6900
Cable: Time Warner Cable	800-833-2253
JFM Central Office	782-2726

¹⁷ If you don't know who your local emergency director is, you can find out by calling your town office.

¹⁸ Copy this information from the end of the "Evacuation" section.

Media contact information

Name	Phone	Fax	Cell phone	Email
Television				
WCSH6-Maureen				
O'Brien	828-6666 Ext 222	---	---	newscenter@wsh6.com
WMTW-Sharon				
Deveau	514-1361	782-2165	---	wmtw@wmtw.com
Radio				
Newspapers				
Sun Journal-Rex				
Rhoads	689-2886	777-3436	754-9163	rrhoades@sunjournal.com
Other				

* In addition to the name of the media outlet, list the name of a contact person in this column. School contact information

In the limited-circulation version of this plan, insert the following behind this page:

- copies of parent contact information
- staff phone list, with cell phones
- student transportation list with phone numbers

Information for Emergency Responders

School overview

This school serves grades: _____

Total number of students: _____

Number of teachers: _____

Number of other staff:

Total number of staff: _____

There are _____ students.

Key staff members with contact information:

_____, School Secretary

_____, Evacuation Site Coordinator

Hazardous materials locations:

Utility shutoff locations:

Number and type of school vans:

19

¹⁹ Consider attaching school bus rosters, routes, driver names, and radio/cell phone information after this page in the limited-circulation version of the plan.

School maps

Insert here:

Building floor plan

Note room numbers, exits and entrances (show which way doors open), stairs and elevators, fire alarms, security/fire alarm master panel, hazardous materials, other potential hazards.

Note whether rooms are connected to phone, internet, cable TV.

Emergency staging areas map

Note evacuation sites and routes and bus staging area.

Note tentative locations (with alternates) for command post, medical triage and treatment area, public information office, staging areas for first responders, media, and parents, and where to set roadblocks for traffic control.

List phone numbers for as many of these sites as possible.

Aerial photo of school and surroundings (may print this from "google earth")

Forms, templates, and job aids²⁰

²⁰ These forms have been adapted from a number of sources including *Emergency Guidelines for Maine Schools* (Maine Emergency Medical Services), *Maine Crisis/Hazard Management Planning for Schools (CHAMPS) Guide* (Maine Emergency Management Agency), *School Crisis Guide* (National Education Association Health Information Network), and the FBI Bomb Data Center's bomb threat card. Replace them with your own, if you have them. delete forms that are not helpful, and add other forms as needed. The bomb threat form is meant to be folded in half lengthwise and placed under a telephone. If you use these forms, you may want to add your school name to the header line in some cases before reproducing them.

Suggested contents for first-aid kits

Adapted from Maine Emergency Medical Services, *Emergency Guidelines for Maine Schools*.

Current American Red Cross First Aid Manual or equivalent

American Academy of Pediatrics First Aid Chart

Portable stretcher

Cot, mattress with waterproof cover

Blankets, sheets, pillows, and pillow cases (disposable covers are suitable)

Wash cloths and hand towels

Small portable basin

Covered waste receptacle with disposable liners

Bandage scissors

Tweezers

Needle

Thermometer and covered container for storing thermometer in alcohol (or disposal thermometers or disposable thermometer covers)

Goggles

Expendable supplies:

- Sterile cotton tipped applicators, individually packaged
- Sterile adhesive compresses (1"x3"), individually packaged
- Cotton balls
- Sterile gauze squares (2"x2"; 3"x3"), individually packaged
- Adhesive tape (1" width)
- Gauze bandage (1" and 2" widths)
- Splints (long and short)
- Triangular bandages for sling
- Tongue blades
- 70% isopropyl alcohol for use with thermometer
- Safety pins
- Soap (plain) or solution containing hexachlorophene
- Disposable facial tissues
- Paper towels
- Eye droppers
- Disposable gloves (consider vinyl if latex allergy possible)
- Pocket mask/face shield for CPR
- One ounce emergency supply of Ipecac (dated)

Bomb threat

Place this card under your telephone, this side up.

Do not hang up — keep caller on the line as long as possible.

Questions to ask:

- When is the bomb going to explode?
- Where is it right now?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Did you place the bomb?
- Why?
- What is your name?
- What is your address?

Exact wording of the threat:

Date:

Time:

Length of call:

Who received call:

At what number:

Bomb threat

Caller's voice: ___ male ___ female
___ child ___ teen ___ adult

___ calm	___ stuttering
___ angry	___ lisping
___ excited	___ raspy
___ slow	___ deep
___ rapid	___ ragged
___ soft	___ clearing throat
___ loud	___ deep breathing
___ laughing	___ cracking
___ giggling	___ disguised
___ drunken	___ well spoken
___ crying	___ incoherent
___ slurred	___ message read

If familiar, who did it sound like?

Background noises:

___ street noises	___ dishes/crockery
___ motors ___ horns	___ music
___ airplanes	___ TV/radio
___ house noises	___ bells
___ office machinery	___ party sounds
___ factory	___ animal noises
___ other:	

Bomb threat

Bomb threat

Report call to office immediately.

News release checklist

Procedure (before writing)

- Know who has to OK the document before you release it.
- Know reporters' deadlines.
- Know media representatives' fax numbers and email addresses.

Format of release

- Use two-inch margins; double space; print on only one side of the paper.
- If possible, number releases for tracking purposes.
- If the release has more than one page: number the pages, type "more" at the bottom of every page except the last; type "end" at the end of the last paragraph.

Content

- Date and time
- "For immediate release" (unless you have a specific reason not to include this)
- Contact person ("for more information")
- Brief headline giving name of school and incident
- Brief description (put the most important information at the start):
 - What happened, when, at what school, at what location.
 - What is known about injuries (do not identify victims by name) and damage.
 - Actions being taken by the school.
 - Where parents can meet students.
 - Other information for parents and staff.
 - Any actions requested from the public.
- A quote from the principal or superintendent, if possible. (Clearly identify any quotes by name and title, and use quotes that are short and free of jargon.)
- Sources for further information (hotline and voicemail numbers, school website URL, other)
- Timing of next update, if you can commit to one

Procedure (after writing)

- Get the release signed off on and out to the media as soon as possible.
- Make sure everyone who needs to know about the release is informed ahead of time.
- Keep a file of all released information.
- Be prepared that the news release may generate requests for interviews and news conferences.

News conference checklist

Planning

Schedule the conference at a time that will help media representatives to meet their deadlines.

Think about who needs to be present (speaking or available to speak). Think about questions that might be asked and who should answer them. If the main spokesperson is not also the top subject-matter expert, make sure expert(s) are also available for questions.

Preparing the speakers

Brief participants ahead of time about what they can expect and what they are expected to say/do.

Prepare an agenda.

Hold a rehearsal if possible.

Notifying the media

Notify the media of the news conference by news release, phone calls, fax messages or emails.

If you are not sure, ask the media what equipment they may need.

Preparing the room

Make sure news conference location:

- is easily accessible

- is not too small or too large

- is set up (chairs, microphones) so that reporters can easily hear speakers and ask questions

- is easy to move around in (wide aisles)

- has an open area (preferably raised stage area) in the back for camera operators

- has a lectern in front for speakers

- has water and glasses for speakers

- has a separate room where speakers can wait, away from media, until conference begins

Check it out before the conference begins to make sure everything works, including lights.

Provide handouts or a media kit whenever possible. Contents could include: background information (including spelling of names and lists of any complicated statistics), organization charts, brief biographies of key people, copy of the news release announcing the news conference.

Provide visual materials whenever possible — e.g. maps, charts — and set them high enough to be clearly seen (including by the speakers) and photographed.

During the conference

Limit the conference time to half an hour, an hour at the most.

Allow plenty of time for questions. Be clear in advance about time limits on the Q&A session.

Let the media know when the next conference will be scheduled.

After the conference

Research any unanswered questions and answer them in a news release or at the next news conference.

Guidelines for working with the media

Preparing

Gather as much information as possible. Review what you can say about who, what, when, where, why, and how. Be prepared to answer questions such as these: What happened? Who is in charge? Has the situation been contained? Are the victims being helped? Why did this happen? Were you forewarned?

Know the key points you want to stress.

Coordinate the school's message with that from other agencies, so the public is not forced to figure out conflicting messages.

Practice with a colleague, especially if it is your first interview or news conference.

Dress appropriately.

Speaking with media representatives

Give a clear, concise opening statement that covers the most important facts.

Choose the two or three most important things you need people to know, say them clearly and succinctly, and then reinforce them as often as necessary.

Acknowledge people's fears.

Where appropriate, offer people something constructive to do.

Tell the truth.

Use plain language — avoid jargon and acronyms.

Never say "no comment." (If you don't know the answer to a question, say so — and promise to find out and provide an answer later.)

Stay calm. Don't allow yourself to be provoked.

When necessary, gently and politely return the conversation to the key points you want to stress.

Don't speculate.

When appropriate, refer questioners to author authorities such as police, firefighting, or hospital officials. Let policymakers answer questions about policy.

Watch your body language — avoid fidgeting and unintended facial expressions, and keep good posture.

Give yourself time to think through the question before you answer.

Word your answer carefully so that, even if a small portion of it is reproduced without as much context as you would like, it will still make sense and not give a wrong impression.

When you are on air, look at the reporter not the camera.

If there is a camera or microphone in sight, assume it is live.

Be prepared to answer these questions:

What happened?

Who is in charge?

Has the situation been contained?

Are the victims being helped?

Why did this happen?

Did you have forewarning?

(NEA School Crisis Guide, www.neahim.org/crisisguide)

Plan approval

I have reviewed and approved the emergency operations plan for ACADIA Academy located at

Building Administrator

Date

Director

Date

Plan coordination with community responders

I have reviewed and coordinated on the emergency operations plan for ACADIA Academy, located at _____

[Insert name], Emergency Management Director
school building plans: municipal EMD.

Date

[Insert name and title]
Law enforcement representative
school building plans: municipal police chief.

Date

[Insert name and title]
Fire and emergency services representative
school building plans: municipal fire chief.

Date

Plan update procedure

This plan will be reviewed: during the first month of every school year and whenever there is a significant change in circumstances, policy, or personnel.

It will also be reviewed after any emergency. The following people will conduct the review, with additional participants as needed:

- _____
- _____
- _____

The following people are authorized to make routine changes (such as updating phone trees or staff lists) without formal approval:

- _____
- _____

Questions to review annually include the following:

- Are the evacuation sites and routes still available, barrier-free, and hazard-free? Have we reconfirmed availability with the site managers? (Have the locks changed?)
- Have there been any changes to staff or staff phone numbers?
- Have there been any changes to who is in charge of emergency functions?
- Have new measures been advised for dealing with infectious disease?
- When a change is made to the plan, _____ will (1) circulate the changed page(s) to everyone on the distribution list with a cover letter asking them to insert the new page and destroy the old page and (2) enter the change on the Record of Changes (see next page).

When the annual review finds that no changes are necessary, fill in the date, write "no change," and initial.

At the time of the annual plan review, check all emergency kits and replace batteries and expired medications and food items.



Plan distribution list

Building Administrator

Director

School Secretary

Main Office copy for faculty and staff

One copy to each emergency kit/classroom

One copy to each faculty member with a role defined within this plan

Local emergency management director

Local police department

Local fire department

County emergency management director

Contact person, relocation site in case of evacuation: _____

Memoranda of Understanding

Insert copies behind this page of any written agreements with relocation sites, the Red Cross, health and mental health agencies, the county, and other schools.

Acknowledgments

This plan template drew heavily on the following resources:

- *A Guide to Developing a Severe Weather Emergency Plan for Schools*. National Weather Service. Available at www.erh.noaa.gov/er/lwx/swep/ (accessed January 12, 2009).
- *Comprehensive School Safety Guide*. Minnesota School Safety Center. Available at www.hsem.state.mn.us/ (accessed July 11, 2009).
- *Emergency Guidelines for Maine Schools*. Maine Emergency Medical Services. Available at www.state.me.us/dps/ems/documents/Emergency_Guidelines_for_Maine_Schools_revised_082708.pdf (accessed March 23, 2009).
- *Emergency Standard Operating Guidelines for Buses*, Missouri Center for Safe Schools. Available at <http://education.umkc.edu/Safe-School/downloads/index.asp> (accessed January 29, 2009).
- *Kennebec Middle School Comprehensive Emergency Management Plan (A Sample Plan)*. Augusta, ME: Maine Emergency Management Agency, 2008. Available as item 57541 at www.maine.gov/mema/mema_library.shtml (accessed January 2, 2008).
- *Is Your Child Care Program Ready? A Disaster Planning Guide for Child Care Centers and Family Child Care Homes*. NACCRRA, 2011.
- *Maine Crisis/Hazard Management Planning for Schools (CHAMPS) Guide*. Augusta, ME: Maine Emergency Management Agency, 2007. Available as item 23683 at www.maine.gov/mema/mema_library.shtml (accessed January 2, 2008).
- *Practical Information on Crisis Planning: A Guide for Schools and Communities*. Washington, DC: Office of Safe and Drug-Free Schools, U.S. Department of Education, 2007. Available at www.ed.gov/emergencyplan/crisisplanning.pdf (accessed January 2, 2008); hard copy can also be ordered from edpubs@inet.ed.gov.
- *Ready to Respond Emergency Preparedness Plan for Early Care and Education Centers*. Available at www.brighthorizons.com/talktochildren/docs/emergency_plan.doc (accessed July 2012).
- *Resource Guide for Crisis Management Planning*. Compiled by Susan L. Nolan. Unity, ME: Maine School Administrative District 3, 2008.

Tab 15: Anti-bullying Policy

Anti- Bullying and Harassment Policy

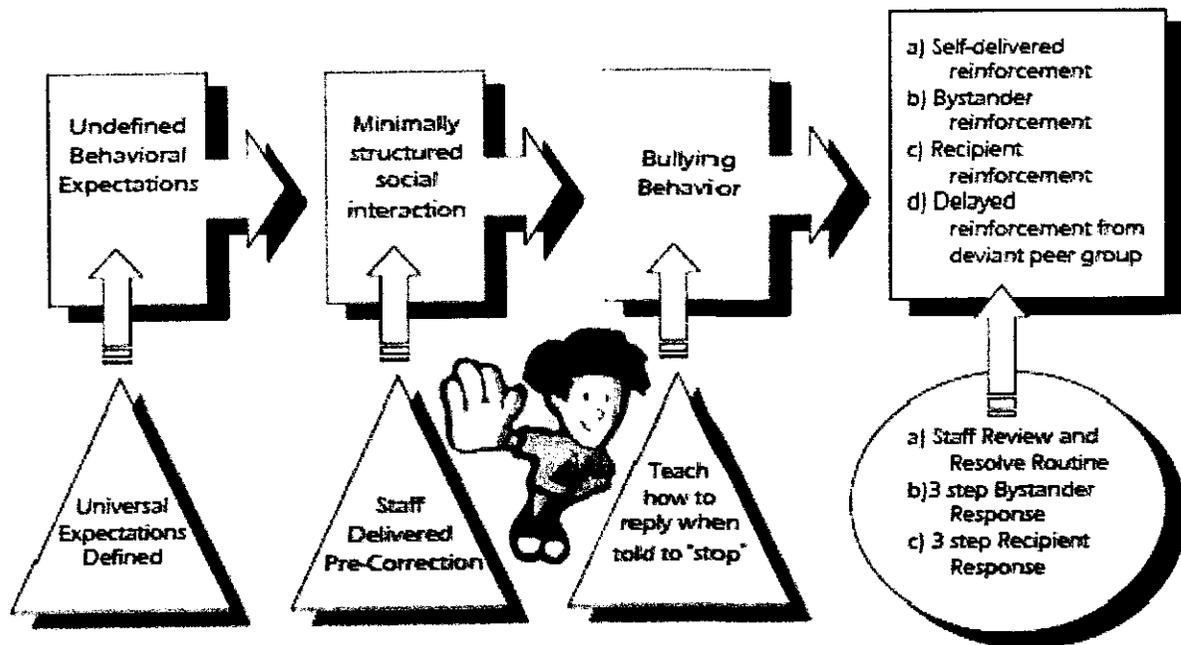
ACADIA Academy recognizes that aggression, violence, threats, intimidation, and isolation compromise the ability of students to learn and perform in school. Establishing a school-wide expectation for common respect, teaching what that means, and ensuring that all students and faculty and staff members share in the responsibility of making schools respectful settings can make a difference. ACADIA plans to use a framework of school-wide Positive Behavioral Interventions and Supports (PBIS) in order to prevent incidents of bullying and harassment through the construction of a healthy, safe school climate.

The conceptual framework for Bully-Prevention in Positive Behavior Support (BP-PBS) lies in an effort to identify the most efficient procedures for achieving durable reductions in violent and disruptive behavior. It is this emphasis on establishing preventative systems of behavior support that prompted the development of PB-PBS. Six key features of BP-PBS map perfectly onto those developed through a synthesis of research on effective implementation of school-wide PBS, making BP-PBS an ideal additional component of PBS. Those six key features are:

1. The use of empirically-tested instructional principles to teach expected behavior outside the classroom to all students
2. The monitoring and acknowledgement of students for engaging in appropriate behavior outside the classroom.
3. Specific instruction and pre-correction to prevent bullying behavior from being rewarded by victims or bystanders.
4. The correction of problem behaviors using a consistently administered continuum of consequences.
5. The collection and use of information about student behavior to evaluate and guide decision making.
6. The establishment of a team that develops, implements, and manages the BP-PBS effort in a school.

Decreasing the frequency and preventing future incidents of bullying and harassment requires the identification of causal variables over which parents, educators, and professionals have control. Such variables are to be found outside the person: the events that reliably precede and follow problem behavior. In other words, what is needed is a functional assessment of bullying. A functional assessment is used to identify events in the immediate context that often trigger problem behavior and also events that might serve to reinforce problem behavior, increasing the likelihood that it will occur again. By this definition, the events that trigger and maintain bullying can be observable and subject to alteration by school staff and professionals. Specifically, BP-PBS works to teach specific behaviors that will reduce the probability of

bullying incidents. Research suggests that bullying behavior is frequently followed by and reinforced by peer attention or tangibles (Salmivalli, 2002; Soutter & McKenzie, 2000). Through the explicit teaching of a 3-step response to problem behavior, students learn to eliminate the reinforcement for bullying. In addition, inconsistent staff procedures for dealing with reported incidents of bullying can lead to an increased likelihood of its display in certain settings.



Students who frequently exhibit problem behavior do not take long to learn what they can get away with, and with little staff consistency, these students quickly discover how to "work the system". BP-PBS eliminates this problem through specific instruction to all school staff on effective, efficient procedures for both responding to reports of problem behavior and delivering consequences. Through the implementation of these procedures, staff members build consistency regarding responses to problem behavior, thereby reducing the probability that students will attempt to work the system.

Although ACADIA Academy will implement a prevention-based model in hopes of minimizing incidents, the school will not tolerate bullying and/or harassment at any level of the school community. Students identified as participating in any verbal, emotional and/or physical form of bullying will be provided corrective instruction within the school-wide PBIS framework. All students involved in a bullying incident will be addressed by teachers and additional school community members that may include a school psychologist or social worker if needed. Addressing a bullying incident will include respect for the emotional and developmental needs of all students involved. Further, all bullying incidents will be reported to the parent/guardian of all involved students. Ongoing assessment, relationship building and monitoring of involved students will be essential to prevention of future occurrences. Every bullying incident will be documented in writing and reported to the Director of the Academy. If bullying is persistent the Director will make decisions based on the emotional, physical, academic and safety needs of all students involved. Although, it is the goal of ACADIA Academy to limit time out of school due

to suspensions and/or expulsions, persistent bullying may result in removal of a student in order to maintain safety within the school community.

Resource: Ross, S., Horner, R., & Stiller, B. (2012). *Bully prevention in positive behavior support: handbook for elementary schools*. Positive behavioral interventions and supports at the OSEP Technical Assistance Center.

Tab 16: Anti-harrassment Policy

Anti- Bullying and Harassment Policy

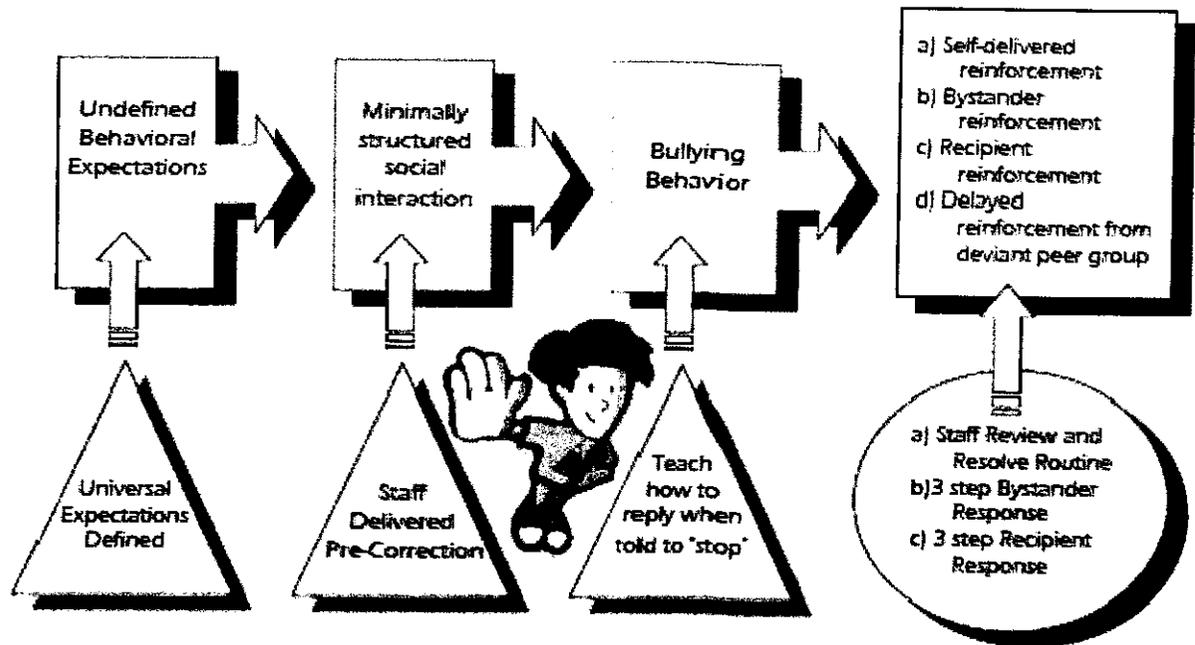
ACADIA Academy recognizes that aggression, violence, threats, intimidation, and isolation compromise the ability of students to learn and perform in school. Establishing a school-wide expectation for common respect, teaching what that means, and ensuring that all students and faculty and staff members share in the responsibility of making schools respectful settings can make a difference. ACADIA plans to use a framework of school-wide Positive Behavioral Interventions and Supports (PBIS) in order to prevent incidents of bullying and harassment through the construction of a healthy, safe school climate.

The conceptual framework for Bully-Prevention in Positive Behavior Support (BP-PBS) lies in an effort to identify the most efficient procedures for achieving durable reductions in violent and disruptive behavior. It is this emphasis on establishing preventative systems of behavior support that prompted the development of BP-PBS. Six key features of BP-PBS map perfectly onto those developed through a synthesis of research on effective implementation of school-wide PBS, making BP-PBS an ideal additional component of PBS. Those six key features are:

1. The use of empirically-tested instructional principles to teach expected behavior outside the classroom to all students
2. The monitoring and acknowledgement of students for engaging in appropriate behavior outside the classroom.
3. Specific instruction and pre-correction to prevent bullying behavior from being rewarded by victims or bystanders.
4. The correction of problem behaviors using a consistently administered continuum of consequences.
5. The collection and use of information about student behavior to evaluate and guide decision making.
6. The establishment of a team that develops, implements, and manages the BP-PBS effort in a school.

Decreasing the frequency and preventing future incidents of bullying and harassment requires the identification of causal variables over which parents, educators, and professionals have control. Such variables are to be found outside the person: the events that reliably precede and follow problem behavior. In other words, what is needed is a functional assessment of bullying. A functional assessment is used to identify events in the immediate context that often trigger problem behavior and also events that might serve to reinforce problem behavior, increasing the likelihood that it will occur again. By this definition, the events that trigger and maintain bullying can be observable and subject to alteration by school staff and professionals. Specifically, BP-PBS works to teach specific behaviors that will reduce the probability of

bullying incidents. Research suggests that bullying behavior is frequently followed by and reinforced by peer attention or tangibles (Salmivalli, 2002; Soutter & McKenzie, 2000). Through the explicit teaching of a 3-step response to problem behavior, students learn to eliminate the reinforcement for bullying. In addition, inconsistent staff procedures for dealing with reported incidents of bullying can lead to an increased likelihood of its display in certain settings.



Students who frequently exhibit problem behavior do not take long to learn what they can get away with, and with little staff consistency, these students quickly discover how to "work the system". BP-PBS eliminates this problem through specific instruction to all school staff on effective, efficient procedures for both responding to reports of problem behavior and delivering consequences. Through the implementation of these procedures, staff members build consistency regarding responses to problem behavior, thereby reducing the probability that students will attempt to work the system.

Although ACADIA Academy will implement a prevention-based model in hopes of minimizing incidents, the school will not tolerate bullying and/or harassment at any level of the school community. Students identified as participating in any verbal, emotional and/or physical form of bullying will be provided corrective instruction within the school-wide PBIS framework. All students involved in a bullying incident will be addressed by teachers and additional school community members that may include a school psychologist or social worker if needed. Addressing a bullying incident will include respect for the emotional and developmental needs of all students involved. Further, all bullying incidents will be reported to the parent/guardian of all involved students. Ongoing assessment, relationship building and monitoring of involved students will be essential to prevention of future occurrences. Every bullying incident will be documented in writing and reported to the Director of the Academy. If bullying is persistent the Director will make decisions based on the emotional, physical, academic and safety needs of all students involved. Although, it is the goal of ACADIA Academy to limit time out of school due

to suspensions and/or expulsions, persistent bullying may result in removal of a student in order to maintain safety within the school community.

Resource: Ross, S., Horner, R., & Stiller, B. (2012). *Bully prevention in positive behavior support: handbook for elementary schools*. Positive behavioral interventions and supports at the OSEP Technical Assistance Center.

Exhibit A.5.1

ACADIA Academy

Parent /Student Handbook

ACADIA Academy Mission

The mission of staff and board of directors at ACADIA Academy is to wholly and fully educate all of our students, assisting them to excel in critical areas of their development; academically, socially, emotionally and physically. It is our intent to support our students in developing their maximum potential as individual learners while teaching them to contribute meaningfully to their community.

ACADIA Academy embraces standards-based learning, utilizing benchmarks set forth by the Common Core, Maine Learning Results and the newly adopted NextGen Science Standards. We will maximize the abilities of each of our students by providing them with a structured learning environment that embraces a unique and comprehensive blend of direct and systematic instruction paired with experiential learning. In addition to these rigorous and clearly defined standards, the ACADIA Academy staff, board members, parents and students will establish benchmarks to clearly identify skills and characteristics of leadership, self-awareness, self-determination and meaningful community contribution.

2015-2016

September

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

October

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

November

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			28
29	30					

December

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				25
27						

January

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

February

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

March

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		

April

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

May

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			

June

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		

July

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

August

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					

Vacation days for both students and staff

Weekends

Staff development days- no school for students (11 total)

Tuesday, Sept 1st- first day of school
Friday, July 1st- last day of 5 day a week programming
Tuesday, August 2nd- Thursday, September 1st- summer session

Sample Daily Schedule

Pre-K Schedule

Monday-Thursday

7:50 playground/breakfast/snack/ universal
check-in (PBIS)

8:20 circle time/story

8:35 reading (centers/small groups)

9:20 arts and movement

9:50 snack

10:05 math

11:05 science/social-emotional
learning/social studies

12:05 lunch

12:30 recess

1:00 handwriting/writing and language

1:30 story/free play

1:45 clean up/ pack up/goodbye

2:00 - dismissal

Fridays

7:50 playground/breakfast/snack/ universal
check-in (PBIS)

8:20 circle time/story

8:40 - experiential learning/enrichment
activities begin depending on plans (i.e. field
trips, guest speakers, etc.) - interest focused
activities may also follow a Monday-
Thursday schedule altering the instruction
based on the information being
taught/shared

Optional

Monday-Friday

2:00-5:00 Afterschool care

Kindergarten/1st grade Schedule

Monday-Thursday

7:50 playground/breakfast/snack – universal
check-in (PBIS)

8:20 attendance/journal/independent work

8:35 morning message/story

8:50 reading/small groups

9:45 handwriting/writing and language

10:10 social-emotional learning

10:40 math

11:30 lunch

12:00 recess

12:30 social studies/science

1:15 arts and movement

1:45 clean up/pack up

2:00 - dismissal

Fridays

7:50- playground/breakfast/snack –
universal check-in (PBIS)

8:20- attendance/journal/independent work

8:45- morning message/story

9:00 - experiential learning/enrichment

activities begin depending on plans (i.e. field

trips, guest speakers, etc.) - interest focused activities may also follow a Monday-Thursday schedule altering the instruction based on the information being taught/shared

*Optional
Monday-Friday*

2:00-5:00 Afterschool care

2nd-6th grade Schedule

Monday-Thursday

7:50- playground/breakfast/snack – universal check-in (PBIS)

8:20-attendance/journal/independent work

8:35-math

9:30-reading/small groups

11:00-social-emotional learning

11:30-science

12:30-lunch

12:50-recess

1:10-writing/language

1:45-clean up/pack up

2:00 - dismissal

Fridays

7:50 playground/breakfast/snack – universal check-in (PBIS)

8:20 attendance/journal/independent work

8:35 - experiential learning/enrichment activities begin depending on plans (i.e. field trips, guest speakers, etc.) - interest focused activities may also follow a Monday-Thursday schedule altering the instruction based on the information being taught/shared

Optional

Monday-Friday

2:00-5:00 Afterschool Care

ACADIA Academy School Policies

Arrival/Dismissal

Students are expected to arrive on time for school. Children may be dropped off for breakfast and recess activities at 7:50. The instructional day begins with a universal check-in at 8:20. Students arriving after this time will be considered tardy.

Regularly scheduled educational activities conclude at 2:00. Students will depart either on transportation or with an approved adult. Adults must check in at the office prior to picking up a student. If someone other than a parent or pre-approved guardian arrives to pick up a student, the office must be notified in advance by the parent or guardian, and the individual picking up must provide photo identification to school personnel.

After school care is available from 2:00 to 5:00 for a fee. If you elect to take advantage of this service, the same dismissal procedures apply.

Attendance

All students are expected to attend classes. Regular attendance is essential for maximum academic progress. If your child is unable to make it to school or for transportation, please call in advance. Should chronic absences become a problem, a conference may be necessary with the director and parents to create a plan to ensure the student does not fall behind.

Closures & Delays

Inclement weather, power outages, fire and other extreme circumstances may disrupt ACADIA Academy operations and may require closing of the school until the issue is resolved. Notifications of such closures will be on WGME13, WMTW 8, and WCSH 6 and their websites. In the event of overnight or early morning snowstorms, this information will be available prior to 7 am the morning of the closure.

Lunch & Snacks

All students at ACADIA Academy will need to provide a lunch and a morning snack. Parents and guardians are strongly encouraged to supply healthy snack and lunch options. For this reason we discourage sending your child to school with soda or candy. Please do not send in glass, china or other breakable materials. Access to a food pantry is available for families needing supplemental assistance. We ask that you please notify us in writing about any dietary restrictions or allergies your child may have prior to the start of the school year so we may make the necessary accommodations to keep your child safe and healthy.

Clothing

Please dress your child in comfortable clothes that allow for participation in a variety of activities. Ensure that your child is dressed to suit the climate while still affording for modesty

and appropriate school attire. Clothing displaying vulgar language, imagery or promoting alcohol or drug use is not permitted.

Sneakers are the best selection for footwear. During the colder winter months we recommend children keep a pair of slippers or sneakers at school. They may change into boots or outdoor shoes at the beginning and end of each day. Please refrain from sending your child in flip flop as they do not stay on feet well and become a tripping risk.

All children need an extra set of clothing kept at school. Please write students names or initials on tags. Additionally, please clearly mark your child's name on the inside of all jackets, sweatshirts, sweaters, boots etc. In the event that an unmarked item is found, there will be a lost and found bin at the front desk. We request that if items are mistakenly sent home with the wrong child that you kindly send them back.

Field Trips

Experiential learning plays an integral role in the ACADIA Academy educational experience. Occasionally, these experiences will take students off campus. In these cases, a permission slip will be sent home in advance describing the location and times of the trip. This permission slip must be returned prior to the field trip. If the form has not been signed, the student will not be able to participate in the field trip.

Celebrations

Holidays are celebrated at ACADIA Academy and used as theme material for further education. We ask that if you do not want your child participating in certain activities, you notify us in advance in writing. In addition, we welcome any parent or guardian who wishes to share customs or traditions with our students.

If your child will be having a party outside of school and you will not be inviting the entire class, we request you mail invitations instead of distributing them at school. Birthdays may be celebrated within the classroom. Please inform your child's classroom teacher of your birthday intentions approximately one week prior to the birthday so we can communicate these plans to all classroom parents.

Items from Home

Some children enjoy bringing favorite items from home to ease the transition into school. This practice is perfectly acceptable only we ask that breakable, irreplaceable, or otherwise valuable items stay at home. Additionally, toy guns, weapons or other toys that depict acts of violence, profanity or racism are not allowed at ACADIA Academy. We also request money, gum and candy be kept at home.

Mandatory Reporting

All ACADIA Academy employees are mandatory reporters of suspected abuse or neglect to any and all children. If we have any suspicions of abuse or neglect, we must report it to

DHHS immediately. We will inform you of our decision to do so in the hopes that we keep an open line of communication with you.

Student Health

Illness and Injury at School

While Parents are an excellent judge of their child's health, it is common for children to get ill quickly. If at any time a child develops the following:

- Temperature of 100 degrees or higher
- Inflammation/redness of the eyes or weepy eyes
- Vomiting
- Diarrhea (unrelated to food allergy, food susceptibility)
- Communicable disease
- Rash of unknown origin

We will contact a parent or, if parent is unavailable, emergency contact to pick up the child immediately. All parents must fill out an emergency information form and releases on an annual basis to let us know of any changes regarding allergies, medical information or contact information.

In the event of simple injuries, basic first aid will be applied by staff. An accident report will be filled out by staff and parents notified at the end of the day. For serious, acute injuries, such as broken bones or deep lacerations, parents will be contacted immediately. If we are unable to contact parents, we will notify the pediatrician listed.

School Sick Policy

If your child was sent home due to illness or falls ill over night or weekend, he/she cannot return to school until they have been free of symptoms for twenty-four hours. Please notify ACADIA Academy staff if your child has a communicable disease such as: measles, mumps, chicken pox, lice etc. These diseases spread quickly if not treated or detected. Students may return to school after a doctor writes a note reauthorizing their entry to school.

Immunizations

In order to best protect all students, all parents or guardians must present documentation that students have received all required immunizations; doctors may also fax this information directly to the school. If students are not up-to-date on immunizations, parents or guardians must present documentation of exemption by law before the student may be admitted to ACADIA Academy.

Medications at school

Whether it be for a chronic condition or the occasional bout of allergies, sometimes children require medicine during the school day. To keep all students safe, we must insist all medicine be delivered directly to the office by an adult.

Over the counter medication: If your child requires administration of over the counter medications, a signed note from a parent is required as well as the medication in the original container. This note must explicitly outline:

- The name of the medication
- The dosage
- The frequency (how often) to administer
- The date

There will also be standing orders on file, signed by a parent/guardian, to administer certain over the counter medications (e.g. Benadryl, Tylenol etc.) in emergency or unexpected situations (see Forms section, pages 22,23) You will always be notified prior to administration via phone in these circumstances.

Prescription Medication: If your child requires prescription medication be taken at school, we require a signed doctors note, in addition to the parent note, as well as the medication in the original container. The dated doctor's note must outline:

- The name of the medication
- The dosage
- The frequency (how often) to administer
- How long to administer the medication

You doctor may also fax over this order.

In all circumstances, medications will be given to children by a qualified individual (e.g. CRMA, LPN, RN)

Pediculosis

The CDC confirms that whilst Lice are a nuisance, they do not spread disease. For that reason, if we find live lice on your child, you will be contacted immediately, your child will be sent home at the end of the day, and following treatment, they may return to school. If you believe your child has lice, please contact the school.

Discipline Policy

ACADIA Academy believes that school climate is directly shaped by the environment the school provides for students and staff. Moreover, many behavioral problems in the context of school arise from student skill deficits. When students are not explicitly taught behavioral expectations in school classrooms, hallways, cafeterias, and playgrounds, they are more likely to act in a way that teachers and staff deem inappropriate.

School Culture and Curriculum

ACADIA Academy will create a school community of students, teachers, parents and support staff who focus to meet the intellectual, emotional and psychological needs of all members. The Academy will foster an environment where students are taught to be self-determined in their learning and social interactions. This means that students will complete tasks

because they are intrinsically motivated to do so. Internalization will begin by supporting students to develop a school-wide system of values to include respectfulness of others and the environment, responsibility and productivity. Small group discussions and larger group meetings for the development of the school values system will be critical in the first weeks of each new school year. This time will be devoted to small and large group meetings where students collaborate and make decisions about necessary components to create a safe learning environment for all members of the school community.

Discipline

From the first day students arrive at ACADIA Academy behavioral expectations will be explicitly modeled and positively reinforced through the implementation of a school-wide Positive Behavioral Intervention Support System (PBIS). This reinforcement system will combine detailed praise with a school-wide token economy system that will be connected to a school store. Teachers will catch students exhibiting positive behaviors and reward them with a combination of praise and points. Points can subsequently be turned in to the school store for a variety of prizes including tangible items, opportunities for preferred activities, and even charitable donations. Additionally, social and emotional skills will be systematically taught using the *Strong Start* and *Strong Kids* curricula

Beyond the PBIS, some students may require a broad-based system of behavioral supports in which a network of mental health specialists, educators, and others in the community work together with students and their families. ACADIA Academy is prepared to offer this level of supports to students in need of them. All secondary and tertiary behavioral supports will be progress-monitored using observable behavioral data.

The school will utilize discipline that is fair, corrective and includes therapeutic group relationship-building activities. This kind of approach to discipline helps to reduce the likelihood of future behavior problems, while allowing students to forge relationships with teachers and peers.

Bullying

ACADIA Academy will not tolerate bullying and/or harassment at **any** level of the school community. Students identified as participating in any verbal, emotional and/or physical form of bullying will be disciplined within the PBIS framework. All students involved in a bullying incident will be addressed by teachers and additional school community members that may include a school psychologist or social worker if needed. Addressing a bullying incident will include respect for the emotional and developmental needs of all students involved. Further, all bullying incidents will be reported to the parent/guardian of all involved students. Every bullying incident will be documented in writing and reported to the Director of the Academy. If bullying is persistent the Director will make decisions based on the emotional, physical, academic and safety needs of all students involved.

Parent Involvement

Parent-Teacher communication

ACADIA Academy encourages extended family of all students to be working members of the school community. Levels of communication will be established based on the broad spectrum needs of both students and their caregivers. Home School logs in the form of a

notebook for narrative writing or checklists for quicker notations of food consumption and/or daily activities will be utilized to facilitate intense communication needs. Student-led parent teacher conferences will be held on a trimester schedule during which all members of the community working with the identified student will discuss progress, concerns, needs and successes. Special Education Students will have additional Quarterly meetings in accordance with their Individualized Education Plan.

Parent Advisory Committee

This Committee will be comprised of family members of enrolled students who are willing and able to facilitate communication between school and board members and parents. The Committee serves to assist in fundraising events, school celebrations and works as a bridge between the community, school staff and board members. Individuals within this group also manage family volunteer opportunities within the school as well as build relationships with community organizations to coordinate student volunteer opportunities. Please let us know if you would like to participate!

Emergency Procedure

ACADIA Academy has a comprehensive Emergency Response Plan which will be reviewed with staff annually. Drills will be scheduled to review procedures with staff and students.

The Emergency Response Plan covers the need for the following possible responses: Evacuation, Relocation, Reverse Evacuation, Lockdown, Secure Campus, Shelter in Place, Utility Disruption, and Missing Child.

Should a real emergency occur, parents may be notified in the following ways:

phone email backpack letters/communication log
 voicemail website media

It will be important for ACADIA Academy to have current contact information for each student so contact can be made immediately if need be.

Emergency Information
To Accompany Child in Case of Emergency

Date _____

Student Name:

Nickname:

Date of Birth:

Age:

Grade:

Gender:

Height:

Weight:

Hair Color:

Disability:

Medicaid #:

Other Insurance:

Primary Care Physician:

Phone:

Address:

Preferred Hospital:

Medications/Medical Needs:

Allergies:

Home Address:

Home Phone Number:

Parent Names:

Alternate Phone Numbers:

Warbixinta Deg-degga
Ee wehlineyso Cunuga Xaaladda Deg-degga ah
(Emergency Information)
(To accompany Child in Case of Emergency)

Taariikh _____

Magaca Ardayga:

Naanays:

Taariikhda Dhalashada:
Jinsi:

Da'da:

Fasalka:

Joog:

Culays:

Midabka Tinta:

Curyaanimo:

Caymis Dawo #:

Caymisyo Kale:

Dhaqtarka qaabilsan Daryeelka Muhiimka ah:
Cinwaanka:

Taleefoonka:

Isbitaalka aad jeceshahay:

Daawayn/Baahiyaha Daawo:

Xasaasiyad:

Cinwaanka Guriga:

Lambarka Taleefoonka Guriga:

Magacyada Waaliddiinta:

Lambarro kale oo Taleefoon:

Xirfadaha Wada-hadalka/Warbixin Muhiim ah oo ku saabsan Akhlaaqda:

Authorization for Emergency Medical Treatment

In the event that I as parent/guardian cannot be reached, I give ACADIA Academy permission to seek medical treatment for my child _____ (child name).

I prefer that my child be taken to _____ (name of hospital).

My child's doctor's name is _____ (name of doctor).

In my absence I give ACADIA Academy permission to contact any of the following people to lend my child support:

NAME	PHONE #
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Parent Signature

Date

**Ogolaanshaha Daweynta Xaaladaha Deg-degga ah
(Authorization for Emergency Medical Treatment)**

Haddii ay dhacdo in la i heli waayo anigoo ah waalidka/mas'uulka cunuga, waxaan u fasaxayaa Xarunta Carruurta ee ACADIA Academy inay dawceeyaan cunugeyga _____ (magaca cunuga).

Waxaan doorbidayaa in cunugeyga loo qaado _____ (magaca isbitaalka).

Magaca dhaqtarka cunugeyga waa _____ (magaca dhaqtarka).

Xilliga aan maqnahay, waxaan u fasaxayaa Xarunta Carruurta ee ACADIA Academy inay la xiriirto mid ka mid ah dadka soo socda si ay taageero ugu fidiyaan cunugeyga:

MAGACA	TALEEFOONKA #
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Saxiixa Waalidka

Taariikhda

PHOTO PERMISSION

Student Name _____

Please initial each section for which you give permission:

Note: photographs selected will depict positive instructional, recreational, educational, adaptive, community-based activities and skill development.

_____ emergency books/sheets with pertinent information to be used in case of involvement of emergency personnel/hospital/fire/police.

_____ activity posters with name, age, and/or grade

_____ activity posters *without* identifying information

_____ academic projects with name, age, and/or grade

_____ academic projects *without* identifying information

_____ brochures with name, age, and/or grade

_____ brochures *without* identifying information

_____ newsletter with name, age, and/or grade

_____ newsletter *without* identifying information

_____ website with name, age, and/or grade

_____ website *without* identifying information

Parent/Guardian Signature

Date/Signed

OGOLAANSHAHA SAWIRKA
(Photo Permission)

Magaca Ardayga _____

Fadlan ku billow qeyb kasta ee aad ogolaato:

Xusuusnow: Sawirrada la doorto waxay qeexi doonaan horumarka xirfadda iyo howl-qabadyada ku saleysan la qabsashada bulshada, waxbarashada iyo madadaallada.

_____ buugaagta xaaladaha deg-degga/waraaqaha ee ay ku yaallaan warbixinta muhiimka ee loo isticmaalayo marxaladda ku luglaaanshaha shaqaale deg-deg ah/isbitaal/dab/boolis.

_____ sawirrada waa-weyn ee howl-qabadka oo uu ku qoran yahay magaca, da'da, iyo/ama fasalka

_____ sawirrada waa-weyn ee howl-qabadka *iyadoo aan* la shaacineyn warbixin

_____ Mashaariic-dugsiyeedka oo leh magac, da' iyo/ama fasal

_____ mashaariic-dugsiyeedka *iyadoo aan* la muujineyn wax warbixin ah

_____ Buug-warbixineedka MMCC oo leh magac, da' iyo/ama fasal

_____ Buug-warbixineedka *oo aan* wax warbixin ah la muujineyn

_____ Warsidaha oo leh magac, da', iyo/ama fasal

_____ Warsidaha *oo aan* wax warbixin ah la muujineyn

_____ Bogga oo leh magac, da', iyo/ama fasal

_____ Bogga *oo aan* wax warbixin ah la muujineyn

Saxiixa Waalidka/Mas'uulka cunuga

Taariikh/La saxiixay

Authorization to Release Child

I, _____ (parent name) authorize The Margaret Murphy Center
for Children's staff to release my child _____
(child name) to the following people:

NAME	RELATIONSHIP	ADDRESS	PHONE #
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____
7. _____	_____	_____	_____
8. _____	_____	_____	_____

Parent Signature

Date

Ogolaanshaha in la sii daayo cunuga
(Authorization to Release Child)

Anigoo ah, _____ (magaca waalidka) waxaan u fasaxayaa
shaqaalaha Xarunta Carruurta ee Margaret Murphy inay u sii daayaan
cunugeyga _____ (magaca cunuga) dadka soo socda:

MAGACA	CILAAQADA	CINWAANKA	TALEEFOONKA #
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____
7. _____	_____	_____	_____
8. _____	_____	_____	_____

Saxiixa Waalidka

Taariikhda

STANDING ORDER FOR: _____

PAGE 2

Yes No **A & D OINTMENT** May apply topically every 4 hours as needed for mild skin irritation/diaper rash.
Physician's Recommendation:

Yes No **TRIPLE ANTIBIOTIC OINTMENT** May apply topically every 4 hours as needed for minor cuts/scrapes/abrasions.
Physician's Recommendation:

Yes No **CALAMINE LOTION** May apply topically every 4 hours as needed for itching due to bug bites/rashes.
Physician's Recommendation:

Yes No **PEPTO BISMOL** 262 MG CHEWABLE TABS: (If 12 years or older) chew 2 tabs by mouth every hour as Needed for nausea, heartburn, indigestion, upset stomach, or diarrhea. MDD of 8.
Physician's Recommendation:

Yes No **CHILDREN'S PEPTO** (400 MG Calcium Carb): for ages 2-5 years: give 1 tab by mouth every 4 hours as needed for heartburn, acid indigestion, sour stomach, or upset stomach. MDD of 3. For ages 6-11 years: give 2 tabs by mouth every 4 hours as needed for heartburn, acid Indigestion, sour stomach or upset stomach. MDD of 6.
Physician's Recommendation:

Yes No **HYDRO-CORTISONE 1% cream** Apply topically every 4 hours as needed for rashes related to dermatitis or local skin irritations.
Physician's Recommendation:

I Consent to the above administration of medications/treatments:

(Physician's printed name)

(Physician's signature)

(date)

(Parent's printed name)

(Parent's signature)

(date)



B1. School Calendar and Daily Schedule

Annual Calendar

The following calendar accounts for 198 days of regular academic programming. During the month of August, there is a 3 day a week, 4 week program targeting summer learning loss prevention and student engagement in learning over the summer break. This schedule allows for extended learning opportunities throughout the year while still affording families time for a traditional summer break.

Staff development days occur on the first Friday of each month, save for September and January. Additionally, there are three staff development days following the summer session and preceding the beginning of the following school year. It is our hope that routinely scheduled, predictable staff development days will have the least impact on working families, while still providing on-going training and development opportunities for staff.

Closures and Delays

Inclement weather, power outages, fire and other extreme circumstances may disrupt ACADIA Academy operations and may require closing of the school until the issue is resolved.

Notifications of such closures will be on WGME13, WMTW 8, and WCSH 6 and their websites. In the event of overnight or early morning snowstorms which prevent safe student transport, this information will be available prior to 7 am the morning of the closure

Daily Schedule

The following examples show sample daily schedules for pre-k, kindergarten-first grade and second-sixth grade. ACADIA Academy believes that having a connectedness to their students allows a greater success across all aspects of an educational experience. The connectedness that the teachers work to attain would be met during the universal morning check-in before any kind of instruction has commenced for the day. The universal check-in time (PBIS) would be utilized for the students to express their needs and an opportunity to be self-advocates. This would be a time for students to express things such as: they are hungry, they have lots of energy to burn or they may just need some quiet time. Allowing the students to choose how they need to start their day will create an environment where the students gain a sense of self-awareness that requires them to tune into the needs of their bodies in order to have a successful day at school.

During each day, there will be a time designated for the arts and/or movement. The arts may include activities such as an art or music lessons/activities, and the movement lessons may include physical education, yoga, dance, tai chi, etc. While the students are engaged in these activities, it is our goal that they would be learning skills about themselves as individuals and as members of a community amongst their peers.

ACADIA Academy's schedule is unique because of the experiential learning opportunities that are available for our students. Monday through Thursday would follow a regular daily schedule, and Fridays would be utilized for experiential learning and interest focused learning. During the experiential learning and/or interest focused learning the students would be able to choose what they want to learn about and attend group activities that focus on a topic of their choice; some of the activities the students will be able to participate in are as follows: field trips, guest speakers and community projects. These opportunities will be beneficial to the students for various reasons; when using self-advocacy skills to identify topics that they would like to learn about, building relationships with teachers and peers that have the same interests and having a sense of pride and dignity in the projects and activities that we complete.

ACADIA Academy chose the schedules and time for the content material strategically based on evidence-based research pertaining to the optimal learning times for students. "Circadian rhythms are the 24-hour sleep-wake cycles that direct a wide range of biological functions—not just when we go to sleep and wake up, but virtually every element of our physiology. Circadian influences on human physiology have been extensively researched, but scientists are just beginning to understand their impact on cognitive performance. Some studies have demonstrated that individual differences in patterns of circadian arousal—the time of day that we are most alert—correlate with performance on a variety of cognitive tasks, and that such performance peaks more or less regularly at a specific point in the day."¹ Although circadian rhythms may be a factor in looking at an individual's optimal times for successful performance, the research shows that students also have varying preference on how they learn as well. ACADIA Academy's overall goal will be to know their students to the best of their ability ensuring the best learning experiences possible.

Pre-K Schedule

Monday-Thursday

Arrival-8:20 - playground/breakfast/snack/ universal check-in (PBIS)
8:20-8:35 - circle time/story
8:35-9:20 - reading (centers/small groups)
9:20-9:50 - arts and movement
9:50-10:05 - snack
10:05-11:05 - math
11:05-12:00 - science/social-emotional learning/social studies
12:00-12:30 - lunch
12:30-1:00 - recess
1:00-1:30 - handwriting/writing and language
1:30-1:45 - story/free play
1:45-2:00 - clean up/ pack up/goodbye
2:00 - dismissal

Fridays

Arrival-8:20 - playground/breakfast/snack/ universal check-in (PBIS)
8:20-8:40 - circle time/story
8:40 - experiential learning/enrichment activities begin depending on plans (i.e. field trips, guest speakers, etc.) - interest focused activities may also follow a Monday-Thursday schedule altering the instruction based on the information being taught/shared

Kindergarten/1st grade Schedule

Monday-Thursday

Arrival-8:20 - playground/breakfast/snack – universal check-in (PBIS)
8:20-8:35 - attendance/journal/independent work
8:35-8:50 - morning message/story
8:50-9:45 - reading/small groups
9:45-10:10 - handwriting/writing and language
10:10-10:40 - social-emotional learning
10:40-11:30 - math
11:30-12:00 - lunch
12:00-12:30 - recess
12:30-1:15 - social studies/science
1:15-1:45 - arts and movement
1:45-2:00 - clean up/pack up
2:00 - dismissal

Fridays

Arrival-8:20 - playground/breakfast/snack – universal check-in (PBIS)
8:20-8:45 - attendance/journal/independent work
8:45-9:00 - morning message/story
9:00 - experiential learning/enrichment activities begin depending on plans (i.e. field trips, guest speakers, etc.) - interest focused activities may also follow a Monday-Thursday schedule altering the instruction based on the information being taught/shared

2nd-6th grade Schedule

Monday-Thursday

Arrival-8:20 - playground/breakfast/snack – universal check-in (PBIS)
8:20-8:35 - attendance/journal/independent work
8:35-9:30 - math
9:30-11:00 - reading/small groups
11:00-11:30 - social-emotional learning
11:30-12:30 - science
12:30-12:50 - lunch
12:50-1:10 - recess
1:10-1:45 - writing/language
1:45-2:00 - clean up/pack up
2:00 - dismissal

Fridays

Arrival-8:20 - playground/breakfast/snack – universal check-in (PBIS)
8:20-8:35 - attendance/journal/independent work
8:35 - experiential learning/enrichment activities begin depending on plans (i.e. field trips, guest speakers, etc.) - interest focused activities may also follow a Monday-Thursday schedule altering the instruction based on the information being taught/shared

References

¹. template from: <http://www.calendarlabs.com/print-onlinecalendar.php?y=2015&m=8&v=year&wc=00&h=0&c=8>

² <http://www.ncbi.nlm.nih.gov/pubmed/10198570>

Tab 17: Sample daily Schedule for one grade in each proposed division

Pre-K Schedule

Monday-Thursday

Arrival-8:20 - playground/breakfast/snack/ universal check-in (PBIS)

8:20-8:35 - circle time/story

8:35-9:20 - reading (centers/small groups)

9:20-9:50 - arts and movement

9:50-10:05 - snack

10:05-11:05 - math

11:05-12:00 - science/social-emotional learning/social studies

12:00-12:30 - lunch

12:30-1:00 - recess

1:00-1:30 - handwriting/writing and language

1:30-1:45 - story/free play

1:45-2:00 - clean up/ pack up/goodbye

2:00 - dismissal

Fridays

Arrival-8:20 - playground/breakfast/snack/ universal check-in (PBIS)

8:20-8:40 - circle time/story

8:40 - experiential learning/enrichment activities begin depending on plans (i.e. field trips, guest speakers, etc.) - interest focused activities may also follow a Monday-Thursday schedule altering the instruction based on the information being taught/shared

Kindergarten/1st grade Schedule

Monday-Thursday

Arrival-8:20 - playground/breakfast/snack – universal check-in (PBIS)

8:20-8:35 - attendance/journal/independent work

8:35-8:50 - morning message/story

8:50-9:45 - reading/small groups

9:45-10:10 - handwriting/writing and language

10:10-10:40 - social-emotional learning

10:40-11:30 - math

11:30-12:00 - lunch

12:00-12:30 - recess

12:30-1:15 - social studies/science

1:15-1:45 - arts and movement

1:45-2:00 - clean up/pack up

2:00 - dismissal

Fridays

Arrival-8:20 - playground/breakfast/snack – universal check-in (PBIS)

8:20-8:45 - attendance/journal/independent work

8:45-9:00 - morning message/story

9:00 - experiential learning/enrichment activities begin depending on plans (i.e. field trips, guest speakers, etc.) - interest focused activities may also follow a Monday-Thursday schedule altering the instruction based on the information being taught/shared

2nd-6th grade Schedule

Monday-Thursday

Arrival-8:20 - playground/breakfast/snack – universal check-in (PBIS)

8:20-8:35 - attendance/journal/independent work

8:35-9:30 - math

9:30-11:00 - reading/small groups

11:00-11:30 - social-emotional learning

11:30-12:30 - science

12:30-12:50 - lunch

12:50-1:10 - recess

1:10-1:45 - writing/language

1:45-2:00 - clean up/pack up

2:00 - dismissal

Fridays

Arrival-8:20 - playground/breakfast/snack – universal check-in (PBIS)

8:20-8:35 - attendance/journal/independent work

8:35 - experiential learning/enrichment activities begin depending on plans (i.e. field trips, guest speakers, etc.) - interest focused activities may also follow a Monday-Thursday schedule altering the instruction based on the information being taught/shared

Tab 18: Annual Calendar for first year of operation

September

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			

October

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

November

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					

December

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						

January

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

February

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				

March

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		

April

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

May

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				

June

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		

July

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

August

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

Vacation days for both students and staff
Weekends
Staff development days- no school for students

References:

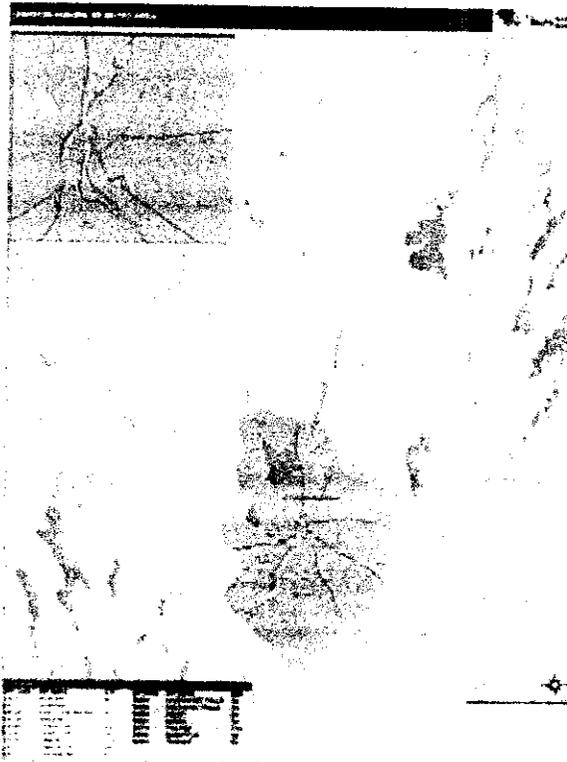
¹. template from: <http://www.calendarlabs.com/print-onlinecalendar.php?y=2015&m=8&v=year&wc=00&h=0&c=8>

B2. Student Recruitment and Enrollment

Recruiting

ACADIA Academy intends to employ various methods of outreach to market to eligible families within the catchment area. These methods include, but are not limited to, use of social media (Facebook), mailings, and pamphlets located at places frequented by families with children in the target age bracket (pediatrician's offices, area recreation departments, YMCAs etc.). Translated mailings and pamphlets will also be available along with English versions in order to communicate this educational option to English learning families. We also intend to hold public question and answer sessions to inform the public about our philosophy and educational vision. We will also disseminate information about ACADIA Academy through presence at local festivals and events.

ACADIA Academy Area of Catchment:



<http://www.maps.com/map.aspx?pid=5357>

Enrollment

Numbers gathered from the Maine Department of Education Website report enrollment within the catchment area on October 10, 2013 as follows:

	Pre-K	K	1	2	3	4	5	6	total
Lewiston	251	455	457	440	433	404	369	351	3160
Auburn	149	274	280	279	269	226	303	262	2042
total	400	729	737	719	702	630	672	613	5202

We anticipate a school population mirroring that of the catchment area including a special education population in the vicinity of 15% and an English Language Learner population of approximately 25%.

Projected Enrollment

In alignment with our overriding academic philosophy of individualized, standards-based education delivered by teams of teachers working collaboratively, we plan for two classes per grade level. Additionally, our intent is to start with 3 levels and grow each year through the addition of one grade every new school year of the charter. Please note that our goal is to expand to 6th grade eventually. Considering all these factors, as well as the school population within the catchment area, we anticipate approximately the following numbers for each year of the charter:

	Pre-K	K	1	2	3	4	5	6	total
2015-2016	14,14	16,16	18						70
2016-2017	14,14	16,16	18,18	18					98
2017-2018	14,14	16,16	18,18	18,18	18				130
2018-2019	14,14	16,16	18,18	18,18	18, 18	18			166
2019-2020	14,14	16,16	18,18	18,18	18, 18	18, 18	18		202

Lottery Practices

Provided that interest in ACADIA Academy exceeds projected enrollment numbers, a lottery would be instituted. First, 10% of targeted population places would be identified and set aside for staff children as permitted per the Title 20-A, Chapter 112: PUBLIC CHARTER SCHOOLS.¹ Following this step, ACADIA Academy’s admissions team would identify the number of remaining spaces. Applicants would be sorted per grade and randomly selected by a neutral party, preferably a member of the Maine Charter School Commission, until all slots had been filled. Selection of students from the lottery will be random, therefore there will be no discrimination based on Federal Guidelines. The remaining applicants would then be selected for placement on a waiting list. Families would be informed following the lottery.

Timeline for lottery practices

Parents interested in ACADIA Academy may inquire about educational opportunities and complete and submit an application, either hardcopy or on-line, between January 1, 2015 and March 1, 2015.

The actual lottery will take place in mid March.. Families will be notified to the results of the lottery within 48 hours of the draw. Families will then have 14 calendar days to confirm and accept placement at ACADIA Academy. If a family withdraws or fails to confirm, that spot is offered to the first student in the waiting list for that grade level. By April 1st the school population will be set and staff and parents can begin to meet and prepare for the upcoming school year.

References

1. Chapter 112: Public Charter Schools. Title 20-A: Education Part 2: School Organization. §2404. Public Charter School Eligibility; Enrollment.

**Maine Charter School Commission
Projected Enrollment Table
TAB 19.**

Projected Enrollment Table						
Grades	Ages	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Pre-K	4-5	28 (14,14)	28 (14,14)	28 (14,14)	28 (14,14)	28 (14,14)
K	5-6	32 (16,16)	32 (16,16)	32 (16,16)	32 (16,16)	32 (16,16)
1	6-7	18	36 (18,18)	36 (18,18)	36 (18,18)	36 (18,18)
2	7-8		18	36 (18,18)	36 (18,18)	36 (18,18)
3	8-9			18	36 (18,18)	36 (18,18)
4	8-10				18	36 (18,18)
5	10-11					18
6	11-12					
7						
8						
9						
10						
11						
12						

Address: P/CSC/RFP TABS – EXHIBITS A-E

Section II

B.3 Staffing and Human Resources

Please see Tab 20, *First Year Staffing Chart* and Tab 21, *Employee Manual* as supporting documents for this Section.

The Margaret Murphy Center for Children (with 7 sites), sister program to ACADIA Academy, has a long-standing and highly successful history of staff recruitment, development and retention. Over the 14 year history of MMCC, we have successfully grown from a staff of 10 employees to a staff of over 220 employees. This staffing group consists of special education teachers, education technician/aides, clinical staff, administrative staff, early childcare staff, summer camp staff and maintenance staff.

As our sister program, MMCC is a program of excellence within the field of education, with well-established systems of training, support, development and supervision. MMCC will serve as a model for ACADIA Academy and will share many resources in joint ventures and projects. Staff development will be included within these shared joint ventures. The successful model includes:

- Recruitment of highly motivated educators, committed to adhering to a high standard of performance and expectation
- Retention of these educators, attributed to highly supportive working environments that recognizes excellent performance, provides training for job effectiveness and provides excellent opportunities for growth, development and advancement. MMCC/ACADIA Academy have a "promote from within" philosophy, inspiring ongoing development and staff who strive for professional development.
- Collaboration: Staff are expected to collaborate and to share expertise in a meaningful and supportive manner
- Aspiration for Improvement: A commitment for continuous change and evolution

We routinely work with our various contracting agencies to pilot and embrace agents of change. For example, to date, MMCC is the only Special Education program that has volunteered to participate in the Maine Department of Education pilot program in Alternative Assessment. We have been considered leaders in the adaptation of the Common Core within our Individualized Education Plans and we are considered the Gold Standard for educational services for children with autism, for early intervention and for pre-school programming in our area. We aspire to be

Centers of excellence and we know that our staff is the key to this goal.

We routinely have audits and reviews with excellent findings from the Department of Human Services, the Department of Education and Maine Care. In our last site review, conducted in 2010, the Maine State Department of Education provided us with a glowing and deficiency-free audit and site review. This review, consisting of record reviews, parent surveys, staff interviews, site inspections and administrative reports and interviews, ended with feedback praising our staff and our program, highlighting our commitment to our students and staff as exemplary (Bonnie Violette, 2010, Department of Education). We expect that nothing less than this will be found at ACADIA Academy.

School Leadership: Michelle Hathaway, the current Director of the Margaret Murphy Center for Children (assisted by multiple site directors at each location) will oversee ACADIA Academy (part-time) with the support of an Assistant Director. The Assistant Director (full-time) will be selected after Charter Approval and will be selected from a highly qualified pool of candidates currently working within the Margaret Murphy Center for Children. Andrew Cowan, the chief financial officer of John F. Murphy Homes, will be the same chief financial officer for ACADIA Academy, as a part-time employee. Andrew has extensive knowledge of finance and financial planning and has been essential in the development of the fiscal plan. These three staff will work together to adhere to the proposed budget, to insure incoming revenues and responsible spending. In addition, The Director and Assistant Director will actively work to seek out grant and fundraising opportunities with the Board of Directors. Available programs, such as TechSoup, will be utilized to maximize money that is available to ensure students access appropriate materials and opportunity.

Staff Recruitment:

The School Administration will be essential in the recruitment, development and retention of staff. Michelle Hathaway has led an ongoing development initiative for current staff at the Margaret Murphy Center for Children. A parallel process (and an integrated process) will be provided at ACADIA Academy. In addition to a wealth of "on-site trainings" provided for staff (over 50 training modules are routinely provided for staff at MMCC), staff are encouraged to participate in a range of professional development opportunities that includes conferences, trainings, on-line

seminars, book studies and graduate level course. In the last fourteen years, MMCC has provided staff the opportunity to participate in three separate graduate training co-horts (each consisting of 7 graduate classes) in a collaborative partnership with the University of Southern Maine. These co-horts have led to certification as Special Education Teachers, Special Education Consultants, and as Board Certified Behavior Analysts. Our Childcare staff are currently participating in the Quality for ME childcare development initiative, each working to create a professional development portfolio. Currently, close to a third of our staff are enrolled in a graduate studies program. Higher education is highly valued and encouraged with supported flexible work schedules and mentorship opportunities.

Following Charter School Approval, we will begin the process of hiring staff for ACADIA Academy. Internal applications will be accepted and staff will be interviewed prior to the new year, to allow replacement staff to be identified and trained prior to staff transitioning to ACADIA Academy. It is the expectation that several if not all positions will be filled with internal candidates. There is high staff interest in this opportunity and many highly qualified and trained staff are a part of the ACADIA Academy development committee. These positions will only be filled internally if the Director feels that exceptional personnel have been identified. Lacking this, available positions will be posted on the ServingSchools website (currently utilized) by February of 2015. Identified/Hired personnel will be invited to attend trainings/workshops and planning meetings hosted at the Margaret Murphy Center for Children throughout the year preceding the opening of ACADIA Academy. In addition, all members of the Development committee have expressed strong desire to help the on-going development and pre-opening work of the Academy.

Professional Development and Staff Training

We anticipate a training and professional development model that will be no less superior within ACADIA Academy. In our pre-opening plan, we have identified a plethora of development opportunities necessary to ensure common ground and understanding of the critical components outlined for our success. Although ultimately the Professional Development plan falls under the responsibility of the administration, all staff will be required to participate in trainings, to actively seek out development and/or to participate in the development and implementation of training initiatives within the Center. As we expect our students to be lifelong learners, it is an expectation that our staff be lifelong learners.

Training and Professional Development Opportunities will be delivered at the individual and whole group level. Staff will participate in whole group endeavors, as part of new initiatives and common understanding and knowledge. Individual training will be provided for new staff and as part of ongoing teacher action and development plans. Individual teachers may be in need of individual support related to any one component required for teaching and this will be provided in a supportive way. In addition, it is expected that many of our staff will seek ongoing certification and training. Whenever possible and appropriate, this will be supported within our Academy.

We have an approved Teacher Mentor and Certification Plan with the Department of Education. In addition to the plan, we have an active Certification Steering and Supervisory Committee that would work with Margaret Murphy Center and ACADIA Academy staff, as a shared resource. Our mentor teachers, including special education and regular education staff, are committed to grooming and growing the next wave of talented teachers.

We have long-standing relationships with Bates College, Central Maine Community College, University of Maine At Farmington, University of Maine Lewiston-Auburn and University of Southern Maine. These programs routinely and regularly place student interns who routinely are trained and hired after graduation. These partnerships have worked well for continued staff recruitment and development.

We routinely work with our various contracting agencies to pilot and embrace agents of change. For example, to date, MMCC is the only Special Education program that has volunteered to participate in the Maine Department of Education pilot program in Alternative Assessment. We have been considered leaders in the adaptation of the Common Core within our Individualized Education Plans and we are considered the Gold Standard for educational services for children with autism, for early intervention and for pre-school programming in our area. We aspire to be Centers of excellence and we know that our staff are the key to this goal.

We routinely have audits and reviews with excellent findings from the Department of Human Services, the Department of Education and Maine Care. In our last site review, conducted in 2010, the Maine State Department of Education provided us with a glowing and deficiency-free audit and site review. This review, consisting of record reviews, parent surveys, staff interviews, site inspections and administrative reports and interviews, ended with feedback praising our staff and our program, highlighting our commitment to our students

and staff as exemplary (Bonnie Violette, 2010, Department of Education). We expect that nothing less than this will be found at ACADIA Academy.

Pre-Opening Professional Development Schedule

Within the pre-opening period, staff will be expected to commit to a two-work period during the month of August to focus on staff development. Though time will be available for classroom set-up, the majority of this time will be devoted to trainings, including the following:

- Reading Mastery
- Saxon Math
- Foss Science
- Individualized Learning Plans: goal setting, progress monitoring
- ACADIA Academy Policies and Procedures
- PBIS: Daily Check-Ins
- RTI
- Positive Reinforcement
- Parent Partnerships
- Classroom Routines and Spaces
- Strong Kids Social/Emotional Curriculum

This assumes that staff entering our employment have either certification as teachers and/or extensive graduate training and teaching experience. These trainings are intended to extend the learning of educators.

The curriculums we have selected provide for explicitly scripted instructions and clear systematic parameters and guidelines for implementation. Staff will be trained to implement these programs with an in-service training and regularly scheduled observation and feedback sessions to ensure teacher mastery and fidelity. We recognize that new curriculum can be challenging to implement and will require mentor teachers and continuous supportive feedback in a manner similar to the support we provide our students!

Specialty Content Teachers will have additional training and mentorship in the content areas they are responsible for.

Prior to the start of the summer, the Director will meet with each individual teacher to conduct a review of professional development needs. A teacher action plan and professional development plan will be developed and will identify and provide for necessary trainings throughout the year.

Several of the curriculum companies that provide materials have allowed the opportunity for free trainings, to be scheduled next summer. In addition, several of the curriculums are in place in programs at MMCC, allowing current trainers to provide instruction and training, as well as allowing teachers to see the programs being utilized. The MMCC four year old pre-k program is piloting several new pre-k programs this year in anticipation of transitioning these programs with the students into the new Academy.

Professional Development Days

The initial and proposed school calendar provides for twenty staff development days in the first year- ten within the start-up period and ten days scheduled throughout the year. Our innovative student schedule, inclusive of summer programming, allows for teacher workshop days that do not negatively impact student learning time.

Each grade provides for a classroom aide. In addition to other duties, the aide will assist with classroom supervision, allowing same grade teachers to have joint planning time.

Weekly faculty meetings will be held for two hours at end of the day with the expectation that staff members are to be available to consistently attend these meetings. Regular use of these meetings will be devoted to professional develop time.

We have multiple professionals on our Advisory committee that are willing and readily able to donate professional training opportunities and time to our staff after school and on professional development days. This will be incorporated into our scheduled professional development throughout the year.

ACADIA Academy

First Year Staffing Chart

TAB 20

Director (20 hours per week)

Assistant Director (full-time)

2 Pre-Kindergarten Teachers*

2 Kindergarten Teachers*

1 First Grade Teacher*

1 Finance Director (part-time)

1 secretary/administrative assistant

1 maintenance position (part-time)

3 Teacher Aides/Ed-Tech III's

- Preference for candidates will be certified or have demonstrated experience in regular education and special education

Consultants

ELL Instructor

Special Education Services to be contracted as necessary

EMPLOYEE HANDBOOK

**DRAFT: For Board Review,
Winter 2015**

ACADIA Academy

August 2015

TABLE OF CONTENTS

Board of Directors Letter	4
Introduction	5
Value & Mission Statement	5
<u>Employment</u>	6
Employment Philosophy	6
'At-Will' Statement	6
EEO Statement	6
Anti-Harassment Guidelines	7
Work Eligibility	8
Employment Applications	8
Employment Offers	9
Hiring of Relatives	9
Re-Hire Policy	9
Referrals	10
Outside Employment	10
Employment Categories	10
<u>In the Workplace</u>	11
Job Descriptions	11
Job Assignments	11
General Hours of Work	12
Overtime, Callback, and Emergency Work	12
Inclement Weather / Snow Days	12
Timekeeping	13
Meals and Rest Periods	13
Pay	14
Reimbursement for Travel and Other Expenses	14
Personnel Files and Employee Information	14
Introductory Period	15
Performance Appraisals	15
Employee Grievances	15
Safety Practices	16
Abuse, Neglect, Exploitation, Mistreatment	16
Personal Property & Security	17
Medical Information	17
Communicable Diseases or Infections	17
Internal Communication	17
Solicitation and Bulletin Boards	18
Speaking to the Media	18
Recycling, Energy and Natural Resource Savings	18
Visitors in the Workplace	19

Pets	19
<u>Employee Benefits</u>	19
Health Insurance	20
Dental Insurance	20
Life Insurance	21
Employee Assistance Program (EAP)	21
Reimbursement Accounts	21
Workers Compensation	21
Paid Time Off (PTO) (adopted 01/10/11)	22
Holidays	23
Bereavement Leave	23
Family Medical Leave	24
Personal Leave	25
Military Leave	26
Jury Duty	26
Benefits Continuation (COBRA)	26
Education & Training	26
<u>Meeting Expectations</u>	27
Employee Conduct and Work Rules	27
Attendance	28
Confidentiality	28
Use of Telephone, Mail, and Electronic Systems	29
Conflicts of Interest	30
Personal Appearance & Hygiene	30
Housekeeping	30
Drug and Alcohol Use	31
Workplace Violence Prevention	31
Smoking	32
Fraternization	32
Types of Discipline	33
Resignations	34
Return of Property	34
Exit Interviews	34
<u>Employee Acknowledgment Form</u>	35

Dear Employee:

On behalf of the Board of Directors and the Management Team, I would like to introduce this initial edition of the ACADIA Academy Employee Handbook.

We believe that each employee contributes directly to the school's growth and success, and we hope you will take pride in being a member of our team.

This handbook was developed to describe some of the expectations of our employees and to provide guidance on school programs and policy. Employees should familiarize themselves with the contents of the employee handbook as soon as possible, for it will answer many questions about employment within our school (referred to as ACADIA Academy throughout the handbook). This handbook is not, nor should it be understood to be a contract for employment.

It is our hope that your experience here will be challenging, enjoyable, and rewarding. We wish you every success in your valued position at ACADIA Academy

Sincerely,
Michelle Hathaway

Director,
ACADIA Academy

Introduction

The purpose of ACADIA Academy is to provide a school of excellence for children in our surrounding communities. It is our intent to provide an educational opportunity that identified and addresses the unique learning needs of each individual child, allowing skill development and opportunity for acceleration in all areas of development. By providing instruction that utilizes evidence-based curriculum and instructional technique, matched appropriately to the skill level of the child, we intend to maximize student learning potential in an environment that is positive, supportive and encouraging. To accomplish this, we are determined to employ the talents and skills of dedicated professionals who share our mission and vision.

This handbook is designed to communicate the school's philosophy and practices and provide you with information about working conditions, benefits, and guidelines affecting your employment. The information in this handbook is intended to foster high standards of service and management. You should read, strive to understand, and comply with all provisions of the handbook. It describes many of your responsibilities as an employee and outlines the programs developed by ACADIA Academy to benefit you and the children we educate.

No employee handbook can anticipate every circumstance or question about employment and workplace practices. As our school continues to grow and develop, the need for revision may arise and ACADIA Academy reserves the right to revise, supplement, or rescind any portion of the handbook as deemed appropriate, in its sole and absolute discretion. Employees will be notified of changes to the handbook as they occur.

In addition to the employee handbook, ACADIA Academy has developed personnel policies and procedures, which you can access through your supervisor at your program location or you may at any time, stop by or call Human Resources to review them.

Value and Mission Statement

Value Statement

Final Board Project, January 2015.

Mission Statement

REWORK

Adopted on the

Employment

Employment Philosophy

Our personnel policies are based upon the ideal that success is dependent upon maintaining highly trained and motivated employees. To encourage productivity and provide the best possible services, our belief is to provide training and development, advancement opportunity and a safe work environment. ACADIA Academy's commitment to education is extended to our employees, ensuring that they receive the necessary support and guidance to be successful. We strive to create an atmosphere that encourages open communication and constructive feedback. In turn, each employee is given certain responsibilities to promote success, to include:

- Compliance with all policies, procedures and practices
- Treatment with respect and dignity
- Appropriate use of all our policies and procedures
- Accountability for your actions and performance

"At-Will" Statement

Employment with ACADIA Academy is voluntarily entered into, and the employee is free to resign "at will" at anytime with or without cause. Similarly, ACADIA Academy may terminate the employment relationship "at will" at anytime, with or without notice or cause and in compliance with applicable federal and state law.

Policies set forth in this handbook do not and are not intended to create a contract, nor are they to be construed as contractual obligations of any kind or a contract of employment between ACADIA Academy and any of its employees. The provisions of the handbook have been developed at the discretion of management and the Board of Directors and, except for its policy of employment-at-will, may be amended or canceled at any time, at ACADIA Academy's sole discretion. These provisions supersede all related policies and practices.

Equal Employment Opportunity Statement

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at ACADIA Academy are based on merit, qualifications, and abilities. ACADIA Academy does not discriminate in employment opportunities or practices on the basis of race, color, religion, gender, national origin, age, disability, sexual orientation, or any other characteristic protected by law. ACADIA Academy will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship to the agency. This statement governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

If you have questions or concerns about discrimination in the workplace, you are encouraged to contact your supervisor or the Human Resources (HR) Director.

Employees may appropriately voice concerns without fear of reprisal.

Anti-Harassment Guidelines

ACADIA Academy is committed to maintaining a work environment that is free of discrimination or workplace harassment. Harassment of any kind, to include race, color, national origin, religion, age, gender, sexual orientation, disability, or other legally protected activity is prohibited. ACADIA Academy disapproves of any form of harassment in the workplace, including acts of non-employees, whether directed at an employee or anyone else. Appropriate disciplinary action will be taken promptly if any person is found to be engaging in or has engaged in unlawful harassment. Examples of prohibited conduct include racial and ethnic slurs or offensive stereotypes, insults, or making jokes about such characteristics. All employees should respect the rights and beliefs of others, and harassment is prohibited whether or not it violates equal employment opportunity laws.

Sexual Harassment

Title VII of the Civil Rights Act of 1964 specifies that it shall be unlawful discriminatory practice for an employer, because of the gender of a person, to discharge, refuse to hire or otherwise discriminate against that person in any matter directly or indirectly related to employment. Harassment of an employee on the basis of the person's sex violates this federal law.

No one may threaten or imply that an employee's submission to or rejection of sexual advances will in any way influence decisions about employment, job duties, advancement, compensation or other conditions of employment. No one may take any tangible employment action that results in a significant change in employment status based on an employee's submission to or rejection of sexual advances.

No one may subject another employee to any unwelcome conduct, to include both physical and verbal conduct of a sexual nature. Examples of physical conduct may include touching, blocking, staring, sexual gestures, and making or displaying sexually explicit or suggestive drawings or photographs. Examples of verbal conduct may include sexual propositions, slurs, insults, jokes and other sexual comments. An employee's conduct will be considered unwelcome when the employee knows, should know, or is told that it is unwelcome.

To help clarify unlawful sexual harassment, the federal Equal Employment Opportunity Commission (EEOC) has issued specific guidelines which state that unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature will constitute unlawful sexual harassment when:

1. Submission to sexual conduct is an explicit or implied term or condition of an individual's employment.
2. The submission to or rejection of sexual conduct by an individual is the basis for any employment decision affecting that individual.

3. Sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature have the purpose or effect of unreasonably interfering with work performance or create an intimidating, hostile, or offensive work environment.

Making Complaints and Reporting

If you feel you are the victim of harassment, you are requested and encouraged to make a complaint. As a first step, you are encouraged to talk with the person directly, although you do not need to confront the person if you are not comfortable in doing so. If you prefer, you may complain to the supervisor of the alleged harasser, the HR Director or any other management official. Similarly, if you observe harassing conduct towards another employee, you are requested and encouraged to report this to one of the persons listed above. No reprisal, retaliation, or other adverse action will be taken against an employee for making a 'good faith' complaint or report of harassment, or for assisting in good faith in the investigation of any such complaint or report. Any retaliation or intimidation should be reported to one of the persons listed above.

Investigations and Remedial Action for Violations

ACADIA Academy will promptly and thoroughly investigate any complaint or report of a violation of this policy. A thorough investigation can take several weeks in some cases, and you may at any time inquire from the person you complained or reported to about the status of the investigation. If it is determined that harassment has occurred, appropriate disciplinary action will be taken. The circumstances of the case and frequency of the offense will determine the severity of the remedial action. Making false accusations or dishonest reports / complaints will not be tolerated and ACADIA Academy will take appropriate remedial action if deliberate, dishonest or bad faith accusations have been made.

If you have questions about these guidelines or to obtain a copy of the ACADIA Academy Anti-Harassment Policy, please contact the Human Resources (HR) Director. To make a complaint or report, it is preferred that you contact HR Director or the CEO so we may deal directly with the situation. You may also file a charge with the Maine Human Rights Commission (MHRC) within six months of the alleged harassment. The MHRC can be contacted at 51 State House Station, Augusta, ME 04333-0051; Telephone 207-624-6050.

Work Eligibility

ACADIA Academy is committed to employing United States citizens or non-citizens who are authorized to work in the US, and does not unlawfully discriminate on the basis of citizenship or national origin. In compliance with the Immigration Reform and Control Act of 1986, each new employee or former employee who is rehired, must complete the Employment Eligibility Verification (Form I-9) and present required documentation establishing identity and employment eligibility. Employees with questions on immigration law issues are asked to contact Human Resources.

Employment Applications

ACADIA Academy relies upon the accuracy of information contained in the employment application and other application materials presented during the hiring and selection process. Any misrepresentation, falsification, or material omissions of any requested information may result in the disqualification of the applicant from further consideration for employment, or if hired, termination of employment.

Employment Offers

Offers of employment are conditional and may be subject to satisfactory results of a background investigation, reference checks, and receipt of documents sufficient to show identity and authorization to work in the United States. It is our policy to check employment references of applicants to ensure those individuals who are employed at ACADIA Academy are qualified and have a strong potential to be productive and successful. The HR personnel will respond to reference requests from other employers and will provide factual information that can be substantiated by supervisors and / or other ACADIA Academy records.

Hiring of Relatives

It is our policy to avoid bringing family relationships into the workplace whenever possible. For the purposes of this policy, the term '*relative*' includes individuals related more closely than second cousins by blood or marriage or unrelated persons sharing the same household. However, on occasion, more than one family member may work for ACADIA Academy, as governed by the following guidelines.

1. No employee will be permitted to either hire or supervise a relative.
2. Related persons will not be involved in evaluating each other's job performance or in making recommendations for salary / benefits adjustments, promotions, or budgetary decisions involving the employee.

The employment of relatives in the same facility, regardless of whether it involves a supervisory relationship, may cause conflict and negatively affect employee morale. Likewise, personal issues can be brought into the workplace and adversely affect program operations and working relationships. Although ACADIA Academy may hire relatives of employees, we are committed to monitoring these situations and will strive to avoid having relatives working in the same program. In case of actual or potential problems, ACADIA Academy will take appropriate remedial action.

Re-hires

Former employees may apply and be considered to be re-hired. ACADIA Academy does not hold positions open nor guarantee a position for former employees except as is required by applicable State or Federal laws. The former employee must submit an

employment application and if re-employment is within three (3) months of prior ACADIA Academy employment, and if eligible, a former employee who left ACADIA Academy in good standing may be given credit for former service with respect to longevity entitlements that are normally associated with an employee's continuous service. Each re-employment requires a new introductory period.

Outside Employment

An ACADIA Academy employee may hold a job with another organization as long as it does not interfere with the job performance at ACADIA Academy. Employees are evaluated by performance standards for the position they hold and will be subject to the same scheduling demands, regardless of outside work requirements. If it's determined that an employee's outside work interferes with performance or the ability to meet the job requirements, the employee may be asked to make appropriate adjustments if he or she wishes to maintain their employment status with ACADIA Academy.

Employment Categories

ACADIA ACADEMY designates employment categories to make distinctions in benefits, conditions of employment, and to help maintain clear employment relationships within the agency. Employment shall be based on qualifications as well as observed competence for a specific position. Employees are hired conditionally on the basis of qualifications and need. The following categories do not guarantee employment for any specified length of time.

- **INTRODUCTORY EMPLOYEES** - New or re-hired employees who serve a prescribed period of close supervision and evaluation to assess their ability and adaptation to the job. (normally 90 days)
- **REGULAR FULL-TIME EMPLOYEES** - Employees who regularly work as a minimum, an average of thirty (30) hours per week on a continuous basis.
- **REGULAR PART-TIME EMPLOYEES** - Employees working fewer than thirty (30) scheduled hours per week.
- **RELIEF EMPLOYEES** - Employees not normally scheduled to fulfill specific and regularly scheduled times for staffing purposes, but employed to provide assistance when other employees take leave time or cannot work their scheduled time. Relief employees are not eligible for ACADIA ACADEMY sponsored benefits.
- **TEMPORARY EMPLOYEES** - Employees holding positions of limited or specified duration arising out of special projects, position vacancies, absence of an employee, abnormal work loads, or emergencies. Temporary employees are not eligible for ACADIA ACADEMY sponsored benefits.

Exempt vs. Non-exempt Classification

- > Non-exempt employees - Employees designated to receive overtime pay and other distinct provisions of the Fair Labor Standards Act or other applicable laws. Such employees are entitled to overtime pay for work required to be performed for ACADIA ACADEMY over forty (40) hours per workweek.
- > Exempt employees - Employees classified by ACADIA ACADEMY as exempt are not eligible for overtime pay and other employment conditions as provided for in the Fair Labor Standards Act and other applicable laws. Generally, such employees are those occupying executive, administrative, or professional positions that meet specified qualifications for exemption.

In The Workplace

Job Descriptions

Positions are developed and classified in order to maintain a clear understanding of job responsibilities and work relationships within ACADIA Academy. To identify the relatedness of an employee's job functions, pay, performance standards, and other employment conditions, ACADIA Academy maintains job descriptions on each separate position. Job descriptions should not be understood as a restriction of specific job responsibilities but may allow the need for flexibility in assigning employees related job duties as needed but not necessarily described.

The Human Resources Director, in collaboration with and assistance from managers, supervisors and employees, is responsible for preparing and maintaining job descriptions on all positions. Job descriptions will identify exempt or nonexempt status, in addition to essential job functions and qualification criteria. Job descriptions will be reviewed periodically to determine their continued accuracy, completeness, and compliance with applicable standards and relevance to the performance appraisal standards.

Job Assignments

Staffing requirements are predicated on the unique needs of the children we educate, and the unique abilities of our employees. With the ultimate goal of providing exceptional educational services, our employees are assigned to positions that is deemed in the best interest of the children we educate. Assignment of employees within program facilities may be accomplished by the employee applying for a posted vacancy, or by ACADIA Academy director transferring employees (within classrooms, grade levels, etc.). In our efforts to provide a consistent, high standard of service and to best utilize the knowledge, skills and abilities of our employees, the following guidelines are provided.

Internal Job Applications:

1. Vacancies that occur within individual programs are normally posted within the school using an internal posting notice. Employees must submit a completed Internal Job Application to be considered for a position change.
2. For program continuity and to foster consistency in the lives of the people we serve, employees must work a minimum of one (1) year in a position prior to being considered for another position. Exceptions may be approved by the employee's supervisor in cases where the new position would benefit the employee's career advancement and professional development.

Transfers:

1. Involuntary transfers may be needed on occasions when ACADIA Academy deems it to be in the best interest of the children we educate. Such transfers are accomplished with as much notice to the employee as possible, although there may be times when transfers are required with minimal notice.
2. Employee transfers are accomplished upon discussion with and approval of either the Director or the Assistant Director.
3. Reassignments will be done with as little impact to the employee as possible.

General Hours of Work

The Director designates days and hours of operation or the modification thereof. ACADIA Academy operates an extended school year program, including educational activities conducted in August. Unless otherwise designated, the basic workweek is Monday through Friday. In general, the program Director or Assistant Director will develop work schedules and annual school calendars. The Director oversees and approve the work schedule or any changes thereto, which are based on operational needs and the needs of the children we educate.

Overtime, Callback, and Emergency Work Hours

As specific operational needs dictate, it may at times be necessary for employees to be available for work more or less than their scheduled hours, or to return to work following the completion of their normal work schedule. Employees may also be required to work an unscheduled day in place of, or in addition to a scheduled day within the same workweek. When an additional day is needed, the modified work schedule may result in working in excess of 40 hours and may result in overtime compensation for that workweek. Overtime work must be approved beforehand.

In an emergency, employees may be required to work unusual or reduced schedules, or may be subject to a layoff due to the disruption. For reasons of potential emergency situations, all employees must keep ACADIA Academy advised of a current address, phone number, message phone number, and person to contact.

Inclement Weather / Snow Days

All employees are expected to report to work at their scheduled times. In the event of an announced Snow Day, staff will be paid but will be expected to complete delegated professional development activities, assigned by the Director.

Time Keeping

Accurately recording time worked is the responsibility of every nonexempt employee. Federal and state laws require ACADIA Academy to keep an accurate record of time worked in order to calculate employee pay and benefits. Time worked is all the time actually spent on the job performing assigned duties.

Nonexempt employees shall accurately record the time they begin and end work, the beginning and ending time of any split shift or departure from work for personal reasons, and if applicable, the beginning and ending time of each unpaid meal or rest period at the time it occurs. In other words, employees shall write in the time of arrival and departure when arriving and leaving work.

It is the employee's responsibility to sign his or her time record to certify the accuracy of the time recorded. The supervisor will review and authorize the time record for payment using the designated timesheet processing procedure. If corrections or modifications are made to the time record, the employee and/or supervisor should initial such changes. Altering, falsifying, or tampering with time records, or recording time on another employee's time record will result in appropriate disciplinary action.

Meals and Rest Periods

In accordance with applicable law, nonexempt employees are (with some exceptions) entitled to take an unpaid 30-minute (or more) meal or rest period when working for 6 or more consecutive hours. The program supervisor determines the time and length of unpaid rest periods. The intent is to provide an opportunity for employees to rest, meet dietary / health needs, and be relieved of assigned work tasks. Employees are responsible for accurately recording the beginning and end of each unpaid meal period, and should be prepared to resume work promptly as scheduled; any other rest periods are administered by the respective program supervisors consistent with applicable laws.

Teachers: An unpaid meal period may not be available for teachers due to the nature of the services we provide. As such, Teachers are often needed to attend to and assist with meals, thus, practically all Teachers are in a working / paid status during the meal period. Any other breaks are arranged and determined by the Director based on the needs of the program and daily routines to ensure we are providing the appropriate educational opportunity to the children we serve.

Pay

Employees are paid weekly and each paycheck includes earnings for work performed through the end of the previous payroll period. Direct deposit is utilized by all employees at this time. All employees receive an itemized statement of wages and deductions. In the event that a regularly scheduled payday falls on a day off such as a holiday, employees will be paid on the first day of work after the regularly scheduled payday.

Mandatory payroll deductions are those required by law, court order, or other legal requirement. Such deductions include state and federal income tax withholding, social security, and wage garnishments, which are made automatically by ACADIA Academy. For mandatory deductions such as state and federal income tax, ACADIA Academy must rely on up-to-date information from the employee to make the appropriate deductions. Attachments made to employee paychecks by legal authority of wage garnishment, regardless of cause, will be regarded as a mandatory deduction in the amount and for the time specified in the order.

Voluntary payroll deductions are those requested by employees made on their behalf to include deductions for employee's contributions to health / dental benefits, optional pension or retirement plans, credit union or savings accounts, and other deductions as arranged through ACADIA Academy. Voluntary deductions will not be made without the employee's written authorization.

Administrative Pay Corrections: ACADIA Academy strives to ensure that employees receive the correct amount of pay and that employees are paid promptly on the scheduled payday. In the event that there is an error in the amount of pay, the employee should promptly bring the discrepancy to the attention of the supervisor or payroll administrator for any needed corrective action.

Reimbursement for Travel and Other Expenses

In the event that an employee is requested to use a privately owned vehicle for ACADIA Academy business, that employee may be entitled to be reimbursed. Said reimbursement will be at a rate established by ACADIA Academy for the actual miles driven and in keeping with established ACADIA Academy procedures. Employees using their personal vehicle must carry, at their own expense, the minimum insurance coverage for property damage and public liability. An employee who is pre-authorized to spend an overnight on company business will be reimbursed for the reasonable costs incurred upon submission of receipts and / or any other requested documentation.

Personnel Files and Employee Information

ACADIA Academy maintains a personnel file on each employee, which is kept in the Human Resources (HR) offices. The personnel file is the property of ACADIA Academy

and includes documentation such as: employment application materials, benefits forms, performance appraisals, pay adjustments, status changes, etc. Any documents entered into individual personnel files are determined by ACADIA Academy management or as prescribed by applicable laws.

Personnel files contain confidential information and are available to the employee, the employee's manager, the HR staff, the CEO, or others as required by law or organizational necessity. Employees may make an appointment to set up a supervised review of his or her file at any time during normal operating hours. Employees may obtain copies of documents in their file with appropriate notice. In terms of giving employment references, the HR Director will respond to external employment related requests for references.

Personal Data: It is the responsibility of each employee to promptly notify his / her supervisor of any changes in personal data to include mailing address, telephone number, emergency contacts, educational achievements, etc. This information should be accurate at all times.

Introductory Period

The introductory period of 90 days designates a timeframe to allow the supervisor and employee to closely assess adaptation to the job responsibilities, standards, and performance. All new and re-hired employees work on an introductory basis for the first ninety (90) days of employment. Any significant absence will extend the introductory period by the length of the absence.

Performance Appraisals

Performance appraisals provide both supervisors and employees the opportunity to discuss job tasks, recognize strengths, identify and discuss areas needing improvement, and review purposeful approaches for meeting goals. The Director and Mentor Teachers will discuss job performance on a regular basis (monthly), and formal performance appraisals are generally done three times a year.

Merit-based pay adjustments may be given in an effort to recognize superior performance. The decision to award such an adjustment is dependent upon numerous factors, including the information documented by the performance appraisal and according to ACADIA Academy's financial standing at the time. There are no guarantees, expressed or implied, of a pay increase or any bonuses to be associated with a performance appraisal.

Employee Grievances

For the purpose of this section, the term "grievance" is defined as:

- A dispute arising from a misinterpretation or misapplication of policy, regulation, or procedure. (It is important to clarify that a grievance cannot be used to

question policy unless said policy is inconsistent with Federal or State law.)

Disagreements with rules or policies should be submitted by letter to the Director.

- A work-related problem or disagreement that is of sufficient intensity to adversely affect the employee's ability to perform his or her work.

It is intended that a large majority of employee grievances be attended to and resolved through informal conversation between the employee and supervisor. As such, the first step in submitting a grievance is for the employee to discuss the concern with his or her supervisor. If after 5 working days the situation remains unresolved, employees are asked to submit a written grievance to the Human Resources Director. If the problem remains unresolved, the HR Director will forward the grievance to the CEO for a final decision; a grievance against the HR Director is to be sent directly to the CEO. A written response by the CEO will be sent to the employee and the employee's supervisor. Grievances brought against the CEO will be forwarded to the Human Resources Director, who will submit it to the President of the Board of Directors.

Safety Practices

ACADIA Academy strives to provide a safe, comfortable, and healthy workplace. The success of a safety program depends on the alertness and personal commitment of all. We try to provide all employees with the tools, training, facilities, and information necessary to work in a safe and efficient manner. We ask you to approach your work with a thoughtfulness that reflects your respect for your own health and safety and of those around you.

ACADIA Academy strives to comply with all workplace safety laws and regulations; employees are responsible for taking every opportunity to understand and observe them. Our fundamental belief is that no one task is so important that it warrants risking the health or safety of any employee at any time. Safety and emergency response procedures and information is available from your supervisor. Also, ACADIA Academy provides information and training to employees regarding workplace safety and health issues through regular internal communication channels such as meetings, bulletin board postings, memos, and so forth.

If you have any questions or concerns about workplace health or safety, please speak to your manager or any member of our Human Resources staff. Any employee who wishes at any time to report an unsafe or hazardous workplace situation may do so anonymously by placing a call to our Safety Coordinator.

Abuse, Neglect, Exploitation or Mistreatment

All employees are required to report events or conditions that may be considered suspicious or causes a reasonable person to question behavior towards those to whom we provide care. A reportable condition or event is to be communicated as defined in the applicable ACADIA Academy abuse / neglect reporting procedures, and as provided in applicable training. It is important to understand that we are all required to report suspected abuse / neglect / exploitation / mistreatment whether we witness it ourselves

or simply hear about it from others. All persons who have knowledge of or become aware of the case are not to discuss the situation outside of the investigation process.

Allegations are reported to the Office of Advocacy, who may decide to investigate further. In some cases, the person whom the allegation was made against will be removed from the workplace until an investigation is conducted. When these situations occur, no specific information regarding the allegation can be shared with the accused until he or she is interviewed. An employee who is removed from the work schedule will be considered under *suspension until the situation is resolved. (*Please see "Suspension" section for additional information)

Personal Property & Security

ACADIA Academy strives to provide a secure work environment for our employees, volunteers, people served, and visitors. We encourage employees to be prudent about bringing personal items to work such as cash, jewelry, or other items that you value. ACADIA Academy is not responsible for personal losses resulting from damaged, lost or stolen property that is left unattended. Immediately report lost or stolen keys or missing personal or company property to your supervisor. Copying or giving keys or lock combinations to an unauthorized individual will be considered grounds for immediate dismissal.

Medical Information

Medical information on individual employees is treated with strict confidentiality. ACADIA Academy takes precautions to protect such information from inappropriate disclosure. Supervisors and other employees have a responsibility to respect and maintain the confidentiality of employee medical information if it becomes known.

Communicable Diseases or Infections

There may be instances when an employee may pose a threat of passing on a communicable disease or infection, which may require that we send the employee home to minimize the potential exposure to others at the workplace. ACADIA Academy may require a note from a medical professional to allow the employee's return to work.

Internal Communication

At ACADIA Academy we believe that frequent, open communication of information about our operations, programs, and activities is an essential ingredient in maintaining a productive working environment. To encourage understanding and dialogue about our organization among all employees, we provide a number of formal vehicles to facilitate communication throughout the agency.

ACADIA Academy publishes a newsletter to communicate program developments, news in relation to people served and happenings around the agency. Employees who

wish to contribute to the newsletter are encouraged to contact their supervisor. Human Resources publishes a weekly internal job-posting bulletin highlighting current vacancies within the company. HR also maintains bulletin boards throughout our facilities for posting memos, job openings, and employment related information. (ACADIA Academy reserves the right to determine what may be posted on bulletin boards and to remove notices that are outdated or inappropriate for our workplace.)

We hold regular staff meetings to provide an opportunity for all employees to hear directly from team members about new developments and progress with the people we serve. It is expected that you read published and posted information and attend meetings in order to keep informed about our activities and the opportunities that are available to you. Also, ACADIA Academy strives to stay abreast of how you feel in your jobs by distributing an annual employee satisfaction survey. ACADIA Academy encourages all employees to provide feedback, suggestions, and ideas to appropriate management officials at any time in an effort to improve the quality of our services.

Solicitation and Bulletin Boards

ACADIA Academy recognizes that employees may have interests in events and organizations outside the workplace. However, we do not permit solicitation, money collection, or the sale of merchandise by one employee to another while either employee is on work time. Work time is all time spent on our premises, in travel to or from one of our facilities, or on agency business, other than meal periods and break times. We likewise prohibit the distribution or posting of literature or advertisements, and the circulation of petitions or advertisements at any time. Designated bulletin boards are reserved for official company communications on such items as mandated Federal and State employment postings, official announcements, internal notices or memos, job openings, payday notices, and the like. The Human Resources Director must approve the posting of information that is not otherwise described in this policy. Finally, soliciting or distributing any literature by a non-employee is prohibited on all agency property.

Speaking to the Media

It is our goal to give the press accurate, consistent, and up-to-date information about our organization and its programs and services. Because information about our activities often changes, it is especially important not to give the press information that is inaccurate or misleading. Please refer all calls from the media (newspapers, magazines, radio, television, news agencies, other news services) to the Director.

Recycling, Energy and Natural Resource Savings

ACADIA Academy supports environmental awareness by encouraging recycling and waste management in its business practices and operating procedures. This includes a commitment to the purchase, use, and disposal of products and materials in a manner that will best utilize natural resources and minimize any negative impact on the earth's environment.

The simple act of placing a piece of paper, can, or bottle in a recycling container is the first step in reducing demand on the earth's limited resources. Success of this type of initiative depends on active participation by all of us. Employees are encouraged to make a commitment to recycle and conserve resources. ACADIA Academy encourages reducing and, when possible, eliminating the use of disposable products. Source reduction decreases the consumption of valuable resources through workplace practices such as: two-sided photocopying; use of routing slips; reusing paper clips, folders, binders, and packaging material; turning off lights when not in use; and using fax or E-mail when possible.

Whenever possible, employees of ACADIA Academy are encouraged to purchase products for the workplace that contain recycled or easily recyclable materials. Buying recycled products supports recycling and increases the markets for recyclable materials. ACADIA Academy strives to help to solve trash disposal and control problems facing all of us today. If you have any questions or new ideas and suggestions, please discuss them with your supervisor.

Visitors In The Workplace

To provide for safety and security in our workplace, employees are asked to keep visitations from family and friends to a minimum, unless arranged with the Director. Only visitors who are authorized by the facility supervisor are allowed at our worksites. Restricting unauthorized visitors helps maintain safety, security, and confidentiality for our students, and helps safeguard against distractions and disruptions at work. The staff on duty are check in visitors, to direct or escort visitors upon being provided a legitimate reason for the visit and inspection of identification. Guests of employees remain the responsibility of the employee in regard to behavior and safety of their visitors. If an unrecognized or unauthorized person is present, you should notify the Director or politely ask the person to leave.

Employee Benefits

Eligible employees are provided a wide range of benefits. A number of programs cover all employees and are prescribed by law and include programs such as Social Security, workers' compensation, and unemployment insurance. To become eligible to receive most ACADIA Academy benefits, employees must maintain a full-time, regular status working at least thirty (30) hours per week.

The following lists some of the benefit programs available to eligible employees.

- Health Insurance
- Holiday Pay
- Dental Insurance
- Life Insurance

- Employee Assistance Program (EAP)
- Reimbursement Accounts
- Workers Compensation
- Paid Time Off (PTO)
- Bereavement Leave
- Family Medical Leave
- Military Leave
- Jury Duty
- Benefits Continuation (COBRA)
- Education & Training

Although a brief overview of the programs is described below, they are not intended to be inclusive of all the terms and conditions of the respective benefits. Please refer to the plan documents provided by the individual carriers for more detailed information or contact Human Resources.

Health Insurance

ACADIA Academy provides medical insurance options for eligible full-time regular employees who enroll. To become eligible to receive medical benefits, employees must maintain a full-time status, (thirty or more (30+) hours per week for nonexempt employees) after the initial eligibility requirement has been met. An employee may add a spouse and/or dependent(s) to their policy with the additional cost of this option becoming the responsibility of the employee. The medical plan is described specifically in a separate benefit summary provided by the insurance company.

Upon becoming eligible, employees must complete an enrollment form available from Human Resources. If an employee does not wish to enroll or does not enroll in a timely manner may have to wait until the next open enrollment period and / or may be subject to meet other conditions as prescribed by the insurance carrier.

If an employee's status changes to less than full time or terminates employment, the employee may elect to continue medical benefits (COBRA) for a specified period of time, at their own expense.

Dental Insurance

To be eligible to receive dental benefits, employees must maintain a regular, full-time (30+ hours per week) status. The employee pays the costs for ACADIA Academy dental coverage. Specific conditions are described in a separate benefit summary provided by the insurance carrier. If an employee's status changes to less than full time, benefits may be continued under COBRA for a specified period of time, at their own expense.

Life Insurance

ACADIA Academy provides and pays the premiums for group life insurance coverage for full time regular employees. Specific amounts of coverage and "buy-up" options or dependent coverage are subject to change from time to time. For more information concerning this benefit, please refer to the plan documents or contact Human Resources.

Employee Assistance Program (EAP)

ACADIA Academy offers all employees and eligible family members professional, confidential short-term counseling assistance. Whether it's individual or family issues surrounding relationships, family difficulties, stress management, depression, anxiety, substance abuse or the like, licensed professionals or social workers are available to help you determine the nature of a problem and assist in providing the appropriate means to create positive changes to resolve it. Please contact Human Resources or your supervisor to obtain more information about this program.

Reimbursement Accounts

The Flexible Benefits Plan gives eligible full-time employees the choice of receiving part of their compensation in the form of pre-tax benefits.

The Health Care Reimbursement Account provides for reimbursement of certain 'out-of-pocket' health care expenses that you have paid or are required to pay for yourself, your spouse or your dependents. The Plan allows you to set aside a limited portion of your pre-tax earnings through payroll deduction for medical, dental, optical, or other health care expenses. The amount you elect may only be changed for certain qualifying events.

The Dependent Care Reimbursement Account provides for reimbursement of certain expenses that you incur for your dependents to enable you to be gainfully employed. The Plan provides for reimbursement of expenses that you have paid or are required to pay out of your own pocket. You may set aside a limited portion of your pre-tax earnings each year through payroll deduction for dependent care.

Workers' Compensation

All employees are covered by Workers Compensation Insurance while employed at ACADIA Academy. The benefit is available at no cost to you and covers injury or illness resulting from legitimate work activities. We are required to report work related injuries or claims covered under workers' compensation within twenty-four (24) hours. Please report any on-the-job injury to your supervisor or a member of the Human Resources staff immediately. Employees who require urgent medical care or rehabilitation for non-life threatening injuries are to be referred to ACADIA Academy's designated occupational health provider. In the event of a life-threatening injury, standard

emergency procedures should be taken, (i.e. calling 911).

Absence from work as a result of a work-related injury will be reviewed following 3 months of absence and expiration of FMLA leave if applicable. Upon review and depending on the likelihood of continuous absence, the employee's status may be changed to relief at this time. After 6 months of continued absence, ACADIA Academy will further assess the situation to determine continued employment.

Paid Time Off Benefit (PTO)

Time off from work with pay is available to eligible employees to allow for rest, relaxation, recovery from illness, and other personal reasons. Regular full-time and part time employees are eligible to earn and use accrued PTO as described below. Eligible employees are those who consistently work a minimum of twenty (20) hours per week as designated in the payroll records. Accrual of PTO begins on the date of eligibility, and may be used after thirty (30) days of employment. The PTO accrual balance is adjusted upon completion of a pay period. PTO is paid out at the employee's base rate of pay at the time it is used, and is not included in calculating overtime pay.

Important Notes:

- a) **All vacation and personal time policies that were in effect prior to January 10, 2011 are replaced by this Paid Time Off (PTO) directive.**
- b) Use of PTO time for vacations and other personal reasons not related to the employee's sickness or disability is subject to supervisor approval; requests will be reviewed and decided upon based on staffing needs and the availability of PTO balance. For example, there may be times when it will be necessary to disapprove a vacation request or rescind an approved request due to unforeseen work-related circumstances.
- c) The available balance of an employee's accrued PTO time does not infer a right to take time off at the employee's discretion. Unless otherwise protected by law, absence, regardless of reason, is subject to review and remedial action.
- d) If an employee's PTO accrual reaches the maximum level, no additional time will accrue until the balance is brought below the maximum. PTO balances will be paid to the employee upon terminating employment, or upon a change of status which results in the employee no longer being eligible for this benefit.
- e) Non-exempt (hourly) employees may 'cash out' up to 50% of their accrued PTO time upon approval by their supervisor. An approved PTO Buy Out form must be submitted for payment with the regular payroll and is paid at the regular rate of pay, and is not included in calculating overtime compensation.
- (b) If an employee changes from a full-time to part-time status, any hours accrued above the 210-hour part-time maximum will be paid to the employee.

Maximum Accruals: PTO will stop accruing when the number of accrued hours reaches the following maximum amounts:

- Full Time Employees (working 30+ hours per week): 336 Hours maximum
- Part Time Employees (working 20-29 hours per week): 210 Hours maximum

- All other employees (<20 hours, temps, etc.): Not eligible

Accrual rates are prorated according to the designated number of hours the employee is regularly scheduled to work, averaged over a 2-week cycle. The weekly payroll accrual calculations will be based on the following:

<u>Average hours per week</u>	<u>One day equals</u>
20 to 24	4 hours
25 to 29	5 hours
30 to 34	6 hours
35 to 37.4	7 hours
37.5 to 40	8 hours

PTO Accruals per year:

<u>Starting on:</u>	<u>Non-Exempt (hourly)</u>	<u>Exempt (salaried)</u>
Date of Hire	16 days	21 days
3 rd Anniversary	18 days	23 days
5 th Anniversary	21 days	26 days
10 th Anniversary	23 days	28 days
15 th Anniversary	24 days	29 days
20 th Anniversary	25 days	30 days
25 th Anniversary	26 days	31 days

Holidays

ACADIA Academy recognizes a total of nine (9) holidays during the calendar year in addition to scheduled vacation days. Regular full time and part time employees (as defined in the payroll records) regularly scheduled for twenty or more hours per week are eligible for holiday pay as follows.

- 40 hours = 8 hours
- 35-39 hours = 7 hours
- 30-34 hours = 6 hours
- 25-29 hours = 5 hours
- 20-24 hours = 4 hours

Pay will be calculated based on the employee's current base rate of pay at the time the holiday occurs. The designated hours listed are based on the official payroll records indicating the regularly scheduled hours for that employee at the time the holiday occurs. If a holiday falls during an eligible employees scheduled workday, another day off in lieu of the holiday may be granted. With appropriate notice, employees may be allowed to take time off without pay for religious holiday observances. Holiday time will not be counted as hours worked for the purpose of calculating overtime compensation.

Bereavement Leave

Eligible employees are provided three paid "Bereavement Leave" days when a death occurs in the immediate family. Our intent is to provide employees with paid time off to mourn, make arrangements for and attend the funeral or other memorial service. Compensation for bereavement leave will normally be for the hours scheduled on the employee's next three workdays, beginning the day after the person's death. However, we do recognize that individual circumstances vary widely when faced with the death of a love one and we will be as flexible as possible in accommodating your bereavement leave requests on a case-by-case basis. To access this benefit, employees are asked to notify his / her supervisor.

Eligible employees are full-time and part-time employees who are regularly scheduled for 20 or more hours per week. Bereavement pay is based on the employee's regular rate of pay at the time of the absence, and is not included to calculate overtime or other forms of compensation.

ACADIA Academy defines "immediate family member" as the employee's spouse, child, or domestic partner*; the employee's parent, sibling, grandparent or grandchild, the employee's spouse's parent, child or sibling; the employee's child's spouse. Please contact the HR Director for unusual circumstances or if you have questions about bereavement leave. (*For the purpose of this benefit, domestic partners are those in a relationship of mutual caring, who maintain the same principal residence and are mutually responsible for the direction / financial management of the household).

Family Medical Leave

ACADIA Academy provides unpaid leaves of absence to eligible employees who need to take time off from work for a serious health condition that makes the employee unable to perform the essential functions of his/her job. Family Medical Leave is also allowed for the employee to care for their spouse, child, or parent with a serious health condition, or to fulfill family obligations relating directly to childbirth, adoption, or placement of a foster child.

In regard to the Family Medical Leave Act (FMLA), a serious health condition means an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital or other medical care facility, or requires continuing treatment by a health care provider. Employees requesting family/medical leave related to their own serious health condition, or that of a child, spouse, or parent may be asked to submit a health care provider's statement to prove that it is a qualified FMLA condition.

To be eligible, employees must have completed one (1) year of service and have worked at least 1,250 hours during the previous 12-month period. Eligible employees should request family/medical leave from their supervisor at least 30 days in advance of foreseeable events, and as soon as possible for emergencies. Family medical leave may be requested for up to a maximum of 12 weeks within a 12 month period, which will

be effective from the initial FMLA authorized leave date. To determine FMLA leave, ACADIA Academy uses the "rolling 12 month" method to calculate the amount of time entitled for a specific FMLA leave request. The "rolling 12 month" method simply means that we would look back to determine if any FMLA leave has been taken within the last 12 months, and will apply any FMLA time used during that period towards the current request for FMLA leave.

Employees may use any accrued paid leave time (PTO) before taking unpaid family/medical leave. Married employee couples may be restricted to a combined total of 12 weeks of family medical leave within a 12-month period.

Subject to the terms, conditions, and limitations of the applicable plans, ACADIA Academy will continue to provide health insurance benefits for the approved family medical leave timeframe; however, the employee is responsible for their portion of premium payments normally deducted from their pay. PTO time does not accrue, and holidays are not paid during a family medical leave absence. In the event that the family medical leave was taken for health reasons, ACADIA Academy may request certification from the health care provider regarding the employee's suitability to return to work.

To ensure that an employee's return to work can be properly scheduled, an employee on family/medical leave is requested to provide ACADIA Academy at least two weeks advance notice of the date the employee intends to return to work. When a family/medical leave ends, the employee will be reinstated to the same position, if it is available, or an equivalent position for which the employee is qualified. If an employee fails to report to work promptly at the end of the approved leave period, ACADIA Academy will assume that the employee has resigned. ACADIA Academy reserves the right to recover any benefits costs associated with family/medical leave in the event the employee does not return to work.

Military Family Leave Entitlements (under the FMLA) - *Please see attached addendum.

Personal Leave

In circumstances where an employee does not qualify for FMLA leave, ACADIA Academy may provide for an unpaid personal leave of absence to employees who may need time off from work to fulfill critical personal obligations. Regular full-time and part-time employees are eligible for personal leave after having completed 90 days of employment. Requests may be submitted to the employee's supervisor as soon as an employee becomes aware of the need for time off.

Personal leave may be granted for a period of up to 30 calendar days per year. If this initial period of absence proves insufficient, consideration will be given to a written request for an extension on a case-by-case basis. ACADIA Academy reserves the right to ask for documentation from a professional to verify the need for personal leave time.

Subject to the terms, conditions, and limitations of the applicable plans, health insurance benefits will be provided by ACADIA Academy for the duration of the approved leave, less applicable employee premium contributions.

The accrual of benefits, such as PTO time or holiday benefits will be suspended during the leave and will resume upon return to active employment. When a personal leave ends, every reasonable effort will be made to return the employee to the same or similar position for which the employee is qualified. If an employee does not report to work at the end of the leave period, ACADIA Academy will assume the employee has resigned.

Military Leave

If you are a member of the National Guard or military reserves and are directed to participate in periodic field training, you will receive unpaid military leave for a maximum period of fifteen (15) calendar days a year, not inclusive of the usual monthly weekend service. Leave will not accrue during this 15-day leave. If you have some choice as to when to attend yearly training, we ask that you discuss this option with your supervisor to select a timeframe that is optimal for you and ACADIA Academy. Employees who are called to active duty will be provided leave entitlements and reinstatement privileges consistent with applicable laws.

Jury Duty

ACADIA Academy encourages employees to fulfill their civic obligations if requested, and as such, employees may request the necessary time off for jury duty. Jury duty is considered an excused absence and will not adversely affect an employee's record for attendance purposes. However, employees are expected to report for work as the jury duty schedule allows. Requests to be excused from jury duty will be granted only in circumstances when ACADIA Academy determines that the employee's absence would create a serious hardship. ACADIA Academy will continue to provide insurance benefits (if applicable) for the term of the jury duty absence. Any employee contributions for benefits (payroll deductions) will be handled similar to other personal leave or family medical leave situations.

Benefits Continuation (COBRA)

The federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue some benefits coverage when a "qualifying event" results in the loss of benefits. Examples of common qualifying events are: termination of employment; death or permanent incapacitation of the employee; a reduction in hours; an approved leave of absence; divorce or legal separation; or a dependent child who is no longer eligible. Under COBRA, the employee or beneficiary pays the full cost of coverage plus an administration fee. ACADIA Academy provides eligible employees a written notice describing the rights and obligations prescribed under COBRA.

Education & Training

In addition to offering extensive on-the-job learning and training, ACADIA Academy encourages employees to enhance professional development and job-related skills through external education programs and conferences. Employees will be required to attend conferences, workshops, and educational meetings on behalf of the school. In these instances and as approved in advance, ACADIA Academy will cover most travel, lodging, registration, and meal expenses. Employees will receive regular pay while attending required seminars, conferences, or training programs. Although we do not cover the cost of continuing education (degree programs) for our employees, we will attempt to accommodate continuing education efforts through flexible scheduling for employees who are attending school while working.

Meeting Expectations

Employee Conduct and Work Rules

All employees at ACADIA Academy share the responsibility for following certain standards of conduct. These standards emphasize personal and professional integrity at all times; in treating others with the respect and consideration with which you expect to be treated. Maintaining open, ongoing communication with your supervisor and coworkers will create a basis for a productive workplace. It is the obligation and responsibility of each employee at ACADIA Academy to work on resolving problems and conflicts by focusing on solutions, keeping issues work-related, and communicating directly with the person or persons with whom you may have a conflict.

In order to provide you with the best possible work environment, ACADIA Academy expects employees to follow rules of conduct that will protect the interests, security, and safety of the people we serve, employees, and the organization. Also, ACADIA Academy wishes to maintain a work environment that is free of illegal drugs / substances, alcohol, firearms, or other improper materials or devices. As such, ACADIA Academy prohibits the possession, transfer, sale, or use of such materials on its premises.

Desks, lockers, and other storage containers may be provided to employees as a convenience, but remain the sole property of ACADIA Academy. ACADIA Academy reserves the right to inspect such containers either in the course of an investigation, or to locate ACADIA Academy property. ACADIA Academy may also inspect these containers as well as any articles found within them when there is a legitimate legal or business need and the urgency is sufficient to forego employee privacy. Accordingly, a facility supervisor, along with another member of the management team, can access and inspect these containers at any time, either with or without prior notice, upon prior approval of the HR Director or CEO. ACADIA Academy may also turnover any illegal material to law enforcement officials.

Examples of Inappropriate Conduct: The following are some examples of conduct that is not acceptable.

- Theft or inappropriate removal or possession of property
- Improper use, distribution or sharing of confidential information
- Falsifying documents
- Working under the influence of alcohol or illegal drugs
- Possession, distribution, sale, transfer or use of alcohol / illegal drugs at work
- Threatening violence, fighting, boisterous or disruptive activity
- Abuse, Neglect, Exploitation, or Mistreatment of the people we serve
- Sleeping on the job
- Negligence or improper conduct that damages property
- Insubordination or other disrespectful conduct
- Violation of safety or health rules
- Smoking in prohibited areas
- Sexual or other unlawful / unwelcome harassment
- Possession of dangerous or unauthorized materials in the workplace
- Excessive absenteeism (regardless of cause) or absences without notice
- Unauthorized absences from place of duty during the workday
- Unauthorized use of telephones, mail system, or other employer property
- Violation of personnel policies

Attendance

Consistent attendance and punctuality are considered an essential function of the jobs and essential to the accomplishment of our mission. Poor, uncertain, or irregular attendance produces disruption, lowers overall productivity, and is burdensome to the people served and coworkers. Employees are expected and required to report to their designated work location as scheduled, to include any mandatory staff meetings and training.

Excused Absences:

Employees must call the facility and if possible, speak to the supervisor to obtain approval for personal illness or other personal leave reasons. It is often difficult to find coverage for absent direct support staff and as such, we request that if an employee is not feeling well in advance of the scheduled work time or anticipates not being able to come in to work, that a notice of two (2) hours or more is given prior to the commencement of the scheduled shift. Approval for vacation time must be requested and approved at least one week in advance to allow time for coverage for the shift(s).

Unexcused Absences:

An absence from work which has not been approved by the supervisor is considered an 'unexcused absence'. If an employee cannot report to work as scheduled, the employee must notify his or her supervisor or other designated person at least two (2) hours prior to scheduled reporting time and be prepared to provide an acceptable reason for the absence. Employees shall provide a truthful explanation for absences and the approximate time he or she is expecting to be out. If the duration of the

In accordance with mandates from the Maine Department of Education (DOE), ACADIA Academy will conduct principal and teacher evaluations using the rubrics from the DOE website. ACADIA Academy will be adopting the Administrator Evaluation Framework created by the Auburn School Department (ASD) and modify it as necessary.



Maine DOE State Performance Evaluation and Professional Growth (PEPG) Model for Principals:

ACADIA Academy Administrator Evaluation Framework

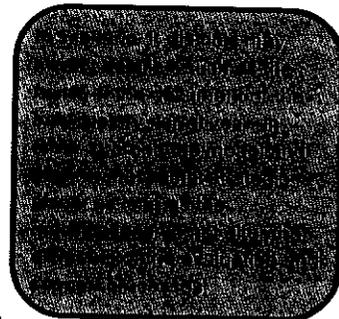
Introduction—Rule Chapter 180, adopted by the Maine DOE in April 2014, requires that the Department “develop at least one complete State Model PEPG system for teachers and at least one complete State Model PEPG system for principals.” The Department worked for several months with various stakeholders and consultants to develop a state PEPG model for teachers, which was released on August 4, 2014 for the 2014-15 pilot year.

For the purposes of providing a state PEPG model for principals, the Department elected to adopt the model contained herein, which was developed by the Auburn School Department (ASD).

Adoption Process—In preparing the ASD Administrator Evaluation Framework for adoption as a state model, a collaborative group—comprising ASD administrators, Maine DOE staff, and representatives of The Maine Principals’ Association—convened to review the framework document that had been developed by the ASD development committee, make revisions, and finalize the details. The ASD Administrator Evaluation Framework builds on the principal evaluation system developed by the MPA by including student learning and growth measures and other elements to form a complete model. INSERT LINK [A Quality Assurance Inventory] prepared by the Maine DOE and ASD provides detailed evidence of how the ASD Administrator Evaluation Framework meets the requirements of Rule Chapter 180.

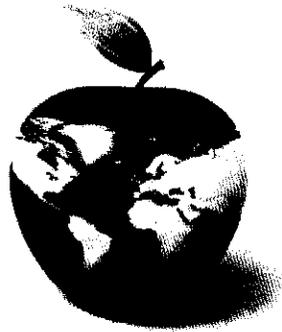
Use of the model—The Maine DOE/ASD Administrator Evaluation Framework may be used by SAUs in one of four ways:

1. A model to be voluntarily adopted in its entirety* prior to June 1, 2015;
2. A model to be adopted in its entirety by SAUs who are not able to complete the development of a model in accordance with the requirements of Chapter 180 prior to June 1, 2015;
3. A model to be adopted in part and merged with locally determined elements by SAUs prior to June 1, 2015; or
4. A guide to local SAUs in developing and implementing a model.



The 2014-2015 school year will serve as a pilot year for the ASD Administrator Evaluation Framework. From September 2014 through March 2015 the Department will partner with Auburn and one or two other districts who choose to adopt the model in its entirety to monitor implementation of the model elements and make adjustments. The Department will publish revised teacher and principal models in April of 2015.

**Auburn School
Department
Administrator Evaluation
Framework**
Handbook for Pilot Year 2014-15





Auburn School Department Administrator Evaluation Framework

Introduction

School districts, educational organizations, state governments, and the federal government recognize not only the key role that building administrators play in school improvement, but also the increased complexity of that role. The Wallace Foundation Report, *How Leadership Influences Student Learning* (2004) concluded: "Leadership is second only to teaching among school influences on student success. The impact of leadership is most significant in schools with the greatest needs."

At the state level, all Maine school administrative units, in order to comply with the rules of Chapter 508 of Title 20-A, are expected to develop and implement a performance evaluation and professional growth (PE/PG) system for educators (teachers and building administrators) for full implementation by the 2015-2016 school year. In accordance with Chapter 180, the elements of an approved PE/PG system must include:

- Standards of professional practice by which teachers and building administrators are evaluated;
- Multiple measures of effectiveness, including student learning and growth;
- Four-level rating system that differentiates among educators based on standards of professional practice and multiple measures, and attaches consequences to each level;
- A process for using information from the evaluations to inform professional development;
- Implementation procedures that ensure fairness, including a requirement for regular evaluations, ongoing training, peer review components, and a local steering committee to review and refine the system; and
- The opportunity for an educator rated "ineffective" to implement a professional improvement plan.

The Auburn School Department Performance Evaluation/ Professional Growth System Development Committee upon review of existing models of building administrator evaluation used the evaluation system developed by the Maine Principals Association (MPA) to present the district Administrator Evaluation Framework. The model incorporates performance-based standards *and* provides a process to ensure professional growth.

There are six key domains of building administrator leadership incorporated into this model under Instructional and Professional Practices:

- *Process for Increased Professional Growth and Learning*
- *Student Growth and Achievement*
- *School Planning and Progress*
- *School Culture*
- *Professional Qualities and Instructional Leadership*
- *Stakeholder Support and Engagement*

Without question, the evaluation process should result in a clear path to improved performance. The Administrator Evaluation Framework builds on the six domains under Instructional and Professional Practices in conjunction with student growth. Student growth data is viewed along with school-wide achievement data to assure district goals are supported and achieved.

Overall, the model provides clear guidelines and expectations for performance while assuring professional growth is continuous and supported.

ADMINISTRATOR EVALUATION FRAMEWORK
TABLE OF CONTENTS

Auburn’s Mission, Evaluation Philosophy and Goals 1

Time Line & Responsibilities..... 2

Professional Practice Domains & Standards 3

Administrator Professional Growth Plan/ PDCA..... 18

Components of the Annual Administrator Professional Growth Plan/ PDCA 20

Summative Effectiveness Rating Process & Implications 21

Evaluation Summative Rating Worksheet..... 24

Appendices:

A: Administrator Self-Assessment..... 25

B: Intensive Support Professional Improvement Plan 27

C: PDCA example *to be added*

The Auburn School Department does not discriminate in the operation of its educational and employment policies and will honor all appropriate laws relative to discrimination.

Auburn's Mission



Empowering life-long learners to succeed in a world yet imagined.

Philosophy of Performance Evaluation/ Professional Growth System

The Auburn School Department is committed to providing all students with quality educational experiences in an academically, physically, socially and emotionally safe setting. For each student to succeed, all staff members must work to continually improve their professional competence and collegially to implement a continuous cycle of improvement. This dual focus on individual and collegial professionalism provides a strong system of support for each student's achievement and growth.

Evaluation includes processes for supporting professional growth and processes for professional accountability. The established professional and instructional practices standards are designed to improve professional knowledge and skills to raise student achievement, serving to support both professional growth and performance evaluation. The system is designed to integrate growth and evaluation in ways that are seamless and supportive.

Evaluation Goals

- To assure student achievement and growth;
- To identify professional levels of competency and provide the impetus for ongoing professional growth for all certificated staff;
- To establish accountability for meeting professional and instructional practice standards, and assuring student proficiency in attainment of the Maine Learning Results;
- To promote excellence by recognizing effective performance; and
- To support high functioning collegial teams focused on student learning and growth.

Administrator Professional Growth Plan - PDCA

The Administrator Professional Growth Plan - PDCA is the web-based document that serves as the cornerstone document for evaluation.

- Administrators and evaluators develop the Administrator Professional Growth Plan by identifying yearly goals and accompanying activities and evidence. It serves as a plan to achieve the identified student growth goals.
- Administrators use it to guide actions in an iterative cycle. Goals may be added and activities adjusted throughout the Evaluation Cycle, as administrators and evaluators monitor progress. Additional activities and evidence to support goal attainment may also be added.
- Administrators will write a reflection to include the results of goal(s) attainment and evidence supporting completion of identified activities.

The evaluator will review reflections and submitted evidence, complete the evaluative summary, and conference with the administrator. A signed copy of the evaluation will be placed in the personnel file.

Building Administrator Framework Summary

Annual Process	
By August 30 th	<ul style="list-style-type: none"> ▪ Training in PE/PG system and evaluation process annually. ▪ Identify yearly district goals. ▪ Superintendent/ Evaluator meets with staff requiring additional focus goal(s) and/or in need of Intensive Support Professional Improvement Plan. ▪ Administrator reviews the Administrator Evaluation Framework.
By September 30 th	<ul style="list-style-type: none"> ▪ Administrator completes and submits self-assessment (see Appendix A: Administrator Self-Assessment). ▪ Administrator completes Administrator Professional Growth Plan/ PDCA, which identifies at least one goal that targets student growth and at least one professional growth goal. The PDCA can be developed in one of three ways: <ul style="list-style-type: none"> ○ Individually - Final completed document will be submitted to Superintendent / Evaluator for approval; ○ Through a collaborative process of peer review - Final completed document will be submitted to Superintendent/ Evaluator for approval; ○ Conference with Superintendent/ Evaluator.
On-Going	<ul style="list-style-type: none"> ▪ Superintendent/ Evaluator provides formative feedback based on observations (a minimum of 2). ▪ Administrator will collect evidence of student and professional growth. ▪ Superintendent/ Evaluator and Administrator conference as deemed appropriate during this time. ▪ Administrator accesses formative feedback and performance evidence through self-selected peer review.
By July 15 th	<ul style="list-style-type: none"> ▪ Administrator completes a written reflection of Administrator Professional Growth Plan/ PDCA to include evidence of goal completion. ▪ Superintendent/ Evaluator completes evaluation and meets with Administrator to review Administrator Professional Growth Plan/ PDCA, evaluation results, determine effectiveness summative rating, and develop a plan for the following school year based on evaluation results. ▪ Administrator signs Administrator Professional Growth Plan/ PDCA.

The administrator will:

- Complete a self-assessment using the Administrator domains and standards.
- Develop an Administrator Professional Growth Plan/ PDCA connected to district and building goals;
- Seek support through peer review and Evaluator feedback to develop goals that are appropriate and to secure resources to demonstrate proficiency in evaluation;
- Document work to achieve and collect evidence to demonstrate successful completion of Administrator Professional Growth Plan/ PDCA; and
- Make sure all evaluation evidence demonstrating proficiency, including annual reflection, is available to the Evaluator no later than July 1st.

The Superintendent/ Evaluator will:

- Provide training about the PE/PG System to support understanding;
- Inform administrators of the district goals;
- Meet individually with administrators requiring additional goal(s) and/or administrators requesting exploration of goal modification and/or additional goals;
- Conduct walkthroughs or formal observations by May 31st;
- Conference with administrators as deemed appropriate throughout the year;
- Review reflections and completed Administrator Professional Growth Plan/ PDCA to determine the Effectiveness Summative Rating and written recommendations/ commendations; and
- Place signed Administrator Professional Growth Plan in the personnel file by July 31st.

Domain 1: Professional Growth and Learning

Descriptor: This domain focuses on measuring a building administrator's growth and the degree to which he or she has followed through on a professional growth and learning plan to improve his or her own practice. The building administrator is recognized as the leader of the school who continually improves his or her practice.

Standards:

1. The building administrator develops a professional growth and learning plan to improve his or her professional practice.
2. The building administrator engages in activities to improve his or her professional practice and monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his or her ability to lead.
3. The building administrator demonstrates self-awareness, reflective practice, transparency, and ethical behavior.

Sources of Evidence

1. Written SMART goals for professional growth and development established annually, with actions, timelines and outcomes identified (PDCA). Mid-year review with supervisor identifies adjustments needed to meet yearly goals.
2. Artifacts/ Evidence (data, articles, agendas, minutes, surveys, peer mentor) indicates the degree to which the professional growth plan has been met and monitored.
3. Written self-reflection.
4. Documentation of observation of practice by other administrators and the evaluator.
5. Documentation of participation in professional learning opportunities at the district, state, and national levels.
6. Communications to staff about Professional Growth Plan (PDCA). Staff is aware of the complexities of school improvement, can share missteps and tactics that were unsuccessful, and can identify how they were used as learning opportunities.
7. Feedback loops, i.e. surveys, parking lot, check-in

Rubric for Domain 1: Professional Growth and Learning

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Does Not Meet
Professional Growth and Learning Plan	Shares and models SMART (Specific, Measurable, Aligned, Results Oriented, and Time-bound) goals with staff to set growth goals; seeks regular feedback and adapts plan with input from others as appropriate.	Develops a clear plan that incorporates SMART goals and multiple forms of evidence; makes adjustments to the plan based on data and feedback.	Plan lacks SMART elements, includes limited forms of evidence and/ or does not include on-going adjustments.	Does not develop an effective plan.
Engagement in learning activities and monitoring of growth	Continuously engages in activities to improve professional learning and monitoring, including seeking mentor feedback and expertise.	Engages in activities to improve professional learning and monitors the extent to which these activities enhance leadership skills through feedback loops.	Engages in one or two activities to improve practice and inconsistently monitors growth plan activities.	Does not engage in activities to improve professional practices outlined in plan.
Self-Reflection	Self-Reflection incorporates responsibility for missteps, capitalizes on challenges and applies new learning for continuous improvement.	Self-Reflection incorporates multiple examples of evidence and demonstrates growth.	Self-Reflection incorporates one or two examples of evidence and Needs Improvement growth.	Does not write a Self-Reflection.

Score for Domain 1: Professional Growth and Learning

- _____ Professional Growth and Learning Plan
- _____ Engagement and Monitoring of Plan
- _____ Self-Reflection

Comments:

Domain 2: Process for Increased Student Growth and Achievement

Descriptor: This domain measures the building administrator's ability to ensure that data-driven student achievement goals are established, monitored, and revised on a regular basis. Multiple forms of assessment data are used to create school achievement *and* individual student achievement goals.

Standards:

1. The building administrator collects and analyzes data and information utilizing assessment and accountability systems.
2. The building administrator ensures that clear and measurable school goals are established and focus on improving student achievement.
3. The building administrator ensures there is a consistent process to establish clear and measurable goals focused on improving individual student achievement.
4. The building administrator ensures that programs and practices are in place to provide instructional interventions as indicated by individual/ collective student data.

Sources of Evidence

1. Utilizing multiple sources of data, the building administrator identifies an issue that exists within the school. Working together with staff, the building administrator develops and implements a detailed plan towards improvement.
2. Written goals with timelines are established for eliminating differences in achievement for students in defined subgroups (socioeconomic levels, ethnicities, English Language Learners, and students with disabilities.)
3. The degree to which the school achievement and/or individual student achievement growth goals are met.
4. Staff develop individual student achievement goals based on data annually.
5. A process that documents and supports the development of appropriate student growth goals and allows for adjustments to assure continuous growth and improvement.
6. School improvement plan is developed by school leaders, shared with the staff, and monitored continually.
7. Response to Intervention (RTI) goals, interventions, and data collection systems are evident.
8. Data is used and reviewed in teacher-led department/team meeting discussions to improve instruction, to determine differentiation, and to drive on-going instruction.

Rubric for Domain 2: Process for Increased Student Growth and Achievement

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Does Not Meet
Analysis of Assessment and Accountability Systems	Shares and models process of data analysis with staff to share results and build capacity.	Collects and analyzes multiple forms of data; Data are aggregated and disaggregated.	Limited collection and analysis of data.	Does not attempt to collect and, analyze data.
Goals for School Achievement	School goals are achieved through a process where staff works together to develop goals and monitor progress.	Develops and implements clear, measurable goals with specific timelines focused on student achievement at the school level and shares with staff.	Generates limited, general goals without timelines or clear focus on student achievement.	Does not develop goals focused on improving student achievement.
Goals for Student Achievement	Individual student goals are achieved through a process where staff works together to assure continuous student growth and improvement.	Ensures there is a consistent process to establish clear and measurable goals focused on improving individual student achievement.	Develops a general process without clear focus on individual student achievement.	Does not develop goals that relate to individual student achievement.
Programs and Intervention Practices	Continually examines and expands options for individual students to make adequate progress.	Ensures that programs and practices are in place to provide instructional interventions as indicated by individual student data.	Limited oversight and support of programs and practices for students who are not making progress.	Intervention programs and practices are not in place for students not making progress.

Score for Domain 2: Process for Increased Student Growth and Achievement

- _____ Data Collection and Analysis
- _____ Goals for School Achievement
- _____ Goals for Student Achievement
- _____ Program and Intervention Practices

Comments:

Domain 3: School Planning and Progress

Descriptor: This domain focuses on the building administrator's ability to manage school planning processes for achieving school improvement goals and ensuring quality implementation of the programs and services identified with increasing student success. It includes developing, implementing, and monitoring a School Improvement Plan (SIP).

Standards:

1. The building administrator collects and uses data to identify school improvement goals, assess organizational effectiveness, and promotes organizational learning.
2. The building administrator monitors and evaluates progress and revises school improvement plans.
3. The building administrator ensures and monitors the implementation of a comprehensive, rigorous, and coherent curricular program.
4. The building administrator develops the instructional and leadership capacity of staff.

Sources of Evidence

1. School Improvement Plan that includes reflection, adjustments and peer review, such as a PDCA
2. Data collection and analysis (attendance rates, discipline referrals, pass/ fail rates, graduation rates, SAT/ACT scores, Universal Screening data, State Assessment data, Progress Monitoring data, AP scores, student work samples, curriculum based assessment. use of school-wide rubrics, special recognitions and accomplishments)
3. Minutes, agenda, handouts, outcome of sessions focused on School Improvement or Continuous Improvement
4. Self-reflection and plan adjustments
5. Stakeholder feedback from students, staff and parents
6. State/ District reports
7. Teacher and staff interviews, discussion groups

Rubric for Domain 3: School Planning and Progress

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Does Not Meet
School Improvement Plan (SIP)	Develops a SIP that incorporates innovative data-collection methods and/or strategies to implement SIP.	Writes a data-driven comprehensive SIP, which includes focus on curriculum, instruction, distributed leadership, and continuous improvement.	Develops a SIP yet does not include one or more curriculum, instruction, continuous improvement, or leadership goals.	Does not attempt to develop a SIP.
Monitors SIP	Continually Checks and adjusts school plan with staff as part of a continuous improvement process, ensuring plan implementation and effectiveness.	Monitors and evaluates progress and revises school improvement plans.	Inconsistent review and monitoring of plan implementation.	Does not monitor school intervention plan.
Rigorous and coherent curriculum	Ensures that essential elements of the curriculum are effective and implemented with fidelity.	Monitors that the written curriculum has been unpacked so that essential elements are identified.	Inconsistent focus on unpacking curriculum and identifying essential elements.	Does not monitor curriculum unpacking; no evidence of essential elements.
Instructional capacity and development of staff	Intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are continuously implemented.	Demonstrates knowledge about effective instructional strategies and frequently provides meaningful feedback for instructional improvement.	Demonstrates limited knowledge about effective instructional strategies, and provides little feedback for instructional improvement.	Does not demonstrate knowledge or communication about effective instructional practice.

Score for Domain 3: School Planning and Progress

- _____ School Improvement Plan
- _____ Monitoring School Improvement Plan
- _____ Rigorous and Coherent Curriculum
- _____ Instructional Capacity and Development of Staff

Comments:

Domain 4: School Culture

Descriptor: This domain focuses on the building administrator's ability to develop and maintain a positive school culture that includes not only the tone of a school but also school safety, enthusiasm of students and faculty, and level of connectedness with the community. Leaders strongly influence student learning by creating and sustaining a school culture that sets high expectations and enables teachers and students to learn and work collaboratively.

Standards:

1. The building administrator promotes and protects the welfare and safety of students and staff.
2. The building administrator obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.
3. The building administrator develops the capacity for distributed leadership.
4. The building administrator acknowledges the success of the whole school, as well as individuals within the school.

Sources of Evidence

1. Artifacts that demonstrate efforts towards development and/ or maintenance of positive school culture
2. Feedback loops, i.e. stakeholder survey feedback, individual and group discussion, professional development and work session evaluations, parking lot feedback
3. Observations, formal and informal
4. Stakeholder participation and involvement in school activities, clubs, functions and other school events.
5. Attendance data, discipline data.
6. News articles and other mentions in media and school publications
7. Budget development and allocation that supports the school vision
8. Schedules that create efficiency, where time is the variable, learning is the constant
9. Alternative resources procured through business partnerships, grants and other community connections
10. Leadership models that are transparent and involve staff at all levels
11. Transparent school-wide expectations, i.e. school vision, code of conduct, standard operating procedures

Rubric for Domain 4: School Culture

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Does Not Meet
Routines and Procedures for a Safe and Orderly Environment	Ensures that rules and procedures are in place and are routinely reviewed/updated by staff and students to ensure a safe, orderly school environment; Ongoing monitoring of staff, students and parents' perceptions and makes adjustments accordingly.	Demonstrates that well-defined routines and procedures that lead to safe, orderly conduct are in place. Monitors the extent to which school staff shares that perception.	Attempts to establish well-defined routines/procedures that lead to safe and orderly conduct, but does not complete the task or does so partially.	Does not attempt to ensure that well-defined routines and procedures that lead to safe and orderly conduct are in place.
Management of Fiscal, Operational, and Technological Resources	In addition to managing and monitoring all resources, actively seeks and procures additional resources to further instruction and achievement.	Manages the fiscal, operational, and technological resources necessary to support effective teaching and learning. Monitors how resources and efficiencies influence instruction and achievement for all.	Attempts to manage the fiscal, operational, and technological resources necessary to support effective teaching and learning, but does not complete the task or does so partially.	Does not attempt to manage the fiscal, operational, and technological resources necessary to support effective teaching and learning.
Distributed Leadership and Collaboration	Ensures all staff contribute to the vision of the school through assuming varied leadership roles.	Ensures there are regular opportunities for staff input; develops and monitors effectiveness of distributive leadership	Attempts to collect input from staff and delegates some responsibilities, but does not distribute leadership or does so partially and without regularity.	Does not seek input from teachers and staff, delegates limited responsibility to others.
Recognition of Success	Actively utilizes a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.	Acknowledges and celebrates accomplishments of the school and individuals within it. Monitors the extent to which people feel recognized for their contributions.	Inconsistently acknowledges and celebrates the accomplishments of the school and individuals within it.	No evidence of acknowledgement of schoolwide or individual accomplishment.

Score for Domain 4: School Culture

- _____ Routines and Procedures for a Safe and Orderly Environment
- _____ Management of Fiscal, Operational, and Technological Resources
- _____ Distributed Leadership and Collaboration
- _____ Recognition of Success

Comments:

Domain 5: Professional Qualities and Instructional Leadership

Descriptor: This domain measures a building administrator's leadership knowledge, skills, and behavior competencies as seen in their daily practice. Building administrator professional qualities and practices include the ability to lead instruction, build support for organizational mission and vision, and behave in a professional manner.

Standards:

1. The building administrator promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning.
2. The building administrator supervises instruction.
3. The building administrator monitors and evaluates the impact of the instructional program.
4. The building administrator promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Sources of Evidence

1. Articulation and yearly completion of the Teacher Evaluation System with faculty and staff
2. Provide evidence of feedback given to staff to improve their practice
3. Artifacts of building administrator performance aligned to state, district or national professional standards
4. School and classroom vision statements that reflect high expectations for all students and focus on student academic achievement and healthy social/emotional development and reflects the District Vision
5. The degree to which a building administrator achieves goals from their individual Professional Growth Plan (PDCA)
6. Observations by peers as an optional source of evidence (in addition to peer review requirement)
7. Evaluator observation of building administrator practice
8. 360-degree survey feedback
9. Self-reflection
10. Professional development opportunities based on instructional program needs and are customized to promote teacher development

Rubric for Domain 5: Professional Qualities and Instructional Leadership

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Does Not Meet
Vision	Engages all stakeholders in developing and revisiting a vision aligned to the District Vision and continually makes decisions that support achievement of the vision.	Engages all stakeholders in developing a vision for high student achievement college/ career readiness that aligns with the District Vision.	Develops a vision for high student achievement and college/ career readiness with limited opportunity for staff and student input.	Adopts a vision without input from stakeholders that lacks focus on student achievement or college/ career readiness.
Supervision and Evaluation of Faculty & Staff	Completes evaluation of all staff regularly. Develops highly effective teacher professional growth and action plans, based on all available data, to improve teacher performance; reviews evaluation system for effectiveness and suggests revisions for improvement	Ensures the completion of evaluation system for all staff regularly; Ensures that teacher evaluation is based on data collected from multiple sources, including student achievement data, and provides clear feedback on performance.	Evaluates a majority of the faculty and staff annually; Attempts to ensure teacher evaluation is based on data from multiple sources, but does not complete the task or does so partially, and does not provide clear feedback on performance.	Does not conduct annual evaluations of faculty and staff (less than half); Does not ensure teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources and does not provide clear feedback on performance.
Instructional Practices	Builds capacity of the staff to effectively implement instructional strategies and pedagogical methods that improve student outcomes and support content mastery.	Supports staff in implementing instructional strategies and pedagogical methods that lead to student achievement of high standards; Monitors and evaluates the impact of the instructional practices.	Provides staff with limited support in the use of instructional strategies that support student learning; limited monitoring of impact of instructional practices.	Rarely ensures instructional strategies support learning; rarely adapts instructional practices.
Integrity and Ethics	Consistently performs with integrity and the best interest of students and the school community; Actively seeks feedback to ensure perception and performance align.	Performs with integrity and the best interest of students and the school community as a whole.	Inconsistently Performs with integrity and the best interest of all students.	Does not perform with integrity and the best interest of all students.

Score for Domain 5: Professional Qualities and Instructional Leadership

- _____ Vision
- _____ Supervision and Evaluation of Faculty and Staff
- _____ Instructional Program
- _____ Integrity and Ethics

Comments:

Domain 6: Stakeholder Support and Engagement

Descriptor: This domain focuses on the building administrator's ability to build strong community relationships with stakeholders within and outside the school. This includes the ability to collaborate and partner with stakeholders and to identify and mobilize community resources for the good of the school program. Community stakeholders become valued participants in the school. (*Rethinking Building administrator Evaluation*)

Standards:

1. The building administrator promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
2. The building administrator builds and sustains positive relationships with families and caregivers.
3. The building administrator builds and sustains productive relationships with community partners.

Sources of Evidence

1. Artifacts of building administrator performance, such as news articles, school recognition and awards, feedback loops
2. Student, faculty, district staff, parent and community stakeholder surveys, interviews or focus groups
3. Newsletters or media brochures or other communication feedback measures, and district observations
4. Interactive website or social networking technologies for students, parents, and community
5. Participation in community service organizations and local or state boards
6. Events and activities that promote community involvement in the school
7. Community service projects

Rubric for Domain 6: Stakeholder Support and Engagement

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Does Not Meet
Understanding the Community	Continually seeks community input and monitors the school program through ongoing dialogue with the community to optimize the functioning of the school.	Responds to community input in development of the school program to ensure optimal functioning of the school.	Sometimes responds to community input; sometimes responds in ways that ensure the optimal functioning of the school.	Does not solicit community input; does not respond in ways that ensure the optimal functioning of the school.
Relationships with Families	Creates a school-wide culture that allows for all families to be welcomed, heard, and positively engaged in the school community.	Builds capacity of the staff to positively engage families, and to share the school's vision for high achievement.	Sets expectations for staff on the process/tone for welcoming and communicating with family members.	Rarely or inconsistently welcomes or communicates with family members.
Relationships with Community Members	Creates a school-wide culture in which community members are welcomed, heard, and accepts a share responsibility for student and school success.	Builds the capacity of the staff to positively engage community members, and to share the school's vision for high achievement.	Sets expectations for staff on the process/tone for welcoming community members into the school.	Rarely or inconsistently welcomes community members into the school.

Score for Domain 6: Stakeholder Support and Engagement

- _____ Understanding the Community
- _____ Relationships with Families
- _____ Relationships with Community Members

Comments:

Administrator Professional Growth Plan: PDCA

Name:	School/ Position:	Evaluator:
-------	-------------------	------------

School Achievement Data

Pre-assessment and Results:	Post Assessment and Results:
-----------------------------	------------------------------

Student Growth Goal

Identify need:

SMART Goal(s):

Plan	Do	Check	Adjust
Instructional Plan	Instructional Strategies	Formative Checks	Watch-fors OR benchmarks

Professional Growth Goal

Identify need:
SMART Goal(s):

Plan	Do	Check	Adjust
Instructional Plan	Instructional Strategies	Formative Checks	Watch-fors OR benchmarks

Peer Review Component:

Reflection:

Components of the Administrator Professional Growth Plan/ PDCA

Student Growth Goals/ SMART Goals

Annual goals that address professional growth, student needs and are aligned with the District goals will be identified and updated annually. A minimum of two goals, with one focused on student growth and one on professional growth, shall be developed and meet the following criteria:

- Specific
- Measurable
- Attainable/ Achievable
- Reasonable/ Relevant
- Timely

Multiple Measures of Student Growth

Administrators will demonstrate student growth through results PDCA goals of the teachers for whom they have direct supervisory responsibility. School-wide and/ or district-wide student achievement results will be used to assure progress toward district goals and the adequate alignment to the PDCAs. Additional measures will be identified in the Administrator Professional Growth Plan/ PDCA and will connect to the individualized SMART goals.

PDCA

The PDCA - Plan, Do, Check, Adjust - is the cornerstone of the Administrator Professional Growth Plan. It is to be completed annually and adjusted on an on-going basis to assist the principal in meeting the annual goals. Adjustments to the PDCA can be made individually or through peer review. For example, an administrator may adjust the Plan, Do and/ or Check columns upon reviewing the results of a student assessment, either on their own or with a peer. The Plan should be specific and tie directly to the identified goals.

Peer Review

Each Administrator shall include in the Administrator Professional Growth Plan opportunities for sharing, learning and continually improving practice by engaging in peer review. Peer review is for formative evaluation purposes only, and is intended to support growth of the administrator. Peer review is self-selected and is only used as part of the Summative Evaluation Rating when the principal chooses to include the evidence. Peer review opportunities include but are not limited to observation, review of Administrator Professional Growth Plan, school data and other evidence of progress towards goals. Evidence of peer review will be submitted at the end of each appraisal cycle. This can be done through submission of artifacts, documentation of meetings, in notation on the PDCA and/ or included in final reflection.

Reflection

Administrators will reflect on their practice through the lens of the Administrator Professional Growth Plan/ PDCA and Student Growth Goal and school-wide achievement results. The reflection will be completed and submitted to the evaluator at the end of each school year. It will include the student growth goal data results, a self-assessment and feedback derived from stakeholder perspectives.

Training

Because the Auburn School Department has aligned the MPA rubrics for the six domains of the professional practice element to the Marzano School Leader Evaluation Model, we have contracted with Learning Sciences International to deliver training to evaluators and administrators in the professional practice domains and rubrics. The Auburn School Department will determine the need and provide for training in other elements of the Administrator Evaluation Framework, as established in Rule Chapter 180.

Assigning an Evaluation Rating

Each building administrator annually receives a summative rating of one of 4 levels:

1. *Highly Effective*
2. *Effective*
3. *Needs Improvement*
4. *Ineffective*

Highly Effective ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Not all building administrators are expected to demonstrate Highly Effective performance on multiple practice indicators and/ or student outcome targets.

Effective ratings represent fully satisfactory performance. It is the rigorous standard expected for most experienced building administrators and the goal for new building administrators or building administrators performing at the Needs Improvement level. Effective building administrators demonstrate acceptable leadership practice and meet or make progress on all student outcome targets.

Needs Improvement ratings mean that performance is meeting proficiency in some components but not others. Domains resulting in a Needs Improvement rating are in need of focused growth plan in order to demonstrate proficiency. Improvement is necessary and expected.

Ineffective ratings indicate performance that is unacceptably low on one or more Domains and makes little or no progress on most student outcome targets. Ratings of *Ineffective* are always cause for concern.

To assign a summative rating the evaluator takes the following steps:

1. Review all evidence collected.
2. For each of the six domains, determine the rating (*Highly Effective, Effective, Needs Improvement or Ineffective*) that matches the preponderance of evidence. Use the table below to determine an Instructional and Professional practice rating in each domain.

<i>Highly Effective (4)</i>	<i>Effective (3)</i>	<i>Needs Improvement (2)</i>	<i>Ineffective (1)</i>
Highly Effective on at least 3 / 4 or 2 / 3 standards within the domain AND No rating below Effective on any standard	Effective on at least 3 / 4 or 2 / 3 standards within the domain AND No rating below Needs Improvement on any standard	At least Needs Improvement on all standards within the domain OR Does Not Meet on 1 standard; Effective or Highly Effective in all others within the domain	Does Not Meet on at least 2 or more standards

3. Determine the Instructional/Professional Practice Rating.

Instructional/ Professional Practice Domain Scores

- _____ Professional Growth & Learning
- _____ Process for Increased Student Growth & Achievement
- _____ School Planning & Progress
- _____ School Culture
- _____ Professional Qualities & Instructional Leadership
- _____ Stakeholder Support & Engagement

<i>Highly Effective (4)</i>	<i>Effective (3)</i>	<i>Needs Improvement (2)</i>	<i>Ineffective (1)</i>
Highly Effective in at least 4 / 6 Domains AND No rating below Effective in any Domain	Effective in at least 4 / 6 Domains AND No rating below Needs Improvement in any Domain	At least Needs Improvement in all Domains OR Does Not Meet in 1 Domain; Effective or Highly Effective in all others Domains	Does Not Meet in 2 or more Domains

Instructional/ Professional Practice Rating _____

4. Determine the Student Growth Measures Rating using the Student Growth Scale.

Student Growth Scale

Number of teachers: _____ Number of teachers meeting PDCA student growth goal: _____

100 - 90% = 4

89 - 75% = 3

74 - 60% = 2

< 60% = 1

5. Determine the Summative Effectiveness Rating using the Matrix

When major discrepancies between the two ratings are found, no rating is given until a specific review of evidence is performed and a resolution is reached.

Summative Effectiveness Rating _____

		Student Growth			
		1	2	3	4
Instructional and Professional Practices	1			Needs Improvement	
	2	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
	3				
	4				

**Implications Based on Level of Performance from Proficiency Standards
(Highly Effective, Effective, Needs Improvement, Ineffective)
and the Process for Identifying Professional Development**

“Highly Effective” or “Effective”

An Administrator performing at the *“Highly Effective”* or *“Effective”* level of performance in each of the six domains will continue to be evaluated annually using this tool and will complete a Professional Growth Plan with their evaluator aligned with the following year’s goals.

An Administrator whose evaluation ratings are in the *“Highly Effective”* or *“Effective”* range in all six domains will self-select areas for their professional development focus for the upcoming school year. The professional development activities will either hone an area of strength (e.g. becoming an expert in Proficiency Based assessment) or explore an area outside one of the domains (e.g. technology).

“Needs Improvement” or “Ineffective”

At the end of the probationary period, an administrator is expected to be Effective in all six domains. Performance rated *“Needs Improvement”* or *“ineffective”* for non-probationary administrators is cause for concern.

An Administrator who receives a *“Needs Improvement”* rating in any of the six domains will continue to be evaluated annually using this tool and will create a monitored Professional Improvement Plan with focused goal(s) to address standards that are in need of improvement. Regular meeting times will be identified in the Professional Improvement Plan to discuss and monitor progress in growth areas.

An Administrator who receives a *“Needs Improvement”* rating in any of the six domains in two consecutive school years or a score of *“Needs Improvement”* or *“Ineffective”* in more than one domain for any single year will develop, together with the evaluator, an Intensive Support Plan. The Intensive Support Plan will, at minimum, identify the standards to be improved immediately, the goals to be accomplished, the activities that must be undertaken to improve, identify the standards in need of improvement, goals and activities that will lead to improvement, supportive resources, and the timeline for improving performance to the Effective level. An administrator on an Intensive Support Plan who does not score Effective in all six domains shall be considered for immediate release from district employment, unless otherwise specified by district policy or agreements. An administrator may also be considered for dismissal if he or she receives an *“Ineffective”* rating on one domain in any given year provided there is sufficient evidence to warrant dismissal. District policies and procedures apply in these matters.

Administrator Evaluation Summative Rating Worksheet

Name: _____

Date: _____

School/ Position: _____

Measure 1: Instructional/ Professional Practice Domain Scores

- _____ **Domain 1: Professional Growth & Learning**
- _____ **Domain 2: Process for Increased Student Growth & Achievement**
- _____ **Domain 3: School Planning & Progress**
- _____ **Domain 4: School Culture**
- _____ **Domain 5: Professional Qualities & Instructional Leadership**
- _____ **Domain 6: Stakeholder Support & Engagement**

Measure 1: Instructional/ Professional Practice Rating _____

Measure 2: Student Learning & Growth Scores

- _____ **PDCA Goal 1: Teachers PDCA Student Growth Measure**
- _____ *PDCA Goal 2: Building Academic Growth Measure **
- _____ *PDCA Goal 3: Professional Growth Measure **

** To be considered in cases in need of review when determining Summative Effectiveness Rating*

Measure 2: Student Growth Scale _____

Summative Effectiveness Rating _____

Evaluator's Recommendations (include recommendation for hire, non-renewal and /or Intensive Support, commendations and recommendations for future growth):

Administrator Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Note: Your signature confirms that you have had an opportunity to read this report, and that you have a copy. It does not indicate that you necessarily agree with the report. You may add comments to this report, as you find appropriate.

Administrator Self-Review

Domain 1: Professional Growth and Learning

	Standards	Highly Effective	Effective	Needs Improvement	Unsatisfactory
1	Professional Growth and Learning Plan	?	?	?	?
2	Engagement in Learning Activities and Monitoring of Growth	?	?	?	?
3	Self-Reflection	?	?	?	?

Domain 2: Student Growth and Achievement

	Standards	Highly Effective	Effective	Needs Improvement	Unsatisfactory
1	Analysis of Assessment and Accountability Systems	?	?	?	?
2	Goals for School and Achievement	?	?	?	?
3	Goals for Student Achievement	?	?	?	?
4	Programs and Intervention Practices	?	?	?	?

Domain 3: School Planning and Progress

	Standards	Highly Effective	Effective	Needs Improvement	Unsatisfactory
1	School Improvement Plan (SIP)	?	?	?	?
2	Monitors SIP	?	?	?	?

3	Rigorous and Coherent Curriculum	?	?	?	?
4	Instructional Capacity and Development of Staff	?	?	?	?

Domain 4: School Culture

	Standards	Highly Effective	Effective	Needs Improvement	Unsatisfactory
1	Routines and Procedures for a Safe and Orderly Environment	?	?	?	?
2	Management of Fiscal, Operational and Technological Resources	?	?	?	?
3	Distributed Leadership and Collaboration	?	?	?	?
4	Recognition of Success	?	?	?	?

Domain 5: Professional Qualities and Instructional Leadership

	Standards	Highly Effective	Effective	Needs Improvement	Unsatisfactory
1	Vision	?	?	?	?
2	Supervision and Evaluation of Faculty	?	?	?	?
3	Instructional Program	?	?	?	?
4	Integrity and Ethics	?	?	?	?

Domain 6: Stakeholder Support and Engagement

	Standards	Highly	Effective	Needs	Unsatisfactory
--	-----------	--------	-----------	-------	----------------

		Effective		Improvement	
1	Understanding the Community	?	?	?	?
2	Relationships with Families	?	?	?	?
3	Relationships with Community Members	?	?	?	?

Appendix B

Intensive Support Professional Improvement Plan

Administrator:

Year:

Evaluator:

Date:

Domain/ Standard:

Goals:

Actions/Activities	Evidence of Completion	Trimester Performance Review		
1.	•			

Domain/ Standard:

Goals:

Actions/Activities	Evidence of Completion	Trimester Performance Review		
1.	•			

Domain/ Standard:

Goal:

Actions/ Activities	Evidence of Completion	Trimester Performance Review		
1.				
2.				

Administrator Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Note: Your signature confirms that you have been given an opportunity to read this report and that you have a copy. It does not indicate that you necessarily agree with the report. You may add comments to this report, as you find appropriate.

Section II

B. 4 Pre-Opening Plan

The Pre-Opening Plan documents key tasks that must be completed between approval of this application and completion of these tasks.

Please review the Template found within Tab 22.

**Maine Charter School Commission
Required Elements Pre-Opening Plan**

TAB 22

School Name: ACADIA Academy

(Approved by the Maine State Board of Education on 8/14/13)

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete	
Governance	Board Recruitment	Founders	In application	Add to Members in Fall of 2014	
	Articles of Incorporation and Nonprofit filings	Founders and Governing Board	In application	8/2014	
	By-laws	Founders and Governing Board	In application	8/2014 Final Review/Revision in Fall of 2014	
	Organizational Chart	Founders and Governing Board	In application	8/2014	
Enrollment	Organizational Policies and Procedures	Founders and Governing Board	In application	8/2014	
	Staff Handbook	Governing Board Executive Director	In application	8/2014	
	Enrollment Policy and Enrollment Plan	Governing Board	In application	8/2014	
	Required min/max enrollments	Governing Board	On contract date		
	Application process for	Governing Board/	In application		

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
	admission	Executive Director		

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Enrollment continued:	Assessment of student interest	Executive Director /Director of Admissions	Ongoing	
	Admissions and Lottery procedures	Executive Director /Director of Admissions	In application	
	Admissions Notification and/or Lottery Deadline	Executive Director / Director of Admissions	Prior to April 1 st of school year	
	Admissions Acceptance Decisions	Executive Director / Director of Admissions	Prior to April 1 st of the school year	
	File Pre-enrollment Report to SAU's	Executive Director	April 1 of the school year	

Staff Recruitment and Hiring	Recruitment Procedures for Principal and Key Admin. (Chief Finance Officer, Special Services Director, others)	Governing Board / Executive Director	In application	8/2014
Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Staff Recruitment and Hiring continued:	Hiring of Principal and Key Admin. (CFO, S.S. Director, others)	Governing Board/ Executive Director	On contract date	
	Professional Instructional Staff (FT and PT Regular Teachers, Special Ed., ELL Teachers); background checks completed	Executive Director / Head of School	30 days prior to start of school year	
	Paraprofessionals	Executive Director / Head of School	20 days prior to start of school year	
	Clerical Staff	Executive Director / Head of School	20 days prior to start of school year	

	Substitute Teachers	Executive Director / Head of School	At start of school year	
	Initial Professional Development and Staff Orientation	Executive Director / Head of School	5 days prior to start of school year	
Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Facilities and Safety	Signed lease for all space as listed in application	Governing Board / Executive Director	On contract date	
	All required renovations to meet approved school inspections	Governing Board / Executive Director	90 days prior to start of school year	
	Certificate of Occupancy	Executive Director / Head of School	60 days prior to start of school year	
	Fire and Asbestos Inspections, Lead-paint Assessment	Executive Director / Head of School	60 days prior to start of school year	
	Insurance Policies in place	Executive Director / Head of School	10 days after contract date	
	Utilities (water and air quality, plumbing, electricity)	Executive Director / Head of School	60 days prior to start of school year	

	Capital Equipment and Installation	Executive Director / Head of School	30 days prior to start of school year	
	Office and Classroom Equipment and Installations	Executive Director / Head of School	20 days prior to start of school year	
Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Facilities and Safety continued:	Emergency Contact Sheet and Safety Plan	Executive Director / Head of School	15 days prior to start of school year	
Student Learning	School Calendar and Student Schedule	Executive Director / Head of School	On contract date	
	Code of Conduct	Executive Director / Head of School	On contract date	
	Special Services and Special Education Policy	Executive Director / Head of School / Special Services Coordinator	In application	
	DOE has reviewed the Special Student Population section of the Application: " <u>Name of Applicant's</u> application contains all required elements."	Dept. of Education Special Education Department	Submitted with Rubric by DOE SPED.	

	If applicable, Title 1 plan approved by DOE. ELL plan approved by DOE.	Executive Director /Head of School /Special Services Coordinator	30 days prior to start of school year	
Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Student Learning continued	Qualification of Staff Certification of School Personnel List of all SPED Staff to include S.S. Numbers and applicable licensure.	Executive Director /Head of School /Special Services Coordinator	Submit to ME Dept. of Ed Special Education 30 days prior to start of school	
Finance and Financial Services	Adequacy of Special Education Services: Grid of special education service time provided to all students enrolled. This includes specially designed instruction, consultation, all related services, provider license or certification number and amount of time for each service and provider.	Executive Director /Head of School /Special Services Coordinator	Submit to ME Dept. of Ed Special Education 14 days prior to start of school	
	Operating Budget - final pre-opening revisions	Governing Board / Executive Director	45 days prior to school opening	
	Cash-flow Projections	Executive Director /CFO	On approval of application	
	Fiscal Policies and	Executive Director	In application	

	Procedures Manual	/CFO		
Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
	Financial accounting system compatible with MEDMS	Governing Board / Executive Director	On signing of contract	
Finance and Financial Services continued	Grants / Entitlements (State and Federal)	Executive Director /CFO /Director of Dev.	Ongoing	
	Other Grants	Executive Director /CFO /Director of Dev.	Ongoing	
	Misc. Funds / Fundraising Plan	Executive Director /CFO /Director of Dev.	Ongoing	
	Audit Timeline	Governing Board / Executive Director	On signing of contract	
Technology	Hardware installed and set-up	Director of IT	30 days before opening of school	
	Software installed and set-up	Director of IT	20 days before opening of school	

	Student/Staff IT Policy and Procedures in place	Executive Director / Director of IT	On signing contract	
Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Curriculum and Instruction	Curriculum Plan	Executive Director / Head of School	In application	8/2014
	Instructional Materials purchasing plan	Executive Director / Head of School	On signing contract	
	Classroom assignments and set-up	Executive Director / Head of School	15 days before opening of school	
Student Services, Records and Reporting System	Attendance, Student Retention Records System	Executive Director / Head of School	On signing contract	
	Academic Performance Information	Executive Director / Head of School	On signing contract	
	Student information system compatible with MEDMS	Executive Director / Head of School	On signing contract	

	Student academic assessment and reporting plan compatible with MEDMS	Executive Director / Head of School	On signing contract	
Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Student Services, Records and Reporting System continued	Transportation Plan and Contract	Executive Director / Head of School	60 days prior to school opening	
	Nutrition/Food Service Plan and Contract	Executive Director / Head of School	60 days prior to school opening	
	Health and Wellness Plan	Executive Director / Head of School	On signing contract	

Staff Information and Records System	Employment Policies, including performance evaluation criteria and procedures for professional and support staff, compatible with MEDMS	Governing Board / Executive Director	On signing contract
	Professional Development Plan	Head of School	On signing contract
			Address: P/CSC/RFP TABS – EXHIBITS A-E

Section II

B.5 Management and Operation

Refer to Tab 23, Organizational Chart and Tab 24, Key Job Descriptions

Acadia Academy will be overseen by the governing Board of Directors. The Board of Directors will approve school policies, provide fiscal oversight to the operating budget and provide direction for future growth and development. The Board of Directors will provide administrative oversight of the Director of the Academy, also non-voting member of the Board.

The Director will be responsible of all day-to-activities within the Academy. The Director will supervise personnel within the Academy, including faculty and administrative staff. The Director will make final approvals of and selection of curriculum, assessment materials and equipment. The Director shall hire, supervise and terminate any/all staff needed at the Academy, working with the Human Resources personnel contracted with through John F. Murphy Homes, Inc. The Director shall be acquainted with each student within the Academy, providing a positive role model of leadership within the building. The Director will communicate positively with families, developing and maintaining a positive relationship and the promotion of home-school collaboration. The Director will be responsible for timely and accurate reporting to the Department of Education and the Board of Directors. The Director shall work closely with the finance Director to ensure fiscal success. The Director will ensure compliance for all legal requirements.

A resume for the proposed Director has been included within Tab 29. The Director has a passion for the education of children and has strong evidence to support her belief in lifelong learning. The Director founded the Margaret Murphy Center for Children and oversaw its growth from 10 students to 180 students (including childcare and summer programming enrollment). The annual budget for this program grew from \$800,000 to nearly ten million dollars in 2013. The initial students placed at MMCC were from the Lewiston and Auburn school districts. To date, we provide services to children from 12 different school districts and three CDS sites. With one initial location, we have expanded to include 7 sites, with programs located in two public schools. Initial staffing for MMCC comprised 10 full-time positions. As of July 1, MMCC employs approximately 220 staff.

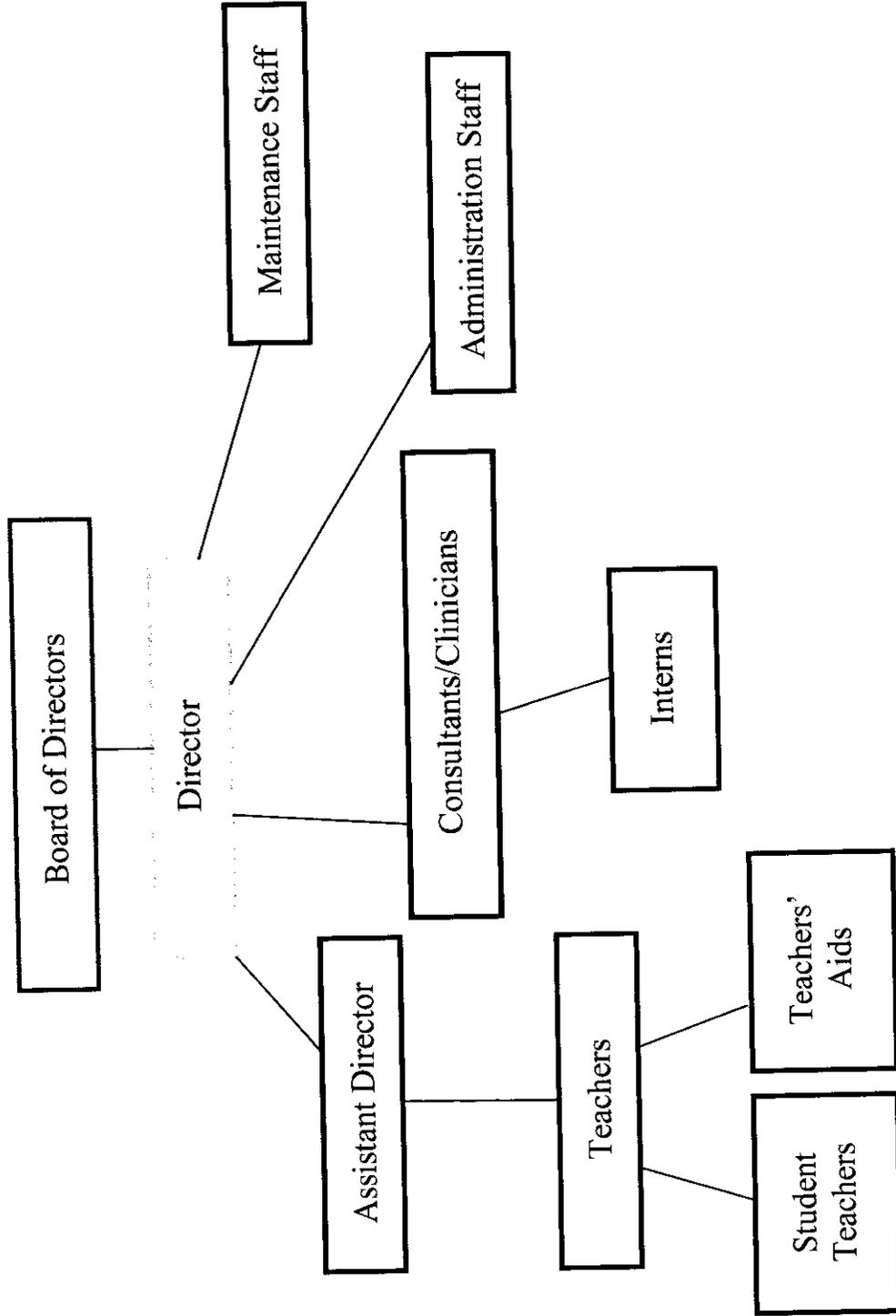
Advisory committees will be utilized to research specific content areas (curriculum, training, etc.) and the Director/Board members will work with professionals with high levels of expertise to help guide the Administrative decision making.

The Assistant Director shall work with the Director to complete the duties listed above, as delegated. In addition, the Assistant Director will serve in a critical role for emergency responses necessitated for building/student crisis. The Assistant Director will participate in staff evaluation and will provide teacher observations/feedback with the Director.

The two administrators shall work closely together, utilizing effective communication and planning strategies to effectively work with staff and families.

ACADIA Academy will have a strong partnership with its sister program, the Margaret Murphy Center for Children. This partnership will allow for collaboration and sharing educational resources. As our mission is to provide an excellent education for ALL children, a partnership with a premier services agency to children with special education needs, early intervention services and programs for four year olds, is invaluable to successful programming within ACADIA Academy. MMCC has a great deal of established infrastructure, knowledge and experience to be shared with the development of ACADIA Academy. ACADIA Academy will contract with John F. Murphy Homes, Inc. (owner and operator of MMCC) for consultation, direct clinical services for children with identified special education needs. In addition, this same contract will provide for contractual services from the training department, human resources personnel, safety management personnel and the fiancé office (payroll and accounting).

Tab 23
Organizational Chart



**ACADIA Academy
JOB DESCRIPTION**

POSITION: Director - ACADIA Academy	JOB CLASS: Regular, Exempt
REPORTS TO: Board of Directors	EFFECTIVE DATE: August 2015

I. SUMMARY STATEMENT: (Purpose, objectives and functions of the position)

Assumes responsibility in providing leadership, guidance and support to employees and the children served in the ACADIA Academy to include: staffing recruitment, professional development and training, curriculum design and development, student progress monitoring and support, parent support and involvement, and continued program oversight and development. The Director provides on-site supervision and direction necessary to successfully apply ACADIA Academy policies in support of the children supported and their families. The Director develops partnerships with management and employees to affect resolutions to daily challenges and issues, keeping all parties apprised of relevant activities and initiatives. The Director serves as the Administrative liaison between the Department of Education, implementing all educational mandates and program expectations within ACADIA Academy. The Director shall be involved in the identification and monitoring of students with special learning needs, chairing IEP meetings and ensuring that all identified personnel and support services are in place to support the child. Educational services are provided under the direction of professionals and are coordinated by the Director.

II. PRINCIPAL DUTIES AND RESPONSIBILITIES:

- I. **COMMUNICATION:** Must communicate directly and in a clear and courteous manner with the children served, staff, family members, guardians, caseworkers, and the public. The Director must follow written and verbal directions and actively support the goals, objectives, and philosophy of the organization. Offer ongoing, positive counseling, feedback, direction, coaching and support for children's psychological and emotional needs as outlined in the Charter school philosophy and vision.
Family support will involve establishing rapport and trust with parents / guardians of children enrolled at the ACADIA Academy, forums for ongoing communication, to include interactive parent sessions, training opportunities and student celebrations.
2. **ADMINISTRATION:** Oversees the daily operation of the Academy(s) to include employment recommendations, employee supervision, maintaining appropriate staffing levels, maintain current licensure of the center for applicable areas of services such as: therapeutic pre-school services, clinical services, Child Care, Charter School. Organize and prioritize the tasks of the employees at the Center for maximum efficiency and effectiveness. As part of the daily routine, tasks may include collecting/analyzing data, staff meetings, parent interactions, special education planning, teacher observations, student celebrations, curriculum development, budget review, purchasing, preparing reports, and other documentation. The Director will provide clear verbal and written information and leadership pertaining to routines, plans, programs, instruction and student activities.
3. **QUALITY ASSURANCE:** Measurements of quality will include surveys of parent

satisfaction, student performance, student satisfaction, teacher quality and satisfaction, assessment of current and future programmatic need, and will include formal and informal feedback.

4. CLINICAL/Special Education Needs: Supervise clinical programming of students at ACADIA Academy, to include special education services, services for children identified as English Language Learners and children identified as being Gifted and Talented. The Director will assist in the development and implementation of plans, activities, and behavior intervention programs. Retain and assist a multi-disciplinary staff to include: OT, Social Workers, Speech & Language professionals, etc.

5. COMMUNITY AWARENESS: Develop and host open house or informational nights, parent and family training and information sessions, and conduct seminars and guest lectures as requested.

6. FACILITY UPKEEP: The Director oversees and ensures cleanliness, sanitation, and overall upkeep of the facility in compliance with fire codes and in keeping with applicable federal and state regulations. This includes maintaining the appearance of the property, having equipment properly maintained, reporting maintenance needs, and taking the precautions to protect property from vandalism and theft.

7. SAFETY: Supervise and implement procedures and guidelines that will assure the health and safety of all children, staff, and visitors. Establish a high priority for safe work practices and provide opportunity for team participation in compliance with the Occupational Safety and Health Act (OSHA) and ACADIA Academy safety guidelines.

8. MEDICAL/HEALTH RESPONSIBILITIES:

Medication Administration: Supervise and / or administer medications and document in accordance with prescribed procedures.

Personal Care: Ensure that all toileting and personal hygiene needs are met, providing the necessary assistance to ensure the high quality health maintenance and comfort of the children in the center. Provide privacy and support as necessary. Model and encourage health awareness and wellness behaviors. Identify and address health care issues and strive to prevent the transmission of disease.

Medical Care: Ensure that all employees are trained to observe, record, and report any unusual symptoms, suspicion of illness, seizure or seizure-like activity and be able to give basic medical care in emergency situations. The Director is responsible for the safekeeping of medical records, and ensuring that procedures and documentation needs are followed.

9. FINANCIAL: The Director will provide leadership in managing the financial objectives of the program. This includes working within budgetary constraints, approval of expenditures, staff scheduling payroll accuracy, obtaining and monitoring contracts for support services, acquisition of grant money and cash control/management.

10. TEAMWORK: Maintaining a sense of team spirit and staff cooperation is a goal for ACADIA Academy programs. The Director is responsible for modeling and providing feedback to the team and be accountable for the quality and quantity of their work.

11. TRAINING & DEVELOPMENT:

Director: Responsible for personal professional development by seeking appropriate in-service training, workshops on management, education and assessment, and staying abreast on new developments to increase public awareness about education and the Charter school. Special emphasis is required to assure that Academy staff maintains a good understanding of the children's' evolving program needs.

Staff: Provides opportunities for employee training and ensures that staff successfully completes external and ACADIA Academy training applicable to the school needs, which may include: Curriculum and Academic Instruction, Child Emotional Development, physical development for children, special education, English language learner needs, parental support and interaction, assessment and progress monitoring, collaboration and communication, Preventing Disease Transmission, Sexual Harassment, First Aid, CPR. Facilitates meetings, develops and promotes continuous education and training on new developments at ACADIA Academy, within the field, and with federal/state / local statutes for all team members' understanding. Must demonstrate, teach and support the goals and philosophies of the Academy to the entire team. Ensures that staff maintain current licensing and certification credentials appropriate to the functions of the respective job performed. Provides ongoing coaching and guidance to staff in matters concerning goals, objectives, and personnel policies.

Program: Establish referral contacts within the area; develop program brochures and informational sessions; establish and maintain rapport with outside agencies.

12. COMPLIANCE / REPORTING: The Director is accountable for compliance with all ACADIA Academy procedures, policies, and federal/state / local regulations. These include, but are not limited to restriction of rights, abuse / neglect/ exploitation reporting, behavioral reporting, quality assurance reporting, data collection and record keeping. Any knowledge or suspicion of abuse, neglect, mistreatment, or exploitation of a child must immediately be reported to the supervisor or management official. Report any changes or issues that may have impact on the safety, health, cleanliness and/or comfort of the supported person or their environment.

13. SCHEDULING: The Director holds primary responsibility to develop employee schedules for the proper staffing of the program. Primary emphasis is on ensuring that the program needs are met, while maintaining a cohesive team environment, considering accommodating staff needs when appropriate to preclude scheduling conflicts and promoting staff retention. Annual School calendars will be developed to reflect the educational needs of the Student and the professional needs of the Staff.

14. OTHER DUTIES: May be asked to participate on community committees or work on other Department of Education projects. Other related duties may be added to this job description as needed.

III. JOB COMPONENTS:

- A. Management: Develops and implements Center-based programs and policy in accordance with applicable local, State, Federal laws and ACADIA Academy policies.
- B. Confidentiality: Administration of the Academy elicits daily contact with sensitive issues. All activity requires conducting business with strict adherence to confidentiality. Decorum and integrity characterize all phases of these programs.

- C. Decision Making: The Director is responsible for day-to-day program decisions relating to coordination of programs, health, safety, staffing, and financial services. Any non-routine decisions are to be referred to the supervisor.
- D. Contacts (internal and external): Interfaces with public and private organizations at meetings, seminars and training to acquire new and innovative practices in upgrade of services. Attends meetings to communicate program initiatives to promote and develop partnerships within ACADIA Academy and the community.
- F. Environment: Daily work activity is conducted both indoor office environment as well as outdoor environments which involve movement throughout other program locations and the community. Must be able to assist in lifting up to 50 pounds, assist in crisis management using approved techniques and procedures as outlined in the safety manual.
- G. Equipment / Machines Used: Use of a Personal Computer (PC) is essential in the discharge of daily duties. Responsible for maintaining a reliable personal vehicle for travel to work, seminars and meetings. Equipment and machinery typically found in an office and school setting will be used on a regular basis.

IV. QUALIFICATIONS:

- A. Education / Experience: Master's Degree in Education or closely related field required; Training and/or Experience in Special Education, Education, Staff Management preferred. Previous Management Experience required
- B. Skills/Abilities: Experience within schools/educational programs, experience with human services agencies, understanding of educational and special education law. Experience working with children with varied needs. Ability to manage interdisciplinary teams and work with a variety of service providers, case managers, local school districts and State agencies such as, Department of Education, Child Development Services. Ability to chair IEP meetings. Ability to type; familiarity with Microsoft Office software is highly preferred.

I have read and understand the above job description and will perform the duties to the best of my ability and knowledge. I have been given the opportunity to ask any questions I may have regarding this position and understand that the supervisor is available to provide clarification. I understand that this is not a contract of employment and that the duties, responsibilities and conditions outlined may be changed to meet organizational needs.

Printed Name

Signature

____/____/____

Date

**ACADIA Academy
JOB DESCRIPTION**

POSITION: Assistant Director - ACADIA Academy	JOB CLASS: Regular, Exempt
REPORTS TO: Director, ACADIA Academy	EFFECTIVE DATE: August 2015

I. SUMMARY STATEMENT: (Purpose, objectives and functions of the position)

Assists Director in providing leadership, guidance and support to employees and the children served in the ACADIA Academy to include: staffing recruitment, professional development and training, curriculum design and development, student progress monitoring and support, parent support and involvement, and continued program oversight and development. The Assistant Director provides on-site supervision and direction necessary to successfully apply ACADIA Academy policies in support of the children supported and their families. The Assistant Director develops partnerships with management and employees to affect resolutions to daily challenges and issues, keeping all parties apprised of relevant activities and initiatives. The Assistant Director serves as the Administrative liaison between the Department of Education, implementing all educational mandates and program expectations within ACADIA Academy. The Assistant Director shall be involved in the identification and monitoring of students with special learning needs, chairing IEP meetings and ensuring that all identified personnel and support services are in place to support the child. Educational services are provided under the direction of professionals and are coordinated by the Assistant Director.

II. PRINCIPAL DUTIES AND RESPONSIBILITIES:

- 1. COMMUNICATION:** Must communicate directly and in a clear and courteous manner with the children served, staff, family members, guardians, caseworkers, and the public. The Assistant Director must follow written and verbal directions and actively support the goals, objectives, and philosophy of the organization. Offer ongoing, positive counseling, feedback, direction, coaching and support for children's psychological and emotional needs as outlined in the Charter school philosophy and vision.
Family support will involve establishing rapport and trust with parents / guardians of children enrolled at the ACADIA Academy, forums for ongoing communication, to include interactive parent sessions, training opportunities and student celebrations.
- 2. ADMINISTRATION:** Assists in the oversight of the daily operation of the Academy(s) to include employment recommendations, employee supervision, maintaining appropriate staffing levels, maintain current licensure of the Academy for applicable areas of services such as: therapeutic pre-school services, clinical services, Child Care, Charter School, as instructed by the Director. Organize and prioritize the tasks of the employees at the Academy for maximum efficiency and effectiveness. As part of the daily routine, tasks may include collecting/analyzing data, staff meetings, parent interactions, special education planning, teacher observations, student celebrations, curriculum development, budget review, purchasing, preparing reports, and other documentation. The Assistant Director will provide clear verbal and written information and leadership pertaining to routines, plans, programs, instruction and student activities.

3. QUALITY ASSURANCE: Measurements of quality will include surveys of parent satisfaction, student performance, student satisfaction, teacher quality and satisfaction, assessment of current and future programmatic need, and will include formal and informal feedback.

4. CLINICAL/Special Education Needs: Assist with the Supervision of clinical programming of students at ACADIA Academy, to include special education services, services for children identified as English Language Learners and children identified as being Gifted and Talented. The Assistant Director will assist in the development and implementation of plans, activities, and behavior intervention programs. Retain and assist a multi-disciplinary staff to include: OT, Social Workers, Speech & Language professionals, etc.

5. COMMUNITY AWARENESS: Develop and host open house or informational nights, parent and family training and information sessions, and conduct seminars and guest lectures as requested.

6. FACILITY UPKEEP: The Assistant Director oversees and ensures cleanliness, sanitation, and overall upkeep of the facility in compliance with fire codes and in keeping with applicable federal and state regulations. This includes maintaining the appearance of the property, having equipment properly maintained, reporting maintenance needs, and taking the precautions to protect property from vandalism and theft.

7. SAFETY: Supervise and implement procedures and guidelines that will assure the health and safety of all children, staff, and visitors. Establish a high priority for safe work practices and provide opportunity for team participation in compliance with the Occupational Safety and Health Act (OSHA) and ACADIA Academy safety guidelines.

8. MEDICAL/HEALTH RESPONSIBILITIES:

Medication Administration: Supervise and / or administer medications and document in accordance with prescribed procedures.

Personal Care: Ensure that all toileting and personal hygiene needs are met, providing the necessary assistance to ensure the high quality health maintenance and comfort of the children in the center. Provide privacy and support as necessary. Model and encourage health awareness and wellness behaviors. Identify and address health care issues and strive to prevent the transmission of disease.

Medical Care: Ensure that all employees are trained to observe, record, and report any unusual symptoms, suspicion of illness, seizure or seizure-like activity and be able to give basic medical care in emergency situations. The Assistant Director is responsible for the safekeeping of medical records, and ensuring that procedures and documentation needs are followed.

9. FINANCIAL: The Assistant Director will provide leadership in managing the financial objectives of the program. This includes working within budgetary constraints, approval of expenditures, staff scheduling payroll accuracy, obtaining and monitoring contracts for support services, acquisition of grant money and cash control/management.

10. TEAMWORK: Maintaining a sense of team spirit and staff cooperation is a goal for ACADIA Academy programs. The Assistant Director is responsible for modeling and providing feedback to the team and be accountable for the quality and quantity of their work.

11. TRAINING & DEVELOPMENT:

Assistant Director: Responsible for personal professional development by seeking appropriate in-service training, workshops on management, education and assessment, and staying abreast on new developments to increase public awareness about education and the Charter School. Special emphasis is required to assure that Academy staff maintains a good understanding of the children's' evolving program needs.

Staff: Provides opportunities for employee training and ensures that staff successfully completes external and ACADIA Academy training applicable to the school needs, which may include: Curriculum and Academic Instruction, Child Emotional Development, physical development for children, special education, English language learner needs, parental support and interaction, assessment and progress monitoring, collaboration and communication, Preventing Disease Transmission, Sexual Harassment, First Aid, CPR. Facilitates meetings, develops and promotes continuous education and training on new developments at ACADIA Academy, within the field, and with federal/state / local statutes for all team members' understanding. Must demonstrate, teach and support the goals and philosophies of the Academy to the entire team. Ensures that staff maintain current licensing and certification credentials appropriate to the functions of the respective job performed. Provides ongoing coaching and guidance to staff in matters concerning goals, objectives, and personnel policies.

Program: Assist Director with the development of program brochures and informational sessions; establish and maintain rapport with outside agencies.

12. COMPLIANCE / REPORTING: The Assistant Director is accountable assisting the Director in the compliance with all ACADIA Academy procedures, policies, and federal/state / local regulations. These include, but are not limited to restriction of rights, abuse / neglect/ exploitation reporting, behavioral reporting, quality assurance reporting, data collection and record keeping. Any knowledge or suspicion of abuse, neglect, mistreatment, or exploitation of a child must immediately be reported to the supervisor or management official. Report any changes or issues that may have impact on the safety, health, cleanliness and/or comfort of the supported person or their environment.

13. SCHEDULING: The Assistant Director holds primary responsibility to develop employee schedules for the proper staffing of the program. Primary emphasis is on ensuring that the program needs are met, while maintaining a cohesive team environment, considering accommodating staff needs when appropriate to preclude scheduling conflicts and promoting staff retention. Annual school calendars will be developed to reflect the educational needs of the Student and the professional needs of the Staff.

14. OTHER DUTIES: May be asked to participate on community committees or work on other Department of Education projects. Other related duties may be added to this job description as needed.

III. JOB COMPONENTS:

- A. Management: Develops and implements Center-based programs and policy in accordance with applicable local, State, Federal laws and ACADIA Academy policies.
- B. Confidentiality: Administration of the Academy elicits daily contact with sensitive issues. All activity requires conducting business with strict adherence to confidentiality. Decorum and integrity characterize all phases of these programs.

JOB DESCRIPTION

POSITION: Teacher	JOB CLASS: Regular, Exempt
PROGRAM: ACADIA Academy	Effective: August 2015

I. SUMMARY STATEMENT: (Purpose, objective and functions of the position)

The Teacher is responsible for the implementation of ACADIA Academy curriculum, including scripted Direct Instruction materials, and the implementation of lesson plans developed to incorporate learning objectives from the Common Core, Maine Learning Results and NextGen Science Standards. Curriculum will include programs selected to support academic development, language development, emotional development, social development, and physical development. Teachers will support and educate learners of all needs and abilities, including students identified with special learning needs, English Language Learners and Gifted and Talented Learners. Teachers will work within established ACADIA Academy policies and procedures, and in compliance with applicable Federal, State and local laws. The goals of the teacher must positively affect student development. The teacher must be able to provide large group instruction, small group instruction and individual instruction utilizing best practices. The teacher must be able to effectively differentiate instruction based on student need. The teacher must be able to make instructional decisions based on student performance, progress monitoring outcomes and benchmarks for progress. The Teacher must be able and willing to collaborate with colleagues, participate and utilize professional development training opportunities. The Teacher must be a ready and willing "learner". The teacher must be able to professionally communicate with parents and community members about students and ACADIA Academy.

II. PRINCIPAL DUTIES AND RESPONSIBILITIES:

1. **Instruction:** The Teacher is responsible for the instruction and provision of educational services for children, developing Individual Learning Plans and Data Collection systems in order to monitor and quantify progress in fulfillment of educational objectives. Works collaboratively with the ACADIA Academy faculty, and other designated professionals in development of these plans.
2. **Supervision:** Responsible for providing direct supervision and training to the Education Technician's/Aides assigned within the classroom (either for special education purposes or classroom purposes). This will involve providing guidance and daily interaction with the staff, assisting with skills and coaching in the areas of academics and learning, daily living, self-help, toileting, and communication.
3. **Interaction / Communication:** Must collaborate with specialists that support individual students to include: Special Education Teacher/Consultant, Speech & Language Pathologists, Psychologists, and Education professionals. ELL staff, Gifted and Talented staff, parents and outside agency providers. Must be able to oversee and act as a liaison for staff and home correspondence. Communicate directly with the staff and children with clear and respectful language. Must be able to use developmentally appropriate language. Communicate clearly & consistently with team members as there is frequent opportunity for team teaching.

4. **Program Plans:** Implement and monitor program plans and directives of attending specialists and Director. Must become familiar with each child's history, social contacts, likes and dislikes, learning preferences and needs. Ensure that children are provided the opportunity and support necessary to develop friendships and participate successfully within the ACADIA Academy Community and the larger community.

5. **Safety:** The Teacher must follow established procedures and guidelines in order to ensure the safety of oneself as well as the safety of the children and staff. The Teacher will learn and follow the OSHA guidelines and standards as they pertain to this position. Responsible for supervising cleanliness of the classroom, common areas and recreation areas. Must take an active role in prevention of injuries, reporting safety concerns, equipment or material disrepair, or any unsafe working conditions or practices immediately to the Administration.

6. **Health and Nutrition:** Informally monitor health, safety and nutritional intake for the children within the classroom and constructively discuss and resolve concerns with the Director and parents / guardians.

7. **Decision-making:** The Teacher will often times be required to work independently and make decisions based on personal knowledge, professional training, instructional guidelines, data-based practices, agency policy and philosophies, as well as in manage emergency situations that may arise. It is also important that each employee be able to function cooperatively within the team, manage change constructively and positively. Will be encouraged to actively participate in on-going program development.

8. **Reporting:** Any suspected incidents of abuse, neglect or exploitation of a child we serve must be immediately reported to the supervisor as well as reporting in accordance with prescribed ACADIA Academy procedures. All employees at ACADIA Academy are mandated reporters of child abuse. It is also required to immediately report any changes in needs of a child or any issues that may impact his or her safety, health, cleanliness or comfort.

9. **Documentation:** Write clear, accurate, factual and timely reports and complete appropriate forms and collect data. Some reports and forms will be narrative and require detailed documentation, such as reporting of personnel issues or concern to the Academy Director. Reports will generally be objective (factual/measurable) information. Some reports and forms may simply require filling in the blanks or checking the appropriate boxes. Review data, graphing, and reports with the parents / guardians, co-teachers and Academy Director.

10. **Psychological Support:** Ensure that positive and consistent coaching is provided to the children in support of their psychological and emotional needs as outlined in the Academy mission and vision and identified curriculum.

11. **Crisis Management:** Must at times be able to safely manage physical and emotional challenges that may require physical intervention using approved techniques (SafetyCare).

12. **Personal Care:** Ensure that personal hygiene needs are met, giving whatever assistance necessary in order to ensure the health and comfort of the child. Provide for privacy, comfort and support when giving or supervising personal care such as hand- washing, toileting, etc. Model and encourage health and wellness behaviors to the children. Identify and address health care issues as needed.

13. **Medical Care and Medication Administration:** Report and record any seizure or seizure-

like activity and be able to give basic medical care in emergency situations such as seizures, choking, lacerations, falls, head injuries, vomiting and the like. Follow prescribed procedures for medical emergencies, necessary first aid treatment and/or medication administration. When required, ensure that medical documentation is accurate and complete and that there is proper follow-through on instructions received. Must be accountable for the confidentiality of medical records, procedures and documentation.

14. **Attendance:** It is essential and expected that employees report to work on time and work to the end of the scheduled school. Must attend IEP meetings and successfully complete any required training and attend other mandatory meetings pertinent to this position. Vacations and Personal Appointments should be scheduled during regularly scheduled vacation days when at all possible.

15. **Other:** Use of Word Processing / Data Base programs to produce reports or documents is required. ACADIA Academy employees are encouraged to participate in agency committees or councils. Related duties and responsibilities may be added to this job description as needed.

III. JOB COMPONENTS:

1. **Confidentiality:** Administration of our program means daily contact with personal, sensitive information which requires adherence to confidentiality, including FERPA and HIPPA laws.

2. **Decision Making:** The incumbent is responsible for day-to-day program decisions relating to the child's instructional needs, supervision, safety, emergency situations, execution of the individualized education plan (if deemed), and classroom activities.

3. **Contacts (internal and external):** Interfaces with general public and ACADIA Academy employees at meetings, seminars and training to acquire new information for upgrade of services and practices.

4. **Environment:** Daily work activity is conducted both in indoor and outdoor environments, with frequent movement throughout the local community. Must be able to ensure that appropriate measures are taken to have a safe environment that will be appropriate for behavioral interventions.

5. **Equipment:** Use of a Personal Computer (PC) is required. Equipment and machinery typically found in an office, school setting, and kitchen / dining area will be used on a consistent basis.

IV. QUALIFICATIONS:

1. **Education/Experience:** Certification as a Teacher by the Maine Department of Education, or Master's Degree/Advanced Training, prior teaching is preferred, belief in ACADIA Academy vision and mission is a requisite.

2. **Mobility:** Ability to bend, kneel and stoop with ease. Must be able lift up to one quarter of your body weight, up to 50 pounds, walking, and restraining the people we support and may assist in pushing/guiding wheelchairs as needed. Must be able to participate in physical activities such as swimming, hiking, sporting events, etc with students

3. **Observation:** Must be able to observe the needs of the children we educate we support by sight and sound.

4. **Skills/Abilities:**

- Ability to type with familiarity of Microsoft Office software is preferred.
- Ability to read and communicate effectively both verbally and in writing.
- Familiarity with terms used in the Special Education field is highly desirable.

I have been provided a copy and read this job description and will perform the duties to the best of my ability and knowledge. I understand that my supervisor is available to provide clarification and answer questions I have about this job description. I understand that this is not a contract for employment.

(Print Name)

(Employee Signature)

___/___/___
(Date)

JOB DESCRIPTION

POSITION: Education Technician III (Ed Tech III)/ Classroom Aide	JOB CLASS: Regular
REPORTS TO: Director, Assistant Director, Classroom Teacher	EFFECTIVE DATE: August 2015

I. SUMMARY STATEMENT: (Purpose, objective and functions of the position)

The Ed. Tech. III is responsible for assisting in the intensive, academic, behavioral and educational services to children at the ACADIA Academy for children. These services primarily focus on increasing skills development, behavior management, social /emotional and physical development activities. The goal of these services is to affect a demonstrated increase in a child's level of function, increased skill development and increase prosocial behaviors. The Ed. Tech. III participates in the development of service plans with ACADIA Academy's faculty, family, and other designated professionals. Implementation of the service plan involves providing support in a safe environment, utilizing approved behavior management techniques and instructional techniques.

II. PRINCIPAL DUTIES AND RESPONSIBILITIES:

The Ed. Tech. III is responsible for compliance with applicable Federal, State and local laws, and following ACADIA Academy, policies, practices and procedures.

1. **Instruction:** Responsible for providing support to the child (student) or classroom, typically between the ages of 47 months to 12 years. This will involve skill development in all areas addressed by the Academy. In addition, Ed. Tech III's will assist with programs as needed for the child's benefit, in consultation with the team member.
2. **Interaction / Communication:** Communicate directly with the child or children verbally, in writing and through basic sign language and gestures as needed. Person must be able to interpret body language, vocalizations, and physiological signs. Communicate clearly and consistently with fellow team members.
3. **Program Plans:** Assist in the development, implementation and monitoring of program plans, preparing instructional materials (flash cards, stories, etc.). As necessary, must become familiar with each child's history, social contacts, likes and dislikes. Ability to work independently and in collaboration with other team members through out the day is critical.
4. **Safety:** The Ed. Tech. III must follow established procedures and guidelines in order to ensure the safety of oneself as well as the safety of the children and fellow employees. Learn and follow the OSHA guidelines and standards (i.e. Safety Care) as they pertain to this position. Responsible for the cleanliness of the personal work location, classroom, and recreation areas. Must report any injuries, safety concerns, equipment or material disrepair, or any unsafe working conditions or practices immediately to the supervisor or ACADIA Director. All staff are mandated reporters of suspected child abuse and or neglect.
5. **Health and Nutrition:** Identify health, safety and nutritional needs for the children we serve and constructively discuss with the team, concerns that need to be addressed with families.

6. Decision-making: Ed. Tech. III will be required to work independently and make decisions based on the Academy's practices and philosophies, as well as manage emergency situations that may arise. It is also important that each employee be able to function cooperatively within the team, manage change constructively and represent the team in a positive manner. Trainings and advanced knowledge/ skill must be utilized consistently to enhance the child's program.
7. Reporting: Any suspected incidents of abuse, neglect or exploitation of a child we serve must be immediately reported to the supervisor as well as reporting in accordance with prescribed ACADIA Academy's procedures. It is also required to immediately report to the supervisor any changes in status or needs of a child or any issues that may impact his or her safety, health, cleanliness or comfort. Unusual or extreme behavior is to be noted and reported immediately as well.
8. Documentation: Write clear, accurate, factual and timely reports and complete appropriate forms as required. Some reports and forms will be narrative and require detailed information. Reports need to be objective (measurable) information. Some reports and forms may simply require filling in the blanks or checking the appropriate boxes. Data collection, graphing, and report writing to the parents / guardians may be required.
9. Daily Activity and Community Involvement: Assist children in developing friendships and participating in community activities such as going to libraries, schools, playgrounds, and so forth. Plan, train and assist the children in developing their individualized and group activity.
10. Psychological Support: Offer ongoing, positive, supportive coaching and direction to the children in support of their psychological and emotional needs. Functions of behavior need to be identified, interpreted and re-directed appropriately.
11. Crisis Management: Must at times be able to safely manage physical and emotional challenges that may require re-direction, de-escalation and /or physical intervention using approved techniques.
12. Personal Care: Ensure that personal hygiene needs are met, giving whatever assistance necessary in order to ensure the health and comfort of the child. Provide for privacy, comfort and support when giving personal care such as diapering, washing, toileting, etc. Model and encourage health and wellness behaviors to the children. Identify and address health care issues as needed. Teach independent abilities in the areas of self-care, personal care and hygiene.
13. Medical Care and Medication Administration: Report and record any seizure or seizure-like activity and be able to give basic medical care in emergency situations such as seizures, choking, lacerations, falls, head injuries, vomiting and the like. Follow prescribed procedures for giving of medications. When required, ensure that medical documentation is accurate and complete and that there is proper follow-through on instructions received. Accountable for the confidentiality of medical records, procedures and documentation.
14. Attendance: It is essential and expected that employees report to work on time and work to the end of the scheduled shift. Must successfully complete ACADIA Academy's required training and attend mandatory trainings and meetings.
15. Other: Use of Word Processing / Data Base programs to produce reports or documents and assist the child to use a computer when deemed appropriate by the team. All ACADIA Academy employees are encouraged to participate in program or agency committees or councils. Related duties and responsibilities may be added to this job description as needed.

16. Trainings and Professional Development: Staff are expected to attend and participate in on-going training and specialized activities to promote further development.

III. JOB COMPONENTS:

1. Confidentiality: Administration of the Children's Program elicits daily contact with sensitive information. All activity requires strict adherence to confidentiality, including FERPA and HIPPA laws.
2. Decision Making: The incumbent is responsible for day-to-day program decisions relating to the child's care, safety, and in emergency situations, executions of the individualized education plan and classroom activities.
3. Contacts (internal and external): Interfaces with general public and ACADIA Academy employees at meetings, seminars and training to acquire new information for upgrade of services and practices.
4. Environment: Daily work activity is conducted both in indoor and outdoor environments, with frequent movement throughout the program locations. Must be able to lift, sometimes up to 50 pounds, and take appropriate behavioral interventions using approved techniques and procedures. Staff must be prepared to participate in indoor/outdoor activities as well as physical activities, swimming, etc.
5. Equipment: Use of a Personal Computer (PC) is required. Equipment and machinery typically found in an office, school setting, and kitchen area will be used on a consistent basis in the daily work activity.

IV. QUALIFICATIONS:

1. Education: 90 college credit hours required, Bachelor's Degree in Education, Psychology, or a related Social Services field preferred.
2. Mobility: Ability to bend, kneel and stoop with ease. Must be able to lift or assist in lifting up to 50 lbs., walking, and restraining the people we serve as needed to minimize the risk of possible self-injury, injury to the person being assisted, or others. Must be able to assist in pushing/guiding wheelchairs as needed. Must be able to participate in activities such as swimming, hiking, etc.
4. Observation: Must be able to observe the needs of the people we serve *by* sight and sound.
5. Skills/Abilities: Ability to type with familiarity of Microsoft @ Office software is preferred. Familiarity with terms used in the Special Education/Education desirable.

I have been provided a copy and read this job description and will perform the duties to the best of my ability and knowledge. I understand that *my* supervisor is available *to* provide clarification and answer questions I have about this job description / duties. I understand that this is not a contract of employment.

(Print Name)

(Employee Signature)

(Date) ____/____/____

Section II

B.6 Parent and Community Involvement

The current and former parents of the Margaret Murphy Center for Children (sister program to ACADIA Academy) have been instrumental and inspirational for this proposal. Our former parents have requested for years that we pursue expansion into elementary educational opportunities for their children and this is evidence that we have listened to them! In addition, current and former parents (Tia Buckingham, Lori Melanson, Ali Feltis) have been an integral part of our Development Committee. They have been a part of the development of this Charter proposal and involved in all aspects of proposed programming.

We have included parent support letters from a former parent and a current parent (see B6.1).

Our former and current student population (ages birth to five) within our childcare and pre-school program has provided us with a wealth of information regarding the community need. In addition, our "graduates" come back and kept us well informed about their successes and struggles upon graduation from our program. We have begun to host informational meetings within the Margaret Murphy Center for Children and recently hosted an informational table at a 5k event (B6.2). This event hosted over four hundred people from the Lewiston-Auburn Area (July 26) and we were well-received and supported. An information letter was distributed to all area pediatricians in July of 2014. We have identified a host of community and child-centered events within the next several months that will serve as excellent advertisement and publicity opportunities, including "Touch-a-Truck", "The Life Center Auction", and the Advocates for Children Christmas Celebration. We anticipate hosting tables at nearby shops (Shaw's, Wal-Mart) and distributing fliers at area stores, human service agencies (DHS, CDS, HeadStart), laundry-mats, public libraries and children's recreational locations (Family Fun-Time, Harvest Hills, etc.) and churches/places of worship.

We plan to host several multiple informational sessions in January, February, March and April. These meetings will be held in public

libraries, community centers, churches and human service agencies in an attempt to recruit students from all socio-economic classes.

We will advertise within the Sun-Journal, Macaroni Kids (Child Friendly publication), The L/A Times and Country Courier, all local publications used to disseminate information to our communities.

In addition to one non-voting Board appointment that is a parent (or prospective parent), we anticipate the development of a Parent Teacher Association to work with our faculty and administration in the development of our school. We will actively encourage parent participation through volunteer work and the opportunity to participate within our Advisory committees. Opportunities to volunteer will occur during the school day, after school and weekend hours so that parents will not be excluded due to schedule conflicts. Such opportunities will include classroom assistance, special projects, secretarial tasks, maintenance tasks, book fairs, etc. Parent events will be hosted at a minimum of one time per month (Book Night, Art Show, Student Celebration, etc.). In addition, a Parent Training will be offered at a minimum of one time per month so that parent friendly information and resources may be shared. Our intent will be to seek collaboration and partnerships with our parents in order to best support their children.

We have a long-standing relationship with many of our local community resources. For example, our sister program runs a Pet Pantry within our local SPCA. This on-going project allows a work site for our students and a volunteer site. Our families of low socio-economic status are able to access this program to feed their pets. We have an on-going partnership with the Good Shepherd food bank. In addition to serving as a volunteer work site for our students, we have developed a food pantry within MMCC, open to any student or family in need of food. These programs will both be open to our students at ACADIA Academy.

MMCC will provide before and after school care, as well as summer camp programs for families wishing to access childcare in addition to the school program at ACADIA Academy.

We routinely receive support from community resources such as Grant's Bakery, Pizza Hut, Flagship Cinemas, Aquaboggan, etc. in allowing us free and/or greatly reduced admission so that we may access community learning and recreational opportunities. This will continue.

We have acquired over \$70,000 (Exhibit B6.4) of grant money from local businesses and agencies, utilized to fund playground equipment, saltwater aquarium, science materials, physical fitness materials and uniforms for team events. The response from our community has been exceptional.

Parents will be invited to the school for two scheduled events per month (one tailored to family involvement, the other tailored to parent training/information). In addition to volunteer activities, parents will be invited to meet with their child and their teacher two to three times per year for a student led conference. As part of their individualized learning plans, students will collect and report on their educational progress. These student led conferences will allow them to share this information with their parents in a formal manner.

Our Board of Directors is intended to be comprised of people within our local area and within a larger catchment. We anticipate that our advisory committees will represent a similar demographic. It is our intent to continue to expand upon our relationships and to connect with local businesses and organizations. Our students will participate in volunteer work and in off-site educational opportunity, allowing authentic ways to initiate community contact and partnership.

MMCC (our sister program) has a longstanding relationship and partnerships with local school districts, serving their highest needs population within our special purpose private schools and consultation programs. The local school districts were notified of our intent to apply for Charter Status in June of 2014 and this news was received with mixed feeling. Certainly, the financial impact of our Charter is of huge concern to the Superintendents of Lewiston and Auburn. A letter will be sent in the first week of September to the Superintendents of Lewiston, Auburn and RSU #52, inviting

them to review our application and to address questions that they may have. While stating publicly that they are not opposed to Charter schools, both the superintendents of Lewiston and Auburn have attended public hearings on other proposed charter schools and have vocally opposed them. We anticipate that the financial impact they anticipate will cause opposition. It is our hope that when they understand our mission and vision and intent to educate ALL children, they will understand the proposal we submit.

A FaceBook page was developed for ACADIA Academy in July of 2014. To date, we have 152 likes for individuals' within our Community. We distributed over three hundred fliers at a 5k event on July 26 and held internal staff meetings in June, July and August to update interested staff and parents. (See Exhibits). Our Development Committee, comprised of community members has met regularly to inform the mission and vision (See Section1).

Community Support for ACADIA Academy

I have included in this section five letters of support, written by community members. These letters have been written by community members in support of endeavors to open ACADIA Academy. These letters are representative of the support that we have received and encountered in our discussions with community members about our hopes and visions for ACADIA Academy.

- Senator Margaret Craven; Although Margaret Craven opposed Charter School legislation within the state, Margaret has full confidence that our intent is to serve all children, not just children identified as “high achievers”.
- Lisa Henry: a former school clinician in Lewiston, has written a letter of support reflecting upon the match of the ACADIA Academy mission and vision with the needs of children in Lewiston.
- Rachel Brown Chidsey has written a letter of her support from her perspective as a School Psychologist and Professor at USM.
- Mike Leavitt; an active lobbyist and supporter of the Charter School movement, as well as parent to a former student enrolled in our early childhood and pre-school program.
- Kristen Beaudon is an educator and parent of two children who have been enrolled in our childcare, pre-k and summer camp program. Kristen has significant concerns about her lack of educational choice and is thrilled at the possibility of a Charter School.

August 21, 2014

To Whom It May Concern:

I am writing this letter in support of the Margaret Murphy Center's proposal for a charter school in the Lewiston area, Acadia Academy. I worked for the Lewiston Public Schools from 2007-2013, so I am very familiar with the needs of school aged children and the current services of the Margaret Murphy Center.

My experience of the Lewiston community as a former clinician and district clinical supervisor is that Lewiston is a 'service' rich community in which many families come to obtain mental health, substance abuse, and residential services. Therefore, there is a large population of the community that has significant social-emotional needs. This does not include the needs of their immigrant and refuge families.

I believe it is integral that school aged children in the Lewiston community receive social-emotional education and support as a part of their daily curriculum. Acadia Academy will be able provide and deliver this very important work. The Margaret Murphy Center has a history of understanding these particular needs in children. They deliver this educational component, so that children will be able to fully access their education and lead healthier lives. Public schools do not have the ability to make this a part of their daily curriculum and when it is does it's often at a day treatment level of service.

Acadia Academy has the desire, skills and ability to work with children holistically in an educational setting. The Margaret Murphy Center as an agency believes in training staff first, then working with children. Their belief in 'front loading' by utilizing training for their staff prior to entering a classroom is remarkable and admirable. I have no doubt that the social-emotional curriculum that will be provided to students at Acadia Academy will be well planned and executed by staff.

Lastly, I would like to state that although the community of Lewiston has many challenges, not all students experience these difficulties. What I do know however, as a licensed mental health clinician and substance abuse counselor is that social emotional issues are not exclusive to a certain part of our population, and all children can benefit from this holistic curriculum. Practicing healthy social and emotional behaviors benefits children and their families beyond the school years.

Thank you for your time and should you have any questions or need clarification please call me at 841-5023 or email at lavitabella229@gmail.com.

Sincerely,

Lisa-Ann L. Henry LCPC, LADC, ACS

126th Legislature
Senate of
Maine
Senate District 16

Senator Margaret M. Craven
3 State House Station
Augusta, ME 04333-0003
(207) 287-1515

41 Russell Street
Lewiston, ME 04240
Home (207) 783-1897

August 25, 2014

Michelle Hathaway
Director, Margaret Murphy Center for Children
415 Rodman Rd
Auburn, ME 04210

Dear Ms. Hathaway,

I am pleased to write this letter of support for MMCC's application for a charter school for children with disabilities. MMCC's history of excellence in educating children with disabilities is well known and the lack of a charter school for those with disabilities is a major gap in their educational options. Of course, the law requires that charter schools are integrated, and I know that in this regard the excellence of MMCC will continue, providing an enhanced experienced for all children.

I wish you luck in this endeavor. Please let me know if I can be of any further assistance.

Sincerely,



Senator Margaret Craven
Senate District 16

August 2014

To Whom It May Concern,

I am writing in regards to the possibility of a potential Charter School 'Acadia Academy' in my area. As a working mother of two; ages 6 and 3, I've always looked for the best possible care for both of my children. The Margaret Murphy Center for Children was able to not only provide child care but also offer a Pre-School Program for my daughter to attend all day while I was working. My oldest daughter was given the foundational skills that helped make her Kindergarten year successful and I believe my youngest child will follow as she starts Pre-School this fall.

However, since my oldest daughter entered Kindergarten, she was not challenged or given the individual attention that she had at Margaret Murphy. She was much more ahead of her peers both socially and academically. She felt unchallenged this past year and was not learning at the pace she was accustomed to. Since she was not an immediate behavior or learning concern to her teacher, she was often overlooked by a busy teacher. It is my fear, that her progress will stall throughout the upcoming years due to classroom size and the amount of help other students need in the classroom. Unable to afford private school, I believe a Charter School would be able to give both of my children a better education already utilizing the Common Core Standards, provide small classroom sizes, and an equal amount of attention for all of the students.

Sincerely,

A handwritten signature in cursive script that reads "Kristen Beaudoin". The signature is written in black ink and is positioned below the word "Sincerely,".

Kristen Beaudoin

24 July 2014

Maine Charter School Commission

Dear Colleagues,

It is my pleasure to support the application for a school charter on behalf of the ACADIA Academy. This school seeks to implement only evidence-based instructional practices. This seemingly simple step is done too little in most public schools. Despite media reports of limited research, there is a strong and lengthy body of research about what is most effective in classrooms. Sadly, the most effective practices are not often used because teachers have not learned them. This school will incorporate specific and regular teacher training in evidence-based practices so that only such methods will be used in the classroom each day.

Examples of the evidence-based practices to be used at the ACADIA Academy are direct instruction of reading, writing, and math and positive behavioral interventions and supports (PBIS). The Educational and School Psychology (ESPY) Programs at the University of Southern Maine are strong proponents of such methods and we offer regular courses about such methods for teachers and related educational professionals. Many of the founding staff members of the ACADIA Academy are graduates of our programs and we are eager to maintain a close relationship with our alumni as they implement this model school. ESPY faculty are planning to provide free ongoing consultation and support for the School's program, including curriculum planning, student data analysis, and program evaluation.

We anticipate that ACADIA Academy will be an important and unique contribution to Maine's charter school endeavors and perhaps be a model for other schools to follow. We urge you to grant a charter for the ACADIA Academy and would welcome any questions about our support and involvement.

Sincerely,
Rachel Brown, Ph.D., NCSP
Associate Professor
Director of Clinical Training



August 20, 2014

To the Charter School Commission,

I am pleased to support the application for Charter approval for ACADIA Academy. This Charter application is submitted by a group of staff that have successfully started and overseen the Margaret Murphy Center for Children for fourteen years. They are committed to nothing less than excellence in their pursuit of educational programming for children.

The proposed ACADIA Academy represents the mission of Charter schools in Maine, to provide high quality school choice for families and children within the state of Maine. This proposal has identified the Lewiston/Auburn area as an area in need of such a choice, lacking private schools.

The ACADIA Academy proposal includes a well-designed curriculum, identified and selected to meet the vastly varied needs of all learners, including children with special education needs and children with demonstrated need for acceleration. Including components of Direct Instruction, ACADIA Academy incorporates meaningful and engaging community based opportunities for children, allowing for skill generalization and applications of knowledge in more genuine ways.

The ACADIA Academy development group is committed to a long-standing and collaborative partnership with their sister program, the Margaret Murphy Center for Children, capitalizing on their vast experiences with special education, integration, clinical services, curriculum development, assessment, early childhood programming and ongoing work with the Department of Education and Child Development Services. This vast knowledge and years of program success is an invaluable resource. In addition, their sponsor agency, John F. Murphy Homes, Inc. has a longstanding history (35 years plus!) of success in working as a premier human services organization. This agency has a longstanding history of fiscal responsibility and is working with ACADIA Academy to provide support in human resources, finance, safety services and administration.

I am confident that ACADIA Academy will be a successful school choice for families and will become a thriving Charter school.

Sincerely,

Michael Leavitt
Red Maverick Media, Partner

ACADIA



ACADEMY

What is Acadia Academy?

A FREE Charter School that is proposed to open in the Fall of 2015 for students in grades pre-k (4 years old by October 15th), kindergarten and first grade. Acadia Academy will be adding grades 2 through 6 in the years that follow, one grade at a time! This will allow us to expand the school as our students get older! We are currently searching for a location in the Lewiston area.

Acadia Academy will offer a comprehensive and full day pre-k and elementary school program that includes carefully selected curriculum and experiential learning opportunities designed to maximize student learning. In addition, we will offer an integrated program that emphasizes positive social and emotional growth, while teaching children to identify, regulate and advocate for their own learning needs. Students will participate in core, required instruction and select optional curriculum units based on their special and unique interests. Considered an integral part of their own learning, students will participate and report on their individual goal-setting and academic growth- becoming self-directed and accountable learners.

We believe students are year-round learners. Acadia Academy will offer optional summer learning institutes, three days a week for five weeks in June and August.

Acadia Academy is open to all students within the State of Maine. Transportation will be provided for students within the Lewiston-

Auburn Area. Parents from other towns must provide transportation. However, before and after school care will be available in our School-Based Activities Program.

We look forward to enrolling students and families who are looking for an educational choice and experience designed to meet the needs of the whole child.

**For more information, email
mhathaway@jfmhomes.org**

**Michelle Hathaway, Chair,
Acadia Academy Committee**

To: Interested Physicians

Re: Charter School for the Lewiston/Auburn Area

From: Michelle Hathaway, Director, The Margaret Murphy Center for Children

Date: June 24, 2014

Hello! My name is Michelle Hathaway, Director of the Margaret Murphy Center for Children, a multiple site program for children with autism and developmental disabilities and an inclusive pre-school and child care center.

Last week, my agency filed an "intent" letter with the State to open a Charter school in the Fall of 2015. We are currently creating a Board of Directors to work with a talented group of educators who are committed to the development of this project.

Our school will emphasize the implementation of carefully selected curriculum that utilizes systematic and direct instruction to teach core foundation skills of reading, writing and math. We have targeted a wonderful experiential science program and plan to develop a community based social studies program that incorporates experiential learning for our students. We intend to open for a pre-k (4 year olds) through first grade and then add a grade each year, through the initial five year contract. Ultimately the program would provide an education for prek through 6th grade.

This program will be developed to support all students...those who are excelling academically and those with special learning needs or who are English Language Learners. Our support staff are working to ensure that our program outline is developed with all students in mind.

Additionally, our charter school will focus on teaching leadership skills and personal responsibility- to self, to others and to the community. These concepts will be integrated throughout our curriculum and daily structure.

We welcome any interested community members to contact us! We are working diligently over the next 6 weeks to create and submit our full application. We are in need of community support and are in the process of developing our governing board. In addition, we are currently conducting a site search to house our program.

Please contact me if you are interested in this Charter school, providing another educational choice to the Lewiston/Auburn community!

I can be reached at 376-3022 or by emailing me at mhathaway@ifmhomes.org.

Thank You,

Michelle Hathaway
Director,
The Margaret Murphy Center for Children

Michelle Hathaway

From: Michelle Hathaway [mhathaway@jfmhomes.org]
Sent: Tuesday, June 24, 2014 12:29 PM
To: 'mtieken@bates.edu'
Subject: FW: Charter School

From: Michelle Hathaway [mailto:mhathaway@jfmhomes.org]
Sent: Tuesday, June 24, 2014 12:25 PM
To: 'pbuck@bates.edu'; 'acharles@bates.edu'; 'bsale@bates.edu'; 'mtiekon@bates.edu'; 'rfrasert@bates.edu'; 'klow@bates.edu'; 'gnigro@bates.edu'
Subject: Charter School

Hello! My name is Michelle Hathaway, Director of the Margaret Murphy Center for Children, a multiple site program for children with autism and developmental disabilities and an inclusive pre-school and child care center.

Last week, my agency filed an "intent" letter with the State to open a Charter school in the Fall of 2015. We are currently creating a Board of Directors to work with a talented group of educators who are committed to the development of this project.

Our school will emphasize the implementation of carefully selected curriculum that utilizes systematic and direct instruction to teach core foundation skills of reading, writing and math. We have targeted a wonderful experiential science program and plan to develop a community based social studies program that incorporates experiential learning for our students. We intend to open for a pre-k (4 year olds) through first grade and then add a grade each year, through the initial five year contract. Ultimately the program would provide an education for prek through 6th grade.

This program will be developed to support all students...those who are excelling academically and those may with special learning needs or are English Language Learners. Our support staff are working to ensure that our program outline is developed with all students in mind.

Additionally, our charter school will focus on teaching leadership skills and personal responsibility- to self, to others and to community. These concepts will be integrated throughout our curriculum and daily structure.

We welcome any interested community members to contact us! We are working diligently over the next 6 weeks to create and submit our full application. We are in need of community support and are in the process of developing our governing board. In addition, we are currently conducting a site search to house our program.

Please contact me if you are interested in this Charter school, providing another educational choice to the Lewiston/Auburn community!

I can be reached at 376-3022 or by responding to this email!

Thank You
Michelle Hathaway

Section II

C. Governance

The Governing Board of Directors for ACADIA Academy is the entity responsible to ensure that the school leadership and administration carries out the requirements outlined in the Charter Contract. The Board of ACADIA Academy is responsible for ensuring that the viability of the school is secured into the future by hiring and retaining an outstanding school leader and insisting that key positions are filled with competent staff and providing adequate resources to support the educational program.

Section II

C.1 Governing Body

ACADIA Academy, eligible for a Charter from the Commission, has filed for a Maine non-profit corporation and as a charitable organization under section 501(c) (3) of the Internal Revenue Code (See TAB 25 and TAB 27) as evidence. In addition, please refer to TAB 26 to review the current ACADIA Academy bi-laws. The Governing Board will have legal, fiduciary and oversight authority to these charter school with autonomy over key decisions, as referenced in MRS 20-A, 2401, sections 6,9A.

It is the intent of the Director that the Board shall be kept well informed of all activities related to ACADIA Academy, through regular meetings, emails, phone calls and an Academy web site and Facebook page. This on-going communication shall be done in order to foster real knowledge of the Academy's activities, students and personnel. The Board will be driven by the ACADIA Academy mission and vision (See Section II A.1, Mission and Vision).

1. The Board of Directors shall ensure that the purpose of the corporation shall be:
2. to educate children, ages 4 to 12 (pre-k through 6th grade), in a comprehensive program carefully designed to meet the unique needs of all learners;
3. an educational program that addresses the development of the whole child (academic, social-emotional, physical, behavioral) in a setting that promotes personal accountability and investment in one's learning;
4. promotes and provides for learning opportunities that facilitate skill generalization through meaningful authentic activities in addition to direct instruction opportunities;
5. to support parents as educators within their homes, providing information and resources to maximize their ability to support their children's learning;
6. to provide a high-quality educational choice for children in the Lewiston-Auburn area.

Membership

The Board of Directors shall consist of 7-12 Directors, including the Director of ACADIA Academy and a Parent Member (both non-voting members). The Board shall be authorized to adopt resolutions increasing and decreasing the number of Directors, provided that the minimum number of Directors shall not be less than seven (7) and the maximum number of Directors shall not be

more than twelve (12). The terms of Directors shall be limited to ten years, with one-third of the initial Board of Directors serving terms of two (1) years, one third of the initial Board of Directors serving terms of three years; and one-third of the initial Board of Directors serving terms of three (3) years or greater. Directors shall be elected by the affirmative vote of the Membership at its Annual Meeting. A minority of the Board may be composed of members of the Board of Directors from John F. Murphy Homes (sister agency).

The Board shall include a President, Secretary and Treasurer as well Committees to oversee Finance, Policy/Planning, Education and an Executive Committee.

The President will oversee and Chair the Board of Directors and various committees. The President will chair both the Finance and Executive Committees. The President will assure fiscal accountability and student success as measured by Finance Director reports, and Annual Audits. The President will assure student success as measured by reported student outcomes. The President will receive regular updates and communication from the Director via meetings, phone calls and emails.

The Treasurer will oversee fiscal reporting and revenue/expenses as reported by the Director and Finance Director. The treasurer will report grants received as well as report status of various fundraisers. The Treasurer will meet with the Finance Director on a quarterly basis and will report out on fiscal status through reports submitted by the Director and the Finance Director on a quarterly and annual basis.

The Secretary will record and keep minutes of all meetings held at the Board level. Designees within each committee will submit records of committee meetings to the Secretary.

Committees:

Finance: The Finance committee will be chaired by the President. The Finance committee shall oversee development of the budget; ensures accurate tracking/monitoring/accountability for funds; ensures adequate financial controls; often led by the board treasurer; reviews major grants and associated terms, oversees development and implementation of the Fundraising Plan; identifies and solicits funds from external sources of support

Policy/Planning: The Policy/Planning Committee shall be chaired by a member to be designated. The Policy/Planning Committee will review and approved all submitted policies to be utilized by staff and students at ACADIA Academy and will review/approve any proposed edits or changes. In addition, the committee will approve all proposed changes to the program, including expansions.

Executive: The Executive committee, chaired by the President, will Oversee operations of the board; often acts on behalf of the board during on-demand activities that occur between meetings, and these acts are later presented for full board review; comprised of board chair, other officers and/or committee chairs (or sometimes just the officers, although this might be too small); often performs evaluation of program Director. Specific roles and responsibilities have been identified in the ACADIA Academy bi-laws. Please refer to TAB 26.

In this section we have provided you a list of the current Board of Directors, plans to increase membership, and experiences/expertise of each Board Member as well as an organizational chart depicting a designation of hierarchy. Please refer to TABS 29, 30 and 31.

The organization is a new endeavor, building upon the demonstrated successes of the sponsoring agency (John F. Murphy Homes, Inc.), owner and operator of ACADIA Academy's sister program, the Margaret Murphy Center for Children (MMCC). ACADIA Academy will be working closely with established, veteran personnel to share resources and a vast amount of knowledge, including through the shared Director, Michelle Hathaway. Both existing agencies have a long standing history of success working with the Department of Human Services, Child Development Services and the Department of Education. MMCC currently operates seven sites that include special purpose private schools, early intervention programs, early childhood care and summer programming. We currently contract with MaineCare, Department of Human Services, Department of Education, Child Development Services and 12 different school districts. Both agencies have a longstanding history of fiscal responsibility and program growth and development.

It is proposed that John F. Murphy Homes, Inc. will be the sponsoring agent for ACADIA Academy, assisting with financial costs occurred in the start-up and loss projected for year one. In addition, ACADIA Academy will contract with John F. Murphy Homes, Inc, to purchase services related to human resources, safety coordination and oversight, finance/accounting and training resources. This is to be spelled out in a contractual agreement and is included in the proposed budget.

The Margaret Murphy Center for Children is to be considered a sister school to the Academy. It is assumed that the staff in both locations will have a collaborative relationship in the pursuit of educational excellence for its students, including shared ventures in professional development, acquisition of same curriculums and materials, and cross-training opportunities.

The benchmarks for student success have been clearly detailed in the section found in TAB 9, Performance Indicators Template. In addition to financial success (determined by fiscal reports and annual budget reporting and audit measures, ACADIA Academy will be determined successful with data evidencing sufficient growth of our students. These informational data points will be presented to all Board Members in an in-depth presentation. The Education committee will have ongoing participation in the student progress measures being implemented for short and long term gains, as explained fully in our Assessment Section, labeled A.4. It is anticipated that several Board members (Rachel Brown, Meaghan Opuda Swan) will share their expertise in the assessment process of students. They offered their expertise for the use of the assessments and with staff for development and training opportunities.

The Board's ethical standards and procedures for identifying and addressing conflicts of interest have been detailed in Tab 28, identified as Conflict of Interest Policy.

To date, we have not identified any relationships that pose actual or perceived conflict of interest. Further and future steps to avoid conflicts of interest is identified in TAB 28, identified as the Conflict of Interest Policy.



DOMESTIC
NONPROFIT CORPORATION

STATE OF MAINE

ARTICLES OF INCORPORATION

Filing Fee \$40.00

File No. 20150063ND Pages 4
Fee Paid \$ 40
DCN 2142232300039 ARTI
FILED
08/11/2014

Julie R. Flynn
Deputy Secretary of State

A True Copy When Attested By Signature

Julie R. Flynn
Deputy Secretary of State

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 Acadia Academy

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:

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

K. Alexander Visbaras

(name of noncommercial registered agent)

195 Center Street, Auburn, ME 04210

(physical location, not P.O. Box - street, city, state and zip code)

(mailing address if different from above)

FOURTH: Pursuant to 5 MRSA §108.3, the new commercial 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 17.

The minimum number of directors (not less than 3) shall be 3 and the maximum number of directors shall be 19.

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.

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 _____ attached hereto and made a part hereof.

Incorporators	Dated <u>August 5, 2014</u>
<u><i>K. Alexander Visbaras</i></u> (signature)	Street <u>195 Center Street</u> (residence address)
<u>K. Alexander Visbaras</u> (type or print name)	<u>Auburn, ME 04210</u> (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

STATE OF MAINE
Department of the Secretary of State
Bureau of Corporations, Elections and Commissions
101 State House Station
Augusta, Maine 04333-0101

August 12, 2014

VISBARAS LAW, LLC
K ALEXANDER VISBARAS
195 CENTER STREET
AUBURN ME 04210

ATTESTED COPIES
WR DCN: 2142232300038

Enclosed please find copies of documents recently placed on file with our office. Each copy has been attested as a true copy of the original and serves as your evidence of filing. We recommend that you retain these permanently with your records.

Charter#: 20150063ND Legal Name: ACADIA ACADEMY

ARTICLES OF INCORPORATION

DCN: 2142232300039 Page(s) 4

Total Pages 4

ACADIA ACADEMY
PROPOSED BY-LAWS

(For Final Revision and Adoption, January 2015)

ARTICLE I: Name, Location, Purpose

1. Name

The name of the corporation shall be "ACADIA Academy".

2. Location

The corporation shall be located in the city of Lewiston or Auburn, County of Androscoggin and State of Maine. The corporation may have such other offices, either within or outside the State of Maine, as the board of Directors may designate or as the business of the corporation may require from time to time.

3. Purpose

The purpose of the corporation shall be:

- (a) to educate children, ages 4 to 12 (pre-k through 6th grade), in a comprehensive program carefully designed to meet the unique needs of all learners;
- (b) an educational program that addresses the development of the whole child (academic, social-emotional, physical, behavioral) in a setting that promotes personal accountability and investment in one's learning;
- (c) promotes and provides for learning opportunities that facilitate skill generalization through meaningful authentic activities in addition to direct instruction opportunities;
- (d) to support parents as educators within their homes, providing information and resources to maximize their ability to support their children's learning;
- (e) to provide a high-quality educational choice for children in the Lewiston-Auburn area.

In addition to the above purposes, the corporation is organized for all purposes permitted under the Maine Non-Profit Corporation Act, Title 13-B, M.R.S.A. and for all purposes permitted under Section 501 (c)(3) of the Internal Revenue Code of 1986, as amended.

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.

Upon the dissolution of the corporation or the termination of its activities, the assets of the corporation remaining after the payment of all its liabilities shall be distributed exclusively to agencies deemed eligible as outlined in State and Federal law.

No part of the net earnings of the corporation shall inure to the benefit of any member, director or officer of the corporation, or any private individual (except that reasonable compensation

maybe paid for services rendered to or for the corporation in carrying out one or more of its purposes), and no member, director, or officer of the corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets on dissolution of the corporation.

ARTICLE II: Membership

1. Qualification.

The membership of the corporation shall consist of all persons who have been nominated by the Board Members and elected to the membership by the members in good standing at any Annual Meeting of the membership.

2. Meetings.

The membership shall meet ten times per year at a regular meeting called during the corporation's fiscal year. This meeting schedule will be developed in September of each year. Meetings will be held each month of the year, except the months of December and July.

ARTICLE III: Board of Directors

1. General Powers.

The activities of the corporation shall be managed by the Board of Directors

2. Qualification, Number, Tenure and Election.

The Board of Directors shall consist of 7-12 Directors, including the Director of ACADIA Academy and a Parent Member (both non-voting members). The Board shall be authorized to adopt resolutions increasing and decreasing the number of Directors, provided that the minimum number of Directors shall not be less than seven (7) and the maximum number of Directors shall not be more than twelve (12). The terms of Directors shall be limited to ten years, with one-third of the initial Board of Directors serving terms of two (1) years, one third of the initial Board of Directors serving terms of three years; and one-third of the initial Board of Directors serving terms of three (3) years or greater. Directors shall be elected by the affirmative vote of the Membership at its Annual Meeting. A minority of the Board may be composed of members of the Board of Directors from John F. Murphy Homes (sister agency).

3. Resignation and Removal.

Any Director may resign at any time by giving written notice to the Board of Directors of his/her decision to resign. Unless indicated in such notice to the contrary, any such resignation shall be effective immediately upon its receipt by the Secretary of the corporation. Any Director may be removed as a Director, with or without cause, by the affirmative vote of two-thirds (2/3) of the remaining Directors then in office at any regular or special meeting of the Board of directors called and convened for such purpose. Any Director who is absent from three (3) consecutive meetings of either the Board and/or its standing committees on which he/she is serving without excuse

satisfactory to the board, shall be deemed to have surrendered his/her office as a Director. The Board shall fill the vacancy under Article III, Section 4.

4. Vacancies.

Vacancies of the board of Directors shall be filled by the affirmative vote of the majority of the remaining Directors then in office, and the Director so chosen shall hold office for the unexpired term of his/her predecessor in office.

5. Meetings of Directors.

The Board's regular meetings shall be held ten times per year, and additional meetings of the Board may be held at such times and places as may be fixed by resolution of the Board of Directors or by written request of two (2) Directors of the corporation. Board Members may participate on advisory committees without other Board Members for such purpose as to gather information for decision-making purposes at the Board level.

6. Notice of Meetings.

Notice of any meeting of the Board of Directors shall be given at least five (5) days prior thereto by written notice delivered to each Director personally, or sent by mail, electronic mail, or fax to each Director according to the contact information for each Director shown by the records of the corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. If sent by electronic mail, such notice shall be deemed to be delivered when the sender receives notification that the transmission was successfully transmitted. Notwithstanding the foregoing, the board of Director shall be given at least twenty (20) days prior notice if one or more of the purposes of the meeting includes amendments to these By-Laws. Any Director may waive notice of any meeting.

The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice of waiver of notice of such meeting, unless specifically required by law or by these By-Laws.

In the event that the Director of the corporation, in conjunction with either the Chief Executive Officer or the Chief Financial Officer of the corporation, determine by joint action that an emergency meeting of the board needs to be called, notice shall be given to each Director by electronic means at least twenty-four (24) hours prior to the meeting. Notwithstanding the foregoing, any action taken by unanimous vote of the board of directors (or pursuant to a waiver of notice signed by every Director) shall be effective even if taken prior to twenty-four (24) hours.

7. Committees.

The Board of Directors, by resolution adopted by a majority of the Board of Directors, may designate from among its members and non-members an Executive committee, a Finance Committee, an Education/Curriculum Committee, and a Policy/Planning Committee each consisting of a minimum of one (1) Directors, and may delegate to such committees all of the authority of the Board of Directors, except that no such committee or committees shall have or exercise the authority of the Board to amend the Articles of Incorporation, the by-Laws of the corporation, or any duties or responsibilities reserved exclusively for the membership, or board of Directors, by law or under these By-Laws. The Board may also appoint Ad Hoc committees for special projects as needed. Any Committee may appoint a Director to chair a sub-Committee composed of members of the Committee to consider an issue and render an opinion on said issue to the Committee provided that no such Sub-Committee shall be granted any authority independent of the Committee.

Members of the Board of Directors and of any committee of the Board may participate in meetings by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear other and such participation in a meeting shall constitute presence in person at such meeting.

8. Conflict of Interest

All Directors shall put personal or business interests aside when acting in the capacity of Director and shall act in the best interest of the corporation. Directors shall abstain from voting on any issue where they feel unable to act in the best interest of the corporation.

ARTICLE IV: Officers.

1. Number

There shall be 3 (3) officers of the corporation consisting of the President, Secretary and Treasurer.

2. Election and Term of Office.

All officers shall be elected annually by the affirmative vote of the majority of the Board of Directors and shall hold office for the term of one (1) year or until successors are chosen. No person shall hold any one office for more than five consecutive one (1) year terms, and no person shall hold any combination of offices for more than eight consecutive one (1) year terms. The President shall have been an officer for a minimum of one year (1) before being elected President (with the exception of the initial year).

3. Compensation for Services.

All Directors and Officers are elected to serve as volunteers and as such without salary. However, as permitted under Article I, any member, Director, or Officer of the corporation, or any private individual may be paid reasonable compensation for services

rendered to or for the corporation provided said services are reasonable and necessary to the carrying out of one or more of the purposes of the corporation.

4. Conflicts of Interest and Removal.

Officers of the corporation shall put personal or business interests aside when acting in the capacity of an officer of the corporation and shall act in the best interest of the corporation. Officers shall abstain from voting on any issue where they feel unable to act in the best interest of the corporation. Any officer may be removed by the 2/3 affirmative vote of the Board of Directors then in office when in the judgment of the Board the best interest of the corporation would be served thereby. Any Officer so removed from office shall be considered removed from his/her position as a Director of the corporation.

5. Vacancies.

Any vacancy in any office shall be filled by the affirmative of the majority of the Board of Directors then in office.

6. President.

The President shall be the chief executive officer of the corporation and, subject to the direction of the Board of Directors, shall in general supervise and control all the business and affairs of the corporation in cooperation and consultation with the Executive Director. Unless otherwise provided by the board of Directors, the President shall preside, when present, at all meetings of the board of Directors. He/she shall perform such other duties and have such other powers as the Board of Directors may from time to time prescribe or as provided by these By-Laws.

7. Secretary.

The Secretary shall keep the minutes of all meetings of the corporation and shall be responsible for providing notice of all meetings of the corporation as provided in these By-Laws as well as receiving and distributing all Committee and Sub-Committee reports and such other and further duties as the Board of Directors may from time to time prescribe or as provided by these By-Laws.

8. Treasurer.

The Treasurer, subject to the direction of the Board of Directors, shall have general charge of the financial affairs of the corporation in consultation with the Executive Director and any independent accountant/auditor retained by the corporation in suitable books of the corporation wherein will be accurately recorded every transaction of the corporation. He/she shall have custody of all funds, securities and valuable documents of the corporation, except as the board of Directors may otherwise provide. He/she shall deposit or cause to be deposited all monies of the corporation in such depositories as may be designated by the Board of Directors. He/she shall perform such other duties and have such other powers as the board of directors may from time to time prescribe or as provided by these By-Laws.

ARTICLE V: Executive Director.

1. Powers and Duties.

The Executive Director shall serve as the administrator of all facilities and programs established or operated by the corporation and as such he/she shall be responsible to the Board of Directors for carrying out the policies of the corporation, including the management, control, conservation and utilization of its physical, financial and human resources. He/she shall additionally be responsible for performing such other duties as may be required by these By-Laws or by specific vote of the Board of Directors.

The Executive Director shall keep a record in which shall be entered the names of all persons receiving care and treatment of any kind at any facility established or operated by this corporation, names of parents or legal guardians and such other facts as are of importance in relation to each such person.

The Executive Director shall be responsible for all office procedures and for keeping records of same as pertains to the corporation's facilities and its staff.

2. Other Duties.

The Executive Director shall also chair all committees created by the Board to meet specific state or federal regulatory requirements. The President shall appoint a member of the Board to serve on each such committee as liaison to the Board.

3. Appointment, Term and Removal.

The Executive Director shall be appointed by the majority vote of the Board of Directors. The Executive Director shall serve at the pleasure of the Board of Directors, on such terms, conditions, and salary, as set by the Board of Directors. The Executive Director may be removed by the affirmative vote of the majority of the Board of Directors then in office.

ARTICLE VI: Executive Committee

1. Composition.

The five (5) officers of the corporation, the Chair of the Finance Committee, and the Executive Director shall constitute the Executive Committee.

2. Duties.

The Executive Committee shall have the general charge of the routine operation, fiscal, and business affairs of the corporation between meetings of the Board of Directors.

3. Meetings.

The Executive Committee shall hold regular monthly and additional meetings as may be necessary as determined by request of any officer. Three (3) voting members shall constitute a quorum of the Executive Committee, and notice of its meetings shall be the same as that required for a special meeting of the Board of Directors. Regular meetings

shall be called by the President or the Treasurer. The Executive Director shall have no vote. The President shall preside during meetings and in his/her absence the Treasurer shall preside. Decisions of the Executive committee shall be determined by the majority vote of the committee members present at any duly convened meeting of the Committee.

ARTICLE VII: Finance Committee

1. Composition.

The Finance Committee shall consist of at least three (3) persons designated by the President either from the Board, the membership, or outside the membership. The Chair of the committee shall be appointed by the President from the Board. The Chief Financial Officer of the corporation shall serve as consultant to the Committee but shall have no vote.

2. Duties.

The Finance Committee shall report to the Board and shall be responsible for each of the following duties:

- (a) To oversee and advise the Board concerning all of the financial affairs of the corporation.
- (b) To consult with the corporation's independent accountants regarding the preparation and content of the corporation's financial reports, including its audited financial statements, its income tax returns, its costs reports, and the like.
- (c) To monitor and review all management policies and practices concerning the financial affairs of the corporation, including the investment of corporate funds, the selection of depositories, the borrowing of funds, and the like, and to make recommendations to the Board of Directors concerning all of these matters.

3. Meetings.

The Finance Committee shall hold regular bi-monthly meetings and additional meetings as requested by the chair of the committee. Three (3) voting members shall constitute a quorum.

ARTICLE VIII: Nomination/membership Committee

1. Composition.

The Nomination/Membership Committee shall consist of the Secretary and at least two additional persons designated by the President either from the Board, the membership or outside the membership. The Executive Director shall serve as consultant to the Committee but shall have no vote.

2. Duties.

The duties to be performed by the Nomination/Membership Committee shall consist of each of the following:

- (a) To interview and nominate persons interested in becoming new members of the corporation. The names of persons selected by the Committee for membership shall be presented to the membership at its next regularly scheduled meeting for approval by vote of all members of the corporation in good standing present and voting at the meeting.
- (b) To propose the names of four (4) members of the corporation who are in good standing to be recommended for election as officers of the corporation's Board of Directors. Such list shall be presented by the Nominating Committee to the membership at its regular Annual Meeting to be voted upon, along with nominations received from the floor by the membership, by all membership, by all members in good standing present and voting.
- (c) To assist the Board of Directors in organizing and running all membership meetings of the corporation.
- (d) To coordinate all public relations activities of the corporation.

3. Meetings.

The Committee shall hold meetings as needed. Three (3) regular voting members shall constitute a quorum.

ARTICLE IX: Policy/Planning Committee

1. Composition.

The Policy/Planning Committee shall consist of the Vice-President and at least two (2) additional persons to be designated by the President either from the Board, the membership or outside the membership. The Executive Director shall serve as consultant to the Committee but shall have no vote.

2. Duties.

The Policy/Planning Committee shall report to the Board and shall be responsible for each of the following duties:

- (a) To monitor and review all policy manuals and guidelines used by the corporation in the operation of its various programs, including the preparation of proposed amendments to existing policies and the development of new policies where necessary.
- (b) To review and monitor all personnel policies for employees of the corporation, further including the preparation of such amendments to existing policies or the development of new policies as may be needed from time to time.

3. Meetings.

The Policy/Planning Committee shall hold meetings as needed.

ARTICLE X: Fiscal Year.

The fiscal year of the corporation shall begin on the first day of July of each year and end on the last day of June of each year.

ARTICLE XI: Seal.

The seal of the corporation shall be its corporate seal.

ARTICLE XII: Execution of Instruments.

All checks, drafts, deeds, leases, transfers, contracts, notes, bonds, mortgages, and other obligations authorized to be executed by an officer of the corporation in its behalf shall be signed by two persons, being either of any two officers of the corporation or one officer and the Executive Director, except for checks of less than \$5,000 which may be signed by any one such person and checks of less than \$1,000 which may be signed by the Chief Financial Officer signing singly.

ARTICLE XIII: Books and Records.

The corporation shall keep accurate books and records of accounts, which shall be in written form or in any other form capable of being converted into written form within a reasonable time; and shall keep written minutes of the proceedings of the Board of Directors, the Committee, and Sub-Committees thereof. All books and records of the corporation may be inspected by any Officer, Director, or his/her agent or attorney, for any proper purpose at any reasonable time.

ARTICLE XIV: Non-discrimination.

The corporation shall not discriminate in any of its practices or policies on the basis of race, religion, creed, national origin, sex, age or handicap except in relation to a bona fide occupational qualification or as required under state or federal law.

ARTICLE XV: Indemnification of Officers, Directors and Committee Members.

So as to induce Officers, Directors and Committee members of the corporation to serve as such, as partial consideration for such service, the corporation shall reimburse, exonerate, hold harmless and indemnify, as the case may be:

- (a) 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, other than an action by or in the right of the corporation, by reason of the fact that he/she is or was a Director, officer, employee, agent or committee member of the corporation against expenses, including attorneys fees, judgments, fines and amounts paid in settlement actually in good faith and in a manner he/she reasonably believed to be in or not opposed to the best interest of the corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe that his/her conduct was unlawful, provided that no indemnification shall be provided for any person for any person with respect to any matter as to which

he/she shall have been finally adjudicated in any action, suit or proceeding not to have acted in good faith in the reasonable belief that his/her action was in the best interests of the corporation, or, with respect to any criminal action or proceeding, had reasonable cause to believe that his/her conduct was unlawful. The termination of any action, suit or proceeding by judgment, order or conviction adverse to such persons, or by settlement, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he/she reasonably believed to be in or not opposed to the best interest of the corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that his/her conduct was unlawful.

- (b) Any person who was or is party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the corporation to procure a judgment in its favor by reason of the fact that he/she is or was a Director, Officer, employee, agent or committee member of the corporation against expenses, including attorney's fees, judgments, penalties and/or amounts paid in settlement, actually and reasonably incurred by him/her in connection with the defense or settlement of such action or suit if he/she acted in good faith and in a manner he/she reasonably believed to be in or not opposed to the best interest of the corporation, and except that no identification shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his/her duty to the corporation unless and only to the extent that the Superior Court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which the superior Court or such other court shall deem proper.

To the extent that a Director, Officer, employee, agent or committee member of the corporation has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Section (a) and (b) above, or in defense of any claim, issue or matter therein, he/she shall be indemnified against expenses including attorneys' fees actually and reasonably incurred by him/her in connection therewith. He/she may enforce the right to identification granted by this section by a separate action against the corporation, if an order for identification is not entered by a court in the action, suit or proceeding wherein he/she was successful on the merits.

ARTICLE XVI: Amendments

The Board of Directors shall have the exclusive power to alter, amend or repeal the By-Laws and to adopt new By-Laws. Action by the Directors with respect to the By-Laws shall be taken by a vote of a two-thirds majority of those voting thereon, unless the Maine Non-Profit Corporation Act or the Articles of Incorporation shall require such action to be taken by a greater number of Directors. Any notice of a meeting of the Directors at which By-Laws are to be adopted, amended or repealed shall include notice of such proposed new By-Laws, amendment,

or By-Laws to be repealed, or shall summarize the changes to be effected by such adoption, amendment or repeal.

APPROVED BY UNANIMOUS VOTE OF BOARD OF DIRECTORS AT ITS MEETING OF



DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 08-20-2014

Employer Identification Number:
47-1638564

Form: SS-4

Number of this notice: CP 575 A

ACADIA ACADEMY
% PETER KOWALSKI
800 CENTER ST
AUBURN, ME 04210

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 47-1638564. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 941	10/31/2014
Form 940	01/31/2015

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

Conflict of Interest Policy

It is in the best interest of ACADIA Academy to be aware of and prudently manage all conflicts of interest and appearances of a conflict of interest. This conflict of interest policy is designed to help directors, officers, employees and volunteers of ACADIA Academy identify situations that present potential conflicts of interest and to provide ACADIA Academy with a procedure to appropriately manage conflicts in accordance with legal requirements and the goals of accountability and transparency in ACADIA Academy operations.

1. Conflict of interest defined.

In this policy, a person with a conflict of interest is referred to as an interested person. For purposes of this policy, the following circumstances shall be deemed to create a conflict of interest:

- A. A director, officer, employee or volunteer, including a board member (or family member of any of the foregoing) is a party to a contract, or involved in the transaction with the ACADIA Academy for goods or services.
- B. A director, officer, employee or volunteer, including a board member (or family member of any of the foregoing) has a material financial interest in a transaction between ACADIA Academy and an entity in which the director, officer, employee or volunteer, or a family member of the foregoing, is a director, officer, agent, partner, associate, employee, trustee, personal representative, receiver, Guardian, custodian, or other legal representative.
- C. A director, officer, employee or volunteer, (or a family member of the foregoing) is engaged in some capacity or has a material financial interest in the business or enterprise that competes with ACADIA Academy.

Other situations may create the appearance of a conflict, or present a duality of interest in connection with the person was influence over the activities or finances of ACADIA Academy. All such circumstances should be disclosed to the board staff, as appropriate, and a decision made as to what course of action the organization or individuals should take so that the best interest of ACADIA Academy are not compromised by the personal interest stakeholders in the ACADIA Academy.

Gifts, Gratuities and Entertainment. Excepting gifts, entertainment or other favors from individuals or entities can also result in a conflict or duality of interest in the party providing the gifts/entertainment/favor does so under circumstances where might be inferred that such action was intended to influence or possibly would influence the interested person in the performance of his or her duties. This does not preclude the acceptance of items of nominal or insignificant value or entertainment of nominal and significant value which are not related to any particular transaction or activity of ACADIA Academy.

2. Definitions

- A. A conflict of interest is any circumstance described in part one of this policy.
- B. An interested person is any person serving as an officer, employee or member of the

The policy was adopted from a template from a policy created by the Minnesota Council of Nonprofit Organizations and Fiddlehead Charter school

- Board of Directors of ACADIA Academy or a major donor to a ACADIA Academy or anyone else who is in a position of control over ACADIA Academy has a personal interest that is in conflict with the interests of ACADIA Academy.
- C. A "family member" is a spouse, parent, child or spouse of a child, brother, sister, or spouse of the brother or sister, of an interested person.
 - D. A "Material Financial Interest" in an entity is a financial interest of any kind, which in view of all the circumstances, is substantial enough that it would, or reasonably could, affect an Interested Persons or Family Member's judgment with respect to transactions to which the entity is a party.
 - E. A "Contract or Transaction" is any agreement or relationship involving the sale or purchase of goods or services, the providing a receipt of a loan or grant, the establishment of any other type of financial relationship, or the exercise of control over another organization. The making of a gift to ACADIA Academy is not a contract or transaction.

3. Procedures

- A. Prior to board or committee action on a contract or transaction involving a conflict of interest, a director or committee member having a Conflict of Interest and who is in attendance at the meeting shall disclose all fact material to the conflict of interest. Such just closure shall be reflected in the minutes of the meeting. Before members are aware that staff or other volunteers have a conflict of interest, relevant facts should be disclosed by the board member or by the interested person him/herself if invited to the board meeting as a guest for the purposes of disclosure.
- B. A director or committee member who plans not to attend the meeting at which he or she has reason to believe that the board or committee will act on a matter in which the person has a conflict of interest, shall disclose the chair of the meeting all facts material to the Conflict of Interest. The chair shall report the disclosure at the meeting and the disclosure shall be reflected in the minutes of the meeting.
- C. A person with a Conflict of Interest shall not participate in, or be permitted to hear the Board's or Committee's discussion of the matter except to disclose material facts and to respond to questions. Such person shall not attempt to exert his or her personal influences with respect to the matter, either at or outside the meeting.
- D. A person who has a Conflict of Interest with respect to a contract or transaction that will be voted on at a meeting shall not be counted in determining the presence of a quorum for purposes of the vote.
- E. The person having a conflict of interest may not vote on the Contract or Transaction and shall not be present in the meeting room when the vote is taken, unless the vote is by secret ballot. Such person's ineligibility to vote shall be reflected in the minutes of the meeting. For purposes of this paragraph, a member of the Board of Directors of ACADIA Academy has a conflict of interest when he or she stands for election as an officer or for reelection as a member of the Board of Directors.
- F. Interested Persons were not members of the Board of Directors of ACADIA Academy, or whether conflict of interest with respect to a contract or transaction that is not the subject of the Board or committee action, shall disclose to this supervisor, or the Chair, or the Chair's designee, any conflict of interest that such interested

The policy was adopted from a template from a policy created by the Minnesota Council of Nonprofit Organizations and Fiddlehead Charter school

person has with respect to a contract or transaction. Such disclosure shall be made as soon as the conflict of interest is known to the Interested Person. The interested person shall refrain from any action that may affect the ACADIA Academy's participation in such contract or transaction.

4. Confidentiality

Each director, officer, employee and volunteer exercise care not to disclose confidential information acquired in connection with disclosures of conflicts of interest for potential conflicts, which might be adverse to the interests of ACADIA Academy. Furthermore, directors, officers, employees and volunteers show not disclose or use information relating to the business of a kiddie Academy for their personal profit or it vantage for the personal profit or vantage of their family members.

5. Review of Policy

- A. Each director, officer, employee and volunteer shall be provided with an asked to review a copy of this policy and to acknowledge in writing that he or she has done so.
- B. Annually each director, officer, employee and volunteer show completed disclosure form identifying any relationships, positions or circumstances in which he/ she is involved that he/ she believes could contribute to a Conflict of Interest. Such relationships, positions or circumstances might include service as a director or a consultant to another nonprofit organization, or ownership of a business that might provide goods or services to ACADIA Academy. Any such information regarding the business interests of a director, officer, employee or volunteer, or family member thereof, shall be treated as confidential and shall generally be made available only to the Chair, the executive director, and any committee appointed to address conflict of conflicts of interest. Except to the extent additional disclosure is necessary in connection with the implementation of this policy.
- C. This policy shall be reviewed annually by each member of the Board of Directors. Any changes to the policy shall be communicated to all staff and volunteers.

The policy was adopted from a template from a policy created by the Minnesota Council of Nonprofit Organizations and Fiddlehead Charter school

Basic Conflict of Interest Disclosure Form

Date: _____

Name: _____

Position (employee/volunteer/board member): _____

Please describe below any relationships, transactions, positions you hold volunteer otherwise, or circumstances that you believe could contribute to a conflict of interest between ACADIA Academy and your personal interest, financial or otherwise:

_____ I have no conflict of interest to report.

_____ I have the following conflict of interest to report (please specify other nonprofit and for-profit board you (and your spouse) sit on, any for-profit businesses for which you or an immediate family member are an officer or director, or majority shareholder, and the name of your employer in any business you were a family member own):

1. _____

2. _____

3. _____

I hereby certify that the information set forth above is true and complete to the best of my knowledge. I have reviewed, and agree to abide by, the Policy of Conflict of Interest of ACADIA Academy.

Signature: _____

Date: _____

ACADIA Academy

Board of Directors

Biographical Information and Professional Experiences

(See Resumes Tab 29)

Sandy Bixby- Sandy recently retired from the Lewiston Public School Department in June of 2014 after more than 40 years of service, serving as a Title I coordinator and as a Special Education Coordinator. In addition to completing to Master's degrees in Education, while at the Geiger Elementary School, Sandy worked closely with the Margaret Murphy Center Public School Classroom, serving as a liaison for children returning to the lesser restrictive public program. Sandy resides in Lewiston with her husband, and is a proud mother and grandmother. *(Experience: special education, inclusion, staff development, assessment, consultation, staff supervision, special education law, general education law, administrative training, 40 years of experience in the public school setting, budgeting)*

Dr. Rachel Brown- With a Doctorate in School Psychology and as a licensed Psychologist and School Psychologist, Rachel is currently the Program Coordinator for the University of Southern Maine School Psychology and Educational Psychology Programs. Rachel has a vast amount of expertise in curriculum, intervention, assessment, professional development for teachers, PBIS, RTI, and is a nationally renowned publisher and speaker. Rachel lives in Gorham with her husband and daughter. *(Experience: prior Board experience, Adult education, teacher of children, budgeting, grant writing, grant implementation, research, curriculum selection and intervention, progress monitoring, special education identification, assessment, psychological services, ethics, special education law (federal and state), general education law (federal and state), author, and mentor.)*

Kelly Cabral- Kelly works for the Adult Education program in RSU 52. Kelly serves as an art instructor and as the graphic designer for the District publications and advertisement materials. Kelly has training in art instruction and design. Prior to this, Kelly was a teacher within the District Alternative Education program for high-risk teens. Kelly lives in Turner with her husband and sons. *(Experience: art and graphic design, adult instruction, instruction with at-risk youth, development of advertisement materials)*

Michelle Hathaway- Non-Voting Member, Director of ACADIA Academy; Michelle, Director of the Margaret Murphy Center for Children, is currently a Doctoral Student at the University of Southern Maine in the School Psychology Program. After completing a Bachelor's degree in Psychology through Guilford College in North Carolina, Michelle completed her Master's Degree in Special Education at the University of Southern Maine in 2008. In 2000, Michelle developed and opened the Margaret Murphy Center for Children (MMCC), a Special Purpose Private School for children with Autism and Developmental Disabilities. In 2005, Michelle expanded MMCC to include an early childhood/childcare program for children birth to five. In 2009, this program expanded to include a recreational and education summer camp program for children grades K-6. In 2010, Michelle completed an advanced certificate of study in Applied Behavior Analysis, and achieved national certification as a Behavior Analyst. She is currently certified as an 059 (Teaching Principal), a 282 (Special Education Teacher, Birth to 8th grade) an 079 (Special Education Consultant) and a BCBA (Board Certified Behavior Analyst). Michelle lives in Turner with her husband and three sons, ages 4, 9 and 11. She is passionate about opportunities for educational excellence for ALL children and strongly believes that educators must find ways to ensure success for all children. *(Experience: 14 years of Director experience, doctoral level training in curriculum, assessment, intervention, teacher support, PBIS and RTI, experience/use of special education and general education law, program development, behavior analysis, program expansion, early intervention, oversight of 7 programs providing educational services to children birth to 20 years of age, staff development, community partnerships, fundraising, budgeting and school finance)*

Lisa Henry- Lisa Henry has a Master's Degree in Counseling and an M.H.S.A in Human Service Administration. Currently, Lisa serves as a clinician within the Wiscasset School Provider, having recently left a position as the District Clinical Supervisor for the Lewiston School District. Lisa provides direct and group therapy, trains support and educational staff within the District, assists in the development of support plans for students and is a member of the Student Assistance Team. Lisa is a Crisis Intervention Trainer. Lisa has served as a Professor, Counselor and Executive Director of the Norwich House, a program for teen parents and their children. Lisa has served on numerous Boards. *(Experience: Clinician, staff consultation and supervision, direct/group counseling, assessment, school based interventions, emergency response team member within schools, Director/Administrator, grant writer, researcher, sexual assault clinician, professor, prior Board experience, direct knowledge/experience of the vast needs of children in the Lewiston School Department.)*

Pam Morin- Pam is currently a kindergarten teacher within RSU #10. Her prior professional experiences include serving as a ELL Consultant and Teacher in MSAD #21 and MSAD #52, A Librarian and Literacy Specialist in RSU #10 and Pre-k Teacher and Administrator at Little Learner's Pre-School in Turner. Pam completed her Master's Degree in Literacy Education with an ELL concentration and is a certified Literacy Specialist and Teacher, PreK-3rd grade. Pam resides in Turner with her husband and four children. *(Experience: Teacher (pre-k, K), Librarian (prek-6th grade), ELL teacher/Consultant (pre-k to 6th grade), Administrator, Literacy Specialist)*

Sean Seibert- Sean is currently serving on the Board of Directors for John F. Murphy Homes, Inc., sponsoring agency of ACADIA Academy. In addition, Sean has two children who attend the Margaret Murphy Center for Children early intervention and childcare program. Sean has a Master's Degree in Vocational Rehabilitation counseling and has vast experience working in professional settings, supporting individuals in the work setting. *(Experience: prior Board experience, professional training in vocational rehabilitation and adult learning, educational needs of varied learners, experience with special education needs/mental health needs)*

Meaghan Opuda Swan- Meaghan Opuda Swan is currently completing her post-doc appointment in the Mt. Blue School District. Within this role, Meaghan provides psychological assessment, consultation and supervision to staff providing services to children within the District. In addition, Meaghan has worked in the Alliance School, a public school consortium for children with significant mental health and behavioral needs. Meaghan has been a special education teacher within the RSU #52 District and at the Glenn Stratton Learning Center. Meaghan has doctoral level training in PBIS, RTI and curriculum selection/intervention and assessment. She is a part of a District Wide MTSS Team to promote PBIS and RTI. She holds certification from the Department of Education as an #093, #079, and as a #282. *(Experience: Teaching, special education, special education and general education law, assessment, PBIS, RTI, research, staff development, consultation and supervision)*

Board Needs:

It is anticipated that we will recruit and add three to four Board members over the Fall of 2014. We are seeking a parent (non-voting member), another JFM Board Member with financial training/background and a representative from the Somali community in Lewiston.

Board Member Information Sheet

Directory Information

This Information Sheet, requested by the Maine Charter School Commission, will be completed by all Board Members following an intensive informational session, presented by the ACADIA Academy Development Committee during the first week of September. This Board has been newly assembled and while in communication with the Director, has not been assembled as a full Board until mid-August. The Board members have provided biographical information and resumes which have been compiled for the Board Matrix.

Board Member Information Sheet

Directory Information

Name of proposed Public Charter School _____

Name of Board Member _____

Mailing Address _____

Telephone (Home) _____

Telephone (Business) _____

Email Address _____

Occupation _____

Questions:

1. How long have you resided in Maine (the catchment area)?
2. Why do you wish to serve on the governing board?
3. What interests or concerns do you have regarding the proposed public charter school?
4. Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).
5. What special qualifications do you have that will help you to be a board member?
6. Describe the role that the board will play in the charter school's operation.
7. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
8. What is your understanding of the appropriate role of a public charter school board member?
9. How will you know that the charter school is succeeding (or not) in its mission?

Sign _____ Date _____

For your convenience in completing, this sheet is located on our website (<http://www.maine.gov/csc/>).

ACADIA Academy

Advisory Committee

In addition to our faculty and Board of Directors, ACADIA Academy intends to develop and/or maintain professional relationships with a varied group of professionals who can and will contribute to the development of our staff and program. The following members have agreed to meet with and to support ACADIA Academy Administration and staff.

Dr. Mark Steege: Program Director at the University of Southern Maine in School Psychology and Educational Leadership. Mark has been repeatedly published in professional journals for his work with individuals with developmental disabilities, for his work in data collection and for his work as a psychologist. Mark has extensive work as a consultant within public schools and has been asked to advise on and consult on many State led initiatives. He has worked at the Margaret Murphy Center for Children for fourteen years and has been an advocate for the professional development of MMCC staff, assisting with a successful USM-MMCC partnership to promote graduate level training for MMCC employees.

Dr. Rebekah Bickford: Bekah is currently the Clinical Director at the Alliance School, a public school consortium for children with significant emotional and behavioral needs. In addition, Bekah has been a state wide trainer for PBIS and RTI, providing intensive staff training and support. As a psychologist and school psychologist, Bekah provides assessment, problem-solving consultation and staff supervision. Bekah is passionate about preventing mental illness in children and in early detection and treatment. She has been a professor at USM for several years, teaching graduate level students.

Leah Huri: Leah is an Occupational Therapist with 16 years of experience in hospital and school settings, working with children ages 16 months to 18 years in age. Leah is passionate about assisting children with their physical development, fine and gross motor. She has vast experience with the Handwriting Without Tears program and with its implementation within the classroom for students of all abilities.

Dr. Elizabeth Cameron: Elizabeth is a School Psychologist, Psychologist and BCBA. Currently, Elizabeth is working with children with autism and developmental disabilities. Her doctoral training included curriculum selection and implementation, progress monitoring, assessment, intervention, consultation and supervision. Elizabeth has extensive experience in the implementation of PATHS, a social-emotional training program for children, developed to teach coping and regulation skills as well as with functional behavioral assessment and individualized behavioral and emotional support systems within classrooms.

Ann Backman, SLP: Ann is an experienced Speech and Language Pathologist who has provided clinical services to children with speech and language needs for thirty years. Ann is passionate about language development for all children and is passionate about staff training and development.

Following Charter Approval and during the Fall of 2014 we will be expanding upon this Advisory committee.

Michelle Hathaway

56 Pearl Rd
Turner, Maine
04282

Phone: 207-376-3022
Cell Phone: 207-212-6815
E-mail: mhathaway@jfmhomes.org

Objective

To develop and open a Charter School for children within the Lewiston-Auburn area.

Qualifications

Board Certified Behavior Analyst, Board Association of Applied Behavior Analysis (BCBA)
Certified Special Education Consultant, Maine State Department of Education (079)
Certified Special Education Teacher, Maine State Department of Education (282)
Certified Teaching Principal, Maine State Department of Education (059)

Work History

2000 to Present Employment,
John F. Murphy Homes, Inc.
Director, The Margaret Murphy Center for Children

1998 to 2000
John F. Murphy Homes, Inc.
Behavioral Services Coordinator, Trainer

1997 to 1998
Auburn School Department
Behavioral Therapist, Ed-Tech III

1995 to 1998
Teddi Irwin
Lead Behavioral Therapist

Michelle Hathaway

Education

2011– Present

PsyD. Candidate in School Psychology,

University of Southern Maine

2010 Advanced Certificate of Study,

Applied Behavior Analysis,

University of Southern Maine

2008, M.Ed. Special Education

University of Southern Maine

1997, B.S. Psychology

Guilford College

Greensboro, N.C.

Memberships/Professional Associations

Autism Society of Maine, Board Member 2003-2004

Maine Association for School Psychology 2011-Present

Association of Behavior Analysis, 2010-Present

Association for the Education of Exceptional Children, 2010-Present

Awards Received

Educator of The Year, Autism Society of Maine, 2012

The Margaret C. Murphy Award, JFM Homes, Inc., 2004

Leadership Award, JFM Homes, Inc. 2001

Volunteer Experience

2010-Present, Leeds Youth Athletic Association

Board Member, Soccer Director and Coach

2010-Present, Leeds Central School Parent Teacher Committee

Board Member and President

Andrew D. Cowan, CPA

3 Silver Brook Circle Scarborough, ME 04074 | (617) 947-1471 | hjcowan@yahoo.com

SUMMARY OF QUALIFICATIONS

PUBLIC ACCOUNTING
BUDGETING & FORECASTING
TAX
REVENUE RECOGNITION

GENERAL ACCOUNTING
STAFF MANAGEMENT
STOCK BASED COMPENSATION
INVENTORY ACCOUNTING

TECHNICAL ACCOUNTING
SEC & FDIC REPORTING
INTERNAL CONTROL (SOX 404)
CASH MANAGEMENT

CERTIFIED PUBLIC ACCOUNTANT – COMMONWEALTH OF MASSACHUSETTS (LICENSE #24703)

- Held various management positions including Controller/Director, Accounting Manager and Auditor
- Proactive and results-oriented with broad experience in all aspects of accounting, finance and staff management
- Solid planning and organizational skills with proven ability to efficiently manage multiple assignments, under extreme pressure, while meeting tight deadlines and effectively communicating results

PROFESSIONAL EXPERIENCE / ACCOMPLISHMENTS

TD Bank – South Portland, ME Consultant, Regulatory Quality Assurance Group

Apr 2012 – Present

TD is one of the top ten largest banks in the country. Newly formed group under the umbrella of TD's Regulatory Reporting Dept with the mandate to examine the underlying data of high risk Call Report schedules filed with the FDIC.

- Primary focus is on Schedule RC-L, Derivatives and Off-Balance Sheet Items and Schedule RI-B, Charge-offs and Recoveries and Changes in Allowance for Loan and Lease Losses.
- Identify issues, recommend process improvements and track remediation efforts.
- Implemented formalized workpaper standards and reporting structure to communicate findings to senior management
- Identified significant errors; working with department heads to improve data quality control issues

Pierce Promotions – Portland, ME

Sep 2011 – Apr 2012

Director of Finance & Controller

Reason for Leaving: Company merged, entire department eliminated

Pierce is an advertising company specializing in live brand experiences with \$40 million in revenue and 200 employees.

- Directly managed all operations of the finance department for two domestic and one foreign company; supervised and supported a staff of 8
- Responsible for budgeting, analysis of operating results, monitoring program profitability, cash management, month end close, financial reporting and tax filings
- Managed the internal control structure in compliance with Sarbanes / 404 requirements
- Completed and filed delinquent foreign tax returns; improved domestic tax provision preparation process
- Brought together a restructured department with new employees and existing employees who changed rolls
- Streamlined month end close process to ensure all accounts were properly reconciled
- Decentralized accounting duties to give staff more responsibility
- Implemented new general ledger system

Biogen Idec – Weston, MA

Dec 2010 – Sep 2011

SG&A Finance Manager

Reason for Leaving: Relocated to Maine to be closer to family

Biogen was a biotechnology company with \$5 billion in revenue and 5,000 employees. Primary responsibility included managing a dynamic role that was responsible for various aspects of general ledger accounting and financial planning and analysis.

- Managed the \$750 million US SG&A cost centers and acted as the lead analyst for the legal department which had a \$50 million annual spend; supervised and lead a staff of 4
- Lead financial planning, forecasting, month end close and reporting activities
- Drove process improvements in the areas of reporting, analysis and accruals by leveraging systems and other resources enabling detailed analysis to empower managers to effectively manage expenditures

Sean M. Siebert, M.A., CRC
12 Concord Place
Auburn, ME 04210
Telephone: (207) 314-1122
E-Mail: smsiebert@icloud.com

SUMMARY

Vocational Rehabilitation Counselor with expertise in providing vocational services to STD/LTD claims including forensic vocational evaluations, return to work program development, vocational case management, vendor management, rehabilitation plan development, trainings of internal staff/external vendors, and job placement.

EXPERIENCE

Vocational Rehabilitation Specialist (March, 2012 to Current), Full-Time

Group Insurance, Prudential Financial
Portland, ME

Provided return to work services, forensic vocational evaluations, vocational case management, and return to work program development for a disability insurance carrier (STD/LTD):

- Performed forensic vocational evaluations to assess employability for alternate occupations and define occupations to determine physical/cognitive/environmental demands
- Reviewed medical records to determine functional impairment
- Determined eligibility for vocational rehabilitation services based on contract provisions via intake assessment
- Partnered with employers, claimants, and medical providers rehabilitation plans based on strengths, abilities, and restrictions/limitations
- Provided vocational counseling and guidance to assist with developing an employment goal using the return to work hierarchy
- Documented case narratives outlining service provided and communicated information regarding rehabilitation plans/eligibility in writing
- Selected and managed outside vendors to assist with in-person vocational counseling throughout the United States
- Mentored and trained internal team members as well as external vendors
- Consistently performed as a High Contributor achieving a 98% Quality Assurance score
- Obtained 40 rehabilitation outcomes (part-time return to works, full-time return to works, rehabilitation settlements) per year
- Participated in special projects to develop new procedures and policies for the vocational rehabilitation team

Vocational Rehabilitation Consultant (August 2010 – March 2012), Contract, 10-15 Hours / Week

Professional Disability Associates—Portland, ME

Provided contracted forensic vocational consulting and evaluation services for disability insurance carriers:

- Defined occupations to provide information regarding the type of work performed, specific level of vocational preparation, and physical/environmental demand requirements
- Performed assessments to determine employability and identify alternate employment options based on work history, functional capacity, and labor market
- Researched local labor markets to determine availability of occupations and prevailing wages

Employment/Benefits Specialist (April 2008 to March 2012), Full-Time

Department of Vocational Services, Maine Medical Center
Portland, ME

Provided benefits counseling and vocational case management services to Social Security Disability beneficiaries through national demonstration projects:

- Conducted barriers/needs assessments, interest/aptitudes assessments, and transferable skills analysis to assist beneficiaries in developing job goals
- Developed and implemented rehabilitation plans to reduce or eliminate dependence on benefits
- Coordinated and monitored vocational services with state vocational rehabilitation agencies, community rehabilitation providers, state employment services, and small business centers
- Analyzed impact of earnings on public and private benefit programs and obtained wage/employment information for Work Continuing Disability Reviews
- Conducted outreach and training to public rehabilitation agencies, state assistance programs, private rehabilitation centers, and beneficiaries

Vocational Specialist (January 2007 – April 2008), Full-Time

Kennebec Behavioral Health--Augusta, ME

Provided vocational case management services to a caseload of 30 adults with psychiatric disabilities in a program based on the clubhouse model of psychiatric rehabilitation:

- Developed vocational rehabilitation plans
- Conducted vocational assessments
- Provided job development, job placement, and job coaching services
- Monitored and recorded progress through electronic records
- Conducted community outreach and training

EDUCATION

M.A., Rehabilitation Counseling, (2010)

Assumption College
Worcester, MA

B.S., Rehabilitation Services, (2007)

University of Maine Farmington
Farmington, ME

CERTIFICATION

National

- Certified Rehabilitation Counselor, (#00112519, Commission on Rehabilitation Counselor Certification, Expiration Date: 03/31/2015)

COMPUTER AND SOFTWARE SKILLS

- OASYS, ERI Salary Assessor, ERI Occupational Assessor, and Career Scope Interest/Aptitude Assessment
- Windows XP, Windows Vista, and Windows 7
- MS Office Suite including Outlook and SharePoint
- Lotus Notes
- Keyboard 60 WPM

PROFESSIONAL AND COMMUNITY AFFILIATIONS

Member, Case Management and New England Chapter (May 2010 – Current)

International Association of Rehabilitation Professionals

Board Member, Board of Directors (January 2008 to Current)

John F. Murphy Homes, Inc. (Non-profit developmental disability agency)

Council Member (August 2013 to Current)

Maine State Rehabilitation Council (Advisory committee appointed by Governor designated to provide guidance/monitoring to the Division of Vocational Rehabilitation in the State of Maine).

REFERENCES

Available Upon Request.

SANDRA GORDON BIXBY

Objective

Be a member of a Board of Directors of A Charter School

Education

Bliss College, AD Secretarial Science
University of Maine, BS Elementary Ed
University of Maine, MS Professional Teaching
University of Maine, Educational Administration

Work Experience

1973 –2014 Lewiston Public Schools
Educational technician, Title One Coordinator
Special Education Coordinator

Primary Business Address

Address Line 2

Address Line 3

Address Line 4

Phone: 555-555-5555

Fax: 555-555-5555

E-mail: someone@example.com

Lisa-Ann L. Henry LCPC, LADC, ACS
5 Birch Ridge Avenue
Topsham, ME 04086
207-841-5023
lavitabella229@gmail.com

**OCCUPATIONAL
OBJECTIVE**

To obtain a position in which I can utilize my skills and knowledge in clinical counseling and administration in a public school setting.

EDUCATION

M.A. Counseling Psychology
Antioch New England Graduate School (May 2003)

M.H.S.A. Human Service Administration
Antioch New England Graduate School (May 1997)

B.A. Psychology
University of Maine Orono (May 1990)

**WORK
EXPERIENCE**

WISCASSET SCHOOL DEPARTMENT
Wiscasset, ME

SOCIAL SERVICES PROVIDER K - 12

Oct. 13 - Present

- *Provides individual and group therapy
- *Provides substance abuse counseling and assessments
- *Consults regarding student safety and threat assessments
- *Member of the Student Assistance Team WHS
- *Assists in the development of student behavior plans
- *Provides consultation to teachers and administrators

LEWISTON PUBLIC SCHOOLS
Lewiston, ME

Aug. 08 - Present

DISTRICT CLINICAL SUPERVISOR

- *Provided clinical and administrative supervision to six district clinicians
- *Utilized the TEPG tool to evaluate clinicians; co-evaluates Day Treatment teachers
- *Administrative Designee for IEP meetings
- *Gate Keeper for Out of District Placements for Emotionally Disturbed Students K-12
- *Provided direct oversight of the school district's Day Treatment Program K-6
- *Provided oversight to LMS and LHS behavioral self contained programs
- *Organized and provided oversight for Day Treatment (Sec. 65) Maine Care Billing
- *Provided and developed Memorandum of Understanding with community agency's and the school department
- *Provided oversight of the student case loads of community contracted services
- *Provided individual counseling to 4 high school students
- *Provided CH33 in service trainings, organizes district training and maintains staff rosters
- *Created CH33 compliant paperwork for day treatment restraint and seclusions
- *Restructured the Day Treatment Program, including physical space
- *Participated in course work towards Maine Assistant Principal Certification

Lisa-Ann L. Henry LCPC, LADC, ACS
5 Birch Ridge Avenue
Topsham, ME 04086
207-841-5023
lavitabella229@gmail.com

CLINICIAN (LEWISTON HIGH SCHOOL & MIDDLE SCHOOL)

- *Provided individual and group therapy
- *Provided clinical oversight and social skills group for LHS and LMS behavioral self contained programs
- *Provided substance use/abuse counseling and assessments
- *Provided crisis intervention
- *Completed assessments and formulated diagnoses
- *Attended IEP meetings
- *Facilitated school based mental health meetings with school and community providers
- *Provided in service trainings regarding Mental Health In the Classroom, Suicide Prevention, and Therapeutic Crisis Intervention
- *Certified Therapeutic Crisis Intervention Trainer Level 1

**WORK
EXPERIENCE**

CENTRAL MAINE COMMUNITY COLLEGE
SOCIAL SCIENCES DEPARTMENT
Auburn, ME

ADJUNCT INSTRUCTOR

- Introduction to Psychology
- Developmental (Life Span) Psychology
- Death, Dying and Bereavement
- Abuse, Trauma and Recovery
- Sociology of Aging

Sept. 14-
Sept. 07 – May 12

WISCASSET SCHOOL DEPARTMENT
Wiscasset, ME

SOCIAL SERVICES PROVIDER K - 8

- *Provided individual and group therapy
- *Provided substance abuse counseling and assessments
- *Provided student safety and threat assessments
- *Co-coordinator of the WPS Student Assistance Team
- *Coordinator of the WPS Crisis Management Team
- *Assisted in the development of student behavior plans
- *Provided consultation to teachers and administrators

Oct. 05 – July 08

SPURWINK, INC.
PUBLIC SCHOOL COUNSELING PROGRAM
(At Lewiston High School)
Portland, ME

The Spurwink Public School Counseling Program provides on-site therapeutic services in thirty-eight public schools in southern and central Maine.

PUBLIC SCHOOL COUNSELOR/CLINICIAN
PUBLIC SCHOOL COUNSELOR INTERNSHIP

Aug. 03- October 05
Aug. 02- July 03

- *Provided individual and group therapy
- *Provided substance use/abuse counseling and assessments

Lisa-Ann L. Henry LCPC, LADC, ACS
5 Birch Ridge Avenue
Topsham, ME 04086
207-841-5023
lavitabella229@gmail.com

- *Provided crisis intervention
- *Completed assessments and formulated diagnosis'
- *Advised a group of twelve students through the LHS Advisor/Advisee Program
- *Consultant to LHS Student Assistance Team
- *Member of LHS Crisis Response Team
- *Provided classroom presentations

**WORK
EXPERIENCE**

LEWISTON HIGH SCHOOL AND REGIONAL TECHNICAL CENTER
Lewiston, ME

CLINICAL COUNSELOR INTERNSHIP

Aug. 01- June 02

- *Provided individual counseling
- *Co-facilitated two Anger Management groups
- *Co-facilitated two Grief/Loss groups
- *Provided Crisis Counseling
- *Maintained documentation
- *Developed individual treatment plans

NORWICH HOUSE, INC.

Lewiston, ME

The Norwich House was a long-term residential program for pregnant and parenting adolescents, and their children. The program had an annual budget of \$300,000.

EXECUTIVE DIRECTOR

Feb. 98 – July 2001

- *Communicated mission, goals and objectives of the agency
- *Promoted a healthy, efficient and productive work environment
- *Promoted a nurturing environment for residents
- *Managed agency budget
- *Provided supervision to 13 employees
- *Maintained program compliance with all licensing entities
- *Responsible for grant reporting and writing
- *Provided court testimony regarding parental capacity of residents

YWCA, ADOLESCENT INTERVENTION PROGRAM

Lewiston, ME

The Intervention Program provided outpatient counseling and support services to approximately 800 adolescents per year and had a budget of \$260,000.00.

INTERVENTION DIRECTOR

Feb. 95 – Feb. 98

- * Supervised six employees
- * Managed department budget
- * Responsible for grant reporting and writing
- * Provided individual counseling and substance abuse evaluations
- * Networked with community professionals

Lisa-Ann L. Henry LCPC, LADC, ACS
5 Birch Ridge Avenue
Topsham, ME 04086
207-841-5023
lavitabella229@gmail.com

SENIOR COUNSELOR *June 92 - Feb. 95*

ADOLESCENT PREGNANCY/PARENTING PROJECT

- * Provided supportive counseling to pregnant, parenting, and at-risk teens
- * Maintained a caseload of 35 adolescents
- * Coordinated Project services and provided community presentations
- * Provided group counseling services to area schools

**WORK
EXPERIENCE**

WELLSPRING, INC.

Bangor, ME

Wellspring provided long-term residential treatment services to women, men and adolescents who were chemically dependent.

PRIMARY COUNSELOR

May 91 - June 92

- * Provided individual substance abuse counseling
- * Provided group counseling
- * Maintained client records

COUNSELOR II

Sept. 90 - May 91

Project Rebound

- * Overnight supervision of adolescent residents
- * Maintained client records

COUNSELOR ASSOCIATE

May 90 - Sept. 90

Project Rebound

- * Supervised clients
- * Maintained client records

SPRUCE RUN ASSOCIATION

Bangor, ME

Spruce Run provided hot line and shelter services to battered women and children.

CRISIS COUNSELOR

Sept. 89 - Mar. 91

- * Answered hot line calls
- * Maintained client records and agency statistics

CONSULTATION

CENTRAL MAINE COMMUNITY COLLEGE

Auburn, ME

Crisis-Hazard Management Planning

Feb. 08- April 08

- * Researched college Crisis-Hazard Management Plans
- * Obtained Incident Command System Training ISC100 and ISC200
- * Developing and creating an individualized Crisis-Hazard Plan for CMCC

Lisa-Ann L. Henry LCPC, LADC, ACS
5 Birch Ridge Avenue
Topsham, ME 04086
207-841-5023
lavitabella229@gmail.com

**SEXUAL ASSAULT SUPPORT SERVICES OF MIDCOAST MAINE
Brunswick, ME**

CLINICAL CONSULTANT
GRANT RESEARCHER

July 12- Present
August 2003

*Provides clinical consultation to agency staff
*Provides in services training to agency staff and volunteers

*Researched grant databases for potential funding sources
*Created a portfolio categorizing funding sources as related to the agency mission

**BOARDS,
COMMITTEES
AND ACTIVITIES**

Sexual Assault Support Services of Mid-Coast Maine
Board of Directors, September 2006 - 2009
September 1995 – September 1998

Sexual Assault Support Services of Mid-Coast Maine
Chair, October 2007 - 2008
Vice Chair, October 2006 - 2007

**BOARDS
COMMITTEES
AND ACTIVITIES**

Sexual Assault Support Services of Mid-Coast Maine
Personnel Committee October 1998 – Present
(Co-Chair, September 1996 – September 1998)

Sexual Assault Support Services of Mid-Coast Maine
Secretary, 1997 -1998

Scholastic Aptitude Test Center at Lewiston High School
Associate Supervisor, October 2001 – 2005

Lewiston High School
School Based Health Clinic Advisory Board
June 1993 – September 2005

Maine Clinical Counselors Association
Membership Chair, July 2004-January 2005

Maine Association of Group Care Providers
Board Member
1998 – 2001

Maine Association of Group Care Providers
Chair, Networking and Advocacy Committee
January 2000 – 2001

Maine Association of Group Care Providers
President
July 1999 – June 2000

Lewiston-Auburn Multi-Disciplinary Team
September 1992 - 1998

Mayor's Task Force for Drug Exposed Infants
June 1992 - 1993

Lisa-Ann L. Henry LCPC, LADC, ACS
5 Birch Ridge Avenue
Topsham, ME 04086
207-841-5023
lavitabella229@gmail.com

**LICENSES/
CERTIFICATIONS**

Licensed Clinical Professional Counselor
ME License #CC2990 Exp: 07/15

Licensed Alcohol and Drug Counselor
ME License #LC4086 Exp: 11/14

Approved Clinical Supervisor Exp: 08/17

PROFESSIONAL REFERENCES UPON REQUEST

Rachel Brown, Ph.D., NCSP

Biography

Rachel Brown, PhD, NCSP is Associate Professor at the University of Southern Maine. Prior to obtaining her doctorate at the University of Massachusetts, Amherst (2000), she taught middle and high school history and special education for 10 years. Her research areas include curriculum-based measurement, response to intervention (RTI), and scientifically based instruction methods. Dr. Brown is the editor of *Assessment for Intervention: A Problem-Solving Approach* (2005, 2012), and co-author of *Response to Intervention: Principles and Strategies for Success* (2005; 2010) and *RTI in the Classroom: Guidelines and Recipes for Success* (2009). In addition, Dr. Brown has authored articles about reading assessment and instruction as well as implementation of RTI. Dr. Brown is a nationally certified school psychologist and a licensed psychologist, and has consulted with numerous Alaska schools districts to support RTI implementation. She is a native Alaskan and spends the school years in Maine and summers in her home town of Palmer with her husband and daughter.

Curriculum Vita:
Rachel Brown, Ph.D., NCSP
Cell: 907-355-7328
rachelb@mtaonline.net

Summer address:
P.O. Box 2548
Palmer, Alaska 99645

Winter address:
17 Heather Way
Gorham, Maine 04038

EDUCATION

- 2000 Ph.D., University of Massachusetts, Amherst, Massachusetts

Dissertation Title: *Making the most of computers: An investigation of the attitudes and opinions of students and teachers concerning the use of computers for the instruction of students with special learning needs.*
- 1991 M.A.T, Smith College, Northampton, Massachusetts
Major: Education
- 1989 M.A., University of Massachusetts, Amherst, Massachusetts
Major: American and European History
- 1987 B.A., Whitman College, Walla Walla, Washington
Major: History
- 1983 Diploma with Honors, Palmer High School, Palmer, Alaska

PROFESSIONAL EXPERIENCE

- 2009-present Co-Coordinator, Southern Maine Area Resource Team (SMART) for Schools
University of Southern Maine, Gorham, Maine
- 2005-present Associate Professor of School Psychology
School Psychology Program Coordinator
University of Southern Maine, Gorham, Maine
- 2000-2005 Assistant Professor of School Psychology
University of Southern Maine, Gorham, Maine
- 2001-2003 Post-doctoral Fellow in School Psychology
Windham School Department, Windham, ME
- 1999-2000 School Psychologist Intern
Hampshire Educational Collaborative, Northampton, Massachusetts
- 1999-2000 Adjunct Faculty, Site-Based Certification Program
American International College, Springfield, Massachusetts
- 1997-1998; 1999-2000 Practicum Supervisor, Special Education Program
University of Massachusetts, Amherst, Massachusetts

- 1998-1999 Clinical Child Team Member: Psychological Services Center
University of Massachusetts, Amherst, Massachusetts
- 1995-1999 Director of Academic Support Services
Eaglebrook School, Deerfield, Massachusetts
- 1996-1997 Instructor: Introduction to Special Education
University of Massachusetts, Amherst, Massachusetts
- 1998 Teaching Assistant: Cognitive Assessment
University of Massachusetts, Amherst, Massachusetts
- 1992-1995 History Teacher
Eaglebrook School, Deerfield, Massachusetts
- 1991 Teaching Intern: Smith Academy
Hatfield, Massachusetts
- 1990 Teaching Intern, Northampton High School,
Northampton, Massachusetts
- 1990-1991 Publications and Grant Director: Women's and Children's Health Associates Palmer,
Alaska
- 1989-1990 Automation Training Supervisor: Circulation Department, Neilson Library
Smith College, Northampton, Massachusetts
- 1987-1989 Teaching Assistant
University of Massachusetts, Amherst, Massachusetts

REFEREED PUBLICATIONS

JOURNAL ARTICLES

- Goss, C. L., & Brown-Chidsey, R. (2011). Tier 2 reading intervention: Comparison of *Foundations* and *Reading Mastery*. *Preventing School Failure*, 56, 65 - 74
- Brown-Chidsey, R., Burns, M. K., Thies, L. O., Wizda, L. L. (2008). The future is now: The school psychology futures task force on academic outcomes. *Communiqué*, 37 (7), 1, 5-7.
- Brown-Chidsey, R. (2007). No more "waiting to fail:" How response to intervention works and why it is needed. *Educational Leadership*, 65 (2), 40-46.
- Brown-Chidsey, R. (2005c). Academic skills are basic (to) children's personal wellness. *Trainer's Forum*, 24, 3-8.
- Brown-Chidsey, R. (2005b). Response to intervention (RTI) training in school psychology programs: Introduction to the RTI mini-series. *Trainer's Forum*, 24, 1-2.
- Brown-Chidsey, R., & Fernstrom, R. Johnson, P., Jr. (2005). Curriculum-based measurement of silent reading: Does passage type influence student scores? *School Psychology Review*, 34, 387-394.
- Brown-Chidsey, R. (2005a). Scaling educational assessments to inform instruction for all students: Response to intervention as essential educational science. *Trainer's Forum*, 24 (1), 1-4, 6-8.

- Brown-Chidsey, R., Davis, L., & Maya, C. (2003). Sources of variance in curriculum-based measures of silent reading. *Psychology in the Schools, 40*, 363-377.
- Boscardin, M. L., Brown-Chidsey, R. & Gonzalez-Martinez, J.¹ (2002). The essential link for students with disabilities from diverse backgrounds: Forging partnerships with families. *Journal of Special Education Leadership, 14*, 89-95.
- Brown-Chidsey, R. & Boscardin, M.L. (2001). How useful are computers? Comparison of the attitudes of students with and without learning disabilities. *Meridian: A Middle School Technologies Journal, 4:2*, <http://www.ncsu.edu/meridian/sum2001/computers/index.html>
- Brown-Chidsey, R., Boscardin, M.L. & Sireci, S. (2001). Computer attitudes and opinions of students with and without learning disabilities. *Journal of Educational Computing Research, 24*, 183-204.

BOOKS

- Brown-Chidsey, R., & Andren, K. (Ed.). (In press). *Assessment for intervention: A problem-solving approach*. (2nd Ed.). New York: Guilford.
- Brown-Chidsey, R. & Steege, M. W. (2010). *Response to intervention: Principles and strategies for effective practice* (2nd Ed.) New York: Guilford.
- Brown-Chidsey, R., Bronaugh, L., & McGraw, K. (2009). *RTI in the classroom: Guidelines and recipes for success*. New York: Guilford.
- Brown-Chidsey, R. & Steege, M. W. (2005). *Response to intervention: Principles and strategies for effective practice*. New York: Guilford.
- Brown-Chidsey, R. (Ed.). (2005). *Assessment for intervention: A problem-solving approach*. New York: Guilford.

BOOK CHAPTERS

- Brown-Chidsey, R. (2012). Intelligence tests in the context of emerging assessment practices: Problem solving applications. In, D. P. Flanagan & P. L. Harrison (Eds.), *Contemporary intellectual assessment, 3rd Ed.* (pp. 839-851). New York: Guilford.
- Brown-Chidsey, R., Steege, M. W., & Mace, F. C. (2008). Evaluating the effectiveness of interventions using case study data. In, A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology V*. Bethesda, MD: National Association of School Psychologists.
- Steege, M. W., Mace, F. C., & Brown-Chidsey, R. (2007). Functional behavioral assessment of classroom behavior. In, S. Goldstein & R. Brooks (Eds.), *Understanding and managing children's classroom behavior* (2nd Ed.). New York: Wiley.
- Brown-Chidsey, R. (2005). Introduction to problem solving assessment. In, R. Brown-Chidsey (Ed.), *Assessment for intervention: A problem solving approach* (pp. 3-9). New York: Guilford.
- Brown-Chidsey, R. (2005). The Role of Published Norm-Referenced Tests In Problem-Solving-Based Assessment. In, R. Brown-Chidsey (Ed.), *Assessment for intervention: A problem solving approach* (pp. 247-266). New York: Guilford.

¹ All three authors contributed equally to the formulation and writing of this article.

- Brown-Chidsey, R., & Steege, M. W. (2005). Solution focused psycho-educational reports. In R. Brown-Chidsey (Ed.), *Assessment for intervention: A problem solving approach* (pp. 267-290). New York: Guilford.
- Brown-Chidsey, R. (2005). Intelligence Tests in an Era of Standards-Based Educational Reform. In D. P. Flanagan & P. L. Harrison (Eds.), *Contemporary intellectual assessment, 2nd Ed.* (pp. 631-641). New York: Guilford.
- Brown-Chidsey, R. & Steege, M. W. (2005). Adaptive behavior assessment. In S.W. Lee, & P. Lowe (Eds.), *Encyclopedia of School Psychology*. Sage: Thousand Oaks, CA.
- Steege, M. W., & Brown-Chidsey, R. (2005). Functional behavioral assessment: The cornerstone of effective problem solving. In R. Brown-Chidsey (Ed.), *Assessment for intervention: A problem solving approach* (pp. 131-154). New York: Guilford.
- Brown-Chidsey, R. & Steege, M. W. (2004). Adaptive behavior assessment. In, T. S. Watson & C. H. Skinner (Eds.), *Encyclopedia of school psychology* (pp. 14-15). New York: Kluwer Academic/Plenum Publishers.
- Brown-Chidsey, R. & Steege, M. W. (2004). Discrete trial teaching. In, T. S. Watson & C. H. Skinner (Eds.), *Encyclopedia of school psychology* (pp. 96-97). New York: Kluwer Academic/Plenum Publishers.
- Steege, M. W. & Brown-Chidsey, R. (2004). Punishment. In, T. S. Watson & C. H. Skinner (Eds.), *Encyclopedia of school psychology* (pp. 258-261). New York: Kluwer Academic/Plenum Publishers.
- Steege, M.W., Brown-Chidsey, R., & Mace, F.C. (2002). Best practices in evaluating interventions. In, A. Thomas & J. Grimes (Eds.), *Best practices in school psychology, 4th ed.* (pp. 517-534). Bethesda, MD: National Association of School Psychologists.
- Boscardin, M.L., Brown-Chidsey, R., & Gonzalez-Martinez, J. (2002). Assessment of Children from Diverse Backgrounds. In J. Carey & P. Pedersen (Eds.), *Multicultural counseling in the schools, 2nd ed.* (pp 257-279). Boston: Allyn & Bacon.
- Brown-Chidsey, R., Seppala, M. & Segura, M.L. (2000). Chapter 766: Massachusetts special education law. *American Education Annual*. New York: Gale.

NON-REFEREED PUBLICATIONS

- Prasse, D., Morrison, D., Alvarez, M., Batsche, G., Boynton-Hauerwas, L., Brown-Chidsey, R., Campbell, C., Castillo, J., Chirio, A., Cline, L., Coleman, M. R., Curtis, M., Dixon, D., Duhon, G., Elliott, J., Freeman, R., Graden, J., Grimes, S., Harris, M., Hines, C., Howell, K., Johnson, B., Jones, C., Little, M., Mahon-Reynolds, C., Passman, B., Pearce, L., Reschly, D., Robinson, L., Schallmo, K., Schultz, E., Sondag, A., Tuesday, L., Fuchs, W. W., Whitmire, K., Wonder-McDowell, Young, E., Zaskakis, K. (2011, August) *Multi-Tiered System of Supports and Response to Intervention (RtI): Domains of Educational Practice for Higher Education Teacher Preparation*.
- Brown-Chidsey, R. & Steege, M. W. (2007). *Certificate in Applied Behavior Analysis (CABA) Program Handbook*. Gorham, ME: University of Southern Maine.
- Brown-Chidsey, R. (2005-2011). *Doctor of Psychology in School Psychology (Psy.D.) Program Handbook*. Gorham, ME: University of Southern Maine.
- Brown-Chidsey, R. (2002-2008). *Master of Science in School Psychology (M.S.) Program Handbook*. Gorham, ME: University of Southern Maine.

Brown-Chidsey, R. (1998). *Making the most of computers: An investigation of the attitudes and opinions of students and teachers concerning the use of computers for the instruction of students with special learning needs*. Unpublished doctoral dissertation, University of Massachusetts, Amherst.

WORKS IN PROGRESS

Hauerwas, L. B., Scott, A., & Brown-Chidsey, R. (In press). SLD and RTI: An analysis of state department of education regulations and guidance. *Exceptional Children*.

Andren, K. & Brown-Chidsey, R. (submitted for publication). An analysis of the concurrent and predictive validity of four measures of reading.

Brown-Chidsey, R., & Andren, K. (submitted for publication). Using a multiple measure reading screening system with third grade students.

PAPERS PRESENTED AT PROFESSIONAL MEETINGS

Brown-Chidsey, R., & Bartlett, C. (2012, February). Evaluating the effects of progress monitoring eighth graders' math performance. National Association of School Psychologists annual conference, Philadelphia, PA.

Brown-Chidsey, R., & Gritter, A. (2012, February). Comparing administration personnel: Curriculum-based measures of reading and math. National Association of School Psychologists annual conference, Philadelphia, PA.

Scott, A. N., Brown-Chidsey, R., Harris, B., Noltemeyer, A., Sotelo-Dynega, M., Sullivan, A., Zibulsky, J. (2012, February). Effective teaching and mentoring strategies for graduate education. National Association of School Psychologists annual conference, Philadelphia, PA.

Kucera, M., Brown-Chidsey, R., Harris, B., Shriberg, D., Sotelo-Dynega, M., Sullivan, A., Zibulsky, J. (2012, February). Developing and sustaining healthy work-life balance in academia. National Association of School Psychologists annual conference, Philadelphia, PA.

Brown-Chidsey, R. (2011, June). RTI Academy Conference Chair and session presenter. Portland, Maine.

Brown-Chidsey, R. & Bickford, R. (2011, February). Peer-to-peer education and evaluation review (PPEER) in RTI. National Association of School Psychologists annual conference, San Francisco, CA.

Harris, E., & Brown-Chidsey, R. (2011, February). Evaluating the efficacy of reading fluency instruction. National Association of School Psychologists annual conference, San Francisco, CA.

Brown-Chidsey, R. (2010, November). Ethical decision making in everyday psychology practice. Maine Psychological Association Annual Conference. Augusta, ME

Brown-Chidsey, R. (2010, October). Response to intervention [Keynote address]. Alaska's 44th Annual Fall Principal's Conference, Anchorage, AK.

Brown, Chidsey, R., Piechocki, I., & Smith, S. (2010, May). The behavior chicken and the academic egg: Does either really come first? Positive Behavior Interventions and Supports (PBIS): Strategies for implementing and sustaining PBIS in Maine schools, emphasizing grades K-8. Augusta, ME.

- Brown-Chidsey, R. (2010, January). Response to intervention: Strategies for maximizing achievement and reducing problems. Harvard Medical School Department of Continuing Education. Boston, MA.
- Brown-Chidsey, R. (2010, January). Response to instruction/intervention (RTI): Scaling practices to meet local needs. Alaska Department of Education and Early Development 2010 Winter Education Conference, Anchorage, AK.
- Wilson, B. A., Whitmire, K., Brown-Chidsey, R., & Wernikoff, L. (2009, November). Implementing RTI: Principles, practices, and reports from real life. International Dyslexia Association 60th Annual Conference, Orlando, FL.
- Brown-Chidsey, R. (2008, November). Response to intervention: PBIS for academic behavior. Workshop presented at the 4th Annual Forum on Positive Behavior Support: PBS-Research to practice.
- Brown-Chidsey, R. (2008, November). Ethical decision-making in everyday school psychology practice. Workshop presented at the Maine Association of School Psychology Annual Meeting, Augusta, ME.
- Brown-Chidsey, R. (2007, April). *Introduction to Response to intervention [and] Implementing RTI*. Workshop presented at the Maine Association of School Psychology Spring Conference, Gorham, ME.
- Brown-Chidsey, R. (2006, November). *RTI 101 for teachers: Basic principles and starting points*. Workshop presented at a full-day conference entitled: Early and Responsive Intervention: From Research to Practice, Augusta, ME.
- Brown-Chidsey, R. (2006, September). *Using response to intervention for academic positive behavior supports*. Workshop presentation at the Second Annual New England Positive Behavioral Support conference, Norwood, MA.
- Brown-Chidsey, R. (2006, September). *Response to intervention: Basic principles and starting points*. Presentation made at RTI Institute at the May Institute, Randolph, MA.
- Brown-Chidsey, R. (2006, March). *Are we there yet? Systems-level RTI outcomes*. Mini-Skills Presentation at the national Association of School Psychologists (NASP) Annual Meeting, Anaheim, CA.
- Brown-Chidsey, R. (2005, August). *Comparing oral and silent (maze) curriculum-based measures of reading fluency for tier I response to intervention (RTI) assessment*. Poster session at the American Psychological Association Annual Meeting, Washington, DC.
- Brown-Chidsey, R., & Ferstrom, R. (2004, March). *Curriculum-based measurement of silent reading: Comparison of literature-based and grade-level controlled passages*. Paper presentation. National Association of School Psychology Annual Convention. Dallas, TX.
- Brown-Chidsey, R. & Maya, C. (2003, April). *Measurement of reading comprehension skills using curriculum-based measurement: A comparison of multiple-choice and open-ended questions with the maze*. Paper presentation. National Association of School Psychology Annual Convention. Toronto, ON.
- Brown-Chidsey, R. (2002, February). *Reading to Learn? Using an adapted maze procedure and behavior observations to conduct functional behavioral assessment*. Poster presentation with M. W. Steege. National Association of School Psychologists Annual Convention. Chicago, IL.
- Brown-Chidsey, R. (2002, February). *Is this as good as it gets? School-wide assessment of reading*

comprehension using curriculum-based measurement. Paper presentation. National Association of School Psychologists Annual Convention. Chicago, IL.

Brown-Chidsey, R. (2001, April). *Reading to learn: Using a maze task to measure elementary students' reading comprehension.* Poster presentation. National Association of School Psychologists Annual Convention. Washington, DC.

Brown-Chidsey, R. (2000, March). *Challenges to behavior interventions: Implementing programs for students with ADHD.* Poster presentation. National Association of School Psychologists Annual Convention. New Orleans, LA.

Brown-Chidsey, R. (1999, July). *Making the Most of Computers in Special Education.* Poster Presentation. Office of Special Education Programs (OSEP) Research Project Directors' Conference. Washington, DC.

Brown-Chidsey, R. (1999, April). *Making the Most of Computers: An Investigation of Students' Attitudes About the Use of Computers in Special Education.* American Educational Research Association (AERA) Annual Conference, Montreal, QU.

Brown-Chidsey, R. (1998, October). *An Investigation of Students' and Teachers' Attitudes About the Use of Computers in Special Education.* Northeast Educational Research Association (NERA) Annual Conference, Ellenville, NY.

Brown-Chidsey, R. (1998, May). *Making the Most of Computers: An Investigation of Students' and Teachers' Attitudes About the Use of Computers in Special Education.* Education and Technology '98: Making the Partnership Work Conference. Hampshire College, Amherst, MA.

Brown-Chidsey, R. (1998, April). *Making the Most of Computers: An Investigation of the Use of Computers by Students with Special Learning Needs.* New England Educational Research Organization Annual Meeting, Portland, ME.

Brown-Chidsey, R. (1996, October). *Assessment of students with special needs: What the general classroom teacher needs to know.* New England Teacher's Day Conference, West Hartford, CT.

OTHER INDICATIONS OF SCHOLARSHIP

GRANTS AND CONTRACTS (FUNDED)

2011	Biddeford School Department (Maine) RTI Implementation Support. Funded for \$5000.00. SAD 15 (Maine) Math Curriculum Review. Funded for \$1025.00. Sebago Educational Alliance (Maine) Internship Training Grant Funded for \$10,000.00 Portland Public Schools (Maine), PBIS Implementation Support. Funded for \$57,088.00. Easton, Maine RTI Implementation Support. Funded for \$2,500.00.
2010	RSU 4 (Maine) Math Curriculum Review. Funded for \$350.00. SAD 6 (Maine), PBIS Implementation Support. Funded for \$10,000.00. Lyseth School, Portland, Maine, PBIS Implementation Support. Funded for \$6,000.00 Portland Public Schools (Maine), AIMSweb Implementation Support. Funded for \$1,500.00 SAD 1 (Maine) RTI Implementation Support. Funded for \$2,500.00. Alaska Department of Education and Early Development. RTI in Rural Schools Program. Anchorage (Alaska) School District. RTI Training Program. Funded for \$9,000.00
2009	National Center on Response to Intervention. Training Materials Preparation for the Maine Department of Education. Funded for \$4000.00.
2008	Woodcock-Munoz Foundation. Grant of updated instructional materials for the USM College of Education and Human Development Assessment Center. Funded for \$1,500.00

- 2007 USM College of Education and Human Development, Research mini-grant. Funded for \$1000.00.
- 2006 University of Southern Maine Center for Technology Enhanced Learning. Online course development grant. Funded for \$3,000.00
Woodcock-Munoz Foundation. Grant of instructional materials for the USM College of Education and Human Development Assessment Center. Funded for \$2,400.00
- 2005 USM College of Education and Human Development, Research mini-grant. Funded for \$480.00.
- 2003 Grant for purchase of testing materials for the University of Southern Maine, College of Education and Human Development Assessment Center. Woodcock-Munoz Educational Foundation. Funded for \$11,200.00.
Community Building Grant. University of Southern Maine Center for Teaching. School Psychology Program. Funded for \$250.00.
Curriculum-based assessment in special education: Knowledge, use, and attitudes. University of Southern Maine, Faculty Senate Research Grant. Funded for \$1,215.00.
- 2002 Community Building Grant. University of Southern Maine Center for Teaching. School Psychology Program. Funded for \$200.00
- 1998 *Making A Difference: An Investigation of the Role of Instructional Technology in Special Education*. Submitted to the Research in Education of Individuals with Disabilities Program (USDOE). Student Initiated Grants Projects, Mary Lynn Boscardin, principal investigator. (CFDA No. 84-123B). Funded for \$20,000.

AWARDS

- 2012 University of Southern Maine Faculty Senate Award for Teaching Excellence
1995 Eaglebrook School Henry R. Kravis Award for Teaching Excellence

COURSES TAUGHT

At the University of Alaska

- EDA 556: RTI Academy
EPF 593: Response to Intervention in Rural Settings

At the University of Southern Maine

- EDU 600: Research Methods
EDU 697: Statistics I
EDU 698: Statistics II
EPB 512: Response to Intervention for General and Special Education
SPY 609: Orientation to School Psychology
SPY 671: Physical Bases of Behavior
SPY 673: Social Foundations of Behavior
SPY 674: Child and Adolescent Psychopathology
SPY 676: Psychological Principles of Learning
SPY 672: Assessment of Academic Achievement
SPY 677: Cognitive Assessment
SPY 679: Diversity in the Science and Practice of Psychology
SPY 693: School Psychology Practicum 1
SPY 694: School Psychology Practicum 2
SPY 709: History, Systems, and Ethics of Psychology
SPY 727: Advanced Academic Intervention Methods
SPY 751: Advanced Research Seminar
SPY 759: Psy.D. Dissertation

At American International College/Hampshire Educational Collaborative Field Site:

- EPP 601: Child Development
EPP 611: Teaching Mathematics to Students with Special Needs

At the University of Massachusetts, Amherst
EDU 300: Introduction to Special Education
EDU 705: Cognitive Assessment (teaching assistant)

DISSERTATIONS AND THESES SUPERVISED

- Bickford, R. (2012). *Promoting students' social and academic success through teacher praise*. Doctoral Dissertation, University of Southern Maine.
- Kiburis, A. (2012). *Evaluating the efficacy of an adaptation of pals for math in a seventh grade classroom*. Doctoral Dissertation, University of Southern Maine.
- Andren, K. (2010). *An analysis of the concurrent and predictive validity of curriculum based measures (CBM), the Measures of Academic Progress (MAP), and the New England Common Assessment Program (NECAP) for reading*. Doctoral Dissertation, University of Southern Maine.
- Harris, E. (2010). *Evaluating the efficacy of reading fluency instruction*. Doctoral Dissertation, University of Southern Maine.
- Piechocki, I. (2010). *The effects of specific types of attention on youth with problem behavior*. Doctoral Dissertation, University of Southern Maine.
- Gritter, A. (2009). *An evaluation of the handwritten and typed writing performance with instruction and no-instruction conditions of students with disabilities*. Doctoral Dissertation, University of Southern Maine.
- Goss, C. L. (2008). *Tier 2 reading interventions: Research study*. Doctoral Dissertation, University of Southern Maine.

CERTIFICATION AND LICENSURE

- | | |
|--------------|---|
| 2007-present | Alaska Licensed Psychologist |
| 2004-present | Maine Licensed Psychologist |
| 2003-present | Alaska Certified School Psychologist |
| 2000-present | Maine Certified School Psychological Service Provider |
| 2000-present | Nationally Certified School Psychologist |
| 2000-present | Maine Certified Special Education Teacher (K-12) |
| 1998-2003 | Massachusetts Educator Certificate with endorsement as a School Psychologist, Special Educator (P-12), History Teacher (5-12) |

OTHER PROFESSIONAL ACTIVITIES

- | | |
|--------------|---|
| 2007-present | Alaska School Psychology Association, Member |
| 2002-present | American Academy of Pediatrics, Affiliate, Section on Developmental and Behavioral Pediatrics |
| 2000-present | Phi Kappa Phi, Member |
| 1998-present | American Psychological Association, Division 16 (school psychology), member |
| 1997-present | American Psychological Association, Member |
| 1997-present | National Association of School Psychologists, Member |
| 1988-present | Phi Alpha Theta, Member |

PROFESSIONAL JOURNAL REVIEW ACTIVITIES

- | | |
|--------------|---|
| 2010-present | Ad Hoc Reviewer, <i>Remedial and Special Education</i> |
| 2006-present | Ad Hoc Reviewer, <i>Journal of Educational and Psychological Consulting</i> |
| 2001-present | Ad Hoc Reviewer, <i>School Psychology Review</i> |

2001-present Editorial Board, *Journal of Special Education Leadership*
 2002-2006 Editorial Board, *School Psychology Quarterly*
 1998-2006 Editorial Board, *Journal of Educational Computing Research*,
 1999-2000 Student Editorial Board, *School Psychology Quarterly*

INTERNATIONAL, NATIONAL, REGIONAL, AND STATE PROFESSIONAL COMMITTEES

2010-present Maine Literacy Team
 2010-present Maine Response to Intervention Steering Committee
 2007-present National Association of School Psychologists, Child and Profession Committee,
 Chair
 2007-present Nationally Certified School Psychologist (NCSP) Board, Reviewer
 2005-present National Association of School Psychologists Convention Proposal Review Committee
 2004-present American Psychological Association, Division 16 Convention Committee
 2003-present Maine liaison, School Psychology Futures Conference
 2002-present Futures Task Force on Academic Outcomes, School Psychology Leadership Roundtable.
 Chair
 2008-2010 Maine Response to Intervention Stakeholder's Committee
 2007-2011 Women and Children's Health Association, Board of Directors
 2007-2010 National Association of School Psychologists, Child and Profession Committee,
 Co-chair,
 2005 Invited Participant Early Career Scholar, School Psychology Research Collaboration
 Conference, Washington, DC, August 2005
 2003-2005 Task Force on Special Education Eligibility Definition, Maine Department of Education
 2003-2005 Treasurer, Maine Association of School Psychology
 2002 invited on-site participant, School Psychology Futures Conference, Indianapolis, IN,
 November 2002.
 2002-2003 Newsletter Editor, Maine Association of School Psychology
 2000-2005 Maine Department of Education, School Psychological Service Provider Advisory Board
 2000-2002 Maine Advisory Task Force on Assistive Technology

UNIVERSITY OF SOUTHERN MAINE COMMITTEES

2010-present Institutional Review Board (IRB), Chair
 2008-2010 Strategic planning task force work group 4: Campus and community
 2005-2009 Graduate Council
 2003-2010 Institutional Review Board (IRB), member
 2002-2006 Child Care Advisory Board, chair

SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT COMMITTEES

2001-present Assessment Center Committee, Chair
 2010-present; Cross-School Committee on Special Education
 2006-2007
 2009-2010 Scholarship Committee
 2005-2007 Technology Committee, Co-chair
 2002-2004 Professional Development Center Steering Committee
 2002-2003 Human Development Major Committee

DEPARTMENT OF HUMAN RESOURCE DEVELOPMENT COMMITTEES

2005-present APA and NASP accreditation committee, chair
 2004-present Curriculum Committee
 2000-2005 Psy.D. Planning Committee
 2002-2003 NASP Program Approval Board Re-Accreditation Portfolio, Chair

PROFESSIONAL SERVICE ACTIVITIES

- 2012 Chaired revision of 7 NASP position statements; presented statement drafts at NASP Delegate Assembly
- 2011 Chaired revision of 4 NASP position statements; presented statement drafts at NASP Delegate Assembly
- Conducted RTI training workshops for Portland Public Schools, Portland, ME
- 2010 Chaired revision of 3 NASP position statements; presented statement drafts at NASP Delegate Assembly
- Conducted RTI training workshops for Maine Regional School Union 21 and Maine School Administrative District 1, Kennebunk and Presque Isle, Maine
- 2009-2010 Brown-Chidsey, R. (2009-2010). Response to intervention: Workshop series. University of Southern Maine, Portland, ME
- 2009 Conducted RTI training workshops for Anchorage, Lake and Peninsula, and Matanuska-Susitna, Alaska School Districts
- 2008 Co-chaired revision of 12 NASP position statements; presented statement drafts at NASP Delegate Assembly
- Chaired team that developed a web site for resources related to effective academic outcomes for all students: <http://www.usm.maine.edu/cehd/future/>
- 2007 Provided consultation to Alaska and Maine school districts concerning Response to Intervention and CBM-DIBELS practices
- Conducted RTI training workshops for Juneau, Alaska School District
- 2006 Chaired regional conference on Response to Intervention, Augusta, ME.
- Presented professional development workshops on Response to Intervention (RTI) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) methods for education professionals
- Provided consultation to Maine school districts concerning Response to Intervention and CBM-DIBELS practices
- 2005 Presented professional development workshops on Response to Intervention (RTI), Curriculum-Based Measurement (CBM), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) methods for education professionals
- Provided consultation to Maine school districts concerning Response to Intervention and CBM-DIBELS practices
- 2004 Presented information about response to intervention (RTI) methods for Maine Administrators of Services for Children with Disabilities (MADSEC)
- Conducted DIBELS trainings for school personnel
- Co-presented at workshop on clinical supervision in school psychology

Presented a Mini-Skills workshop at the National Association of School Psychologists Annual Convention, Dallas, TX. *Using Response to Intervention Methods to Assist Struggling Learners*

2003

Presented on reading interventions to school psychology practitioners

Participated in the Northeast regional officers NASP meeting

Presented on ADHD to parents of children with ADHD, Windham, ME.

Panel member, University of New England Medical School, School Connections Case Study, Biddeford, Maine

In-service workshop for teachers on Curriculum-Based Measurement, Gorham School Department, Gorham, Maine

Panel Discussion Presenter, Integrative Session to Review Implementation Steps at The Future of School Psychology Conference:

http://video.indiana.edu:8080/ramgen/vic/futures_20021116_2.rm

Post-doctoral Fellow and School Psychological Service Provider, Windham School Department, Windham, Maine

2002

Direct Instruction for Reading and Curriculum-Based Measurement. Workshop for school psychology professionals. Applied Behavior Analysis Workshops, Standish, ME, October 2002

Presented on learning disabilities diagnosis to Kennebunk, Maine Special Education Department personnel

Self-assessment of Supervision Skills. Workshop for school psychology professionals. Professional Development Center, University of Southern Maine. Gorham, ME, April 2002

Presented on classroom best practices for students with learning and attention difficulties to Longfellow School (Brunswick, Maine) teachers and parents

Post-doctoral Fellow and School Psychological Service Provider, Windham School Department, Windham, Maine.

2001

Risk assessment of potentially violent youth. Workshop for school psychology professionals. Professional Development Center, University of Southern Maine. Gorham, ME

Social Skills Assessment. Workshop for school psychology professionals. Professional Development Center, University of Southern Maine. Gorham, ME

Post-doctoral Fellow and School Psychological Service Provider, Windham School Department, Windham, Maine.

Presented information on reading comprehension strategies to Freeport, Maine middle school personnel

Presented research and intervention implications for reading comprehension to classroom teachers at Village School (Gorham, Maine)

Presented research and intervention implications for reading comprehension to classroom teachers at Harrison Middle School (Yarmouth, Maine)

Presented research and intervention implications for reading comprehension to classroom teachers at Elementary School (Cumberland, Maine)

Presented research and intervention implications for reading comprehension to classroom teachers at Plummer-Motz School (Falmouth, Maine)

2000 *Curriculum-Based Measurement: What is it and why do it?* Half day workshop. Lower Pioneer Valley Educational Collaborative. East Longmeadow, MA

Testing in the spirit of the law: Using curriculum-based measurement to identify and teach students with special needs. Full day workshop. Frontier Regional and School Union 38 districts. Whately, MA

1999 *Learning Disabilities and Reading Difficulties.* Full day workshop. Lower Pioneer Valley Educational Collaborative. East Longmeadow, MA

Curriculum-Based Measurement (CBM). Full day workshop. Hampshire Educational Collaborative. Northampton, MA

1998 *Batteries not included: Energizing students with learning difficulties.* Faculty in-service training. Eaglebrook School, Deerfield, MA

Pamela Morin
265 General Turner Hill
Turner, ME 04282
(207)576-5108
Morins98@roadrunner.com

Education

2005-2000 USM Portland, ME
Master's of Science in Literacy Education with ELL
concentration. Certified Literacy Specialist. Have taken 21
additional credits since my Master's was earned. 3 Graduate
classes in PBIS training.

1998-1994 UMF Farmington, ME
B.S. Early Childhood Education,
Maine Teaching Certification: K-3.

Experience

Current RSU#10 Hartford, ME
Hartford Sumner Elementary School
Kindergarten Teacher

2014~2012 RSU#10 Hartford, ME
Hartford Sumner Elementary School Librarian

- * Management of preK-6 library.
- Roles of developing and implementing library lessons grades pre-K through 6th grade.
- Other duties @ HSES: using literacy specialist skills with small groups in third grade in areas of reading, writing and word work. Meetings and data measured and reported.
- ELL services provided for English language learners in first and second grade.
- WIDA testing conducted throughout the RSU #10 yearly.

2012-2008 M.S.A.D. #21 Dixfield, ME
ELL Consultant/Teacher

- Roles included meeting weekly with classroom teachers and administrators to insure that ELL learners' academic needs were being met. Teaching ELL students at the elementary, middle and high school level.
- Developed individualized learning plans for students.
- Scheduling meetings with parents and staff.

2007-2008 CMCC Auburn, ME

Instructor

- Taught two remedial reading courses for three semesters.

2007-2006 Little Learner's Turner, ME
Pre-School

Head Pre-School Teacher/Administrator

2006-2000 M.S.A.D #52 Turner, ME

ELL Teacher

- Taught ELL in small groups to ELL students grades K-6.
- Highly Qualified Teacher was earned. DRA assessment used.

1999-2000 Fairview School Auburn, ME
Second Grade Teacher

Interests

spending time with my four children and husband, reading, writing, walking, spending time at the beach

References

Ryan Wilkins
Principal
HSES
388-2681

Donna Bates
Literacy Coach
HSES
388-2681

Liz DeVoe
3rd Grade Teacher
HSES
388-2681

Clarissa Errington
Special Ed. Director
RSU #10
562-7254

Meaghan Opuda Swan, PsyD

Cell: 207-578-0693
116 Maple Ave
Farmington, Maine 04938
Meaghan.Opuda@maine.edu

EDUCATION

- 2014 Psy. D. in School Psychology
 University of Southern Maine
- 2009 MS Educational Psychology, Concentration in Applied Behavior Analysis
 University of Southern Maine
- 2003 BS Special Education- Emotional Disturbance, Concentration in Psychology
 University of Maine at Farmington
- 1999 Diploma with honors, Maranacook Community School, Readfield, Maine

CERTIFICATION

- (2014) Maine Department of Education Certification #093, School Psychologist-Doctoral
 Application Pending
- 2010-current Maine Department of Education Certification #079, Special Education Consultant K-12
- 2009- current Cornell University Residential Childcare Project Therapeutic Crisis Intervention
 Associate Level Trainer #30694
- 2003-current Maine Department of Education Certification #282 Special Education Teacher K-8

FIELD EXPERIENCE IN SCHOOL PSYCHOLOGY

- 2013-2014 Completed over 1150 hours of supervised pre-doctoral internship experience in School Psychology at The Alliance School.
- Conducted evaluations, including diagnostic, functional behavioral assessments, and evaluations for special education eligibility.
 - Team leader for the Behavior Support Team.
 - Provided behavioral consultation to school teams.
 - Collaborated with parents and outside providers to develop effective intervention plans.
 - Supported both staff and students during periods of acute crisis.
- 2013-2014 Completed 850 hours of supervised pre-doctoral internship experience at Mt. Blue Regional School District.
- Conducted evaluations for special education eligibility.
 - Conducted threat assessments using the Virginia Model.
 - Coordinated the Aimsweb Pilot and Math intervention for students in the Math Standards Supports class at Mt. Blue High School.
 - Provided consultation and program development.
 - Provided small group social skills instruction.
- Summer 2013 Completed over 350 hours supervised pre-doctoral internship experience in School Psychology at Margaret Murphy Center for Children.
- Conducted evaluations, including diagnostic evaluations and comprehensive evaluations to determine medical necessity for intervention for students from preschool to middle school.

- Developed positive behavior support plans.
- Conducted preference assessments and food exposure programs.

Summer 2012 Completed over 100 hours supervised practicum experience in School Psychology at Sebago Education Alliance

- Consulted with classroom teachers on implementing PBIS within a special education setting.
- Assisted with program planning.
- Conducted evaluations, including functional behavioral assessment and a comprehensive evaluation.
- Provided recommendations for both academic and behavioral interventions based on current levels of student performance.
- Supported both staff and students during periods of acute crisis.

Fall 2011 Completed over 100 hours supervised practicum experience in School Psychology at Portland Public Schools

- Conducted survey level assessments using AIMSweb to identify areas of relative strengths and needs for students receiving special education services for Autism
- Developed interventions, including data collection methods to target student learning needs
- Provided direct intervention for students using discrete trial teaching and direct instruction methods
- Conducted evaluations, including using curriculum based measurements and assisting with a comprehensive evaluation
- Provided recommendations for both academic and behavioral interventions based on current levels of student performance

Summer 2010 Completed over 100 hours supervised practicum experience in School Psychology at Margaret Murphy Center for Children

- Conducted functional behavioral assessments under the supervision of the school psychologist
- Provided recommendations based on current behavioral data for a student attending public school
- Provided direct intervention for students

PROFESSIONAL EXPERIENCE

August 2014- Current Post-Doctoral School Psychology Fellow, Mt. Blue Regional School District Farmington, Maine

2011- 2013 Behavior Specialist/Special Education Consultant, Mt. Blue Regional School District Farmington, Maine

- Collaboration with teachers, parents and outside providers to meet the social, emotional and educational needs of students.
- Co-lead the district wide PBIS coaches academy
- Attend all PBIS team meetings for five primary and elementary schools as the district PBIS coach
- Conduct individual evaluations including functional behavioral assessments
- Development and ongoing monitoring of positive behavior support plans based on student data, assist teachers in implementing behavior support plans with fidelity and making decisions based on relevant student data
- School wide PBIS evaluations including the Team Implementation Checklist, the Schoolwide Evaluation Tool and the Benchmarks of Quality
- Provide Therapeutic Crisis Intervention Training for staff, including refresher trainings, review of any incident reports, and assist with post-crisis debriefing

2008-2011 Day Treatment Program Special Education Teacher, RSU #52 Greene, Maine

- Maintain a caseload of students, including all special education paperwork, classroom observations for re-evaluations and regular parent contact.

- Operationally defining behavioral goals, tracking behavioral progress, designing function based interventions for students in grades K-6.
- Writing IEPs and educational goals that align with MSAD #52 curriculum, Maine Learning Results and Maine Special Education Regulations.
- Consulting with general education teachers to use the RTI model for behavioral intervention through primary, secondary and tertiary interventions.
- Use curriculum based measurements to monitor student academic progress and guide instruction
- Supervised up to three educational technicians, including providing assistance with lesson planning and instructional strategies
- Provide Therapeutic Crisis Intervention Training for staff, including refresher trainings, review of any incident reports, and assist with post-crisis debriefing

2003-2008 Special Education Teacher, Girl's Regroup Program; Special Education Teacher, Glenn Stratton Learning Center, Good-Will Hinckley
Hinckley, Maine

- Working with Middle and High School students in residential treatment on Personal Learning Plans and transition planning
- Supervising two educational technicians in delivering high quality instruction that followed students IEPs
- Providing academic assessments using norm-referenced measures and curriculum based measurements
- Developed the educational and behavior components to open the elementary day treatment program in January 2007
- Working with sending school districts, parents and outside service providers to best meet the social, emotional and educational needs of the child.

OTHER PROFESSIONAL ACTIVITIES

2012-current District Wide PBIS Steering Committee, Mt. Blue School District

2011- current District Wide MTSS Team Member, Mt. Blue School District

2012-2013 Psy. D Student Representative to Program Accreditation Task Force

2008-2010 RtI Team Member, RSU #52

PROFESSIONAL MEMBERSHIPS

2010- current National Association of School Psychologists

AWARDS RECEIVED

June 2007 Recipient of the MADSEC Lou Fontana Scholarship for Special Education Teachers pursuing graduate studies

Spring 2006 Staff Enhanced Employee of the Quarter, Good Will-Hinckley

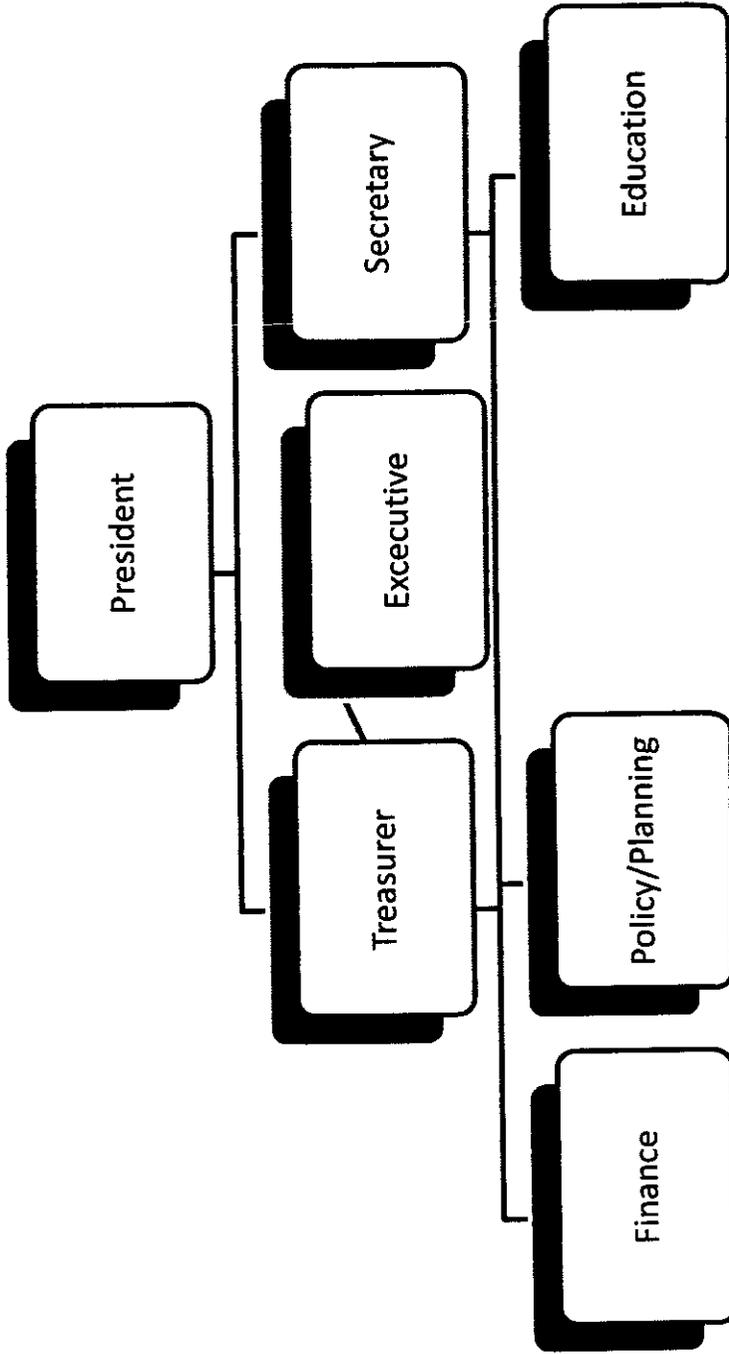
June 2004 2nd Degree Black Belt, Kosho Ryu Kempo; United Fitness and Martial Arts Studio

Board Member, Denote Prior Board Experience	Administrative Experience	School Experience: working with public/private Schools	Financial Experience: Planning, Budgets, Grants	Curriculum Design, Implementation	Social-Emotional Skill Development Experience	Facilities Planning/Oversight	School Law, Policies and Procedures	Development of Staff
Sandy Bixby	YES	YES	YES	YES			YES	YES
Dr. Rachel Brown, Prior Board Experience		Yes	Yes	Yes	YES		YES	YES
Kelly Cabral		Yes		Yes				Yes
Michelle Hathaway	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Lisa Henry, Prior Board Experience	Yes	Yes	Yes		Yes	Yes	Yes	Yes
Pam Morin	Yes	Yes		Yes		Yes	Yes	Yes
Sean Seibert, Prior Board Experience	Yes		Yes		Yes	Yes		Yes
Meaghan Opuda Swan		Yes		Yes	Yes		Yes	Yes

Board Profile (A Matrix of Qualifications and Experiences)

ACADIA Academy

Board of Directors Positions and Organization Chart



The President will oversee and Chair the Board of Directors and various committees. The President will chair both the Finance and Executive Committees. The President will assure fiscal accountability and student success as measured by Finance Director reports, and Annual Audits. The President will assure student success as measured by reported student outcomes. The President will receive regular updates and communication from the Director via meetings, phone calls and emails.

The Treasurer will oversee fiscal reporting and revenue/expenses as reported by the Director and Finance Director. The treasurer will report grants received as well as report status of various fundraisers. The Treasurer will meet with the Finance Director on a quarterly basis and will report out on fiscal status through reports submitted by the Director and the Finance Director on a quarterly and annual basis.

The Secretary will record and keep minutes of all meetings held at the Board level. Designees within each committee will submit records of committee meetings to the Secretary.

Committees:

Finance: The Finance committee will be chaired by the President. The Finance committee shall oversee development of the budget; ensures accurate tracking/monitoring/accountability for funds; ensures adequate financial controls; often led by the board treasurer; reviews major grants and associated terms, oversees development and implementation of the Fundraising Plan; identifies and solicits funds from external sources of support

Policy/Planning: The Policy/Planning Committee shall be chaired by a member to be designated. The Policy/Planning Committee will review and approved all submitted policies to be utilized by staff and students at ACADIA Academy and will review/approve any proposed edits or changes. In addition, the committee will approve all proposed changes to the program, including expansions.

Executive: The Executive committee, chaired by the President, will Oversee operations of the board; often acts on behalf of the board during on-demand activities that occur between meetings, and these acts are later presented for full board review; comprised of board chair, other officers and/or committee chairs (or sometimes just the officers, although this might be too small); often performs evaluation of program Director

Section II

D.1 Budget

ACDADIA Academy Inc., will seek to "purchase" financial services from John F. Murphy Homes, Inc. (JFM, Inc.) As the budget reflects, the initial start-up costs and budget revenue for a small school is not large enough to cover a full-time financial department (manager, payroll, accounting, etc.) without sacrificing educational personnel that are critical to our mission and vision. In recognizing this, we will be purchasing services necessary for fiscal security and sound financial management (accounts receivable, payroll, billing, purchasing, etc.) These services, purchased from an agency with a long-standing history of financial stability and growth, are also already subject to rigorous internal controls and compliant with all financial reporting measures. These services are referenced in the budget. For cost of these services, please reference TAB 32. For example, the agency already completes year-end audits conducted by an external accountant as well as completes the Department of Education CARES reports to demonstrate educationally related income and expenditures each year. This agency is responsible for billing school districts (12 school districts), Department of Education, CDS, private insurance and Maine Care- all potential revenue sources for ACADIA Academy. In addition to contracting for these services, ACADIA Academy will employ a part-time Chief Finance Officer who will oversee the development of the budget, revenue, billing and expenditures. This Finance Officer, Andrew Cowan, has vast experience in working with companies to ensure fiscal success and growth.

An annual "year-end" audit is conducted with an external accountant and consultant for accurate book-keeping processes and reporting (See Exhibit 1). In addition, JFM Homes, Inc. staff are experienced with the Department of Education CARES report and complete this annually.

The Director and Chief Financial Officer are responsible for the development and oversight of the budget each year. A proposed budget will be presented to the finance committee of the Board of Directors for approval, and then to the whole board for a vote of acceptance. Monthly reports will be generated by the Chief

Finance Officer, to then be shared by the Director to Board for review. The Board of Directors has the final authority over the budget. In addition, The Director and Finance Officer have the daily responsibility to supervise the implementation of financial policies, reporting to the Board to ensure that these policies are adhered to (See Policy Exemplars, Exhibit 2).

The proposed budget (see TAB 32) has been submitted to the Commission for review. It is anticipated and agreed upon that ACADIA Academy will need a sponsoring agent to assist with start-up costs and initial program costs during the first year, even extending year two. It is not anticipated that ACADIA Academy will fiscally "break even" during year one and pending the need for special education staff and ELL staff, attributed to the significant costs necessary for critical components of curriculum and instruction outlined within our Mission and Vision (Section I). John F. Murphy Homes, Inc. has agreed to serve as the fiscal agent (Exhibit 3). As demonstrated in years 3, 4 and 5, ACADIA Academy is projected to grow and with the student growth, exhibits financial gain and stability, leading into a prosperous Academy with steadily increasing enrollment. Year 2 demonstrates a month of "reserved" cost. We are not able to demonstrate two months of reserved money until year 3. We cannot project this without sacrificing services directly related to our mission and vision.

We have selected John F. Murphy Homes, Inc. to purchase accounting and payroll services from as they have a long-standing (35 plus years) of success within our area as well as in working with Department of Education, Child Development Services, Department of Human Services and private insurance companies. They have the necessary infrastructure and personnel to adequately perform the duties. John F. Murphy Homes, Inc. is the operating agent of the Margaret Murphy Center for Children, sister program to ACADIA Academy and has provided a sound and solid infrastructure that has allowed that program to grow exponentially.

The Budget and End-of-Year reports (including the audit and CARES report) will be submitted to the Commission and will be posted for review and available to the public, ensuring fiscal transparency. The Board will be provided with a detailed year-end

report, prepared by the Director, Finance Officer and Financial Committee members.

Auditing services will be contracted with . For information relating to the Auditor/Accountant, please reference Exhibit 4 of this section.

Charter School Budget Template for ACADIA Academy

Tab 32 includes a proposed and anticipated Budget for ACADIA Academy. Because of the anticipated growth and addition of grades 2, 3, 4, and 5 in years 2 through 5, we have extended the budget to demonstrate the growth we project for five years.

This Budget indicates a 96% retention of the per-pupil-cost, allocating and acknowledging that 1% will be retained by the students resident districts and that 3% will be allocated to the Commission from resident district.

As the Commission is aware, this budget is an "estimate" based on other available Charter budgets, per-pupil costs from surrounding/catchment districts and estimates for pupil needs based on current demographics. In the event that the forecasted pupil population is inaccurate, we have considered multiple "contingencies". For example, if enrollment in one grade area was reduced, the staff and curriculum are well suited to combine for a multi-age program, allowing additional students in one grade to enroll versus having a small classroom that was "fiscally" unsound. Our initial budget was not developed to include "additional" revenue services (CDS, private insurances, Maine Care) in our attempts to be conservative. However, it is anticipated that some students will be eligible for these services which our facility is uniquely equipped to access. This may serve as potential income for the program and one that can be factored into a contingency plan and/or future program growth.

The estimated revenues and expenditures for the first 3 years (with extension for the first 5 years) is detailed within this proposed budget and provides a detailed account of pre-opening expenses. John F. Murphy Homes, Inc. has agreed to be the sponsoring fiscal agent, absorbing the initial start-up costs to be acquired between after July 1, 2015. Please see Exhibit 5 for a monthly cash flow analysis of the first fiscal year of operation. As you will see, the

sponsoring fiscal agent will be essential for year one of ACADIA Academy operation.

The proposed budget (TAB 32) for ACADIA Academy demonstrates a fiscal reserve by the end of Year 3, having allowed time for sufficient expansion and reduction of on-going investment costs for new curriculum, etc. The Year 3 projections demonstrate a cash reserve with the ability to cover expenses for at least two months, as required by the Commission.

The budget was developed to support the acquisition of necessary curriculum and instructional materials to include: FOSS science kits, Reading Mastery materials, Saxon Math and Lucy Culkin Writing materials. A significant benefit of partnering with the Margaret Murphy Center for Children (MMCC) is demonstrated by our ability to partner with them for "bulk" purchasing at discounted rates. In addition, the long standing relationships they have with these vendors have allowed us to share professional development training opportunities for no cost. These vendors provide workshops to longstanding clients. Although our program incorporates hands-on experiential learning within the classroom and the community, the "field trip" budget is minimal for years one and two, evidenced by low transportation costs. The intent is for expanded community involvement to occur in grades 3,4,5 and 6, as children mature and are able to fully experience community based learning. This is reflected in a growing budget in years 3, 4 and 5. Although the younger students will have a great deal of experiential learning, much of it will be in our school, grounds and the more local community, with a great emphasis on guest speakers and traveling exhibits. In addition, we will partner with MMCC to cost share speakers, exhibits and "special" materials. For example, a shared "Bug Exhibit and guest lecturer would be miniscule for us when our cost was broken down with their seven sites. These opportunities present a way to present a broad scope and sequence of activities while keeping our expenses at an affordable rate in the early years.

The revenue projections are included within the Budget, utilizing per-pupil costs as well as projected moneys for ELL students and students with Education needs. This does not include gifted and talented moneys or title 1 moneys, to be determined with the Department of Education. This does not include additional

revenue for contracted services for any four year olds with CDS support or for children with any special needs that may be generated at a cost higher than three times the customary expenditure rate. Our initial enrollment will determine these sources of revenue and it is anticipated that our budget will need revision following our enrollment process.

Our staffing projections enable us to implement our mission, vision and selected curriculum in years 1 and 2. Certainly in year 3 and 4 we are able to add to our staffing personnel in a manner that we find preferred. In year 1 and 2, we identify classroom teachers and aides. The aides will be utilized as general assistance, ELL assistance or special education assistance, as driven by our enrolled population. In addition, we have allocated contract moneys for ELL consultation to be utilized in conjunction with ELL curriculum we have purchased. Our special education population will be supported by staff with dual certification (general education and special education) as it is anticipated that several of the initial teachers will have vast special education experience paired with their general education training. In addition, the program Director has vast experience and specialized training in supporting students with special education needs. Our sister program, MMCC, is a specialized program, able to offer further expertise and the loaning of special equipment if need be during the initial years. This will be critical as we assess our true population and needs. In addition to expanding our direct support and teaching staff, you will see that our budget supports ongoing initiatives in development with USM. In year two on, we anticipate a full-time Doctorate level intern to assist with ongoing educational and clinical initiatives, such as expanding RTI, PBIS, MTSS, student support-teams, assessment processes, etc. This allows for a well trained staff to work closely with our staff and students within our Academy. This type of relationship has been extremely beneficial within our sister program, MMCC.

We have staff with experience in grant writing. MMCC, our sister program, has received grants and donations that exceed \$100,000 within the last three years. I have included a list of grants (Exhibit 6). This does not include \$7,000 received from a local organization to fund team uniforms or \$25,000 generated in the last three years from our 5k event. MMCC has been fortunate to

“need” little in the sense of fundraising and this amount has been acquired for special interests and projects. We have submitted a grant goal of \$20,000 in an attempt to be conservative. It is our hope that we seek and yield much more than this. We have already begun to research grant possibilities and it appears that there are a fair amount of opportunities for us. In addition, we have looked at such opportunities as movie ticket sales (passes which pay for themselves within one use and are highly popular in other utilizations for us in the past!), a Halloween Hop, and a Holiday Vendor night with Childcare. In addition, we utilize Scholastic Book fairs as a way to offer book purchasing for students, with “free books” going to the Academy. These sort of programs assist in an on-going manner without “taking” money from our parents and supporters.

As we determine physical space for the school, we have looked at three options, leasing current space, buying current space or building on available land. We currently have a team determining our best option and our Board will be discussing this very matter during the first week of September. Currently, a generous amount of money (current rental rates within our area) has been included in our proposed budget. We recognize that in the event of a purchase or build, we will need to revise the budget to reflect this change. In addition, some of the large and long-term use items within the budget were “depreciated” in value over the course of several years, allowing the lifespan of the items to be captured accurately.

See Tab 32 for full Budget Review

Maine Charter School Commission
TAB 32. Budget

NOTES

Use this workbook for all required financials.
Copy the entire Workbook.
Rename it to your school and submit in application.

Budget Please note assumptions in the appropriate section of the Application.
Worksheet cells should contain any formulas used for calculations.
Do not remove any rows that are unused by your school.

Enrollment Staffing assumptions should be stated (number of students per teacher).

Staffing Position Descriptions are approximate. Use your own for each position.
Add rows as necessary to list all positions supported by the budget.
Salaries for unfilled positions are approximate.

Excel Toolbar Tabs:

Notes
Budget
Enrollment
Staff
Pre-Opening Cash Flow
Operating Cash Flow

Address: P/CSC/RFP TABS - EXHIBITS A-E

Maine Charter School Commission

182 State House Station

Augusta, ME 04333-0182

August 25, 2014:

Dear Commission Members:

I am writing in behalf of our application for a charter school to be located in the Lewiston/Auburn area, called Acadia Academy. As the parent organization John F Murphy Homes Inc. is committed to the success of the program from startup on. As such John F Murphy Homes will support deficits encountered by the program during the start- up period and first year of operation as defined by our Pro Forma budget. In addition the parent organization will cover the cash flow needs of the program through its early years. The parent organization will also use its leverage for purchasing, insurances etc. as well as over site financially and programmatically during its operation. As you may be aware the parent corporation operates several special purposes schools in the area and is familiar with operation of school programs as well as new program start-ups.

Thank You

Peter A Kowalski

CEO, John F Murphy Homes Inc.

Maine Charter School Commission		Budget Template (GAAP Bas		
TAB 32. Budget			Year	Year
		Pre-Opening	One	Two
Revenues				
	Per-Pupil Allocation	-	803,396	1,173,692
	Federal Entitlement Funds			
	Federal and State Grants			
	Foundation Grants	20,000	20,000	20,000
	Fundraising Events			
	Parent Contributions			
	In-Kind Contributions			
	Other	-	(32,136)	(46,948)
		-----	-----	-----
		20,000	791,260	1,146,745
Expenses				
<i>Research & Planning</i>				
	Market Research	-	-	-
	Curriculum Development	-	-	-
	Application Costs	1,000	-	-
	Consultants	-	-	-
	Staff Recruitment	-	-	-
	Board Recruitment	-	-	-
	Website Development	1,000	1,000	1,000
	Marketing Materials	1,000	1,000	1,000
	Nonprofit Incorporation	500	-	-
	Admissions Lottery	-	-	-
	Other:			
		-----	-----	-----
	Research & Planning	3,500	2,000	2,000
<i>Instructional Services</i>				
	Teacher Salaries & Benefits	11,685	253,919	477,394
	Substitute Salaries & Benefits	-	-	-
	Aides Salaries & Benefits	-	-	-
	Textbooks	7,000	-	3,000
	Classroom Supplies	5,000	-	3,500
	Classroom Furniture	17,500	-	10,000
	Classroom Equipment	7,500	-	3,000
	Academic Computers/Software	12,950	-	4,300
	Staff Development	-	5,000	17,055
	Travel & Conferences	-	500	1,020
	Other:	-	1,323	1,323
		-----	-----	-----
	Instructional Services	61,635	260,741	520,592
<i>Special Education Services</i>				
	Teacher Salaries & Benefits	-	-	-
	Aides Salaries & Benefits	2,385	79,517	82,935
	Special Facilities/Equipment	-	-	-

Maine Charter School Commission		Budget Template (GAAP Basis)		
TAB 32. Budget			Year	Year
		Pre-Opening	One	Two
	Curriculum	-	-	-
	Instructional Materials	2,000	-	2,000
	Contracted Services			
	Other:	-	-	-
		-----	-----	-----
	Special Education	4,385	79,517	84,935
<i>Supplemental Programs & Services</i>				
	Athletic Programs	-	-	-
	Art & Enrichment Programs	-	-	-
	Summer/Bridge School/Programs	-	-	-
	After-School Programs	-	-	-
	Community Service Programs	-	-	-
	English Language Learner Programs	-	10,000	-
	Music Programs	-	-	-
	Tutoring Programs	-	-	-
	Uniforms	-	-	-
	Other:	-	-	-
		-----	-----	-----
	Supplemental Programs	-	10,000	-
<i>Library</i>				
	Librarian Salary & Benefits	-	-	-
	Books & Other Reading Materials	-	-	-
	Furniture	-	-	-
	Computers/Software	-	-	-
	Audiovisual Equipment	-	-	-
	Other:	-	-	-
		-----	-----	-----
	Library	-	-	-
<i>Student Support Program & Services</i>				
	Nurse Salary & Benefits	-	2,000	2,000
	Health Supplies & Equipment	-	2,845	2,845
	Guidance Counselor Salary & Benefits	-	-	-
	School Psychologist Expense	-	-	27,631
	Volunteer Expense	-	-	-
	Other: Contracted Clinical	-	10,000	10,000
		-----	-----	-----
	Student Support	-	14,845	42,476
<i>Facilities</i>				
	Rent/Leas/Mortgage	6,154	40,000	40,000
	Maintenance Salaries & Benefits	2,115	35,900	36,506
	Maintenance & Repair Expenses	-	31,895	31,895
	Utilities	-	31,593	32,846
	Telephone	-	2,838	2,838

Maine Charter School Commission		Budget Template (GAAP Basis)		
TAB 32. Budget			Year	Year
		Pre-Opening	One	Two
	Internet Services	-	481	481
	Fire & Security	-	-	-
	Custodial Services	-	-	-
	Custodial Supplies	-	13,529	13,529
	Waste Disposal	-	3,841	3,841
	Other: Permits & Lic	330	9,249	9,249
	Facilities	8,599	169,326	171,185
	<i>Transportation & Food Service</i>			
	Busing Costs	-	27,300	39,900
	Driver Salary & Benefits	-	-	-
	Field Trip Expense	-	-	-
	Food Service Salaries & Benefits	-	-	-
	Food Service Supplies & Equipment	-	1,613	1,813
	School Breakfast Expense	-	-	-
	School Lunch Expense	-	-	-
	School Snacks Expense	-	-	-
	Other:			
	Transportation & Food Service	-	28,913	41,713
	<i>Administration & Support</i>			
	Administrators' Salaries & Benefits	3,269	117,537	120,569
	Staff Salaries & Benefits		35,900	36,506
	Office Supplies	-	22,767	22,767
	Photocopy Expense	-	7,038	7,038
	Administrative Computers/Software			
	Office Equipment			
	Postage & Shipping			
	Bookkeeping & Audit (JFM G&A Allocation)	-	48,301	76,740
	Payroll Services	-	-	-
	Banking Fees	-	-	-
	Interest Expense	-	-	-
	Legal Services		1,583	2,293
	Liability & Property Insurance	-	15,526	16,302
	Directors' & Officers Insurance	-	-	-
	Marketing	-	-	-
	Grant Writing	-	-	-
	Board Expense	-	-	-
	Staff Recruitment Expense		261	386
	Administration & Support	3,269	248,913	282,602
	TOTAL EXPENSES	81,387	814,255	1,145,503
	SURPLUS or (DEFICIT)	(61,387)	(22,995)	1,241

sis of Accounting)		
Year	Year	Year
Three	Four	Five
1,533,320	1,882,279	2,231,239
20,000	20,000	20,000
(61,333)	(75,291)	(89,250)
1,491,987	1,826,988	2,161,989
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
1,000	1,000	1,000
1,000	1,000	1,000
-	-	-
-	-	-
2,000	2,000	2,000
583,482	689,570	901,745
-	-	-
-	-	-
3,000	3,000	3,000
4,500	5,500	6,500
10,000	10,000	10,000
3,000	3,000	3,000
4,300	4,300	4,300
17,908	18,803	19,743
1,071	1,124	1,181
1,323	1,323	1,323
628,583	736,620	950,791
-	-	-
124,403	124,403	165,870
-	-	-

sis of Accounting)		
Year	Year	Year
Three	Four	Five
-	-	-
2,000	2,000	2,000
10,000	20,000	30,000
-----	-----	-----
136,403	146,403	197,870
-	-	-
-	20,000	20,000
-	-	-
-	-	-
-	-	-
-	20,000	20,000
-	-	-
-	-	-
-----	-----	-----
-	40,000	40,000
-	-	-
-	20,000	20,000
-	10,000	5,000
-	4,400	4,400
-	4,000	-
-	-	-
-----	-----	-----
-	38,400	29,400
2,000	2,000	2,000
2,845	2,845	2,845
-	-	-
27,631	27,631	27,631
-	-	-
10,000	10,000	10,000
-----	-----	-----
42,476	42,476	42,476
60,000	60,000	60,000
36,506	36,506	36,506
31,895	31,895	31,895
34,162	35,544	36,996
2,838	2,838	2,838

sis of Accounting)		
Year	Year	Year
Three	Four	Five
481	481	481
-	-	-
-	-	-
13,529	13,529	13,529
3,841	3,841	3,841
9,249	9,249	9,249
-----	-----	-----
192,502	193,884	195,335
52,500	65,100	77,700
-	-	-
-	-	-
-	-	-
2,013	2,213	2,413
-	-	-
-	-	-
-	-	-
-----	-----	-----
54,513	67,313	80,113
126,361	126,361	126,361
36,506	36,506	36,506
22,767	22,767	22,767
7,038	7,038	7,038
104,359	131,159	157,959
-	-	-
-	-	-
-	-	-
2,984	3,654	4,324
17,118	17,973	18,872
-	-	-
-	-	-
-	-	-
-	-	-
462	512	637
-----	-----	-----
317,595	345,971	374,465
1,374,071	1,613,066	1,912,450
117,916	213,923	249,539

Maine Charter School Commission

Enrollment Template

TAB 32. Budget

Grade	Year One	Year Two	Year Three	Year Four	Year Five
Pre-Kindergarten	28	28	28	28	28
Kindergarten	32	32	32	32	32
1st Grade	18	36	36	36	36
2nd Grade		18	36	36	36
3rd Grade			18	36	36
4th Grade				18	36
5th Grade					18
6th Grade					
7th Grade					
8th Grade					
9th Grade					
10th Grade					
11th Grade					
12th Grade					
Total	50	86	122	158	194

Est. Daily Avg.

Student Characteristics, Totals by Characteristic

Students residing outside the catchment area?	10	17	24	32	39
Students with low income status?	15	26	37	47	58
Students with special needs?	15	26	37	47	58

Maine Charter School Commission			Staffing Template	
TAB 32. Budget				
Budget Category	Position Name	Year 1 % FTE	Salary	Year 2 % FTE
Instructional Services	Teacher - 1	100%	41,000	100%
	Teacher - 2	100%	41,000	100%
	Teacher - 3	100%	41,000	100%
	Teacher - 4	100%	41,000	100%
	Teacher - 5	100%	41,000	100%
	Teacher - 6			100%
	Teacher - 7			100%
	Teacher - 8			
	Teacher - 9			
	Teacher - 10			
	Teacher - 11			
	Teacher - 12			
	Teacher - 13			
Special Education	Special Ed Teacher			100%
	Special Ed Teacher-Aides - 1	100%	31,000	100%
	Special Ed Teacher-Aides - 2	100%	31,000	100%
	Special Ed Teacher-Aides - 3			
	Special Ed Teacher-Aides - 4			
Supplemental Programs	Coach			
	Art Teacher			
	Music Teacher			
	ELL Teacher			100%
	Tutor			
	Psych Intern			100%
Library Programs	Librarian			
Student Support	Nurse			
	Guidance Counselor			
Facilities	Custodian	100%	30,000	100%
	Maintenance Worker			
Transportation/Food Service	Bus Driver			
	Cafeteria Worker			
	Cafeteria Worker			
Administration & Support	Head of School	30%	100,000	30%
	Principal	100%	55,000	100%
	Curriculum Director			
	Finance Director	13%	120,000	13%
	Receptionist	100%	25,000	100%
	Admin. Assistant			

Salary Costs:			Year 1		
Principal			55,000		
Superintendant			30,000		
Aides (Special Ed)			62,000		
Clerical/Maint			55,000		
Psych Intern			-		
Teachers			205,000		
CFO			15,000		

Year 2	Year 3	Year 4	Year 5
57,750	57,750	57,750	57,750
30,000	35,000	35,000	35,000
65,100	97,650	97,650	130,200
56,100	56,100	56,100	56,100
20,000	20,000	20,000	20,000
387,450	473,550	559,650	731,850
15,000	15,000	15,000	15,000

Exhibit 1

Auditor Information

The following agency has provided an annual financial audit and filings with the IRS for John F. Murphy Homes, Inc., sponsoring agent and proposed educational service agency to ACADIA Academy; Robustelli, Soucy and Hussey Associates. This agency is located on 1071 Lisbon Street, Lewiston, Maine.

John F Murphy Homes Inc
Procedure

Issue Date: December 23, 2004

Subject: Program Administrator Decisions to hold a Vendor Bill

Tools and Materials Needed: JFM Purchase Order, Invoice from Vendor

Background: There are times when contracted vendors do not perform to expectations. Ordered items could be omitted from shipment or broken in transit. Services provided could be substandard or incomplete. Prices reflected on invoices are different from what was quoted.

In instances such as these, a Program Administrator may want to hold on paying the bill until the specific issue is resolved.

Because this decision to hold payment affects JFM's credit worthiness as well as other programs who might use the same vendor, it's important that this decision be dealt with in a systematic manner.

This procedure outlines the steps that must be taken by the Administrator when the decision to hold is made.

Procedure:

1. If at all possible, the Program Administrator should communicate with the Vendor about and discrepancies or issues prior to receiving the bill.
2. If a bill is received and the Administrator wants the payment held, the attached "Payment Hold" form must be completed.
3. It is preferred that this form accompany the Purchase Order used for the service provided.
4. All invoices received at the Program must be immediately forwarded to Central Office.
5. Upon receipt of the Payment Hold Form, the CFO will review the details submitted. The final decision to hold payment will be made by the CFO.
6. A copy of the approved/disapproved payment hold will be returned to the Program Administrator.

John F Murphy Homes Inc
Request for Payment Hold

Date Submitted to C.O. _____

Program Number: _____

Vendor Name: _____

Program Name: _____

Purchase Order Number: _____
(please attach a copy)

Describe the issues surrounding your decision to hold payment: _____

How has the Vendor responded to your issues: _____

Program Administrator Signature: _____

Hold Hold
Approved Disapproved CFO Signature: _____

Date: _____

John F Murphy Homes Inc
Procedure

Issue Date: November 30, 2005

Subject: Central Office Purchasing

Purpose: To explain the procedures used to purchase supplies for use in Central Office.

Tools and Materials Needed: Purchase Requisition Form

Background: There are many instances when a Central Office Staffperson needs specific supplies. The procedures necessary to obtain the items are not clear. This procedure will outline how to go about ordering staffperson specific supplies for Central Office Use.

Procedure:

- 1- When a staffperson identifies a need for an item, they should check with Finance to see if it is something in inventory.
- 2- There is a small amount of common office supplies stored in the Finance Department closet. These supplies may include:
 - Pens/pencils
 - postits
 - tape
 - paper clips
 - binder clips
 - envelopes
 - manila folders
- 3- Staff needing to purchase any other items should fill out a Purchase Requisition form . These can be found in the forms section of the mailboxes.
- 4- When filling out the Form, the items to be purchased must be described in detail. **Using vendor stock numbers is ideal.** Remember to note the exact color, size, quantity, price, or any other characteristics of the item. Preferred vendors and shipping methods should also be noted.
- 5- The Req Form should be sent in to the Accounting Manager who will make a determination as to how the materials should be obtained. Options for this would include online ordering, telephone ordering, having the requestor go to a local store or having the items included in a bulk purchase (which might be delayed until a quantity threshold is obtained).
- 6- The Central Office Purchasing Form will be returned to the initiating staffperson informing them of what they need to do in order to receive the materials.
- 7- Orders totaling more than \$300 must be approved by the CFO or CEO.

Notes: Be VERY explicit as to what you want to order. A person doing the ordering for you cannot guess as to what your needs are.
Going online and checking out what you want is encouraged. Knowing what options are out there will help you to receive the materials that fit your needs.
Web Sites for office supplies include Quill, Reliable, Office Max and Staples.

Memorandum

TO: JFM Administrators
FROM: Scott Sawyer
SUBJECT: Purchase Order Procedures
DATE: May 12, 2003

There seems to be considerable confusion about when a Purchase Order is filled out. It appears that, over time, many Administrators have adopted a practice of waiting for a bill to come to them before filling out the P.O.

First and foremost, a Purchase Order must be completed **at the time** of a transaction. As soon as you receive goods or services, the P.O. should be written up. At a store, this point in time is easy to identify, it's when you go to the cash register. If you order something, when you **receive the goods** is when the P.O. gets completed. If you use a service, when you **use that service** or are provided that service is when the P.O. is written.

When you receive value, in either goods or services, a transaction has taken place and at that point, you should write up the Purchase Order. You have 3 business days from the date of the transaction to send the completed Purchase Order to Central Office.

Waiting for a bill before filling out the P.O. is incorrect. A lot of time can (and does) go by before some vendors bill us. And most bills come to the Central Office, not individual programs.

Filling out the P.O. includes the name of the vendor, date of the transaction, program name and number and a detailed description of the goods or services purchased. Examples of services would include :

Lee Olds car repairs: change oil, new brakes, etc.
G M Morin paint living room, fix bathroom plumbing
YMCA swimming on 7/25/2003
Webber Oil furnace cleaning

If you do not know the exact amount that the transaction will be for, it's ok to send the P.O. in to Central Office with the estimated cost you received before making the purchase. We will notify you if there is a large difference between what your estimate was and the actual charge.

The job of the Finance Department is to match up your P.O. with the bill that comes in. As long as you have filled out the P.O. completely, once you send it in, you should not have to deal with it again.

Please call me if these instructions are not clear. The intention with both this memo and the various memos you have received from Lisa Bolen is to make things easier at the Administrator end of things.

cc: L. Bolen
D. Gagnon

**John F Murphy Homes, Inc.
State of Policy**

Cash on premises

Policy:

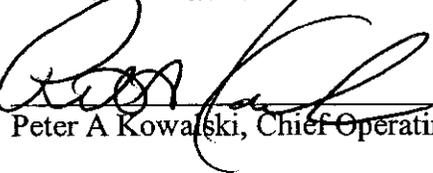
It is the policy of John F Murphy Homes, Inc. to minimize the amount of cash located at each program and to ensure that all cash on site is locked. The administrator/director is responsible for the security of the funds and must physically review all cash on hand bi-monthly. Also, an accounting of all cash on hand must be submitted to the finance department upon request or at least twice a year.

Cash on hand will be subjected to unannounced audits done by the finance department.

Comments:

1. This policy was created to secure the funds located at each program and minimize the exposure of lost and stolen funds.
2. The total funds on premises should be kept to a minimum.
3. Personal spending funds on the premises will not exceed \$15.00. Amounts in excess will be kept by the representative payee or in a bank account.
4. Petty cash amounts will reflect the spending needs of the program and will be reviewed on a yearly basis or upon request by the administrator.

Adopted by Peter A. Kowalski, Chief Operating Officer on this 1 day of September, in the year of 2005.


Peter A Kowalski, Chief Operating Officer

9/1/05
Date Signed

File: Finance Policy and Procedures Manual

Developed: Lisa Bolen

Dev. 08/22/05

Rev.

word(cash on premises)

JOHN F. MURPHY HOMES, INC.
PROCEDURE

Issue Date: August 30, 2005

Subject: Petty Cash Reconciliation

Purpose: To provide instruction for:

1. Completing petty cash slips
2. Completing petty cash reconciliation envelope
3. Forwarding the reconciliation to the Finance Department
4. Verifying and locking the petty cash

Tools and Materials Needed: petty cash slips, reconciliation envelope, petty cash, list of expense account numbers/descriptions and a lock box or locked area

Background: Most programs at JFM have a small amount of petty cash on hand. This money is used for times when a purchase order cannot be used or the amount is for a small purchase. In order to maintain control of this money, petty cash slips are used to track expenses and the cash balance is frequently reconciled.

Procedure:

Verifying the petty cash on hand

1. At the start of every shift, staff will verify the balance on hand is correct. The balance will be the total petty cash available minus any petty cash slips completed.

Completing the Petty Cash Slips

1. Each time money is physically taken from petty cash, a petty cash slip must be filled out showing the date, how much was taken, for what purpose and who has it.
2. The person using the money must get receipts for all spending.
3. After the transaction, the person using the money will turn in the remaining cash and receipts. They will fill out the petty cash slip indicating:
 - a. Date
 - b. Description
 - c. Amount of purchase
 - d. Signature
4. The petty cash slip must be filled out legibly and signed.
5. The receipt will be stapled to the back of the petty cash slip.
6. After the change has been returned, the Program Administrator or designee will review and initial the petty cash slip. The Administrator or designee will write the appropriate account number on the slip, the original petty cash slip completed when the money was given out can be discarded at this time.

Completing the Petty Cash Reconciliation Envelope

1. Separate petty cash slips by months if necessary. Expenses on the reconciliation must be for only one month. Reconciliation's that cross months will be returned to the program to be redone
2. Write the petty cash total amount for the program.
3. Write the program name and number.
4. Write the date.
5. Add up the total cash on hand by denomination.
6. Total the cash on hand.
7. Write the total cash on hand in the summary section.

8. For each completed petty cash slip -- write the account, transaction date and amount of the transaction. Put expenses with the same account on the same line.
9. Total the amount for each account number used. Write the totals in the right hand column.
10. Add up all the totals in the right hand column. Record this total at the bottom and in the summary section.
11. Add the summary section total cash and total petty cash slips. Write this sum in the total amount box. Subtract the total amount (1) from the total amount (10). If the result is zero, you balance.
12. If the result is positive, write the amount in the overage box.
13. If the result is negative, write the amount in the shortage box.
14. The person completing the reconciliation will sign at the bottom left.
15. The program Administrator or designee will sign at the bottom right.

Forwarding the Reconciliation Envelope to the Finance Department

1. Put the completed petty cash slips into the petty cash envelope.
2. Use a piece of tape or paper clip to seal the envelope.
3. Reconciliation's can be sent to the finance department via inter-company mail.
4. Reconciliation's must be done at least monthly. They can be turned in more often if usage is high and the program needs more frequent reimbursement.
5. Reimbursement checks will be sent out with payroll checks on Friday.
6. Reconciliation's must be received at the finance department by Wednesday's at 2:30 PM to get payment on Friday.

Comments:

1. It is the Administrators responsibility to keep control on this money.
2. Shortages and overages should not occur. Any that do occur must be investigated and the reasons for the overages/shortages should be sent to the finance department.
3. **Petty cash is only for approved Maine Care Reimbursable Expenses and must also meet JFM 's spending policies and procedure criteria.**
4. Petty cash must never be used for personal spending.

File: Finance Policy and Procedures Manual

Developed by: Lisa Bolen

Dev: 03/19/2002

Rev: 08/30/2005

word (petty cash reconciliation)

JOHN F. MURPHY HOMES, INC.
STATEMENT OF POLICY

Reimbursement for Use of Personal Vehicles

Policy: It is the policy of John F. Murphy Homes, Inc to reimburse employees who use their personal vehicle for work purposes when no company owned vehicle is available.

Comments:

Direct Care Staff:

Direct Care Staff using their own vehicle for company business will be reimbursed at \$.24 per mile provided ALL of the following conditions are met:

1. The employee's Administrator has approved the travel PRIOR TO it actually happening.
2. No other company vehicle is available which could be used.
3. The trip is necessary for the proper functioning of the program.
4. Mileage is determined starting and ending at the employee's physical place of work (Ash St, Main St., etc.)
5. A JFM Monthly Mileage Expense Voucher must be filled out stating the employee's name, program worked at, date of the travel, description of the travel, actual miles traveled and cost at \$.24 per mile. The Voucher must be signed by the employee's Administrator and turned in to the Finance Department.

Administrative Staff:

Administrative Staff using their own vehicle for company business will be reimbursed at \$.24 per mile provided ALL of the following conditions are met:

1. The travel is to an out-of-town location. (Augusta, Portland, etc.)
2. No other company vehicle is available which could be used.
3. The trip is necessary for the proper functioning of the program.
4. Mileage is determined starting and ending at the Administrator's physical place of work (Ash St, Main St., etc.)
5. A JFM Monthly Mileage Expense Voucher must be filled out stating the employee's name, program worked at, date of the travel, description of the travel, actual miles traveled and cost at \$.24 per mile. The Voucher must be signed by the Administrator's Supervisor and turned in to the Finance Department.

Exclusions:

1. Mileage will not be paid for Staff to attend trainings at Central Office.
2. Mileage will not be paid for Administrator travel to and from Central Office.
3. Mileage will not be paid for Administrator travel within the Greater Lewiston/Auburn area: Turner, Greene, Lewiston, Sabattus, Lisbon, Lisbon Falls, Durham, Danville, Auburn, Poland, Poland Spring, Danville, New Gloucester, Mechanic Falls, Minot, Hebron.
4. Mileage will not be paid for any trips originating from an employee's home.

Adopted on this _____ day of _____, 2002.

Date Signed

Peter A. Kowalski
Chief Executive Officer

John F. Murphy Homes, Inc.
Procedure

Issue Date: March 19, 2002

Subject: Credit Card Procedure

Purpose: To define the procedures necessary for obtaining and using the JFM Credit Cards

Tools and Materials Needed: JFM Credit Card, JFM Purchase Order

Background: The use of company credit cards is advantageous for JFM in many situations. Employee travel, phone order purchasing and emergency funding are all examples where the use of a credit card would be appropriate. In addition, there may be instances where an individual JFM location would benefit from having the use of a card.

Procedure:

1. The JFM credit cards will be kept in the Finance Department. When not being used, they will be stored in a locked cabinet. Access to the cabinet is limited to the Chief Executive Officer, Finance Director and the Accounting Manager.
2. Any Administrator using the JFM credit card will fill out a P.O. with details of the credit card transaction.
3. The transaction must be PREAPPROVED by the CEO or Finance Director. Verbal approval is acceptable, but written approval is preferred.
4. Upon presentation of the P.O. and appropriate approval, the Administrator will be given the card.
5. The card must be returned to the Finance Dept within 24 hours unless the person is out of town, at which case, the card must be returned within 24 hours of the person's returning home.
6. On certain occasions, the card numbers may be given out to an Administrator over the phone. As soon as the transaction has been made, the card numbers must be destroyed by the Administrator. Card numbers will never be given to or used by anyone other than an Administrator.
4. Upon completion of the transaction, the P.O. must be sent to the Finance Department within 3 days.

Notes:

1. Only JFM Administrators are authorized to make purchases using the JFM credit cards.
2. Under no circumstances are the credit cards numbers to be written down and saved at a program. The numbers must be erased, written over, cutoff or otherwise made unreadable on all copies of the transaction paperwork to be held at the program.
3. Because there will be no written evidence of the credit card numbers at programs, it will not be possible to make a credit card purchase without first getting approval and the numbers from the Executive Director, Finance Director or Accounting Manager.

dev: 3-19-2, Scott Sawyer
file:crcard
Credit Card Procedure

John F Murphy Homes, Inc.
Procedure

Issue Date: May 12, 2004

Subject: Office Supply Purchasing

Purpose: To define the procedures necessary for purchasing office supplies.

Tools and Material Needed: JFM Purchase Order, W.B. Mason, Reliable or Quill Account Number, Vendor Telephone Number or Fax Number, and/or Vendor Logon and Password.

Background: Purchase of office supplies should be done prior to inventory running out. Office Supplies purchased at W.B. Mason, Reliable Office Products or Quill is significantly less expensive than supplies purchased at Office Max or Staples, and are delivered the next day.

Procedure:

1. Determine the most effective method of purchasing office supplies at the program location (i.e. By fax, telephone or internet).
2. Contact the Accounting Manager to obtain the initial account and/or Logon information.
3. Complete the purchase order per the JFM purchase order procedure.
4. Place the order via the method the program determined.
5. The delivery address is the location of the program that purchased the products.
6. Upon receipt of the order, verify the packing slip and the product received are the same.
7. Forward the packing slip, with the purchase order number written on it, to the Accounts Payable Clerk.

Comments:

1. It is the responsibility of the programs administrator to ensure that office supply stock is ample for the program and to plan for supplies needed for projects.
2. The Office Max and Staples Credit Card accounts will not be available for use without the permission of the program administrator, their supervisor and the accounting manager.

John F Murphy Homes, Inc.
Procedure

Issue Date: January 27, 2005

Subject: Processing Vehicle Gas Charge Accounts

Purpose: To provide a method to verify the statement, receipts and card number match purchases and to ensure that JFM pays the vendor within the credit terms applicable to the vendor

Tools and Materials Needed: Excel, Vendor Statement and Receipts

Background: This procedure is to reconcile the vendor statement and the receipts received from programs and to make sure the statement is paid within credit terms application

Procedure:

- 1 Separate receipts received from programs by date and by program number
- 2 Match the receipts received with the vendor statement using date and invoice number
- 3 Verify the program number on the receipts match the program the credit card was issued to (note: some programs borrow vehicles therefore a few slips may vary)
- 4 Expense the statement by the program numbers listed on the receipts
 - a If the program number is not listed, charge to the program the credit card was issued to
- 5 If a vendor offers discounts distribute the total discount based a weighted distribution of total expense

Note: For missing receipt proceed as follows:

- 1 On the statement highlight the missing receipt and write the date the information request was sent on and who it was sent to
- 2 Charge the program the credit card was issued and process the invoice according to the JFM invoice processing procedure
- 3 Copy the statement page with the missing receipt
- 4 Send a copy of the statement and a memo requesting the information to the administrator of the program that the credit card was issued to
- 5 Any receipt requests not received within 3 business days will be forwarded to The accounting manager
- 6 The accounting manager will communicate with the administrator of the program missing the slip and rectify the issue within 5 business days
- 7 The Finance Director will be notified via email if the above steps have not resolved the issue within 5 business days
- 8 As with all credit cards, if improprieties occur including not following procedures individual credit cards will be cancelled without notice

File: Finance Department Procedure and Policy Manual
Developed by: Lisa Bolen Accounting Manager
Dev: January 27, 2005
Rev:
E (Gas Credit Cards)



The John F. Murphy Homes, Inc.

Maine Charter School Commission

182 State House Station

Augusta, ME 04333-0182

August 25, 2014:

Dear Commission Members:

I am writing in behalf of our application for a charter school to be located in the Lewiston/Auburn area, called Acadia Academy. As the parent organization John F Murphy Homes Inc. is committed to the success of the program from startup on. As such John F Murphy Homes will support deficits encountered by the program during the start-up period and first year of operation as defined by our Pro Forma budget. In addition the parent organization will cover the cash flow needs of the program through its early years. The parent organization will also use its leverage for purchasing, insurances etc. as well as over site financially and programmatically during its operation. As you may be aware the parent corporation operates several special purposes schools in the area and is familiar with operation of school programs as well as new program start-ups.

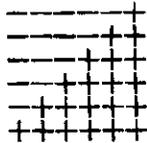
Thank You

A handwritten signature in black ink, appearing to read 'Peter A Kowalski', written over a circular stamp.

Peter A Kowalski

CEO, John F Murphy Homes Inc.

800 Center Street • Auburn, Maine 04210 • (207) 782-2726 • FAX (207) 782-1734
www.jfmhomes.org



Robustelli · Soucy · Hussey, PA
CERTIFIED PUBLIC ACCOUNTANTS

May 7, 2014

Steven Shaver, Treasurer
John F. Murphy Homes, Inc.
800 Center Street
Auburn, ME 04210

Dear Mr. Shaver:

We are pleased to confirm our understanding of the services our firm will provide for John F. Murphy Homes, Inc. for the year ended June 30, 2014.

We will audit the financial statements of John F. Murphy Homes, Inc., which comprise the statement of financial position of as of June 30, 2014, and the related statements of activities and cash flows for the year then ended and the related notes to the financial statements. Also, the following supplementary information accompanying the financial statements will be subjected to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, in accordance with auditing standards generally accepted in the United States of America, and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditor's report on the financial statements:

1. Schedule of Operating Expenses
2. Schedule of Activities by Program

We will also prepare the state cost reports for all cost-reimbursed programs for the fiscal year ended June 30, 2014. It is understood that copies of all state audit reports will be submitted to us for review. We expect to issue the cost reports no later than November 30, 2014.

Audit Objective

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America and will include tests of your accounting records and other procedures we consider necessary to enable us to express such an opinion. We will issue a written report upon completion of our audit of John F. Murphy Homes, Inc.'s financial statements. Our report will be addressed to the board of directors of John F. Murphy Homes, Inc. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion and add an emphasis-of-matter or other-matter paragraph. If our opinion is other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or withdraw from this engagement.

Audit Procedures

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and direct confirmation of certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions.

1071 Lisbon Street, Lewiston, Maine 04240-5768
207-783-2839 Fax: 207-783-3234
E-Mail: gary@rrsepa.com
Website: <http://www.rrsepa.com>

At the conclusion of our audit, we will require certain written representations from you about the financial statements and related matters.

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from errors, fraudulent financial reporting, misappropriation of assets, or violations of laws or governmental regulations that are attributable to the organization or to acts by management or employees acting on behalf of the organization.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our audit will include obtaining an understanding of the organization and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. An audit is not designed to provide assurance on internal control or to identify deficiencies in internal control. However, during the audit, we will communicate to you and those charged with governance internal control related matters that are required to be communicated under professional standards.

Management Responsibilities

You agree to assume all management responsibilities for the tax services and any other nonattest services we provide; oversee the services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of the services; and accept responsibility for them

You are responsible for establishing and maintaining internal controls, including monitoring ongoing activities; for the selection and application of accounting principles; and for the preparation and fair presentation of the financial statements in conformity with U.S. generally accepted accounting principles. You are also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2) additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the organization from whom we determine it is necessary to obtain audit evidence. Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the organization involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a

Steven Shaver, Treasurer
May 7, 2014
Page 3

material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the organization received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring the organization complies with applicable laws and regulations.

You are responsible for the preparation of the supplementary information in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any documentation that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, notes payable and other confirmations we request and will locate any documents (e.g., bank reconciliations, minutes, invoices, grant contracts, cost reimbursement audit reports and deposit records) selected by us for testing.

Gary W. Soucy is the engagement partner and is responsible for supervising the engagement and signing the report or authorizing another individual to sign it. We expect to begin our audit on approximately August 1, 2014 and issue our report no later than November 30, 2014.

The working papers for this engagement are the property of Robustelli, Soucy & Hussey, P.A. and constitute confidential information. However, as required by federal and state regulations, we are required to make certain work papers available to the Maine Department of Human Services upon request for their regulatory oversight purposes in connection with cost reimbursement matters. Access to the requested work papers will be provided under the supervision of firm personnel.

Our fees for the above-mentioned services and preparation of the tax returns will be billed at the hourly rates of the employees assigned to the engagement and will include any out-of-pocket expenses. Total charges are not expected to exceed \$43,500. Progress billings will be rendered as the work proceeds. All billings are due upon receipt. The firm reserves the right to interrupt work if progress billings are not paid when due. The firm reserves the right to request final payment for the engagement prior to delivery of the engagement documents. Any balance, after payments, credits and allowances, outstanding over 30 days will be assessed a finance charge of 1.25% per month. The annual percentage rate is 15%.

We appreciate the opportunity to be of service to you and believe that this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Sincerely,

Robustelli · Soucy · Hussey, P.A.
CERTIFIED PUBLIC ACCOUNTANTS

Acknowledged:

This letter correctly sets forth the understanding of John F. Murphy Homes, Inc.

Acknowledged by: Steven Shaver

Title: TREASURER

Date: 5-21-2014

ROBUSTELLI SOUCY HUSSEY, P.A
1071 LISBON ST
LEWISTON, ME 04240-5768
207-783-2839

May 7, 2014

CONFIDENTIAL

Client #39000
John F. Murphy Homes, Inc.
800 Center Street
Auburn, ME 04210

Dear Steven:

This letter is to confirm and specify the terms of our engagement with John F. Murphy Homes, Inc. for the year ended June 30, 2014 and to clarify the nature and extent of the tax services we will provide.

Our engagement is limited to performing the following services:

1. Prepare the Federal Return of Organization Exempt From Income Tax (Form 990, 990-EZ or 990-N, as appropriate).
2. Prepare any bookkeeping entries we find necessary in connection with preparation of the income tax returns.
3. Prepare and post any adjusting entries.

This engagement letter does not cover the preparation of any financial statements, which, if we are to provide, will be covered under a separate engagement letter.

You are responsible for the safeguarding of assets, the proper recording of transactions in the books of accounts, the substantial accuracy of the financial records, and the full and accurate disclosure of all relevant facts affecting the return to us. You also have final responsibility for the tax return and, therefore, the appropriate officials should review the return carefully before an authorized officer signs and files it.

You are responsible for making all management decisions and performing all management functions; for designating an individual with suitable skill, knowledge, or experience to oversee the bookkeeping and tax services we provide; and for evaluating the adequacy and results of the services performed and accepting responsibility for such services.

We may provide you with a questionnaire or other document requesting specific information. Completing those forms will assist us in making sure you are well served for a reasonable fee. You represent that the information you are supplying to us is accurate and complete to the best of your knowledge and that you have disclosed to us all relevant facts affecting the returns. We will not verify the information you give us; however, we may ask for additional clarification of some information.

If, during our work, we discover information that affects prior-year tax returns, we will make you aware of the facts. However, we cannot be responsible for identifying all items that may affect prior-year returns. If you become aware of such information during the year, please contact us to discuss the best resolution of the issue. We will be happy to prepare appropriate amended returns as a separate engagement.

Our work in connection with the preparation of the tax return does not include any procedures designed to discover defalcations or other irregularities, should any exist. The returns will be prepared solely from information provided to us without verification by us.

In accordance with federal law, in no case will we disclose your tax return information to any location outside the United States, to another tax return preparer outside of our firm for purposes of a second opinion, or to any other third party for any purpose other than to prepare your return without first receiving your consent.

The Internal Revenue Code and regulations impose preparation and disclosure standards with non-compliance penalties on both the preparer of a tax return and on the taxpayer. These standards differ and are higher for return preparers than taxpayers. To avoid exposure to these penalties, it may be necessary in some cases to make certain disclosures to you and/or in the tax return concerning positions taken on the return that don't meet these standards. Accordingly, we will discuss tax positions that may increase the risk of exposure to penalties and any recommended disclosures with you before completing the preparation of the return. If we concluded that we are obligated to disclose a position and you refuse to permit the disclosure, we reserve the right to withdraw from the engagement and you agree to compensate us for our services to the date of withdrawal. Our engagement with you will terminate upon our withdrawal.

The IRS permits you to authorize us to discuss, on a limited basis, aspects of your return for one year after the return's due date. Your consent to such a discussion is evidenced by checking a box on the return. Unless you tell us otherwise, we will check that box authorizing the IRS to discuss your return with us.

It is our policy to keep records related to this engagement for three years. However, we do not keep any of your original records, so we will return those to you upon the completion of the engagement. When records are returned to you, it is your responsibility to retain and protect the records for possible future use, including potential examination by governmental or regulatory agencies.

By signing this engagement letter, you acknowledge and agree that upon the expiration of the three year period, we are free to destroy our records related to this engagement.

Certain communications involving tax advice are privileged and not subject to disclosure to the IRS. By disclosing the contents of those communications to anyone, or by turning over information about those communications to the government, you, your employees, or agents may be waiving this privilege. To protect this right to privileged communication, please consult with us or your attorney prior to disclosing any information about our tax advice. Should you decide that it is appropriate for us to disclose any potentially privileged communication, you agree to provide us with written, advance authority to make that disclosure.

Should we receive any request for the disclosure of privileged information from any third party, including a subpoena or IRS summons, we will notify you. In the event you direct us not to make the disclosure, you agree to hold us harmless from any expenses incurred in defending the privilege, including, by way of illustration only, our attorney's fees, court costs, outside adviser's costs, or penalties or fines imposed as a result of your asserting the privilege or your direction to us to assert the privilege.

The return may be selected for review by the taxing authorities. In the event of an audit, you may be requested to produce documents, records, or other evidence to substantiate the items of income and deduction shown on a tax return. Any proposed adjustments by the examining agent are subject to certain rights of appeal. In the event of a tax examination, we will be available, upon request, to represent you. However, such additional services are not included in the fees for the preparation of the tax return.

Our fees for tax services will be based in part upon the amount of time required at our standard billing rates for the personnel working on the engagement, plus out-of-pocket expenses. All invoices are due and payable upon presentation. Amounts not paid within 30 days from the invoice date will be subject to a late payment charge of 1.25% per month (15% per year).

In the event of a dispute related in any way to our services, our firm and you agree to discuss the dispute and, if necessary, to promptly mediate in a good faith effort to resolve. We will agree on a

ROBUSTELLI SOUCY HUSSEY, P.A 1071 LISBON ST LEWISTON ME 04240-5768

mediator, but if we cannot, either of us may apply to a court having personal jurisdiction over the parties for appointment of a mediator. We will share the mediator's fees and expenses equally, but otherwise will bear our own attorneys' fees and mediation cost. Participation in such mediation shall be a condition to either of us initiating litigation. In order to allow time for the mediation, any applicable statute of limitations shall be tolled for a period not to exceed 120 days from the date either of us first requests in writing to mediate the dispute. The mediation shall be confidential in all respects, as allowed or required by law, except our final settlement positions at mediation shall be admissible in litigation solely to determine the prevailing party's identity for purposes of the award of attorneys' fees.

We have the right to withdraw from this engagement, in our discretion, if you don't provide us with any information we request in a timely manner, refuse to cooperate with our reasonable requests or misrepresent any facts. Our withdrawal will release us from any obligation to complete your return and will constitute completion of our engagement. You agree to compensate us for our time and out-of-pocket expenses through the date of our withdrawal.

If the foregoing correctly sets forth your understanding of our tax engagement, please sign this letter in the space below and return it to our office. If you disagree with any of these terms, please notify us immediately. A copy of this letter is enclosed for your records.

We want to express our appreciation for this opportunity to work with you.

Sincerely
Robustelli · Soucy · Hussey, P.A.
 Robustelli · Soucy · Hussey, PA
 CERTIFIED PUBLIC ACCOUNTANTS

Acknowledged:

This letter correctly sets forth the understanding of John F. Murphy Homes, Inc..

Officer Signature:

Steve Starnes

Title:

TREASURER

Date:

5-21-2014

Client #39000

**Organizations that have donated money to MMCC
through donor/grant funds:**

Playground Grants:

Kohl's (\$500.00)
L & A Fund (\$17,053.00 matching grant)
Philoptochos Autism Assistance Fund (\$5,000.00)
BYO Recreation, Inc. (\$27,914.00 matching grant)

Library Grants:

The Stephen & Tabitha King Foundation (\$10,000.00)
The LIBRA Foundation (\$4,000.00)

Aquarium Project Grant:

The Morton-Kelly Charitable Trust (\$4,000.00)

Emergency Response Team Grant:

Wing-Benjamin Trust Fund (\$500.00)

Gymnastics Program Grant:

L-A Children's Foundation (\$500.00)

Charitable Donations to Sandbox Project:

Hammond Lumber Company
GM Morin Enterprises
Kennebec Rental
Petro's Hardware
Collette Monuments
(Total value of material and equipment donations for Sandbox project: \$1,725.00)

TOTAL FUNDS RECEIVED AS OF 8/14/14: \$71,192.00

Section II

D. 2 Financial Management

The Director (Michelle Hathaway) and Finance Director (Andrew Cowan), overseen and directed by the Board of Directors, will be responsible for the management of ACADIA Academy's financial oversight and management. The finance director will oversee accounts receivable/payable, payroll, and billing/revenue sources, both directly and through contracted services. The Director and finance committee will receive monthly reports, prepared by the Finance Director, in compliance with all accounting standards. In addition, an annual audit will be conducted by an outside accountant/auditor and will be presented in a year-end review to the entire Board. It is understood that the Board directs and manages the Director and in turn, the Finance Director for all matters related to the fiscal operation of the Academy.

Student records will be developed to include necessary emergency information, demographic information necessary for free reduced lunch, medical information, academic information, social emotional screenings, etc. and maintained by the Director and Administrative Assistant, to be kept within a locking, confidential unit. "Keyed" access will be allowed for restricted personnel in accordance with FERPA (and HIPPA for any child receiving medical/therapeutic services). In addition, we are able to keep records within a secure, remote server, to access in case of an emergency or fire. We have long standing history and experience of record keeping for our students, including a wealth of clinical information related to intensive services offered. Our staff is routinely trained in HIPPA and FERPA.

John F. Murphy Homes, Inc., contracted provider for financial services, has a long-standing history of fiscal responsibility and accountability, servicing Maine Care, Department of Human Services and private insurance companies, as well as the Department of Education and Child Development Services. I can assure the Commission that all policies and procedures required to ensure financial control are established. A well-established department is evidenced to include shipping and receiving, accounts receivable/payable, billing/income, and payroll and strong oversight is provided by a Finance Officer. In addition, we

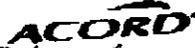
have a purchasing team available that has worked with vendors to assure us the lowest price available for commonly used items and supplies. Our partnership with this program allows us to incorporate and rely on a wealth of knowledge and history, allowing us to focus on the mission of educating our students.

Our sister program, ACADIA Academy, utilizes MEDMS to report student enrollment and staff credentials/employment currently. We have multiple staff trained in the utilization of this system and will partner with MMCC to share their vast knowledge and application of MEDMS.

Finally, John F. Murphy Homes, Inc. has long-standing ability to acquire insurance coverage for liability, property and worker's comp. The rates will be extended to ACADIA Academy. Currently, MMCC, sister program, has liability coverage extending to 5,000,000. The rates for this coverage have been included in our budget. Upon Charter approval and contract, we will be extended coverage. For an example, please see Exhibit 1.

JOHNF-2 OP ID: FG

DATE (MM/DD/YYYY)
07/15/2014



CERTIFICATE OF LIABILITY INSURANCE

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Blodeseu Insurance Agency, Inc
567 Lisbon Street
Lewiston, ME 04240
Lisa Doucette

CONTACT NAME: Lisa Doucette
PHONE (A/C No. Ext): 207-784-4029 FAX (A/C No.): 207-784-2360
EMAIL ADDRESS: lisa@blodeseuinsurance.com
INSURER(S) AFFORDING COVERAGE NAIC #
INSURER A: Hanover 22292
INSURER B: MEMIC - Maine Employers Mutual 11030
INSURER C:
INSURER D:
INSURER E:
INSURER F:

INSURED
John F Murphy Homes, Inc.
800 Center Street
Auburn, ME 04210

REVISION NUMBER:

COVERAGES CERTIFICATE NUMBER: THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSUR LINE	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GENL AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-TECT <input type="checkbox"/> LOC	ZHP9809903	07/01/2014	07/01/2015	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (EA OCCURRENCE) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 COMBINED SINGLE LIMIT (EA OCCURRENCE) \$ 1,000,000
A	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS	AHP9597185	07/01/2014	07/01/2015	BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (PER ACCIDENT) \$
A	UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR EXCESS LIAB <input checked="" type="checkbox"/> CLAIMS-MADE DEF <input checked="" type="checkbox"/> RETENTION \$ 10,000	UHP9609905	07/01/2014	07/01/2015	EACH OCCURRENCE \$ 4,000,000 AGGREGATE \$ 4,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) (If yes, describe under DESCRIPTION OF OPERATIONS below)	181005584 181005584	07/21/2013 07/21/2014	07/21/2014 07/21/2015	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OI-ER EL EACH ACCIDENT \$ 500,000 EL DISEASE - EA EMPLOYEE \$ 500,000 EL DISEASE - POLICY LIMIT \$ 500,000
A	Prof. Liability Abuse	ZHP9609903 ZHP9609903	07/01/2014 07/01/2014	07/01/2015 07/01/2015	PL/Abuse \$ 1,000,000 Aggregate \$ 3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER

Certificate Available Upon Request

CERTIFY

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Lisa Doucette

© 1988-2010 ACORD CORPORATION. All rights reserved.

Section II

D. 3 Facilities

ACADIA Academy is currently conducting a facilities' search within the Lewiston-Auburn area, pursuing three possibilities:

1. Rental Space
2. Purchase/Rehab of an Existing Building
3. New Construction on Existing Land within Lewiston

We are currently seeking out all opportunities. We are working with a realtor and with a general contractor to pursue all three. Through our sister program, MMCC, we have a long-standing history of acquiring buildings for school use and currently have 5 schools in operation (with 2 additional programs in public schools). Four of these locations are owned and one is a leased property. We have determined we will be located within Lewiston-Auburn with preference given to Lewiston as our biggest "population" base (See Section II for student population information)

We have currently appropriated a budget line for leased space, inclusive of current costs/per square footage in this area. We are currently exploring cost/sharing with the construction of a new site that would allow for an ACADIA Academy that shared gym/cafeteria and library space with another program and need. This partnership may allow both programs to have affordable and beautiful spaces for students.

The facility search allows for two scenarios, a smaller space to be moved out of in year three, and/or a larger space to be shared with another program. The space, will have outdoor recreation space, adequate classroom space, indoor recreation/dining space, shared spaces (library, art, group gathering) and will have designated office/administrative space as well as a gathering area for parents and families.

We have a strong history of providing beautiful and welcoming spaces for our students and are thoughtful to the needs of student development: academic, social, emotional, behavioral and physical. Our spaces are selected and re-designed to meet these needs with attention to detail, color, space and lay-out. We

anticipate viewing many options this fall, with a final decision pending our approval.

Our contractor, if needed for construction or renovation, has a long-standing history with our school renovations and has proven to create beautiful, safe spaces for our students, meeting deadlines and ALL safety regulations.

We have routinely and consistently worked with DHS, DOE and local/state Fire Marshall's office, in conjunction with City officials to ensure that our buildings meet all necessary safety codes. Our Contractor has worked for 14 years on our varied projects, ensuring that we meet and pass all inspections.

We feel confident that a location will be secured and move-in ready for students by September 1 of 2015. We recognize, and have history to reflect upon, that we may need to move the program to incorporate expansion and growth.

We have proposed a part-time janitor that increases to full-time capacity as the Academy grows in population. Students will learn to be responsible for themselves/items and will contribute with daily responsibilities but the janitor will be responsible for cleaning/disinfecting the spaces. We currently employ four school based janitors and have established protocols for cleaning as well as required MSDS chemical sheets.

Tab 33

Room Schedule

A building that has, or could be expanded to include the following (this may precipitate as move in year three as we expand)

- 5 initial classrooms (growing to include 14 in 6 years), sized no less than 960 square feet per classroom (U.S. Department of Education)
- Dining/Recreation Room (to be used as multi-purpose) no less than 1300 square feet
- Library/computer Lab, no less than 960 square feet
- Teacher's Work Room: materials, curriculum, no less than 960 square feet
- Offices, Administrative Space and Small Classroom (flexible)
- Outdoor Recreation Space

All spaces must meet state and local requirements as well as ADA requirements and DHS specifications in order to support before-after school care.

As we increase grades, enrollment, we anticipate additional classrooms as well as

- Art/Science Room
- Separate Library/Social Skills Classroom

TAB 34

Lease

We do not have a lease for a property at this time. A site search is being conducted. We are confident a space will be identified, renovated and opened for a start date of September 1, 2015.

TAB 35 Schedule of Furnishings and Fixtures

Refer to the Budget, TAB 32 to determine number of classrooms per year

Per Classroom:

4 Student Tables

2 Group Instruction Tables

18 Student Chairs

1 Teacher Desk

2 Teacher Chairs

(Cabinets built into walls for storage)

3 shelves for student materials/manipulatives

4 IPADS (additional to be purchased through grants)

1 Teacher Computer and Interactive Computer System

Student Cubbies

1 Classroom Rug

2 White Boards

2 Bulletin Boards

1 Book Display

\$4,000 per room

Dining Area:

Dining Room Tables and Chairs to Accommodate 40 at one time

Industrial Trash Cans

Table for Condiments, Silverware

\$4,000

Recreational Equipment:

Yoga Mats

Cds, Stereo

Balls (rubber, varied in size)

Pillo Polo Set

Portable Nets

Cones

Soccer Balls

Hula Hoops

Ribbons

\$1,000

Library:

4 Book Displays

Bean Bag Chairs

Easel

Dry Erase Boar

1 Table

6 Chairs

\$2,000

The curriculum and educational materials are included in the general budget to be

utilized for all classrooms.

Section II

D. 4 Transportation

Transportation will be provided for students living in the cities of Auburn and Lewiston, with multiple designated drop-off and pick-up location within both city limits (pending enrollment).

Please see the Transportation plan outlined in TAB 36

Section II
TAB 36
D. 4 Transportation Plan

Transportation will be provided for students living in the cities of Auburn and Lewiston, with multiple designated drop-off and pick-up location within both city limits (pending enrollment).

ACADIA Academy will share transportation cost and responsibility with students being transported within the city limits and may contract with Hudson Buses for one route per day (also pending enrollment).

The transportation and per/pupil cost has been factored into our budget. For cost saving measures, we will be partnering with MMCC (sister program to ACADIA Academy). Final cost cannot be figured until we are able to determine routes and trips necessary, however, MMCC currently provides transportation to students within both city limits.

ACADIA Academy will not provide transportation for students enrolled in the before and after school care program.

Section II

D. Insurance

Liability insurance is covered under ACORD Insurance Company. For an example of insurance coverage typically acquired for the agency, please refer to Exhibit 37. Currently, educational staff at our sister program are covered by their job descriptions in our liability insurance. Our vehicle insurance and property insurance are specific to company vehicles and would be issued upon purchase/lease. Worker's Comp insurance is provided within Exhibit 37.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
07/15/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Bilodeau Insurance Agency, Inc 541 Lisbon Street Lewiston, ME 04240 Lisa Doucette	CONTACT NAME: Lisa Doucette
	PHONE (A/C No. Exp): 207-784-4029 FAX (A/C No.): 207-784-2360
	EMAIL ADDRESS: lisa@bilodeauinsurance.com
	INSURER(S) AFFORDING COVERAGE
INSURED John F Murphy Homes, Inc. 800 Center Street Auburn, ME 04210	INSURER A: Hanover 22292
	INSURER B: MEMIC - Maine Employers Mutual 11030
	INSURER C:
	INSURER D:
	INSURER E:
	INSURER F:

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADJ. ISNR NSR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GENL AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC		ZHP9609903	07/01/2014	07/01/2015	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000
A	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS		AHP9597185	07/01/2014	07/01/2015	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (PER ACCIDENT) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DE <input checked="" type="checkbox"/> RETENTION \$ 10,000		UHP9609905	07/01/2014	07/01/2015	EACH OCCURRENCE \$ 4,000,000 AGGREGATE \$ 4,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N Y	1810055884 1810055884	07/21/2013 07/21/2014	07/21/2014 07/21/2015	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER EL EACH ACCIDENT \$ 500,000 EL DISEASE - EA EMPLOYEE \$ 500,000 EL DISEASE - POLICY LIMIT \$ 500,000
A	Prof. Liability		ZHP9609903	07/01/2014	07/01/2015	PL/Abuse 1,000,000
A	Abuse		ZHP9609903	07/01/2014	07/01/2015	Aggregate 3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER Certificate Available Upon Request	CERTIFI	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
		AUTHORIZED REPRESENTATIVE

Section II

D. 6 Food Service

During Year One, we will not offer an internal hot lunch program to students within our program. We will provide dining space and children will bring lunches. We will provide nutritious beverages (milk, juice, non-dairy alternative) for students.

For students deemed eligible for free/reduced lunch (and/or students demonstrating need), we will attempt to do the following:

- Enroll the student within the local public district food program, providing necessary information (with parental consent). We will drive to the designated public program to pick up and deliver lunches daily. This is being done with a host of small private schools and/or special purpose schools and considered a small source of revenue (and welcomed) by local districts.
- In addition, we have an established relationship with the Good Shepherd Food Bank. We are able to purchase food for pennies by the pound and receive free produce, dairy products and bread to be utilized by our families. Students are able to access this food in order to subsidize what their families may or may not be able to produce. This has been effective for many families and children served by our sister program, MMCC.
- If students require specialized food, we will work with our nurse consultant (through JFM Homes, Inc.) to ensure appropriate food supplements if the child is in need.

D. 7 Closure Protocol

Refer to TAB 38. School Closure Template

The School Closure Template, as outlined by the Commission and the Department of Education is included in TAB 38. ACADIA Academy will adhere fully to the requirements and processes outlined within this closure plan.

In the event of school closure, employees at ACADIA Academy will remain employed for the duration of the closing and will create comprehensive educational records to be transferred to the receiving districts that the students may enroll in. This records will include educational, disciplinary, contact and medical information, to be released after receiving signed parental consent.

The Administration will provide parents with a list of private schools within the state as well as the contact information for the public schools located within their town. A letter will accompany this information with directions that detail enrollment and registration processes.

In accordance with IRS and State law, assets will be transferred to eligible programs after a closeout audit, completed within twelve months of the announcement of closure. Assets shall be distributed first to satisfy any outstanding payroll obligations and then to creditors. Any remaining assets purchased with public funds shall be returned to the Treasurer of the State.

**Maine Charter School Commission
CLOSURE PLAN
TAB 38**

*Approved 7/3/02
4/26/11 Tab Change*

1. Documentation of Closure Action:

Should ACADIA Academy be closed for any reason by the ACADIA Academy Governing Board, notice of such action shall be sent to the Maine Charter School Commission ("MCSC") and the Maine Department of Education ("DOE") within 5 calendar days of any official closure action taken by the Board. Should the MCSC or the Department initiate the closure action, timely notice will be sent to the ACADIA Academy governing Board. The notice by either party will include a description of the circumstances of the closure. Following receipt of such notice, the parties will develop a joint agreement on a closure date. The parties will send a joint notice of closure to:

- Parents or guardians of students;
- Maine Charter School Commission;
- 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.

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 toward graduation requirements.

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

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

*Approved 7/3/02
4/26/11 Tab Change*

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 ACADIA Academy 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 ACADIA Academy reverts to non-charter status, notification of this change will be made to all parties listed in this section.

2. 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 ACADIA Academy will have a 30 day deadline.

ACADIA Academy 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 ACADIA Academy. 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 ACADIA Academy 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 ACADIA Academy has. They include, but are not limited to, records related to performance and grievance.

3. Financial Close-out:

Within 60 days after receiving notification of closure, the DOE and MCSC will notify ACADIA Academy 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 and MCSC 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.

4. 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 ACADEMY Acadia 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 ACADIA Academy will be distributed first to satisfy any outstanding payroll obligations for employees and then to creditors. Any remaining assets purchased with public funds provided through this Charter shall be returned to the Treasurer of State for a public purpose to the extent required by 20-A M.R.S. §2411(8) or its successor.

E. Education Service Provider

ACADIA Academy intends to contract with one non-profit corporation, identified as an Education Service Provider.

ACADIA Academy intends to contract with John F. Murphy Homes, Inc., to provide the following services: Managerial, Technical and Financial Services. These services, contracted at a rate of 8% of the student revenue, will cover all services related to human resources (hiring processes, benefits explanations), safety coordination (risk assessment, worker's comp processing, preventative strategies, workplace safety), non-educational trainings (CPRS, First Aid, Preventing Disease Transmission, etc.) and financial services (accounts receivable/payroll, billing, payroll, benefits processing, etc.). Additionally, pending enrollment and needs of pupils, this contract will cover necessary clinical and special education services, this may include the lease of specialized equipment if necessary. The budget has moneys allocated for this purpose (See TAB 32)

This rate, determined to be 8%, will be taken from our total revenue per pupil. Thus, the dollar amount (reflected as G/A) in our budget, fluctuates based on pupils and program expansion.

John F. Murphy Homes, Inc. (JFM, Inc.) has provided such management and financial services to the Margaret Murphy Center for Children during the last 14 years. To date, this program has flourished and grown to include an operating budget of 14.5 million dollars.

JFM, Inc. While the student population is inclusive of a largely specialized population, our program has grown to include a pre-school for children without special education needs, a thriving early childcare program, an early intervention program and a full-to-capacity summer camp program for children in the area. With the support of JFM, Inc., the MMCC has grown to serve 160 children throughout our various programs.

The relationship with JFM, Inc. offers us a strong partnership and resources that support our staff in our mission and vision, without detracting our educational and administrative staff with such menially tasks such as payroll processing, development of phone use policies, etc. JFM, Inc. and MMCC have a wealth of established policies and processes, systems and personnel to assist with this. Our focus can truly be on the mission and vision we hold, putting student needs first and foremost.

As part of the ongoing relationship with JFM, Inc., the Director shall have frequent and regularly scheduled access to department heads to express concern or program need. The Director shall report any unresolved issues to the ACADIA Academy Board and President, with the intent of administrative resolution. The Director has worked with JFM Homes, Inc. for sixteen years and has been able to develop a successful company and school program.

A proposed contract between ACADIA Academy and John F. Murphy Homes, Inc. will be developed upon approval with assistance of the Commission.

TAB 39

Education Service Provider

John F. Murphy Homes, Inc., owner and operator of the Margaret Murphy Center for Children, has been the managing agency since its development and opening in 2000. With JFM, Inc. oversight and management, the Center has grown from a program with ten students to a program serving 130 children with special education needs and an additional forty children in the child care and pre-k program. The MMCC budget has grown to a current fiscal budget of 14.5 million dollars. This encompasses all seven programs, providing services to children ages birth to twenty. In addition, the staff at MMCC has grown from a small staff of ten to a staff of nearly 200.

In addition to this documented growth, it is important to note that while MMCC has expanded exponentially, the services offered at the Margaret Murphy Center for Children have continue to improve. Expansion has made our program stronger.

We anticipate that the strong organizational structure of JFM Homes, Inc. will allow for successful operation of ACADIA Academy.

TAB 40

John F. Murphy Homes, Inc., has been the owner and operator of the Margaret Murphy Center for Children for the last fourteen years.

Contact Information:

Michelle Hathaway, Director, 376-3022

Robyn Gray, Assistant Director, 786-7708

Tiffany Haskell, High School Site Director, 376-3311

TAB 41

The Service agreement between ACADIA Academy and John F. Murphy Homes, Inc., will be developed following Commission Approval (with request from assistance from the Commission).

Contracted Services will include management services, fiscal services and technical services, as outlined in Section E. The Service Agreement will include a contract for the initial five years of operation, to be renewed upon successful service to ACADIA Academy.